

21世纪英语专业系列教材

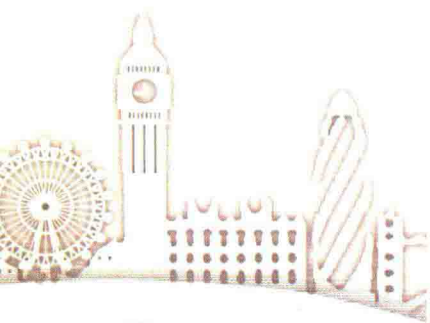
# 高级英语写作

Advanced English Writing

(第2版)

主编 黑玉琴

编者 郭粉绒 李 洋 黑玉琴



西安交通大学出版社

XI'AN JIAOTONG UNIVERSITY PRESS

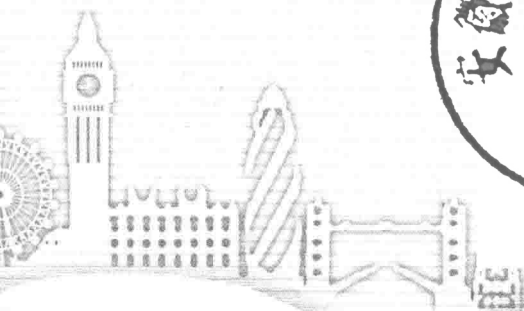
21世纪英语专业系列教材

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新世纪之初,随着英语教育的快速发展,高等学校英语专业学生的入学英语水平在不断提高,这对英语专业教材的时效性和适用性是一种挑战。随着新世纪的到来,中国在文化和经济等领域变化巨大,国际交往越来越多,网络应用不断普及,知识更新周期不断缩短。社会的种种变化也对英语专业的教学与教材建设提出了新的任务。为了顺应时代的进步,满足不断发展的社会对英语人才知识结构的新要求,高等学校英语专业应在继承优秀教材编写传统的前提下,不断创新,推出能够反映新的教学理念、体现新的教学改革成果、富有时代气息和丰富内容、符合英语专业教学实际需要的新教材。基于以上思路,西安外国语大学英文学院将“21 世纪英语专业系列教材”列为“十一五”规划教材建设项目,统一策划并组织富有教学经验的教师参与编写。

“21 世纪英语专业系列教材”包括英语语音、口语、听力、阅读、写作、翻译、英美文学、语言学、英语国家社会与文化等英语专业必修课程和选修课程使用的教材。本系列教材的编写以高等学校英语专业教学大纲为依据,在全面分析我国中西部地区英语专业学生实际水平和需要的前提下,对每门课程的教材内容进行精心筛选,有针对性地对教材的编排体例进行合理设计。专业基础课程的教材做到有利于学生英语基本功的训练和语言技能的全面发展;相关专业知识课程的教材旨在拓宽学生的知识范围,提高他们的人文素养,培养分析问题、解决问题的能力。

“21 世纪英语专业系列教材”在选材方面依据知识性、科学性、时代性的总原则,力图反映该教材涉及学科新的教学与研究成果。专业基础课程的教材选取语言知识丰富、内容生动活泼、能够反映现当代社会特征、启迪思想并能够调动学习自觉性的材料。此类教材在内容安排上体现循序渐进、由浅入深、有利于教学活动组织和学生参与讨论交流的原



则。相关专业知识课程的教材在侧重学科基础知识传授的同时力图体现反映学科发展的新内容,注意专业知识的系统性介绍并体现相近专业课程之间的相互关联。此类教材在编写方面力图做到表述语言简明、信息量大且相对集中,在选材和内容安排方面考虑到有利于现代教育技术的应用。

教材建设是英语专业建设的一项重要工作。编写能够通过教学有效传授系统的专业基础知识和相关专业知识、反映各门课程涉及学科的发展、体现和推广英语专业教学改革成果和成功经验的教材,是高等学校英语专业建设的一项长期任务。西安外国语大学英文学院在英语专业本科教育方面已有 50 多年的积淀,在长期的专业建设和发展中形成了自身的英语教育特色,编写了一批反响良好的本科教材。此次推出的“21 世纪英语专业系列教材”有的是在过去出版使用的基础上修订再版的,有的是使用数年的校内教材经编者重新改编修订的,有的是依据教学大纲要求、结合编者的研究成果和教学经验新编的。所有教材编写人员均有多年的专业教学经验和相关研究成果。他们熟悉英语专业本科教学的原理与规律,了解学生的难点所在和实际需要,将各自的课程教学经验积累融入编写的教材之中并体现在教材内容科学合理的编排方面。

