

清华大学远程教育系列教材



English Writing I

英语写作

供专升本英语专业使用

上册

蔡蔚···主编

沈明波···副主编

刘梅华·····编



清华大学出版社

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内 容 简 介

《英语写作》系清华大学远程教育专升本系列教材之一,是专门为英语专业专升本的学生编写的英语写作教材,也适于具有中级水平的英语学习者自学使用。本教材全部用英文写成,分上、下两册。另有与之配套的多媒体课件。

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前 言

在我国实行对外开放政策、国际交往日益频繁的今天,英语写作已成为新世纪复合型人才不可缺少的外语基本技能之一。《英语写作》是一套专门为远程教育英语专业专升本一年级学生编写的写作教材。具有中级水平以上的英语学习者也可用来自学英语写作。本课程的目标是:在学生现有英语水平的基础上,加强学生写作技能的训练,提高学生实际运用语言的能力,培养学生良好的学风和正确的写作方法,为学生进入高级英语的学习阶段打好扎实的基础。

为了达到上述目标,我们依据教育部新颁发的《高等学校英语专业英语教学大纲》,坚持以“培养学生扎实的英语写作基本功”为宗旨,从讲授写作的最基本知识入手(如审题、构思的写前准备等),循序渐进且有针对性地在句子层面、段落层面、各种文体(如描写文、记叙文、说明文、议论文及各类应用文体等)、写作的基本功及修辞手法方面对学生进行全方位的指导和训练,并配以大量丰富的实例和范文进行讲解分析。针对远程教育的学生在大多数时间需要自学的特点,我们在每个单元的写作技巧讲解、实例范文分析以及写作练习等主要内容之外,又设计了模仿写作、写作小窍门、佳句范文等辅助内容。本教材全部用英文编写,练习(除自由练笔外)均有示范或参考答案。

《英语写作》共有上、下两册,供专升本英语专业学生一学年两学期使用。每册12个单元。每个单元需要4个学时左右,共需授课时数48学时。

为了充分利用现代网络技术,我们还专门设计与本教材配套的多媒体教学课件,学生可以访问清华大学继续教育学院的网站进行自学。

在《英语写作》编写过程中,我们得到了清华大学继续教育学院、清华大学出版社和清华大学外语系以及该系的崔刚博士、孙霞老师的热情指导和帮助,在此一并向他们表示衷心的感谢。

由于编写时间紧张,而且编者们的水平有限,教材中还有很多不尽人意之处,恳请使用本书的教师和学生提出宝贵意见。

编者

2000年8月

Unit Outline

育 備

I. Presentation & Practice

You will find about two to five main points of the text material presented here. Well-selected examples and carefully-designed exercises are provided to help you understand the writing skills and apply them to practice.

II. Guided Writing

You may find writing here is easy, full of fun, and worthwhile! You can:

- study a sample composition and write a composition by using the events of your own life and your own thoughts.
- imitate and practice a variety of useful sentences and expressions in your own writing.
- understand how you and the writers of the sample compositions perceive and view the world differently or similarly.

The subject of **Guided Writing** in each unit is not necessarily related to the one discussed in **Presentation & Practice** of that particular unit. The three parts in **Guided Writing** are:

Learning & Imitation Practice:

The sentences are about the subject of the composition, and they are of similar patterns. You should be careful to try to make up sentences which could be used in your own composition. In this way the **Learning & Imitation Practice** prepares both the language and the subject matter of your composition.

Model Composition:

You should study the model composition carefully because it will show you how to use the structure in **Learning & Imitation Practice** in your own composition and how to make the subject interesting and well-developed.

Your Writing:

It is your turn to write about your own life and thoughts.

III. Writing Tips

This part is intended to offer you a variety of tips (not often seen in your grammar books or textbooks) on writing effective sentences. They mainly serve as writing remedies for those flaws we find most often in your writing.

