

# 互动英语写作

## *Writing Is Dialogue*

【美】布兰登·保罗 著  
Brandon Paul



北京理工大学出版社

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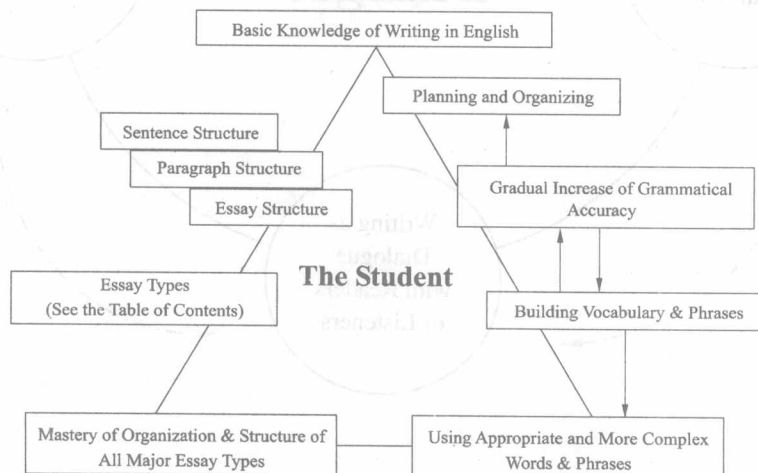
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# The Learning Process Outlined by This Book (Preface)

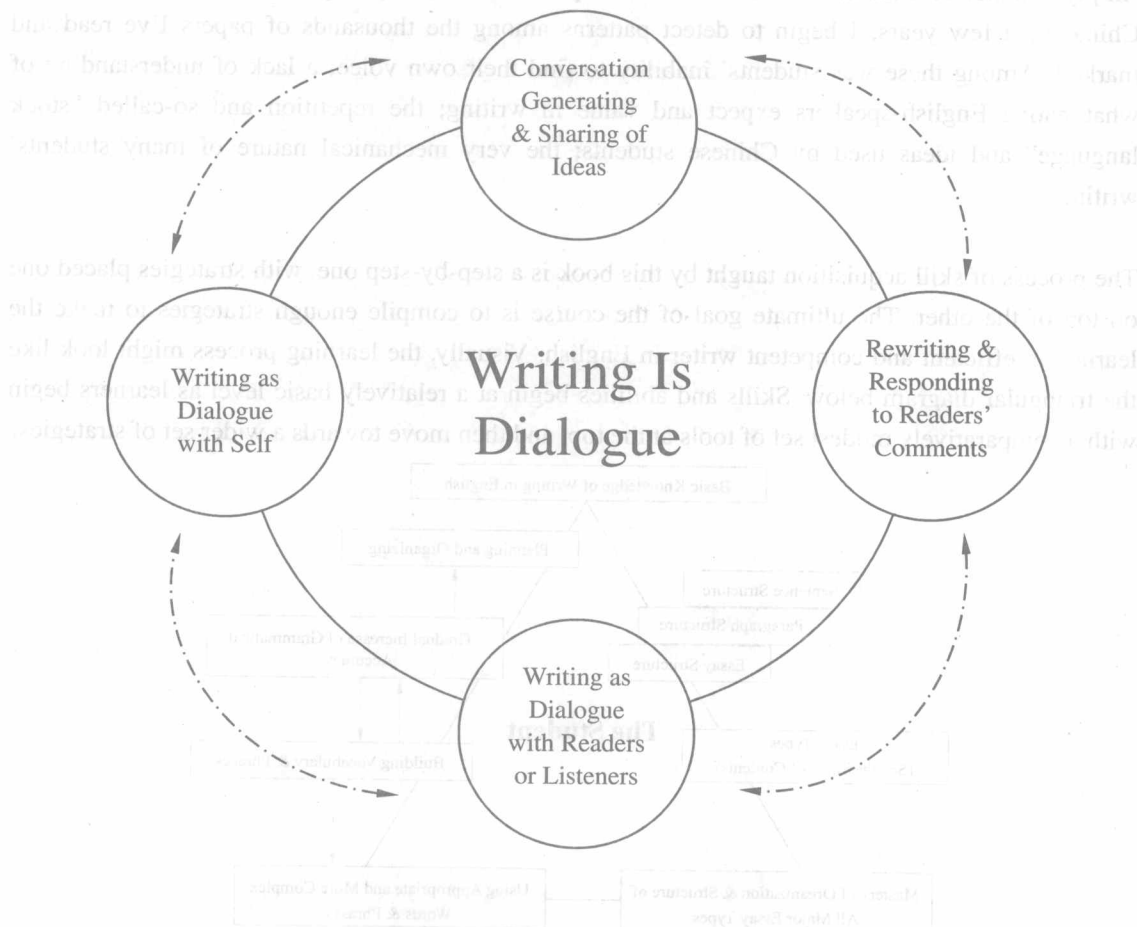
My philosophy as a teacher of writing in China is that learning how to write well in English is simply a matter of *what* skills students should acquire and *how* they acquire them. After teaching in China for a few years, I begin to detect patterns among the thousands of papers I've read and marked. Among these was students' inability to find their own voice; a lack of understanding of what native English-speakers expect and value in writing; the repetition and so-called "stock language" and ideas used by Chinese students; the very mechanical nature of many students' writing.

