



普通高等教育“十一五”国家级规划教材

国家精品课程建设项目

x p e r i e n c i n g

体验英语写作

Experiencing
English Writing

Working Book

杨永林 编著

实践手册
第二版

2



高等教育出版社
HIGHER EDUCATION PRESS



普通高等教育“十一五”国家级规划教材

国家精品课程建设项目

体验英语写作

Experiencing
English Writing

Working Book

杨永林 编著

实践手册

第二版



x p e r i e n c i n g

图书在版编目(CIP)数据

体验英语写作实践手册. 2 / 杨永林编著. —2 版. —

北京: 高等教育出版社, 2011. 6

ISBN 978 - 7 - 04 - 032790 - 8

I. ①体… II. ①杨… III. ①英语 - 写作 - 高等学校 - 教学参考资料 IV. ①H315

中国版本图书馆 CIP 数据核字 (2011) 第 091534 号

策划编辑 贾巍
责任校对 张歆秋

责任编辑 张歆秋
责任印制 韩刚

封面设计 王凌波

版式设计 孙伟

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
印 刷 高等教育出版社印刷厂
开 本 889 × 1194 1/16
印 张 11.5
字 数 346 000
购书热线 010 - 58581118
咨询电话 400 - 810 - 0598

网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landraco.com>
<http://www.landraco.com.cn>
版 次 2004 年 8 月第 1 版
2011 年 6 月第 2 版
印 次 2011 年 6 月第 1 次印刷
定 价 35.00 元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换

版权所有 侵权必究

物 料 号 32790 - 00

Preface

前 言

20 世纪 90 年代中期以来,“社团实践”(community of practice)的理论逐渐在语言教学领域得到了认可(Johns, 1997)。“社会学习”(social learning)是“社团实践”理论的一个重要概念。根据这一理念,“知识”(knowing)可以更为准确地理解为“做事的能力”,而不仅仅是“拥有知识或信息”(as doing rather than having something)(Lave, 1996: 157)。结合具体的英语写作教学,除了基本的语言知识、文化知识之外,应当结合“体裁写作”与“应用写作”训练内容,特别注重培养学习者“以文成事”(how to do things with English writing)的能力。这种能力,也就是我们在英语写作教学中常说的学生实际“动手能力”。

这一理论还认为,不论是对于广义的知识学习来说,还是对于狭义的技能培养而言,“技艺传授”(apprenticeship)在知识和技能的学习中,都有着不可替代的作用。这一观点的提出,对于如何在写作教学课堂,通过良好的“师生互动”,实现英语写作能力的快速提高,具有直接的指导意义。譬如说,写好一篇“摘要写作”,绝不是单靠学习者的英语写作能力就能够做到得体适度的。除了师生之间在基本的篇章结构、语言知识、用语特点方面的交流之外,教师还有必要结合国外对于会议摘要与论文摘要的具体要求,针对学生摘要写作中的问题,提供文体规范、格式要求,以及编辑修改方面的信息(杨永林、丁韬, 2011)。这方面的内容,也就是语言教学,特别是写作学习中强调的“有效信息反馈”(efficient feedback),或者说“教师反馈信息”(faculty feedback)。

清华大学“体验英语写作”教学团队 10 年来的教学实践证明,学生动手能力的培养与教师反馈信息之间,有一种天然的互动关系。缺少了学生动手能力培养这个关键环节,写作教学的改革基本上就是一句空话。另一方面,没有充分的教师反馈,学生英语写作能力的发展过程,犹如“在黑暗中摸索”,始终不得要领。如何在教材编写过程中体现和强化这种互动关系,就成为了创新写作教学的关键所在。

新版的《体验英语写作》立体化教材,通过“四化”措施改善和提升这种互动关系。

1. 深化“配套设计”:新版教材的一个亮点是,“学生用书”(Student Book)与“实践手册(Working Book)”有机结合,相辅相成。“学生用书”每个单元的 10 个板块,提供了充分的“教师反馈信息”,有效避免了学习者“在黑暗中摸索”的困境。“实践手册”的 10 个板块,提供了广阔的“动手能力”空间,有效地解决了写作教学中“光说不练”的难题。