“21 世纪英语专业系列教材”的编写出版丰富了英语专业教材的种类,为本科教学提供了更多的教材选择,从而使教学更符合学生需要、更有明确的针对性。限于编写水平,本系列教材不足之处在所难免。我们真诚地希望专家、同行提出宝贵意见,以帮助我们改进教材编写工作。

编 委 会

2008 年 9 月

21 世纪英语专业写作系列教材共分四册:《基础英语写作》(2008)、《中级英语写作》(2009)、《高级英语写作》(2011)、《英语学术论文写作》(本科用 2013),构成我校英文学院英语专业二、三年级的写作课系列教材,也是我校国家级精品课“英语写作”,以及国家精品资源共享课程的主要支撑教材。自 2008 年由西安交通大学出版社陆续出版以来,这套教材已成为全国许多大学的英语写作教材,经过多年使用,获得了一定的好评和认可。2012 年,《基础英语写作》获批国家“十二五”规划教材,2016 年《高级英语写作》获陕西省优秀教材一等奖。虽然取得了可喜的成绩,但是教材编写至今,某些内容已不大适应国内英语专业教学现状的变化。目前,外语教育开始意识到大学期间的专业学习,不仅仅是帮助学生掌握一定的语言技能及交际能力,更为重要的是培养他们的思维能力。尤其是批判性思维能力,语言也是进行思维、学习知识的工具。英语专业教学的现状与改革已成为专家学者及教师普遍关注的问题,如《关于外语专业本科教育改革的若干意见》一文对我国的外语教学提出了批评:“在语言技能训练中往往强调模仿记忆却忽略了学生思维能力、创新能力、分析问题和独立提出见解能力的培养”(文秋芳、刘润清,2006,p. 50)。《入世与外语专业教育》课题组更尖锐地指出,与其他人文类文科专业相比,外语专业毕业生在逻辑思维和条理性方面表现较差,缺乏较强的分析、综合、判断、推理、思考和辨析能力,显现出令人担忧的“思辨缺席症”(文秋芳、刘润清,2006,p. 50)。现行的《高等学校英语专业英语教学大纲》对培养英语专业学生的思考能力已经提出了明确要求:“加强学生思维能力和创新能力的培养。在教学中要正确处理语言技能训练和思维能力、创新能力培养的关系,两者不可偏废”。《国家中长期教育改革和发展规划纲要(2010 年—2020 年)》指出高校要“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际人才”。根据 2015 年颁布的新《国标》,属于人文学科的英语专业,其学科意义在于英语不应简单作为语言工具,英语专业培养的学生应该具有发现问题、分析问题、解决问题的实践能力;具有全球化理念和国际化视野,并对不同意识形态有清醒的认识和正确的立场。伴随



着新《国标》的出台及实施,国家的发展和社会的需求对英语教学提出了更新、更高的要求。这些变化首先影响到教学环节中至关重要的教学内容或教材,因此,面对新形势下的英语专业教学及改革趋势,2016年初在西安交通大学出版社的大力支持下,我们对这一系列教材开始进行修订再版。

再版教材在原有教材的基础上,更突出英语过程写作、语篇及情景视角,将写作活动与意义构建相结合。我们认为,写作不仅是为了掌握语言知识和技能,更是在具体情景中的意义构建及交流活动。学生写作中的诸多问题,从词语使用错误到组织混乱、内容拓展不充分的作文等,都源于语篇本身。因此,写作过程应采取"自上而下"的模式,即从产出完整的语篇入手,而这样的语篇又能为学生提供语言层次的帮助,因为语言规则的学习及写作练习应该在有意义的语篇情景中展开,而非在真空中进行。以这一编写理念为指导,再版教材在原有教材的基础上又增加了相应的阅读材料,更突出写作任务的情景性,通过丰富的英语原文及范文阅读和分析,帮助学生了解英语各类语篇的结构和语言特点,探索写作的主题及相关内容,指导学生在此基础上进行写作活动。同国内其它写作教材不同,这套教材比较完整地体现出英语过程写作与语篇教学的结合,从段落、短文到学术写作类型,由易到难、循序渐进地介绍写作中所涉及的重点及难点,通过段落、短文及文章的语篇结构及语言特点分析、多稿修改、同伴评阅等方式,满足学生在不同阶段的语言学习需求。学完这套教材,学生能较好掌握一般及学术性英语写作的基本方法和技巧,为将来不同领域、不同情景中的写作,尤其是专业及学术写作打下良好基础。

