

大学英语 互动写作教程

Interactive Writing

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孔京京◎副主编

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前言

写作从起草的那刻起便从形体上脱离了作者，最后形成一个独立的个体，呈现于读者面前。作者只需要与“写作”互动，先聆听“它”的心声，然后帮助“它”做到表达既清楚又文雅。

——*Writing as Process* by Donald M. Murry (1982)

一、编写背景

2003 年，北京师范大学进行大学英语教学改革，大学英语写作作为独立课程开设。学科带头人张翠萍老师根据自己多年的教学经验，在对学需求进行深入调查研究的基础上，将中国大学生英语写作存在的主要问题归纳为母语思维干扰、英语语言基本功不足（尤其是本土文化词汇）和缺乏系统写作理论指导。为了解决这些问题，她带领大学英语写作教学团队大胆创新，进行课程研发、教学实践和教材建设工作，形成了针对中国英语学习者的比较成熟的英语写作课程体系。至今，该课程已经历了连续八年的教学实践检验。这本专门为中国大学生编写的全英文《英语互动写作教程》，是北京师范大学大学英语写作教学团队集体智慧的结晶，体现了编者将真实语言输入和中国语境相结合的外语学习观和关注英语学习者认知需求与学习兴趣的双语教学理念。

二、编写原则

本书的编写遵照教育部 2004 年《大学英语课程教学要求》中指定的阶段教学目标和要求，立足于中国学生的英语学习需求和本土特点，贯彻了文化理论中“临近发展区”和二语习得研究中语言输入和输出的交际互动理论。每个单元的理论指导针对性强，习作讲评和修改，同伴互评，多稿写作等活动都有助于学习者达到其英语写作的“临近发展区”（此处指学习者在完成具体写作任务时潜在的、经过指导和训练可达到的新的高度）。本书提供了真实英语语言的输入和互动方式，写作活动和综合练习提供了用英语进行真实交流的情景。

本书的教学理念贯彻了过程一体裁写作教学理论，不像成果教学法那样培养学生在短时间内写作文的能力，而是将所有关于英语写作的精华资源提炼并汇集在一起，突出了鉴赏分析和模仿在写作中的关键作用，注重引导学生参与从搜集信息、构思、起草、成文、修改到定稿的整个过程，致力于开拓并促进全国范围内大学英语写作教学实践的创新和研究。

三、教材特色

(一) 用浅显易懂的英语写成, 文中出现的生词均有中英文脚注, 以培养学生的英语语感, 体现双语教学中“一箭双雕”的优势。为了帮助学生提炼每个单元的核心内容, 各单元均设有内容提要 and 关键词。

(二) 具有很强的本土特色, 针对性强。针对中国大学生真实英语输入有限、英语写作词汇量贫乏、汉语思维和语言干扰较大的不足, 精心设计出解决相应问题的语言输入和输出活动、词汇翻译、写作意识和学生习作评析等, 其中写作意识突出了中国学生英语写作中有代表性的诸多的问题, 对中国大学生的英语思维能力、写作构思能力和英语语言应用能力都具有很强的针对性。

(三) 全书互动性强。每个单元的八个小节都体现出过程写作中的多维互动性: 书中的阅读赏析、写作理论指导、学生习作讲评和修改、互评项目表、合作学习等活动, 分别体现出语言学习者和文本之间、师生之间、学生之间的互动。同时, 综合练习形式多样、内容丰富, 并附有参考答案, 利于自学和同伴合作学习。

(四) 模仿性强。本书收集了 60 余篇北京师范大学大学生的习作和分析, 另外还收集教师个人作品和教师对学生习作的修改版 30 余篇。由于这些作品在内容上贴近学生生活, 语言上接近学生水平, 易于吸收和模仿, 对中国大学生的英语写作具有独到的指导价值。

四、教师使用建议

由于每个单元涵盖面较广, 涉及阅读分析、理论阐释和示例、习作分析、写作活动和构思训练等大块教学内容, 建议教师根据课时安排和学生实际情况灵活自主地选择使用。具体建议如下。

