COLLEGE ENGLISH
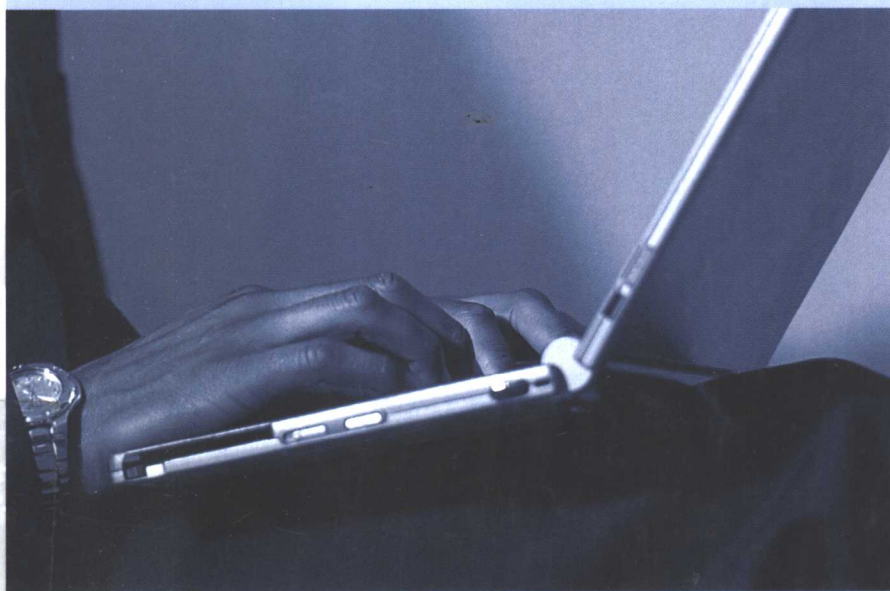
Creative Writing

Book 3
Teacher's Book

Ian Smallwood
Li Po Lung

大学英语创意写作

第三册

教师用书

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外教社 上海外语教育出版社 **MACMILLAN**

Introduction

This brief introduction aims to provide the rationale behind the book, to explain the selection and sequencing of the material, and to provide some general teaching suggestions.

Purpose of the book

CECW Book 3 focuses on written academic communication and it is clearly important to remind students that English is the international medium for academic communication, with more than 80% of international academic books and journals published in English. All forms of academic writing share certain features and these include the use of a formal style and an impersonal, distant tone. Another feature of academic writing is its use of references to expert sources of information to support the claims being made by a writer.

Teachers will need to make sure that students understand that the use of references helps writers to avoid plagiarism. Plagiarism is copying the work of others without permission or acknowledgement, whether this is done deliberately or unintentionally. But there are other — and more positive — reasons for students to avoid plagiarism. When students mention the name of an author or speaker in their academic writing, they show respect to the writer while, at the same time, earning the right to use the writer's intellectual property.

Organization of the material

Each chapter of the book is divided into three main sections: Improving Your Understanding, Developing Your Skills, and Expanding Your Creativity. The division of each chapter into similar sections means that study progresses from understanding, through to practice in the skills section and, finally, to production of written texts in the creativity-focused section.

This division helps to create a standard pattern of teaching and learning for the whole book. It may also be possible, particularly with able or highly motivated students, to set the first section on "understanding" as pre-lesson preparation and the "creative" section as homework. Doing so would allow you to focus on the skills-building work in lesson time.

This book is sequenced to progress from relatively simple receptive work to more demanding and productive tasks. The first chapter presents an introduction to basic principles in academic communication, and other early chapters deal with issues such as how to get information for academic writing, and how to use the information obtained appropriately. In this sense the early units follow the real-life procedures employed by effective writers of finding and applying relevant information.

Another early chapter is concerned with the process approach to writing, which attempts to encourage students to produce their best possible writing. Teachers should also encourage students to adopt this approach, which involves the production of multiple drafts of a piece of writing. The main steps in the process approach are given in the table below.