同原有教材相比,再版教材主要体现出以下几方面的变化:

(1)新增或删除部分章节内容:在《基础英语写作》中,根据最新改革的英语专业四级考试(TEM-4),新增 Paragraph Summary,替换原教材中 Note Writing 的两章内容;为加强基于阅读的写作,在部分章节的练习中,增加了相应的写作任务,培养学生写作中独立思考、解决问题的能力。在《高级英语写作》中,根据最新改革的英语专业八级考试(TEM-8),删除了书后 Appendix 有关之前专业八级考试的说明及相应练习。原书中各个章节的内容能满足最新专业八级考试的写作任务要求,注重对学生分析问题、解决问题、归纳综合、思辨等能力的培养。



(2) 替换阅读材料及范文: 针对《英语学术论文写作》中阅读材料及范文多以语言学为主的倾向, 再版中尽量全面体现英语专业几个主要方向的论文写作, 替换部分章节及练习中与语言学相关的阅读材料及范文, 增加其它方向的内容。《中级英语写作》中, 替换部分章节及练习中的短文阅读及范文, 补充一些更为典型、新颖有趣的文本材料。

(3) 修正书中错误: 再版中对系列教材中发现问题及不足之处进行了修改, 包括语言、语法、拼写等错误, 以及格式、体例、印刷等不恰当之处。

总之, 再版的英语专业写作系列教材与当前我国英语教学改革相吻合, 注重培养学生的思辨能力、概括归纳能力和综合分析能力等必需的一般及学术写作技能, 既重视学生在专业学习不同阶段的语言学习特点及相应的写作实践, 也强调教师在教学中的指导作用, 尤其是在关键之处对学生的引导。另外, 该系列教材的编写人员都是长期从事不同层次写作教学的教师, 具有较丰富的英语专业写作教学经验, 编写的教材更贴近实际教学, 能满足英语写作教与学的需求, 使教材更具实用性、现实性、指导性。

最后需要说明的是, 尽管经过仔细检查, 再版教材中的错误在所难免。欢迎各位同行批评指正, 我们也会继续努力, 在使用过程中不断完善这一系列教材。

编者

2016年6月25日

西安外国语大学

英语写作教材共分三册:《基础英语写作》、《中级英语写作》、《高级英语写作》,本书是第一册。

高等学校英语专业的学生在基础阶段必须狠抓写作基本功,为将来高级阶段各个专业方向的学术写作打下坚实的基础。《基础英语写作》就是为帮助学生打好坚实的写作基础而编写的。写作不仅仅是把词语写在纸上,而是通过使用词语进行交际的过程。在《基础英语写作》中,学生会一步一步经过整个过程,以自己的最终成果完成写作任务。整个教材也提供了大量练习和掌握写作技巧的机会。最为重要的是,所有写作都基于学生自己的知识、经历以及读后感。

这套教材的编写也同我国英语专业教学的现实紧密相关。近几年外语院校录取学生的英语水平较以往有所提高;另外,随着外语写作教学研究在我国不断深入,一些新的理论和方法也逐渐渗透到教学实践之中。在这样的趋势下,我们认识到应该编写一本更适合目前英语专业基础阶段教学使用的教材,并在其中融入一些新的写作教学研究成果。这套新写作教材的编写主要依据“自上而下”的原则。我们认为,写作的主要目的是构建意义,而不是首先要彻底消除错误,因为没有任何交际的练习是徒劳无效的,在真空中学习规则不会有任何结果。对学生而言,从组织混乱、扩展不充分的作文到词语使用的错误,许多写作问题都源于语篇本身。因此,写作过程中最重要的是构造完整的语篇,而这样的语篇又能为学生提供低层次的帮助。在这种理念的指导下,我们以语篇和情景的导入为中心,通过丰富的文本阅读和分析,了解语篇的结构和语言特征,建立写作的主题和相关内容,指导学生在此基础上进行写作活动。同以往我们使用的教材不同,基础写作从语篇层次,即段落写作开始,将句子写作技巧练习穿插其中或作为辅助练习,满足基础阶段一些学生低层次的语言需求。学完这本教材后,学生能较好地掌握英语写作的基本方法和技巧,为下一阶段的短文写作做好铺垫。

总之,《基础英语写作》考虑到我国英语写作教学的现状,兼顾了传统写作教学



的一些方法和当代英语写作教学中的新理念,注重学生基本语言能力和语篇能力及交际能力的培养,既突出学生在基础阶段的大量实践,又未忽视教师指导的作用,在关键之处,给学生以必要的帮助和引导。

