

x p e r i e n c i n g

# 体验英语写作

学生用书

Experience

1

English Writing

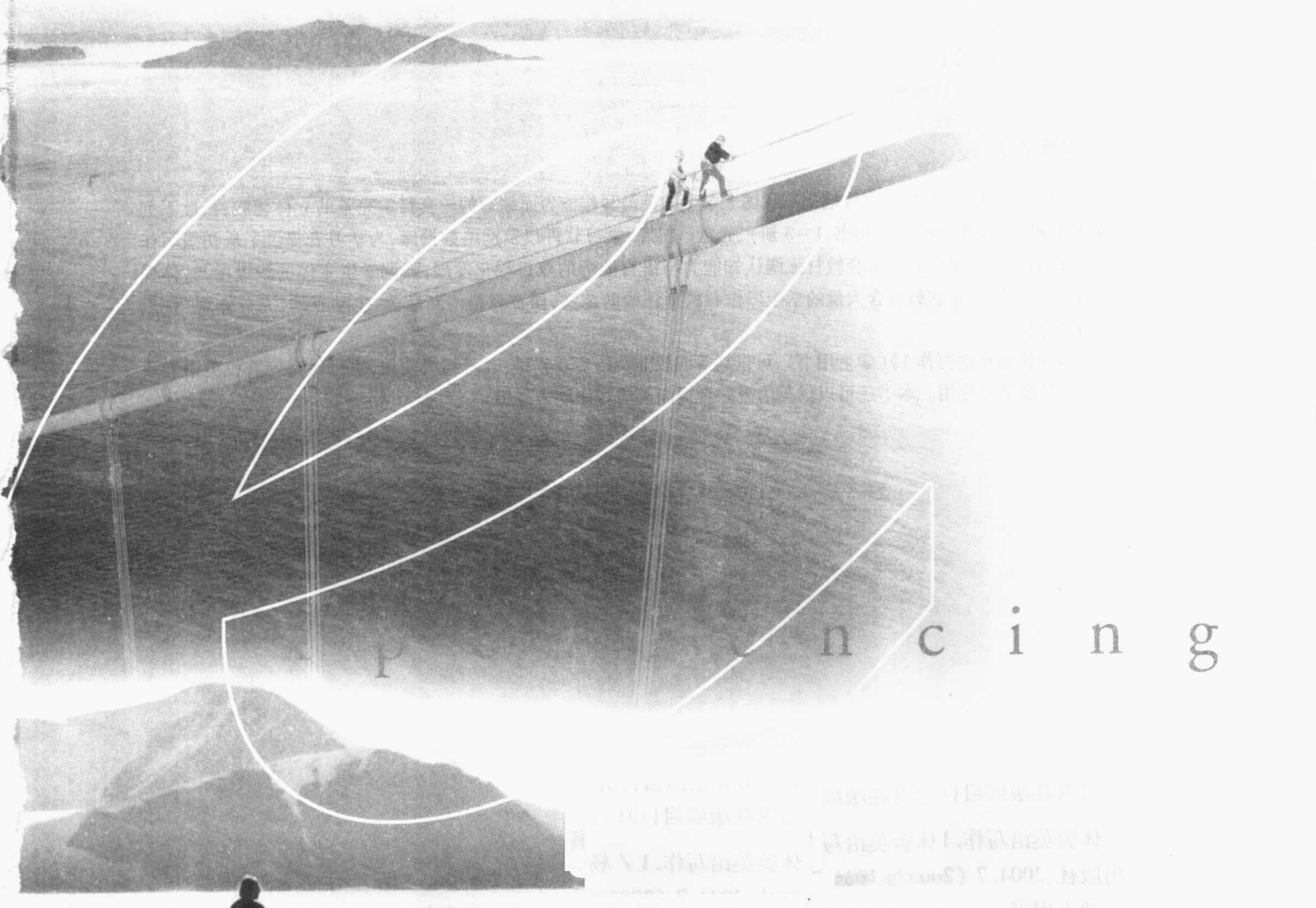
Student's Book

杨永林 编著



高等教育出版社  
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## 内容提要

《体验英语写作》是为快速有效地提高我国大学生的英语写作能力而编写的一套科学完整的立体化教材,此系列包括纸质教材(学生用书和教师用书,1~3册)、光盘语料库、学习软件以及网络数据库,为学习者提供了从初级写作到学术写作的广阔发展空间。本套教材强调认知能力与语言能力的双过程化发展,强调学生主体的积极参与,体现了自然学习的法则。本套教材含大量的学生习作和教师评改的范文,语言风格清新活泼,生动有趣,充分体现“快乐写作”的理念!

本书为《体验英语写作1》(学生用书),可供高等院校非英语专业本科二、三年级使用,也可供高等院校英语专业学生一、二年级学习使用。本书还可以供英语爱好者提高英语写作能力之用。

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## Preface

## 前言

赤日炎炎的夏日，渐次消去；习习送爽的秋风，迎面扑来。暑期沉寂了一阵的清华园，随着新学期的开始，又逐渐恢复了往日的活力与喧闹。与此同时，《体验英语写作》的编辑工作，也接近了尾声。作为本套教材的编者，我的心中不免稍有释然，感受这片刻的宁静。静思之余，浮想联翩，编写过程中师生同心，相互砥砺，撰写妙文，共创辉煌的生动情景，历历在目，挥之不去，思之愈彰——寒意料峭的初春，SARS肆虐的5月，绿荷满塘的仲夏，酷热炙人的初秋，目睹了我们体验挑战的痛苦，见证了我们战胜自我的欢愉，预示着能力发展的巨大推动力量！

