

# 揭阳职业技术学院



## 教案

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专业： 小学英语教育 班级： 241、242

学期授课计划时数： 36 课时

<b>Chapter</b>	<b>1 Sentence writing</b>
<b>Teaching Objective</b>	<ol style="list-style-type: none"> <li>1. Write English sentences correctly</li> <li>2. Avoid the common errors</li> <li>3. know standard sentences</li> <li>4. Appreciate good and effective sentences</li> <li>5. Ideological and Political Education Objective: deepen their love for their family members</li> </ol>
<b>Teaching Focus</b>	Know standard sentences
<b>Teaching Difficulty</b>	Write English sentences correctly
<b>Teaching Duration</b>	<b>6 periods</b>
<b>Teaching Method</b>	A: Analyzing B: Comparison C: Induction D: Discussion
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1 WRITE A DIARY</li> <li>2 WRITE A DIARY</li> </ol>

**Teaching Procedure:**

**Step I: leading in**

- 1 Incoherence in Sentences (Keys to the sentences)
- 2 In what circumstances is a sentence incoherent 前后不一致的?
- 3 The sentence is not coherent if it has faulty parallel constructions, pronouns with ambiguous reference, dangling or misplaced modifiers, confusing shifts in person and number, or in voice, tense, and mood.

**Step II: Revise the following incoherent sentences:**

1. She told my sister that she was wrong.
2. He was knocked down by a bicycle, but it was not serious.
3. I'm going to the lecture on modern Chinese drama, because he is a dramatist I like.
4. Looking out of the window, the grassland stretches as far as the eye can reach.
5. On entering the classroom, the students stood up and said, "Good morning!"
6. To get ready for the trip, all the things she needed were put into a suitcase.
7. She bought several picture books and put them into her bag, which she intended to give to her children.
8. He gave a reason for not attending the meeting, which nobody believed.
9. She reviewed the lesson taught last week and all the exercises assigned by the teacher were done.
10. Students should learn to analyze and solve problems independently. Don't rely on your teachers' help.

### **Suggested Revisions:**

1. My sister was told that she was wrong./ “I’m wrong”, she said to my sister./ She admitted that she was wrong and said so to my sister./ “You’re wrong”, she said to my sister. (Ambiguous reference)
2. He was knocked down by a bicycle, but was not badly hurt. (Ambiguous reference)
3. I'm going to the lecture on modern Chinese drama, because the speaker is a dramatist I like. (Ambiguous reference)
4. Looking out of the window, he (she, I) can see the grassland stretching as far as the eye can reach. / Outside the window, the grassland stretches as far as the eye can reach. (Dangling)
5. When the teacher entered the classroom, the students stood up and said, “Good morning!” (Dangling) / On entering the classroom, the teacher was greeted by the students, who stood up and said, “Good morning!”
6. To get ready for the trip, she put all the things she needed into a suitcase. (Dangling)
7. She put into her bag the picture books she had bought for her children. /She bought several picture books for her children and put them into her bag. (Misplaced modifier)
8. He gave a reason, which nobody believed, for not attending the meeting. /He gave a reason for not attending the meeting, a reason which nobody believed. (Misplaced modifier)
9. She reviewed the lesson taught last week and did all the exercises assigned by the teacher. (Faulty parallel construction)
10. Students should learn to analyze and solve problems independently. They should not rely on their teachers’ help. (Confusing shifts in person)

### **Step III: Effective Sentences**

Effective sentences are unified, coherent, concise, varied and emphatic.

#### **1 Unity**

Unity is the first quality of an effective sentence. A unified sentence expresses a single complete thought. It does not contain ideas that are not related, nor does it express a thought that is not complete by itself.

#### **2 Coherence**

Coherence means clear and reasonable connection between parts. A sentence is coherent when its words or parts are properly connected and their relationships unmistakably clear. It is not coherent if it has faulty parallel constructions, pronouns with ambiguous reference, dangling or misplaced modifiers, confusing shifts in person and number, or in voice, tense, and mood.

#### **\* practice:**

The following sentences are not unified or coherent. Try to revise them:

- Bernard Shaw was one of the best-known playwrights.
- I read the novel on the train, which did not interest me at all.
- Tell Mary, if she is at home, I will come to visit her.
- The children promised to be careful and that they would return home early.
- If interested in painting, a course can be taken at the evening school.

#### **3 Conciseness**

A sentence should contain no unnecessary words. If the idea is fully expressed, the fewer words are used, the better. Wordiness only obscures, instead of clarifying, the idea.

#### **Compare:**

**Wordy:** One of my close personal friends who lives in the city of Indianapolis at the present time is under consideration moving his residence to Buffalo for the reason that he has been offered a position in that metropolis.

**Concise:** One of my friends in Indianapolis is considering moving to Buffalo because he has been offered a job there.

**Wordy:** With regard to the fact that our environment is polluted, members of Congress should draft and consequently enact laws that prohibit pollution in our nation.

**Concise:** Because our environment is polluted, Congress should pass laws prohibiting pollution.

**\* practice:**

Revise the following sentences, making them as concise as possible without changing their meaning.