The sentence is the most important unit in a whole essay. To some extent, good sentences produce a good paragraph, and then a good composition. Our experiences have proved that the well-trained writing ability at the sentence level makes the whole writing much easier and more enjoyable. We are sure that you will benefit a lot from the careful reading and analysis of the tips as well as the examples.

The tips offered in each unit are not necessarily related to the theme of that particular unit.

IV. Writing Samples

You will have the opportunity to appreciate a variety of rhetorically and stylistically effective sentences, paragraphs or passages. Read them carefully and learn to use the patterns as well as the techniques in your own writing.

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UNIT ONE

English Writing English Writing English Writing English Writing

The Writing Process: Prewriting, Drafting and Revising

Many Chinese students assume that writing is a one-step process: getting words onto paper. Actually, a piece of good writing does not suddenly come into existence and writing involves different stages.

The process of producing a piece of writing can be divided into six stages:

1. Generating Ideas
2. Organizing Ideas
3. Drafting
4. Revising
5. Editing
6. Proofreading

For ease of discussion, the different stages of the writing process are discussed separately here. In real life, you will find that the steps loop back and forth as each piece of writing evolves.

Presentation & Practice

1. Generating Ideas

The first stage in writing is to think of ideas about the subject. The techniques below will be useful to you in generating ideas for writing:

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- a. Brainstorming
- b. Freewriting
- c. Asking "wh-" questions
- d. Mapping
- e. Using models
- f. Discussion



a. Brainstorming

Brainstorming means making a list of all the ideas that come to mind associated with a topic. The ideas can be listed as words, phrases or complete sentences.

- Write them down very quickly. They can be in your own language.
- Don't worry about how useful they will be.
- Don't worry about grammar or spelling.

Keep working until you feel you have run out of ideas.

Here is an example of brainstorming on the topic of "Mark Twain."

American author	<i>The Adventures of Huckleberry Finn</i>
Born in 1835	<i>The Adventures of Tom Sawyer</i>
Worked as a river pilot	Worked as a journalist
Traveled a lot	Died in 1910
Travel inspired his writings	Left school at the age of twelve
Received little education	Real name is Samuel Clemens
Humorous writer	



b. Freewriting

Freewriting refers to writing down whatever comes into your mind without pause for a fixed period of time.

- Set yourself a time limit (say five minutes).
- Write whatever comes into your head. It doesn't matter if you are not writing anything sensible.
- Force yourself to continue writing until the time is up. The essence of freewriting is the constant contact between pen and paper.

—Don't worry about spelling, grammar, organization, the effect on the reader or accuracy.

—If you get stuck for words, you simply write the same word or sentence over and over again, or write something like "I'm stuck and I can't think what to write next" until another idea comes into your mind.

The following example, freewriting on "a month's holiday anywhere in the world," gives a graphic demonstration of freewriting.

A month's holiday, huh? well I can think of a lot of interesting places but I don't really know where to go. I suppose I would visit India, India has always interested me. Why? I first became interested in India when I read a very interesting novel which described life in an Indian city... can't think of anything to write now write now write now write now, Later, at university, I got to know several Indian students. liked them very much. I learned from these friends that India has a different way of life from any European country. Just think how fascinating it would be to go to a country which is very unlike my own.

Notice two things here:

- 1) The writer is completely unconcerned with errors in spelling, punctuation and so on.
- 2) The writer has gotten stuck occasionally, but he has continued to write.



c. Asking "Wh-" Questions

Another useful technique for generating ideas is asking "wh-" questions: **who? what? where? when? why?** and **how?** This technique enables you to approach a topic from several different perspectives. Moreover, whether you are writing about your own experiences or some particular historical event, this method is a sure way to verify that all the important details and facts are included.

For example, a writer who wants to gather ideas about the invention of the light bulb could answer the questions as follows:

who?

