

高等院校研究生公共英语通用教材

总主编/高远 执行主编/朱乐奇

# 研究生 新阶英语

## 写作教程

Writing

主编 姜文东

学生用书

Student's Book

北京航空航天大学出版社

高等院校研究生公共英语通用教程

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学  
生  
用  
书

# 研究生新阶英语

## 写作教程

主 编 姜文东

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## 前 言

现在我国的外语教学正经历着一场因信息技术的进步而带来的新一轮的教学改革。计算机和网络在我国得到了广泛应用,新的教学手段给外语教学带来了很大的影响和变化,出现了多种教学、学习模式和方法,从而对教材建设提出了新的要求。基于这种认识,北京航空航天大学、首都师范大学、中国科学院研究生院、南京理工大学、中央财经大学、山东科技大学、中国石油大学(北京)7所学校的英语教师联合编写了这套研究生公共英语教材,以满足新形势下英语教学的需要。

在编写这套教材之前,我们曾对北京和外省市的十几所高校的研究生教学进行了调研,搜集了有关教材、教学方法、教学时数、学生需求等方面的资料。这些资料对明确本教材的指导思想、教学要求、选材、练习配置等诸多问题具有很大的参考价值。

本套教材的编写思路是以学生为中心,以任务型教学为基础,充分利用网络 and 多媒体等现代信息技术资源。在内容上,尽量贴近社会现实和当今的热点话题,同时考虑现代高校学生的价值取向和心理特征。本套教材包括阅读、视听说和写作三个方面,它们既相对独立又互相关联,而以培养学生的语言实际应用能力作为主线,贯穿始终。

本套教材具有如下特色:

### 1. 语言规范和实用

这套教材的课文均选自当前英美报刊、杂志、小说、电影等真实语言材料,语言规范并且表现了当代英语在词汇、语法、篇章、文体等方面的特点。选材还考虑到学生将来的就业取向,使语言材料尽量与学生将来的就业需要相关联。

现代经济、文化和科技的发展给社会生活带来了巨大的变化。这套教材在选材时尽可能地反映它们的最新发展和社会现实,如新媒体、极限运动、克隆技术、深空探测、西方文化特征等。学生在学习外语的同时也丰富和加深了对社会发展和社会现象的了解。

选材时注意选用目前当代青年关心的话题,如恋爱婚姻、旅游、职业规划、娱乐、通俗文化等,使学习内容能适应他们的心理特征和个性。

本套教材在每个单元或每个小节后都安排了练习。练习的数量充分,形式和内容都很丰富。练习的配置总结了我国高校过去多年外语能力培养的经验和教训,既注意培养学生的理解能力,又注意培养他们应用能力,既重视外语运用的流利,又重视语言能力的准确。本套教材的练习充分考虑到课上和课下完成的特点。课堂上的练习互动性较强、容易上口,课下的练习则偏重独立思考和撰写。

本套教材分为阅读、视听说和写作三种,每种都有学生用书和教师用书。阅读教材共十个单元,约需 60 个学时。视听说教材共十五个单元,可安排 60 个学时。写作共四章,约需 30 个学时。因各学校课程设置的学时不尽相同,各校可根据具体情况选用。

我们热烈欢迎广大读者对本教材提出意见和建议,以便在今后修订时改进。

编者

2009 年 4 月

## 编写及使用说明

《硕士/博士学位研究生英语教学大纲》规定,应培养学生能够掌握基本写作技能(如文章结构、段落展开和起承转合等)并能按具体要求,在一小时内写出250词左右的短文(如文章摘要和常用应用文等),正确表达思想,语意连贯,无重大语言错误。

要达到以上要求并非易事。英语写作作为一种主动表达能力,它所具有的挑战性是不言而喻的。关于写作教学如何进行,一直存在着不同意见,即究竟应该强调过程,还是强调结果。我们的观点是应该根据学生的情况,将二者有效地结合起来。