- Although they were few in number, the early settlers who came to this country brought with them strong and devout religious faith and beliefs.
- At approximately 8:00 pm last night, I found a quiet and peaceful spot in the park and perused my academic lecture.
- In view of the fact that the job market is constantly changing, the counselor urged each and every student to plan alternate plans for the future.
- Various aspects of personal behavior are studied and analyzed by the specialists in the field of psychology.

#### **4 Variety**

Variety is essential to good writing. A series of sentences of the same structure and length, beginning with the same noun or pronoun as the subject, would sound monotonous. Variety is achieved when short sentences are used in between long ones, simple sentences in between compound and complex ones, periodic sentences in between loose ones. An occasional question, command, or exclamation among statements may also be helpful. The following ways may help to achieve variety.

- combining sentences with phrases
- combining sentences by coordinating or subordinating
- beginning some sentences with participles
- beginning some sentences with prepositional phrases
- using *-ly* openers
- using *to* openers

**\* practice**

The following paragraph is monotonous in sentence structure and sounds childish. Please vary the sentences by using the skills learned.

Peter and Carl walk to school. Bonnie follows them. Bonnie is Peter's dog. She is a nice dog. She walks at Peter's heels. She turns back at the butcher's shop. Now Bonnie will try to find her friends. She may go home.

#### **5 Emphasis**

Effective sentences emphasize their main ideas, making them forceful, and keeping related but less important ideas in the background. Emphasis is a reflection of purposes. The following ways are helpful to obtain emphasis.

- emphatic word order

- loose sentences and periodic sentences
- repetition
- parallelism
- active voice

**\*practice:**

Rewrite the following sentences, emphasizing the main idea in each.

- Mr. Johnson, the famous writer, was among his neighbors.
- China will not be the first to use nuclear weapons under any circumstances.
- The students were patiently helped by their teachers and good progress was made by them.
- She alone can do the work, and there are twenty students in the class.
- On July 31, 1973, a plane crash which killed 88 people and which was the first fatal crash for Delta Airlines in 95 billion passenger-miles occurred at Boston's Logan International Airport.

**Step IV: Style**

1 An **English writing style** is a way of using the English language.

The style of a piece of writing is the way in which features of the language are used to convey meaning, typically but not always within the constraints of more widely accepted conventions of usage, grammar, and spelling.

An individual's writing style may be a very personal thing. Organizations that employ writers or commission written work from individuals may require that writers conform to a standardized style defined by the organization. This allows a consistent readability of composite works produced by many authors, and promotes usability of, for example, references to other cited works.

In many kinds of professional writing aiming for effective transfer of information, adherence to a standardised style of writing helps readers make sense of what the writer is presenting. Many standardised styles are documented in style guides. Some styles are more widely used, others restricted to a particular journal. Adherence to no particular style is also a style in its own right; some may think it undesirable, others not.

**2 Personal styles [edit]**

All writing has some style, even if the author is not thinking about a personal style. It is important to understand that style reflects meaning. For instance, if a writer wants to express a torrent of euphoria, he or she might write in a style overflowing with expressive modifiers. Some writers use styles that are very specific, for example in pursuit of an artistic effect. Stylistic rule-breaking is exemplified by the poet. An example is E. E. Cummings, whose writing consists mainly of only lower case letters, and often uses unconventional typography, spacing, and punctuation. Even in non-artistic writing, every person who writes has his or her own personal style.

**3 Proprietary styles [edit]**

Many large publications define a house style to be used throughout the publication, a practice almost universal among newspapers and well-known magazines. These styles can cover the means of expression and sentence structures, such as those adopted by Time. They may also include features peculiar to a publication; the practice at The Economist, for example, is that articles are rarely attributed to an individual author. General characteristics have also been prescribed for

different categories of writing, such as in journalism, the use of SI units, or questionnaire construction.

#### 4 Academic styles [edit]

University students, especially graduate students, are encouraged to write papers in an approved style. This practice promotes readability and ensures that references to cited works are noted in a uniform way. Typically, students are encouraged to use a style commonly adopted by journals publishing articles in the field of study. The list of *Style Manuals & Guides*, from the University of Memphis Libraries, includes thirty academic style manuals that are currently in print, and twelve that are available on-line. Citation of referenced works is a key element in academic style.

#### Step V: Ideological and Political teaching

##### The analysis of a sample

##### Homesickness

Only a person far away from home knows what homesickness is.

It is the welling-up tears in your eyes, the lump in your throat, the waving hands when the train is drawing out of the station and taking you away from home. It is the strength with which you walk the three miles to your home with heavy bags in your hands after a long tiring trip, and the halt, excitement, and hesitation at the doorstep.

It is the impatience, anxiety, misery, fear, and wild guesses when you are waiting for a letter from home. It is the never fading joy of reading it again and again in bed.

It is the unusual patience and indomitable willpower with which you go to the ticket office at midnight and stand in a long line before the small window, and the ecstasy when you at last get a ticket at ten o'clock the next morning.

It is the sudden delight of closeness that strikes you when you meet a person from the same town, or even a stranger who has just been there. It is the eagerness to ask about everything, the trees, the hills, and your dear folks. It is the sparkling eyes when you come upon a few words about your hometown in one corner of a newspaper.

