

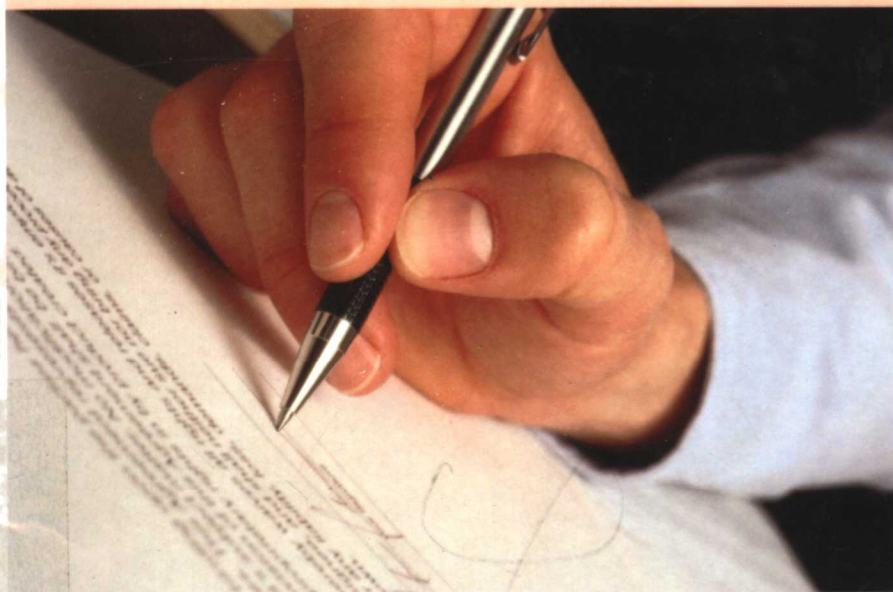
# COLLEGE ENGLISH

## Creative Writing

**Book 1**

*Student's Book*

Ian Smallwood  
Li Po Lung



大学英语创意写作

**第一册**

**学生用书**



上海外语教育出版社

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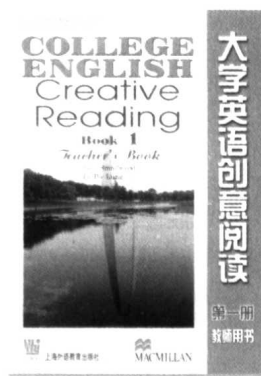
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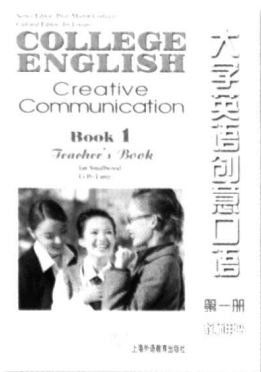
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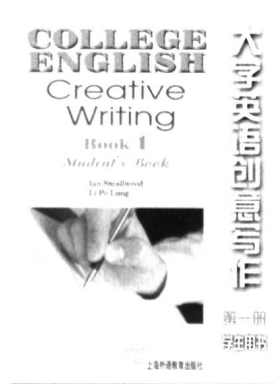
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## Introduction

**I**n Chinese universities and colleges there is an increasing emphasis on students' practical ability to write in English for both academic and general purposes. It is recognized that their writing skills in English also need to be linked to the development of a creative spirit, to cultural awareness and skills in intercultural communication, and to active application of thinking and problem-solving skills.

The *College English Creative Writing* series of College English textbooks is aimed at helping students develop the writing skills and language competence necessary for their tertiary studies and other writing needs. The series systematically analyzes English texts covering a wide range of topics and text types at the sentence, paragraph and text levels, and provides comprehensive notes about the grammar, and vocabulary items commonly used. The series also encourages students to be creative, to be aware of intercultural aspects of using English, and to be able to express their own thoughts and feelings when writing. The *College English Creative Writing* series complements the four books in the series of *College English Creative Communication* textbooks and the six books in the *College English Creative Reading* series.

Although the *College English Creative Writing* series is particularly suitable for students who will study at tertiary institutions, other learners who need to develop basic writing skills and build up basic language competence necessary for written communication in daily life and/or the workplace will also find the books to be very useful.

This book is at Level One. There are further books at Level Two, Three and Four.

