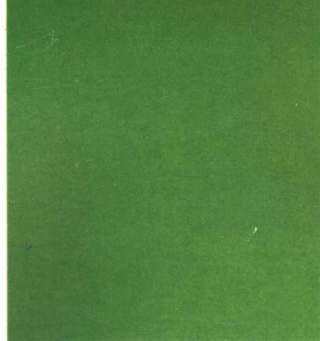


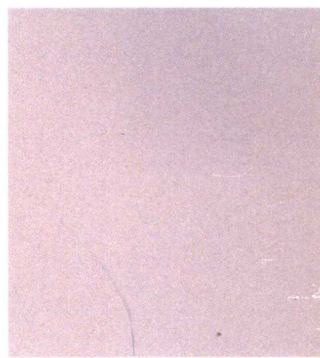
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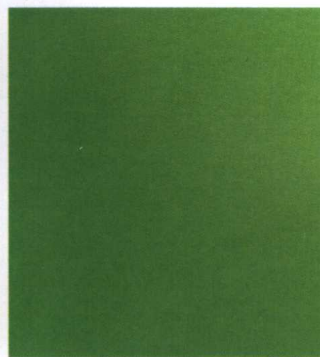
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# 高级英语写作教程

(上册)

主编 陈 杰 杨冬玲 张宏武

主审 张 冰

# 高级英语写作教程

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(上 册)

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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陈杰老师撰写了 Part One 至 Part Five 部分，共计 11 万字；杨冬玲老师撰写了 Part Six 至 Part Nine 部分，共计 10 万字；张宏武老师撰写了 Part Ten 至 Part Eleven 以及 Part V 中一部分，共计 9 万字；哈尔滨工程大学张冰老师参加了全书的编撰和主审工作。在此表示感谢。

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**

### **An Introduction to Writing in English**

Whether you want to pursue your dream in the classrooms of a suburban high school, in the limelight of CCTV, at the podiums of international conferences, or in seeking more advanced education in the United States, a strong writing ability in English becomes highly desirable. It would not only enable you to serve the country better, but also create many more opportunities in today's exciting social, cultural, and economic life.

Writing does carry a lot of weight in the college curriculum in the United States and other English-speaking countries. Almost all American colleges and universities require at least one semester of a rigorous writing program, the so-called Freshman Composition. This program is usually reading and writing intensive and expects a lot from the students. Most colleges also require students to take one or two more advanced reading and writing courses. Besides English, almost all humanities and social science courses include a considerable amount of writing, in the form of term papers, research projects, or essay exams. Many natural science professors also like to have a writing component in their course requirements. It's no exaggeration to say that writing often decides the grade a student would get from a course; it sometimes makes the difference between A and B, pass or fail.

#### **1. Why Is Writing So Important**

Educators in the world, particularly those in the United States

and other English-speaking countries, share a set of beliefs concerning writing:

### **1.1 Writing Influences the Way We Think**

What does this mean? Let's suppose for a moment that Yang Zhang is already in the classroom of a college in the United States. During the first few days of school, though still somewhat jet-lagged, he has noticed quite a few differences between American college students and his old college friends back in China. The professors here seem to teach differently, too. Even the physical structure of the classroom is not the same. Students often sit in a big circle around the walls of the classroom, their bodies reclining lazily in the hard seats, and their legs stretching comfortably all the way toward the center of the circle. They could sip Cola or Mountain Dew or chew strangely colored gums while listening to the professor lecturing. When asked, Zhang may be able to offer a few comments offhandedly. But at this stage, his comments would be no more than impressionistic, unorganized, and disconnected. If he takes the time to sit down and write about these impressions and put them into a well-developed paper, he would have to explore much further different aspects of the issue:

What exactly are the differences between Chinese and American college students? What are the differences in attitude, values, behavior, and performance? What differences can be attributed to the overall socio-economic, cultural and historical differences between the two countries? Do my American peers notice the same differences? What differences would they notice if they went to study in China? Which differences are significant and which are trivial? Which differences are bridgeable? Are there any similarities despite such differences? How to account for these similarities? etc.

To find out, he would begin to talk to his newly-made friends, classmates, other Chinese students, and professors, particularly those who have visited or taught in Chinese colleges and universities; he would also find it necessary to do some research in the library on relevant topics. In the process, he might make new discoveries or modify his perceptions. Writing, in this case, encourages him to use strategies to research, to compare and contrast, to analyze, to evaluate, to organize, and eventually to present his thoughts in much more logical and meaningful ways. As a result of writing, there would be a qualitative difference between the early unexamined impressions and the much more developed thoughts expressed in an effective essay form.

In a word, writing forces us to confront issues, to define and redefine our own feelings and positions, and enables us to express ourselves to others in more effective ways.

### **1.2 Writing Contributes to the Way We Learn**

Do you still remember the Chinese saying "a sharp memory is not as dependable as a broken pen?" Do you recall the many an embarrassing moment when asked about a good book you have just finished reading, you are excited but all you can give are some vague, or incoherent comments? How you wish you had remembered more about the book and understood it better! Well, once you begin to write summaries and responses while reading, you will be forced to really understand what you are reading, connect them all together, and have a much better overview of the subject. This is what is probably meant by "making a thick book thin." Thick indeed are many of the books you'll be required to read in college and in your career. Thick are the textbooks in the United States; they typically can have as many as 500 to 1000

pages!

