

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

写作教程

Successful Writing

教师用书

第2版

主 编 / 邹 申



2

“二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

写作教程

Successful Writing

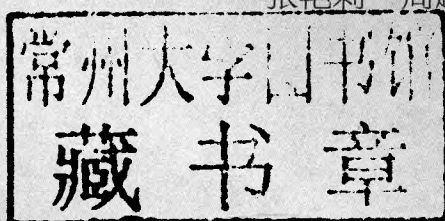
教师用书

第2版

主编 / 邹 申

编者 / 邹 申 顾伟勤

张艳莉 周越美



图书在版编目(CIP)数据

写作教程 2 教师用书 / 邹申主编. — 2版.

— 上海: 上海外语教育出版社, 2013

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-3153-2

I. ①写… II. ①邹… III. ①英语—写作—高等学校—教学参考资料

IV. ①H315

中国版本图书馆CIP数据核字(2013)第050130号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邬安安

印 刷: 浙江省临安市曙光印务有限公司

开 本: 787×1092 1/16 印张 10 字数 239千字

版 次: 2013年8月第2版 2013年8月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-3153-2 / H · 1580

定 价: 18.00 元

本版图书如有印装质量问题, 可向本社调换

“新世纪高等院校英语专业本科生系列教材”(修订版)

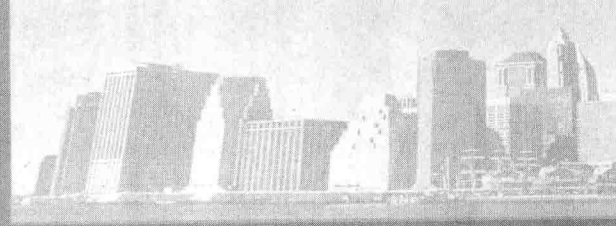
编委会名单

主 任：戴炜栋

委 员：(以姓氏笔画为序)

文秋芳 北京外国语大学
王 岚 解放军外国语学院
王立非 对外经济贸易大学
王守仁 南京大学
王俊菊 山东大学
王腊宝 苏州大学
史志康 上海外国语大学
叶兴国 上海对外贸易学院
申 丹 北京大学
石 坚 四川大学
刘世生 清华大学
刘海平 南京大学
庄智象 上海外国语大学
朱 刚 南京大学
何兆熊 上海外国语大学
何其莘 北京外国语学院
张绍杰 东北师范大学
张春柏 华东师范大学
张维友 华中师范大学
李 力 西南大学
李庆生 武汉大学
李建平 四川外语学院
李绍山 解放军外国语学院
李战子 解放军国际关系学院

杨达复 西安外国语大学
杨信彰 厦门大学
邹 申 上海外国语大学
陈建平 广东外语外贸大学
陈法春 天津外国语学院
陈准民 对外经济贸易大学
姚君伟 南京师范大学
洪 岗 浙江外国语学院
胡文仲 北京外国语大学
赵忠德 大连外国语学院
殷企平 杭州师范大学
秦秀白 华南理工大学
袁洪庚 兰州大学
屠国元 中南大学
梅德明 上海外国语大学
黄国文 中山大学
黄勇民 复旦大学
黄源深 上海对外贸易学院
程晓堂 北京师范大学
蒋洪新 湖南师范大学
谢 群 中南财经政法大学
虞建华 上海外国语大学
蔡龙权 上海师范大学



总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



前 言

2000 年出版的《高等学校英语专业英语教学大纲》指出,“在注意听、说、读、写、译各项技能全面发展的同时,更应该突出说、写、译能力的培养”。同时大纲又提出“注重培养跨文化交际能力”以及“加强学生思维能力和创新能力的培养”。

根据大纲的精神和要求,本系列教程旨在通过科学的教育方法,系统地教授写作知识,使学生在完成英语专业课程时掌握必要的写作知识及技巧,具备大纲所规定的写作能力。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。除学生用书外,本系列教程还配备教师用书。

本系列教程包括以下四册:

第一册

使用阶段: 一年级第二学期

教学目标: 学生在学完该册后,能正确理解和掌握英语句子成分与结构以及词汇用法,并能够按照不同要求正确写出英语句子;能改写或缩写课文内容,并能正确写出 150 个单词左右的短文;能正确书写便条和通知等应用文;能正确运用标点符号。