Chapter	2 Paragraph Writing
Teaching Objective	<ol style="list-style-type: none"> <li>1. Know paragraph structure</li> <li>2. Develop a paragraph in different ways</li> <li>3. Appreciate good and effective paragraph</li> <li>4. Ideological and Political Education Objective: deepen their love for their hometown by analyzing the sample</li> </ol>
Teaching Focus	Develop a paragraph in different ways
Teaching Difficulty	<ol style="list-style-type: none"> <li>1. Develop a paragraph in different ways</li> <li>2. Appreciate good and effective paragraph</li> </ol>
Teaching Duration	8 periods
Teaching Method	A: Analyzing B: Comparison C: Induction D: Discussion

<b>Assignment</b>	1 write a paragraph 2 write a body 3 write a body
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**Teaching Procedure:**

**Step I: leading in**

**1 Basic Paragraph Structure**

In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence. We will also talk briefly about details in paragraphs.

**Step II: presentation and practice**

**1 The Topic Sentence**

1) A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. (Sometimes this is not true, but as you practice writing with this online lesson site, please keep to this rule unless you are instructed otherwise.) Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

2) For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

3) (Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an **indentation**. All paragraphs in English MUST begin with an indentation.)

Note how the first sentence, *My hometown, Wheaton, is famous for several amazing geographical features*, is the **most general** statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town's geography, and are not general statements.

4) Here are some examples of sentences that cannot be used as topic sentences. Can you figure out why they are inappropriate?

01. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
- 02.
03. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
- 04.

05. Clouds are white.

The problem with sentence #1 is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, *My hometown is famous for several amazing geographical features.*

Sentence #2 is not appropriate as a topic sentence because it mentions two topics, not just one.

Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.

The problem with sentence #3 is that it is *toogeneral*. It is also very boring! Would you like to read a paragraph with this topic sentence? Most people would not.

We can rewrite sentences #2 and #3 in the following ways to make it better:

There are two reasons why some people like to buy cars with automatic transmission.

*OR (in a different paragraph):*

- There are two reasons why some people like cars with manual transmission.
- The shapes of clouds are determined by various factors.

## 2 Supporting Sentences

Consider again the above-mentioned, short paragraph:

My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Again, note how this paragraph is indented on the first line, about five or seven spaces in from the left-hand edge of the paragraph. Always remember to **indent** your paragraphs!)

When a reader reads a topic sentence, such as *My hometown, Wheaton, is famous for several amazing natural features*, a **question** should usually appear in the reader's mind. In this case, the question should be like, "What are the natural features that make Wheaton famous?" The reader should then expect that the rest of the paragraph will give an answer to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for the Wheaton River, which is very wide and beautiful*, indeed gives an answer to this question. That is, the second sentence gives some explanation for the fact that Wheaton is a famous town. Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous by giving another example of an "amazing natural feature," in this case, Wheaton Hill.

The second and third sentences are called **supporting sentences**. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. **At minimum, you should have at least five to seven sentences in your paragraph.** Here we can see our paragraph about Wheaton with a few more supporting sentences in **bold** font:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. **The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old.**

In this lesson, we will talk about supporting sentences again in the section, "Details in Paragraphs," below.

### 3 The Concluding Sentence

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse.

You can understand concluding sentences with this example. Consider a hamburger that you can buy at a fast-food restaurant.\* A hamburger has a top bun (a kind of bread), meat, cheese, lettuce, and other elements in the middle of the hamburger, and a bottom bun. Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns "hold" the meat, onions, and so on. Similarly, the topic sentence and concluding sentence "hold" the supporting sentences in the paragraph. Let's see how a concluding sentence (in **bold font**) might look in our sample paragraph about Wheaton:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks are truly amazing and make my hometown a famous place.**

Notice how the concluding sentence, *These three landmarks are truly amazing and make my hometown a famous place*, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence.

### 4 Details in Paragraphs

#### **Ideological and Political teaching :deepen their love for their hometown by analyzing the sample**

The short paragraph in this lesson is a fairly complete paragraph, but it lacks details. Whenever possible, you should include enough details in your paragraphs to help your reader understand exactly what you are writing about. In the paragraph about Wheaton, three natural landmarks are mentioned, but we do not know very much about them. For example, we could add a sentence or two about Wheaton river concerning HOW wide it is or WHY it is beautiful. Consider this revision (and note the additional details in **bold**):

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. **On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow.** Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. **Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away.** The third amazing

feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

If we wished, we could also add more details to the paragraph to describe the third natural feature of the area, the Big Old Tree.

**Why are details important?** Consider the example of the hamburger, mentioned above.\* If the hamburger buns are the topic and concluding sentences, then the meat, the cheese, the lettuce, and so on are the supporting details. Without the food between the hamburger buns, your hamburger would not be very delicious! Similarly, without supporting details, your paragraph would not be very interesting.