### *Special Features of Book One*

Book One of the series focuses on the analysis of English Texts at the sentence and the paragraph levels. The main features of the book are:

**Carefully selecting grammar, punctuation and vocabulary items to cater for students' standards and needs**  
**Raising students' awareness of foreign cultures, which helps them write with an appropriate style and tone**

**Enhancing students' knowledge and understanding of how the English language works with well-constructed grammar, punctuation and vocabulary exercises**

**Analyzing authentic written texts at the sentences, paragraph and text levels, which enables students to thoroughly understand the fundamental elements which facilitate text processing**

**Training students to proof-read and edit their writing**

**In-depth grammar, vocabulary and punctuation notes which help students understand the language systems**

Variety of extracts and passages on a wide range of topics to cater for students' interests and experience and, more importantly, to maximize their exposure to various text types

Expanding students' creativity by providing them with contextualized tasks which require them to write on a wide range of topics for various authentic purposes

### *The Structure of Book One*

*Book One* consists of 16 units; each focusing on one particular topic ranging from the fundamental steps in writing such as "Generating and Structuring Ideas" (Unit 1) to more specific topics such as "Topic Sentence and Expansions" (Unit 16). In each unit, there are four parts:

- Part One: Looking at texts
- Part Two: Advanced grammar and usage
- Part Three: Punctuation review
- Part Four: Expanding your creativity

### *Part One: Looking at texts*

The first part in each unit focuses on the analysis of English texts. Extracts on a wide range of topics are analyzed so as to enhance students' understanding about:

- writing process;
- sentence writing; and
- paragraph development.

• To reinforce what students have learned in this part and to prepare them for the writing tasks in Part Four, they are encouraged to complete various tasks, including:

- sentence completion;
- sentence writing;
- blank filling;
- proof-reading;
- editing;
- paragraph writing;
- construction of mind maps;
- making comparisons and contrasts; etc.

In this part, there is a vocabulary section which is aimed to help students improve their vocabulary knowledge by:

- raising their awareness of the differences between British and American vocabulary;
- familiarizing them with commonly used prefixes and suffixes;
- explaining how to form nouns, adjectives, adverbs and verbs;
- introducing commonly used synonyms and antonyms;

- presenting common idioms; and
- discussing words used for different purposes.

### **Part Two: Advanced grammar and usage**

The second part of each unit is aimed to help students' understanding of how the language works. This will enhance their comprehension of texts, and more importantly, with such knowledge they can improve their own writing. To achieve this, there are detailed notes about commonly used grammar items, including:

- the passive mood;
- prepositions;
- the gerund;
- defining and non-defining relative clauses;
- comparison of adjectives;
- present time, past time, future time;
- prepositions;
- that-clauses;
- conditional sentences;
- the indefinite "it"; etc.

Extracts are referred to when illustrating and discussing the usage of these grammar items. To consolidate their grammar knowledge, a wide range of grammar activities and exercises are available.

### **Part Three: Punctuation review**

Punctuation symbols, which play a significant role in writing, are sometimes neglected in English courses. In this part, emphasis is placed upon punctuation marks, which allow writers to tell their readers when to pause, which words go where, and so on. Extracts are also referred to when illustrating the functions of the punctuation marks below:

- capital letters;
- quotation marks (1);
- colons;
- exclamation marks;
- commas;
- quotation marks (2);
- parentheses;
- semi-colons;
- apostrophes; and
- hyphens.

### **Part Four: Expanding your creativity**

To provide students with opportunities to put what they learned about writing from this unit into practice, and more importantly, to help them develop their creativity, which is an important component of successful writing, short writing tasks are available in this part. The writing tasks provided are always:

- meaningful;
- purposeful;
- relevant to students' interests and experience;
- covering a wide range of topics;
- related to the theme of the corresponding unit; and
- of a suitable length (around 60 words each in *Book One*).



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# CHAPTER ONE

## The Writing Process I:

### Generating and Structuring Ideas

In this unit we examine:

- ways in which the central ideas of a piece of writing may be generated; and
- how the structure of a text can be built around those ideas.

We may, for example,

- have a topic about which we are planning to write;
- have an idea or a set of ideas in our mind on which we plan to base our writing; or
- have a set of notes already prepared which we think can be used as the basis of what we write.

But we may not be sure that we have covered the whole of the field we are planning to cover. In order to make sure that what we are writing is comprehensive and complete, we should try to see our planned writing in a wider context.



## Part One

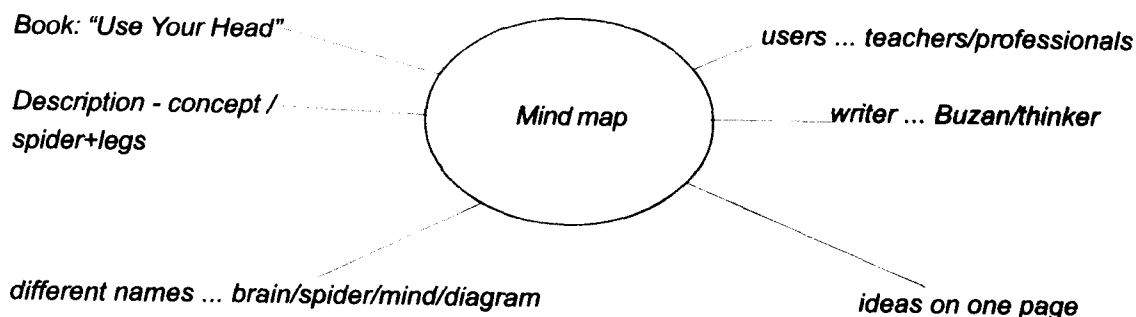
### **LOOKING AT TEXTS**

The paragraph below describes an idea which many writers, students and teachers use to generate ideas.

