

总编译：汪榕培

写作通

2

*A Writing
Skills Book*

美语路路通

系列教材

Mosaic



Margaret Keenan Segal
Cheryl Pavlik
孔德惠 编译



辽宁教育出版社
美国麦克希尔出版公司

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总 序

《美语路路通》是最新从美国引进的一套美国英语系列教材。这套教材以非英语国家的学生为对象，帮助学生提高听、说、读、写的语言技能和整体提高语言水平。全套教材共 19 册，由《听说通》(五册)、《阅读通》(五册)、《写作通》(四册)和《交际通》(五册)四个系列组成。各个系列既相互联系、又相对独立，每个系列中的各个分册循序渐进、不断巩固已学的知识。因此，整个系列可以配合使用，学习英语技能的全部内容；每个系列也可以分别使用，适用于从入门阶段到中高级阶段各个层次的学生。

顾名思义，《听说通》是训练听说技能的课本；《阅读通》是训练阅读技能的课本；《写作通》是训练写作技能的课本；《交际通》是以语法为线索全面训练语言各项技能的课本。

全套教材具有下列显著的特点：

1. 课文取材新颖，每章围绕一个主题式语言功能。内容引人入胜，难易程度适中，语言要点反复循环出现，可以有效地激励学生的学习热情。

2. 传授技能要点和学习策略，使听、说、读、写的技能成为可以逐步掌握的内容。这个特点是《美语路路通》有别于其他同类教材的一个重要方面，技能的各个环节既可以分解为若干方面，又可以通过反复循环达到熟练掌握的程度。

3. 练习形式多种多样，练习内容紧密结合生活实际。掌握语言技能的关键在于反复实践，必须在轻松愉快的实践过程中自然而然地获得，单纯的机械性模仿达不到这个目的，这套教材的练习使学生自始至终处于交际活动中，可以收到事半功倍的效果。

4. 听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练，可以明显地收到触类旁通的效果。

《美语路路通》具有上述显著特点，所以在使用的过程中受到普遍的欢迎。自 1985 年第 1 版问世以来，在美国成为外国移民提高英语水平的首选教材，在世界许多国家成为学习英语的热门教材。这套教材由于受到普遍的欢迎，在接受教学实践的反馈以后，先后于 1990 年出版了第 2 版，于 1996 年出版了第 3 版，两次做出重大修改，使教材更臻完善。

辽宁教育出版社引进《美语路路通》，出版中文版，在原书的基础上加入了中

文的学习指导，结合中国学生的学习难点配以详细的解释，对许多中国学生不熟悉的文化现象予以介绍，并对学习方法和建议开展的课堂活动增添大量的补充说明。中文的学习指导不仅为在中国的课堂里使用这套教材提供了方便，也为广大的英语自学者提供了帮助。

进行中文版改编的是辽宁和吉林两省五所高等学校(大连外国语学院、辽宁大学、东北大学、沈阳师范学院、东北师范大学)富有教学经验的教授和专家们，他们把教授中国学生学习英语的体会和经验融入学习指导中去，使这套在国际上畅销多年、享有盛誉的教材更加适合中国学生的需要，可以用做大专院校英语专业和非英语专业学生的学习教材、英语培训班的技能训练教材，也可以用做广大英语自学者的自学教材。

《美语路路通》中文版的问世是一个成功的尝试，不仅为中国广大的英语学习者又增加了一种新的选择，而且为改变传统的教学方法和教学观念提供了一个示范的样板。我相信，凡是使用这套教材的教师和学生都会喜欢这套教材，并从中受益。

汪榕培

1998年9月10日

本书序言

本书为《美语路路通》系列教材《写作通》第二册，是专门为有初步基础的非本民族语的学习者所设计，旨在通过系统的训练方法，使学习者有效地掌握英文写作技巧，从而培养他们的独立写作能力。

一、编写意图

本书的编写侧重写作过程，通过各种课上、课下的活动和练习，引导学习者逐步熟悉并完成每个写作过程，帮助他们掌握写作技巧和方法。

二、本书特点

1. 设计明快。本书设计新颖、易用，书中各种练习和各项活动均用序号标明，重要的内容用阴影和表格的形式提示。

2. 内容新颖。每章根据写作步骤的不同重点分成几个小节，介绍写作策略和技巧，并通过练习使学生掌握和运用。本书在侧重写作过程的同时，把传统的教学内容贯穿其中，如语法、段落形式等。每章还配有范文，并针对范文设计了练习。书后附有拼写常识，标点符号及大小写规则等内容，另外还有供教师使用的反馈单。

