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(Teachers' Manual 教师手册)

Writin ss at College

大学生实用英语写作

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Teachers' Manual 教师手册

Writing for Success at College

大学生实用英语写作

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Unit 1

Features of Written Communication

如果你有一个苹果，我有一个苹果，我们彼此交换一下苹果，我们每人还只有一个苹果。但是如果你有一个思想，我有一个思想，我们交换这些思想，那么我们每人就有了两个思想了。

萧伯纳，爱尔兰剧作家、大文豪

1.1 Basics of Writing

1. open

2.

Following are features of good writing proposed by some scholars. The teacher may elaborate on and discuss these points with students in class.

(1)

Dr Qi Shouhua in his book entitled *Success in Advanced English Writing** has proposed five characteristics of good writing. They are: 1) Good writing is good thinking; 2) Good writing involves thoughtful revision; 3) Good writing is directed toward an audience; 4) Good writing achieves a clear purpose; 5) Good writing expresses ideas clearly.

(* 祁寿华，2001，《高级英语写作指南》，上海：上海外语教育出版社。)

(2)

Good writing is unified, coherent, and well developed. In order to create and foster good writing in any disciplines, we must pay attention to the process as well as the product. The process of good writing includes significant revision of at least two types: global and local. In *global revision*, the writer asks herself if she has done everything that she could to persuade the audience to identify with her message. Issues such as logic and organization of the draft come up at this stage of revision. In *local revision*, the writer focuses on the individual paragraphs and sentences to determine how well

each relates to the overall purpose of the writing task. Issues such as transition between paragraphs and sentences, and organization within paragraphs come up in this phase of revision. Even experienced writers benefit from receiving feedback from peers and mentors during revision, and all writers need to leave themselves sufficient time to proofread carefully for grammatical and mechanical precision before meeting their deadlines. There are a fortunate few for whom the process goes smoothly and quickly. Unfortunately, for most of us good writing results from a laborious process of drafting and revision that ends only when the “final” draft is forced out of our hands on a due date.

(3)

Good writing must attend to purpose—that’s not the same as topic. The purpose of the paper is what a writer informs readers: to help them acquire knowledge they don’t know yet. In almost every case, good writing must allow *ownership of the ideas*—that means a writer must have some tie to the topic that allows her to interpret outside information in light of her experience on the topic. Otherwise she has no choice but to follow information from outside sources and throw it back up on the page to meet assignment deadlines.

Good writing must address the audience, and the audience comes from diverse backgrounds. If a writer sees herself writing to just one person, why will she take the time to revisit ideas, revise and incorporate additional support, edit for style, and proofread for small grammatical and punctuation errors? The truth is that no one has the time to devote hours on a paper that is only written for one reader. The writer who cares about her writing will write for the teacher first, but she will also envision a wider audience, one that is outside the classroom setting.

Good writing is not dependent upon length. An essay is not five paragraphs strung together. Good writing cannot be shoved into a formulaic pattern. The message must dictate the form, not the other way around.

Finally, a writer must care about what she is writing. She should have a message to convey to the readers. She must go into the process realizing that she does not have all the answers, so she must first write to discover answers and then seek to share her discoveries with readers of her work.

3.

A possible student text:

No two people write in the same way. However, there are some logical steps that every

writer seems to follow in composing, like prewriting, drafting, revising and editing.

When I am asked to write, the first thing I do is to write the thesis sentence and then develop it into an outline. It is usually difficult for a writer to get a paper started, especially for a student like me. When I write, I also need to consider my audience. I must make clear the purpose of my writing, expecting to arouse the interest of my expected readers. Concrete examples and reasoning are the heart of a piece of writing. So when I make a point, I always try to use some specific examples to support it. When I finish my draft, I will often spend quite some time rereading and revising until I feel reasonably satisfied. I will look at the idea expressed in my writing first, trying to make it logical and clear. I will then focus on the mechanics of writing including such things as grammar, spelling and punctuation.

All these steps do not take place in a linear fashion. Instead, there is interaction among the different steps and some steps may occur simultaneously.

1.2 Writing Tasks

Possible student texts:

Good Writing as I See It

1.

To achieve good writing, the first thing we should bear in mind is the purpose of writing. Every sentence we write should help in fulfilling this purpose. Second, we should always have our readers in mind. For example, if we are writing to a pen pal, we may write in a casual and personal way. However, if we are writing for application, our writing should be more focused, polite and formal. In addition, good writing is always organized in a logical way. I often use a topic sentence for a paragraph to ensure that my paragraph is well-organized and clear. A logical organization helps the reader to understand better the message the writer intends to convey, and thus helps to achieve a better communicative purpose. Lastly, good writing is precise, concise and lucid. By this, I don't mean we have to use formal words or the flowery language to make our writing captivating. Instead we should use clear and concise language to express our ideas and try hard to eliminate any possible grammatical errors.