2. 细化“课程介绍”:新版的“课程介绍”(syllabus),首先,根据分级式的教学要求,区分了“基础写作”(fundamental writing)、“应用写作”(practical writing)、“创新写作”(creative writing)和“学术写作”(academic writing)四级水平。其次,通过“体裁写作”(genre writing)模式,引入了“四大二小”(见“课程介绍”)的写作任务,细化了每项写作任务的训练目的和具体要求,并留有充分的选择空间,方便教师组织区域化的教学活动。

3. 强化“学习动机”:良好的写作行为的培养,是一个枯燥而漫长的发展过程。对于中国学生来说,英语写作动机的培养更是如此。这是因为,没有基础性的训练,很难写出语言正确的好作文(error-free writing);语言基本功的学习,又是那么的费时费力,令人兴趣索然。面临这种两难选择,我们借助于“技术精巧”与“智能训练”的方法,使得遣词用语、语法学习、“译写结合”这样一些原本机械枯燥的训练过程变得生动活泼、趣味盎然。新版的《体验英语写作》实践手册,每个单元从原来的 6 个板块增加到现在的 10 个板块。新增的内容,主要在于强化写作学习的实践性,增加英语学习的趣味性,提升“译写结合”的互动性,达到提高学习者学习动机的目的。

4. 优化“自动行为”:随学生用书配发的光盘版“体验英语—写作教学资源平台”学生端,针对中国学生英语写作中的典型错误,内置了大量“字、词、句”的训练内容,并提供了相关的参考答案与语法知识点的讲解。学生端的练习和测验部分,都具有“洗牌”功能:做题之前,点击“洗牌”按钮,“练习本”或者“测验本”的 10 道题目就可以像扑克牌的“洗牌”一样,自动重新排序;再点击一次这个按钮,所

有题目又恢复到默认顺序。这项功能的好处是：开始阶段，按序做题，了解规律，掌握知识；强化阶段，重新排序，避免单调，时做时新，使得原本机械的操练内容，变成了如今智能化的学习过程。

特别值得一提的是，在“学生用书”和“实践手册”的编写过程中，我们提倡资源性的理念，分享清华大学10年来的写作教学经验与成果，为分级式、区域化、特色化的创新写作教学提供了优质教学资源 and 多元化的选择。这些教学资源，包括6个方面的内容：

1. 图文并茂、音乐优美的趣味课件
2. 仔细批阅、红笔圈点的范文习作
3. 精心选取、配有答案的语法练习
4. 自动评分、智能排序的测验题卷
5. 描述详细、“美图养眼”的写作任务
6. 规范标准、图文显示的标志翻译练习

有了合适的教材，还要有积极的行动，写作难的问题才能够逐步得到解决。我们衷心希望兄弟院校的英语教师们、全国的大学生、研究生们，能够喜欢上这套教材，用好这套教材，学好这套教材，在新世纪的第二个10年中，提高英语写作能力，在国际化的大舞台上，演绎自己的精彩。

杨永林

2011年春于荷清苑

A general syllabus for our writing class

课程介绍

一、基本信息

课程名称: 英语写作(2)

任课教师: 杨永林

联系方式: ylyang@tsinghua.edu.cn

办公室地点: 文南楼, 412室

二、课程简介

1. 教学理念, 跨越发展

通过体验、参与、互动的方式, 舒缓“英语写作难”的问题, 快速有效地提高写作能力; 采用“以言成事”(how to do things with English writing)的教学原则和“体裁写作”(genre writing)的方法, 注重科学思维方式与应用文写作能力的培养, 帮助学生完成从“痛苦写作”到“快乐写作”、从“快乐写作”到“应用写作”的跨越式发展。

2. 教学方法, 十字箴言

- 1) 传道 Introduce useful principles to improve your writing.
- 2) 授业 Share writing skills with our students.
- 3) 解惑 Deal with problems you may have in writing.
- 4) 体验 Experience happy writing and practical writing with you all.
- 5) 服务 Provide the class with ready assistance in learning.

