

高等学校
英语专业教材

新思维 高效英语写作

Refining Composition Skills

下

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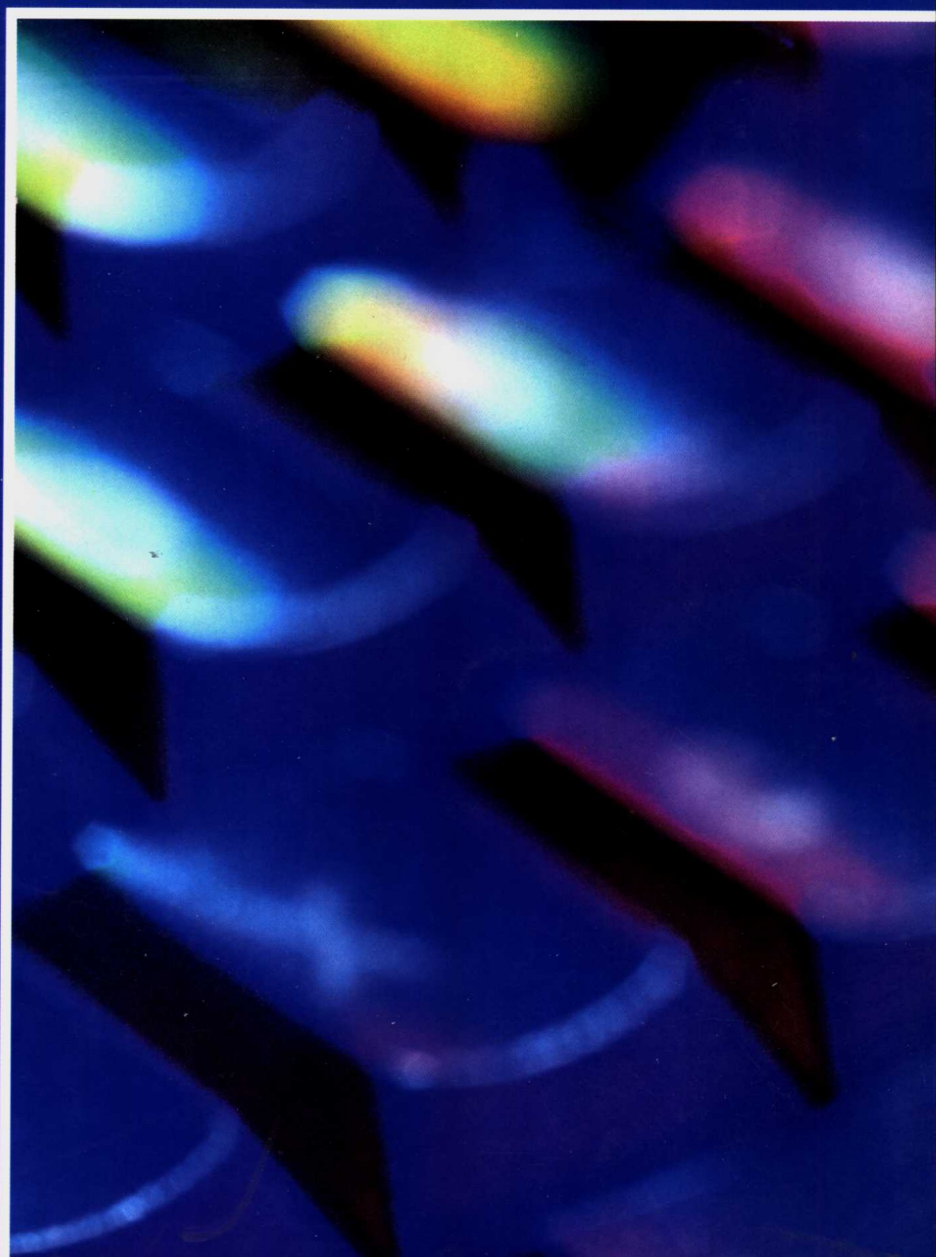
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**新思维
高效英语写作(下)**

Fifth Edition

**Refining
Composition Skills**

**Regina L. Smalley
Mary K. Ruetten
Joann Rishel Kozyrev**

导读编写者 赵宏宇 陈宏俊



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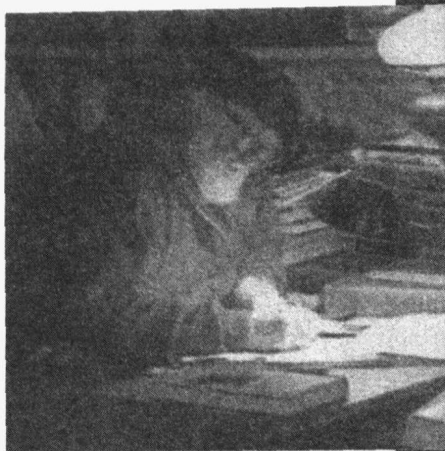
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Unit One