One of the most original thinkers in recent times on the topic of creative writing is Tony Buzan. In his book "Use Your Head", he describes what he calls a "mind map". This has become very popular among teachers and professionals of various kinds. It has been given many different names, such as "brain map" or "spider map". What is involved here is simply any central idea which provides the main focus of the activity

— for example “entertainment”, or “agriculture”, or even something more abstract such as “hope” or “revenge”. This is written in the middle of a blank page, and a circle is drawn around the word. Then related ideas are written around the word which are related to the central concept, with lines drawn between them and the circle containing the main idea. This is where the title “spider map” or “spider diagram” comes from, because the diagram soon begins to look like a spider’s body, with the main idea in the middle and lines stretching outwards from it, like a spider’s legs. Ideas connected with these related ideas are then added, so that in the end a whole structure of related ideas can be seen on a single page.

The ideas underlying this passage can themselves be expressed as a “mind map”, as follows:



Note how the ideas are carefully rearranged in a logical order:

- 2 Book: “Use Your Head”      3 users ... teachers/professionals  
 4 Description — concept /spider+legs      1 Mind map      5 writer ... Buzan/thinker  
     /lines/examples(entertainment,etc)blank page  
 6 different names ... brain/spider/mind/diagram      7 ideas on one page

The mind map then becomes:

5 One of the most original thinkers in recent times on the topic of creative writing is Tony Buzan. 2 In his book “Use Your Head”, he describes what he calls a 1 “mind map”. 3 This has become very popular among teachers and professionals of various kinds and 6 has been given many different names, such as “brain map” or “spider map”. 4 What is involved here is simply any central idea which provides the main focus of the activity — for example “entertainment”, or “agriculture”, or even something more abstract such as “revenge”. This is written in the middle of a blank page, and a circle is drawn around the word. Then related ideas are written around the word which indicates the central concept, with lines drawn between them and the

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It is worth noting how the ideas are arranged. Following the most common practice in English writing, the main idea comes near the beginning, and the other points are then used to fill in the details:

- ✧ points 5 and 2 are used to introduce the **main idea** (1);
- ✧ the main idea is then described in more detail by 3, 6 (first part), 4 and 6 (second part); and
- ✧ the long descriptive section is summed up in 7.



### *Task 1*

*Read the paragraph on Tony Buzan below. Then, working with a partner, number the ideas and say which you think is the central idea. Then break up the paragraph into separate ideas in the form of a “brain map”.*

In the 1960’s Tony Buzan worked in London for the journal of an organization called Mensa. He was also teaching people who found great difficulty in learning. While he was working in London, the British television company, the BBC, asked him to make a programme about ways of learning. This programme was called “Use your head”. The programme was so successful that a large number of related programmes for radio and television, videos, and a series of books, developed out of it. Since its first publication in 1974, the book has been translated into more than a dozen languages and has sold more than a million copies. It is clear that the author, Tony Buzan, is a multi-talented person. Besides editing *the Mensa* journal, writing and presenting the TV series and writing several books, he is a very successful coach in two very different fields — rowing and chess. He has also won several prizes for his poetry.

## **Producing the Brain Map: The “Brainstorming” Technique and “Thinking Outside the Box”**

### *Common Problems*

When writing, we may have difficulty in:



1) thinking of enough ideas — sometimes our minds seem to “freeze up,” so we end up sitting in front of a blank sheet of paper.

2) escaping from ideas that immediately come to mind when we are given a topic to write about, we have certain ideas that come to mind immediately. We then find it difficult to “escape” from those ideas. They restrict our ability to think creatively.



“Sometimes you get a brainstorm,  
sometimes you only get the clouds.”

### Suggested Solution — The Brainstorm Technique

We should also try to let our brains relax and think more freely. We have to learn to “think outside the box”. One way of doing that is to use the “brainstorm technique”.

The brainstorm technique in thinking creatively tries to loosen the control of the brain over its own ideas, just for a short period — one to five minutes or less — and to allow it to run wild, freeing it from the control of all those attitudes which say to us “No — don’t consider that idea; it’s silly!”

### Steps for Brainstorming

- 1) Lots of different — and often very surprising — ideas run around in our heads.
- 2) As we do this, we note down everything that comes to mind. At the end of our brainstorming exercise we are left with a collection of random ideas written down on a piece of paper.
- 3) At that point we begin to try and put the ideas together in a sensible form. Some of our notes will be useless and we’ll just throw them out. But if we are lucky, or if we have trained ourselves to relax our brains (which takes practice) — we should have a few new ideas to write about.

