

英语专业
系列教材

English Writing Workbook

英语写作 实践教程

第二版

李贵苍 主编

清华大学出版社



English Writing Workbook
英语写作实践教程
(第二版)

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清华大学出版社

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内 容 简 介

本教程基于编者多年的教学实践编写而成,内容涉及英语基础写作的主要方面,如写作障碍、写作过程、选词方法、主题句写作、定义法、比较对照法、分类法等。在课时计算、内容布局、上课步骤、课内读写练习、小组讨论、优秀作文展示、教师讲评、学生意见反馈等环节都力求做到逻辑严密、多寡得当、难易适度,并留给教学双方充分的选择余地。多年的教学效果表明,该教程不仅有助于学生掌握基本的写作知识,提高写作能力,也有利于培养学生的组织表达能力、协作能力、独立思考问题的能力、思辨能力及适应工作的能力,使学生能够满足社会需求。

本教程适于大专院校英语专业学生及英语写作爱好者使用。

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第二版前言

“写作”不仅是英语专业学生的必修课,而且是人们知识建构过程中必不可少的和最重要的一个环节,同时也是人们建构自我的必要手段和最佳途径之一。外语能力大致分为两类:输入性能力和输出性能力。前者涵盖外语学习过程中体现出来的各种学习外语的能力,如记忆单词、阅读文本、练习听力等,而后者主要体现为外显的和使用外语的能力,如口语和书面语表达的能力。如果说,提高输入性能力的目的是彰显输出性能力,那么,外语学习的目标就是尽量使这两类能力达到高度统一,而最能体现这种统一的就是外语写作能力。

为什么说“写作”是学习过程中最重要的一个环节呢?这是因为,除了写作,文科学习大多是被动的。不论是在课前预习、课堂听讲、完成作业,还是在课后复习等教学环节中,学生都是被动的,这也是由学习的本质决定的。那么,根据自己的兴趣有选择地大量阅读课外书籍,获取必要的书本知识,丰富自己的阅历,强化自己的知识基础,甚至通过阅读改变自己的知识结构,这些貌似“主动”的获取,是否就是积极主动的学习呢?也不尽然。大凡阅读活动,不论是为了完成课程任务还是出于自己的兴趣爱好,都毫无例外的是一种被动的学习状态,只是“被动”的程度不同而已。这是因为,第一,一旦我们确定了阅读的书目,阅读的内容就已经确定或者给定,不容我们改变;第二,内容的呈现方式是作者从一个特定的视角或者意识形态结构或者特定的社会话语结构中实现的。换句话说,我们所阅读的文本都是作者对社会生活“文化化了”的阐释或者是对个体经验的特殊描写,我们所阅读的无非是某个作者对现实生活的“理解”和“观察”后形成的文字文本,而不是纯粹客观真实的再现。何况,任何“再现”都是经过作者“审美”过了的。第三,阅读的文本是原作者的思想、观察、人生感悟、人生智慧,甚至是乏味的说教文字的再现,带着作者不可克服的局限和偏见。(这当然包括本书的编写者在内。)读者即使能够背诵一篇文章,该篇文章仍然不完全是读者的。即便读者可以对文本中的思想观点提出异议,读者的反应还是受制于原作者

的思想和观点,而不完全是发自读者内心的。严肃的读者即使与文本展开激烈的对话,那也是在作者不在场的情形下实现的。读者的思考和反应是在作者的思想基础上的再思考,不完全是读者独立思考的结果。读者即使完全领会了作者的思想 and 观点,读者仍然是一个读者。这就是为什么只有伟大的作者,而没有伟大的读者的原因。

怎样才是真正的主动学习呢?答案是通过写作。只有当我们开始写作的时候,我们才开始变成真正的自己,才开始走出其他作者的影子,才开始主宰自己的学习,才开始建构自己的文化自我和社会自我,才有可能让历史上和健在的作者服务于我们,即所谓的旁征博引,为我们表现自我、建构自我的写作活动提供一点历史的厚重。