**5 A Note on Formality.** In addition to having a particular kind of structure, academic paragraphs (and multi-paragraph essays, which will be topic of another lesson) are different from "ordinary writing" (such as letter writing) in that certain kinds of expressions are not allowed. For example, in formal essays, you should not use contractions such as *don't* or *aren't*. Instead, you should write out the words in full, for example, *do not* and *are not*. Also, in formal essays you should avoid the first and second person. That is, do **not** use the pronouns *I* or *you*. The pronouns *we* and *us* are sometimes used in formal essays in some major fields, but in general you should not use these unless you are certain that they are customary in your field and/or your professor allows them. It is safer simply to use the third person.

### **Step III Ways of Developing a Paragraph**

#### 1. Development by Time

In telling a story or recounting an event, the easiest and clearest way is to describe things in order of time: earlier things are mentioned before later things, the first thing first and the last thing last. This method is also called chronological sequencing.

#### 2. Development by Process

When you have to explain how something is done, you usually follow a chronological sequence and give a step-by-step description. As the steps must occur one after another, the exact order in which they are carried out is most important. In giving instructions, imperative sentences and sentences with the indefinite pronoun *you* as the subject are often used. The present tense should be used if the instructions are still applicable.

#### 3. Development by Space

Before we begin to describe a place, whether it is a large country or a small room, we have to decide on the order in which to name the different parts or details. For this we should find out the space relationships between them and arrange our description accordingly. It would only confuse the reader to mention them in a haphazard (=casual) way.

#### 4. Development by Example or Generalization

Supporting a topic sentence with examples or illustrations makes a general statement specific and easy to understand. An illustration is a case, a specimen, an instance. Vivid illustrations light up (make...clear) abstract ideas and make them clear, interesting, memorable, or convincing. Illustrations may be a single example or a series of examples.

#### 5. Development by Comparison and Contrast

Strictly speaking, a comparison points out the similarities between two or more persons or things of the same class, while a contrast, the differences between them. In practice, however, comparison and contrast often appear together, because people generally compare two things that are similar in certain ways and different in others.

#### 6. Development by Cause and Effect

In our daily conversation, questions with why are often asked and answered. This shows that causal analysis is very common; it is something we are familiar with.

Sound reasoning or logic is naturally the most important quality of any causal analysis. But it is not always easy to explain causes and effects clearly and logically. One reason for this is that an effect may have many causes and a cause may have many effects. So we must be thorough in our discussion and careful in our selection of details.

#### 7. Development by Classification

To classify is to sort things into categories according to their characteristics. We classify many things: trees, rivers, cities, companies, college students. We group things according to their similarities and differences. If we classify rivers, we separate them into wide ones, narrow ones, long ones, short ones, deep ones, shallow ones. Apples may be classified according to size, place of origin, color, price, or quality.

#### 8. Development by Definition

Sometimes, to avoid confusion or misunderstanding, we have to define a word, term, or concept which is unfamiliar to most readers or open to various interpretations.

#### 9. Development by a Combination of Methods

We have discussed quite a few methods for developing paragraphs. Sometimes only one of them is used in a paragraph, but often two or three of them are used in the same paragraph. Writers may find it necessary to use a combination of methods in order to present their ideas in an impressive and convincing manner.

<b>Chapter</b>	<b>3 Essay Writing</b>
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<b>Teaching Objective</b>	1. Know essay structure 2. Write an essay according to the essay structure 3. Appreciate types of English essays 4. Know the steps in essay writing 5. Ideological and Political Education Objective: cultivate students right idea of hunting a job
<b>Teaching Focus</b>	1. Write an essay according to the essay structure 2. Know the steps in essay writing
<b>Teaching Difficulty</b>	Write an essay according to the essay structure
<b>Teaching Duration</b>	<b>8 periods</b>
<b>Teaching Method</b>	A: Analyzing B: Comparison C: Induction D: Discussion
<b>Assignment</b>	1 Write an essay: Good Health 2 Write an essay: The Advantages of Travel 3 Write an essay: MY IDEAL JOB

### Teaching Procedure:

#### Step I: Leading in

##### This is what you should do before you start writing:

- Plan your schedule in order to meet the deadline for submission.
- Analyze the assignment question to know what is required.
- Compose a thesis statement and discuss it with your instructor.
- Make an outline for the content of your essay.
- Do whatever research might be necessary.

If you have covered these initial steps, you should be ready to begin your writing.

#### Step II: Introduction (the first paragraph)

1. Grab the attention of your reader by presenting something startling or surprising—a fact, a statistic, a quote, a detail that is relevant to the subject.
2. Rephrase the assignment statement or question in your own words and use it with this attention grabber. This will keep you on track to give what the essay requires.
3. Narrow the focus of your essay as you go from a brief statement of background information to a specific point that will satisfy what is required by the assignment. This will prepare your reader for your thesis statement.
4. Give your thesis statement. This provides your goal, and it helps you to know the points you must make to get there, to prove your thesis.
5. State the major points that you will develop in the body of your essay to prove your thesis. Let there be at least three points—one point per paragraph. Don't say, "This paper will discuss ..."
6. Don't be vague.
7. Don't use "I, me, my" (first person), unless the assignment requires it.
8. Let your introduction and your thesis statement be the firm foundation on which the rest of your essay is constructed.

Follow your outline as you write the body paragraphs.

