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剑桥 Writers at Work

国际英语写作教程

段落写作

The Paragraph



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编 著 [美] 吉尔·辛格尔顿 (Jill Singleton)

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剑桥 **Writers at Work**

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出版说明

《剑桥国际英语写作教程》(*Writers at Work*)是从剑桥大学出版社原版引进,为母语不是英语的学生编写的一套英语写作教程。本套写作教程结合了过程写作法的理念,即英语写作能力来自知道要写什么,更来自知道如何去写。为此,本套教程围绕写作的整个流程进行编排,致力于教会学生掌握英语写作的整个流程并做到学以致用,逐级学会句子、段落、短文以及论文写作,帮助学生获得英语写作的自信,完成更为复杂的写作任务。

众所周知,学生在初学写作时,经常会遇到这样的困扰:是追求文意的创新,还是追求表达的准确?本套写作教程完美地解决了这个问题,它将指引学生在掌握整个写作流程的基础上,最终写出不但内容丰富,而且语言清晰明确的文章。

本套写作教程共四册,分别是:

《剑桥国际英语写作教程:从句子到段落》(*Writers at Work: From Sentence to Paragraph*),旨在帮助初级到初级高阶学生写出语法准确、与话题相关的句子,使其具备段落写作入门的基础。

《剑桥国际英语写作教程:段落写作》(*Writers at Work: The Paragraph*),旨在帮助初级高阶到中级低阶学生通过多种语言组织形式写出完整的段落。

《剑桥国际英语写作教程:短文写作》(*Writers at Work: The Short Composition*),旨在帮助中级低阶到中级水平学生学会将若干段落组织成一篇结构完整、语言准确的短文。

《剑桥国际英语写作教程:论文写作》(*Writers at Work: The Essay*),旨在帮助中级到中级高阶学生写出一篇结构完整、逻辑严密的论文,包括开头、主体段落和结尾。学完本册后,学生可以继续学习高级学术写作课程。

本书是其中的第二册:《剑桥国际英语写作教程:段落写作》(*Writers at Work: The Paragraph*)。

本书结构

本书共有九章,每章分为以下五个部分:

1. 开始 (Getting Started)

学生思考本章话题,理清写作思路。

2. 准备初稿 (Preparing the First Draft)

学生准备、构思并写出初稿。

3. 修改 (Revising Your Writing)

学生分析书中的段落和写作示例，学习写作的关键要素，运用所学原则修改初稿。

4. 编辑 (Editing Your Writing)

学生学习某类语法知识，修改二稿，使其语法准确，完成终稿。

5. 后续 (Following Up)

学生互相分享习作。完成自我评价表，以反思自己在本课学习过程中所取得的进步。

本书特色

1. **开篇明宗旨**。本书开篇为介绍部分 (Begin at the Beginning)，向学生介绍英语写作过程，让学生思考什么时候开始写作，为什么写作，以及如何写作。

2. **专题式学习**。本书的每一章都涉及一个与个人生活相关的话题，所有活动和训练均围绕这个话题展开。通过这种学习方法，学生可以积累相关词汇，并将其运用到与该话题有关的写作之中。

3. **教会学生熟练修改和编辑自己的作文**。学生在分析、修改和编辑本书所提供的段落示例后，能够更加熟练地修改和编辑自己的作文。

4. **指导系统合理，方法简单易行**。本书用合理、可操作的方法为学生的句子和段落写作提供系统性、方法性指导。

5. **强调学生间的互动**。本书细心地指导学生如何帮助同伴在写作过程中理清思路，运用批判性思维。每章最后的写作分享活动让学生分享写作成果，相互学习。

6. **提供编辑和语法参考**。本书的结尾部分 (Quick Check) 介绍了编辑符号和学生写作中常见的问题，包括动词时态、不规则动词变化、主谓一致、句子片段、流水句、单词形式、拼写、标点、字母大写等；该部分可作为学生修改作文时的参考资料和教师做专门辅导时的辅助材料。