(一) 教学重点: 每个单元的 2、3、4、5 四个部分为课堂教学重点, 其余部分可按教学需求作为辅助性示例和巩固性练习, 主要用于学生课下预习和自学。教学进度建议每两周完成一个单元, 每学期八个单元, 其中复习单元主要为阶段性总结和练习, 也可以穿插在前七个单元中完成。以上活动的顺序可以灵活调整。

(二) 课堂教学模式: (1) 阅读欣赏讨论: 10—15 分钟; (2) 专题讲解、示例 (可灵活选用第一和第八部分或其他合适选文为例文): 30 分钟; (3) 组织学生对选定范文进行分析或选做综合练习, 帮助学生从语言、结构或内容等方面深入理解单元内容: 15—20 分钟; (4) 教师指导下的课堂写作活动 (或改写或互评活动或兼而有之): 30 分钟; (5) 答疑和布置作业: 5 分钟。

(三) 专题讲解: 为每一章的理论重点, 讲解要精练, 并且一定要使用示例加以说明。教师需要首先领会指导原则, 对教材内容做好口头总结, 将重点放在设计课堂互动活动方面, 如: 可结合所选示例启发学生提问、让学生总结, 回避教师整节课串讲的情况。

(四) 习作分析: 为连接理论阐述与写作实践的重要环节。教师既可以选择其中一篇例文进行分析, 也可以选择一篇例文的修改稿进行分析, 此环节的关键是让学生和老师共同参与讨论, 形成互动。

(五) 写作活动: 写作话题和任务新颖有趣, 利于提高学生的写作兴趣, 教师可在此基础上自行设计写作话题。

五、学生使用建议

写作本身是一个学习过程。写作可以激发同学们对一些话题进行认真的思考, 写作过程可以加深作者对所写话题的理解, 甚至会改变以往的认识。高中阶段的英语写作主要针对语言提高, 内容浅显, 属语言练习, 而大学阶段的英语写作则意味着双重任务: 思考和语言学习, 属交际活动。为了保证对学习者的语言输入, 本书全部用浅显易懂的英文写成。由于自身英语能力的限制和对写作理论及概念的陌生, 初次阅读这样一本全英文教材对很多同学来说是一个挑战。为了能够有效地使用本书, 建议如下。

(一) 先预习每单元的2、3部分。这两部分是对本单元写作要点的讲解, 阅读时以理解概念为主, 有利于提高课堂听讲效率, 及时将理论应用于写作实践中。

(二) 每单元1、8部分主要用于阅读赏析。因大多选自英语原著, 所以有些内容生词偏多, 可借助脚注阅读大意, 标出重要的词汇和习语, 不建议花大量时间进行精读。如生词太多, 影响理解, 可做选择性阅读。

(三) 重视习作分析。课下预习或自学时, 可先不看教师批注, 独立分析习作中存在的问题, 并尝试修改, 然后参阅批注和修改稿, 通过对比提高自己的语言能力并解决存在的主要问题。

课下自主完成综合练习部分, 这部分为语言和构思练习, 有利于扩大写作词汇量和构思能力。

(四) 重视同伴互评, 坚持一题多稿写作。第1—第7单元的第七部分提供了标点符号的用法, 供写作过程中参考使用。

六、编写任务分工

主编张翠萍承担了本书的体例设计和主要统稿工作; 副主编孔京京承担了日常协调和部分统稿工作。各单元编写任务具体分工如下:

Unit 1 张翠萍

Unit 2 李航

Unit 3 刘莉华

Unit 4 刘国庆

Unit 5 李卫东

Unit 6 李彦铭, 杨庆云

Unit 7 樊英波

Unit 8 孔京京

Unit 9 张翠萍

Unit 10 张翠萍

Unit 11 刘国庆

Unit 12 李航, 李卫东, 李彦铭

Unit 13 刘莉华

Unit 14 杨庆云, 赵小冬

Unit 15 岳颖

Unit 16 孔京京

七、致谢

本书的问世首先感谢北京师范大学外文学院副院长王焱华教授对大学英语写作教学改革和研究的支持，感谢赵小冬教授多年来关心大学英语写作组教师的业务成长，并鼓励大家进行教学创新和教材编写。同时，衷心感谢浙江工商大学外国语学院院长刘法公教授、首都经济贸易大学英语系的王春花教授和北京体育大学英语系的张西环老师在教材体例设计阶段所给予的启发和建议。尤其感谢北京师范大学本科生所提供的习作，感谢他们在本书试用期间所给予的反馈和建议，感谢北京师范大学英籍教师 Alan Graham Holt 通读全书，对英语语言表达和文化内容提供指导。我们衷心希望这本英语写作教材能够得到我国英语教师、大专院校学生以及广大英语爱好者的喜爱。同时，我们也殷切希望听到积极的反馈意见，以便做好本书的后续修订工作。