3. 学习方法, 三勤三多

- 1) 勤思考 Keep on thinking actively.
- 2) 勤读书 Read your writing textbooks closely.
- 3) 勤交流 Try to have sufficient communication with each other.
- 4) 多发问 Develop a curious attitude to writing.
- 5) 多动手 Have more writing practice in English.
- 6) 多合作 Learn how to write in team.

三、教学要点

1. 一个核心主题——如何快速有效地提高同学们的英语写作能力。
2. 二元互补模式——既注重“人文的关怀”, 每次作业, 老师一定仔细批改, 又注重“技术的精巧”, 教材所附光盘上的摘要生成软件和“体验英语-写作教学资源平台”学生端, 大家一定要多多使用, 借助于这些文章利器, 提高自己的写作能力。
3. 三结合训练方法——课堂认真听讲授, 讨论交流很重要; 写作教材勤阅读, 勤学多练为良策; 软件系统早掌握, 文章利器帮你忙。

四、评估标准

1. 写作任务, 四大二小: 写作课堂, 共有6次作业, 4次为大作业, 2次为小作业。教师评阅“四大作业”; 学生组成学习团队, 自定题目, 自主评阅, 完成“二小作业”。
 - 1) 四大作业, 每篇200字左右, 满分20分, 总分80分。主题包括:
 - a) 科幻世界(Let me tell you a science story): 写作能力提不高, 不仅仅是英语水平的问题, 也可能是想象力和创造性的问题。明白了这个道理, 结合第一单元的学习, 采用“讲

故事”的写法，撰写一篇科幻小故事，拓展思维的空间。

- b) 感受冲突 (Hope is one thing and reality is another) : 理想与现实的矛盾，是一个“鱼或熊掌”的命题。协调的办法是，结合第三单元的学习，通过调节“所需”(what I need)与“所欲”(what I want)之间的平衡，撰写一篇英语议论文，舒缓焦虑感，增强自信心。
 - c) 创业计划 (I completed an outline for my big project) : 若要发展，规划宜早；若要成功，创业宜早。没有行动，梦想与现实之间的距离，何止千里万里；有了行动，梦想与现实之间的距离，可能仅有一步之遥。创业始于规划，成于行动。结合第五单元的学习，了解应用文写作的要旨，学写第一份个人“职业规划”(career planning)，感受“学术初恋”的乐趣。
 - d) 摘要写作 (abstract writing) : 结合第七单元的学习，使用“易觅”摘要生成软件，采用“七步曲”的方法，写出一篇英语摘要。建议大家结合自己的“职业规划”内容，采用逐步深入的方法，感受“专业写作”(write professionally)的不同，体验“软件时代”的妙趣。
- 2) 二小作业，同学们采取“自由恋爱”的方式，自由组成学习团队(3~5人为宜)，根据兴趣，自主选题，自我评议+互评互议，每篇100字左右，小组打分，老师认可；满分10分，总分20分。有了权力要珍惜，切记不要随便给满分。主题包括：
- a) 自我介绍 (self introduction) : 确定一个场合，如“迎新茶会”(a welcome party)或者“求职面试”(an interview)，学会使用正确通顺的英语，介绍自己 (introduce yourself)， “推销自己”(try selling yourself)，打动听众 (impress your audience)，结识新友 (make new friends)，获得机会 (gain new opportunities)。建议同学们采用下列“八步曲”写法，撰写一篇“自我介绍”材料：
 - i. 先打招呼：“Hi, everybody!” or “Hello, everybody!”
 - ii. 何方神仙：My name is Zhang Yang but you can call me Francis if you like. I'm a new student in this university.
 - iii. 来自何地：I'm from a small but pretty city — Guilin.
 - iv. 专业为何：My major is physics but I'm interested in using knowledge in physics to solve engineering problems.
 - v. 性格如何：I'm easy-going and full of team spirit.
 - vi. 有何爱好：I like books, music, movies, and sports.
 - vii. 有何愿望：I have three wishes when I come to this new class: Making friends, improving my English, and learning from each other.
 - viii. 如何联系：If you like, you can send me a message. My mobile phone number is 137...05288.
 - b) 看新闻，写报道，文理贯通 (experiencing something different)
- 3) 课堂汇报：二小作业完成之后，学习小组进行课堂汇报，每个小组5分钟。汇报内容：宏大与具体结合，既要有宏大的故事背景，更要有语言点层面的分析——因为毕竟是英语写作课程，如何写得“准确明了、正确通顺”，才是学习的要点所在。
- 4) 鼓励同学之间组成写作学习小组，除了以上作业之外，如果觉得还有时间和精力，可以自主选定一些共同感兴趣的题目，写完之后，互评互议，也可以请老师、助教参加点评。
- 5) 根据实际的授课情况，作业有当堂完成和课后完成两种形式，绝大多数情况是课外完成的。
- 6) 根据不同的写作任务，作业提交的方式，可以是纸版的，也可以是电子版的，根据每次作业性质的不同，大家一起商定。