7. 本书配有电子版“教师手册”(含答案)，师生可通过扫描封面二维码获取，也可登录我社官网 (www.blcup.com) 下载。

没有一本写作教程能够在一堂课中完成所有的写作活动。因此，除了认真完成本书的写作任务外，学生还需要自己进行大量的课外写作练习，让英语写作更加流畅自然。日记、对话日志、非正式书信和电子邮件等写作练习对学生写作能力的提高至关重要。教师有必要将这些活动引入到课堂之中。

希望通过本书的学习，你能够充分了解英语写作过程，提高英语写作能力，享受英语写作的乐趣。

Introduction

THE WRITERS AT WORK SERIES

The *Writers at Work* series takes beginning to high intermediate-level writing students through a process approach to writing. The series is intended primarily for adults whose first language is not English, but it may also prove effective for younger writers or for native speakers of English who are developing their competence as independent writers in English.

- *Writers at Work: From Sentence to Paragraph* prepares beginning to high beginning students to write grammatically accurate, topic-related sentences as the basis for an introduction to paragraph writing.
- *Writers at Work: The Paragraph* prepares high beginning to low intermediate students to write well-developed paragraphs using a variety of organization types.
- *Writers at Work: The Short Composition* prepares low intermediate to intermediate-level students to put together several paragraphs to write well-constructed and well-edited short compositions.
- *Writers at Work: The Essay* prepares intermediate to high intermediate students to write fully-developed essays with an introduction, body paragraphs, and a conclusion. Upon completion of this book, students will be ready for more advanced-level academic writing courses.

The approach

Competence in writing comes from knowing *how* to write as much as from knowing *what* to write. That is why the *Writers at Work* books are organized around the process of writing. They teach students about the writing process and then guide them to use it as they write. We believe that once students understand how to use the writing process in writing paragraphs, short compositions, and essays, they will gain the confidence they need to advance to more complex writing tasks.

In teaching writing to lower level students, there is always the risk of sacrificing creativity in order to achieve accuracy, or vice versa. The *Writers at Work* books guide students through the writing process in such a way that their final pieces of writing are not only expressive and rich in content, but also clear and accurate.

ABOUT WRITERS AT WORK: THE PARAGRAPH

Chapter structure

Each chapter is divided into the following five parts:

I Getting Started

Students are stimulated to think about the topic of the chapter. They generate ideas that they can use later in their writing.

II Preparing the First Draft

Students organize, plan, and write their first draft.

III Revising Your Writing

In this section, students analyze sample paragraphs and compositions, learn about key elements of writing, and apply those principles in revisions of their first drafts.

IV Editing Your Writing

Students are introduced to selected aspects of grammar. They edit their writing for accurate grammar and write their final drafts.

V Following Up

Students share their writing with each other. Finally, they fill out a self-assessment form, which allows them to track their progress as writers throughout the course.

Key features

- The book begins with an introductory section, “Begin at the Beginning,” which introduces students to the writing process, including its recursive nature.
- The nine chapters of the book are thematic, each one dealing with a topic of personal interest. All of the activities and exercises in a chapter relate to the theme. In this way, students can discover vocabulary to use in their own writing on the theme.
- Sample paragraphs are presented for students to analyze, revise, and edit in preparation for working on their own writing. A major goal of the text is to help students, bit by bit, to become more proficient at revising and editing their own writing.
- Systematic and cumulative instruction in paragraph construction and in building sentences is presented in a logical and manageable way.
- Student interaction is important in *Writers at Work: The Paragraph*. Throughout the book, students are carefully guided to help each other write more clearly and think more critically about writing.

- “Sharing Your Writing” activities at the end of each chapter engage students in sharing their final drafts.
- “Quick Check,” an editing and grammar reference at the end of the book, introduces students to useful editing symbols and covers the most common basic writing errors. It can be used by students when editing their writing or by teachers as extra help for an individual student.

A FINAL NOTE

No writing text can encompass the great variety of activities in a writing class. In addition to the carefully sequenced writing assignments in the text, it is essential that students do a good deal of unstructured writing in order to increase their fluency and comfort in writing in English. Activities such as journals, dialogue journals, and informal letter-writing and e-mailing are vital to the growth of the students’ writing ability. It is highly recommended that the teacher include such activities in the class.

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