本书的编写人员都是长期从事写作教学的教师,具有较丰富的英语专业写作教学经验。

具体编写分工如下:

李洋:第2~5章、7~9章、16章,郭雯:第6章、11~12章、17~18章,原萍:第10章、13~15章,黑玉琴:第1章并负责全书的编写体例、内容编排以及通稿和最后的修改工作。

由于编者水平有限,书中错误在所难免,敬请各位读者批评指正。

编 者

2008年6月

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# Chapter 1

## Introduction



### Academic Writing

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Academic writing addresses topic-based “research questions” of interest to anyone who is seeking objectively-presented information on a particular topic. The objective of academic writing is the creation of “new knowledge” via a review of what is currently known about a given topic as the foundation for the author’s new views or perspectives on the topic.

The topics would all be relevant to current or historical issues. With the topic, researchers (including students) must define one or more “research questions” concerning the chosen “issue” that the paper will address. The paper will help readers understand the topic more fully, or in a new way, on the basis of how the author has treated the topic, in particular through the answer(s) given to the research question(s).

In academic writing, the author covers the selected topic from an authoritative point of view. The writing is “thesis-driven”, meaning that the starting point is a particular perspective, idea or “thesis” on the chosen topic, e. g. establishing, proving or disproving “answers” to the “research questions” posed for the topic. In contrast, simply describing a topic without the questions does **NOT** qualify as “academic writing.”

The foundation of the research paper is the documented review of what is currently known about the topic. On this foundation the author constructs his/her perspective, e. g. how the topic may be understood more fully or differently from what is “currently known.” The author’s perspective may come from the use of more extensive or more up-to-date sources than had been available to previous scholars, or by interpreting the details of these sources differently from how other scholars have done. Totally new information may also be created to “test” or “confirm” questions arising in the paper.

## Academic Essay

### Definition and Features

An academic essay, a kind of academic writing, is a short research paper, usually at the undergraduate or graduate level. Although undergraduate writing may not necessarily be seen as writing for an authentic academic audience (O'Brien, 1995), and students may not have the professional content or discourse knowledge that experts do, assignments given often require them to learn how to analyze and evaluate content knowledge, how to position themselves in various debates and to articulate that positioning in a congruent manner. So, academic essays must possess the essential features of academic writing and meet its basic requirements, such as a strong and well-presented argument, adequate evidence and reasoning, objectivity and the spirit of inquiry, etc.

First, an essay should have **an argument**. It should answer a question or a few related questions. It should try to prove something—develop a single “thesis” or a short set of closely related points—by reasoning and evidence, especially including apt examples and confirming citations from any particular text or sources your argument involves. Gathering such evidence normally entails some rereading of the text or sources with a question or provisional thesis in mind.

When—as is usually the case—an assigned topic does not provide you with a thesis ready-made, your first effort should be to formulate as exactly as possible the question(s) you will seek to answer in your essay. Next, develop by thinking, reading, and jotting a provisional thesis or hypothesis. Don't become prematurely committed to this first answer. Pursue it, but test it—even to the point of consciously asking yourself what might be said against it—and be ready to revise or qualify it as your work progresses. (Sometimes a suggestive possible title one discovers early can serve in the same way.)

Also, the argument must be well presented and developed. There are many ways in which any particular argument may be well presented, but an essay's organization—how it begins, develops, and ends—should be designed to present your argument clearly and persuasively. (The order in which you discovered the parts of your argument is seldom an effective order for presenting it to a reader.)

## ✦ Essential Elements: Purpose, Audience, Genre

### 1. Think about Your Purpose

Every academic essay is written for a reason. Perhaps it is to convince readers of the author's point of view or explain the causes of a problem and suggest appropriate solutions. Sometimes an author wishes to correct misinformation or to introduce the audience to a subject they knew nothing about before. In other words, the essay is written to have some effect on the readers. The purpose of the essay, therefore, is the effect the author wants to make. Or, the purpose of the essay is whatever the author wishes to accomplish by writing it.

Although the purpose of the essay greatly influences the way the essay is written, the purpose is usually implied rather than stated. When it does appear in the essay, it is usually stated in the introduction. Whether or not you find it appropriate to state your purpose, it is a good idea to write it down in the planning stage and use it as a guide for all subsequent decisions in constructing the essay. Keeping the purpose firmly in mind will assist you in choosing the proper materials and prevent digressions on unimportant or irrelevant ideas.

