

x p e r i e n c i n g

体验英语写作

Experience English Writing

教师用书

2

Instructor's Book

杨永林 编 著



高等教育出版社
Higher Education Press

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江苏工业学院图书馆
藏书章

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Preface

前言

《体验英语写作》是为了满足高等学校英语写作教学改革,在高等教育出版社外语出版中心主任刘援老师和贾巍老师的大力支持下,我们历时5年,精心设计、科学组织、认真编撰的一套新型教材。本套教材共有6册,学生用书3册,教师用书3册。前两册为基本英语写作教程(basic textbooks),可供一个学年使用。第3册为高级英语写作教程(advanced textbook),既可以作为“学术写作”(academic writing)课程的专门教材,也可以作为完成基本写作训练之后,进行“自我提高”的课外读本。¹

这套教材融理论与实践为一体,旨在通过参与型(active participation on the students' part)、互动式(mutual and dynamic interaction between instructors and student writers)、过程化(process-controlled training)的教学方式,帮助学生了解英语写作机制,拓宽认知视野,改变思维定势,提高英语写作能力。在具体的教学活动中,本套教材以“过程写作”为基本训练方法,借助于清华大学“英语写作语料库”中范文实例的分析与比较,试图建立一种“镜像”学习模式(a mirror-image type of learning),引导学生探索“创新写作”(innovative writing)的奥秘,体验“能力飞跃”(performance enhancement)的快乐,感悟“我思故我写”(harmonic combination of thinking and writing)的真谛,从而在更高层面上形成一种基于“社会认知发展”(socio-cognitive development)的学习理论。从培养目标而言,本套教材特别注重科学思维方式同实际动手能力的培养,并通过这种双重认知训练过程(a dualistic development of cognition and skill)的探索,帮助学生顺利完成从“痛苦写作”到“快乐写作”、从“快乐写作”到“学术写作”的三级跨越式能力发展过程(a tertiary development in writing)。

如上所述,《体验英语写作》教师用书共有3册,同学生用书一起,形成一个完整的教材体系。基本写作训练部分,着重介绍体验英语写作的基本理念,通过认知发展与技能训练之间的有机结合,掌握过程写作方法,鼓励创新意识,培养个性发展,达到“以文成事”(How to do things with English)的训练目的。学术写作训练阶段,巩固所学内容,了解学术规范,增强创新意识,为步入学术创作殿堂做好准备。同学生用书一样,本套教材的教师用书,每册也分别由8个单元组成;每个单元有6个不同的内容板块。这6个板块分别是:

1. Training Focuses (训练要点);
2. Classroom Management (课堂组织);
3. Peer Evaluation (同学互评);
4. Miscellaneous Opinions (各抒己见);
5. Professor's Review (夫子点评);
6. Teaching Suggestions (教学建议)。

“训练要点”部分,主要介绍了单元要点,有提纲挈领之妙;“课堂组织”板块,归纳总结了一些具体的教学活动,可供任课教师参考选用;“同学互评”内容,同学生用书中的“入围要旨”板块一样,是“参与型”与“互动式”教学的直接产物,可以作为辅助材料,引入课堂讨论,达到各抒己见、百家争鸣的目的;“各抒己见”是一个开放式的论坛,在此我们预先准备了一些同各单元训练内容紧密相关的一些热点问题,任课教师可以在此基础上,根据需要酌情增删,作为一种积极有效的“热身活动”内容,引入课堂训练之中;“夫子点评”,不同于学生用书中“朱笔点评”的内容,是针对每次作业(包括“写作训练语料库”中同类篇章)所做的总体性评述,既可作为学生自评的指南,也可作为教师评阅作业时的参考;“教学建议”,顾名思义,是我们根据自己的教学经验,在进一步总结反思的基础上,专门为本套教材中各个单元的教学活动提出的一些建设性意见和建议,既可供教师参考使用,更有“抛砖引玉”的目的。此外,