3. 联系实际。每章重点内容配有交际性练习，鼓励学生把书中的内容与自己的亲身经历、经验相结合。

4. 检测要点。每章设有检测要点，为学习者指点迷津，帮助他们备考各种标准化考试。

5. 技能表。本书正文前附有技能表，表内囊括全书十二章的主要内容，学生需要掌握的技能一目了然。

6. 学习指导。每章后配有学习指导，学习指导包括：目的要求、基本内容、具体教学建议、语言和文化方面的注释。

三、章节安排

全书共分十二章，每章包括下列七个写作过程：

1. 广开思路，收集材料。多数学生遇到的第一个问题是写什么。本节提供了有关策略，如讨论、采访、意念图、自由写作等。“积累词汇”一项给学生提供了可能

需要的词语，并鼓励他们从教师或同学那里得到更多的词语。

2. 组织材料，合理安排。本节讲述了组织材料的各种技巧，如怎样写好主题句，如何选取信息，如何组织不同的段落类型等。

3. 语句连贯，简明易懂。本节重点讲授语法和用语对于段落连贯性方面的作用。帮助学生学会如何自由运用各种用语和结构，包括时态的选择等。

4. 抓住重点，撰写初稿。多数学生尚未意识到，一篇优秀作文往往是三易其稿，反复修改的结晶。所以，本节重点强调了修改初稿的重要性。

5. 掌握原则，修改例文。学会修改作文也是重要的技能之一。本节给出的例文中含有常见错误，如格式、语法、衔接、结构组织等，涉及到修改的原则和方法。

6. 修订初稿，精益求精。完成上面一步后，可着手修改作文。教师应要求学生把注意力放在指定的几个方面，头绪过多会影响积极性。同学之间也可互相修改，共同提高。

7. 抄写誊清，呈师指正。初稿修改之后，要抄写誊清，交给教师审阅。

四、教学建议

1. 本书每章内容大约需4个学时，有些内容可留课后作业。

2. 学生基础可能不同，应鼓励基础较好的学生多做自由写作练习。

3. 书中的练习已标定为“小组活动”，“双人活动”，教师可根据实际情况做适当调整。小组活动和双人活动中，学生看到其他学生也有与他们相同或类似的困难时，能增强自己的信心。

4. 初学者在写作中会有许多错误，教师给学生的反馈应以肯定为主。反馈应首先侧重写作内容，然后是语法和每章讲授的写作技巧。

《写作通》是一套深受读者喜爱的教材，它会把你引入英语写作之门，是通向英语写作的成功之路。

编译者

1998年9月

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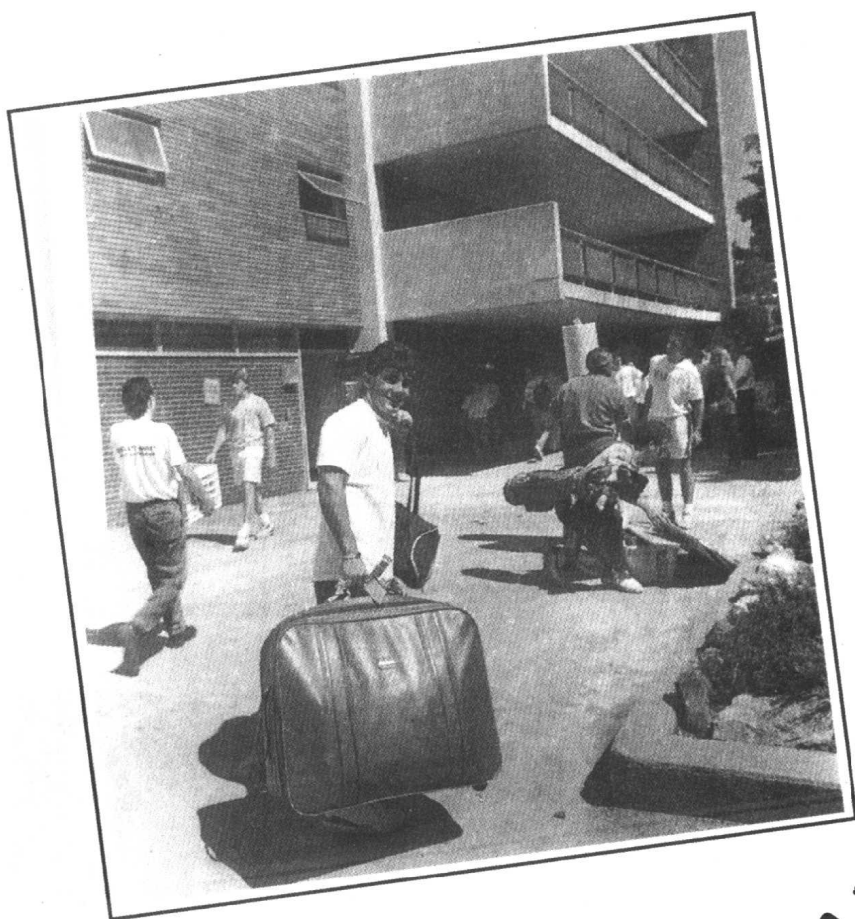
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CHAPTER **one**