以下，采用追溯回顾 (retrospection) 和自然描述 (naturalism) 的方法，谈谈我在长期的英语写作教学过程中逐渐形成的一些理论见解和心得体会，旨在进一步展示“体验英语写作”的要旨，阐述从“痛苦写作”到“快乐写作”、从“快乐写作”到“学术写作”三级跨越式能力培养模式，品味“我思故我写”这一命题的教育学底蕴。目的只有一个，那就是和大家一起，共同探索走向“成功写作” (how to become a successful writer) 之路的“心路历程” (heart-felt pilgrimage of progress in our English writing)。

在过去的15年间，就自身的教学与科研工作而言，我仿佛同英语写作结下了不解之缘。1989~1991年期间，我在美国康州中央大学英语系做访问学者，兼攻应用语言学 (TESOL) 硕士学位。从那时开始关注英语写作教学研究，并且利用那里丰富的图书资料和便捷的网络查询系统，完成了一篇有关写作研究的课程论文，受到了导师的好评。回国以后，经过进一步的修改，该篇论文以“Trends in the Teaching of Writing”为题目，发表在欧洲语言协会会刊 *Language Learning Journal* (Yang, 1995) 之上。从此以后，英语写作便逐渐成为自己教学与科研中的一个主要内容。

20世纪90年代初，为满足指导研究生工作的需要，结合社会语言学与英语教学研究，我逐渐开始了英语学术论文写作研究方面的工作，最后完成了 *Academic Research & Thesis Writing* (《英语论文写作研究》) 一书的撰写 (杨永林、杨芳、杨莉，2002)。20世纪90年代中期以来，通过参与中央电大英语“专升本”课程的教学与毕业论文的指导，使我深刻认识到社会对于英语写作人才的迫切需求。近些年来，随着计算机与网络技术在语言教学中的广泛应用，我又开始思考如何通过技术的改良促进外语教学与研究方面的问题。1999年以来，我们在充分利用清华大学计算机技术与网络资源的基础上，结合外语教学与研究的特点，开始了清华大学外语系“21世纪外语教学与研究网络化工程”的计划，目前已经取得了一些阶段性的进展 (杨永林、罗立胜，2002)。与此同时，就写作教学而言，我个人对虚拟环境中英语写作行为的研究发生了兴趣，完成了“双过程化控制写作模式” (A Di-process-controlled Model) 课件一套 (杨永林，2000a)，清华大学远程教育“英语写作”课件两套 (杨永林，2002a, 2003)，开发了电子文摘文本自动生成软件系统一套 (An Electronic Abstract Made Easy System, 简称“易觅”)，发表了一系列相关的学术论文 (杨永林，2000b；郭万群、杨永林，2002)、在全国计算机辅助语言教学学术会议上作了几个专题发言 (杨永林、罗立胜、方艳华，2000；杨永林、施海夏、王蓓，2000；杨永林、罗立胜、封宗信等，2000)，并指导学生完成了“‘以读促写，以写促读’模式在网络英语教学中的应用”这一清华大学 SRT (Student Research Training) 项目 (杨飞洋、王涛、刘维强等，2002)。基于上述探索与研究，结合教学实践过程中的有效信息反馈，最近我们以社会认知模式为理论框架 (A Socio-cognitive Model)，以计算机技术为辅助手段，完成了一套论文设计与学术写作专家系统 (A Computer-based Design System for Academic Writing, 简称“易得”) 的研制，现已由高等教育出版社出版 (杨永林，2004)。

但是，作为一个语言教师来说，最令人欣慰与快乐的，莫过于和同学们在一起，体验英语写作的过程，感受认知能力的升华，品尝能力发展中的甜酸苦辣。1999~2003年期间，我在清华大学外语系除了教授一些语言学课程之外，每个学期都要担任1~2门英语写作课的教学工作，最多的时候，一个学期竟同时教授3门不同层次的英语写作课程。也还是在这一个时期，我有机会教授不同层次、不同群体的英语写作，上有研究生层面的英语学术写作，下有成人短训班和专科段的英语写作，中间是本科段的英语写作。除此之

外,2002年秋季以来,我还负责了清华大学遍布全国各地18个站点的远程“专升本”阶段的英语写作教学工作。在具体的教学工作中,我们试图努力做到关注国际学术前沿动向,结合中国学生英语学习特点,注重写作教学与研究的理论创新,提出了“社会认知模式”和“双过程化控制模式”两种理论,并将其自觉地应用于教学实践,促进英语写作课的改革。通过几年细致而又艰辛的工作,在解决“如何写作”(how to write)和“如何思考”(how to think)这一对矛盾方面,在“写作能力”(writing performance)和“认知能力”(cognitive development)过程化发展方面,均小有心得。

更为难能可贵的是,通过在清华大学从事英语写作课教学,我们积累了丰富的英语写作语料。2002年高等教育出版社外语出版中心主任刘援老师到清华时提出,能否将这些宝贵的资源结集出版。经过几年时间的准备工作,我们逐步建立起一个庞大的英语写作语料库。这个写作语料库有下列特点——这些特点同时也反映出我们对于英语写作教学改革的一些基本理念与教学思想。