注释

1

为了体现系统化、立体化、数字化教材的编写理念,我们还编写了《“易得”(Rd)——论文设计与学术写作专家系统》(Research Development Made Easy—A Computer-based Design System for Academic Writing, 杨永林, 2005, 北京:高等教育出版社)。有兴趣的老师,可以考虑将其作为高年级学术英语写作的辅助读本或教材。

为了避免不必要的中间环节,节约教师备课时间,有些板块的行文,是以师生直接对话的形式来表述的,任课教师可以直接将这些“文本”引入自己的课堂教学。特别需要提及的是,本套教材的编写理念直接来自实际的写作课堂,体现了自主性学习、研究性学习、互助式学习、创造性学习相结合,“四位一体”的教学模式。

特别值得一提的是,为了方便课堂教学,促进教学研究,我们还在教师用书(第2册)的附录部分,为大家准备了一篇题目为“英语写作教学研究”(Trends in the Teaching of Writing)的学术论文,为广大学一线教师了解英语教学发展历史和演变过程提供了一个详尽的介绍,对提高写作教师的理论素养和科研意识有一定的帮助作用(详见附录)。

我们在处理学生用书和教师用书之间的关系时,不论是在编写思路,还是在组织结构上,都强调师生之间的协作互动。惟其如此,教师用书和学生用书的内容安排都是在相互穿插、互补分布的基础上完成的。敦请指导教师特别注意,在具体的教学过程中,灵活使用这两方面的材料,使其相得益彰,取得整合创新的效果。

《体验英语写作》是按照网络时代“立体化”教材编写思路完成的一套新型写作教材。除了一套3本教学用书,以及与之配套的3册教师用书之外,我们还随书配发了一种文摘文本写作软件和一个写作学习语料库(详见第1册学生用书光盘)、一个英语写作教学与研究关键词库(详见第2册学生用书光盘)、一个学生研究报告语料库(详见第3册学生用书光盘)。除此之外,我们还开发了三种在网络环境中运行的写作数据库,简称“写作学习语料库”、“自我评估语料库”,以及“写作研究语料库”。我们的教学经验证明,这些软件和数据库是降低写作课教师劳动强度,增加学生写作兴趣,提高英语写作教学质量,培养教师科研意识的“法宝利器”,敦请各位老师花少许时间,了解其用法,掌握其要旨,开发其功能,必有“事半功倍”之回报!

《体验英语写作》一套6册,已经和大家见面了;配套的学习软件和数据库也随书出版了。但是,对于我们来说,这仅仅是“万里长征走完了第一步”。我们深知,振兴我国英语写作教学的宏图大计,任重而道远,——正所谓:“路漫漫其修远兮,吾将上下而求索!”援引三闾大夫之言,愿与大家同心共勉,相互学习,携手向前!

杨永林

2003年仲秋于荷清苑

Writing
Syllabus
Fall, 2000
YANG YONGLIN

A General Syllabus for Our Writing Class

课程介绍

I. Course Description and Subject Explanation

This is basically a task-oriented course (任务型为主的课程). To put it another way, the course is designed to develop your ability in writing by encouraging you to work on different composition assignments as you move through this course. The approach we are going to adopt is a process-oriented type (过程写作方式). This means that we will pay more attention to the establishment of good writing habits than anything else. To meet this end, collective activities such as classroom discussion (课堂讨论), peer-exchange reading and evaluation (同学互评) will be emphasized. On the other hand, individual needs will be taken into account as well. One point we would like to stress is that a successful writing class means more than just writing. In some cases, the development of cognitive learning (认知发展) like reasoning and thinking could be more important than the internalization of some mechanical elements (技巧的掌握) in writing. Hence, critical thinking will strongly be encouraged in this course (鼓励批判性思维方式), because, more often than not, our problem is not that we do not know how to write, but that we do not know how to think critically and creatively.

Another point we should not ignore is that we are going to introduce a diversity of "genres" (体裁写作) into our class. As you will soon see, a range of writing skills will be developed by your active participation in some practical training in the course. The reason for doing this is that we believe people do things with language. In our situation, we may say that we do things with writing (以文成事). Following this reasoning, we may argue that knowing different ways of doing things with writing will provide you with more opportunities to become a successful writer.