Your purpose for writing can be examined from several different perspectives: your rhetorical aim, the motivating occasion that gets you going, and your desire to change your reader's view. All three perspectives will help you make your awareness of purpose work for you and increase your writing skills. Let's examine each in turn.

#### 1) Purpose as a Rhetorical Aim

In this textbook you will identify several different aims of writing: to express, to explore, to inform, to analyze and synthesize, to persuade, and to reflect. Thinking of each piece of writing in terms of one or more of these rhetorical aims can help you understand typical ways that your essay can be structured and developed and can help you clarify your relationship with your audience.

#### 2) Purpose as a Response to a Motivating Occasion

Another important way to think about purpose is to think about each piece of writing as a response to a particular motivating occasion. Almost all writing is compelled by some sort of motivating occasion or exigency (urgent or pressing situation), which can be external (someone giving a task and setting a deadline) or internal (your awareness of a problem stimulating your desire to bring about some

change in people's views).

College students' motivations for writing can be equally complex; in part, you write to meet a deadline; in part, you write to please the teacher and get a good grade. But ideally, you also write because you have become engaged with an intellectual problem and want to say something significant about it. The point here is that your purposes for writing are always more complex than the simple desire to meet an assignment deadline.

### 3) Purpose as a Desire to Change Your Reader's View

Perhaps the most useful way to think about purpose is to focus on the change you want to bring about in your audience's view of the subject. When you are given a college writing assignment, this view of purpose engages you directly with the intellectual problem specified in the assignment. For most essays, you can write a one-sentence, nutshell statement about your purpose. For example:

My purpose is to explain how Thoreau's view of nature differs in important ways from that of contemporary environmentalists.

My purpose is to persuade the general public that wind-generated electricity is not a practical energy alternative in the Pacific Northwest.

(Ramage, Bean and Johnson 28)

### 4) Purpose Related to Thesis and Occasion

The concept of purpose is frequently confused with the concepts of thesis and occasion. The differences between these three terms are subtle, yet very important. A thesis is the specific conclusion that the writer has made about the subject. It is the proposition that is supported in the essay by reasoning, analysis, and evidence. A thesis may be something like "capital punishment is necessary to prevent crime" or "mountain climbing is safer than it looks." While the thesis is what the writer wants to say about the subject, the purpose is what the writer hopes to accomplish by saying it.

In general, a thesis is a clear one-sentence statement of the writer's main idea. It is the "controlling idea" of the essay. Each sentence in the essay should be closely related to this central idea and should clarify and strengthen it. Always write out a thesis before attempting to write an essay. Until you become more experienced, put the thesis statement in the introduction in order to strengthen your organization and clarify your thought. This practice will also help you to limit your topic.

Sometimes, the thesis, like the purpose, is merely implied in the essay. The



reader can understand what it is by the writer's interpretation of the evidence and the choice of words. Most often, however, there is a thesis statement with the essay, which may appear anywhere, but is usually most effective in either the introduction or conclusion. Sometimes too, the introduction contains a partial thesis statement that is clarified and expanded in the conclusion.

The occasion of an essay is the circumstances that prompted the author to write. The occasion might be a newspaper report or a series of reports, a newly recognized fad, a letter the author received, a discussion the author had with someone, and so forth. An English assignment is, of course, an occasion for an essay, but the student writer would be wise to consider the specific circumstances that prompted the selection of a particular topic, thesis, and purpose.

Like the thesis and purpose, the occasion does not have to be stated in the essay, but it may be appropriately mentioned when it would help the reader. In most cases, the statement of the occasion appears in the introduction.

## 2. Think about Your Audience

In our discussion of purpose, we have already had a lot to say about audience. What you know about your readers—their familiarity with your subject matter, their reasons for reading, their closeness to you, their values and beliefs—affects most of the choices you make as a writer.

In assessing your audience, you must first determine who that audience is—a single reader (for example, your instructor), a select group (a scholarship committee; attendees at an undergraduate research conference), or a general audience. If you imagine a general audience, you will need to make some initial assumptions about their views and values. Doing so creates an “implied audience”, giving you a stable rather than a moving target so that you can make decisions about your own essay. Thus, it is essential to determine whom you are writing for before you begin to write.

In analyzing your audience, consider its knowledge of and attitude toward your topic. Basically, you should ask yourself the following questions:

- (1) How much does the audience know about the topic?
- (2) Does the audience already have an opinion on the subject? What is it?
- (3) Does the audience have any mistaken notions about the topic? Do these misconceptions affect its opinion?
- (4) How will the audience react to having these misconceptions challenged? What kind of information would be most influential?