1. 包含了3000篇“原汁原味”(authenticity)的学生习作语料素材,提供了直观的样本范文,便于直接体验,广泛参比。
2. 每一篇文章都有教师的批改文字、修改建议,以及评语反馈,为学生提供了“镜像学习”(mirror-image learning)的机会和“自我评估”(self-evaluation)的标准,既利于揣摩学习,又便于引为自鉴。具体来说,我们的修改原则为:鼓励为主,批评为辅;保持习作本色,择其主要错误,不做逐字逐句修改。
3. 每个学生的习作都有详细的全程纪录,体现了学习者个体的“学习过程纪录”和“能力发展轨迹”,便于做跟踪式学习与研究(follow-up study)。
4. 不同班级的作业都有系统的分类编排,体现出不同群体之间的认知特点与学习差异,便于比较学习,以臻自我完善。
5. 依据“言为心声”(you are what you write)的准则,鼓励督促学生书写“言之有物”、“笔端有情”的文章;通过阅读这些篇章,可以感受到当代大学生的学习风格和情感生活。
6. 遵循“文为人生”(words are life)的信条,启发引导学生的社会责任感;通过品味个中佳品,或许也能感受到莘莘学子“与时俱进”的时代脉搏。
7. 笃信“以言成事”(how to do things with English)的哲学理念,结合20世纪末期国外写作教学中出现的“体裁写作”(genre writing)概念,引入多元化写作机制,培养和启迪学生的自主性学习和创造性学习热情;通过浏览这类习作,有望加强“应用写作”(practical writing)的技巧与能力。
8. 通过“研究型写作计划”(big projects)的训练与实施,培养学生研究性学习的能力;通过听取清华学生的“研究报告”(presentations),可以感受学术写作的乐趣。
9. 作为研究“双过程化控制写作模式”最为具体的表现,我们的写作课堂组织与教学活动由一系列相互连贯的行为过程组成。一节完整的写作训练课程,在宏观层面上,可分为“启发过程”(activating process)和“写作过程”(writing process)这两个大的过程;在微观层面上,“启发过程”由“课程讲解”(professor's lecture)、“实例演示”(instantiation illustration)及“课堂讨论”(classroom discussion)三个子过程组成。“写作过程”则通过以下9个方面的活动来实现:(1)“信息收集”(brainstorming);(2)“前写过程”(pre-writing);(3)“写作过程”(writing);(4)“样本处理”(sample processing);(5)“反馈过程”(feedback processing);(6)“改写过程”(rewriting);(7)“编辑过程”(editing);(8)“自我反省”(self-reflecting);(9)“最后成型”(publishing)。

在本套教材的编写过程中,我们积极鼓励学生群体的参与,使他们以“学生写作者”(student writers)和“学生研究者”(student researchers)的身份出现,结合实际编写工作,分别在“自我反省”、“编辑过程”,以及“最后成型”三个实践过程中得到充分的训练。所以,通过阅读本套教材,可以全方位感受到团队精神与严谨风格对于培养学生实际动手能力的推动作用。

以上是对《体验英语写作》的总体介绍。在具体编写体例的安排上,我们也做了一些相应的调整,以满足不同学生群体的需要。首先,我们注意到纸质教材的局限性,因此不可能将所有习作集中起来,结为一集出版。其次,我们对于英语写作教学的认识,也是经历了一个复杂曲折的发展过程,不是一下子就达

到今天这种认识水平的。回顾往事,这种认识过程,恰如王国维先生(1982:5)在《人间词话》中所言,经历了“昨夜西风凋碧树,独上高楼,望尽天涯路”、“衣带渐宽终不悔,为伊消得人憔悴”,以及“众里寻他千百度,回头蓦见,那人正在灯火阑珊处”这三个境界。再次,我们对于写作课程的教学改革工作,不是在静态的平面状态下进行的,而是反映出一种动态立体的变化过程。出于这些考虑,我们采用了一种动态发展的眼光,通过系列教材的方法,将我们的体验英语写作课堂介绍给大家。首批出版的《体验英语写作》(学生用书)共由三个分册组成。前两册形成一个完整的体系,每学期一册,可供一个学年的英语写作课教学之用,同时配备了与之配套的《体验英语写作》(教师用书);后一册自成体系,是专门为学完前两册书后,还想继续提高的同学们编写的。<sup>1</sup>考虑到不同的使用对象,这一册书也有相应的教师用书与之配套。为此,我们在编排体例上也充分考虑到这一点,以满足学生自主性学习的需要。为了反映写作教学新思维,体现写作课堂新变化,我们还计划以后每隔几年推出一册系列新书,采用动态滚动,立体介绍的方式,编写出适合不同学生群体,真实反映学生能力发展轨迹,准确体现我们改革思路与历程的英语写作教材。

《体验英语写作》第一册的内容安排,主要反映出我在1999~2000学年期间,担任清华大学96级英语专业本科生“英语写作(4)”、97级英语专业本科生“英语写作(4)”,以及清华大学98级“因材施教”班“大学英语写作”这三门课程任课教师之时的教学活动。这三门写作课程中,前两门为专业课,后一门为公共课。其间,我们积累了大量学生习作。这些学生习作有几个特色:一是有针对性,二是经过仔细评阅,三是涉及不同学生群体。具体说来,第一册《体验英语写作》所反映出的情况,既是清华学子英语写作能力发展的真实写照,也是我们写作课改革“初试牛刀”的尝试与探索。

《体验英语写作》第二册的主要内容,是我在2000~2001学年期间,担任清华大学98级英语专业本科生“英语写作(2)”和“英语写作(3)”这两门写作课任课教师之时的教学全程总结。从内容上讲,《体验英语写作》第二册同《体验英语写作》第一册,在许多方面有着本质的不同。首先,在保留了第一册原有特色的基础之上,我们在第二册的编写过程中,特别注意“过程化写作”(process-oriented writing)的实施,以及“研究型写作”(big project training)的训练。具体说来,《体验英语写作》第二册所反映出的情况,既展示了清华学子从“痛苦写作”(writing is my headache)到“快乐写作”(happy writing)过程中所经历的情感变化与认知发展轨迹,也反映出学术写作给他们带来的自信与欢愉,更体现出我们在写作训练中,采用合宜的教学理念与方法,处理好“如何写”(how to write)与“如何想”(how to think)之间的突出矛盾。