编者

2010 年 12 月

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Unit 1 Understanding Writing

Writing allows even a stupid person to seem halfway intelligent, if only that person will write the same thought over and over again, improving it just a little bit each time.

——Kurt Vonnegut

内容简介

本单元收集了三篇师生关于英语写作的感言，指出阅读、词汇、思维方式和互动性语言应用为提高英语写作能力的必要条件。课程介绍部分列出了大学英语写作课程的阶段目标和要求，重点解释了写作过程中的五个重要环节。写作意识分析了中英思维差异和中国大学生写作中常见的母语干扰问题。综合练习提供了关于校园生活的常用词汇翻译和与母语干扰相关的句子改写；写作练习和合作学习活动旨在帮助学生熟悉整个写作过程并养成好的写作习惯；写作技术部分列举了逗号的常见用法。

Key words: reflections (感想), academic English proficiency (学术英语水平), writing process (写作过程), prewriting (构思), drafting (起草), revising (修改), editing (编辑), presenting (展示), peer review form (同伴互评表), modes of thinking (思维方式), mother tongue interference (母语干扰), extract book (摘抄本)

1. Appreciative Reading



Read the following reflections on writing by two students and their teachers, and tell your new understanding of writing in English.

Excerpt 1

English, the Group Journal, and Writing

I remember often hearing questions like “How did you learn to speak/listen/read/write in English?” as if all the language skills can be separated. In fact, learning a foreign language is a highly integrated^① activity, so the question should be “How did you learn English so well?”, or “How did you develop your writing ability in learning English?”

① An integrated activity combines various parts (different language skills in this context) so that they become a whole. 集各语言技能为一体的活动

I benefited greatly from the “language input and output” theory^① introduced by my college English teacher. She said that the human mind is like a factory which cannot possibly produce anything if there isn’t any input from the outside world. Language input refers to what you have taken in from listening and reading. When you listen to or read English, you get the information, ideas or experiences as well as a feel about the English language—its structure, vocabulary, and special expressions. After you read and listen consistently for some time, you might feel inspired and come up with new ideas while gaining more confidence in the use of English for either speaking or writing, the output part. Due to the generally limited listening input at high school in China, my teacher urged me to attach great importance to listening. So I followed my interest and watched a great deal of the TV programs which I could get access to on the website of the School of Foreign Languages and Literatures of Beijing Normal University. These programs covered a wide range of areas and they were not too difficult to understand. In doing so, I learned more than just English.

Undoubtedly, language input along with highly efficient output or the use of English for real purposes is the key to improving general English proficiency. An effective example of this is writing group journals during my freshman year, an essential interactive activity of the College English Writing Course at Beijing Normal University. It involved a group of six members working collaboratively^② to create an “exchange diary”, with the teacher as a friendly and caring viewer. Specifically, group members took turns to write about the topics assigned by the teacher, with each piece of writing being followed by interactive remarks^③ from the other group members and the teacher. In this process, the traditional classroom setting was replaced by a more equal and close relationship between group members willing to share experiences with each other and with the teacher as a guide and friend. It was always a joy to read other members’ feedback^④ to your writing along with the teacher’s encouraging comments. Meanwhile, when you read about other members’ experiences, you might be eager to leave/give your opinions and suggestions. As time went on, this special and precious diary remained a totally pure and free world where we voiced our

① This theory holds that language learners have to first learn to understand the language (by listening or /and reading) before they can use it properly (as in speaking and writing).
语言输入和输出理论

② To work collaboratively is to work jointly on an activity, especially to produce or create something. 合作, 协作

③ Interactive remarks are written comments by two or more people having an effect on each other.
互动留言

④ Feedback refers to the interactive remarks which can be used as a basis for improvement. 反馈

complaints, long-suppressed distress or ecstasy^① while feeling convinced of being heard, understood and cared for.