教学安排: 本册共 10 个单元。每周 2 节课,每两周上一个单元。

第二册

使用阶段：二年级第一、二学期

教学目标：学生在学完该册后，能正确理解和掌握英语段落的写作知识与技巧，并能够按照要求写出不同体裁的段落；能根据作文题目、提纲或图表、数据等写出各种类型的短文（200 单词左右）；能正确书写便条和通知等应用文。

教学安排：本册共 18 单元。每周 2 节课，每两周上一个单元。

第三册

使用阶段：三年级第一、二学期

教学目标：学生在学完该册后，能正确理解和掌握文章的写作知识与技巧，熟悉各种文体及其篇章结构，了解并能运用英语修辞知识，而且能够按照要求写出不同文体的文章（500 单词左右）；同时能够写故事梗概、读书报告、课程论文以及正式的书信等。

教学安排：本册共 18 单元。每周 2 节课，每两周上一个单元。

第四册

使用阶段：四年级第一学期

教学目标：学生在学完该册后，能正确理解和掌握学术（毕业）论文写作知识及相关技巧，并能够写出合乎要求的毕业论文。

教学安排：本册共 9 单元。每周 2 节课，每两周上一个单元。

第二册单元设计框架

单元设计宗旨：

1. 融合国内外先进的写作教学模式，强调写作过程的教学，积极鼓励

学生参与课堂教学,培养学生获取知识的能力、运用知识的能力、分析问题的能力、独立提出见解的能力和创新能力。

2. 在写作教学过程中融合文化知识或相关知识的传授,即每一单元的教学围绕一个主题(theme)展开,使学生在获取相关写作知识的同时,增进文化方面的积累。

单元教学内容:

• PART I WARM-UP ACTIVITIES

这部分主要通过各种课前预备活动引起学生对本单元内容的兴趣,激活已有的经历或相关知识。教师可以根据各自具体情况,采用单元内所提供的教学提示或材料开展教学。

• PART II TEACHING FOCUS

这部分主要通过教师课堂讲授和学生课堂活动,使学生掌握该单元的教学内容。教学中教师应运用启发式课堂教学法,让学生在教学过程中自己去发现、归纳、获取相关的知识。课堂教学形式亦可以多样化:教师讲解、个别练习、小组活动等。

单元教学过程大致包括以下几个步骤:

- sample passages
- questions on the sample passages, or
- classroom activities to discover the relevant knowledge or features of the point(s) under discussion
- section summary

• PART III FOLLOW-UP EXERCISES

这部分提供各种形式的课堂或课后练习,练习均针对该单元的教学内容。练习之一是完成在 Warm-up Activities 阶段起始的段落或作文。该练习的目的是通过在学习过程中学生对习作的自改和互改,帮助他们提高和巩固该单元所讲授的内容。



修订说明

写作教程(第二册)于2005年8月出版。本教材的编写人员均为一线教师,具有博士学位,以及多年相关教学与科研经验。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在教学内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。

教材出版后立即受到使用单位欢迎。教师们认为该教材的编写从教师教学和学生学习的角度出发,兼顾课堂教学特点,使用起来得心应手,使用效果良好。

为了进一步提高本系列教材的时代性、科学性和可教性,根据出版社“十一五”教材编写规划,我们在保留原书框架的基础上,对第二册进行部分修订。修订内容如下:

- 1) 校对学生用书和教师用书,纠正原有印刷错误或两书间不吻合之处;
- 2) 替换不太符合当今社会或科技发展的内容;
- 3) 调整个别教学活动形式;
- 4) 修改个别用词或句子。

主编 邹 申



CONTENTS

Unit	Theme	Teaching Focus	Page
Module One Paragraph Writing			
1	General (I)	Paragraph	1
2	Events	Development by Time	11
3	Places	Development by Space	17
4	Customs	Process Analysis	23
5	Career	Exemplification	31
6	Nature and Thought	Definition	37
7	Social Problems	Cause and Effect	47
8	Education	Classification	55
9	Culture	Comparison and Contrast	61
10	Mass Media	Generalization	69
11	People	Combined Methods	77
Module Two Composition Writing			
12	General (II)	Composition	85
13	Memories	Narration	95
14	Life	Description	101
15	Science	Exposition	109
16	Fitness and Health	Argumentation	119
Module Three Practical Writing			
17	Practical Writing (I)	Letters	129
18	Practical Writing (II)	Notes, Cards and Notices	139
References			149

General (I)

INTRODUCTION

As we all know, words make up sentences and sentences make up paragraphs. But what exactly is a paragraph? And what is a good paragraph? This is what we set out to deal with in this unit.