《体验英语写作》第三册的主要内容,是我在2002年春季、2002年秋季、2003年春季期间,担任清华大学英语专业02班“英语写作(1)”、“英语写作(2)”、“英语写作(3)”,以及文科00班“英语写作”这四门写作课教师之时,如何进一步体现“双过程化控制”(di-process-controlled)英语写作教学模式的真实写照。具体说来,《体验英语写作》第三册所反映出的情况,主要体现了教师与学生之间,如何在英语写作课堂上,通过“言为心声”、“以文成事”(how to do things with writing)的法则,建立一种充满批判意识(critical thinking)的探索精神,培养一种真诚与灼见共存的互动关系(serious attitude & meaningful interaction),促进学习者自主学习和创新意识的发展(autonomous & creative learning),引导学生完成从“快乐写作”(happy writing)到“学术写作”(academic writing)的平稳过渡。

《体验英语写作》(学生用书)每册书都由8个单元组成,计划两周学习一个单元,可供一个学期之用。在体例安排上,每个单元由以下9个部分组成:

1. General Introduction (开宗明义);
2. Professor's Lecture (夫子论道);

#### 注释

1

学完《体验英语写作》第三册的同学,如果因为学习和工作的需要,想进一步提高自己的科学研究和学术写作能力,可以在此基础之上,考虑选择Research Development Made Easy—A Computer-based Design System for Academic Writing(《“易得”(RD)——论文设计与学术写作专家系统》)(杨永林,2004)。

3. Sample Selection (入围要旨);
4. Students' Pieces (秀才文章);
5. Professor's Comments (朱笔圈点);
6. Classroom Report (文场论文);
7. Suggested Questions (问题思考);
8. Idiosyncratic Views (一家之言);
9. Challenging Experiences (体验挑战)。

《体验英语写作》(教师用书)除了指导性的介绍之外,在内容安排上,同学生用书形成一种有益的互补性,可以交叉使用。从体例上看,教师用书每个单元分别由以下6个部分组成:

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)。

本着面向“网络时代”、开发“立体化”教材的精神,《体验英语写作》教材分别以纸质教材、光盘版语料库,以及网络版语料库三种形式编写制作,出版发行。这三种形式虽然在指导思想、教学理念、编写宗旨方面没有本质的差别,但是在编写目的、使用对象以及使用方法上,有着实质性的差别。

纸质教材既可以作为大学英语写作课教材,也可以当作高级英语写作自修课本,更可以作为英语爱好者写作训练的参考读物,感受新概念英语写作,体验快乐写作时光。

光盘版的体验英语写作语料库是一种新型的、基于语料库写作训练模式的具体体现,包含了“双过程化控制写作训练模式”(a di-process-controlled model for the teaching of writing)的训练过程、内容描述,同时也体现了我们在语料库建设方面的成果,有教学方法先进、教学内容充实、辅助手段完善之长,是发展自我潜能、体现创新意识,提高英语写作水平的“百宝箱”。具体而言,光盘版的体验英语写作语料库具有下列特点:

1. 具有浏览、比较、统计三大实用功能,为快速提高英语写作能力提供了技术上的保障。
2. 由“单元文选”(Selected Samples)、“类文集锦”(Genre Collection)以及“群英荟萃”(Writer List)三大板块组成,内容丰富,查询便捷。
3. “单元文选”收录了所有在《体验英语写作》纸质教材中出现的“朱笔圈点”文章。
4. “类文集锦”为新增内容,包括18个“体裁写作”(Genre Writing)类项。所收入的学生习作,除了“应考急章”(Exam Writing)之外,均有教师的朱笔批改和评定建议,便于参比临摹,自主学习。这一板块最大特点是种类齐全、分类合理,计有下列类项:
  - 1) Abstract Writing (文摘写作);
  - 2) Big Project Writing (研究计划);
  - 3) Business Writing (商业报告);
  - 4) Direction Writing (产品说明);
  - 5) Creative Writing (创新写作);
  - 6) Fairytale Writing (童话写作);
  - 7) Event Writing (事件描述);
  - 8) Exam Writing (应考急章);
  - 9) Free Writing (自由写作);
  - 10) Outline Writing (提纲要旨);
  - 11) Letter Writing (信件文牍);
  - 12) Personal Writing (私密文本);

- 13) Reflective Writing (反思之文);
  - 14) Review Writing (评头论足);
  - 15) Social Issue Writing (道义文章);
  - 16) Summary Writing (总结报告);
  - 17) Vanity Writing (虚荣写作);
  - 18) Writing for Fun (快乐写作)。
5. “群英荟萃”板块采用卡通头像标记,区别学生作者的性别,建立了入选学生作者相关文章的链接,便于大家了解个体写作行为变化,感受其能力发展过程,体验过程写作和过程化评估的乐趣。
6. 最后,特别值得一提的是,以上所有文本均可做动态浏览、查询比较、统计分析,使用起来十分方便,定会成为大家体验英语写作、感受快乐学习的好帮手。

网络版的英语写作语料库,荟萃了近年来我们开发的一系列“文章利器”。这类电子学习工具包括:一种新版的文摘文本写作软件(EAME-General 2.0新版本);三种写作语料库,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”。这三种并行语料数据库分别具有英语写作学习、英语写作评估、英语写作研究三种功能,兼具下列五个方面的特色:

1. 规模庞大,内容由3000页学生英语习作的电子版本和若干其他类型的作业构成,最后形成了总字数达80万字的电子语料素材。
2. 功能齐全,三个并行语料库涵盖了写作学习、写作评估、写作研究三个方面的内容。
3. 技术含量高,每篇文章都有教授的红笔批注和修改建议,比较客观忠实地反映了学生认知能力和写作水平发展的轨迹。
4. 应用性强,对于大学英语写作教学与研究有积极意义。
5. 原创价值高,国内目前尚未见有同类研究成果的报道。

《体验英语写作》教材的编写分工如下:杨永林承担全书总体统筹安排、各单元模板制作、“开宗明义”、“夫子论道”、“朱笔圈点”、“问题思考”、“训练要旨”、“课堂组织”、“各抒己见”、“夫子点评”、“教学建议”9个内容板块的撰写,以及全书的评注解释、修改审定、编辑校阅工作。清华大学英语系02班同学,以及部分研究生参加了“入围要旨”、“文场论文”以及“同学互评”三个板块的编写工作,并负责语料库电子文本的录入工作。清华大学外语系研究生李鸣同学负责纸质文本的分类、电子文本的管理和校对工作、“朱笔圈点”评注的录入,参与了语料库的研制、调试、修订工作,负责资料的查询与复核,以及教程编写过程中的协调、组织、管理工作,付出了辛劳与汗水。清华大学精仪系博士生袁艳阳同学负责完成写作语料库的技术制作工作,功不可没。清华大学其他院系的同学参加了“一家之言”版块文章的撰写工作(详见下文)。李鸣和张亮还协助完成了本书电子版的修改工作。不言而喻,参与本套教材相关内容编写本身,就是“双过程化训练模式”中的一个有机组成部分。在这个训练过程中,师生之间的互动交流达到了一个水乳交融的完美境界,创造性学习和研究性学习在这里得到了充分的考验与体现,写作训练中“格物致用”和“以言成事”的精神得以发扬光大,同学们的学习动机和写作热情达到了一个空前高度。<sup>2</sup>实际上,没有学生群体的踊跃参加,刻苦工作,积极贡献,本套教材不可能为读者提供如此广阔的观察视野,如此多彩的评价体系,如此引人入胜的趣味篇章;不可能使英语写作成为一种真正意义上的“快乐写作”。学生评议者的功劳,值得一笔述之。

此外,为了反映丰富多彩的“校园文化”,调解单调乏味的英语学习,我们还邀请清华大学其他学院的同学们根据各个单元的主题内容,专门为本套教材“一家之言”这个板块,撰写了24篇风格各异的原创性“千字文”。这个板块在本套教材中,兼具学习和娱乐两种功用:首先,入选的每篇千字文,都和相

#### 注释

2

感兴趣的读者可以仔细阅读“体验挑战”板块的文章。



关单元的讨论内容息息相关,有“启迪思维,揽镜自照”(mirror-image learning)之妙用;其次,这些文章,均由中文写成,有小品随笔(essay)之长,写得活泼生动,引人入胜,供大家在紧张的英语写作训练之余,“聊借佳文怡倦眼,此中妙趣两相知!”最后,为了准确反映大家在教材编写过程中“汗水与心血共洒,快乐与能力俱增”的发展历程,我们敦请所有参加了教材编写的同学们,以“体验挑战”为主题,代表各个评议小组,为每一个单元撰写了一篇回顾反思性的中文文章,放在每个单元之后,作为我们写作课堂中如何进行“创造性学习”(creative learning)、“互动式学习”(interactive learning)、“协作性学习”(collaborative learning)活动的一个直接见证。

显而易见,这套教材的产生,本身即为“教学相长,实践出真知;师生同力,创新应为先”的明证。在这个学习与创造过程中,学生写作者功不可没。为此,我们专门设计了以下表格,按教材1~3册各个单元的顺序,分门别类,详述所有参加者的成果与贡献。

评议小组成员名单

单元序号	单元名称	评议小组成员			体验挑战	一家之言
Book 1 Unit 1	痛哉写作	张 亮	齐安妮	扈 爽	张 亮	林 贇
Book 1 Unit 2	绝对自由	蔺启东	陈俊坤	曾 超	陈俊坤	林 贇
Book 1 Unit 3	不厌其烦	汪 涵	张叶蓓	杨永林	汪 涵	李 林
Book 1 Unit 4	温水一壶	贺 涵	张彩霞	杨永林	贺 涵	李 林
Book 1 Unit 5	模拟创业	庞玉厚	杨 卉	陈思维	庞玉厚	张 璠
Book 1 Unit 6	激扬文字	张彩霞	贺 涵	李 鸣	贺 涵	江 斌
Book 1 Unit 7	文摘写作	任 军	张 洁	陈贝贝	任 军	李镇涛
Book 1 Unit 8	理科思维	张叶蓓	杨永林	付 婧	付 婧	江 斌
Book 2 Unit 1	科幻世界	杨 卉	陈思维	庞玉厚	杨 卉	张振宇
Book 2 Unit 2	果真如此	蔺启东	陈俊坤	曾 超	曾 超	任文焕
Book 2 Unit 3	感受冲突	杨永林	张叶蓓	汪 涵	张叶蓓	张振宇
Book 2 Unit 4	童心烂漫	陈贝贝	张 洁	任 军	陈贝贝	魏慧斌
Book 2 Unit 5	学术初恋	张彩霞	贺 涵	张耘乔	张彩霞	叶 伟
Book 2 Unit 6	妙思如泉	扈 爽	齐安妮	张 亮	扈 爽	周洪政
Book 2 Unit 7	软件时代	张 洁	陈贝贝	任 军	陈贝贝	李镇涛
Book 2 Unit 8	快乐写作	李 鸣	张 亮	杨永林	李 鸣	张 璠
Book 3 Unit 1	化入仙境	付 婧	扈 爽	张叶蓓	扈 爽	戴 钦
Book 3 Unit 2	避免悲剧	陈贝贝	任 军	张彩霞	张彩霞	林 玲
Book 3 Unit 3	遗产风波	陈俊坤	冯龙庆	张耘乔	陈俊坤	刘 栩
Book 3 Unit 4	善待读者	汪 涵	贺 涵	陈思维	汪 涵	赵 鑫
Book 3 Unit 5	痛并快乐	杨 卉	陈思维	汪 涵	杨 卉	李 文
Book 3 Unit 6	防止作伪	汪 涵	张叶蓓	杨永林	汪 涵	赵 鑫
Book 3 Unit 7	征途路上	陈思维	杨永林	杨 卉	陈思维	黄海冰
Book 3 Unit 8	化蝶起舞	杨永林	陈贝贝	李 鸣	陈贝贝	王 冉