The process of skill acquisition taught by this book is a step-by-step one, with strategies placed one on top of the other. The ultimate goal of the course is to compile enough strategies to make the learner an efficient and competent writer in English. Visually, the learning process might look like the triangular diagram below. Skills and abilities begin at a relatively basic level as learners begin with a comparatively modest set of tools at the top, and then move towards a wider set of strategies.



## What Does “Writing Is Dialogue” Mean?

*Writing is Dialogue* is an interactive textbook in more than one sense. Writing is not an isolated act; it does not take place by a single individual removed from others. It is an act of communication, whether ideas move from conversation to pen to paper, from listening or observing to pen to paper, or via another method. A finished piece of writing is not the end, it is only the beginning, an impetus to sharing and exchanging the ideas contained within it, and a source for further debate and self-examination. This dialogue can take place between writer and teacher, writer and fellow writers, or between the writer and herself.



# Nuts and Bolts

The physical presentation of your essay makes an immediate impression on your reader. Adhere to the following academic writing standards.

## Paper and Binding

- 8.5 in.<sup>①</sup> × 11 in. white paper should be used.
- Multiple papers are to be stapled or clipped to the upper left hand corner.
- Papers should never be folded, torn or damaged.

## Margins, Spacing and Indentation

- Border margins should be spaced at 1 in. – 1 ¼ in. on all sides.
- Double space all lines; you should never have an extra space between paragraphs.
- The first line of each paragraph must be indented ½ in. (or 5-6 spaces).

## Printing and Fonts

- All essays must be typed in black ink. Never turn in an essay with blurred or faded ink.
- Use Times New Roman or another standard, easy-to-read font; set at size 11 or 12.

## Titles and Essay Identification

- Titles are optional.
- Avoid generic titles that add nothing to the essay; if it adds nothing of importance, don't use it.
- Your name and the date should appear in the upper left or right hand corner of the essay.

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① 1 in. = 2.54 cm

## Post-Printing Corrections

- “A man who has made a mistake and doesn’t correct it is making another mistake.”  
Confucius

- If you find you have made a mistake after printing your essay, cross it out with a straight line and handwrite the correction in the margin above it.

## In Your Own Words

All essays are to be written by you. The copying or replication of someone else’s works can result in serious consequences. For more information see the section on paraphrasing on page 127 of this book.