The Paragraph

Chapter

1

The Writing Process

Theme

The Writing Process

Goals

Writing

To learn about the stages of the writing process

To practice techniques for generating ideas, such as keeping a journal, brainstorming, freewriting, WH-questions, and clustering

To understand the difference between revising and editing

Getting Started

Journal Writing:

A **journal** has a number of uses. First, it is a place for you to record your observations about the world and reflect on them. If you hear a conversation on a bus or witness an unusual occurrence in a dormitory, describe it in your journal and make some observations about it. What did you notice? What struck you? How can you connect this experience to your life? Thus, writing in your journal is a way of thinking on paper, a way for you to explore and discover what you think. The journal is a record of your ideas and insights about the world and serves as a storehouse for future writing material. Then, when you get a writing assignment, you can look back in your journal for topics, ideas, and materials and already have them at hand.

You may also do more directed writing assignments in your journal. For example, your teacher may ask you to respond to a reading passage, telling how you felt or what part of the passage was particularly significant to you; to reflect about your writing process, describing how you went about writing something; or to prewrite in preparation for another assignment.

In your journal writing, you will focus on ideas and insight. Write as much as you can, allowing your mind to make connections. Do not worry too much about grammatical correctness or style. Focus your energy on recording what you think.

Journal Writing: Choose one of the following topics and write in your journal for 20 minutes.

1. Describe yourself as a writer. How do you go about writing? What kinds of things do you like to write about? What do you dislike? What is hard for you? Easy?
2. Tell about your most successful writing experience. When did you write something that you were particularly proud of? Why were you proud of it? What does this experience say about you?
3. List a number of subjects or topics that you are interested in or know a lot about. Then choose one of these topics and write about it. What is it? What do you know about it? Why is it interesting? What does this interest suggest about you?
4. Recall an unusual occurrence you witnessed recently. What happened? Why did it happen? Why was it unusual? What did you make of it?

CNN® Video Activity: “The 37,000-Page Diary”



Many people keep journals or diaries. Some write in them once a week, and others write every day. If a person keeps a diary for many years, however, reading back through the thoughts, ideas, and observations made over the years can tell a lot about the person's life and how he or she has changed. In this video, you will see an interview with Edward Robb Ellis, who has kept a diary since 1927. As you watch the video, try to answer these questions:

1. Why did Mr. Ellis start to keep his diary? Why has he continued?
2. What are some of the important events he has recorded in this diary?
3. Why is keeping this diary so important to Mr. Ellis?

Video Follow-up: Discussion Questions

After you watch the video, discuss journal writing and diary keeping with your classmates. Use these questions to guide your discussion:

1. Have you ever kept a journal or a diary? Why did you start? If you quit, why did you stop?
2. How do you think keeping a journal can help you become a better writer?
3. In this class, your teacher may ask you to keep a journal. What do you think you will like about this experience? What will be difficult for you?

The Process of Writing

This book is designed to help you become a better writer. In the following chapters, you will focus on writing paragraphs and essays using different types of development. In this chapter, however, you will focus on the **process of writing**, the way writers actually go about the task of writing. While different writers approach the process in different ways, all writers go through a general sequence of stages called **prewriting**, **drafting**, and **revising**. You will work through these same stages as you complete your paragraphs and essays.

When you get an assignment for a paragraph or essay, use one of the following invention techniques to help you get started:

Prewriting

In the **prewriting** stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.

Generating Ideas

Sometimes you are frustrated because you cannot think of anything to say about a topic. In this section, you will learn a number of strategies and techniques for generating ideas. Use these techniques when you first begin to think about your topic and then anytime you feel your flow of ideas drying up.

Invention Techniques

Brainstorming

A **brainstorm** is a sudden insight or connection. Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, start with a word or phrase and let your thoughts go in whatever direction they will. For a set period of time, do not attempt to think logically but write a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing. After the set time is up, look over what you have listed to see if any of the ideas are related and can be grouped. If so, the groupings suggest a topic or area of support. You can use brainstorming to focus on a particular topic or to develop more examples or ideas for your essay in progress.

Following is an example of a brainstorm. The writer has marked with an asterisk the ideas she could use to write a physical description of her grandmother.

MY GRANDMOTHER

*small	energetic
*wrinkled	*skinny
*short	*spots on hands
slippers	drives old car
strange vegetables	*twinkle in eye
apple trees	homemade bread
clean clothes	*not much?
*glasses	*hair in bun

EXERCISE 1•1 As a class, choose one or two of the following topics to brainstorm, and work quickly for 15 minutes. After you have finished, arrange your ideas in groups on your own. Then compare and contrast your groups with those of your classmates. You will note that different writers will explore different aspects of the topic.

family	a problem	computers
travel	a memory	television
education	a fear	automobiles