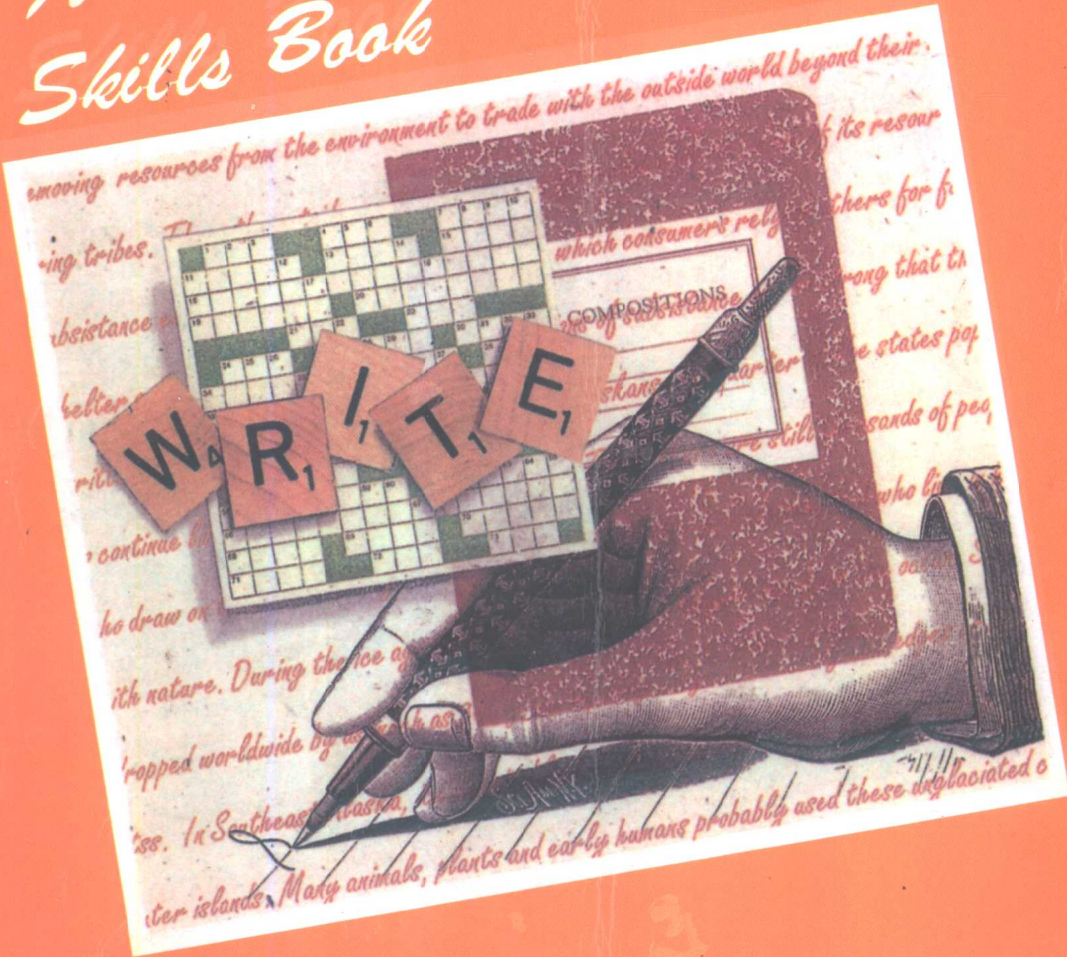


总编译：汪榕培

写作通

4

A Writing Skills Book



美语路路通

系列教材

Mosaic

Laurie Blass
Meredith Pike-Baky
林伟编译



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

11/11/03

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》第四册，是为具有中级和中级以上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语写作技巧，提高他们的英语写作水平。

一、编写意图

本书是通过给学习者提供与每章写作相关的实境，扩大学习者的思路，丰富写作素材，帮助他们把自己的所见，所闻，所想，按英语写作的规则和结构模式表达出来。

二、本书特点

1. 设计明快。本书设计新颖、易用。书中各项活动和练习均用序号标明，重要的内容用醒目的方框的形式提示。

2. 内容新颖。本书涉及的内容广泛，为学习者提供了各方面的写作题材；阅读文章取自近期的美国报刊杂志，语言新，内容新；练习形式活泼多样，使学习者自始至终保持学习兴趣；各章的内容既有联系又相对独立。