2. 提交作业, 注意节奏

- 1) 单周写作, 题目如上: 要求当堂完成的, 课后收讫; 要求课外完成的, 周一布置任务, 同学们有一周时间写作, 作业下周一带到课堂, 提交老师, 周末集中批改。
 - 2) 鼓励快手, 捷足先登 (The early bird gets the worm): 周一布置作业, 周四前提交作业者, 称之为“快手” (fast writer)。快手作业, 周末老师批改, 下周一大家分享, 随堂点评。鼓励“快手”写作。
 - 3) 双周点评, 一起讨论: 老师引导, 组成团队, 课堂评议, 共同激扬文字。
3. 课堂纪律, 你我遵守: 写作是一种艺术, 写作是一门手艺, 写作是一种互动, 写作是一种专业精神, 如果不能“面授机宜, 相互切磋, 品味专业精神” (share secret recipes, communicate, enjoy professionalism), 即使语言天分很高, 终究也是一块“璞玉”, 自身价值没有得到充分实现, 英语写作终究也好不到哪里去。希望大家按时上课, 保证全勤, 定有收获。

五、师生茶话会

1. 开课7~8周之后, 利用晚上时间, 通过茶话会的形式, 促进师生交流, 共同讨论学习中的一些问题。
2. 茶话会上, 主题不限, 内容不限, 大家可以畅所欲言, 生活、学习、事业, 都可以畅谈。

六、具体要求

1. 好文章是写出来的: 每次作业, 大家一定要认真按时完成, 多多实践, 写作难关, 一定能够攻破。
2. 好文章是改出来的: 每次作业, 老师选择几篇, 认真批改, 请大家不要错过互相学习的好机会。
3. 好文章是读出来的: 每次作业, 老师批改之后, 同学们一定要认真阅读, 学会从自己的错误中, 发现问题, 培养风格, 提高写作能力。
4. 好文章是悟出来的: 每次作业, 除了看自己的之外, 希望大家一定要多读几篇其他同学写的、老师修改了的文章, 认真品味, 感受不同, 学会“镜像学习” (mirror-image learning)。
5. 好文章是想出来的: 每次作业, 希望大家开动脑筋, 展开想象的翅膀, 写出多彩的文章。
6. 好文章是交流出来的: 每次上课, 按时参加, 师生互动, 同学互动, 积极参与讨论, 才能写出创新文章。
7. 好文章是总结出来的: 每次作业, 因为都是“一对一”的个性化批改, 一定要珍惜这种机会, 要使批改信息最大效益化——修改的文章, 同学们要仔细阅读, 逐一总结, 注意相关“语言点” (language points), 尊重英语用语习惯, 学会地道的英语表达。
8. 好文章都是没有语法错误的: “国外理论研究+国内教学实践”表明, 英语要用好, 必须要掌握5个方面的技能: Listening, speaking, reading, writing, grammaring (语法学习) (Larsen-Freeman, 2003)。到了中级水平, 要特别注意正确的语言表达, 避免写出语法错误的句子。解决的办法: 首先认真学习学生用书中的“语法学习”内容, 然后对照实践手册中的“参考答案”和“解释说明”板块, 做好形式化训练工作, 才能写出语言正确的好作文来 (error-free writing)。
9. 好文章都是原创性的: 每次作业, 自主独立完成, 不抄袭不复制; 学风先要严谨, 才能人如其文 (You are what you write), 写得流畅自然——这才是提高英语写作最为直接有效的方法。吃别人嚼过的馍, 没味道。学习也是这样, 不“亲历亲为”, 学不到“真手艺, 硬本领”。
10. 好文章需要“人文的关怀”: 同学们有具体的写作问题, 可以找老师咨询。师生茶话会, 是一个好机会; 办公室时间 (office hour), 也是一种形式。可以事先商定, 找一个双方都方便的时间。
11. 好文章需要“技术的精巧”: 《体验英语写作》书后附有一张光盘, 内有一个摘要自动生成软件, 还有一个写作学习系统。这些文章利器, 都是帮助大家写好英语作文的好帮手, 建议及早

