

<<英语写作教程>>

图书基本信息

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前言

近些年来,我国高职高专教育的改革和发展取得了长足的进步,无论是学校数量,还是在校生人数都占到高校总数和学生人数的一半以上。

高职高专英语专业学校的数量和学生人数也增长很快。

为了满足新形势对高职高专英语专业教育和人才培养的需求,我们编写了“高职高专英语专业立体化系列教材”,该套教材被列为普通高等教育“十一五”国家级规划教材。

本套教材力图体现我国高职高专英语专业教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的规律和要求,并体现我国英语教学研究的新成果、新思想和新理念。

教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人才培养的要求与目标,力图处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际使用英语从事涉外交际活动的语言应用能力并重。

《英语写作教程》(A Guide to English Essay-Writing for Chinese Learners)是该系列的主干教材之一,其目的在于培养学生用英语的基本写作能力,特别是篇章结构和句子层面的基本功。

本教程适用于我国高职高专院校的英语专业学生,同时也适用于大学本科英语专业低年级学生和“二专”是英语专业的学生使用。

本教材的设计教学时间为一个学期。

学生的英语写作能力是一种综合性的语言能力。

书面交际的成功,不仅要求作者写出的句子语法正确(grammatically correct),表达有效(effective),还要求整篇作品的结构符合英语读者的阅读预期(expectations)。

因此,英语写作课历来是我国学生较为头疼、但又“不能不学”的一门基础课;对很多教师而言,写作课也因此成为一门“不得不教”的任务。

基于这一认识,本教材的编写目的之一便是:培养学习者的兴趣,提高英语写作课的教学效率,进而促进学生语言综合能力的提升。

内容概要

《英语写作教程》力求提高写作教材的可操作性。

全书以篇章结构为主导，从英语作文的宏观结构入手，层层深入至作文的结构（开头部分、主体部分和结尾部分）及其写作策略。

本教程共分为9章，从汉英写作的差异（第1章）和英文作文的宏观结构（第2章）开始，让学生对英语作文有一个整体的概念，接下来讲授英语作文的各个部分的结构和写作技巧（第3章至第8章），最后又回到整篇作文的写作技巧（第9章）。

每一章中包含一部分句子写作的讲解和练习。

原则上，每一章讲授4课时，其中两课时为文章结构和写作技巧的讲解另外两课时为句子写作训练。

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7. 3. 2.2 Process Analysis Process analysis is another effective strategy a writer often uses to develop a paragraph. Using this method, the writer presents a chronological sequence of steps that explain how something is done, how something happens, or how readers can do something. There are two kinds of process analysis paragraphs: the how-to-do-it (called instructional or directional process) and the how-it-is-done (called informational or mechanical process). In the latter, your primary concern is to explain a process that the reader has no intention of repeating the steps. For example, one may want to know what is involved in capping an oil well without actually wanting to do it. In this kind of paragraph, you do not have to be too exact in describing the process. However, in the how-to-do-it paragraph you must be very exact, for here your reader plans on following your directions. Your main objective here is to make your directions clear enough so that the reader will be able to accomplish the task easily. Process paragraphs that give instructions are mostly often written in the second person. Address the reader directly as you, but there is an implied you in imperative sentences. For example in the sentence, "Remove the lid", the subject "you" is understood but not directly stated. Note how the reader is addressed and how the steps are organized in the following process paragraphs.

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