本教程以主题为中心,以讲解为基础,以练习为辅助,使学生在教师的指导下,进行有效的自主学习。

本教程包括四部分:基本写作技巧、学术论文写作、实用文体写作和国际会议交流英语。四部分内容相对独立而又互相联系、配合。

第一部分从句子的写作入手(包括措辞、语法、标点符号和修辞手法等),过渡到段落及篇章写作,并对各种写作模式进行了比较详细的讲解及阐述。

第二部分介绍了专业学术论文的写作方法,其中包括概要、报告、摘要及正文的写作模式,对于学生毕业论文的写作不失为一种很好的指导。

第三部分讲解了简历、申请函、电子邮件、备忘录以及商务信函的写作方法及注意事项。

第四部分以国际学术会议的活动为主线,介绍国际会议交流的基本知识及在语言方面应注意的问题。

如以每周上课2课时计,本教程可使用一个学期。各校也可以根据自己的情况从每部分中选择一定内容用于课堂教学。

本书在编写过程中曾参阅了国内外多种出版物及网络资源，作者在此对以上资源的原著者表示感谢。

本书的编写由中国科学院研究生院、北京航空航天大学、中央财经大学和南京理工大学四所院校合作完成。具体分工如下：第一章：中科院研究生院；第二章：南京理工大学；第三章：中央财经大学；第四章：北京航空航天大学。

我们热烈欢迎广大读者对本教材提出意见和建议，以便在今后修订时改进。

编者

2009年5月9日于北京

# *Contents*

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## **Chapter 1 Basic Writing Skills 1**

- Unit 1 Sentence Writing 1
- Unit 2 Paragraph Writing 11
- Unit 3 Exemplification 18
- Unit 4 Definition 22
- Unit 5 Classification 26
- Unit 6 Comparison and Contrast 31
- Unit 7 Process 40
- Unit 8 Argumentation 46
- Unit 9 Cause and Effect 50

## **Chapter 2 Academic Writing Skills 60**

- Unit 1 Writing Summaries 60
- Unit 2 Writing Technical Reports 67
- Unit 3 Writing Abstracts 80
- Unit 4 Structure of Scientific Paper 95

## **Chapter 3 Business Writing Skills 127**

- Unit 1 How to Write Effectively: A Three-Stage Process 127
- Unit 2 Business Correspondence 144
- Unit 3 Business Reports and Proposals 162
- Unit 4 Employment Messages 165

## **Chapter 4 Writing for International Conference 194**

- Unit 1 Conference Activities (1) 194
- Unit 2 Conference Activities (2) 217
- Unit 3 Presentation 236



# Chapter 1

## Basic Writing Skills

### Unit 1 Sentence Writing

#### 1.1.1 Basic Sentence Patterns

A sentence is a grammatical unit that is composed of one or more clauses. It has at least one subject and one predicate (the verb of a sentence). A subject of a sentence is a word or group of words that names what or who that sentence is about. The predicate or the verb of a sentence is a word or group of words that either expresses action (for example *ran*, *has studied*, *will sing*), existence (for example *am*, *are*, *were*), or links the subject with the object of the sentence. The predicate is often composed of a main verb along with one or more helping verbs.

According to their structure, sentences are divided into four types: simple sentences, compound sentences, complex sentences and compound-complex sentences.

##### 1.1.1.1 Simple Sentences

A simple sentence contains only one clause. A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent. An independent clause (IC) is a meaningful group of words that contains both a subject and a verb. It can stand alone as a simple sentence. For example:

Witches in dark suits wear ruby slippers.

This is an independent clause since it has both a subject (witches) and a verb (wear) and stands on its own as a sentence—that is, “witches in dark suits wear ruby slippers” is a complete idea.

A dependent clause (DC) is a meaningful group of words that contains both a subject and a verb, but a dependent clause can NOT stand alone as a sentence. For example:

When witches in dark suits wear ruby slippers. (DC)

This is a clause since it has both a subject (witches) and a verb (wear), but it cannot stand on its own as a sentence—that is, “when witches in dark suits wear ruby slippers” is an incomplete idea.

Though every simple sentence or independent clause expresses a single, complete idea, each may contain compound subjects or verbs—that is, more than one subject or more than one verb. For example:

- 1) Dorothy and Toto ran down the road.
- 2) The farm house flew through the air with Dorothy inside and landed on top of the wicked witch in Oz.

## 1.1.1.2 Compound Sentences

A compound sentence contains more than one independent clause. There are only three patterns for constructing compound sentences. (Note: "IC" refers to an independent clause, while "cc" a coordinating conjunction.)