3. 检测要点。检测要点也放在方框内，目的是帮助学习者把第三部分所学的写作方法和技巧运用于即席写作，提高应考能力。

4. 技能表。本书目录后附有技能表，表内囊括全书十二章的主要内容。学生需要学习和掌握的技能一目了然。

5. 学习指导。每章后配有学习指导，学习指导的内容包括四个方面：目的要求；基本内容；具体教学建议；语言和文化方面的注释。

6. 答案。书后附有部分练习答案。

三、章节安排

全书共分十二章，每章由四个部分组成。

1. 写作构思。第一部分指导学生了解本章的中心议题，搜集素材并形成写作思路。这个过程包括：浏览图片；根据学习者自己的观点或经历/经验进行自由协作；阅读文章；独立做调查研究(包括查阅资料、向他人询问等)，并在课堂上把搜集到的

资料与其他学生交流。

2. 写作用语。第二部分涉及学生在本章写作中所需要的单词、短语及句子结构。这部分安排了一系列的练习，其目的是给学生提供实际运用所学词汇和句子结构的语境，从而帮助学生把所学语言融会于自己的写作之中。

3. 修辞方法。第三部分系统介绍写作技巧和方法，向学生展示英文的写作模式和结构，并提供范例。这部分内容包括讲解、例文和练习。

4. 充实修改。第四部分通过一系列非常具体的修改步骤和方法，指导学生对所做文章进行完善和提高。这部分强调修改的重要性，而且本章的教学重点体现于修改过程的每一步骤。

四、教学建议

1. 本书的编排设计是先后有序的，每章的新内容都以前一章的内容为基础。因此，在教学上应按书中的内容顺序进行。当然教师也可根据情况和实际需要适当调整。

2. 每章的教学内容需3~5小时完成。如不能完成，可把一些练习留作课下作业。

3. 每章的具体教学建议参考“学习指导”。

《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

Contents 目录

Summary of Writing Skills and Activities 技能表

CHAPTER one 第一章

Language and Learning 语言和学习 1

WRITING TASK Write about an aspect of language learning 写一篇有关外语学习的作文

PART ONE Ideas for Writing 2

Reading for Ideas: "Want to Learn a Language? Don't Make It a Mount Everest," by Tish Durkin 5

THINKING CRITICALLY Recognizing Cultural Humor 8

PART TWO Language for Writing 10

Describing Foreign Language Learning 10

PART THREE Systems for Writing 12

Essay Form and Function 12

Focus on Testing: Editing for Correct Form and Function 16

PART FOUR Evaluating for Rewriting 17

学习指导 I-1

CHAPTER two 第二章

Danger and Daring 危险和冒险 21

WRITING TASK Write about an aspect of exploration 写一篇有关探险的作文

PART ONE Ideas for Writing 22

Reading for Ideas: Excerpt from *Annapurna: A Woman's Place*, by Arlene Blum 27

THINKING CRITICALLY Applying New Information 31

PART TWO Language for Writing 33

Describing Explorers 33

PART THREE Systems for Writing 34

The Thesis Statement: Topic and Angle 34

Supporting Ideas 36

Focus on Testing: Planning a Good Thesis Statement 41

PART FOUR Evaluating for Rewriting 42

学习指导 II-1

CHAPTER three 第三章

Man and Woman 男人和女人 45

WRITING TASK Write about male and female communication styles

PART ONE Ideas for Writing 写一篇关于男女在交际中不同语言风格的作文 46
Reading for Ideas: Excerpt from *You Just Don't Understand*, by Deborah Tannen 48

THINKING CRITICALLY Recognizing Supporting Information 52

PART TWO Language for Writing 54
Describing Communication Differences Between Men and Women 54

PART THREE Systems for Writing 55
Paragraph Development 55
Focus on Testing: *Pretending You're the Reader* 58

PART FOUR Evaluating for Rewriting 59

学习指导

III—I

CHAPTER four 第四章

Mysteries Past and Present 古今之谜 63

WRITING TASK Write about an ancient structure or civilization

PART ONE Ideas for Writing 写一篇谈论某一古代建筑或文化的作文 64
Reading for Ideas: "The Giza Pyramids" 68