写作的过程就是完善自己的思想和观点的过程,同时也是赋予自己的思想以文字形态的过程,是一个全新的创造的过程。写作并不是仅仅记录下来自己思想的火花,严肃的写作是升华和发展自己思想的过程。这一过程同时也是思考、辨析、批判、反思、对比、深化、修正自己思想的过程,是不断走向自己思想和心灵深处的过程,是与自己灵魂对话的艰难过程,因而也是建构和实现自我的过程。

人类的历史和社会现实都是由语言建构的。离开了语言,我们将无法把握和建构现实,也无法建构自己的存在。瞬息万变的社会生活庞杂、混乱、绵绵不断、无始无终,只有通过写作我们才能给“混乱”以秩序,才能对纷杂的社会万象有所把握,才能给我们飘忽不定的“自我”以方向。正如培根所说,写作使人严谨、准确,只有通过不断的写作,我们才能够更准确地建构自我和把握社会现实。

鲁迅曾经拒绝给年轻的作者开出写作的秘方,因为他不相信写作有什么诀窍。其实,写作的诀窍就是不断写作。我们也并不期望任何仅仅使用这本教程的读者能够一夜成名,像从灰烬中升空的凤凰,变成举世瞩目的作家。但是,我们确信,使用这本写作教程能够使读者获得基本的英语写作技能,能够了解英语不同文体的基本结构和写作方法,并使用这些方法认识自己、表达自己的思想和情感。这本教程的作者多年来一直教授英语写作(其中一位在美国大学多次教授英语写作),了解学生在写作课程上的困惑和需求,因此,新颖性、丰富性、可操作性和实用性始终是这本教程的编写宗旨。

编写完最后一章,经过反复斟酌和比较,我们认为,与同类教材相比,本教程具有以下8个鲜明的特征:

1. 适用对象的广泛性。本教程内容丰富多样,既适用于英语专业的学生,也适用于非英语专业的学生和广大的英语爱好者。教程中精选的多篇不同文体的范文,相信能够满足学生不同的需求。

2. 内容的新颖性、创造性和实用性。本教程内容涵盖英语写作的各主要方面,如写作障碍、写作过程、选词方法、主题句写作、段落写作、定义法、比较对照法、分类法、说明解释、主张说服、形容描述、纪事叙述、推论与论证、简历信件等。新颖性主要体现在范文的时代性和适用性;创造性主要体现在学生课堂活动的多样性;实用性主要体现在任务

型教学环节的安排和解决具体问题的可操作性方面。

3. 教学理念的先进性。本教程的编写目的是培养学生的创造性和批判性思维能力,有效得体地使用语言的能力和交际能力,坚持以学生为中心的理念,为学生提供充分的自由发挥空间,并以写作为平台,将训练听说读写的能力融于一体。本教程的每节课都设计了学生二人讨论、小组讨论或全班讨论等练习,不仅为学生提供交流思想的机会,而且搭建了一个英语听说的平台。

4. 教学过程的可操作性。本教程是基于编者多年的教学实践而编写的,在课时计算、内容布局、上课步骤、课内读写练习、小组讨论、优秀作文展示、教师讲评、学生意见反馈等环节都力求做到逻辑严密、多寡得当、难易适度,并留给教学双方充分的选择余地。

5. 语言技能的兼容性。本教程注重写作技能与阅读及口语技能的有机结合,使读、写、说等语言能力相得益彰、全面提高。每单元以阅读相关范文开始并以阅读相关范文结束,其中既有精读也有泛读,其间融入教师讲解、写作练习、小组讨论、教师讲评及优秀作文分享,从而保障了学生写与说的时间。

6. 语言知识的丰富性。本教程注重基础语言知识、社会语言知识和相关应用知识的结合。在基础语言知识方面,包括选词知识和篇章结构的知识;在社会语言知识方面,包括文化知识和对策能力;在应用知识方面,重视选材的多学科性、实用性和时代性。

7. 教学活动的多样性。每一单元的写作课都设计了形式多样、内容丰富并与相关主题紧密联系的活動。如范文阅读和讨论(分组讨论范文内容)、教师讲解、写作练习、分组活动、范文展示等。同时还安排了适度的课外写作与阅读练习。