尝试，多多了解，方便使用。

七、学习材料

1. 使用教材：

- 1) 《体验英语写作》（第二版），学生用书，第2册（附有光盘版“体验英语－写作教学资源平台”学生端），杨永林编写，北京：高等教育出版社，2011。
- 2) 《体验英语写作》（第二版），实践手册，第2册（附有光盘一张，内有摘要生成软件、写作关键词库、学生端双频演示、总体介绍双频演示、教学研究论文以及相关写作软件的用户手册），杨永林编写，北京：高等教育出版社，2011。

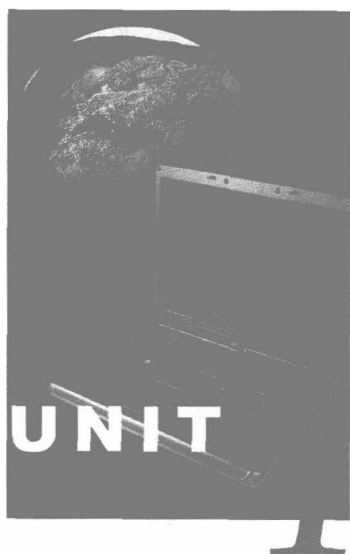
2. 补充材料：根据需要，添加材料；复印之后，当堂发送。

八、六一希望

1. 一松一紧：学习抓紧，认真读书；心情放松，快乐写作。
2. 一张一弛：注意节奏，劳逸结合；有事请假，一定批准。
3. 一你我一：写作课堂，你我同舟；多提建议，共同提高。

CONTENTS

Preface 前 言	i
A general syllabus for our writing class 课 程 介 绍	iii
UNIT 1 Let me tell you a science story 科 幻 世 界	1
UNIT 2 Free writing again 果 真 如 此	15
UNIT 3 Hope is one thing and reality is another 感 受 冲 突	35
UNIT 4 It's fun to complete a fairy tale in English 童 心 烂 漫	49
UNIT 5 I completed an outline for my big project 学 术 初 恋	61
UNIT 6 I want to say more about my big project 妙 思 如 泉	77
UNIT 7 If you need a good abstract, why not try EAME? 软 件 时 代	97
UNIT 8 Progress of a happy pilgrim 快 乐 写 作	113
Appendixes 附 录	129
I. Trends in the teaching of writing 英语写作教学研究	
II. A key-word database for the teaching of English writing and research 英语写作教学与研究关键词库	
References 参 考 书 目	169

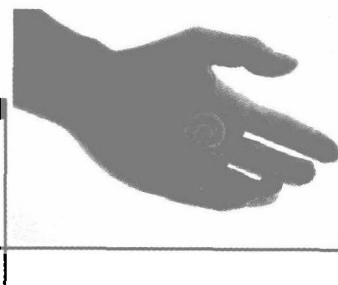


Let me tell you a science story 科幻世界

1

TRAINING FOCUS

训练要点



Dear colleagues, a couple of problems we have repeatedly encountered but less than satisfactorily dealt with in our training is how to develop students' ability in critical thinking (批判性思维能力), how to enhance their power in creativity (创造力), how to promote their performance in imaginative work (想象力), and how to cultivate their sense of social responsibility (社会责任感) and humanistic concern (人文关怀). Clearly enough, these are only some idealistic expectations, and a satisfactory treatment of any of these difficulties will become a daunting challenge that no one can independently bear (独木难支的挑战). What is the way out (出路何在)?