在高等教育出版社外语出版中心主任刘援、高等教育事业部副主任贾巍的精心策划和大力支持下,《体验英语写作》系列教材终于得以问世。可以毫不夸张地说,没有刘援老师事无巨细、自始至终的关心和支持,这套教材和语料库不可能如此完美地呈现在大家面前。我们衷心希望这套英语写作“教学包”(teaching package)能够受到我国英语教师、大专院校学生,以及广大英语爱好者的喜爱。同时,我们也殷切期望能够听到积极的反馈建议,以便做好后续新书的编写工作及现有文库的修订工作。

杨永林

2003年仲秋于荷清苑

Writing

Syllabus

Fall, 1999

YANG YONGLIN

## A General Syllabus for Our Writing Class

### 课程介绍

**H**ow should we conduct this writing class?

This is the first English writing class we are going to have together. It really does not matter at all whether you have taken a writing class in English or not before you came to this class. But there is one thing that really matters. That is, we are going to introduce a lot of new things into our writing class. Therefore, we would like you to pay some attention to these changes. More importantly, it is hoped that you will get ready for something new and different. Mutual patience and tolerance (相互“忍让”) should be expected, encouraged, and respected in our class. To have a better preparation for the coming class, we would like to say a few words concerning the design of this course rather than to give you something to write about in this opening class.

From the perspective of the instructor, we are going to emphasize two things in our writing class. First, we will introduce something theoretical into the class and show you how to have a better control of things such as structural organization (组织结构), stylistic variation (文体变化), plot development (情节设计), and so on at a macro-level of composition (宏观写作层面). Moreover, the training of your potential abilities in critical thinking (批判思维), creativity (创造性), and personality (文章个性) will be emphasized equally. Then, we will move on and lead you to a micro-level of writing practice (微观写作层面) by providing you with some assignments (both in class and out of class) of different kinds. By doing so, we will have an opportunity to look at mechanical things (语言技巧) in your writing performance. By reading and grading your writing pieces (评阅作文), we will give you some comments and suggestions concerning your grammar and choice of words. For instance, corrections (修改内容) we will mark out (红笔标示) on your writing papers are what you need to pay attention to at the micro-level of your writing practice.

If you follow this training model and work cooperatively with us at these two levels, we can be sure that you will be able to improve your writing skills quite efficiently. One more thing: Note-taking (课堂笔记) and assignment completing (作业完成) are equally important in our writing class. Because theories of writing should always go with your employment of them in your writing training (写作理论必须与写作实践相结合), if you want them to function best. On the other hand, it has been observed that careful note-taking practice provides much more feedback students need in their ensuing writing processes than other devices. In a situation like this, your note-taking will play an indispensable role in the development of your writing skill.

Last but not least, let us further specify some special things we are going to follow in this class. First, we have some special requirements for our classroom management and performance evaluation (课堂管理和能力评价). We want to introduce a di-process-controlled training model (双过程化控制训练模式) in our classroom. A brief description of this new approach is needed here. By having a process-controlled writing class, we will have something rather different than what you have had in your English training so far. We will introduce into this class some innovative activities such as minilectures (小型讲座), group discussions (小组讨论), pre-writing (前写准备), writing (写作过程), rewriting (改写过程), peer-exchange commenting (同学互评), peer-exchange reading (习作互读), and even big project practice (研究型大作业) like how to complete a research report.

Second, we are going to evaluate your writing performance in this class by using a holistic evaluation system (整合式评价体系). This means that we will not only evaluate your performance by grading your exam papers, but also monitor your progresses by reading your routine assignments (通过日常作业, 观测进步过程).

Before ending this short introduction, let us make some other things clear. We are going to have six or seven writing tasks to complete in this semester. Most of these tasks are in-classroom assignments, though sometimes we may have a longer piece to complete out of class. For the former task, we will have about 60 minutes to complete a piece; for the latter task, you are supposed to finish it in a couple of days. Moreover, we strongly suggest you use A4 size print paper (A4型号打印纸) for your work. The reason is that it is convenient for you to have better self management of your assignments. Another reason is that this paper will be more durable than other paper for peer-exchange reading and evaluating (同学互评). As we move on, you will get to know that there will be far more good reasons for us to make this choice.

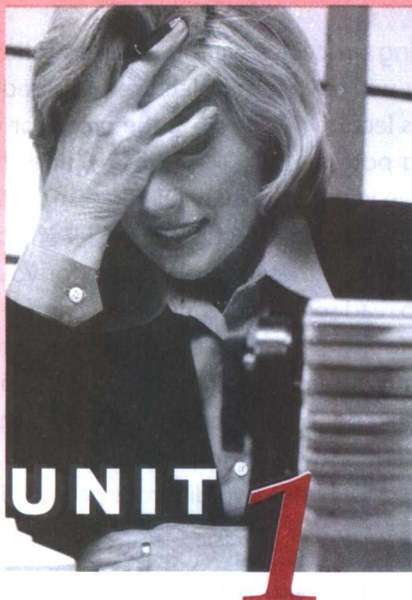
All in all, we hope that we can work together and have a rewarding class in our English writing.

