

COLLEGE ENGLISH

Creative Writing

Book 2

Student's Book

Ian Smallwood
Li Po Lung



大学英语创意写作

第二册

学生用书



外教社

上海外语教育出版社

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Introduction

In 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 *College English Creative Communication* series 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 foundation 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 Two. There are further books at Level Three and Level Four.

Special Features of Book Two

Book Two of the series focuses on the analysis of English Texts at the text level. 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 sentence, paragraph and text levels, which enables students to thoroughly understand the fundamental elements that 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 Two

Book Two consists of 16 units, each focusing on one particular genre such as “Descriptive Writing One: Places” (Unit 1) and “Narrative Writing” (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 analysed so as to enhance students' understanding about the:

- 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:

- familiarizing them with commonly used prefixes and suffixes;
- explaining how to form nouns, adjectives, adverbs and verbs;
- introducing commonly used signpost words and phrases;
- presenting words and phrases for particular purposes such as formal writing and writing instructions; and

- discussing the words used for different purposes.

Part Two: Advanced grammar and usage

The second part of each unit is aimed to help students understand how the English 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 gerund;
- defining and non-defining relative clauses;
- comparison of adjectives;
- present time, past time, present continuous time, past continuous time;
- clauses of reason and result;
- reference;
- absolute adjectives and adjectives expressing degrees;
- phrasal verbs;
- noun clauses;
- that clauses; etc.

Extracts are referred to when illustrating the usage of these grammar items. Given these contexts, students can understand the usage better. To consolidate their grammar knowledge, a wide range of grammar activities and exercises are available.

Part Three: Punctuation review

Punctuation marks, which play a significant role in writing, are sometimes neglected on 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;
- colons;
- commas;
- avoiding unnecessary use of commas;
- 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 compo-

nent of successful writing, short writing tasks are available in this part. Most of the writing tasks provided have common features such as:

- meaningful;
- purposeful;
- relevant to students' interests and experience;
- covering a wide range of topics;
- related to the theme of the corresponding unit; and
- suitable length (around 120 words each).

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CHAPTER ONE

Descriptive Writing I: Places

This chapter is the first on descriptive writing. In it we look at writing about places. As with any other type of writing, once we are clear what general type of writing we are considering, the questions to be asked are:

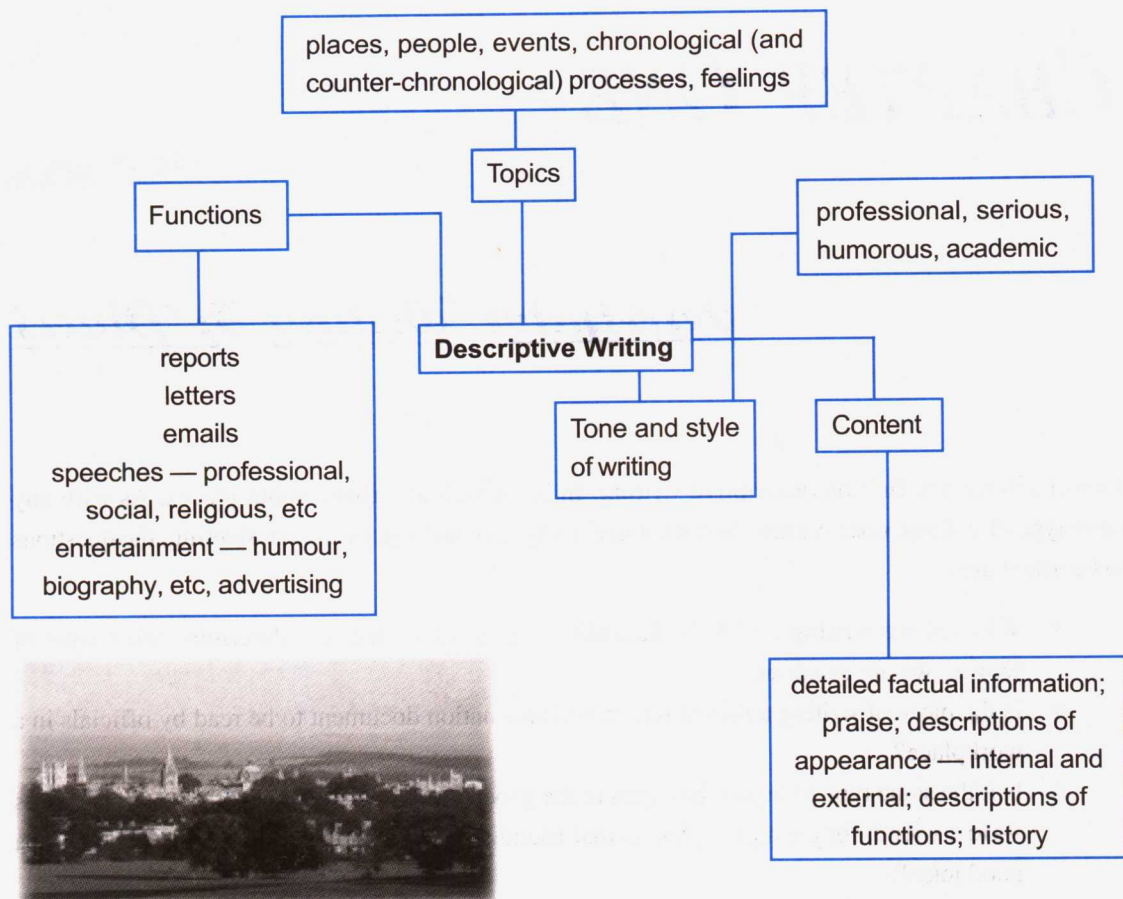
- Who are we writing for? It is the audience of readers that will determine what style of writing we are to adopt.
- Is the piece of writing a formal report, an information document to be read by officials in a workplace?
- Is it the same type of report, but open to the general public? Is it for entertainment purposes — to a friend, for example? (And is that friend a serious kind of person or do they enjoy a good joke?)
- Is it for advertising purposes, with a view to selling something? Questions such as these will help us decide what kind of style and approach we must adopt in our writing, and we must keep our audience in mind all the time as we write.



Part One

LOOKING AT TEXTS

There are many factors involved in determining how the audience will influence our writing style, and the brain diagram below may help demonstrate the complexity of the matter:



Example:

The following passage on Oxford Town Hall in the UK is adapted from the website of Oxford City Council. There are several features which indicate where the passage is from, and who it was written for. Can you identify the information and words or phrases which indicate where it was taken from, who it was written for and why it was written?

Oxford Town Hall

The home of local government has been on this site since 1292. The Town Hall of 1752 replaced the Guild Hall until it was knocked down in 1893 and replaced by the new Municipal Building housing the Council offices, Court, police station and public library. The Town Hall was a large meeting room within the Municipal Building. With time the whole building has become known as the Town Hall.

The building continues to play a key part in the life of the council with meetings regularly taking place in wood-panelled chambers. It is one of the city's attractive landmarks and has been the destination of many delegates visiting the city, including former Soviet President Gorbachev and former South African President Nelson

(to be continued)

Mandela, as well as representatives of Oxford's twin towns Leon, Bonn, Leiden, Grenoble and Perm.

One of the most popular establishments for hire in Oxford, our rooms are available for various functions and events such as concerts, presentations, tea dances, job fairs, beer festivals, boxing events, seminars, public meetings and community activities. A popular venue for weddings, the Town Hall has been licensed for marriage ceremonies for two years. With facilities to accommodate 12 – 742 people, the Town Hall and staff can ensure that your event will be a great success.

Oxford Town Hall is situated in the centre of the City a short walk from Gloucester Green bus station and Oxford Station. Oxford has first-class rail connections to the West (via Reading), Birmingham, the Midlands and London. Two M40 junctions serve the City and there is a twice hourly direct coach link from Gloucester Green to all Heathrow terminals and an hourly service to Gatwick airport.