8. 教学效果的显著性。经过多年的教学实践的检验,本教材不仅有助于学生掌握英语的写作知识和技巧,提高写作能力,也有利于培养学生的组织表达能力、协作能力、独立思考问题的能力、思辨能力及适应工作的能力。自使用本教材后,我校英语专业的四、六级考试通过率始终高出全国综合性大学平均通过率40个百分点以上,其中写作部分的优势最为明显。

感谢浙江师范大学和清华大学出版社的大力支持,使这本教材得以早日面世。浙江师范大学英语专业被评为浙江省优势专业,教材建设是其中的一项重要内容,我们这次对第一版教材做了比较大的改动:增加了“修辞与写作”、“论文写作”和“MLA格式”三章,删除了对英语专业学生不太实用的“看图作文”一章,并对全书重新做了一次全面的审校。我们要特别感谢本教材的匿名评审专家,其严谨的学风和渊博的知识更好地保证了本教材的质量。本教材的责任编辑和编辑室的其他同志,不仅具有独到的眼光和热忱,而且付出了辛勤的劳动。在此,我们表示由衷的谢忱。

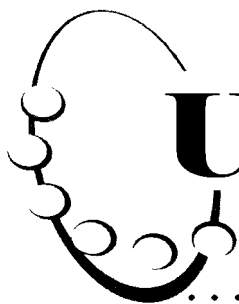
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Unit One

Writing Process

第一单元 写作过程

要点提示：写作是表达自我、阐述观点、描述事件、比较异同、辨析因果关系等的创造性过程。为求表达充分完整、论证合理有力、归纳分类得当、观点明确新颖，写作者应当遵循下列有益的步骤：善用“头脑风暴”激发灵感，汇集不同见解，丰富写作内涵；精心筛选信息，合理布局谋篇，拟定写作提纲；紧扣主题，酣畅淋漓地写就草稿；细致检查，反复修改，补充完善，成就理想的作品。

Introductory Remarks

Writing is an ongoing, recursive process from conception of the idea to final product presentation. It asserts that writing generally passes through some or all of the several clear steps including prewriting, drafting, and revising. These steps, however, don't provide a "one size fits all" solution for every writing situation. It is recursive and you can go back and forth between stages.

Writing is also a process of creation. It permits us to express our ideas, opinions, feelings, experiences, and even our frustrations; it offers us freedom that speech does not; it gives us more time to think over what we want to say, and it lets us put on paper what we may fear to say otherwise properly.

Warm-Up Exercise

Directions: Work out a list of the possible steps you are likely to follow when you write a composition.

Four Steps of Writing

Writing is a task that not two people accomplish in the same manner and magnitude because people differ in their attitudes toward the same subject or event. Besides, they may look at the same subject or event from completely different perspectives. However, there are some logical steps that every writer seems to follow in the creation of a paper. The process described below outlines those basic steps.

Step One: Brainstorming

Brainstorming is a process of enlisting your ideas and experiences about the assigned or selected subject. This step is probably the most important in writing because it is the one that gives you writing substance and provides you with the materials to develop your writing.

To have access to richer and more diversified materials before actually starting writing, it is advisable for you to work in teams as a source of generating ideas. Teams are often superior to individuals because they can accomplish more work, gather richer information, and offer more interpersonal communication dynamics. That said, teams, however, can waste time, accomplish little work, and create an environment in which interpersonal conflicts might rage out.

Many professionals, however, view teamwork as an efficient approach to collecting information in the process of writing. Teamwork usually generates new ideas by means of enabling members to be actively engaged with each other to express tentative and incomplete hypotheses without worrying about committing mistakes. Teamwork is informative for it helps students gain access to various sources of information instead of simply sitting back to listen to the instructor. And it is more demanding and challenging for students to be inquiring and thinking critically so that they can negotiate agreements out of arguable issues, work out solutions to problems they are facing, and contribute unique ideas as arguments to debates. Last but not least, teamwork provides students opportunities to benefit from the wisdom of their peers, and to tap into the ideas disclosed to make their writing more informative.