II. Suggested Learning Orientations for Developing More Powerful Skills in Composition

Below is a list of skills or approaches you are expected to acquire in this course. This is an indication that our class uses multiple approaches (多种形式). Consequently, different writing "genres" or tasks will be introduced into the classroom for you to develop your skills in relevant respects. The list is, however, far from complete. Further adjustments are needed as we move on. So, if you have any good ideas for further improvement, do let us know. Ideally, by the end of this course, you will have learned the following skills:

1. How to compose a science story (如何撰写科幻故事);
2. How to write an electronic abstract by using a software gadget called EAME (如何使用“易觅”文摘软件撰写英语文摘);
3. How to complete a term paper (如何完成学期论文);
4. How to produce a scientific or commercial (i.e., subject related) report (如何撰写与各

自专业有关的科学或商业报告);

5. How to draw an outline for a big project such as a thesis or a dissertation (如何制定研究提纲);
6. How to complete a mini-thesis and more (如何完成一篇小型论文, 等等).

III. Requirements, Assignments and Evaluation Criteria

1. Requirements:

- 1) Physical attendance in the class;
- 2) Satisfactory completion of assignments;
- 3) Prepared responses to feedback comments from different sources (i.e., professor's comments and peer's evaluating comments);
- 4) Active participation in classroom activities.

2. Assignments and Evaluation Criteria:

- 1) Physical attendance — 20%
- 2) Routine assignments — 40%
- 3) Big project — 20%
- 5) Exam — 20%.

IV. A Big Suggestion for Those Who Like Something Innovative but Challenging

A research-oriented writing plan (研究型写作规划) by individual student writers will be suggested and promoted in this class. Our past experience indicates that this is an optimal way to develop a strong learning motivation on the part of the student writers. Meanwhile, some positive evidence has also gathered to show that this practice can greatly activate the individual's potential in writing (激发写作潜势). Based on these merits, we would like to suggest that our students design an informal research project (研究项目) of any kind at the very beginning of this writing class. The advice we would like to give to those students who may not currently have any clear ideas about this work is this: Choose a topic you like best and know most, and then try to do some "research" to enhance your understanding of the issue. One point you need to keep in mind is that the process of this enhancement (提高过程) may last several weeks. During this period, you may get the whole picture of the subject and, more importantly, improve your writing ability by having an active participation in both physical and mental activities such as thinking (思考), reading (阅读), writing (写作), reflecting (反思), communicating (交流), rewriting (改写), and editing (编辑修改), to name some important ones.

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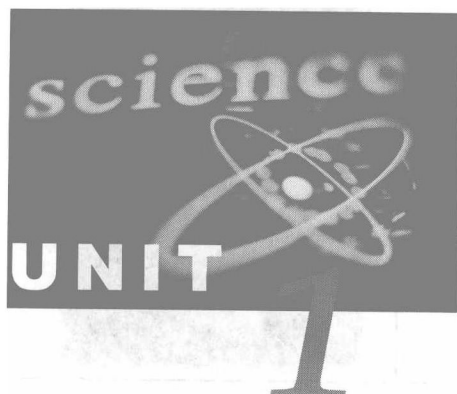
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CONTENTS

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	9
UNIT 3	Hope Is One Thing & Reality Is Another 感 受 冲 突	23
UNIT 4	It's Fun to Complete a Fairy Tale in English 童 心 烂 漫	31
UNIT 5	I Completed an Outline for My Big Project 学 术 初 恋	39
UNIT 6	I Want to Say More about My Big Project 妙 思 如 泉	50
UNIT 7	If You Need a Good Abstract, Why Not Try EAME? 软 件 时 代	64
UNIT 8	Progress of a Happy Pilgrim 快 乐 写 作	73
Appendix	附 录	83
	Trends in the Teaching of Writing 英 语 写 作 教 学 研 究	
Reference	参 考 书 目	91