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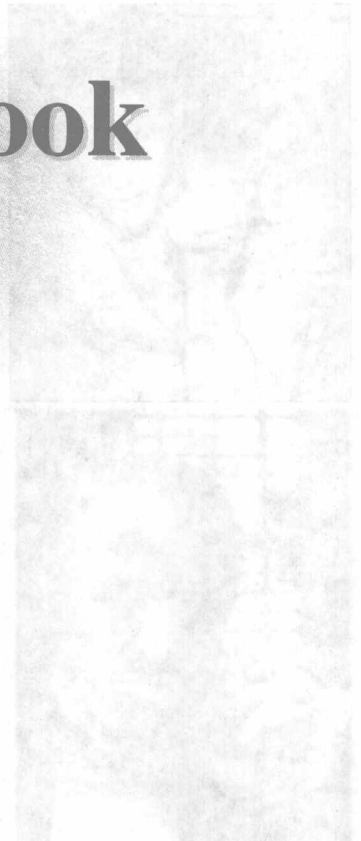
Getting Started

# Part I

Preparing to Write

Practice It! You are going to write a short biography of the American actor Martin Luther King. Read the information below and then write a paragraph using all of the listed points.

## Students' Book

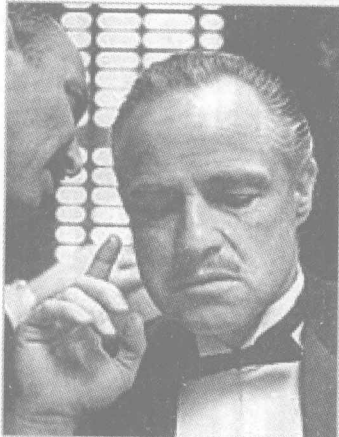


## Unit 1

# Getting Started

### Preparing to Write

**Practice 1:** You are going to write a short biography of the American actor, Marlon Brando. Read the information below and then write a paragraph using all of the listed points.



### Marlon Brando

- born 4/3/1924 in Omaha, Nebraska
- died 7/1/2004 of lung failure
- was kicked out of several schools as a child
- first job was as a ditch digger
- in 1947 he became famous overnight after appearing in *A Streetcar Named Desire*
- stunned audiences with his remarkable honesty, sexuality and intensity
- changed modern acting by popularizing "Method" acting
- "Method" acting is a technique that emphasizes emotional truth and a natural style
- won the Oscar in 1972 for his role in *The Godfather*
- refused the Oscar because he objected to the way the film industry depicted Native Americans on screen
- was nominated for 8 Oscars and won 2
- one of the greatest actors in the history of cinema

**Tip!**

When you are unsure of what to write or where to start, begin with the easiest part, or the part you're most knowledgeable about first.

Turn to page 105 of the Study Section located in the back of the book.

**Listing**

**Practice 2:** It is useful to make a list of information you want to include in your writing. Let's take as an example the question: *What makes a good student?* Put a tick next to the factors that you think contribute to making a good student.

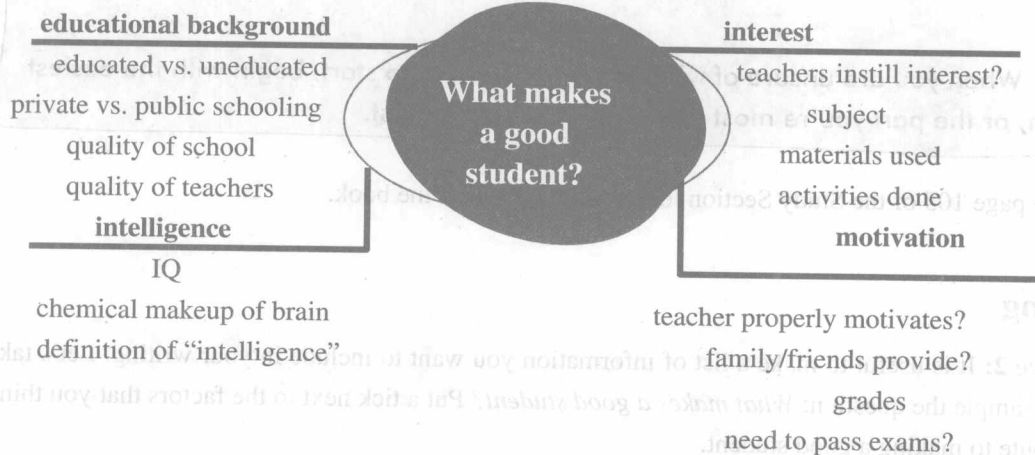
- |                           |                 |                |
|---------------------------|-----------------|----------------|
| 1. interest               | 4. intelligence | 7. age         |
| 2. educational background | 5. motivation   | 8. personality |
| 3. race                   | 6. gender       | 9. family      |

Work with a classmate. Discuss your answers in detail.