If the subject and the required length of the essay demand it, you can devote more than one paragraph to any major point. If this happens, for good proportion, try to develop the same number of paragraphs for each major point, but this must be natural and not forced.

### **Step III:**

#### **1 First Body Paragraph**

- State your first major point to support your thesis in the first sentence of your first body paragraph.
- State a supporting fact, statistic, case study, example, evidence, or quote with further information and a comment on it.
- State as many points as you need (both positive and negative) to support your main point.
- Sum up the supporting points of this paragraph, briefly, in a concluding comment that leads naturally into the next major point.

#### **2 Second Body Paragraph**

- State your second major point to support your thesis in the first sentence of your second body paragraph.
- State a supporting fact, statistic, case study, example, evidence, or quote with further information and a comment on it.
- State as many points as you need (both positive and negative) to support your main point.
- Sum up the supporting points of this paragraph, briefly, in a concluding comment that leads naturally into the next major point.

#### **3 Third Body Paragraph**

- State your third major point to support your thesis in the first sentence of your third body paragraph.
- State a supporting fact, statistic, case study, example, evidence, or quote with further information and a comment on it.
- State as many points as you need (both positive and negative) to support your main point.
- Sum up the supporting points of this paragraph, briefly, in a concluding comment that leads naturally into the concluding paragraph of your essay.

### **Step IV: Conclusion (the last paragraph)**

1. Summarize the major points presented in the body of your essay.
2. Do not introduce any new points.
3. Show that you have proved your thesis and restate your thesis in different words.
4. Recommend appropriate action or predict an outcome based on what your thesis has proved.
5. Avoid having the final word in the matter and leave the door open for further research to support or oppose your thesis.

### **Step V: Transitioning**

1. Remember to link your ideas.
2. Let one idea flow naturally into the next.
3. Do not be guilty of non sequiturs—points that do not follow from what has been said immediately before the present point.
4. Use transitioning words and phrases—only where necessary and only if they actually fit the situation—between sentences and from one paragraph to another. Using the natural flow of ideas is better than depending on transitioning words.

### \*A sample of transitioning words and phrases

- in the same way
- moreover
- similarly
- on the contrary
- although
- regardless
- to put it differently
- significantly
- to clarify
- with this in mind
- unless
- given that
- for this reason
- consequently
- accordingly
- as shown above
- in summary
- in any event
- in the meantime
- eventually
- Presently

### Step VI: What does a good essay need?

An academic essay aims to **persuade** readers of an **idea based on evidence**.

1. An academic essay should **answer a question** or **task**.
2. It should have a **thesis statement** (answer to the question) and an **argument**.
3. It should try to **present** or **discuss** something: develop a **thesis** via a set of closely related points by reasoning and evidence.
4. An academic essay should include relevant **examples**, supporting **evidence** and **information** from academic texts or credible sources.

### Step VII: Basic steps in writing an essay

Although there are some basic steps to writing an assignment, essay writing is not a linear process. You might work through the different stages a number of times in the course of writing an essay. For example, you may go back to the reading and notetaking stage if you find another useful text, or perhaps to reread to locate specific information.

#### 1 Possible Steps (In no strict order)

- Analyse the question and define key terms
- Establish a possible thesis/ point of view
- Research the topic. Use books, journals and other credible academic sources for support and evidence.
- Take notes from your readings.
- Write an essay plan and organise your ideas
- Write your first draft to include your introduction, body and conclusion
- Set the draft aside for a day or two, then read it through and make changes

- Edit and redraft your essay
- Have a friend/parent/colleague read it
- Complete or finalise your references and citations
- Final draft completed - hand it in

## **2 Starting the essay**

### **3 Start work early**

You can't write a successful essay unless you give yourself enough time to read, research, think and write. Don't procrastinate or leave it until the last minute; start as early as possible.

### **4 Define the question and analyse the task**

Writing down everything you know about a topic is not enough to make a good academic essay. Analysing, then answering the essay's question or task is central.

- Be sure that you understand exactly what the question requires you to do.
- Identify the key words (like discuss or analyse) and clarify the approach you are required to take.

See The Learning Centre guide Answering Assignment Questions

### **5 Construct an initial plan**

Your starting point for an essay is your initial response to the topic or question. This response is based on what you already know. However, this is only the starting point. You then need to research, question your response and find some answers.

### **Step VIII: Ideological and Political teaching**

1. Write an essay: Good Health
2. Write an essay: The Advantages of Travel
3. Write an essay: MY IDEAL JOB

<b>Chapter</b>	<b>4 College English Writing</b>
<b>Teaching Objective</b>	<ol style="list-style-type: none"> <li>1. Write topic composition</li> <li>2. Write key word composition</li> <li>3. Write graph composition</li> <li>4. Know how to write outline composition and picture composition</li> <li>5. Ideological and Political Education Objective: let students pay attention to their psychological health</li> </ol>
<b>Teaching Focus</b>	<ol style="list-style-type: none"> <li>1. Write topic composition</li> <li>2. Write key word composition</li> <li>3. Write graph composition</li> </ol>
<b>Teaching Difficulty</b>	Write graph composition
<b>Teaching Duration</b>	<b>8 periods</b>
<b>Teaching Method</b>	A: Analyzing B: Comparison C: Induction D: Discussion
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1 Is Pressure a bad thing</li> <li>2 cet-4</li> <li>3 cet-6</li> </ol>

**Teaching Procedure:****Step I: Warming up**

**1 the hottest news in the past week**

**2 comment students' homework**

**Step II: Topic Sentence Composition****1 Introduction**

This is the most common composition practised in CET-4. Usually the title and the topic sentences of each paragraph are given. You are required to write exactly according to the title. You must use the given topic sentences.

