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高级英语写作教程

(下册)

主编 于 淼 王 岩 王瑞峰

主审 赵滨丽

哈尔滨地图出版社

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GAOJI YINGYU XIEZUO JIAOCHENG

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前 言

本写作教材以大学英语专业本科阶段所掌握的知识为基础，进一步深化对写作规律的探究，侧重英语写作中较深层次的问题，例如纠错能力的培养，记忆、阅读、观察、采访等写作策略的运用，以及创新写作的问题等。很多创新写作形式在西方已经大众化了，例如学术论文的写作、诗歌的写作等；而在中国高校，学生对这些还是比较陌生，所以本书的核心部分就是创新写作技能的训练。

本书首先着眼于写作技巧，提高学生的写作基本功：第一，写作中必须考虑的读者和目的因素，打磨句子和段落的妙方，获得信息和构思观点的四种途径以及文章的要素。第二，写作框架的建构，重点介绍了比较与对比、议论、归纳推理和演绎推理若干种模式，其中的许多规律可用于论文写作。第三，论文写作规律的探索，着重说明论文的基本规则，论文的范式，摘要的写作以及引用的格式等。这三个部分构成了一个整体。

本书吸取了国外英语写作新的特色和成果，并结合我国的写作理论，注重写作技巧的掌握和创新写作能力的培养，以满足有较高英语水平读者的需求。本书适用于英语专业本科高年级学生和研究生，也适于对高级英语写作感兴趣的其他读者自学。

本书在成书过程中得到了多方面的帮助。其中哈尔滨师范大学外国语学院于淼老师撰写了 Part twelve 至 Part Thirteen 部分，共计 11 万字；王岩老师撰写了 Part One 至 Part Six 部分，共计 10 万字；鸡西市教育学院王瑞峰老师撰写了 Part Seven 至 Part Eleven 部分，共计 9 万字；哈尔滨师范大学的赵滨丽老师参加了本书的全部编撰和主审工作。在此，一并表示感谢。

本教材参考了国外原版教材数十余种，在哈尔滨师范大学、哈尔滨工程大学、鸡西市教育学院等院校连续试用了多年，学生反映效果良好。现经过总结完善，予以成书出版。笔者相信，通过学习本教程和自身的努力，广大读者将能自如地掌握写作的基本技巧，进一步提高英语写作能力。

作 者

2007 年 1 月于哈尔滨

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Part One

How to Write Descriptive Paragraphs

The immediate purpose of writing may be simply to complete an assignment in a composition class. During the writing course, most teachers will require the students to produce an essay or a paper—a composition of a number of paragraphs that present and develop one main idea. To help you do that assignment, this part will take you, step by step, through the process of writing a paragraph. We begin with writing the paragraph because it is short and therefore easy to work with. Also, writing paragraphs allows you to practise nearly all the skills necessary for writing assignments like an essay or a paper.

Paragraphs generally fall into four rhetorical categories—description, narration, exposition, and opinion. A descriptive paragraph provides a visual image of a person, a scene, or an object.

A narrative one tells a story, usually in chronological order. Explanation is what an expository paragraph aims to make while argument an opinion one. As beginning writers, you should bear in mind that it is important to start writing about what you know—your friends and family, your environment, your activities, and your understanding of new things you see and learn. Writing about what you know will help you to write honestly and in your own voice.

1. About an Object

Having practised writing about what you remember—a person, you will in this section learn to write about what you directly observe an object. Once you've decided on an object to describe, you must first brainstorm about the specific details of that object.

♣ Step One: Brainstorming for ideas

To brainstorm for an object, you should use all your five senses. Look at the object; listen to it, smell it, taste it, and touch it. What's it

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made of? What shape is it? What's its color, size, and texture? You won't always be able to use every sense to describe an object, but in any observation you do, try to use as many of your five senses as you can.

Let's now try to brainstorm for ideas about the subject we'll write about a coffee mug, and we'll begin by focused brainstorming. First we concentrate on the mug for a few minutes. With the coffee mug in front of us, we try to note as many things as we can that have to do with our senses-seeing, touching, tasting, smelling, and hearing. Since the mug is empty, however, smell and taste will not be significant. Here is a list based on what we have seen, heard, felt, and thought when we've examined the object for a reasonably long time.