Let Me Tell You a Science Story

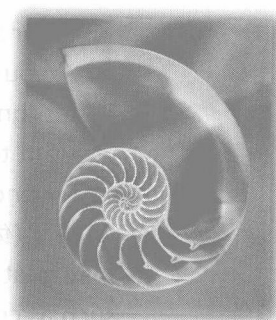
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科幻世界

1

TRAINING FOCUSES

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, how to enhance their power in creativity, how to promote their performance in imaginative work, and how to cultivate their sense of social responsibility 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. What is the way out? Keeping these things in mind, we have introduced this science story writing into our class. The training focuses for this unit are multiple. 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 writing by adopting a critical way of thinking in their approach selection. Second, we want to stress the necessity to combine our classroom practices with the enhancement of 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" 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. In this sense, science story writing can be regarded as a preparation for fairytale 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 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.

When it comes to the kernel question 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 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. Then you can have a “small talk” type of story by telling your intimate friends some interesting details about your scientific dreams. Alternatively, you can turn to a diary type of story telling 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, 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 for this genre of writing.

3

PEER EVALUATION

同学互评



The three Stone Sisters 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 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, 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 the Earth," is 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.

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 that 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. 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 (即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. 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 one of the three basic human emotions to touch the most fragile and sensitive nerve of her readers. 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 vivant² 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 — 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 preeminently imaginative pieces, let us bring them to our master Athena.

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

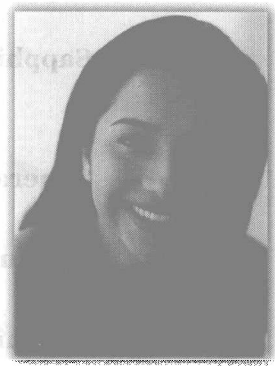
Ruby: Yes, we'll always look forward to the brighter side of things.

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

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 (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 different and outstanding is that most of his stories are based on a sound scientific foundation, fantastic as they are. It is claimed that many great scientists got

注释

2

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”。

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. In a situation like this, there remains a crucial question we want to discuss with you: Compared to our ancestors, 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. 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.
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 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 (想像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. 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 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. 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 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.

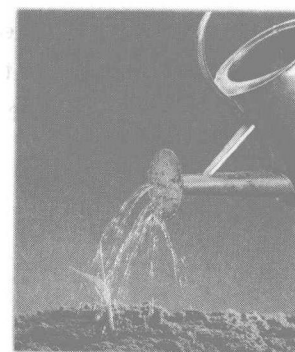
Flaws:

1. Some problems have been found in student writers' descriptions of some complicated situations. 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, 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. 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 the 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. First of all, we have noticed that students like fairytale writing very much. So we decided to introduce science fiction writing as a preparatory practice for fairytale writing. Secondly, we have observed that new generations are growing up with the rapid development of science and technology, and are being exposed to many cartoon films, picture books, and colorful works in this new 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 major reasons and also considerations for us to have science fiction writing in our class.

Bearing this background information in mind, we would like to put forward some practical suggestions for you to consider when you are ready to introduce this task in your writing class. Meanwhile, we also hope that you can make any further adjustment if you feel it necessary.

1. You may first request your class to recall all the stories they have encountered literally, orally, and visually (文字的、口头的、影视的) in terms of this genre of writing.
2. You may further tell them to make a list about the most interesting things they have found in their reading or watching of these products.
3. You may then persuade them to look at some problems we are now having in our society by taking a very critical perspective so that they will know what these problems are, how seriously they influence our life, and how they can be solved.
4. You may move on and ask them to set up a given relationship between the problems they have identified and the interesting things they have found in their story recollections.
5. Having done these, you may finally encourage them to take one of the possible narrative approaches we propose in the Classroom Management part (i.e., interpersonal, diary, and professional) and devise a good plot framework for individual students to compose their own stories.

6. Alternatively, you may urge the class to go to the Students' Pieces part in this unit or to our writing database for more tips and incentives for their story development.