THINKING CRITICALLY Using Your Knowledge of Word Parts 71

PART TWO Language for Writing 72
Speculating 72
Describing Ancient Structures or Monuments 74

PART THREE Systems for Writing 76
Types of Supporting Material 76
Focus on Testing: *Choosing a Familiar Topic* 80

PART FOUR Evaluating for Rewriting 81

学习指导

IV—I

CHAPTER five 第五章

Transitions 人生转折 85

WRITING TASK Write about a rite of passage 写一篇谈论人生重大转折的事件或阶段的作文

PART ONE Ideas for Writing 86
Reading for Ideas: "Adolescence and Adulthood" 90

THINKING CRITICALLY Classifying Information 94

PART TWO Language for Writing 96
Discussing Rites of Passage 96

PART THREE	Systems for Writing	98
	Organizing Supporting Material	98
	Interpreting Supporting Material	99
	<i>Focus on Testing: Editing for Good Organization and Development</i>	102

PART FOUR	Evaluating for Rewriting	102
------------------	--------------------------	-----

学习指导

V—1

CHAPTER six 第六章

The Mind 大脑 105

WRITING TASK	Write about dreams 写一篇有关睡梦的作文
---------------------	-------------------------------

PART ONE	Ideas for Writing	106
	Reading for Ideas: "The Dream That Haunts You," by Kristin von Kreisler	108

THINKING CRITICALLY	Interpreting Symbols	112
----------------------------	----------------------	-----

PART TWO	Language for Writing	113
	Interpreting Dreams	113

PART THREE	Systems for Writing	115
	Paragraph Organization: Levels of Generality	115
	<i>Focus on Testing: "Drawing" Your Ideas</i>	118

PART FOUR	Evaluating for Rewriting	121
------------------	--------------------------	-----

学习指导

VI—1

CHAPTER seven 第七章

Working 工作 125

WRITING TASK	Write about working in today's world 写一篇关于当今世界工作方面的作文
---------------------	---

PART ONE	Ideas for Writing	126
	Reading for Ideas: "Decision by Consensus," by Alison R. Lanier	129

THINKING CRITICALLY	Applying New Information	133
----------------------------	--------------------------	-----

PART TWO	Language for Writing	134
	Describing Work in a Multicultural Setting	134
	Describing Causes and Effects	135

PART THREE	Systems for Writing	136
	Cause and Effect	136
	Causal Chain Essay Organization I	138
	Causal Chain Essay Organization II	139
	<i>Focus on Testing: Having a Repertoire of Organizational Patterns</i>	139

PART FOUR	Evaluating for Rewriting	141
------------------	--------------------------	-----

学习指导

VII—1

CHAPTER eight 第八章

Breakthroughs 突破

145

WRITING TASK Write about a source of energy 写一篇关于某一能源问题的作文

PART ONE Ideas for Writing

146

Reading for Ideas: "Here Comes the Sun," by John Greenwald

149

THINKING CRITICALLY Expanding the Literal Meanings of Words

152

PART TWO Language for Writing

154

Discussing Energy

154

Describing How Things Work

154

PART THREE Systems for Writing

156

Processes

156

Focus on Testing: Considering the Audience

157

PART FOUR Evaluating for Rewriting

158

学习指导

VIII—1

CHAPTER nine 第九章

Art and Entertainment 艺术和娱乐

161

WRITING TASK Write about an aspect of art 写一篇有关艺术方面的作文

PART ONE Ideas for Writing

162

Reading for Ideas: "African Art as Nonverbal Communication," by Thelma R. Newman

165

THINKING CRITICALLY Applying What You've Learned

168

PART TWO Language for Writing

169

Analyzing and Describing Art

169

PART THREE Systems for Writing

171

Introductions and Conclusions

171

Focus on Testing: Having a Repertoire of Introductions and Conclusions

173

PART FOUR Evaluating for Rewriting

174

学习指导

IX—1

CHAPTER ten 第十章

Ethical Questions 伦理问题

177

WRITING TASK Write about social responsibility 写一篇谈论社会责任问题的作文

PART ONE Ideas for Writing

178

Reading for Ideas: Selections from *Turtle Island*, by Gary Snyder

180

THINKING CRITICALLY Interpreting Metaphors

185

PART TWO	Language for Writing	186
	Using Abstract Nouns	186
	Giving Definitions	187
PART THREE	Systems for Writing	188
	Definitions: Literal and Stipulated	188
	<i>Focus on Testing: Brainstorming to Get Started</i>	190
PART FOUR	Evaluating for Rewriting	191
	学习指导	X—I