- 1). mug isn't very tall (about 3 and a half inches)
- 2). tapers to narrow base and holds about what any cup would hold
- 3). it's ugly (purply green, worst I've seen)
- 4). dark brown inside like coffee
- 5). handle keeps hand from getting burned (just stuck on and might fall off)
- 6). has a figure of a poor animal crawling over the side
- 7). creature looks like a wombat
- 8). head, shoulders, claws over the side but the rest (back legs, tail, body) inside
- 9). ready eyes and sharp nose stare at me
- 10). its head hits mine when I drink
- 11). got the mug at a dog sale, and it's a real dog
- 12). feels heavy to me.
- 13). clunks when I set it down
- 14). thick sides, thick bottom
- 15). bottom is rough like fine sandpaper that might scratch the table
- 16). the rest is smooth but colors are uneven
- 17). roughly vertical bands

18). can feel the ridges as fingers run down the cup

19). it goes clunk when I hit it with my pen

This list gives us many clear, specific details about the mug. In addition, it surely helps us to record some of our thoughts about the object. This combination of details and thoughts leads us directly to a dominant impression of the mug: it's ugly. The specific information about size (three and a half inches tall) and the comparison of the cup's figure of a poor animal to a wombat are good details that we will want to use in our paragraph.

◆ Step Two: Writing the topic sentence

The dominant impression ugly that we discovered in our list becomes the controlling word of our topic sentence:

A good word to describe my coffee mug is "unusual." but "ugly" comes much closer to the truth.

You may or may not have one dominant impression in your mind as you begin to brainstorm, but once you have completed this step, sit down for a moment and think about the one impression you get. Think about the one major idea that all the specific details seem to add up to. If you began with a clear impression and ended with the same impression, check your brainstorming work carefully. Are there details that might contradict your impression? Look back at the object itself. Can you find anything there that might contradict your impression? This double checking is important because we often overlook details that go against ideas we already hold about something. Of course your original idea may also be correct, but you need to check. Our list, for example, only confirmed our original idea, but the observation gave us details—such as the sound of the mug—that we hadn't noticed before.

◆ Step Three: Outlining the paragraph

Now that you have a topic sentence, it's time to take the details from your list and put them into an outline. This procedure ensures that your paragraph will have good unity. Then you'll write your paragraph,

developing the details even further and more specifically. It's a good idea to keep the object you describe close by while you outline, since you'll probably want to look at it again and again.

Topic Sentence: A good word to describe my coffee mug is "unusual," but "ugly" comes closer to the truth.

Topic Sentence Question : What is ugly about my coffee mug?

Answers: 1). Its colors are purply green and ugly brown.

2). It has a figure of a creature crawling over the side.

3). It is heavy with thick, uneven sides.

4). It even sounds ugly.

The outline above gives us a good beginning for our paragraph and will guide us as we select details from our list or from further observation.

♠ Step Four: Writing the first draft

Examining our outline, we find the first and fourth answers to our topic sentence question contain the word "ugly", but the second and third do not. There is a danger, then, that our paragraph can lose its unity as we begin to develop the ideas in the outline. We might lose our focus on the controlling word-ugly-by just describing the animal rather than by explaining how the animal helps make the cup ugly. Always keep your controlling idea in mind because it is the guide that determines what can go into your paragraph and what must stay out of it.

Here's our first draft.

Draft 1

A good word to describe my coffee mug is "unusual," but "ugly" comes closer to the truth. When you first see it, you notice the mottled, purply green color of its unevenly tapered body, or maybe you see the ugly brown stain about a third of the way around from the crooked handle. A little closer look shows you a wombat-looking creature that seems to be struggling up over the side after nearly drowning in hot coffee. The brown stain on the

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side extends to the inside of the cup, and the creature's body, back legs, and tail hang down in the center of the stain. Its sides seem unusually thick, and you cannot set the heavy thing down anywhere without hearing a loud clunk. Usually if you tap one cup against another or tap a cup with a pencil or pen, you'll hear a musical clink. My cup responds with a dull thud. I'm not sure why I keep my ugly mug, but it certainly does have character.

◆ Step Five: Revising the paragraph

When you describe objects, you'll find that nouns and adjectives play a large part in your descriptions. As you revise, look carefully at the nouns and adjectives you use. Make sure they are as specific as possible. If we were discussing our computer, for example, we might say, "There are three little round things in the corner. " A more specific description would be, "There are three round, black, half-inch diameter knobs in the lower right-hand corner of the monitor. " In the second version, adjectives have been added to describe the color, the size, and the location, and we substituted the specific noun "monitor" to give the reader a clearer picture of what part we're talking about.