Sample Test Item:

Directions: For this part, you are allowed 30 minutes to write a composition about "Television" in three paragraphs.

You are given the first sentence of each paragraph and are required to develop the idea in completing the paragraph. Your composition should be about 100 words, not including the words given. Remember to write clearly.

Television

- 1) Television presents a vivid world in front of us.
- 2) Television can also play an educational role in our daily life.
- 3) However, television can also be harmful.

**2 Analysis and Advice on How to Deal with the Essay**

- 1) Read the directions carefully, and make sure that you understand the requirements;
- 2) Find out the relationship between the title and the topic sentences.

From the above analysis, we know that we may use the technique of examples to illustrate the advantages and disadvantages of television in our daily life.

3) Thoroughly examine the topic sentences, then pick out keywords in each topic sentence; e.g. The key words of each topic sentence in the above writing are: “vivid world”, “educational role in daily life”, “harmful”。

- 4) Find out the relationships between the topic sentences;

From the given topic sentences, we can see that the second topic sentence is a further development of the first one. The transitional word “also” shows that the two topic sentences are parallel. So we have to write the advantages of television in the first two paragraphs—in the first paragraph, write “vivid world”, while in the second, “educational role”; In the third topic sentence, the transitional word “However” changes the point of view from positive “vivid”, “educational” to negative “harmful”。 Thus, we should write the disadvantages of television in the paragraph.

### Model Essay 1

#### Television

Television presents a vivid world in front of us. On television, we can watch exciting football matches or Olympic marathons. We can “travel” to New York to visit its famous monuments and museums or to London to attend the royal wedding. We can also “go” to a concert with a cup of coffee in one hand. With a TV set, we can take part in many events without leaving the house.

Television can also play an educational role in our daily life. Besides regular courses to TV university students, television also offers various educational programmes for different viewers. Children like “Tan gram”; young people like the “ABC of Computers”; and elderly people like “Life and Health”。 Of all the educational programmes, “English on Sunday ” is my favourite.

However, television can also be harmful. It hurts our eyes and can cause nearsightedness. Watching TV too much influences our sleep and work and cuts down children's study time. Furthermore, some TV programmes are ideologically incorrect. In short, we should watch TV selectively and regard it as our servant, not our master.

#### Writing Assignment

Directions: For this part, you are allowed 30 minutes to write a composition about “Advertisement” in three paragraphs. You are given the first sentence of each paragraph and are required to develop the idea in completing the paragraph. Your composition should be about 100 words, not including the words given. Remember to write clearly.

#### Advertisement

- 1) Advertisement appears everywhere in modern society.
- 2) Advertisement can be a service to people.
- 3) However, advertisement also has its problems.

### Step III: Key Words Composition

#### 1 Introduction

In this kind of composition, a series of key words are given together with the title. It requires students' imagination and association in connecting the words logically without going astray from the main topic.

Sample Test Item

指示：在 30 分钟内以“City and Countryside”为题，写一篇 120 词左右的短文，必需包括下列关键词及表达方式，要求使用正确、恰当。

Key	Words	and Expressions:
similarities	differences	environment
transportation	education	entertainment
colorful	boring	public health service
reduce	the	gap

**2 Analysis and Advice on How to Achieve Successful Writing**

1) Read the directions carefully, and try to understand each word or phrase including the title;

2) Find out the relationship between the key words and the title;

The analysis of the above tells us that we should use the technique of comparison & contrast to write the essay, showing the differences between the city and the countryside.

3) Analyse the key words, then organize your idea logically; According to the title and the key words, we know that the purpose of the writing is to discuss the similarities and differences of the city and the countryside. You should divide the key words into three paragraphs. In the first paragraph, introduce the main topic—the city and the countryside have both similarities and differences; In the second paragraph, discuss the different fields—environment, education, transportation, entertainment and health service in the city and countryside; In the end, summarize the whole passage.

4) Write an appropriate topic sentence for each paragraph before starting your essay;

a. topic introducer: The city and the countryside are similar in some ways, but there still exist great differences in several areas.

b. topic sentence: Generally speaking, the city and the countryside differ mainly in the fields of environment, transportation, public health service, education and entertainment.

City	Countryside	
environment	polluted	fresh, clean
transportation	convenient, cheap	difficult, costly
public health service	well-equipped	poor-equipped
education	advanced	backward
entertainment	colourful	boring

c. Conclusion: As we have seen, there are still great differences between the city and the countryside, but further economic development will certainly reduce the gap between the two in the near future.

Model Essay

The city and the countryside are similar in some ways, but there still exist great differences in several areas. Generally speaking, the city and the countryside differ mainly in the fields of environment, transportation, public health service, education and entertainment.

