

Basic **English**  
**Writing** Practice

基础英语  
写作实践

王巍 王津 何晓茵◎主编

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## 编者按

九年了！这是我们开设英语写作课程的第九个年头，而且是在财经类独立院校的英语专业。

记得我自己在学生时代上写作课时，做得最多的就是一篇一篇地写，老师批改得不多，教材上的内容讲得也不多，课上写，课下也写。但我那时毕竟是在师范大学，而且英语专业也是自己选择的，非常明确地知道，毕业后，我会做一名英语教师。因此，我写得很用心，也写得很自觉、很勤奋。所以，那时的我，有明确的学习目标，良好的知识基础，积极的学习心态，快乐的学习体验和主动的学习行为。

而我的学生们，需要更多的引导。因此，在每一年教这门课时，我们都做了不同的尝试，既包括教学内容上的，也包括教学方法上的。将要呈现给大家的这本教程里，便包含了这些尝试的一点心得，概括起来，也不过一句话：不求全面，重点突出，基本结构，学练结合。

全书整体设计与常用的英语写作教材不同，既不按照四大文体安排章节，也不按照句、段、篇的顺序展开，而是以常用逻辑结构为主线，每个单元都从基本句式的练习开始，再到段落和语篇的分析和仿写，最后以围绕学生校园生活为话题的个人写作任务或小组写作任务结束整个单元。写作任务包括回顾自己接受过的一次帮助、介绍一个校园团体的发展历程、介绍自己的家乡、对比校园的两个食堂、分析自己选定大学专业的原因、给将要入校的大一新生提出一个忠告、为自己下一学年制定一个计划等。

这本学练结合的教程一共包含八个单元，每个单元一个主要逻辑结构，

前三个单元分别是时态、语态和人称、修饰语。这是任何文章都离不开的三个基本方面。无论是应试写作还是日常写作，甚至只写一两个小句子都不得不考虑这几个内容。仿写练习和写作任务涉及记叙文和描写文。第四到第八单元分别研习因果、对比、举例、条件和目的五个常用逻辑的特点和表达技巧。仿写和写作任务主要涉及论说文和说明文。

为了拉近学生与学习内容的心理距离，知识讲解和写作建议两部分以第一人称撰写，从语言在生活中的交际需求入手，简化知识性讲解，尽量站在学习者角度，采用生活化语言，使抽象的知识点更易理解。在多数单元的 Task 部分几乎以句子排序练习开始，目的是训练学习者对句间逻辑的敏感度，提高对语言通顺性的感知。然后进入句型观察与仿写部分，从半句话仿写到整句仿写，再到自由造句，循序渐进。之后是段落的观察和仿写，包括段落结构和语言逻辑的模仿。最后是语篇仿写，包括语篇开头或正文段落的增补、为语篇写提纲、独立或合作完成写作任务等。每个段落和语篇的阅读之后都要求学习者写出自己对其主题、结构和语言特点的观察，意在培养学习者的观察习惯，从而在写作时也有主题意识和逻辑结构意识。

本教程的另一特点是页面上有大量的空行，从抄写、造句、段落仿写到完整的写作任务都要求学习者把几经修改过的终稿落笔其上。经过八个单元的学习，所经历的学习过程都将被积累起来，成为全书的一部分。从某种角度来说，学习者成了教科书的书写者，成长和进步可触可知。

总的来说，这本教程适合英语基础薄弱和曾有过痛苦的语言学习体验的学习者。他们可能是英语写作的初学者，也可能是独立院校和高职高专的英语专业学生。每个单元的内容以循序渐进为原则，通过培养观察习惯和书写行为带动认知，通过第一人称讲解和贴近生活实际的写作任务激发写作动机，通过范文例句的语料输入使仿写目标具体明确。既适用于课堂教学，也适用于学习者自主学习。

本教程是我们学校正在进行的课程改造的成果，是整个项目组成员历经一年时间构思、设计、编写和修改，最终定稿的。第一、五、七单元由王巍老师编写，第二单元由张砚老师编写，第三单元由张宵老师编写，第四单元由徐沛瑶老师编写，第六单元由王津老师编写，第八单元由何晓茵

老师编写。校对和修改由项目组成员合力完成。每位老师都以严谨的态度投入到编写中，在此感谢大家付出的诸多辛苦，也感谢学院领导对项目的大力支持和天津财经大学刘惠华教授为本书编写给予的意见和建议，帮助我们明确了全书编写的方向。

诚然，这本教程也有诸多不足，应更科学地发挥教材的支架作用，以更前沿的写作教学理论为指导来选材和设计练习部分，从而帮助学习者实现从严格模仿到创造性模仿，再到简单的自由写作的过渡。在这方面，这本教程还有很多改进的空间。

衷心希望使用这本教程的学习者能在英语学习中有所收获。

天津财经大学珠江学院  
人文学院外语系 英语教研室

2018年8月1日

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# Unit ONE

## Tense

## Part One

### Learning Targets

1. Use some structures.
  - a. not... until...
  - b. ...before...
  - c. succeed in doing sth.
  - d. make+sb./sth.+do; make+sth.+sth.
  - e. have+sth.+to do; have+sth.+done
2. Learn to use proper tenses according to time condition.
3. Get to know the features of narration and learn to write a narration.
4. Learn to develop paragraphs and essays by time.