Above all, good writing requires repeated revisions. As far as I'm concerned, revision forces me to confront issues, sharpen my thinking and help to achieve the purpose set for the piece of writing more effectively.



2.

Good writing is bad writing that was rewritten. Almost all good writing starts out bad. Rather than leave it bad, a good writer rewrites and refines it until it is good, or even very good.

When we start writing something, there is nothing wrong with using incomplete sentences, or incoherent ideas. In fact, it is difficult for a student to start fluently and coherently. Our goal when we start is to get our ideas down on paper in any form we can. Once we get started, that will help us to figure out what we want to say. We don't have to worry about the writing being bad, because we will revise it later.

Unfortunately, most of us rarely re-read or revise our work once they are written. We leave this bad writing for our teachers to revise. That is the main reason why our writing skills couldn't be improved quickly.

To conclude, I may say good writing involves thoughtful revision. Numerous examples show that experienced writers subject their writings to repeated revisions before they feel satisfied. Through revision, we make ourselves clear about what we want to express and we ensure that our ideas are clearly understood by the targeted readers.



Unit 2

Diction and the Sentence

恰当的词与几乎恰当的词之间的区别，
如同闪电与萤火虫，有着天壤之别。

马克·吐温，美国小说家及幽默作家

2.1 Getting Started

1.

- (1) After visiting the museum, we will have lunch at the Chinese restaurant next to the library.
- (2) Although Meg was exhausted after her long drive, she volunteered to take the kids to the shopping mall.
- (3) I plan to visit Qingdao over Christmas. This is where I have always wanted to go.
- (4) A woman should never dangle a pocketbook from her shoulder. Instead, she should clench it under her arm. (A woman should never dangle a pocketbook from her shoulder; instead, she should clench it under her arm.)
- (5) It's not enough to hear opportunity knock. You must let him in, greet him, make friends, and work together with him.
- (6) Don't carry your house keys in your wallet because then a pickpocket has easy access to your house. (If you carry your house keys in your wallet, a pickpocket has easy access to your house.)
- (7) For most of the passengers, the trip ended on a note of gloom. For me, it ended on a note of triumph. (Although for most of the passengers, the trip ended on a note of gloom, for me, it ended on a note of triumph.)
- (8) Open the can of soup carefully and be sure not to cut your fingers. Empty the contents of the can into the pot.

2.

- (1) Good writing is good thinking. You write to express yourself. So first of all it is necessary to find out the right words to express your ideas. That does not mean that big complicated words or “flowery language” are better, although sometimes they will help to improve the grade.
- (2) As a senior student, I have chosen this course to improve my practical writing skills. ... These are the reasons I have decided to take this course. In conclusion, I need good practical writing skills that are so important to my academic studies and my future development.
- (3) As a writer, you should consider the issue of style when you begin to compose. If you write a research paper, for example, you should use formal and concise language to make yourself understood. But if you write an e-mail message to one of your close friends, you will not write in a formal way, but instead you use casual and friendly words to express yourself. So in my opinion, good writing should always be explicit, responsible and reader-oriented.

2.2 Tasks for Critical Thinking and Discussion

1.

Sexism in the Schoolhouse

In elementary school, researchers say, teachers call on boys much more often and give them more encouragement. Boys frequently need help with reading, and so remedial reading classes are an integral part of many schools. But girls, who just as often need help with math, rarely get a similar chance to sharpen their skills. Boys get praised for the intellectual content of their work while girls are more likely to be praised for neatness. Boys tend not to be penalized for calling out answers and taking risks; girls who do the same are reprimanded for being rude. Researches indicate that girls learn better in cooperative settings, where students work together, while boys learn better in competitive settings. Yet most schools are based on a competitive model. Despite these problems, girls get better grades and are more likely to go on to college, though even these successful girls have less confidence in their abilities than boys, have higher expectations of failure and more modest expectations. The result is that girls are less likely to reach their potential than boys.



2.

The Handbag

Three years ago at a flea market, I bought a small white-beaded handbag, which I have never since carried in public, but which I would never dream of giving away. The purse is small, about the size of a paperback bestseller, and thus totally unsuited for carrying such things as a wallet, comb, checkbook, keys, and all the other necessities of modern life. Hundreds of tiny pearl-colored beads dot the outside of the handbag, and on the front, woven into the design, is a starburst pattern formed by larger, flat beads. Creamy white satin lines the inside of the bag and forms a small pocket on one side. At the bottom of the purse is a silver coin, which reminds me of my teenage days, when my mother warned me never to go out a date without a dime in case I had to telephone home for help. In fact, I think that's why I like my white-beaded handbag: it reminds me of the good old days when men were men and women were ladies.

2.3 Writing Improvement Exercises

1.

