

<<写作教程2>>

图书基本信息

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内容概要

新世纪高等院校英语专业本科生系列教材(修订版)旨在打造完整的英语专业学科体系,全面促进学生的语言技能、学科素养和创新能力的培养,必将为我国培养国际化、创新型、高素质的英语专业人才奠定坚实的基础!

权威性和先进性的体现:按照《高等学校英语专业英语教学大纲》提出的培养目标、课程设置、教学要求和教学原则精心设计,凝聚海内外英语专业教育界专家学者的智慧,反映英语专业教育、科研的最新成果。

前瞻性和创新性的结晶:基于广泛的市场调研、详尽的需求分析和严谨的科学判断,梳理现有教程,优化教材结构,更新教学方法和手段,强化学生综合能力的培养。

专业素质和人文素养的同步提升:专业技能、专业知识、相关专业知识的完美匹配,帮助学生打下扎实的语言基本功,增强其分析问题、解决问题的能力,提高专业素质和人文素养,使学生真正成为国际化、创新型、高素质的英语专业人才。

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书籍目录

Module One Paragraph Writing
Module Two Composition Writing
Module Three Practical Writing
References

章节摘录

When I was in my last year at school , I decided I wanted to go to the University of Cambridge so that I could study English. This meant I had to go to Cambridge for an examination and an interview. I was warned that the examination lasted for three days and would be very difficult , so I gave up the other things I was doing to spend all my time preparing for it. I went to Cambridge the evening before the examination. In the train I traveled on , there were quite a lot of young people. I thought some of them might be going to the examination , but I did not speak to them because I felt shy. When we reached Cambridge , I went to the college where the examination was to take place and a porter showed me to my room. I felt I was quite grown up as I sat there in my room , but I also remembered that I had not passed my examination yet that I had not even taken it. At dinner that evening , I recognized some of the students I had seen on the train and we chatted about what we did at school. We were all anxious that we should appear clever and we pretended that we were not worried about the examination. That evening , as I went to bed , I felt sure the other candidates were cleverer than me and that I would not pass this examination. The next morning , I did not eat any breakfast because I felt very nervous. I went straight to the examination room so that I would not be late. After the first two papers , I doubted that I would pass the examination. On the second day , I had an interview with one of the university lecturers. I was very anxious that the lecturer might ask me questions which I could not answer. But , as soon as I went into the room , I realized that he was very friendly. He asked me the names of some poets I was interested in. I mentioned some I liked. He admitted that he did not know much about these poets and suggested I tell him about them. It was obvious that he wanted me to feel relaxed.

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