Thomas Alva Edison

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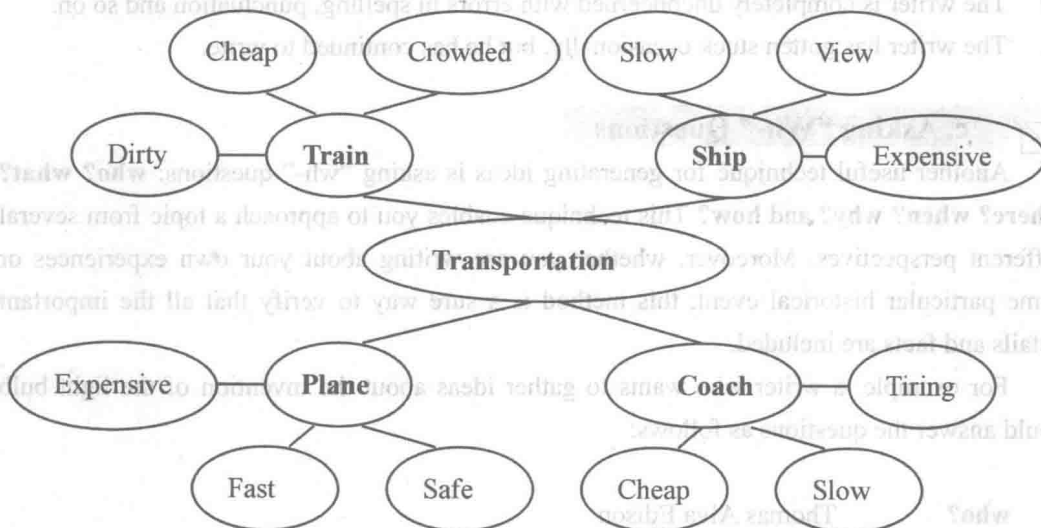
what?	Invented the incandescent light bulb
where?	His laboratory in Menlo Park, New Jersey
when?	October 1, 1879
why?	To create a safe, inexpensive electric light to replace gaslights
how?	Searched for 14 months to find a suitable filament that would stay lit for more than a few seconds. Carbon filament was finally chosen.



d. Mapping

Mapping is similar to brainstorming, but it is more visual. It involves literally drawing a map of your ideas, showing the relationships among them. First, write your subject in the center of your paper and draw a circle around it. Next draw a line radiating from the center and name a major division of your subject. Circle it, and from that circle branch out to further subdivisions. Connect specific ideas and details related to the subdivisions with circles and lines. When you finish with one major division of your subject, go back to the center and start again with another one. Continue the process until you feel you have no further ideas to note down.

For instance, the student has chosen "Transportation" as his/her subject. The technique of mapping has generated four major subdivisions branching out from the subject. The completed map is as follows:



**e. Using Models**

Models or examples can help you with what to write and how to write it. Using models can both acquaint you with other people's ideas and stimulate you to think of new ideas of your own.

- Look for examples of the kind of writing you are required to do.
- Consider the content (the information included, the questions asked, the ideas mentioned).
- Look carefully at the language used and note down useful words or expressions.
- Look carefully at the organization of ideas.

**f. Discussion**

Discussion has proved to be a powerful way to generate ideas. This method allows us to share ideas, learn from others, and produce new ideas of our own. What you should bear in mind is to take notes during the discussion unless you have an incredibly acute memory.

You may notice that many aspects of each technique overlap. Some methods are more involved than others. Choose the technique that works best for you and best suits the needs of the given assignment. You can use the techniques before or during composing when you run out of ideas, and for in-class writing or for homework.

**Exercises****Exercise 1.**

Brainstorm one of the following topics. The first one has been done as an example.

1. Smoking
2. Your best career choices
3. Favorite writers
4. What are the advantages and disadvantages of the 7-day holiday for May Day and National Day in China?
5. In what ways can we help protect the environment?

Example: Smoking

Difficult to stop

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An old custom going back hundreds of years

Do harm to one's health

Harmful to those nearby

An important source of tax revenue

Make socializing easier

Banned in public places

Result in many diseases such as lung cancer

A dirty and expensive habit

Limit tobacco advertising

Exercise 2.