### Pattern A—IC, cc IC

There are only seven coordinating conjunctions in the English language, and they are easily remembered by the acronym FANBOYS:

For  
And  
Nor  
But  
Or  
Yet  
So

Coordinating conjunctions signify the relationship between two independent clauses, allowing you to specify your meaning. In other words, when you construct a compound sentence using a coordinating conjunction, we ask your readers to understand that the two ideas logically relate to each other in the way in which you specify:

Logic	Coordinating conjunctions
addition	and
opposition, contrast, concession	but, yet
cause	for
result or effect	so
choice, option, alternative	or, nor

For example:

- 1) L. Frank Baum wrote *The Wizard of Oz* for his daughter, but the book was much more than a child's story.
- 2) Baum's book is a political allegory, yet few people today would recognize the original events in this story.
- 3) The Wizard of Oz is a story of economic reform, for Oz is short for ounce and referred to the gold standard, and the characters represented groups in American society.

4) Baum's original readers did not fail to recognize William McKinley as the bumbling wizard, nor did they fail to recognize William Jennings Bryan as the cowardly lion.

Note that in each example the coordinating conjunction is preceded by a comma, just as the pattern specifies; the comma and coordinating conjunction work as a team, and the sentences would be grammatically incorrect unless both team members were present:

### Pattern B—IC; IC

You can join independent clauses to create compound sentences by using a semicolon (;). Like Pattern A—IC, cc IC, when you construct a compound sentence using the semicolon, you ask readers to understand that the two ideas logically relate to each other. For example:

1) Small farmers, represented by the Scarecrow, were oppressed by Eastern bankers; the industrial workers, represented by the Tin Man, were also oppressed.

2) The real Oz, the man behind the curtain, was neither great nor powerful; the story portrays an ineffective president as a bumbling wizard.

You must, however, make sure that there is an independent clause on both sides of the semicolon every time you use one. A common mistake is to place a fragment to the right of the semicolon.

The use of a simple semicolon does not specify the relationship. As a result, you must be sure to give the reader sufficient clues to understand the relationship(s) you intend.

### Pattern C—IC; cc, IC

Another option is a variation on the simple semicolon pattern, using a conjunctive adverb to indicate the relationship between the two independent clauses along with the semicolon, which joins the clauses. The frequently used conjunctive adverbs are shown in the following chart.

Logic	CA (conjunctive adverbs)
addition	in addition, too, moreover, also, additionally, furthermore, further, again, besides
comparison	likewise, similarly, by comparison
opposition, contrast, concession	however, nevertheless, on the other hand, in contrast
result or effect	therefore, thus, hence, as a result, consequently, accordingly
choice, option, alternative	on the other hand, alternatively
example, illustration, explanation, reason	for example, indeed, for instance, certainly, in fact, or course
time	first, now, next, then, last, subsequently, second, third, afterwards, later, previously, before that, finally
digression	incidentally, by the way
summary	in summary, in brief, in short, in a word

For example:

1) L. Frank Baum wrote *The Wizard of Oz* for his daughter; nevertheless, the book was much more than a child's story.

2) Baum's book is a political allegory; on the other hand, few people today would recognize the original events in this story.

3) *The Wizard of Oz* is a story of economic reform. Oz is short for ounce, signifying the gold standard; in addition, the characters represented groups in American society.

### 1.1.1.3 Complex Sentences

A complex sentence contains one independent clause and at least one dependent clause. There are many exceptions, but remembering these two patterns will help you punctuate most complex sentences.

Pattern A—IC DC (No comma is necessary if the IC comes first in the sentence.)

Pattern B—DC, IC (If the DC comes first, you must use a comma.)

For example:

The Tin Man had to be oiled because he was rusted.

Because the Tin Man was rusted, he had to be oiled.

There are three types of dependent clauses: adverb (or subordinate) clauses, adjective (or relative) clauses and noun clauses.

Adverb (or subordinate) clauses are introduced by subordinating conjunctions and tell why, how, when, or where something occurs. Subordinating conjunctions signify relationships between ideas—just as coordinating conjunctions do. The following table indicates some of the relationships.

Logic	Subordinating conjunctions
opposition, contrast, concession	even if, whereas, although, though, while, even though
cause	because, since, as
result or effect	so that, in that, in order that
condition	if, unless, provided (that)
time	after, before, as soon as, as long as, since, until, while, when, whenever

For example:

1) If Dorothy had lost the ruby slippers, she could not have returned home.

2) The witch melted when Dorothy splashed water on her.

Adjective clauses are so named because they describe things, usually appearing next to the word or idea they describe. Adjective clauses are introduced by dependent words like *who*, *which*, *whom*, *whose*, *that*, *in which*, *of whom*, etc. For example:

- 1) The soldiers who guarded the gates of the witch's castle sang as they marched.
- 2) The road that Dorothy traveled was made of yellow bricks.