**Practice 3:** Now let's ask the question: *What makes a good teacher?* With the same classmate, make a list of factors that you think are relevant. Discuss why you think so.

**“LOG-ing” List, Organize and Group**

After you have listed the items you want to include in your writing, it is time to organize and group them. This can be done through a process called **mapping**. A **writing map** provides a visual outline of what you will include in your paper. It includes major themes and sub-themes. Below is one example of a writing map.



### Tip!

Your writing map may or may not look like the one provided here. It can take any shape or form you feel most comfortable with. Also, there is no need to spend too much time making a writing map. Several minutes of concentrated thought might be enough for you to organize your ideas sufficiently.

**Practice 4:** Below is a list of popular sports. Group them in as many different ways as possible. Then give a heading for each group.

1. tennis
2. ping pong
3. golf
4. soccer
5. baseball
6. race car driving
7. basketball
8. badminton
9. running
10. diving
11. ice hockey
12. figure skating

**Practice 5:** Look at the biographical information about the philosopher, playwright and former Czech President, Vaclav Havel. Later, you are going to write a paragraph about him, but first you must **LOG** the information. After that, mark the information that you think is more important with a "+", and the information that is less important with a "-".



## Vaclav Havel

- born in Prague, Czech Republic in 1936
- began writing plays in the late 1950s
- his writing was banned in Czechoslovakia
- was arrested several times for writing plays critical of the government
- spent a total of five years in prison
- helped overthrow the government in 1989
- became president of Czechoslovakia in 1989
- is a close friend with the Dalai Lama
- led a peaceful split of Czechoslovakia in 1993, into two separate nations, the Czech Republic and Slovakia
- is a heavy smoker
- was diagnosed with lung cancer in 1996
- married the famous Czech actress, Dagmar Veskrnova, in 1997
- considered one of the world's greatest living philosophers

## Vocabulary:

**a clause:** a sentence, or part of a sentence, with its own verb

**a main clause:** the more important clause in a sentence; a complete sentence

**a subordinate clause:** the clause which is less important than the main clause; not a complete sentence

## Clauses

In *Practice 1*, we saw how extending and combining sentences improved the quality of the paragraph. Part of this was done by using *subordinate clauses*.

Look at this sentence from the paragraph about Marlon Brando.

The actor, who stunned audiences with his remarkable honesty, sexuality and intensity, became famous overnight in 1947 after appearing in *A Streetcar Named Desire*.

“...who stunned audiences with his remarkable honesty, sexuality and intensity...” is the subordinate clause. This means that “The actor became famous overnight in 1947 after appearing in *A Streetcar Named Desire*” is the main clause, and is therefore considered more important.

But perhaps you think that the information in the man clause is not more important. If you like, you can reverse the main and subordinate clauses.

The actor, who became famous overnight in 1947 after appearing in *A Streetcar Named Desire*, stunned audiences with his remarkable honesty, sexuality and intensity.

## Relative Clauses

A *relative clause* is a kind of subordinate clause. It usually begins with *who* or *whose*, *which*, or *that* and sometimes *where*. Relative clauses modify nouns and pronouns. The sentence above is a relative clause, because it begins with *who* and it modifies a noun (the actor). Let’s look at the sentence below that uses a relative clause differently.

...he went on to change modern acting by popularizing “Method” acting which is a technique that emphasizes emotional truth and a natural style.