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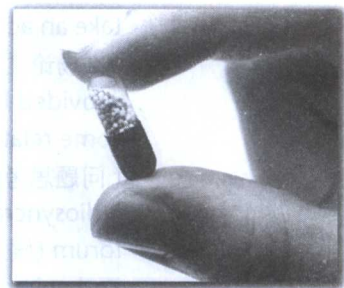
## English Writing Is My Headache!

## 痛哉写作

### 1

### GENERAL INTRODUCTION

### 开宗明义



**W**e often hear from our students complaints (抱怨) like this: "I don't like English writing. It's terrible to learn how to write in English." "I've learned English for almost ten years, but I still don't know how to write a good piece in English." Why should it be so? Many things are involved (牵涉多种因素). In this opening unit, we are going to explore some possible reasons for this discouraging result (令人失望的结果). Before doing that, let us say a few words about the arrangements of our units (单元内容安排) so that you will have a better understanding of our new type of training in writing. As you can see from the following list, there are nine parts in each unit and these parts are arranged in a way that can best reflect our original teaching and writing processes in class (完美体现实际写作教学过程):

- 1 General Introduction (开宗明义);
- 2 Professor's Lecture (夫子论道);
- 3 Sample Selection (入围要旨);
- 4 Students' Pieces (秀才文章);
- 5 Professor's Comments (朱笔圈点);
- 6 Classroom Report (文场论文);
- 7 Suggested Questions (问题思考);
- 8 Idiosyncratic Views (一家之言);
- 9 Challenging Experiences (体验挑战).

A more detailed description of these training processes will be given as follows: Following a brief introduction (开宗明义), you will have a mini-lecture prepared by your professor specifically for a given unit. In this lecture (夫子论道), the professor will try to do two things: first activate your writing potential (启迪写作潜能), and then show you some alternative approaches to improve your performance in English writing (提供改进方法). After that, we will move to the "Sample Selection" (入围要旨) part and tell you something about how and why we choose these sample pieces for you to read. Move on and you will have an opportunity to read some authentic pieces completed by our students (原汁原味的“秀才文章”) in the fourth part so that you can get further incentives and tips (提示) to start your own writing. Interesting as these chosen sample pieces might be, as you fully understand, they could not be perfect. Therefore, we must show you how to further improve them. Consequently, two important sources are provided to illustrate how to polish a piece (评点修改) from two different perspectives (不同视角).

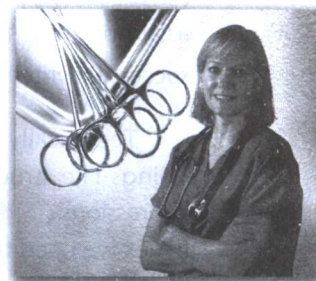
First, in the "Professor's Comments" (朱笔圈点) part, you will see how the professor will review and correct a piece. Then, to help you have a whole picture about how to take an active participation on the students' part, a summary called "Classroom Report" (文场论文) is added. By going over this part, you will know some general comments provided by your peers on a given writing task. Following this part, we will give you some related questions to think about. So you will have some "Suggested Questions" (问题思考) in each of units. Then comes a lively and colorful part dubbed as (称为) "Idiosyncratic Views" (一家之言). In fact, this section is designed as an entertainment forum (娱乐论坛) or as a cultural park (文化公园) where you can have a temporary rest and enjoy some interesting perspectives university students like you may have towards the issues we have been concerned with in our English writing class. To make more fun of it, articles for this part are written in Chinese, rather than in English, so that you can relax your strained eyes by reading these fresh and brilliant papers (聊借佳文怡倦眼) completed by students from different educational backgrounds. "Brainstorming" (群策群策; 通力攻关) is another important function these beautifully written Chinese essays can fulfill in the process of your writing. They can serve as a mirror and help you look at things from different perspectives.

Last but not least, we have at the end of each unit an interesting part called "Challenging Experiences" (体验挑战) where you will see a colorful description of the thorny but rewarding path (艰难与硕果并存之路) our student writers have taken in doing their peer evaluating work for the book. You can simply follow their pattern and become a more conscious and reflective writer in your English practice. The main point behind this classroom arrangement is that we try to have fun by writing something in English so that a happy writing class could be possible (快乐写作成为现实).

## 2

## PROFESSOR'S LECTURE

## 夫子论道



## Know Your Problems &amp; Try Something Different

## 问诊把脉，尝试新方

## ❖ I Introduction

As we all have experienced, when we start learning how to write, we will inevitably have a bunch of problems. Some are psychological (心理上的). Some are technical (技术上的). Some are methodological (方法上的). And some are clearly task or subject related (任务本身的). Are you scared off? Stay calm and give us your ear. The basic principle behind this mini-lecture is rather simple. If you know your problems, that is not a bad thing. If you can find some solutions, you do not need to worry about them any longer.

In what follows, we will first identify some potential factors (列举影响因素) that may influence your performance in English writing. Then we will introduce some principles and strategies to help you deal with your difficulties in your writing.

## ❖ II Potential Factors

We all know that language learning is a rather demanding task that involves many factors. When it comes to writing, even more things are involved. What we identify below are some of them. To present you a whole picture of the issue, we are going to explore these problems from psychological, technical, methodological, and, possibly, subject perspectives, respectively.