Stages in the writing process

Stages	Targets for students	Teacher's role
Pre-writing Writers are concerned with content and organization.	Discover ideas, select and order material. Sharpen awareness of the communicative context.	Ensure that the writing task is one with a clear purpose and audience. Provide sufficient input and activities.
Drafting Writers are concerned with content, organization and expression.	Develop ideas. Find appropriate means of expressing ideas. Focus on the creation of meaning.	Support students by giving suggestions related to content and by offering help with the expression of ideas.
Revising	Understand the importance of revising to develop meaning and facilitate communication. Develop revising skills by identifying strengths and weaknesses in one's own and others' texts. Understand readers' difficulties in comprehending texts.	Identify students' strengths and weaknesses. Demonstrate how to be a reader and provide helpful feedback. Provide reviewing and re-writing activities. Appreciate students' improvements to their writing.
Presenting / Publishing Writers are concerned with the appearance and accuracy of the finished product.	Appreciate their own progress. Set one's own targets for further development.	Appreciate the achievements of students. / Provide a supportive audience. Give value to the writing by displays and other means.

Following the early chapters, there are a number of units that focus on producing texts in essay or term paper format. These chapters are sequenced to progress from relatively brief and simple tasks to lengthier, more complex ones. So, for example, relatively simple comparison and contrast texts are dealt with first, and this treatment is followed by problem-solution texts, argumentative texts and, finally, the most complex of all, analytical texts.

Chapter Nine (Writing Abstracts) introduces a change in the organization of the material in that Chapters Nine, Ten and Eleven together form a small section of the book which looks at general concepts in academic writing. Chapter Nine, for example, is mainly concerned with developing summary writing skills, while Chapter Ten deals with a skill needed in most forms of academic writing: the ability to report and discuss data presented numerically and graphically. Chapter Eleven

is concerned with using appropriate vocabulary and takes a number of key lexical items common to academic writing in all subject areas and examines their meanings and applications.

Chapters Twelve to Sixteen form another section, this time concerned with writing in particular formats or for particular purposes. Chapter Twelve, for example, deals with academic report writing and Chapter Thirteen with writing effective speeches using a range of rhetorical devices. Chapter Fourteen deals with the important format of the research proposal and Chapter Fifteen puts the focus on writing e-mails, a medium which possesses attributes of both spoken and written language. The final chapter of the book deals with designing questionnaires as an important means of gathering data.

Other ways of organizing the material

The chapters are carefully ordered and it is probably best to work through them in the sequence presented. However, Chapter Eleven could be attempted as part of the earlier section of the book. Doing so would allow students to apply the vocabulary introduced in the chapter in the written work demanded by the section dealing with different types of essays and term papers.

General teaching suggestions

Throughout the book suggestions are made to make the work more interactive. Sometimes the suggestions are based on pair work and sometimes on small group work. Further suggestions are based on the individual student and the integration of the language skills. An example of this kind of individual, integrated skills work can be found in Task 6 of Chapter Five. Here individual students are asked to read some information on approaches to education and then write a summary paragraph of the information. However, integration would be promoted if students were encouraged to discuss the approaches to education in groups and then write a group summary, which in turn would be presented to the whole class. It would also be possible to adopt a process approach in this kind of activity, with students producing and revising drafts of the summary. The best summaries could then be published on the class web pages.

The book has a clear writing focus but there is integration of language skills in all chapters. Teachers are encouraged to expand and integrate the skills further by supplementing the book with their own materials. Chapter Ten, for example, would benefit from students listening to recorded reports of data and drawing graphics from the recorded information. The chapter would also benefit if teachers brought in their own examples of data for reporting and interpreting. These data might relate to students' school life or to the wider community.

Similarly, the content of Chapter Eleven could be expanded by teachers adding to the number of lexical items under investigation. Other terms common across academic subjects could be analysed and where possible teachers should encourage students to make use of concordance software to explore meanings and applications in greater detail. Concordances are particularly useful for show-

ing words that collocate with the lexical item being investigated.