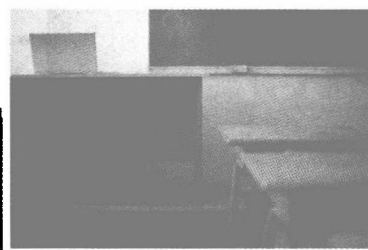
Keeping these things in mind, we have introduced science story writing into our class. The training focus for this unit involves multiple factors. First, we want to emphasize the importance of critical thinking in our writing training in general, while showing the class how to adopt a feasible and unique perspective in this new genre of writing by adopting a critical way of thinking in their selection of an approach. Second, we want to stress the necessity to combine our classroom practices with the enhancement of the students' sense of social responsibility and humanistic concern. Third, by having such a writing task, we hope to further cultivate their competence in imagination and creativity. Last but not least, we attempt to advocate a new concept called "happy writing" (快乐写作) in our class. The basic principle behind this claim is that as instructors, we

should make our class a place full of enthusiasm, hope, and fun (充满热情、希望、趣味之地). In this sense, science story writing can be regarded as a preparation for fairy tale writing. Interested instructors may go to Unit 4, Book Two (“童心烂漫”) and Unit 1, Book Three (“化入仙境”) for more reference.

2

CLASSROOM MANAGEMENT

课堂组织



Dear students, as you fully understand, when you are engaged in this writing task, you will have more freedom in choosing what to write and how to write. Therefore, this assignment is not a typical guided task (不是典型的命题写作). Consequently, what we want to emphasize in this unit is not how to complete a rigid writing task (刚性的写作任务) in the form of a science story but how to enjoy an innovative way of writing by using this genre of writing (体裁写作) called science fiction writing. Following this line of reasoning, you may treat this writing task as a good chance to develop your performance in big things such as creativity, imagination, critical thinking, and other cognitive attributes (认知能力).

When it comes to the kernel question (核心问题) we are dealing with in this unit, that is, “*How could we help the class compose a science story that is both well-written and unique?*” we would like to suggest that you have a few more auxiliary activities in your writing management (写作管理方面增加更多辅助活动) so that you will be conscious of the importance of critical thinking in your perspective selection. If you like, for instance, you can follow our suggestions and choose an interpersonal perspective (人际化视角). Then you can have a “small talk” type of story-making (私密写法) by telling your intimate friends some interesting details about your scientific dreams. Alternatively, you can turn to a diary type of storytelling (日记写法) and note down what you wish to experience in an imaginary scientific wonderland. Moreover, you can also compose a well organized and fully developed story in this genre of writing (全景写法), as some science fiction writers usually do in their works. If you take the last approach, it is clear that you are ready to adopt a more professional way to complete this writing task.

Based on the above considerations, dear instructors, our general suggestion for your classroom management in this unit is to introduce as many ways or activities as possible to encourage individual writers to tell a good science story. To meet this end, more active

participation on the students' part is badly needed. The three perspectives (i.e., interpersonal, diary, and professional) we have introduced above can be regarded as a starting point for this purpose, and you may make more contributions in this respect to further enriching your classroom activities (丰富课堂活动) for this genre of writing.

3

PEER EVALUATION

同学互评



The three Stone Sisters (奇石精灵) were gathering together and making further comments concerning the pieces they selected. When they were engaged in a task like this, there were two things on their mind: To better understand humans' problems in imagination and creativity and to complete a faithful report about the relevant issues. What we present below is part of their discussion.

Emerald: Ruby, your facets begin to glitter more and more frequently and brilliantly. What have you sensed?

Ruby: I've sensed a very particular piece. It is composed by Tina, entitled "I am from Mars." I'm really shocked by the writer's rich imagination. Tina is cunning enough (足够精巧) to express her own ideas about women by adopting such a unique perspective.

Sapphire: By reading her piece, I've found that Tina is a mature and independent girl (成熟独立女性), changing her perspective to match reality in a magical way and developing her thoughts about women in quite a critical way.