Where	Who	Why

Comments on the passage

Paragraph 1

- This paragraph describes the history of the building. This will be of interest to tourists and to a lesser extent to visitors with a practical or business purpose. The passage was therefore written with visitors and local citizens in mind.
- The fact that the passage includes some history of the Town Hall building suggests that the writer has some pride in the building, but this is not fully enough information to show that it was written for the town council.

Paragraph 2

- A number of phrases stress the importance of the building: *a key part ... wood-panelled chambers ... (famous people) ... twin towns*. These show that either the writer places a high value on the building or that she or he is trying to “sell” the building to visitors.
- One phrase, “the life of the council”, indicates that the passage was written by a representative of the town council.

Paragraph 3

- The information about functions for the public and rooms to rent for particular purposes

indicate that the writer is offering a service to the public. There is clearly a selling aspect here as well as a purely practical function.

Paragraph 4

- This paragraph describes the precise location of Oxford Town Hall for visitors through phrases such as “a short walk” for bus and train travellers and “Two M40 (i.e. motorway) junctions”.
- The passage describes the functions, location and history of the building, but not its appearance, except for a few details.



Task 1

Read the paragraph below about the Cathedral in Moscow's Red Square and pick out some of the phrases that show who it was written for and who the writer worked for.

St. Basil's Cathedral

St. Basil's stands in Red Square. It has many varied colors and shapes, which make it very attractive. Its huge number of domes, arches, towers, and spires, each with a distinctive pattern and colour, have delighted the eyes of visitors since it was built around 1550. Although St. Basil's was built to commemorate Ivan the Terrible's capture of the stronghold of Kazan from the Mongols and although its real name is the Cathedral of the Intercession, since as long as anyone can remember its popular name has associated it with a prophet who foretold the Moscow fire of 1547. You can best appreciate St. Basil's appeal by a walk around its outerwalls, because the plain interior is a disappointing contrast to its wonderful exterior decoration.

Written For	Working For



Task 2

Read the passage below, about the main historical bridge in the Czech Republic's capital city, Prague, and say who it was written for and who probably wrote it. Pick out some of the content and the phrases that show this.

Charles Bridge is a stone bridge in the Gothic style that connects the Old Town of Prague with the area known as Malá Strana. It was actually called the Stone Bridge for the first several centuries of its life. It was built by the Czech king who was also the Holy Roman Emperor, Charles IV, and its construction began in 1357. The architect Petr Parléř, whose other works include the St. Vitus Cathedral at Prague Castle, was in charge of the construction work. People say that eggs were mixed into the cement to make the bridge stronger. Charles Bridge is one of the many monuments that were built during Charles' reign but wasn't the first bridge that connected the two banks of the River Vltava in Prague. Another bridge used to stand in its place — the Judith Bridge, which was the first stone bridge over the river. It was built in 1172, but it collapsed in a flood in 1342. Unlike Judith Bridge, Charles Bridge has survived many floods, most recently in August 2002 when the country experienced the worst flood in the past 500 years.

There are towers at each end of the bridge, and both of them can be climbed to see a view of Prague and the bridge from above. Statues began to be placed on either side of Charles Bridge in the 17th century. Many of them are actually copies, the originals being in Prague Museum. The most popular statue is probably the one of St. John of Nepomuk, a Czech saint



Charles Bridge and Prague Castle

who was thrown into the Vltava from the bridge. The plaque on the statue is shiny because it has been touched by so many people over the centuries. Touching the statue is supposed to bring good luck and ensure your return to Prague.

Charles Bridge is at the top of every Prague visitor's must-see list. One reason why it is such an attraction is that it is also popular with Czech artists, musicians and souvenir sellers. A great time of day to come to the bridge is at sunset when one can enjoy a breathtaking view of the fully lit Prague Castle against the evening sky. The bridge is now a pedestrian zone (although both tram and car traffic were allowed there in the past) and is almost constantly filled with people. If you want to have it all to yourself, get there very late at night or early in the morning.

Written For	Written By