- (1) I left my book at home when I came to class this morning.
- (2) This is the most correct method to solve the problem.
- (3) We doubt if John is the right person for the project.
- (4) The sufferings of the patients aroused great sympathy from the doctors and nurses.
- (5) I was wondering if you would like to have lunch with us today.
- (6) Tracy is very popular among the students because she has a delightful personality.
- (7) We often go on excursions together and have a lot of fun.
- (8) We regard Polly as a guiding light and a shining example for generations of ballet dancers.
- (9) I have fond memories of Sunday dinner at Grandmother's house. Her chicken soup was everyone's favorite dish.
- (10) Most job seekers present a printed résumé, but some are also using websites as electronic portfolios.

2.

- (1) Many women in Third World countries, who are uneducated, have to work at a young age.
- (2) Although commercials are necessary for business, they can be a nuisance to the public.



(3) Unless travelers know the tipping standards of foreign countries, they might be embarrassed.

(4) Foreign travel is worth a lot in new experiences and memories, even though it is expensive.

(5) Many people will not buy a product if they do not like the commercial.

3.

(1) Many people carry not only credit cards but also cash.

(2) You do not need to risk carrying cash or passing up a sale.

(3) Credit cards are accepted by department stores, airlines, and some gas stations.

(4) A student who does well in exams attends class, reads the textbook, and reviews the notes.

(5) We plan to meet in Shanghai on July 28, in Nanjing on August 5, and in Beijing on September 1.

4.

(1) while (2) As soon as (3) When (4) Although (5) Before

(6) After (7) since (8) Whenever (9) After (10) Before

(11) because (12) wherever (13) before (14) Although

5.

(1) The community college, whose bulletin I received in the mail, offers vocational training.

(2) The author of this poem, whose talent the world never recognized, died penniless and heartbroken.

(3) The candidate for whom I voted didn't win the election.

(4) Finding reasonably-priced housing is becoming a major problem, about which many young couples are concerned.

(5) The students, half of whom had received a failing grade in Chemistry, wrote a letter of protest to the Dean.

(6) Medical researchers have tested thousands of drugs on cancer victims, most of which prove to be useless.

(7) San Francisco, for example, has a very large Chinatown, where thousands of Chinese people live.

(8) We may never know the real reason why Mr Taylor resigned from the committee last year.



6.

- (1) The Wilsons own a house in London as well as a villa in Arnside.
- (2) The talk by Ms Parker I heard yesterday on the radio was neither amusing nor interesting.
- (3) Changing the oil and filter in a car is so easy that anyone can do the job.
- (4) Many people are neither concerned about pollutants, nor worried about their future impact.
- (5) Vicky learned not only how to read English, but how to write it.

2.4 Practice Tasks

1.

- (1) The college campus is located in the center of the city, so it's very convenient to do some shopping.
- (2) Some students do not like to write term papers, nor do they like to take exams.
- (3) Mary returned the book to the library, for she had finished reading it.
- (4) I had to write an essay for Friday, yet I didn't know what to write.
- (5) Xiao Lin has applied for a scholarship, and he is waiting for the approval.
- (6) After I graduate, I plan to find a job in a joint venture company in Hong Kong.
- (7) Because I had to look for a job, I prepared my résumé very carefully.
- (8) You have to get up earlier than before if you want to get to school on time.
- (9) While I waited in line to register for the new semester, I finished reading a magazine.
- (10) When foreign students come to the United States, they are impressed by the fast pace of life there.

2.

A possible student text:

Dear Miss Wilson,

I finished my College English Band 6 course last year, and there is no required English course this semester. I hope to further improve my English, and as you must understand, English, as an international language, is so important to my academic development and my future. I would be grateful if you could offer your advice about what books I should read and what things I should do to improve my English.

Time does fly. It is three years now since I left my high school. I miss you and your English class. I hope you are doing well in your current work.



I look forward to your advice, and thanks very much for your kind attention.

All the best,

Yours sincerely,

Tom

Unit 2

3.

Possible student texts:

Why Do I Choose to Take This Writing Course?

(1)

I have decided to take this English writing course because writing is important both for my English learning and for my academic development. In terms of English learning, using more than one skill, especially when relevant skills are integrated, is more effective than relying on a single medium alone, for instance, reading skills. Writing is a process of problem solving. When we write, we generate and discover ideas, we plan and set the purpose, we search for the appropriate language to express ourselves clearly, and we assess and revise what has been written. So writing is a good way for me to improve my ability to use English effectively and appropriately. Writing is also important to my academic growth. As a student, I have to take various English examinations in which writing is an essential part. Nowadays we are often encouraged to publish research papers, and if I want to submit a paper to an international journal, I have to write it in English. What's more, if I want to further my studies abroad I need to write application letters, research proposals, personal statements and so on. A mastery of writing skill is indeed important to my academic career.