Emerald: I find Sobee's piece, "A journey to Earth," quite imaginative as well.

Ruby: Yes, the most creative part is his reconstruction of the origin of humans (对人类起源的重建). It's so fascinating!

Sapphire: I agree, and his writing style is quite humorous, which is rather unique among the pieces we've collected. But sometimes he's too wild, or rather, absurd in his plot arrangement (在情节安排上过于随意或怪诞).

Ruby: But I feel that he holds an appropriate point (恰当的角度) when he creates his story. I'm afraid that you're too critical, Sapphire.

Emerald: I'm not fastidious (苛求) as Sapphire. I also find this is an interesting and explicit story.

Sapphire: Considering the harsh situation of poverty among humans, you two

need to compromise a little bit with each other (彼此稍需妥协). The writer does use his power of imagination wisely.

Emerald: How about this piece?

Ruby: You mean "*The third eye*" by Laura? Yes, Laura distinguishes herself by endowing a well-known image with a modernized feature (为一个家喻户晓的形象赋予了现代特色). So this piece not only reserves the trait of the original fable, but also adds a flavor of contemporary magic fiction (既保留了原先的寓言本色, 又加入了当代魔幻小说的风味).

Sapphire: So it does (的确如此). By reading her story, I can also feel an affectionate feeling (真挚的情感) between mother and daughter. The writer is crafty to use (巧妙运用) one of the three basic human emotions to touch the most fragile and sensitive nerve of her readers (触动了读者脆弱而敏感的神经). A cross-effect (交叉效果) between science fiction and interpersonal communication has been achieved.

Emerald: Look at my facets and you will find something interesting in Margaret's piece, "*I came from Mars*." Margaret displays a tableau vivant (活人造型)¹ about the life on Mars. Her readers can experience an infinite life there.

Ruby: She manages to stretch the picture scroll in an orderly and gradual way (渐进有序地展开画卷). This reflects a high degree of clarity (高度清晰明了) — a polite manner for the readers (善待读者) so that they can follow her ideas comfortably.

Sapphire: Since we've reached agreement on the four pre-eminently imaginative pieces, let us bring them to our master Athena.

Emerald: And we'll tell her that hope still exists (希望尚在) on this beautiful blue ball. There are many vigorous people, especially those younger students, trying hard to develop their power of imagination and creativity.

Ruby: Yes, we'll always look forward to the brighter side of things (凡事总看光明积极的一面).

Sapphire: Good comments! Let us go home and report to our master, my sisters!

注释

1

tableau vivant一词源于法语,意思是“舞台上的演员如同在一幅画中那样保持沉默和静止”,从而展示出一个场景,简称“活人造型”。

4

MISCELLANEOUS OPINIONS

各抒己见



Dear students, we assume that ever since your childhood (自童年开始), you have cherished dozens of great expectations (心存远大抱负). No matter what they are, dreams in scientific adventures are definitely part of them. Just imagine those fantastic and breathtaking stories depicted by the famous French writer, Jules Verne (儒勒·凡尔纳), in his great science fiction. For your benefit, we have collected some of his important science works and put them here: *20,000 Leagues Under the Sea* (《海底两万里》), *A Journey to the Center of the Earth* (《地心游记》), *From the Earth to the Moon* (《从地球到月球》), *Around the World in Eighty Days* (《八十天环游地球》), *The Children of Captain Grant* (《格兰特船长的儿女》), and other equally interesting novels. What makes Jules Verne different and outstanding is that most of his stories are based on a sound scientific foundation, fantastic as they are (虽然极富想象力). It is claimed that many great scientists got some brilliant ideas and revelations (启示) from his works, which finally made those beautiful dreams (i.e., submarines and spacecrafts 潜水艇与太空船) come true. When it comes to modern times, we have an opportunity to enjoy more sophisticated products (尖端产品) from science fiction, science films, and even science games on a computer or on the Internet (科幻网游). In a situation like this, there remains a crucial question we want to discuss with you: Compared to our ancestors (同前辈相比), are modern people more imaginative and creative? What we present below are some statements for you to consider if you want to do a better job in your science story writing.