### How to Develop a Paragraph or an Essay by Time

We like reading stories and listening to storytelling since childhood. As growing up, we more and more frequently **tell our own stories or recount events**. For example, we may tell our parents or friends what has happened to us these days or share with them a very exciting or sometimes an embarrassing, frustrating or even annoying experience of our own for their sympathy. Sometimes we have to introduce our life experience in written form especially when we are applying for a desired opportunity for further study or a better

position in career. Sometimes we need describe the experience of another person or introduce the development of an organization to provide information.

The best strategy for us to do these is to describe things in order of **time**. Basically, there's no difference between languages in this way. But in some languages including English, we have to use proper forms of **tense** for verbs according to time condition. This is not what we do in our mother tongue; therefore it can be a challenge for us to detect time conditions and choose a correct tense accordingly.

Things we talk about have their general **chronological background**. That is to say, they may be in the past, at present or in the future. Meanwhile, any time condition has its own unique **form**. Besides a general time condition as yesterday, today or tomorrow, it can be an exact time, such as "19:30 last Saturday", "8 o'clock in the morning", or "3 p.m. tomorrow". Or it can be a period of time, such as 5 minutes or 5 centuries. And time signals can be phrases like "every weekend", "at eight", "for two years" or "by next Monday". They can also be subordinate clauses like "when my mum called me yesterday" or "before they have finished the task." Furthermore, every verb or action has its own **state** under a certain time condition. We choose a continuous tense for an exact time and a perfect tense for a period, whether in the past, at present or in the future. We can show how we find the relationship between time signals and proper tenses in the following **Table 1**.

Chronological background		State
Past (was/were; did)		a simple time condition (do)
Present (am/is/are; do/does)		an exact time (doing)
Future (will be/will do)		a period (have done)

Table 1

From the table above, we can read **the basic nine tenses** by matching the

left with the right one by one. In order to correctly describe things, we ought to be conscious of the tense we use in every sentence. Particularly, a strong sense of tense must be shown in a narration, whether it is in speaking or in writing, which is usually developed in order of time.

**Narration** is a genre for us to tell a story in order to inform or entertain. At the beginning, we usually provide some information of the story including when, where, who and its cause. Then we present some following details chronologically. When it comes to the ending, we sometimes make clear our purpose of telling the story. More often, we leave it to our readers to figure out themselves.

In the given samples in this unit, we can see how those authors develop their paragraphs or essays by time and how well they use tense.

## Part Two Multiple Tasks

### Task One

#### I. Blanks: Please fill in the blanks with proper tense of the given words.

1. Look! There are so many clouds in the sky. It \_\_\_\_\_ (rain), I think.
2. I \_\_\_\_\_ (hear) nothing from him up to now.
3. I \_\_\_\_\_ (clean) the house but I still haven't finished.
4. People \_\_\_\_\_ (get) less tolerant of smoking these days.
5. Semisweet chocolate \_\_\_\_\_ (be) only half sweet, and semiannual sales \_\_\_\_\_ (happen) twice a year.
6. My teacher \_\_\_\_\_ (be) with me several weeks before I understood that everything \_\_\_\_\_ (have) a name.
7. Thirty years \_\_\_\_\_ (pass), but now I still remember the moment when we \_\_\_\_\_ (dance) in the living room.
8. No one knew which country \_\_\_\_\_ (hold) the next Olympic Games.

#### II. Sentence Completion: Please complete the first sentence by translating the Chinese into English and the second sentence by making up that part of your own.

1. a. Since you made the announcement to take over the club, \_\_\_\_\_  
\_\_\_\_\_ (我一直在想办法联络你).
- b. Since you made the announcement to take over the club, \_\_\_\_\_

2. a. When Jack is cooking for his family, \_\_\_\_\_  
\_\_\_\_\_ (他两岁的女儿在玩过家家).

b. When Jack is cooking for his family, \_\_\_\_\_  
\_\_\_\_\_

3. a. By the time you come back home, \_\_\_\_\_  
\_\_\_\_\_ (新房子就应该已经建好了).

b. By the time you come back home, \_\_\_\_\_  
\_\_\_\_\_

4. a. This time yesterday evening, \_\_\_\_\_  
\_\_\_\_\_ (我在教室里和朋友一起为演讲比赛做准备).

b. This time yesterday evening, \_\_\_\_\_  
\_\_\_\_\_

5. a. Before they made the decision to start a new business, \_\_\_\_\_  
\_\_\_\_\_ (他们已经成功创办了五家公司).

b. Before they made the decision to start a new business, \_\_\_\_\_  
\_\_\_\_\_

## Task Two

### I. Rearrangement of Sentences

1. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride.

2. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l."

3. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation.

4. In the days that followed I learned to spell in this uncomprehending way a great

many words, among them *pin, hat, cup* and a few verbs like *sit, stand and walk*.

5. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward.

6. Running downstairs to my mother I held up my hand and made the letters for *doll*.

7. I was at once interested in this finger play and tried to imitate it.

8. But my teacher had been with me several weeks before I understood that everything has a name.

9. The morning after my teacher came she led me into her room and gave me a doll.

***Please put the above sentences in order to make the paragraph coherent and then write it down in the following part in your best handwriting. And then mark all the time signals with red underlines and observe the tense of each verb.***

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Its topic: \_\_\_\_\_

Its structure: \_\_\_\_\_

Its language: \_\_\_\_\_