Naturally, in this “exchanging process” which served as a good example for the “input and output” theory, our English writing proficiency was enhanced through learning from our peers and communication with the teacher. The varied perspectives^② and language styles, vivid use of words and sentence patterns from all of the group members, greatly enriched our English repertoire^③, deepened our understanding of life, and thus facilitated^④ the development of our general writing proficiency. More importantly, the exchange of ideas, the friendly debate and the warm and encouraging wishes established a close bond between group members as well as the teacher. As it happened, we not only learned English in the English writing class, but also grew in the nourishing^⑤ friendship and new discoveries it offered. Indeed, it is one of the most unforgettable memories of my university life.

—Li Xu, an undergraduate of the year 2006

Excerpt 2

My Frustrations with Writing in English

Writing in English is always a frustrating experience for me. One reason is the precise logic^⑥ I have to pay attention to. For example, when I say I feel frustrated when writing in English, I have to list the reasons one by one until I convince my readers that I am truly frustrated. However, if I write about the same topic in Chinese, I tend to dwell on my frustrations and my thoughts related to such feelings. When forced to change this style in writing English compositions, I feel uncomfortable and always spend a long time thinking about “how”, “what”, and “why” questions. What a formidable task!

The other reason has to do with my limited English vocabulary. Imagine a spring^⑦ ready to gush up^⑧ just as a stone falls to block it. As a

① distress *n.* extreme anxiety, sorrow or pain (极度的) 焦虑, 悲伤, 痛苦

ecstasy *n.* a strong feeling of great happiness or joyful excitement 狂喜

② A perspective is a particular attitude towards or way of regarding something; a point of view. 视角, 观点

③ Repertoire is a stock of skills or types of behaviors that a person habitually uses. 全部技能

④ To facilitate is to make (an action or process) easy or easier. 促进, 便于

⑤ nourishing *adj.* (of food) containing substances necessary for growth, health, and good conditions 有营养的

⑥ Precise logic refers to exact and strict reasoning. 精确的逻辑

⑦ Spring is a place where water wells up from an underground source. 泉水

⑧ To gush up is to flow out in a rapid and plentiful stream. 喷发

result, the suppressed water oozes^① slowly and with difficulty from the remaining chinks^②. I have the same feeling as the spring when I try to express myself in English but get stuck by the barriers of my limited English. I would pull my hair and bite my pen, feeling utterly desperate.

Another reason is that my interest in English keeps decreasing. There can be nothing worse than losing your interest in something but being pushed to do it well. I recognize that English is a beautiful and useful language; however, having tried hard to learn it well but failed to see the effect, I have lost my confidence and then become disinterested and frustrated. You can imagine how frustrating it was for me to finish this composition.

In conclusion, English alone is a challenge for me, but overcoming my timidity^③ in fighting against this frustrating challenge is a greater challenge. I am now determined to make a change.

——Huang Yi, an undergraduate of the year 2006

Excerpt 3

The “Take-and-Give” in Writing

As teachers, we have been striving to show our English learners that writing (both in English and in Chinese) is a “take-and-give” process^④. You “take” information or ideas by reading extensively and interacting with teachers and your peers; you “give” by making new responses to what you have “taken”, organizing them in the most appropriate pattern, and finally putting them down on the paper (after repeated revisions).

It is in this dynamic process that your language (vocabulary, grammar, style) grows, not vice versa^⑤. While writing, you are actually using English for real purposes, so any new words or expressions used in an essay will be better remembered. One thing we would like to remind you of is not to translate your ideas or thoughts word for word because English and Chinese are two entirely different languages, especially in word order. For example, *genghao* (更好) are two characters in Chinese but only one word in English; better; *luotangji* (落汤鸡) becomes a drowned rat in English, and *yipinruxi* (一贫如洗) means “as poor as a church mouse” in English. One effective solution is

① ooze *v.* (不及物动词) (of a fluid) move in a slow, creeping way (液体) 渗出

② chink *n.* narrow opening or crack, typically one that admits light 裂口, 裂缝

③ timidity *n.* showing a lack of courage or confidence; easily frightened 胆怯

④ “Give-and-take” is an activity of exchanging (especially information), reversed here on purpose to stress the importance of input in the writing process. 交流过程