As we revised our paragraph about the mug, we added specific nouns and adjectives. Here's our revision with notes to show why we made some of the changes.

Draft 2 (with notes)

My pottery coffee mug is so ugly that it's almost sickening ("sickening" sharpens and echoes the main idea). When you first see it, you notice the mottled, purply ("purply" relates to and reinforces the main idea) green color of its unevenly tapered body, or maybe you see the ugly brown stain about a third of the way around from the crudely attached, crooked handle. A little closer look will show you a desperate, pathetic, wombat-like creature that seems to be struggling over the side after nearly drowning in hot coffee. The creature is in the center of the dark brown splotch that extends into

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the cup's inside (shows the exact location of the animal); its thick body, stubby back legs, and scraggly tail seem to hang limply down inside (words like "thick," "stubby," "scraggly" and "limply" show a clearer picture of the animal). Although I have used the cup for a year, I still cannot pour coffee into it without a little feeling of pity for the poor beast (the author uses different words—"beast," "animal," "creature"—to refer to the same object) and a sense that I ought to go scour the cup to get rid of the animal's germs (last sentence ties in more closely with the topic sentence; "germs" relates to and reinforces the controlling idea).

Draft 2 (without notes)

My pottery coffee mug is so ugly that it's almost sickening. When you first see it, you notice the mottled, purply green color of its unevenly tapered body, or maybe you see the ugly brown stain about a third of the way around from the crudely attached, crooked handle. A little closer look will show you a desperate, pathetic, wombat-like creature that seems to be struggling over the side after nearly drowning in hot coffee. The creature is in the center of the dark brown splotch that extends into the cup's inside; its thick body, stubby back legs, and scraggly tail seem to hang limply down inside. Although I have used the cup for a year, I still cannot pour coffee into it without a little feeling of pity for the poor beast and a sense that I ought to go scour the cup to get rid of the animal's germs.

2. About a Person

As we've learned in Chapter 3, a paragraph is a unit of writing that states and explains a single idea, we'll take you step by step through a process of paragraph writing. The first step is to identify the idea that the paragraph will explain, and we'll do this by brainstorming.

◆ Step One: Brainstorming for ideas

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Sometimes when you write you will have a clear idea of what you want to say, but that's not always the case. Much of the time, you'll want to start the writing process with brainstorming-getting ideas on paper as fast as possible. When you brainstorm, don't worry about your handwriting, how you say something, whether it's interesting, or whether it's properly punctuated. Just get words on paper.

You can use brainstorming to explore a very general topic, a very specific one, or anything in between. If you are not given a specific assignment, you can brainstorm for a subject. If you are to write from memory, your first step would be to brainstorm about subjects you know well. What do you know about that other people might want to know? Once you have decided on your subject, you can do some focused brainstorming that focuses on a very specific subject.

Here's an example of brainstorming about a person you want to write about. First, think of a specific person you know or remember well. What does the person look like? What do you do together? What do you like about this person? What don't you like? What does he or she dress?

What is special about this person? There are hundreds of questions you can ask and answer about people you know, and that's the first step in the writing process. We call it brainstorming, or exploring what you know about your subject. As you think of questions and answers to them, write down anything that comes to your mind about this person, ignoring whether one idea relates to another. Your purpose at this time is to explore all the possibilities. Below is a list of details we made as we thought about our English teacher Ariadne.

- 1). wears flattering clothes
- 2). eats ice creams and pineapples
- 3). always has a new joke to tell
- 4). short (five feet one)
- 5). wears glasses

- 6). likes Beijing Opera
- 7). blonde (light)
- 8). blue eyes
- 9). can laugh at herself
- 10). likes to read Shakespeare
- 11). likes comedies
- 12). 30 years old
- 13). never criticizes us in class
- 14). likes plants
- 15). collects rocks
- 16). we go to movies together
- 17). we go swimming together
- 18). has a lot of friends
- 19). wears interesting jewelry
- 20). loves snow
- 21). hates cats
- 22). teaches us advanced writing course
- 23). has three brothers
- 24). is optimistic
- 25). has married twice
- 26). good cook
- 27). gets us to try new things with her
- 28). wants to go camping in summer
- 29). we laugh a lot
- 30). her mother died last month

♣ Step Two: Writing the topic sentence

Our list above gives us far more information than we can use in a paragraph, and that's good. It helps us to explore a subject thoroughly, to see the most interesting features about our subject, and to discover what we'd like to say about the subject. As we examined our list, we could group items that seemed to have something in common. For