Noun clauses are introduced by dependent words like: *what, who (whom), whoever, why, whose, that, whether, how*, etc. Noun clauses sometimes look like adjective clauses because they share some of the same dependent words. But their use is entirely different. In adjective clauses nouns-function as adjectives. However, noun clauses serve the same functions as do nouns. That is, noun clauses serve as either subjects or objects. They, therefore, occupy the subject and object positions in a sentence. For example:

- 1) Dorothy didn't know what was going to happen on the Yellow-Brick Road.
- 2) Whoever got in the wicked witch's way would be sorry.
- 3) Whatever power the water had caused the witch to melt.

Complex sentences indicate a difference in relative value between ideas. That is, in complex sentence structures the idea and information in the dependent clause is less important and has less value than the idea and information expressed in the independent clause.

Compound sentences, on the other hand, connect two or more independent clauses and value each equally. That is, no independent clause of a compound sentence contains ideas and information that is any more important than the ideas and information in any other independent clause in that sentence. For example:

The companions found the wizard, but he was just a man.

#### 1.1.1.4 Compound-complex Sentences

A compound-complex sentence is made up of at least one dependent clause, and two or more independent clauses. For example:

- 1) I admire Tim, but he doesn't admire me, although I try hard to impress him.
- 2) Even if you fail, at least you tried, and you're a better person for it.
- 3) We enlarged our house, and after we had finished the work, we moved to Hawaii and never returned.
- 4) Although the children were running everywhere, closer observation indicated that they were playing a game, and they had created it themselves.

#### 1.1.2 Sentence Expansion

Sentences can be expanded by adding proper words, phrases, and clauses to express richer meaning.

##### 1.1.2.1 Simple Expansion

Adjectives are used to modify or describe nouns and pronouns so that the information is more detailed and precise. For example:

Original: The man approached the precipice.

Expanded: The lean, muscular stunt man approached the narrow, icy precipice.

Adverbs can be used describe verbs, adjectives, or other adverbs to add more detailed information to sentences. For example:

Original: The mass of ice marched down a valley.

Expanded: The mass of ice marched down a valley slowly, quietly, but inexorably.

#### 1.1.2.2 Phrasal Expansion

Phrases, including noun phrases, prepositional phrases, appositive phrases, absolute phrases, participial phrases, gerund phrases, infinitive phrases, etc., can be added at the beginning, middle, or end of a sentence in order to express more detailed information. For example:

Original: The low-flying jets broke the sound barrier.

Expanded: The low-flying jets broke the sound barrier, shattering windows and creating panic. (participial phrase)

#### 1.1.2.3 Clausal Expansion

Dependent clauses usually begin with either a subordinate conjunction or a relative pronoun. They can function as adjectives, adverbs and nouns in a sentence. For example:

Original: Alfred the Great reigned in the ninth century.

Expanded: Alfred the Great, who was the most famous king of the West Saxons, reigned in the ninth century. (adjective clause)

### 1.1.3 Avoiding Common Sentence Errors

#### 1.1.3.1 Run-on Sentences and Comma Splices

A run-on sentence (also called a fused sentence) has at least two clauses, but the two clauses have been put together without any punctuation or a coordinating conjunction. For example:

Run-on:

Dorothy and Toto ran to the farmhouse for safety the tornado carried them away.

Revised:

Dorothy and Toto ran to the farmhouse for safety; the tornado carried them away.

Or: Dorothy and Toto ran to the farmhouse for safety; however, the tornado carried them away.

Or: Dorothy and Toto ran to the farmhouse for safety, but the tornado carried them away.

Or: Dorothy and Toto ran to the farmhouse for safety. The tornado carried them away.

Comma splices occur when two independent clauses are joined with only a comma.

For example:

Comma Splice:

Dorothy and Toto ran to the farmhouse for safety, the tornado carried them away.

Revised:

Dorothy and Toto ran to the farmhouse for safety, yet the tornado carried them away.

Or; Dorothy and Toto ran to the farmhouse for safety; the tornado carried them away.

Or; Dorothy and Toto ran to the farmhouse for safety; however, the tornado carried them away.

Or; Dorothy and Toto ran to the farmhouse for safety. The tornado carried them away.

### 1.1.3.2 Sentence Fragments

A sentence is defined as a group of words containing a subject, a verb, and a complete thought. If any of these elements is missing, then the group of words isn't a sentence. A fragment is a group of words that is punctuated like a sentence and is trying to function as a sentence, but one of the necessary elements is missing.