First of all, in the city public transport is good and brings people to almost any place in a short time and for little money while travelling in the countryside is difficult and costly. On the other hand, heavy traffic and business activities in the city pollute the environment whereas the air in the countryside is fresh and clean and filled with bird songs. Secondly, people in the city can get advanced education; However students in the countryside can not. What's more, if city dwellers are ill, it is easy for them to get treatment in a well-equipped hospital; On the contrary, the rural population has to travel long distances to see a doctor. Finally, the many stores, cinemas, dancing halls and restaurants make life in the city colorful as opposed to the simple and some people even say boring life in the countryside.

As we have seen, there are still great differences between the city and the countryside, but further economic development will certainly reduce the gap between the two in the near future.

#### Writing Assignment

指示: (略) Students In Colleges and High Schools

Key Words and Expressions:

similarities, differences, homework, attend classes, call the parents, under the supervision of, treated as adults, study hard, enjoy sports and games, talk with friends and classmates

#### Step IV graph composition

##### 1 main points

##### 2 ways to write this type of composition

##### 3 sentence structure

① 总的趋势 ② 图表具体描述 ③ 剖析图表所揭示的含义 ④ 理由一  
⑤ 理由二 ⑥ 理由三 ⑦ 理由四 ⑧ 总结 ⑨ 前景预测

As can be seen from the table, the past decade has witnessed dramatic changes in①\_\_\_\_\_.  
While ②\_\_\_\_\_. It is obvious from the table that③\_\_\_\_\_.

What contributed to these changes? I think the reasons are as follows. To start with,  
④\_\_\_\_\_. Secondly, ⑤\_\_\_\_\_. What's more, ⑥\_\_\_\_\_. Last but not lease, ⑦\_\_\_\_\_.

In conclusion, ⑧\_\_\_\_\_. Moreover, ⑨\_\_\_\_\_.

#### 4 sample: How People Spent Their Holidays

Year	1990	1995	2000
Traveling	37%	51%	76%
Staying at home	63%	49%	24%

1. 上图所示为 1990、1995、2000 年某城市人们度假方式的情况, 请描述其变化:
2. 请说明发生这些变化的原因。
3. 得出结论。

#### How People Spent Their Holidays

As can be seen from the table, the past decade have witnessed dramatic changes in the way people spent their holiday between 1990 and 2000. In 1990, 63% of people spent their holidays at home, while the figure dropped considerably to 24% in 2000. It is obvious from the table that people tended to be more and more mobile, and they wanted to get entertainment in the outside world.

What contributed to these changes? I think the reasons are as follows. To start with, with the rapid development of economy, people earn by far more money than they used to. Thus, people

are able to afford traveling expenses. Secondly, people think it important to get well-informed about the outside world in this new era when everything is on the move. Traveling, of course, is a sure way to achieve this goal. What's more, in this competitive society, people are usually under great stress. However, it is not difficult to find traveling an effective way to relieve people's stress and get relaxation. Last but not least, by traveling outside, people are close to nature, which is not only beneficial to both their health and peace of mind.

In conclusion, people prefer to go traveling rather than stay at home during holidays for a combination of reasons. Moreover, it seems that this trend will last in the foreseeable future.

#### Step V: outline composition and picture composition

Students present the main points and explain the key points

#### Step VI: Step VIII: Ideological and Political teaching

Write an essay: Is Pressure a bad thing

Chapter	5 Practical WRITING
Teaching Objective	1. to understand the connotation of a name card; 2. to know the main contents and layout of a name card; 3. to design a proper personal name card with necessary information and elegant style.
Teaching Focus	DESIGN THE NAME CAR
Teaching Difficulty	APPRECIETE THE ADVERTISEMENT
Teaching Duration	4 periods
Teaching Method	A: Analyzing B: Comparison C: Induction D: Discussion
Assignment	1. DESIGN YOUT NAME CARD 2. WRITE AN ADVERTISEMENT

#### Teaching Procedure:

##### Step I: Warming up

1 the hottest news in the past week

2 comment students' homework

##### Step II: NAME CARD

###### 1 Introduction

A **name card** (名片), also called a business card, is a way of advertising yourself and the company you represent to colleagues and business clients. It is a card bearing business information about a company or individual and provides potential customers with a means to contact the business or representative of the business. It is shared during formal introductions as a

convenience and a memory aid. A name card is frequently used during sales calls (visits) to provide potential customers with a means to contact the business or representative of the business. When writing a name card, your card should be simple and focused, so the purpose of your card is clear.

## 2 PRESENTATION

**The main contents of a name card** (名片的内容) A name card typically includes the giver's name, company affiliation (usually with a logo) and contact information such as street addresses, telephone number, fax number, e-mail address and website. It can also include telex, bank account, tax code.

**Artistic design of a name card** (名片的艺术设计) Traditionally many cards were simple black text on white stock; today a professional business card will sometimes include one or more aspects of striking visual design. Apart from common name cards made of paper, there are also special name cards made from plastic (PVC), especially frosted translucent plastic, crystal clear plastic, white or metallic plastic. Other extraordinary materials are metal, rubberized cards, rubber, magnets and even real wood. For the most part those special material name cards are of standard format, preferably with rounded corners.