A serious concern with written work is the time needed for grading it. To use time more efficiently, teachers should consider setting group writing tasks which lead to the production of a single piece of writing, with every group member taking responsibility for a particular part of the writing. So, for example, in Task 5 of Chapter Twelve, instead of every individual in the class producing a report, groups could be asked to do so. This kind of team work encourages all students to develop a sense of responsibility and will bring out leadership qualities in particular students.

The teaching approach you adopt will depend to a large extent, of course, on the level and preferred learning style of particular classes of students. Whichever way is chosen, it remains very important to impress on students the need for all forms of academic writing to be expressed in clear and correct English.

Contents

*College English Creative Writing (3)*

CHAPTER ONE

Principles of Academic Writing

In this unit we shall look at how a formal style and tone of writing is achieved. It is important that students are able to produce the appropriate style and tone to communicate the message effectively when they are required to produce pieces of academic writing. Various samples will be used to draw students' attention to the points taught.

We shall also look at how to structure a formal essay appropriately, i.e. how to write the introduction, the body, and the conclusion. When suitable information is included in each of the different parts, the reader will be able to follow the intended message easily without any problem or misunderstanding.

Next, we shall draw students' attention to the appropriate usage of tentative language and formal vocabulary in their academic writing, and finally, the importance of linking ideas in the essay logically will also be emphasized.
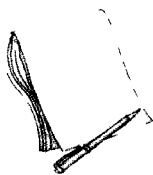
IMPROVING YOUR UNDERSTANDING

Task 1

OBJECTIVE:
To draw students' attention to the points that will affect the formality of a piece of writing.

APPLICATION:
After going through the teaching points using the sample, as an extended activity for more advanced students, ask students in pairs to come up with what they think can be the appropriate alternatives

which will make the essay more formal in style and tone.

For example, "We all know that students have their own individual styles of learning." can be re-written as "Students are known to have their own individual styles of learning." or "It is known that students have their own individual styles of learning." When they have attempted this, show them the rewritten essay in the academic style pointing out the points discussed or ask the students to try to identify the points discussed on their own.

DEVELOPING YOUR SKILLS

Task 2

OBJECTIVE:
To introduce to students the structure of the introductory paragraph of an essay.

APPLICATION:
Put students into pairs and ask them to first understand what each part means and then try to match the meanings to the steps given. For example, the paragraph starting with "This essay will first discuss ..." matches step 4 which is to give the readers a clear overview of what will be discussed and in what order.

Next, ask students to check that the sequence of the paragraphs makes logical sense. For example, it would not be logical to talk about good health having a vital effect on relationships and study before mentioning how some students rank relationships and study.

SUGGESTED ANSWERS:
Paragraph 1: Good health has long been regarded as the most valuable goal for people to achieve, ...

Paragraph 2: Good health has a vital effect on relationships and study and, ...

Paragraph 3: In recent years, the concept of health has extended beyond the notion of "not being sick."...

Paragraph 4: This essay will first discuss the impact of the new concept of health ...

Task 3

OBJECTIVE:
To illustrate how a good paragraph can be structured.

APPLICATION:
Before asking the students to identify the topic sentence, examples, explanations, etc. in the given paragraph, give a topic / subject to the students and ask them, in groups, to write one sentence saying something about that topic / subject. For example, give them the topic "junk food" and they can come up with this statement "Junk food is destroying the lives of many children in China."

Then ask them to continue to build up that first sentence with an explanation followed by an example. For instance, the students can write as an explanation: "Research shows that out of ten children, nine will have serious health problems when they become adults because they are eating too much junk food." The example can be, "Some of these problems are blocked arteries and high blood pressure."

When the students are able to see how a paragraph can be built up in this manner, ask them to analyze the given paragraph and try to identify the various parts in it.