### **1.3 Good Writing Leads to Success in College and Career**

As explained earlier, all degree program students in the United States have to take at least one or two writing classes. For students majoring in humanities (language, literature, or philosophy) and social sciences (psychology, sociology, or anthropology) writing is heavily required. Indeed, even for students majoring in natural sciences and technologies (engineering, biology, chemistry, computer, or medicine), almost half of their credits will have to be earned from humanities and social sciences. The purpose of such a "liberal arts education" is to lay a broad and solid foundation for more advanced and more specialized training in the future. A broad-based education will lead to greater creativity and more fully developed individuals. On a more practical level, the broader vision would also enable one to engage in interdisciplinary research more productively.

In addition to the close ties between writing and thinking, writing and learning discussed above, writing is emphasized also because it is an effective way for professors to assess how well the students have learned. Students must demonstrate how well they can apply the newly acquired knowledge in different situations. It is expected that students do not just mimic what professors have lectured. Hence the noticeable presence of papers and essay exams in the college curriculum.

Needless to say, writing is also very important on the job, regardless you are in management, teaching, technical support, or such writing-intensive professions as journalism, which Lin Lin aspires to do when she graduates. Let's suppose that upon returning to China with his graduate degree in international

finance, Yang Zhang is employed by the American Citibank to head a newly-opened branch office in the Pudong District of Shanghai. As part of his responsibilities, Zhang will have to write numerous memos, market analyses, proposals, and many other kinds of business communications. Even to look for a good job in a very competitive job market, you have to be able to write good letters of application. To put it bluntly, good writing helps you to market yourself and open up opportunities for personal development.

#### **1.4 Writing Enriches Personal Growth**

On a personal level, writing enables us to reflect deeply on our own experience, to examine critically our most basic assumptions, and to be in touch with our innermost selves. In a way, writing is a self-discovery process. Say you have seen Zhang Yimou's movie *Qiuju Goes To the Court* (*Qiuju Da Guan si*). You feel strongly about it. Somehow, somewhere you are touched, stirred, but you don't know exactly what it is; you don't know how to articulate it yet. You can sit down to analyze, through writing, the basic story line, the acting, the cinematography, the degree to which it is a truthful reflection of real life, the underlying messages, the different reactions from viewers of different backgrounds (city-dwellers vs. rural residents; college students vs. high school dropouts; Chinese vs. foreign). Why are you upset when you are watching this same movie in a foreign country, or when you know that this and other movies made in similar fashions are quite popular abroad? Do you think Qiuju should have accepted the deal offered by the village head? Why? Does your reaction have anything to do with your own values, background, and things you have observed or experienced

firsthand?

Such writing activities would enable us to gain a deeper understanding of ourselves as well as society, people, and life in general.

## 2 What Is Good Writing

What is good writing, anyway? Different cultures using different languages may come up with very different answers to the question. Indeed, even different individuals may have different standards, tastes or expectations. However, as far as English is concerned, a set of basic characteristics, which is believed to be present in all good writing, has been promoted by educators in English-speaking countries:

*Unity*—all parts or elements of the writing constituting an organic and harmonious whole

*Coherence*—all parts or elements well connected to show clear logical (causal, contrastive, hierarchical, parallel, etc.) relations

*Emphasis*—special and significant stress given to important ideas by means of position, repetition, or other indication

*Development* — adequate elaboration and sufficient expansion

*Clarity*—precise, concise, and lucid in style

While these good old values are still relevant, today's discussion of good writing focuses on a different set of concepts.

### 2.1 Good Writing Is Good Thinking (Good Writing $\neq$ Good Grammar)



Good thinking leads to good writing, and muddy thinking can only result in muddy writing. As simple as that. Writing is a thinking process; it is not making a big deal out of nothing, the so-called "moaning and complaining loudly when one is not sick" (*wu bing shen yin*) Good writing should be substantive, really having things to say (*yan zhi you wu*). Not only having things to say, but also having insightful things to say about the topic (*du dao jian jie*).

This concept is particularly important for you because as non-native speakers of English, you may tend to be overly concerned with being correct in grammar, spelling and mechanics. While good writing is expected to be free from grammatical and other errors, it is worth repeating here that *good writing is not good grammar or vice versa*. Actually, anxiety over grammar can only hinder you from expressing yourself effectively in English, writing or speaking. At this advanced level, you should be much more concerned with higher and more important issues of writing in English. Come to think of it, when was the last time you were so delighted by a piece of writing (in English or Chinese) simply because of its correct grammar and punctuation? If you were excited at all by a piece of writing, more than likely it was for one or a combination of the following reasons:

- 1). Because it enlightens you or sheds light on the subject (you have never seen the same phenomenon in that way);
- 2). Because you have felt something similar but in a rather vague and superficial way;
- 3). Because you have felt exactly the same ("great minds think alike!"), but have never been able to