Psychologically speaking, many language learners may not be ready for the task of writing when they are asked to do so. Two relevant factors are involved here. One is related to the cognitive development (认知发展) of student writers and the other has to do with the agony (痛苦) they may have experienced in their writing classes before. To deal with the cognitive problems, we think that in our writing class we should have more



training in critical thinking (批判性思维), logical reasoning (逻辑推理), and information processing (信息加工) so that you will learn basic principles and write in a natural, logical, and explicit way. To overcome the barriers produced by the agony in writing, we need to do two things. On the one hand, we will give you a systematic type of training in writing (系统的写作训练). On the other hand, we will encourage you to get rid of some false assumptions (抛弃错误观点) concerning English writing so that you will know how a successful writer writes and how you can manage to do a better job in your English writing.

Technically speaking, we face a problem of how to improve your language skills. Things like structural organization (篇章结构), grammar rules (语法规则), idiomatic expressions (习惯用法), and powerful language use (有力表达) are some of the major issues we need to take care of in this writing class.

Methodology selection forms a third factor in our writing classroom. Needless to say, we have been bequeathed a big legacy (丰富遗产资源) in this respect. Just think about what happened in ancient times. If you read about rhetoric (修辞), you will soon realize that explicit and persuasive writing has been given much emphasis ever since Aristotle's time (亚里士多德时代). Things such as logic and eloquence were greatly valued in the Greco-Roman tradition (希腊罗马传统) of education. But this tradition did not stop. It has been passed down through centuries. Following this tradition, a constellation of methods (方法群出, 不胜枚举) has been developed to meet some new practical purposes. The problem we have now is not that there are not enough methods for our writing class, but that we do not know how to make a sensible choice from many competing patterns of training.

Facing a complex situation like this, how to take a critical point of view and provide our students with a more practical and effective way of writing becomes an important issue. In effect, when we conduct a course like writing, there will be a fourth problem coming from the subject itself (学科本身). When we talk about writing, an agony will soon be observed in different writing classes, Chinese or English. You may argue that Chinese writing and English writing are awfully different. I agree. A cruel fact is that after many years' training, we still cannot say with confidence that we have become successful writers in either case. Other things being equal, a reasonable explanation may be this: Among all language skills, writing could be the most demanding one.

In a difficult situation like this, we need some change in our classroom. On the other hand, as you know, any substantial change will be difficult and painful. Are you ready for a change? We believe you are. This is because what we put in this mini-lecture has already reflected a big change. Follow us and you will have more.

### ❖ III Solutions

In our discussion above, we have identified four major problems in a writing class. In this part, we will try to provide some possible solutions to these difficulties.

The first solution is how to attenuate the agony (舒缓“剧痛”) you may experience in your English writing. An important principle for you to follow in this case is that you have to know that this problem is a rather common syndrome (常见症候) for every



English learner. As student writers, you have it in your daily writing, and being your professors, we have the same problem in our academic writing as well. Knowing this, we should not be ashamed of it or afraid of it. Rather, we need to fight it by having more confidence and enhancing our performance. As an old saying suggests, once you learn how to do it, it will not be a headache any longer (难者不会, 会者不难).

The second solution we want to introduce is to emphasize the importance of language management in your writing. A couple of strategies have been found for this practice. Here are some for you to overcome possible rhetorical problems in your writing (写作中的修辞问题). The good thing for you to take up these strategies is that you can improve your writing efficiently, so you do not need to spend much time in your study.

- 1 Try to form a good connection between your mind and your hand (思维和写作结合).
- 2 Try to pay attention to your structural organization (注重篇章结构) so that your meaning could be expressed in a logical and explicit way. To meet this end, you must always remember this principle: "String your ideas like a pearl necklace" (观点表达, 宛如珠链) rather than "pile your ideas up like a hump" (观点堆砌, 杂乱无章).
- 3 Try to reinforce your training in coherence (连贯), namely, logical connection of your thinking, and also in cohesion (衔接), namely, structural connection of your wording. Some basic transitional markers (过渡表达) summarized below can help you to do a better job in transition.
  - 1) Time-related sequential expressions (表示时间顺序的词语) such as "first..., second..., then ..., and finally..."
  - 2) Event-related phrases (表示事件顺序的短语) such as "at the beginning of..., in the end...", logic-related relational pairs (表示逻辑呼应) such as "on the one hand... on the other hand", "though... yet", "you may say that, but..."
  - 3) Some commentary terms (附加评述观点的说法) such as "hopefully", "interestingly", "strictly speaking..."

A new method will be introduced into our class and it will become a feasible solution to your last problem in writing. This new model is generally called "a di-process-controlled method" (双过程化控制写作训练方法). What this innovative method suggests is this: Whenever you have a piece to write, you'd better decompose (解构) your writing work into a series of processes, but never treat your writing as a rigid task that you can do all at once (一个过程化的写作, 而非“一蹴而就”的写作). In this new model, you may first have some nice discussion with your classmates so that necessary information could be collected for your writing task. This is called "brainstorming" (信息收集、通力攻关). Then, you will find some interesting things to say. Everything at this stage could not be as complete and satisfactory as you may expect. All you need is a starting point to take off and prepare your "pre-writing" work (前写准备). Following these warm-up processes (热身过程), you can begin your real writing, striving for a logical argumentation (合乎逻辑的论点), a tight organization (紧凑的结构), and a vivid description (生动的描述). After that, you may hope to make further improvement so that your piece will become more readable (更具可读性). When you do that, you are going through (经历) the fourth process which is called "rewriting" (改写过程) if you are less patient and want to skip over activities such as "sample processing" (样本处理) and "feedback processing" (反馈过程). There are still two processes for you to experience. One is "editing" (编辑过程) and the other is