Mini-task: Brainstorming**Exercise One**

Directions: Work out a list in small groups for “The Advantages and Disadvantages for College Students to Take Up a Part-time Job.”

Exercise Two

Directions: Complete the two columns on “Traveling Alone.”

Merits	Demerits

Step Two: Making an Outline—Organizing Your Ideas

An outline is a scheme of the organization of your paper. It indicates the main arguments for your thesis, supports the thesis, establishes the order and relationship of the main points, and clarifies the relationship between the major and minor points.

When you make an outline, you are organizing your ideas. You need to scan the brainstorming list you have worked out and decide what subject your ideas suggest. State this subject in a word or a phrase or a sentence, eliminate those ideas on the list that are not related to your stated subject, and organize your remaining ideas to support the subject.

Mini-task: Case Analysis

Directions: Analyze the following five outlines on “Traveling Alone” and pay attention to the differences among them.

Outline One

Paragraph One: Traveling alone is very profiting

Paragraph Two: Traveling alone is pretty dangerous

Paragraph Three: Conclusion

Outline Two

Paragraph One: Traveling alone has been gaining more and more popularity

Paragraph Two: Traveling alone is pretty challenging

Paragraph Three: More and more people, especially the youth, are traveling alone

Outline Three

Paragraph One: My first experience of traveling alone

Paragraph Two: Merits and demerits of traveling alone

Paragraph Three: An increasing number of people will travel alone in the future

Outline Four

Paragraph One: Traveling alone is a kind of adventure

Paragraph Two: Traveling alone is dangerous and complicated

Paragraph Three: Getting ready for traveling alone

Outline Five

Paragraph One: Necessity for traveling alone

Paragraph Two: How to travel alone

Paragraph Three: Rewards of traveling alone

Mini-task: Outlining

Directions: Make two outlines for “The Advantages and Disadvantages for College Students to Take Up a Part-time Job” with reference to the previous case analysis (Outlines for “Traveling Alone”).

Outline One

Paragraph One: _____

Paragraph Two: _____

Paragraph Three: _____

Outline Two

Paragraph One: _____

Paragraph Two: _____

Paragraph Three: _____

Step Three: Drafting

The third step is to start the actual writing. When doing this, you need to scan your list of ideas and decide what these details suggest. You need also follow the outline you have worked out in Step Two. Although at times it is difficult to phrase out exactly what you mean, do not feel you are not successful if your ideas do not flow freely. It makes the writing easier if you start your writing by providing the outline with supporting points and feeding the paragraph with the brainstorming results. If you recall other ideas or details about the subject, also add them to your writing. Remember that information is always of the first importance in your writing; therefore, you are expected to make your writing as informative as possible.

Mini-task: Drafting

Directions: Write in around 150 words on “The Advantages and Disadvantages for College Students to Take Up a Part-time Job” according to the outline you have worked out.

Step Four: Revising

Your next step is to read your draft over, and to make changes to make sure it says what you wish to say. It is advisable for you to work in sharing groups to revise your writing. Sharing group engages group members most closely in sharing information, exchanging ideas, giving feedbacks, and providing comments so that you can improve your written work through the power of the collective mind of the group. The two critical points in sharing group work are listening and offering feedback. For listening, you must bear in mind that it involves more than just hearing. Hearing is a passive process, while listening is an active one. When listening, you are expected to give other group members your undivided attention, stay open-minded, avoid interrupting, and involve yourself in the communication. As for feedback, it is a must that it should be constructive. To achieve this objective, you should be aware of the need of feedback, the significance of both positive and negative feedback, and most importantly, the means of giving feedback. The following guidelines for compliments as well as complaints may help; Be descriptive. Relate objectively what you saw or what you heard. Give concrete examples; describe the behaviors and drop the labels;

don't exaggerate and try to be objective.

Mini-task: Revising

Directions: Revise your writing in sharing groups.

Homework

Task One: Readings on Writing Process

Directions: Read the following passages on writing process carefully and summarize the main points.

