

<<英语写作>>

图书基本信息

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## &lt;&lt;英语写作&gt;&gt;

## 前言

英语写作水平是英语学习者英语能力的综合体现，亦是反映其文化知识和交际能力的重要标志。本书以最新修订的《高等学校英语专业教学大纲》为指导原则，旨在较为全面地反映本学科先进的教学理念和改革思路，力求富有特色、富有新意、富有启发性，以激发学生的写作兴趣，拓宽学生的知识面，培养学生的学习能力、实践能力，提高他们独立思考及立意创新能力。

本书是基于英语专业写作教学讲稿编写而成。

该讲义在英语专业高年级写作课程教学中使用已达六年之久，其间经过编者、教师及学生的反复推敲与修改，最终得以《英语写作》的教材形式面世。

本教材具有以下三个特点：1.以精练应用文为基础写作先导 应用文写作部分置于其他文体写作之前是本书的一大特色。

主要基于如下思考：（1）日记、求职信、简历、推荐信、摘要等应用文写作是普通文体写作的基础。

如日记写作，它源于学生的真实生活和内心独白，不仅易于上手、有感而发，而且对学生积累写作经验、提高语言表达能力、积累写作素材等十分有效。

求职信、简历、推荐信等写作是学生参与社会活动的敲门砖，已成为他们学习写作规范的直接动因。

摘要写作则是学生日后撰写评论性文章乃至学术论文时所必备的技能，也是提高他们分析问题、归纳总结及提炼作品精华等能力的有效方法。

（2）随着时代的快速变迁，求职信、简历、推荐信等应用文在内容和格式上也有了明显改变，初级阶段写作课程所学知识已不能满足学生的实际需要，本教材中所涉及的多为与学生实际生活息息相关的实用文体，为日后完成众多交际情境下的写作提供了方便、快捷和规范的模板。

2.以原创范文为实用写作基石 该书提供了大量体裁广泛的范文，其中大部分实例为编者和美国学生的原创作品，部分范文来自于中国学生作文经作者修改而成，这些真实、贴近生活的语料不仅传授了写作技巧，而且能让学生从原汁原味的英语中汲取遣词造句及语篇结构知识，同时亦是他们不可多得的阅读材料。

这些风格各异的文章能使学生积累知识、开阔视野、启迪思路、领悟妙机、丰富文采。

3.以“过程体裁法”为教学指导原则 不同交际目的决定了不同体裁文章的形态和结构，作文教学不仅要加强基础写作能力的培养，而且应重视写作的实际需要及文体写作能力的提高。

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### 内容概要

《英语写作》为高等学校英语专业教材，也可供其他英语学习者使用。其特点为：一是以精练应用文为基础写作先导，就是将日记、求职信、简历等应用文写作置于其他文体写作之前；二是以原创范文为实用写作基石，书中范文大部分为编者或美国学生的原创作品；三是以“过程体裁法”为教学指导原则，即在介绍某种体裁的文章之前，先讲授其特点，继而引导学生对范文进行分析，以加强学生的体裁意识。

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CHAPTER TWO WRITING PERSONAL ESSAYS I . Narrative Essays II . Descriptive Essays

CHAPTER THREE WRITING EXPOSITORY ESSAYS I . Organizing Expository Essays . Writing the Introduction III . Writing Body Paragraphs IV . Writing the Concluding Paragraph V . The Development Pattern of Essays

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CHAPTER FIVE WRITING CRITICAL ESSAYS I . Process of Criticism II . Interpretation III . Technical Analysis IV . Evaluation

CHAPTER SIX WRITING LITERARY RESEARCH PAPERS I . Research Procedure II . Deciding on a Topic III . Gathering References IV . Formulating Thesis V . Creating Bibliography Cards VI . Creating Note Cards VII . Outlining the Thesis or Statement of Purpose VIII . Writing the Introduction IX . Documenting Sources

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## 章节摘录

I have taught English for many years , and from my observation of students ' learning behavior , I have learned that there are three types of students depending on how well they interact with the material , their ability to comprehend the importance of assignments and their attitude while in class . The category breaks down as follows . "the first type of students understand the importance of each part of the class , and they comprehend what they are learning ; the second type of students want to do well , but they have a hard time knowing what is important ; the third type of students consider the class a waste of time , and they complain about the work they need to do to pass the course .

The first type of students know good grades are not given , but are earned by their ability to understand the material and apply it . They pay attention to the material presented in class and know what ' s important . They understand that one extra hour means instant reinforcement of the learned contents . Missing a class is not an option for these students , because they do not want to miss anything that could be explained in class . Also , this type of students actively listen to see what the teacher says will be on a test or is important to know . They study everything because they do not want to miss anything important . Not only do they study the material , but they interact with the teacher in class . This type of students are successful since they understand how the class works , what the teacher wants and can apply it .

The second type of students want to do well , but they run into difficulties . Although they are willing to do what the teacher asks , they do not interact with the material in a meaningful way . They also understand the importance of being in class . Even though they are present , They may be absent-minded in class . Unfortunately , They miss out on important information and are vague about what to look for when studying . They do not study everything equally like the first type of students , but they try to pick out what they think the teacher will ask . While they may interact in class , they are not asking enough questions in order to understand the material . This type of students do do well in class but struggle to stay on top of the material .

The third type of students are annoying because they believe they deserve a good grade . But they lack the seriousness to succeed . They do not pay attention to what is being presented in class nor do they want to do extra activities to solidify the material . Another reason they may not understand the material is that they are not willing to attend every class for the full two hours . Also , they waste the other students ' time by complaining about the class being " stretched . " If they would listen , they would find out everything they need to know , thus , reducing their out-of-class study time . They do not read for meaning or actively read their textbook . They believe that they should be given a good grade because they paid for the class .

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