We can look at paragraphs from two perspectives. First, we can look at them from the outside by asking ourselves such questions as "How are my paragraphs going to look to my readers? How long should my paragraphs be?" These are important questions because one of the main functions of a paragraph is to divide a long unit of writing into smaller units so that readers can have short breaks and absorb more easily what they are reading.

We can also consider paragraphs from the inside by asking ourselves "What is a paragraph supposed to do? What should I keep in mind when I am writing one?" These are also important questions because another major function of a paragraph is to develop an

idea.

Therefore, a good topic sentence is of utmost importance to an effective paragraph. The topic sentence tells the reader what the paragraph is about and what the writer's idea is on this topic. It is the most general and most important statement in the paragraph. It contains the controlling idea.

To illustrate our point, we need to have some supporting ideas. Therefore, another essential quality of a good paragraph is unity. A well-written paragraph has only one point to make and every sentence in the paragraph supports that point.

But how can we put those supporting ideas together? The development of a paragraph calls for coherence. To help readers move through a paragraph smoothly without losing their way, we have to use certain devices, some of which will be covered in this unit.

This part serves as unit orientation, the purpose of which is to help students generate ideas for the completion of a given paragraph.

Group & Individual Work

Suggestions for teaching

Ask students to work in groups to talk about what they know about the topic and share each other's knowledge. Then on the basis of the group discussion, ask each of them to choose from the ideas they have written down and write a paragraph either on the advantages or on the disadvantages of having a mobile phone. Make sure that students keep the first draft, as more work will be done on redrafting in this unit. The Warm-up Activities should take no more than 25 minutes.

Suggested answers to the group discussion

Advantages	Disadvantages
It is very convenient. You can make a call whenever and wherever you want to.	It is quite expensive.
It is especially helpful in an emergency.	Its radiation is harmful to health.
It saves time. You don't have to search for or await the turn for the public phone.	Answering calls in public places such as in a theatre is disturbing.
You can always be reached when you are needed by others.	Making or answering calls while driving is dangerous.
In an information age, it can help you to get the information you want in the quickest way.	You can always be reached by your parents or your boss.
It may help you to grasp any chance to succeed.	It may ring at the moment when you least want it to.
You can play games and surf the net through the phone.	You may receive calls from strangers or advertising companies and have to pay for them.
...	...

Additional Work

Display the picture and ask students to talk about it. This activity aims to supply some relevant information where it is hard for the teacher to find information as such.

Topic Sentence

Suggestions for teaching

In this section the teacher should guide students to find out what basic features a topic sentence has. Students should be encouraged to think, discover and then draw a conclusion. In order to achieve effectiveness in teaching, group or pair work is encouraged.

Ask students to work in groups or pairs to fill in the following table.

Topic	Controlling idea
...	...
Television programs for children	have become increasingly violent.
Learning a foreign language	is more and more important for young people.
Cathy	is the kindest neighbor I have ever known.
The food we eat	has a profound effect on our health.

Now ask students to work in pairs or groups to comment on the following topic sentences and to make improvements where necessary.

2. The spelling of the word *centre* in British English is different from that in American English.

Comment: too specific

Improvement: British English is different from American English in spelling.

3. Different countries with different customs.

Comment: This is not a sentence, but a fragment.

Improvement: Different countries have different customs.

4. The local food is terrible.

Comment: too general, too emotional

Improvement: The local food is tasteless and greasy.

Now, ask students to summarize the features of a good topic sentence.



A good topic sentence should have at least the following features:

1. It is a complete sentence.
2. It contains both a topic and a controlling idea.
3. It is neither too general nor too specific.
4. It tells the reader what to expect in the paragraph.

Organizational Structure

Suggestions for teaching

The approach adopted here is that of induction; that is, the teacher should guide students to find out from the sample paragraphs how a paragraph is organized. Students should be encouraged to think, discover and then draw a conclusion.

Sample 1

Suggested answers to the questions

1. Yes, it is at the beginning of the paragraph.
2. Three examples are given in the paragraph to support the topic sentence. One is of rats, another of dogs and the last one of people.
3. The last sentence serves as a concluding sentence. It draws an inference based on the information already given.