SUGGESTED ANSWERS:
Topic sentence: <u>underlined</u>
Examples: *in italics*
Explanations and contrasts: **in bold**

<u>Concrete learners prefer to learn through action</u> and so it is not surprising to find that such learners enjoy *playing English language learning games, watching videos and listening to tapes*. This kind of learner also enjoys *interaction with other learners, carrying out speaking practice in pairs*, for example and will attempt to *get exposure to English outside the classroom by talking to native speakers*. **Analytical learners present a contrast to concrete learners since they prefer to think about language and construct their own rules. The concrete learner tends simply to memorize input rather than analyze it. Analytical learners prefer to work alone and enjoy the study of grammar and reading extensively.**

Task 4

OBJECTIVE:
To introduce to students the structure of the concluding paragraph of an essay.

APPLICATION:

Put students into pairs and ask them to first understand what each part means and then try to match the meanings to the steps given. For example, the paragraph starting with "The products and services already available ..." matches step 4 which is to suggest ways to improve a situation.

SUGGESTED ANSWERS:

Paragraph 1: This essay has discussed the impact of a new concept of health ...

Paragraph 2: The new concept of health is a very positive one because ...

Paragraph 3: In my view, the new concept of health should ...

Paragraph 4: The products and services already available from the University Health Centre lend ...

Task 5

OBJECTIVE:

To allow students some practice in expressing statements in a more tentative manner.

APPLICATION:

This task can be completed as a verbal activity between two students instead of as a written one — each student can take turns to give a tentative statement to the original sentence. Then as an extension task, students can make up more tentative sentences based on any given subject / topic, e.g. studying abroad is better for the development of students than studying in local universities.

SUGGESTED ANSWERS:

1. It appears quite likely that / It may be the case that / It might be the case that most students need to improve their standard of English.
2. It seems likely that / The evidence supports the view that students who adopt a deep approach to learning will succeed in university study.
3. It is unlikely that students will improve their language skills unless they work hard.
4. It may be the case that / It might be the case that / It appears quite likely that students who work intelligently rather than just hard will experience the greatest success.
5. The evidence supports the view / It seems likely that teachers who are punctual receive the best feedback from students.

EXPANDING YOUR CREATIVITY

Task 6

OBJECTIVE:

To draw students' attention to the fact that there are differences between formal and informal ways of expressing the same meaning.

APPLICATION:

Use this activity as a preamble to assign students the task of looking up and collecting words / phrases with their matching formal and informal equivalents in order to expand their vocabulary.

SUGGESTED ANSWERS:

Informal verbs	Formal verbs
1. go up	discuss (4)
2. ask for	enter (3)
3. come in	descend (5)
4. talk about	ascend (1)
5. go down	request (2)
6. come up with	fluctuate (9)
7. come across	determine (10)
8. look at	suggest (6)
9. go up and down	discover (7)
10. pin down	examine (8)

Task 7

OBJECTIVE:

To show students how they can make use of pronouns, conjunctions, etc. to draw a piece of writing together.

APPLICATION:

First explain to students that in an English text, certain words, e.g. pronouns, conjunctions, are used to show that an idea is connected to another idea before or after it. By making use of this style of writing, the text will "flow" better or will be more "cohesive" and be easier to read.

Then get students to try to complete the paragraph by choosing the most appropriate answers given. Tell them to try to see the connection between their answers chosen and the points mentioned before or after the blanks.

SUGGESTED ANSWERS:

Family types

The nuclear family is generally a conjugal unit. By (1) **this** is meant that, in most societies, the family grows out of the union of a man and a woman — normally a (2) **couple** who have entered into marriage. (3) **It** consists primarily of father, mother and offspring. The consanguine family, by way of (4) **contrast**, comprises a nucleus of blood relations and associated spouses. When someone marries, (5) **he or she** is incorporated into the parental families and is able to share a common life with all blood relatives. The former family type is a concentrated culture pattern, while the latter is a diffused one.

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1. the, these, those, this   PR: conjugal unit
2. pair, man and a woman, company, couple   WS: a man and a woman
3. It, That, Marriage, These   PR: The family
4. difference, concession, addition, contrast   conjunction
5. this, he or she, they, that   WS: someone

Task 8

OBJECTIVE:

To give students more practice on one common way that is used in academic writing to show the relationship between ideas of different parts of a sentence.