Passage One

Writing is a process that involves at least four steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e. g. , interviewing people, researching in the library, assessing data).

Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.

Don't pay too much attention to such things as spelling at this stage.

This draft tends to be **writer-centered**; it is you telling yourself what you know and think about the topic.

Revising

Revision is the key to effective writing. Here you think more deeply about your readers' needs and expectations. The paper becomes **reader-centered**. How much support will each idea need to convince your readers? Which terms should be defined for your particular readers? Is your organization effective? Do readers need to know X before they can understand Y?

At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

Editing

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your paper is to spell check it.

Don't edit your writing until the other steps in the writing process are complete.

Passage Two

The Elements of the Writing Process

While we can parse the writing process in various ways, it is perhaps simplest to see writing as a three-step process: pre-writing, writing, and re-writing.

Prewriting

Prewriting includes everything that a student does before beginning to draft a paper, such as generating ideas and organizing ideas.

Generating ideas. Experienced writing instructors offer students several strategies for generating ideas. Some of these strategies—like asking students to freewrite, or brainstorm, or write a discovery draft (a bit like free writing, but with more focus)—are more informal and can be used not only to come up with a topic but also to nudge a student out of a writing funk. Perhaps the best way of helping students to generate ideas is through good old-fashioned dialogue. Asking questions—in writing workshops—offers students a way of interrogating their ideas that will yield better papers.

Organizing ideas. Students have several strategies to choose from when organizing their ideas. Some students draft formal outlines and follow them faithfully as they write. Others make informal outlines that they revise as they draft. Some students find that sketching a paper works best for them; they start by writing down a possible thesis and then filling the page with related ideas, drawing arrows to establish possible connections, and using circles or stars or checkmarks to determine which ideas should be prioritized. Some students look for

umbrella ideas and try to cluster related ideas beneath them. Still others write short paragraphs to initially summarize their thinking.

Writing

To begin to write is a difficult task. A writer sits at the keyboard, facing a blank screen, and must make the first decision that will begin the writing process. Most young writers suffer from one of three tendencies: 1) they are perfectionists and so keep writing the same first sentence again and again, trying to get it right; 2) they are terrified of making a decision and so continue to stare at the page as the clock ticks on; or 3) they see writing simply as the process of getting what's in their head onto the page. Once they've done a "brain dump" they think that the paper is finished. None of these writing strategies will yield a good paper in a timely fashion.

Students need to understand that writing tends to happen in two stages: first you write to express yourself, and then you write to make sense for your reader. More experienced writers have learned how to integrate the two stages by crafting their sentences and paragraphs as they write so that they express their ideas in ways that will engage their readers.

Writing is also understood by experienced writers as a recursive process. As writers draft, they discover new ideas and unexpected problems. At these junctures, they may have to return to earlier processes: they may brainstorm, re-sketch their ideas, and re-write their outlines. They will inevitably revise or refine their thesis. Some young writers will find this process discouraging.

Rewriting

Rewriting a paper is, for some students, even more difficult than writing it. Substantive revision requires that students re-envision their papers, trying to understand how readers are understanding or misunderstanding them.

Most students could benefit from a discussion of general reader expectations. Consider: Why do paragraphs require topic sentences? Because readers expect them. Where do they expect to find them? Generally at or near the beginning of a paragraph. When would you make an exception? When you're using a paragraph not to support a claim but to lead a reader to it; in this case, the topic sentence might come at the end of the paragraph. But regardless of where you put it, a topic sentence is needed in order to state, implicitly or explicitly, the paragraph's main idea. Why? Again, because readers expect it.

Readers' expectations can also help students revise their style. For instance, readers expect to find the main idea of a sentence in the main clause. If you've placed it elsewhere, the reader will have to work to figure out what you're trying to say.

Task Two: Writing

Directions: Write in around 120 words on “Formal Schooling Often Provides the Most Important Part of Learning.” You are required to strictly follow the writing process we have discussed in this unit and hand in the sketch of brainstorming, outline, first draft, and revised version.