Education and Student Life

教育和学生生活



in this chapter

You will write about the advantages of a large or small college.

WHAT DO YOU THINK?

Ranking Arguments

When you write a paragraph giving your opinion on a topic, it is important to rank your arguments in order of importance. This helps persuade the reader to see your point of view.

Here are some reasons an immigrant or international student¹ might choose a college.² Which ones are most important to you? Number them in order from 1 to 10, with 1 as the most important.

- | | |
|--|--|
| _____ class size | _____ courses offered |
| _____ facilities (libraries, laboratories) | _____ location |
| _____ quality of ESL ³ classes | _____ cost |
| _____ special programs for nonnative speakers ⁴ | _____ ease of admission ⁵ |
| | _____ prestige ⁶ |
| | _____ help with job placement ⁷ |

STEPS TO **writing**

1. Exploring Ideas

Choosing a College



A small suburban college

exercise 1

Think about the list of reasons in the What Do You Think box. What other reasons do you think are important to consider in choosing a college? List them on the lines below.

exercise 2



In small groups, discuss your ideas with other students. Tell why you thought certain reasons were important.



Lecture hall in a large college⁸

Building Vocabulary

exercise 3

In your discussion about choosing a college you may have heard some words you don't understand, or you may have found that you didn't know the English words for some of the ideas you wanted to express. Ask the teacher the meaning of any words you don't understand and add them to the list below.

NOUNS	VERBS	ADJECTIVES	OTHER
advantage	attend		
disadvantage	prefer		
facility			
faculty			
location			
prestige			

exercise 4



In small groups, discuss the advantages of large and small colleges. Consider some of the things in the What Do You Think? box on page 2. Write your ideas on the lines below.

ADVANTAGES OF A LARGE COLLEGE

ADVANTAGES OF A SMALL COLLEGE

exercise 5



Look at your lists of advantages. In small groups, discuss whether large or small colleges are better for non-native English speaking students. Remember that some things may be more important than others.

exercise 6

Choose the topic you want to write about: the advantages of a large college or the advantages of a small college for immigrant or international students. Add to your list advantages other students mentioned that you think are important.

2. Organizing Ideas

Arranging Ideas in Order of Importance

Now that you have some ideas about your topic, you need to organize them. One way of doing this is to write about the most important ideas first, then the less important ones.

exercise 1

Look at the lists of advantages you made in Exercises 4, 5, and 6. Which advantages are most important? Rank these advantages in order of importance, with number 1 as the most important. Cross out any advantages that are not very important.

Giving Reasons

When you write, you should give reasons for your opinions.

exercise 2

On the lines below, list your advantages in order of importance. Then give at least one reason for each of the advantages. This will make an outline you can use when you write.

example: ADVANTAGE 1: *Small schools have fewer students.*
REASON: *It is easier to get to know the other students.*

ADVANTAGE 1: _____
REASON: _____

ADVANTAGE 2: _____
REASON: _____

ADVANTAGE 3: _____
REASON: _____

ADVANTAGE 4: _____
REASON: _____

ADVANTAGE 5: _____
REASON: _____

ADVANTAGE 6: _____
REASON: _____

Writing Topic Sentences

The topic sentence usually comes at the beginning of a paragraph. It tells the reader the main idea of the paragraph. A good topic sentence is neither too specific nor too general.

exercise 3



Here is a list of possible topic sentences for a different paragraph about the advantages of studying abroad. Discuss them in groups or as a class. Are any topic sentences too specific or too general? There is no one correct answer.

