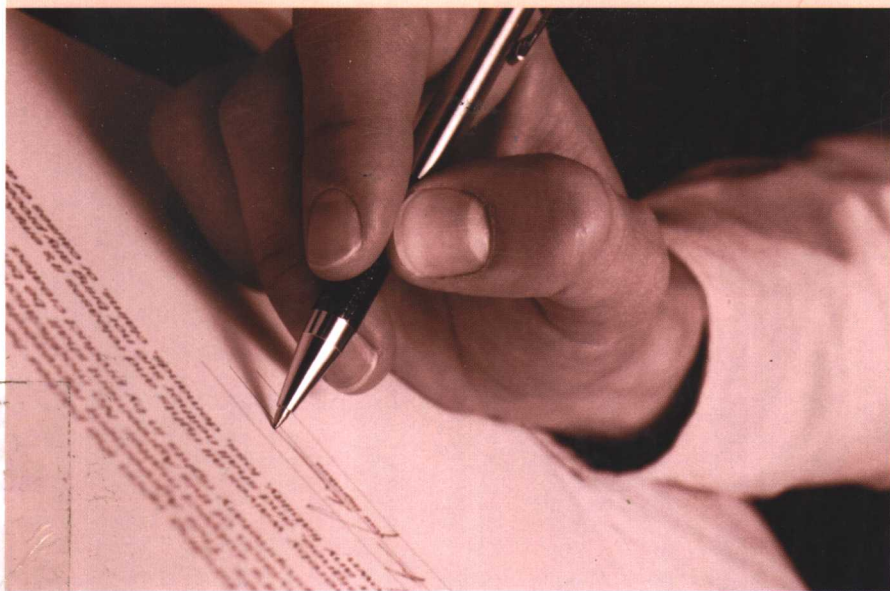


# COLLEGE ENGLISH

## Creative Writing

### Book 1 *Teacher's Book*

Ian Smallwood  
Li Po Lung



# 大学英语创意写作

第一册

教师用书



上海外语教育出版社

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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 the 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 six books in the series of College English Creative Communication textbooks and the six books in the College English Creative Reading Series.

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 selected 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 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/**

Although *College English Creative Writing (Book 1)* is particularly suitable for students who will study at tertiary institutions, other learners who need to develop foundation level writing skills and build up basic language competence necessary for written communication in daily life and / or the workplace will also find the book very useful.

### **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 at helping 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.

However, we may not be sure that we have covered the whole of the topic 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.



### Dart One

### **LOOKING AT TEXTS**



### **Task 1**

**OBJECTIVE:** the purpose of this task is to get students to understand the concept of “main idea” and of “supporting” or “related” ideas.

**APPLICATION:** in constructing a Buzan-style mind map, students gain insights into how such maps can be employed as a tool for the generation and organization of ideas. Task 1 can, therefore, be used:

- as an aid in creative writing;
- to help organize arguments;
- in preparation for a debate.

### SUGGESTED ANSWERS:

1. <i>Tony Buzan: multi-talented person</i>	2. <i>"Use your head" ways of learning</i>	3. <i>Buzan worked for Mensa during the 1960s</i>
4. <i>Best-selling book published in 1974</i>	5. <i>BBC TV programme Buzan in a series about learning</i>	6. <i>Eventually the TV programme developed into a multi-media series</i>

**POSSIBLE PROBLEMS:** students may, at first, be "blank", in other words, devoid of ideas. They may also lack the necessary relevant vocabulary.

**POSSIBLE SOLUTIONS:** the teacher can supply some pictures, key words or concepts to trigger students' thought processes. Topic "flash" cards can also be used, or a pre-task discussion might generate a list of issues. Pre-task vocabulary exercises will also be of benefit.



## Task 2

**OBJECTIVE:** the aim of this task is to get students used to generating ideas and to encourage them to extend their list of related topics or issues.

**APPLICATION:** use this task as a warm-up exercise before any writing task or before any general discussion or debate.

### SUGGESTED ANSWERS:

Hope	Black	Trees
<i>humans need hope</i>	<i>colour</i>	<i>green</i>
<i>hope is an inspiration</i>	<i>darkness</i>	<i>the environment</i>
<i>hopelessness and its effects</i>	<i>emotional associations</i>	<i>function of trees</i>
<i>kinds of people who hope</i>	<i>examples of black things</i>	<i>bark</i>
<i>what people might hope for</i>	<i>the night</i>	<i>tree products</i>
<i>your hope</i>	<i>absence of light</i>	<i>climbing trees</i>
		<i>forests</i>
		<i>fires</i>
		<i>shade</i>



**POSSIBLE PROBLEMS:** students may lack ideas or be unable to make suggestions.

**POSSIBLE SOLUTIONS:** a pre-task discussion, vocabulary exercises, looking at pictures or videos would all be useful in generating ideas. Students might be asked to write a four-line poem on one of the topics.



