

COLLEGE ENGLISH COMPOSITION

ELEMENTARY COURSE

— THREE WAYS TO BETTER WRITING

大学 英语

写作初级教程

首都师范大学出版社

《大学英语写作》初级教程(学生用书)

College English Composition

— Three Ways To Better Writing

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首都师范大学出版社

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《大学英语写作初级教程》说明

《大学英语写作初级教程》是为高等院校英语专业一年级两学期编写的写作课教材。全书共 36 课,每周上 2 学时,一年内用完。

学生学完《初级教程》后应具有以下能力:

1. 较强的英文书写基本功(包括书法,拼写和基本标点符号的运用)。
2. 对词汇的掌握(包括构词法、词的选择与运用、词序等)。
3. 对句子的掌握(包括英文句子感、各种句子结构以及各种语法成份间的一致性)。
4. 初步的成文性英文写作能力(包括各类文体文章及应用文的写作)。

书中每章都从汉英写作知识对比入手,着重讲解英文的写作方法与规则,并配有大量相应的笔头练习。因练习种类较多,份量较大,教师可根据学生情况选择或补充使用。

《初级教程》书后还有附录,内容包括书写格式要求和错误检测表,供学生和教师使用。《初级教程》还配有教师用书一册,内容包括教学参考意见及组织课内外写作活动的说明、练习答案、范文及范文分析。

《初级教程》由首都师范大学英语系下列教师合作编写:

王小平撰写前言、编写 1—16 课及 19—22 课,陆薇编写 1—7 课的第四部分、23—32 课及 34—36 课,沈一中编写 17、18 及 33 课。目录及附录由王小平、陆薇编写,即时写作练习卡由三人共同制作。王小平、陆薇负责了全书的最后审校、合成工作。

参加《初级教程》审定工作的有北京外国语学院吴冰教授和首都师范大学韩志先副教授。参加本书审阅工作的还有美国专家 Shaun McNally、首都师范大学杨传伟教授、陈洪副教授和何向明副教授。陈洪副教授还为此书提供了部分材料,特此致谢。

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INTRODUCTION

College English Composition — Three Ways To Better Writing aims to help improve your English writing in the following three ways.

1. Confidence Building:

Research in natural language development reveals that fluency comes before accuracy. We have to practice speaking by constant prattling, imitating and repeating when we are babies. Our efforts are always encouraged by our mothers, because they know this is the way to learn. Similarly, in learning to write, you should also be encouraged to acquire more experience with your pen, to express yourselves freely first.

Journal writing may help you best in this respect. It does not place any restrictions on writing form; instead, it encourages you to put down on paper anything you feel like or are interested in. We teachers read your journals not only for accuracy but also for knowing your thoughts and feelings. Thus, you should not have any fear in expressing yourselves but build up confidence along with your writing.

As a starting point for college beginners, you are required to submit one journal entry per week. You can write about many things—your feelings about the new school, new people, former friends, your hobbies, discoveries, interesting experiences, even headaches. To help you decide on a topic quickly, get some ideas and start composing in a short time, we have arranged some prewriting activities in the first seven lessons. You can either use the assigned topics if they really interest you or make up a title on your own so long as it is within the given topic-range. Criticism and suggestions concerning your current campus life can also be presented in your journal, for as the keen readers of your journal, we are always ready to respond and help out. Our responses to your journal focus on three main aspects:

- 1) a personal response to your ideas or feelings
- 2) comments on the major problems with your writing
- 3) underlining the errors for your own correction first

The grade for each journal will not be given until after you have corrected these errors, so that you always have a chance to improve before the final grade is recorded at the end of your journal. Each time we return your journals, we will select some sample writings for classroom analysis so as to help you become familiar with the writing forms and recognize the typical errors made by Chinese students.

2. Control Developing:

In the first stage of writing, you still need help in observing and using the rules for written English. Therefore, lectures and exercises on basic English writing elements are provided for classroom teaching. In each class, we'll spend one hour on a specific writing element, then you

will be given some exercises to do right after the lecture. The writing elements to be covered in the lectures include the following: handwriting, punctuation with special emphasis on the use of comma, spelling, word-formation, word order, sentence sense with special emphasis on subject and predicate, other grammatical elements as sealing materials (articles, agreement-problems, prepositions and conjunctions), choice of words, outline and summary. All these elements will be compared or contrasted with the same elements in Chinese writing if necessary, because a knowledge of the similarities and differences between English and Chinese can help you gain control in English writing. Therefore, all the lectures and exercises dealt with in class involve a conscious process of sorting out the peculiarities of the target language.