1. Students who study abroad often can't speak the language well.
2. Studying abroad has three main advantages.
3. There are several reasons why students should study abroad.
4. There are many good schools in foreign countries.
5. If possible, all college students should spend some time studying in a foreign country.



An English class for international students

exercise 4

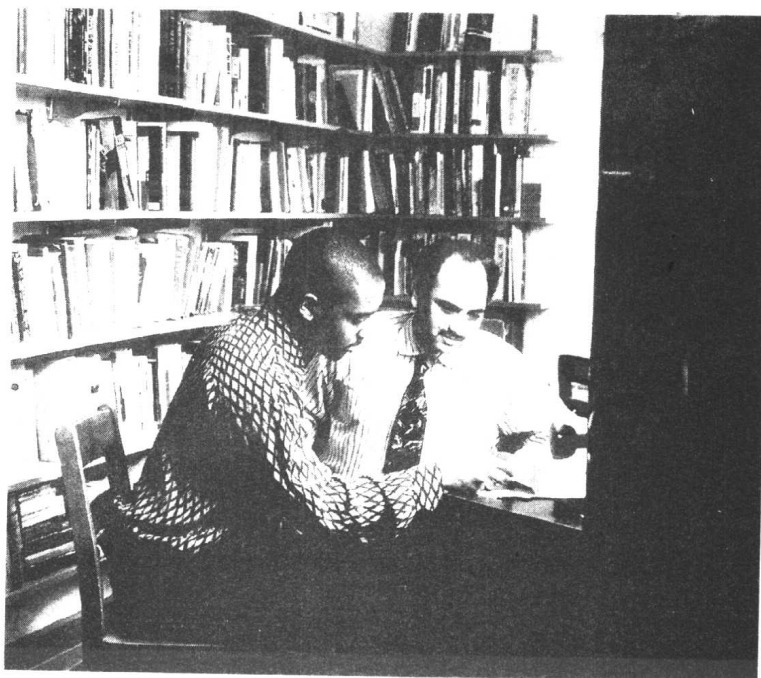
Write a topic sentence for your paragraph about the advantages of large or small colleges. It can be similar to one of the topic sentences above.

We could not spend too much time walking from bedroom to the teaching building

exercise 5

Have another student read your topic sentence and discuss how you might improve it. Read the other student's topic sentence. Answer the questions below.

1. Is it a complete sentence?
2. Does it tell the reader what you are going to write about?
3. Is it too general or too specific?



An international student and his advisor

3. Developing Cohesion and Style

Giving Reasons: *Because, So, Therefore*

When you give reasons for your ideas, you may want to use connectors that show cause or result.

Because appears in phrases and clauses that state a cause (a reason).

examples: *Because* large schools offer many different courses, students have a wide choice of subjects to take.
Students have a wide choice of subjects to take *because* large schools offer many different courses.

So and *therefore* appear in phrases and clauses that state a result.

examples: Large schools offer many different courses. *Therefore*, students have a wide choice of subjects to take.
Large schools offer many different courses, *so* students have a wide choice of subjects to take.

exercise 1

Complete the following sentences with *because*, *so*, or *therefore*. Note the different punctuation and capitalization in sentences with these three connectors.

1. Students who study in a foreign country live with people who do not speak their native language; therefore, they will learn a foreign language well.
2. Public colleges in your own state are more practical so they are less expensive.
3. When students attend a local college, they can live at home so they don't have to spend a lot on rent and food.
4. Therefore students have to study in a foreign language, they often have difficulty with their courses.
5. International students spend a long time away from home. Therefore, they may forget their own customs and culture.

Using Transition Words: *In addition*, *Also*

When you write a paragraph that lists information, you must use **transition words**—words that connect your ideas. If you don't use transition words, your paragraph will sound "choppy"—that is, not cohesive.

A writer can make a paragraph more cohesive by adding the transitions *also* and *in addition*.

examples: It is very difficult to study abroad. *In addition*, it can be much more expensive than studying in your own country.
It is very difficult to study abroad. *Also*, it can be much more expensive than studying in your own country.

In addition usually comes at the beginning of a sentence. In this position, it always takes a comma.

Also can come at the beginning of a sentence, before a simple present or a past tense verb, or after an auxiliary verb or modal. If it comes at the beginning of a sentence, a comma always follows it.

exercise 2

Rewrite the paragraph below, using *also* and *in addition*.

WHY STUDY ABROAD?

Studying abroad offers students many advantages. The students live in a new culture, so they can learn both in and out of the classroom. They learn to