(2)

Writing is a necessity to most of us. In fact, our daily lives are filled with all manner of writings. In order to produce a well-polished paper, we need to equip ourselves with basic writing skills. Good preparation in writing, as often as not, will facilitate both our work and studies.

There is no denying that writing plays an important role. First, writing is not only a combination of logic and communication but also provides a channel to connect people and cultures. Through writing one can get access to various materials and go deeper into a certain subject he or she is talking about. Naturally, this leads to the broadening of a writer's horizon, deepening comprehension and developing a unique perspective. Second, after the whole process of writing, these "finished products" can be offered to

readers, who can read between the lines to find out the writers' sharp views or special feelings about some heatedly discussed topic, so that writers' voices can be heard by the communities they live in. With good writing ability, this function of writing can be easily achieved; without it, it is hard to share some ideas with others. Third, in my heart, writing is filled with value and beauty. I have been fond of it under my father's influence since my childhood, and thus, I take this course to pursue his ideas on writing.

As a student, it is also necessary for me to enrich my self-cultivation by means of writing. It is thought-provoking and necessary for both graduation theses and reading reports. Whether a student can produce a high-quality paper has recently become a benchmark to evaluate one's academic performance at school. Therefore, a good command of writing is badly needed and practical English writing in particular. Besides, I am eager to learn more from my knowledgeable teachers, so I take this course without hesitation.

Unit 2



Unit 3

The Paragraph

话语说完就消失，文字长留书册中。

英语谚语

3.1 Getting Started

1. The second paragraph is more effective as it focuses on one central idea. The first paragraph is out of focus, trying to say too many things in one paragraph.
2. The main idea of the paragraph is: young children are highly susceptible to all influenza viruses. The writer shifts from the main idea in the middle of the paragraph and breaks the unity with one digressive sentence "Old people have the problem but for different reasons." which is the irrelevant detail that should be eliminated.

3.2 Tasks for Critical Thinking and Discussion

1.

- (1) Paragraph 1: B
Paragraph 2: C
Paragraph 3: E
Paragraph 4: A
Paragraph 5: D

- (2) Time order: first, after, then, after, the final step
Space order: in front of, to my left, to my near right, behind the barn, beyond the pond
Specific-to-general order: specific information about the decoration of Chinese restaurants and the feature of Chinese cooking → general conclusion about the good value of Chinese

restaurants

General-to-specific order: topic sentence "There is another paradox in man's relationship with other creatures..." → detailed comparison of different behaviors of man and animals

Order of importance: was the result partly of → was also due in part to → mainly because

2.

Order: (5)-(6)-(1)-(8)-(10)-(7)-(2)-(9)-(3)-(11)-(4)

3.3 Writing Improvement Exercises

1.

Topic Sentence

The Women's Movement has had several effects on the English language.

Support No. 1



The Movement has created *Ms*, a title for women comparable to the title *Mr* to men.

Support No. 2



The Movement has changed the ending of many compound words from *-man* to *-person*.

Support No.3



The Movement is responsible for some new terms.

Support No. 4



The most profound effect the Movement has had on the language is on the third-person singular pronoun.

Conclusion



Although the Women's Movement may not have yet achieved all its goals, it has made a mark on the English language.

2.

(1)

Topic sentence: I do not believe that the dorm visitation hours on school nights should be extended to midnight.



Unit 3

- Support 1: Visitors who come late at night inevitably disrupt students' studying.
- Support 2: Security is another good reason for the 11:00 p.m. curfew.
- (2)
- Topic sentence: Women had no more political or legal rights than slaves; throughout their lives they were subject to the absolute authority of their male next-of-kin.
- Support 1: Women received no formal education, were condemned to spend most of their time in the women's quarters of their home, and were subject to arranged marriages.
- Support 2: Women had much lower status than their husbands and they had very limited freedom.

3.

- (1) yet (2) In addition (3) Therefore (4) In fact
(5) However (6) For example (7) Nevertheless (8) Thus

4.

- (1) meals in restaurants are often high in fat and calories
(2) some people dislike the idea of studying abroad because the cost is too high
(3) there are many people who succeed in spite of their close relationship with bad numbers
(4) none of them should be used as an excuse
(5) she was the last one to return the book to the library

5.

- (1) I think it is extremely necessary for me to improve my writing skill, a skill which is not only practical but also important to my academic work and development. With China's entry into the WTO, we have more and more opportunities to communicate with the outside world for business, academic and cultural exchanges. English has now become a truly international language. A good command of English, especially an ability to write effectively and fluently, certainly provides me with better employment opportunities, personal advancement and a better future.

- (2) Dear Dr Wilson,

It would be a pleasure for me to be a sightseeing guide for your parents. I think Hangzhou is an ideal place for your parents to visit on holiday. It has many beautiful scenic spots that are well worth visiting. Communication could be limited