3. Competence Developing:

Competence means the ability to do certain things. One of our aims in this course is to develop competence in your writing. In helping you become more capable of composing a readable piece of writing, we will not only introduce basic writing skills such as outlining and summary writing but also organizing activities (see Prewriting Activities in the first 7 lessons and Lesson 35, 36) for brainstorming, drafting and revising; activities to generate ideas, to select evidence, to argue for an answer, to understand a topic, to adjust the distance between you and your reader, to decide what and how much you want or need to say to make yourself understood, and to revise or polish for better presentation. To enrich your experience with various writing processes, we have arranged for each lesson a 20-minute classroom-writing activity called **WRITING ON THE SPOT**. In such an exercise, you experience writing almost in a testlike situation. Since the stimulus (usually thought-provoking pictures, music or cartoons) is supplied 5 minutes before you write, you have little time to plan and must put down what you want to say within the required time. The results of this training best reveal your real feelings about a certain issue and your trends of thought may be lively samples for classroom analysis of different composing processes.

CHAPTER I HANDWRITING

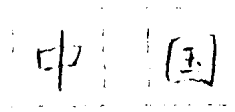
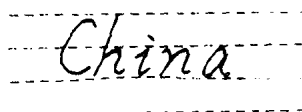
Lesson One

- * Characteristics of English and Chinese
Handwriting

* Manuscript Style of English Handwriting

1. Text and Exercises

A. Observe and Conclude:



图①

alphabetical language

letters

loop shape

size: four different letter heights

balance of slant

straight lines, circles or

half circles

characters

strokes

square shape

size: equally high and broad

balance of parts

straight lines

The differences between Chinese and English handwriting warn us that we have to be very careful to avoid Chinese handwriting influence on our English handwriting. To write well in English, we must change from the pointed, equal sized square style of writing to loop shaped, slant looking letters with different heights. This, however, takes time and practice. But if we observe carefully and know what we should work at, we can improve our handwriting quickly. For instance, in Chinese, we watch the balance of parts but in English, we try to achieve the balance of slant. In Chinese, we work hard on the strokes first but in English, we need to work on straight lines, circles and half circles before we can write each letter well.

To give you an easier start in such a change, we should first introduce to you MANUSCRIPT writing [手写体], then if you do have a like for CURSIVE writing [连写体], you can learn that on your own effort. The reasons for doing so are the following:

1. Manuscript writing has only two movements—a straight line and a circle (or a partial circle).

2. It looks more like the print that the students experience in reading.
3. It permits a slight rest between letters.
4. It is more legible.
5. It is easier for students to see and correct faults in writing.

Cursive writing, on the other hand, does not permit any rest between letters and is thus less legible than manuscript writing. The curves can be longer or shorter according to one's like, so it is better for use for one's signatures [签名] to prevent others from imitating. It can also be used in decoration to appeal to one's sense of beauty. But in most cases, when the purpose of communication is more important than the purpose of appreciation, one is required to use manuscript writing rather than cursive style.

e. g. When filling out a form, you are often asked to print your name instead of writing or signing your name.

Print: LI HUA

Write: Li Hua

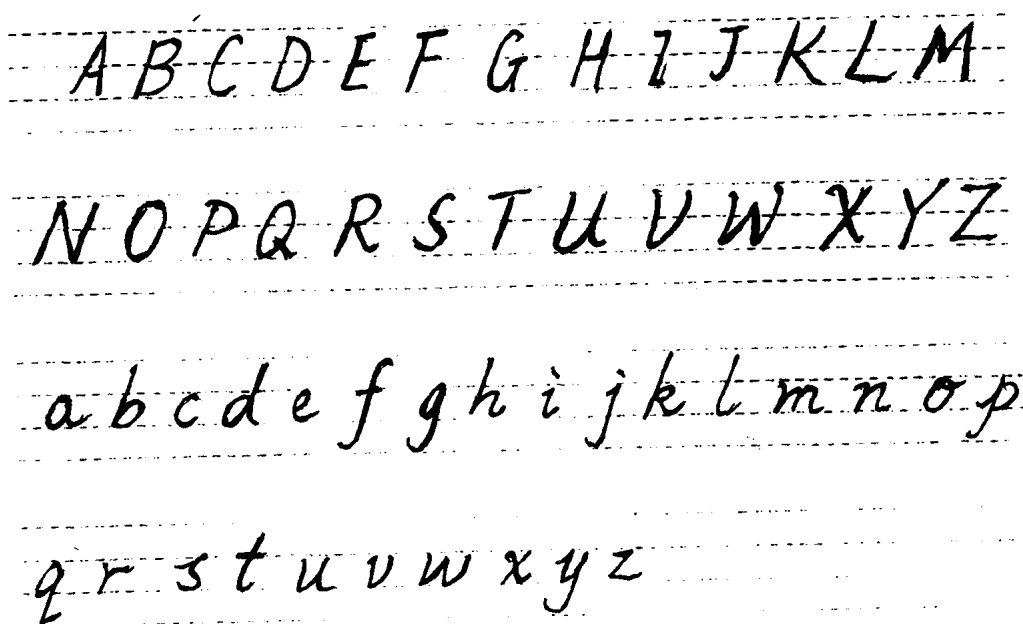
Sign:

Li Hua

图②

B. Samples of English Handwriting:

1. Manuscript alphabets



图③

Manuscript: (summary of writing rules)

- * The upper part of each letter slants towards right.
- * Letters are made separately.
- * The pencil is lifted at the end of each letter.
- * Letters are made with circles, parts of circles and straight lines.
- * Letters are spaced to form words. The space between letters is controlled by the shape of the

letter. The 'i' and the 'j' are dotted and the 't' crossed immediately after the vertical stroke is made.

- * Letters closely resemble print and are, therefore, legible and easy to read.
- * Small letters and capital letters are different except for c, o, s, p, v, w, x, and z.

Exercises

1. Copy 26 English letters (capital and small letters) on your handwriting book. Check with your teacher to see if they are good enough to serve as models. If they are not, ask your teacher to write the models for you.
2. Fill out this application card in manuscript style:

* Please type or print in black ink		(Application Card)	
Name _____			
Title: Ms. , Ms. , etc. Last Name First Name Middle Name			
Permanent address _____			
Number and Street		City	State
_____		()	_____
Zip Code	Country	Telephone	
Department desired _____		Area of specialization _____ (Code)	

3. Copy the paragraph below in manuscript style and check each letter with the models in the text book.

Three passions, simple but overwhelmingly strong, have governed my life; the longing for love, the search for knowledge, and the unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither, in a wayward course, over a deep ocean of anguish, reaching the very verge of despair. Looking back, I find they fill every page of my life text, which is just characterized by quiet zeal.

II. Writing on the Spot (See Task Card 1 at the end of the book.)

III. Journal Assignment How do you like your new college life?

What one thing in the new college impresses you most or annoys you most? (100–150 words)

IV. How to Get Started in Your Writing

Many Chinese students have a common problem when starting to compose an English essay, that is, they tend to think and compose in their native language first. After that, they translate the Chinese composition into English word by word, sentence by sentence without being aware

that Chinglish problems may occur in this way. In order to avoid this, you will learn some prewriting techniques to help you start an English composition in the right way.

1. Freewriting:

Usually, the first step in writing is getting ideas. A good way to get many ideas for a topic quickly is to freewrite. Simply start to jot down everything you can think of for about 5 to 10 minutes without stopping. Don't worry about grammar, punctuation, or logic. If you can't find any idea, just write "I can't think of anything to say" and then maybe some new ideas will come to your mind. Freewriting can help you to discover hidden ideas in a very relaxed way. It can also help you to use the language more fluently and be at ease with it. After the freewriting, you may possibly find the main idea for each paragraph and the thesis statement for a whole essay.

Here is a sample of freewriting on the topic "Buses and Bikes".

I dislike take buses go to work. Like to ride
a bike. Why? Not clear yet. Let me think about
it for a few minutes. Buses are crowded, especially
the rush hours. One day, I elbowed into a tightly
packed bus and was almost squeezed to death. Sick of
it. Buses don't take a lot of money. That's why so
many people take them. I like bikes, right? It's free
to ride bikes. You can stop at any time anywhere. The
air is fresh, I can't think of anything to say?
Oh, it's also a good exercise, and it doesn't
pollute the city.

So far this student has got a lot of good ideas from the freewriting. The next step will be selecting the relevant and original ideas and group them.

Exercise: Freewrite on the following topics and see how many ideas you can get for each of the topics from this activity.

- | | |
|-----------------|-------------------|
| 1. poverty | 3. divorce |
| 2. unemployment | 4. advertisements |