CHAPTER eleven 第十一章

Medicine 医药 193

WRITING TASK Write about an aspect of medicine 写一篇关于医药的作文

PART ONE	Ideas for Writing	194
	Reading for Ideas: "The Shaman and the Scientist," by Elizabeth Royte	197

THINKING CRITICALLY Making Predictions 200

PART TWO	Language for Writing	202
	Understanding Prefixes and Suffixes in Medical Terminology	202
	Reviewing Transitions	203

PART THREE	Systems for Writing	205
	Comparisons	205
	<i>Focus on Testing: Getting Your Thesis Right</i>	208

PART FOUR	Evaluating for Rewriting	209
------------------	--------------------------	-----

学习指导 XI—I

CHAPTER twelve 第十二章

The Future 未来 213

WRITING TASK Write about the future 就未来世界的某一侧面写一篇作文

PART ONE	Ideas for Writing	214
	Reading for Ideas: "Computers Make the Workplace Less Friendly," by Curt Suplee	217

THINKING CRITICALLY Considering Both Points of View 220

PART TWO	Language for Writing	222
	Using Computer Terminology	222
	Making Qualified Predictions	223

PART THREE	Systems for Writing	224
	Summarizing	224
	<i>Focus on Testing: Mastering the Art of Summary Writing</i>	227

PART FOUR	Evaluating for Rewriting	228
------------------	--------------------------	-----

学习指导 XII—I

CHAPTER **one**

Language and Learning

语言和学习



You will interview people who speak a foreign language and write about an aspect of language learning that interests you.

in this chapter

PART one

Ideas for Writing

Getting Started

1.



2.



3.



4.

Every human being is capable of learning his or her native language perfectly, and this is usually a painless process. Why, then, is learning a *second* language often so tedious and time-consuming? Is learning a second language easier for some people than others?

activity 1

Look at the photos on the preceding page and answer the following questions.

1. Why is a second or foreign language important or useful for the people in each of the photos?

2. Can you think of other reasons to learn a second or foreign language?

3. How do you think each person in the pictures who is using a foreign or second language probably learned the language?

activity 2

Interview a classmate about his or her language-learning experiences. Use the following questionnaire and add your own questions, if you wish.

QUESTIONNAIRE

1. How many languages do you know? What are they?

- 2. Rate your ability in your second language(s):**

Foreign language 1: _____

(Circle the appropriate number.)

1 2 3 4 5 6
Poor Excellent

Foreign language 2: _____

1 2 3 4 5 6
Poor Excellent

Foreign language 3: _____

1 2 3 4 5 6
Poor Excellent

3. Think about the foreign language you are the most fluent in. How did you learn it (for example, in school, while traveling, working, or studying in the country)?

4. To what extent was a teacher responsible for your success in learning this language?

1	2	3	4	5	6
Not responsible					Very
at all					responsible

5. To what extent were *you* responsible for your success in learning this language?

1	2	3	4	5	6
Not responsible at all					Very responsible

6. What other factors contributed to your learning this language (for example, books, tutors, classmates, the language itself was easy, native speakers were helpful)?

7. Try to describe some of the learning strategies you used while you were learning this language. Examples of strategies are:

- having conversations with strangers
- keeping a notebook with you at all times
- asking native speakers for help
- making flashcards

8. In your opinion, which is the better way to learn a foreign language, in class or out of class?

Reading for Ideas

The following article is from the *New York Times*. In this article, the writer states that although it is common in New York to encounter people of many different language backgrounds, learning one of the languages they speak is another story altogether. The author presents some factors to consider before enrolling in a language class. Before you read, answer the questions.

pre-reading questions

1. In your opinion, what makes a good language learner?

2. Describe an effective language teacher.

3. In a few words, describe the ideal foreign language curriculum for you (types of books, subjects, length of course, and so on).