Choose a picture that interests you from those below. You are going to write something about it. Prepare by brainstorming. The first one has been done as an example.

Example: Equality of the Sexes

A hot topic for many years

Women are physically weaker than men

All advanced societies have given women equal rights

There are no skills women cannot master

No famous women philosophers

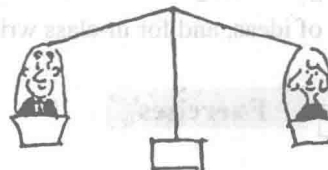
Men have more opportunities than women in the job market

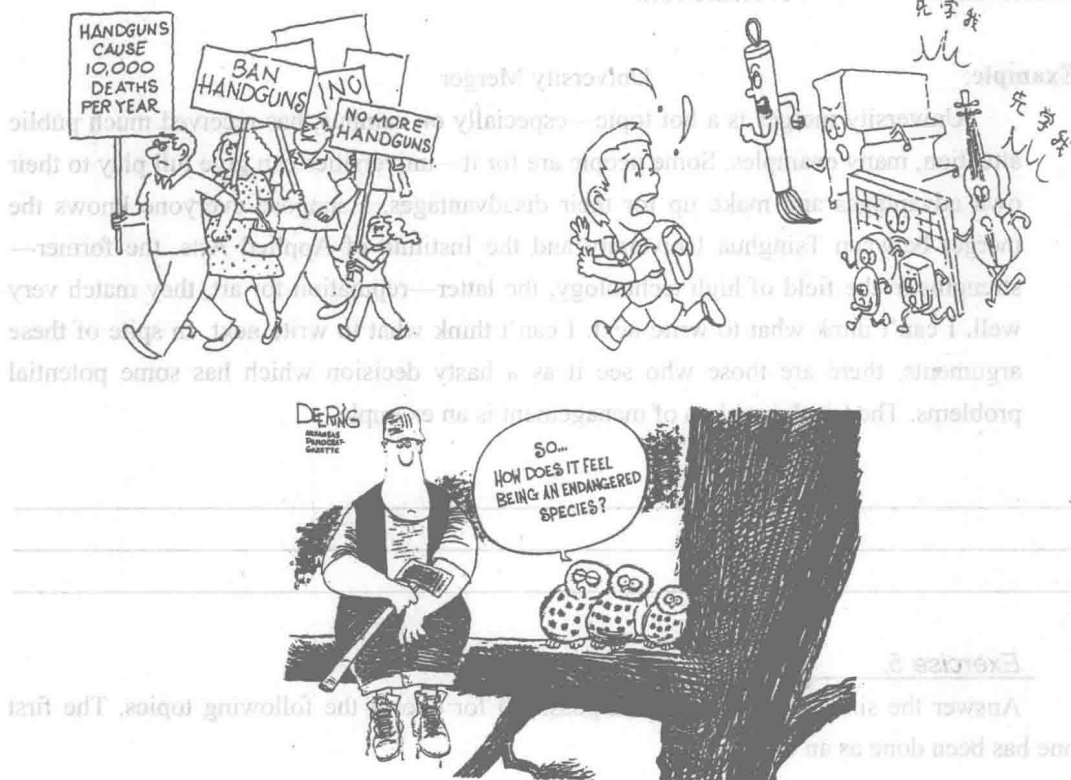
Women can't be mothers and career women at the same time

Few world leaders are women

Most companies have adopted equal pay for equal work

Some girls are deprived of educational opportunities





Exercise 3.

Freewrite for five minutes about any topic or idea that comes to mind. Do not stop to make any judgments about the quality of what you have written. Do not make any corrections. Do not put your pen down until the five minutes have elapsed.

Exercise 4.

Freewrite for three minutes on any of the following topics. The first one has been done as an example.

1. University merger
2. Part-time job
3. An important person in my life