The relative clause is “which is a technique that emphasizes emotional truth and a natural style.” The word “*which*” allows the writer to extend the sentence by including more information.

For additional work with subordinate and relative clauses, go to page 106 of the Study Section in the back of the book.

**Practice 6:** Refer back to *Practice 5* on Vaclav Havel. Write three different sentences using at least two pieces of information for each sentence. Each sentence should contain a subordinate or relative clause. Use the “+” and “-” marks you made in *Practice 5* to guide you.

**Example:** Vaclav Havel, who helped overthrow the Czechoslovakian government, became president in 1989.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Practice 7:** Write a short biography of Vaclav Havel using the information from *Practices 5* and *6*. Create your own words rather than copy the language used in the text. Watch for similar ideas, comparisons, opposites and parallels. Use at least one subordinate and one relative clause and aim for longer, more complex sentences.

**Practice 8:** Interview a classmate. While you're conducting the interview, use a **writing map** to **LOG** the information. When you finish the interview, decide what information is relevant, getting rid of any irrelevant information. Then mark the relevant information with "+" and "-".

**Practice 9:** Write a paragraph or two about your classmate. Use your LOG and writing map as your guide. Include one or two subordinate and relative clauses.

## Homework

Write an essay of at least 250 words on "What Makes a Good Teacher?".

### Tasks:

- ✓ follow the standards of academic essay presentation in the Nuts and Bolts section preceding this chapter
- ✓ LOG-ing
- ✓ a writing map
- ✓ subordinate and relative clauses (only a few)
- ✓ noun and pronoun replacement (only one or two)



\* When handing in your essay next week, include the LOG and writing map. These two should be handwritten on a separate piece of paper, while the essay should of course be typed.

Introduction: Write a short paragraph of varying length using the information from questions 1 and 2. (Note: the word count is more than copy the language used in the text. Watch for similar ideas, common expressions, and clichés. Use at least one subordinate and one relative clause and aim for a variety of sentence structures.)

Body paragraph 1: Write a paragraph of varying length. While you're conducting the interview, use a writing map to plan your paragraph. (Note: the word count is more than copy the language used in the text. Watch for similar ideas, common expressions, and clichés. Use at least one subordinate and one relative clause and aim for a variety of sentence structures.)

Body paragraph 2: Write a paragraph of varying length. Use your LOG and writing map as your guide. (Note: the word count is more than copy the language used in the text. Watch for similar ideas, common expressions, and clichés. Use at least one subordinate and one relative clause and aim for a variety of sentence structures.)

### How to write

Write an essay of about 100 words on 'What Makes a Good Teacher?'

Follow the plan and write a detailed essay presentation in the Plan and Presentation section.

Leading in (100-120)

Body paragraph 1

Body paragraph 2

Conclusion and ending (only a few)

Word and sentence replacement (only one or two)

## Unit 2

# Connection and Structure

**Practice 1:** Look again at the writing map from *Unit 1* that asked “What makes a good student?” The writer has chosen to eliminate some points so she can focus her essay more closely on the remaining points. Below the writing map, the writer has put the ideas about “intelligence” into complete sentences, but the sentences are not arranged correctly. Put them in the correct order.

### educational background

educated vs. uneducated

private vs. public schooling

quality of school

quality of teachers

### intelligence

IQ

chemical makeup of brain

definition of “intelligence”

### interest

teachers instill interest?

subject

materials used

activities done

### motivation

teacher properly motivates?

family/friends provide?

grades

need to pass exams?

What makes  
a good  
student?

- ≈ One definition of the word comes in the form of the Intelligence Quotient (IQ). Since it was created in 1916 by a team of Stanford graduates, the IQ Test has been long thought to be an accurate representation of a person’s intelligence.
- ≈ Intelligence, of course, is measured in different ways, so finding an agreed-upon definition of the word can be challenging.
- ≈ More recently we have come to understand that the test can only be used as a limited examination of an individual’s ability to solve a set of problems, failing to take into account other factors of intelligence that cannot possibly be included on such an assessment.