Sample 2

Suggested answers to the questions

1. It is at the end of the paragraph.
2. All the other sentences provide supporting details.
3. The paragraph structures are different. In Sample 1, the topic sentence is at the beginning of the paragraph, followed by supporting ideas. There is a concluding sentence at the end of the paragraph. However, Sample 2 begins with supporting details and ends with a topic sentence.

Sample 3

Suggested answers to the questions

1. The third sentence in the paragraph.
2. Objects of different colors and shapes that are on display are described to support the topic sentence, such as boxes, lemons, oranges, apples, lettuce and other vegetables, grapes, avocados, Indiana corn and squash.
3. Yes, it is the last sentence in the paragraph. It restates the main idea.
4. In this sample, the topic sentence is in the middle of the paragraph. This paragraph is set in a narrative context, so before the writer introduces a new topic for the descriptive paragraph, he must continue the narrative. The first two sentences tell us where he is and what he is doing and then he focuses on the topic of the paragraph — the produce displays — which he describes in the rest of the paragraph. The last sentence rounds off the paragraph by reiterating the topic.

Now, ask students to summarize the organizational structure of a paragraph on the basis of the exercises.



The position of a topic sentence may vary according to the organizational structure used. For beginners, there are three basic positions to place the topic sentence: 1) at the beginning of a paragraph, 2) at the end, and 3) in the middle. If there is no topic sentence at the end of the paragraph, there should be a concluding sentence there. It either restates the controlling idea or draws an inference. A paragraph is not complete if it is not properly ended.

Unity

Sample

Suggested answers to the questions

1. Paragraph B, because it has achieved unity, while the sentences in Paragraph A are assembled at random and are difficult to follow because they do not provide details to develop the controlling idea of the paragraph.
2. Two approaches are given as supporting details in Paragraph B to develop the controlling idea expressed in the topic sentence. One is about the balance between science and non-science courses and the other is about a mixture of easy and difficult subjects. The second approach is further developed by adding two more supporting examples. All the four sentences serve to support the topic sentence of the paragraph. Therefore, they are appropriate details and the paragraph has achieved unity.

Here is the complete outline for Paragraph B.

Topic sentence: New students should give careful consideration to the courses they want to take in their first semester at college.

Approach 1: For one thing, they should balance science and non-science courses so that they do not have too many time-consuming labs.

Approach 2: They should also try to get a mixture between subjects they find fairly easy and those that are difficult for them.

Example 1: For instance, the student who does well in history but expects to have a terrible time with calculus might plan on taking both in the same semester to balance the workload.

Example 2: The student who does not plan carefully and takes five tough courses the first term may wind up on scholastic probation.

Coherence

Sample 1

Suggested answers to the questions

1. The first sentence of the paragraph is the topic sentence.
2. These are the key words of the paragraph. They are closely related to the main idea. The repetition of these key words and phrases holds the sentences together and helps to remind readers of the focus.

Sample 2

Suggested answers to the questions

1. Yes. Many transitional signals have been used to help link the sentences together and to permit easy passage from one idea to another.
2. At least eight transitional signals are used.

The attitudes I take toward Frisbee are dual. First, I consider each flight as an individual act, unrelated to how badly or well I threw the disc last time. Second, I try to achieve a balance between concentrating too much and not concentrating enough. If I lack the first attitude, I feel a little ashamed when the Frisbee fails to reach its intended target; this feeling can make me throw even worse the next time, specifically because of my fear that that will happen again, and so on in a vicious circle. On the other hand, if I congratulate myself too much on a good throw, I'm inclined to demand the same performance from myself each time. This is also self-defeating. Therefore, I try to isolate each flight as something to be experienced anew.

Now, ask students to work in groups and try to think of some other transitional signals commonly used in writing and add them to the following table.

To link ideas together	second, next, third, besides, finally, moreover, furthermore, in addition, and
To indicate time	after, later, first, next, then, afterward, from then on, meanwhile, now, until, while
To give examples	such as, for example, for instance, to illustrate
To show similarity	likewise, also, in the same way, similarly, too, in the same manner
To show contrast	but, although, however, in contrast, on the contrary, on the other hand, unlike, whereas, while, yet
To show causation	because, as, since, due to, for, for this reason, now that, owing to
To show consequence	therefore, as a result, consequently, thus, accordingly