1. Science stories, just like fairy tales, are kids' readings ("小儿科"读物). University students should choose something more serious and informative to read. Do you agree with this view? If yes, why? If not, why? You'd better give us some examples to support your claim (支持你的观点).
2. There is an English proverb that says "All work and no play makes Jack a dull boy (学习不玩耍, 孩子会变傻)". How do you like this saying? Do you think it is also related to our English writing class? If it is true, how would you like to change? What suggestions can you give to have more fun in your writing class?
3. Some successful people claim that they have drawn (汲取) much from science fiction. They also believe that reading good science stories can enrich their imagination and creativity. Do you agree with them? Have you had such experiences in your study or work? A more crucial question you may ask in this case is: Are imagination and creativity teachable and learnable (想象力和创造性是否可

以教授，是否可以学习)? If yes, why? If not, why? You need to provide some evidence to support your conclusion.

4. Some people write science fiction for making a living (谋生手段). Some people write science stories for self-amusement (自得其乐). Some people write or tell stories for improving interpersonal communication (促进交流). Definitely, different people write science stories for separate purposes. Can you name more? More importantly, what is your purpose when you are engaged in this writing task?

5

PROFESSOR'S REVIEW

夫子点评



Dear students, have you gone over each sample piece in this unit? Have you gone to our writing database for more interesting science stories? If you have tried these activities, we are certain that you will soon realize the important role that rich imagination and creativity can play in a highly creative writing task like the current one — how to compose a vivid science story in English. As instructors, we find that there is nothing more encouraging than reading some wonderful pieces completed by our student writers and experiencing their happiness in writing. It is also the case this time (这次也不例外). When we first introduced this writing task in our class, we never imagined that the class could achieve so many wonderful things in this assignment. Frankly speaking, as the Stone Sisters experienced, we were a little bit shocked by the colorful imagination and rich originality revealed by their original stories. Below are further analyses of their general performance in this work.

Merits

1. A close relationship has been set up (建立) in most of these pieces, which shows a deep concern for some crucial issues we have encountered in our daily life, ranging from environmental pollution to ability stagnancy of different kinds (各种能力的停滞退化). This is really good in the sense that it reflects a consideration of social responsibility and humanistic concern.
2. Rich imagination, outstanding creativity, brilliant plot development, and tight structural organization are some nice words (溢美之词) we would like to use to describe the majority of our students' work in this rather challenging task.
3. A range of different approaches or perspectives has been used in this writing task to meet different narrative needs (不同的叙事要求). Student writers' efforts in

this respect make their stories attractive, impressive, and touching (引人入胜, 印象深刻, 十分感人).

Flaws

1. Some problems have been found in student writers' descriptions of some complicated situations (描述复杂场景). A suggestion we can give for this difficulty is try to use simple sentences and small words to describe something that you are not quite familiar with.
2. Another difficulty we have observed in this writing task is that if we want to write something novel and special (新奇独特), we must first try to get rid of some stagnant or stereotypical ideas (陈俗观念) we have been so familiar with in our life that we tend to take them for granted (认为理所当然). A maxim you may keep in mind when making your story is that people from Mars might not think, perceive, and behave in the same way as people on Earth do in general. If you can get around this tendency (克服这种倾向性), then you are highly likely to invent a very good science fiction story.

6

TEACHING SUGGESTIONS

教学建议



Dear colleagues, we guess that this is the first time for your class to try to compose a science story in English. To tell you the truth, this is also something new for our class. Then you may ask, "Why science stories?" This is a good question. The original purposes for us to introduce this genre of writing in our writing class were multiple (多元的). First of all, we have noticed that students like fairy tale writing very much. So we decided to introduce science fiction writing as a preparatory practice for fairy tale writing (作为童话故事的前奏/准备). Secondly, we have observed that new generations are growing up with the rapid development of science and technology, and are being exposed to (接触到) many cartoon films, picture books, and colorful works in this genre called science fiction. Thirdly, we have realized that students' potential in these respects can be further developed by adopting a rather critical way of thinking. These are some