⑤ vice versa *adv.* used to say that the opposite of the situation you have just described is also true 反过来也这样

to accumulate chunks of English^① or set phrases like “come up with new ideas” or “beyond one’s comprehension” and make a point of using them in writing or speaking. Another way is to write or speak what you truly want to say and find the matching expressions in English. For example, if you want to say *haiqunzhima* (害群之马) in English, but are not sure if you can use “a harmful horse”, you may check the dictionary or ask the people around you only to find that it should be “a black sheep”. The comparison is so interesting that you’ll never forget it. This is critical because the English you have learned up to now is not much related to your daily life, so you have to make up for this by constantly discovering what is missing in your English repertoire and filling it in in any way possible.

In addition to the use of the language itself, it is necessary for you to learn about the writing process and different types of writing, as well as the fundamental rules and skills needed to be a good writer. Writing trains your thinking power since it helps clarify and even enrich your thoughts on a given topic. Each essay you write is like a work of art or a solid footprint of your life journey. In this sense, writing is indeed a high-level intellectual activity. Eager to share our joys and experiences of writing in English with our students, we compiled this textbook, hoping that all the English learners will have a rewarding experience on the journey of writing.

—the Editors

2. Mini-Lecture: *Understanding Writing*

Writing is a highly creative and organized activity. Before you start to write, it is essential that you have a general understanding of the basic concepts related to writing—its developmental stages, qualities of good writing, and most importantly, the writing process. A clear concept of writing will put you on the right track at the very beginning.

2.1 National Requirements for College English Writing

Different from the English writing practice at middle school language practice, college English writing is supposed to develop students’ academic English proficiency as well as their ability to think critically. The national syllabus^② for College English (2003) has stated its step-by-step requirements for undergraduate students^③ across

① To accumulate chunks of English is to gradually learn more English phrases, idioms, and even whole-sentence expressions instead of single words. 积累英语语块

② A syllabus is a plan that states exactly what students at a school or college should learn in a particular subject. 大纲 national syllabus 国家教学大纲

③ An undergraduate is a student at college or university working for their first degree. 本科生

the following three stages:

Stage One—To be able to describe and narrate their personal experiences/perceptions and undertake simple practical writings such as letters and notes.

Stage Two—To be able to think analytically^① and write short essays related to both general topics and their specialized fields.

Stage Three—To be able to accomplish the objectives stated above with better English proficiency and professional competence^②.

Clearly, the goal is to prepare young people for international communication, which is critical for their academic development and self-improvement. To achieve such goals, students have to learn English in a more systematic^③ way and use it for broader purposes other than test taking. Here “systematic” means a larger vocabulary related to specific topics, such as the classified vocabulary for campus life, emotions, professions, food, and personality traits. “Broader purposes” may include writing for different occasions, such as personal writings, essays, formal letters, and research papers. Since college freshmen are still quite limited in their English, their written English proficiency is closely connected to their listening and reading comprehension.

Therefore, students will be faced with three major tasks:

Read and listen to English consistently.

Have a good command of the fundamental rules, patterns, and skills for writing.

Practice and use English as much as possible.

2.2 Qualities of Good Writing

Content: meaningful and relevant^④. The key to good writing is creating meaning for both the writer and his/her readers. To create the meaning, you have to think, read, write and then think, read, and write some more. This requires a strong awareness of the readers^⑤, their identities, their interest, what they already know and what they want to know about the topic you are writing about. Lack of such awareness is reflected in writings filled with trivial details^⑥, unsupported conclusions, and even scribbled handwriting.

① To think analytically is to think about things in a detailed and intelligent way. 分析性思考

② Professional competence refers to the education and training required to do a particular job well.
专业能力

③ systematic *adj.* organized carefully and done thoroughly 系统的

④ relevant *adj.* directly relating to the subject or problem being discussed or considered 相关的

⑤ Awareness of the readers is the knowledge or understanding of the readers in the process of writing. 读者意识

⑥ Trivial details are details that are not serious or valuable for a given topic. 琐碎的细节