There are several ways to find and correct fragments. You can ask yourself the following questions: Does it have a subject? Does it have a verb? Does it start with a subordinating conjunction or a relative pronoun that keeps the thought from being complete? If the answer to any of the questions is no, it is a fragment.

There are 3 ways to correct sentence fragments.

- (1) Connect the fragment to a complete sentence or independent clause.

Fragment: I did not answer her call. Because it was too late.

Correct: I did not answer her call because it was too late.

- (2) Eliminate the subordinating conjunction or relative pronoun.

Fragment: The family I was born into was not rich but was as warm as anyone could have wished for. Where I was loved and taken very good care of.

Correct: The family I was born into was not rich but was as warm as anyone could have wished for. Here I was loved and taken very good care of.

- (3) Add the missing subject or verb or both to complete the sentence.

Fragment: The most recent Winter Olympics were held in Nagano, Japan. No enough snow in the beginning.

Correct: The most recent Winter Olympics were held in Nagano, Japan. There was no enough snow in the beginning.

### 1.1.3.3 Dangling and Misplaced Modifiers

Adjectives, adverbs, and prepositional phrases can all function as modifiers. Modifiers

describe nouns, pronouns, and verbs in a sentence. Modifiers help to make your writing vivid, clear, and specific.

The problems with modifiers are created when the modifier either has nothing to describe in a sentence or it has been placed in the wrong spot in the sentence so it describes the wrong element in the sentence. Misplaced or dangling modifiers can create confusing and often unintentionally funny sentences.

The best way to avoid the problem of dangling or misplaced modifiers is to be sure that the modifier is placed next to what it describes in a sentence. This is fairly simple with single word modifiers. Working with phrases and clauses that modify requires very close attention to what is being described by the phrase or clause so that you can be certain that placement in the sentence is correct. For example:

Misplaced: About 30 nurses are on vacation in the municipal hospital.

Correct: About 30 nurses in the municipal hospital are on vacation.

Misplaced: Steaming hot, the waitress served the Sichuan Doufu dish to the two foreign tourists.

Correct: The waitress served the steaming hot Sichuan Doufu dish to the two foreign tourists.

#### 1.1.3.4 Faulty Parallelism

Parallelism is achieving balance in sentences. When you present similar points in a sentence, those points should have similar structure. This means that if you have a list of adjectives, that each word you use in the list is an adjective. If you are presenting a series of verbs, the verbs all use the same form and tense. When sentences aren't parallel they are often very awkward and difficult to read.

Parallelism is achieved by finding the list within a sentence and then deciding what type of structure best suits your meaning. Sometimes a preposition can introduce a list of three objects; at other times, each object will need its own preposition. You make those decisions when you evaluate the sentence you are trying to make parallel. For example:

Unparallel: The secret to good health is eating a well-rounded diet, enough sleep, regular exercise, and above all, be content with life.

Parallel: The secret to good health is eating a well-rounded diet, getting enough sleep, exercising regularly, and above all, being content with life.

#### 1.1.4 Exercises

1. *Combine the sentences in each cluster into a single compound, complex, or compound-complex sentence. You may find it necessary to add, change, or delete certain words to make the combined sentence meaningful and grammatical.*



**Cluster 1**

I have a unique experience in teaching.  
I am a driving school instructor.  
I present life saving information.  
I present this information to people who would rather not be taught.

**Cluster 2**

Dorothy and her companions sang and danced.  
They traveled down the Yellowbrick Road.  
They traveled toward the Emerald City.  
They were hoping that the Wizard of Oz would help each of them.  
The Wizard of Oz was considered "great and powerful."

**Cluster 3**

Mina's face was *ghastly*.  
Her face had a pallor.  
The pallor was accentuated by blood.  
The blood was smeared on her lips.  
It was smeared on her cheeks.  
It was smeared on her chin.

**Cluster 4**

While asleep, Lucy looked stronger.  
Her breathing was softer.  
Her mouth was open.  
It showed her gums.  
The gums were pale.  
They were drawn back from her teeth.  
Her teeth looked larger than usual.  
They looked sharper than usual.

2. *Expand the subjects, verbs, or objects in the following sentences by adding proper and meaningful adjectives, adverbs, phrases, and clauses.*

- 1) That boy is in my history class.
- 2) This piecrust, tough as it is, tastes pretty good.
- 3) The class read the assignment.
- 4) I saw Mr. Smith.
- 5) Mary left the room.