### *Task 3*

**OBJECTIVE:** this task is meant to stimulate students' imagination. Students need to remember that word association is important in generating ideas for writing. They also need practice in creative thinking, in making connections with and extensions from simple or seemingly off-topic words and ideas.

**APPLICATION:** word lists such as these can be used to stimulate ideas for writing and discussion. They can also be used to enhance awareness of rhyme for poetry. Word list exercises also encourage the development of arguments for debating.

**POSSIBLE ANSWERS:** around the central hub of "tourism", the following ideas may be extrapolated from the word list.

Holidays	Shopping	Seaside	Mountains	History	Museums	Sleep	Car
home	souvenirs	resorts	scenery	buildings	history	hotel	hire
abroad	markets	tropics	climbing	leaders	culture	room	maps
budget	bargaining	beaches	snow	language	society	rest	roads
itinerary	money	water	skiing	customs	education	rates	time

**POSSIBLE PROBLEMS:** students may at first find it difficult to make extensions or to find links to related words or topics.

**POSSIBLE SOLUTIONS:** a warm-up game of word association might be used. Begin with a word and go around the classroom asking students to say the first word or idea that enters their mind. Try this two or three times with different trigger words before commencing Task 3. Another strategy might be to group the students and assign each group a different trigger word to deal with. Later, ask each group to report its list of associations.



### *Task 4*

**OBJECTIVE:** this task is designed to reinforce the fact that mind map points are usually extracted from more detailed (and often prose-based) primary sources. It also serves to highlight the fact that

mind maps are a form of graphic summation.

**APPLICATION:** this task can be used before a comprehension or writing task.

**SUGGESTED ANSWERS:**

Sentence Number	Mind map box
1	<i>Director — guide and teacher</i>
2	<i>Workshops — companies and individuals</i>
3	<i>Not just technique, but full understanding</i>
4	<i>Manhattan Centre (central box)</i>
5	<i>Personal development never ends</i>
6	<i>Abilities waiting to be unlocked</i>
7	<i>Learn to learn — develop brain</i>
8	<i>Respect for clients, strong personal relationships, leadership role</i>
9	<i>Post-training support</i>
10	<i>Experience with business + new ideas</i>
10	<i>Improving businesses</i>
11	<i>Trainer's energy and enthusiasm</i>

**POSSIBLE PROBLEMS:** students may find it difficult to detect the links between the text and the mind map.

**POSSIBLE SOLUTIONS:** students might be encouraged to look for identical or similar words or phrases. Ask them to check off each sentence as they locate its partner in the mind map.



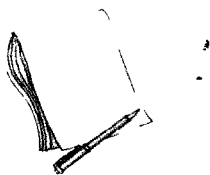
## Task 5

**SUGGESTED ANSWERS:**

(4) The Manhattan Centre was set up in 1996 (5) based upon our belief that personal development never ends. (7) The underlying tool in our approach to this is the principle of learning to learn. (1) Our Director plays a central role, guiding, teaching and encouraging the staff to develop our minds. (2) One of our main activities is to hold workshops to improve client's performance at work. (8) Our attitude towards clients is one of respect, and we establish strong personal relationships with them. (10) We have plenty of experience with business, and we use new ideas all the time in order to improve it. (3) We don't limit ourselves to practical skills but also ensure that our clients understand the ideas behind our training. (9) We also have a support scheme that clients can use after they have completed their training. (11) We are enthusiastic and energetic, so our courses make learning both a pleasure as well as a life-changing experience. (6) We believe that every individual in the world has potential — we just need to unlock it!







## VOCABULARY PRACTICE



### Task 1

**OBJECTIVE:** this task is meant to have students focus on the range and nature of various prefixes and suffixes and how these can help in the construction of words. Students should also take note of the basic meanings of particular prefixes and suffixes.

**APPLICATION:** this task is useful in extending vocabulary, particularly in the formation of opposites and negatives.

**SUGGESTED ANSWERS:** (there are far too many to list here but the following provide some possible examples)

<b>-able</b>	<b>-un</b>	<b>-less</b>	<b>-ful</b>
manageable	unmanageable	hopeless	wonderful
likeable	unlikeable	clueless	masterful
permeable	unreliable	helpless	tasteful
believable	unbelievable	loveless	deceitful
<b>pre-</b>	<b>im-</b>	<b>il-</b>	<b>dis-</b>
prepaid	impossible	illegal	disappearance
prepackaged	immodest	illegitimate	disassemble
preselection	immoral	illegible	disjointed
premarital	immortal	illicit	dislocated

**POSSIBLE PROBLEMS:** students may be unable to list many prefixes or suffixes without help.

**POSSIBLE SOLUTIONS:** students might be asked to complete an Internet search for “prefix” and “suffix”. Of course, students might also be asked to attempt to locate more words in the dictionary.



### Task 2

**OBJECTIVE:** to allow students the opportunity to construct simple phrases based on the concept