

<<写作教程（第3册）>>

图书基本信息

书名：<<写作教程（第3册）>>

13位ISBN编号：9787544602112

10位ISBN编号：7544602117

出版时间：2006-9

出版时间：上海外语教育出版社

作者：俞东明 等主编

页数：313

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

前言

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。

英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。

21世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅学英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。

由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。

此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。

这就规定了21世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。

教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。

在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。

代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。

而后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。

经过一年多的努力，终于迎来了第一批书稿。

<<写作教程（第3册）>>

内容概要

《写作教程（第3册学生用书）》贯彻“以功能文体为突破口的跨文化交际法”。

《写作教程（第3册学生用书）》共分十八个单元，每个单元包括五大板块，分别是导言、范文、写作技巧、课上写作和课后作业。

此外，每单元还精选了“名言”，用于加深对单元主题和写作技巧的理解。

<<写作教程 (第3册)>>

书籍目录

UNIT 1 FIRST-PERSON NARRATION

PART LFADIN

Task 1 : An Experience of Selling Something

PART SAMPLE WRITING

Dreamhouse

Task 2 : Comprehension and Style

Task 3 : Writing a Critique

PART WRITING TECHNIQUES

Types Of Narration

The Elements of a Narrative

Selection of Details

First-Person Narration

Revising First . Person Narration

Unit Summary

PART IN . CLASS ACTIVmES

Task 4 : Battle Royal

Task 5 : Elements of the Story “ Home Stretch ”

Task 6 : Detail Selection in “ Dreamhouse ”

PART AFTER-CLAsS ACTIVITIES

Task 7 : The Best/Worst of Times

Task 8 : Narrating Your Own Experience

Task 9 : Technology and I

Task 10 : Other Topics for First-Person

Narration

.....

UNIT 2 THIRD-PERSON NARRATION

UNIT 3 DECRPTION OF A PLACE

UNIT 4 DESCRIPTION OF A PERSON

UNIT 5 INTERCULTURAL COMMUNICATIVE COMPETENCE:DESCRIBING SCENIC SPOTS

UNIT 6 EXPOSITION BY EXAMPLE AND DEFINITION

UNIT 7 EXPOSITION BY PROCESS AND CAUSE-EFFECT

UNIT 8 EXPOSITION BY CIVISION-CLASSIFICATION AND COMPARISONCONTRAST

UNIT 9 COESIVE DEVICES(1):LOGICAL AND GRAMMATICAL COHESION

UNIT 10 SYNOPSIS

UNIT 11 BOOK REPORT

UNIT 12 FORMAL LETTERS

UNIT 13 TERM PAPER

UNIT 14 COHESIVE DEVICES(2):LEXICAL COHESION

UNIT 15 ARGUMENTATION(1)

UNIT 16 ARGUMENTATION(2)

UNIT 17 ARGUMENTATION(3)

UNIT 18 INTERCULTURAL COMMUNICATION:REGISTER VARIATION AND

THOUGHT PATTERNS
PEFERENCES

章节摘录

The job I took after my freshman year at college was certainly satisfying in terms of pay and schedule. This job , in the office of a vocational center for women , attracted me mainly because the pay was so good. As for the schedule , I never had to arrive earlier than 9 A.M. or leave later than 5 P.M. After about a week in this job , however , I was bored. Since !

I did not have a social work degree or counseling experience , I was not allowed to work with clients. Instead , my duties were to handle the office paperwork. I keyboarded and filed correspondence and filled out countless forms. I soon realized that the good pay and the pleasant schedule didn't make up for my general job dissatisfaction. The time seemed to creep by. When I began my job hunt at the end of my second year in college , I looked less at the pay and schedule of available jobs and more at whether the jobs had any people contact. Luckily , I found what !

I had been looking for a job waiting on tables at the local coffee shop. Compared to the office job , waiting on tables did not shine in terms of pay or schedule. Although my average weekly pay was roughly equal to my office salary , the pay varied from week to week because I depended on tips for much of my income. Additionally , my schedule was more hectic than the office schedule had been. The hours were longer , and I worked odd shifts that changed from week to week. Even with the unpredictable pay and hour , however , I enjoyed my job. Juggling different tasks and being on my feet all day were demanding , but time passed very quickly. Moreover , the job gave me ample opportunity to use my skills with people. I loved the contact I had with customers. These favorable working conditions far outweighed the disadvantages of less steady pay and more strenuous work than my old office job. Now when I look for jobs , I consider three factors : pay , schedule , and job satisfaction. My office job offered good pay and a good schedule but didn't make use of my skills with people and left me dissatisfied. By contrast , although waiting on tables offered less pay and an unpredictable schedule , it was much more satisfying because I got to work directly with people. Working at these two jobs has taught me that job satisfaction is much more important to me than the pay and schedule.

<<写作教程（第3册）>>

编辑推荐

理念新颖：培养高素质、复合型外语创新人才为理念； 特色鲜明：将人文、科学知识融入教材； 体系完备：覆盖知识、技能、文化等科目，总数超过150种； 阵容强大：全国30余所著名高校百余位英语教育专家编写。

<<写作教程（第3册）>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>