APPLICATION:

This task can be used to show students some of the more common ways of expressing the different functions like result, cause, contrast, etc., which occur quite frequently in academic writing.

SUGGESTED ANSWERS:

1. The university's degree presentation ceremony was a great success **despite** the terrible weather. (concession)

2. The company was undergoing a financial crisis **so** the Managing Director decided to impose salary cuts across the board. (result)

3. Indonesia relies mainly on exports of raw materials to raise money, **whereas** Shanghai depends largely on financial services and tourism for its revenue. (contrast)

4. Ferry services were suspended **because of** the typhoon. (cause)

5. English is a difficult language to learn but it can be mastered **provided** learners put enough effort into practice. (condition)

Conjunctions	Function	Example
however, but, by contrast, while, WHEREAS	CONTRAST	America has a market-based economy, while China has a centrally planned one.
although, in spite of, DESPITE	CONCESSION	Although the recent economic crisis has caused a slowdown in growth, the long term prospects remain good.
because, since, (and) for this reason, on account of, BECAUSE OF	CAUSE	Pollution is a significant factor in Hong Kong and for this reason the SAR may be avoided by companies wishing to locate in South-East Asia.
hence, therefore, thus, consequently, (and) as a result / consequence, SO	RESULT	University education demands the sacrifice of at least three years' earnings, so graduates expect their investment of time to be rewarded by salaries higher than those paid to non-graduates.
if, as long as, PROVIDED	CONDITION	Most university students will succeed in their studies if they make a consistent effort to learn.

CHAPTER TWO

The Process of Writing

For this chapter, we will first introduce the process approach of writing to students, next we will help students analyze the titles or topics of essay questions by understanding the functions that are regularly used in creating the titles or topics, and finally we will show students the importance of planning their writing before they actually write.

The process approach of writing allows students time to self-check and / or peer-check the early drafts of their work and this will help them to get the best results from their writing.

If students do not understand the title or topic of the essay, they will not be able to plan the appropriate answer for the essay. This is why it is very important that students know what to look for in the title or topic of the essay before they write.

Students who start writing without a plan are actually wasting more time because without a plan more time may be used later to change the structure or even the content. Thus, it is important to instill into students' mind that time spent planning is time well spent.

IMPROVING YOUR UNDERSTANDING

Task 1

OBJECTIVE:

To introduce to students the process approach to writing.

APPLICATION:

Before students read the text, ask them to guess what they think the process approach will involve.

Then the students can read the text in pairs and summarize each paragraph to one another. Next the pairs can give their answers to the whole class before everyone attempts to complete the blanks given.

SUGGESTED ANSWERS:

The visionary (planning) stage

1   Interpret and analyze the assigned essay question.
2   Gather relevant information (in notes written in your own words) from source materials in the library or in the course materials.
3   *Write an essay plan or outline to help you order the information you found and so maintain a sense of direction in your essay.*
4   *Write the first full draft of your essay.*

Take a break!

1   *Leave it for a day or two.*
2   *Reread it critically to evaluate and revise it.*

The revisionary (evaluating and revising) stage

1   **Content editing**: reread the first draft and evaluate its quality. Check the draft against the plan to check for:
    ● missing main points
    ● any points that are irrelevant and which should be deleted
    ● *any missing references and inaccuracies in references*
2   *Structural* editing to:
    ● check that your essay consists of: *an introduction, a body and a conclusion*
    ● ensure that main points are in the most logical order and that each body paragraph deals with a single main point only
3   **Copy editing** (or *proofreading*) to:
    ● check for poorly expressed information in need of rewriting
    ● find and correct *grammar* errors
    ● check your choice of key vocabulary to ensure that you are using words and phrases which express your intended meanings
    ● ensure that spelling and *punctuation* are both accurate
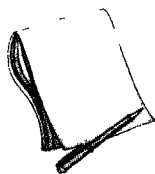
DEVELOPING YOUR SKILLS

Task 2

OBJECTIVE:

To introduce to students some of the functions that are commonly used in academic titles or topics.