### **Format of a name card** (名片的格式)

- Personal Employment organization: Usually be located above or in the upper left corner of a name card.
- Personal Name: Be located in the middle of a name card.
- Title/position: Be located in the middle of a name card, under the name.
- Contact information: At the bottom of a name card. Because of the popularity of mobile phones, the personal mobile phone number often has to be written into the name card.

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phones, the personal mobile phone number often has to be written into the name card.

3 EXERCISE

**. Directions: Reading and Comprehension.**

1. From the name card you would know about following information except \_\_\_\_\_.  
A. title    B. name and position    C. nationality
2. Traditionally many cards were \_\_\_\_\_.  
A. black text on white stock    B. colorful text on white stock    C. white text on black stock
3. When writing a name card, the information should be \_\_\_\_\_.  
A. simple and focused    B. complex    C. redundant
4. Which is not included in a name card ?  
A. employment organization    B. e-mail address    C. date of birth
5. The name of company is usually designed and printed at the \_\_\_\_\_ of a name card.  
A. bottom    B. middle    C. top

**. Translate the following English sentences to Chinese and vice versa.**

1. Jiqing Technologies Co., Ltd. (科技)
2. Organization for Economic Cooperation and Development (经济合作与开发)
3. Machinery & Equipment Import and Export Company (机械设备)
4. Room 28, Futian Building, Shennan Middle Rd., Futian District, Shenzhen, Guangdong (区)
5. No.12 Taibai Donglu Rd., Rencheng District, Ji'ning, Shandong Province (路)
6. 北京新华实业有限公司人力资源部经理 (human resources manager)
7. 广州吉特物流系统工程有限公司 (Logistics System Engineering)
8. 东方纺织品贸易公司欧洲处西欧科销售助理 (Assistant Marketing Manager)
9. 广东省揭阳市榕城区临江北路 200 号 (Province, District)
10. 美国加州圣荷西第一大街北 220 号, 邮编: 95131-2022 (North First Street)

**. Directions: Read the following name cards and fill in the blanks with the right expressions according to the Chinese.**

Future Software Co., Ltd.

Lin Fei

\_\_\_\_\_ (销售经理)

\_\_\_\_\_ (地址): No. 8 Guangyuan Road, Xuhui District, Shanghai

\_\_\_\_\_ (邮政编码): 200010

Tel: 021-63852288

E-mail: [chen\\*\\*@sina.com.cn](mailto:chen**@sina.com.cn)

\_\_\_\_\_ (传真): 020-638533\*\*

\_\_\_\_\_ (网址): <http://futuresoftware.com>

### STEP III **Product Advertising Copy**

**1 Product advertising copy:** Part of an overall promotional strategy, it mainly refers to the paid promotion of goods, services, companies, and ideas by an identified sponsor in newspaper, or on radio, television, or the internet. When advertising is effective, it can help draw new business to an existing company. Information in advertisement runs out with a variety of typefaces and sizes, and may be illustrated with artwork or color. In this chapter, we pay more emphasis on composing the advert copy (the message) than on artwork or color.

**2 Types of product advertising copy:** There are generally four types of written-form advertisements.

Coupon advertisement: It is great for sales promotions, for it brings new customers to store. By offering a certain amount of money or percent off your merchandise, it may be attractive to them.

Sales advertisement: This advertisement invites the general public into your store to receive a discount on products.

Spotlight advertisement: it focuses the attention onto a particular product, product line, staff member or customer of your business. This looks good a few times each year as a large display ad run.

Information advertisement: it could be written in a journalistic style making it look like an article instead of an advertisement. It could also be written as a Question and Answer ad offering your professional advice on a topic your company covers.

**3 Content of a Product Advertising Copy (广告内容) :** the content of a print advertising copy usually involves four parts: headline, subheads, body and supplementary item. Firstly, the headline is crucial for an advertisement copy, which is supposed to be of clarity and force. Direct headline, indirect headline and combined headline are common types of headline. Secondly, the subheads can be the name of the target product or some interesting words and phrases about the product. Thirdly, the text is the main part of an advertisement and its purpose is to give a general description of the target product, often including the advantages of the product. Generally speaking, the text may involve (1) lead-in paragraph – to arise customers' interest, (2) interior paragraph – details about the product, highlighting the profits, (3) trial close – about order information and (4) close – to ask for the sale. The last part of an advertisement is the supplementary items, including trademark, logotype, seals, contact information, etc.

#### 4 EXERCISE

##### **Reading and Comprehension.**

1. When product advertising copy is \_\_\_\_\_, it can help draw new business to an existing company.  
A. effective      B. done      C. spread
2. There are generally \_\_\_\_\_ types of written-form advertisements.  
A. two      B. three      C. four
3. Coupon advertisement is great for sales promotions, for it brings \_\_\_\_\_ to store.  
A. new customers      B. all the customers      C. mainly old customers

1. \_\_\_\_\_ is not included in advertising copy.  
A. headline            B. text                    C. instruction
5. Which is crucial for an advertisement copy and supposed to be of clarity and force?  
A. headline            B. subheads            C. contact information