

求新 研究生英语系列教材
GRADUATE ENGLISH SERIES

总主编 余渭深 刘海波 王秀珍

A Guide to **English** **Style Writing**

研究生英语
写作教程

编 著 林泽铨
Alex Graeme-Evans
Sarat Kumar
主 审 黄国文

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重庆大学出版社

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内 容 提 要

本教程将英语读、写紧密结合,以常见的几种写作风格(描写、叙述、因果、对比、论述、例证)为主线,针对每一种风格安排几篇优秀、地道的范文,引导学生对其进行理解、分析和模仿,并最终进行独立的写作实践。本教程同时配以大量的插图,以便帮助学生理解,并启迪学生思维。本书既可作为非英语专业硕士研究生的写作教材,同时又可供高校英语写作课教师参考。

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GRADUATE ENGLISH



总 序

进入 21 世纪以来,我国研究生教育蓬勃发展,规模空前。随着我国改革开放步伐的加快,国际学术交流活动的日益频繁,社会对研究生的英语实用能力提出了更新、更高的要求。为了适应这一形势,重庆大学出版社组织重庆大学、四川大学、西南交通大学、西安交通大学、华南理工大学、武汉大学、华中科技大学、中山大学等几所全国重点高校长期从事研究生英语教学的骨干教师,编写了这套《求新研究生英语系列教材》。

《求新研究生英语系列教材》是我们在总结过去多年教材编写和课堂教学经验的基础上,依据国家教育部(原国家教委)1992 年颁布的《非英语专业研究生英语(第一外语)教学大纲》,并结合我国研究生教学的实际情况编写的。在编写过程中,我们贯彻以下基本原则:

1. 既依托大纲,又不拘泥于大纲,紧扣目前研究生教育的特点;
2. 指导学生的学习方法,提高学生的学习能力;
3. 打好学生语言基础,着重培养其语言运用能力;
4. 听、说、读、写、译等多种技能融会贯通;
5. 把握时代对研究生的要求,突出对外学术交流的需要。

我们之所以将这套教材命名为“求新研究生英语系列教材”,是因为它向广大师生传递着这样几层“新”意:

一、理念新。主要体现在以下几个方面:

- 注重表达技能的培养。教材重新审视了听、说、读、写、译等语言技能之间的关系,试图改变传统教材重接受技能培养,轻表达技能培养的倾向,将表达技能的培养摆到了同接受技能培养同样重要的位置。

- 注重语言应用能力的培养。教材在注重语言能力和语言技能培养的同时,更加注重语言交际的实用性,力求满足研究生涉外活动和学术研究中的语言交际需求。

- 强调基础语言学习与学术语言学习的结合,注重挖掘 EAP 和 ESP 的教学特





点,引导研究生逐渐适应“双语”教学和使用英语进行学术交流的需求。

- 教材编写设计了许多鼓励学生参与学习的活动,注意发挥学生学习的自主性。

二、材料新。好的教材应紧跟时代步伐,体现时代精神。本系列教材所选取的材料从一定程度上体现了当前社会、经济、文化、科技、政治、教育等方面的最新动态和发展。但仅有新颖的材料是不够的,还必须保证语言的规范性,因为学生不仅要从中获取信息、启迪思维,更要从中学习语言。总的说来,本系列教材的选材具有以下特点:时代性、规范性、广泛性、知识性、启迪性。

三、体例新。本系列教材的各个分册在体例安排上别具一格,令人耳目一新。这种新体例以新理念为基础,因此它是科学的;以提高学生学习兴趣、进而提高英语运用能力为目标,因此它是有效的;以方便课堂教学和课后自学为出发点,因此它是实用的。

本系列教材由以下各分册组成:

《研究生英语综合教程》(共2册):通过各种活动全面培养非英语专业硕士研究生的英语听、说、读、写、译等综合技能。每单元以主题(如家庭、科技、网络、人际交往、社会名流等)为线索将各项技能的训练有机地结合起来。全书设计思路新颖,配以精美的图片启迪学生思维。全书各单元由 Quick Flash, Chatroom, Sound Lab, Word Bank, Bookshelf, Word Processing, Reading for Fun 等板块组成。本教程摒弃了传统教材以阅读为中心的编写模式,强调各种语言技能的综合和平衡发展。

《研究生英语听说教程》(共2册):遵循以学生为中心的主题教学模式,以话题(如教育、工作、婚姻、健康等)或体裁(如新闻、广告、小说、诗歌等)为主线开展听说教学活动,旨在训练和提高学生的听力能力及口头表达能力。每单元包括三个教学和学习阶段:引导活动、听力活动、口语活动。听力部分的练习题型多样,力求从多方面训练和提高学生在语篇水平上的听力理解能力和熟练程度。口语部分是听力部分的自然延伸和发展,突出实用性,具有多样性、启发性、指导性和趣味性的特点。

《研究生英语阅读教程》(共2册):为学生提供题材多样、话题新颖、语言规范的英语文章,着重培养其阅读理解能力,同时扩充词汇量,发展写作能力。每单元安排两篇主题接近的文章,一篇为课堂阅读,文后安排理解练习和词汇扩展练习;一篇为补充阅读,后面安排理解练习。每单元最后安排与本单元主题相关的写作练习。



本书最大的特点是语言素材地道、有趣,信息含量高,练习编排合理、巧妙,有的放矢。

《研究生英语写作教程》:将英语读、写紧密结合,以常见的几种写作风格(描写、叙述、因果、对比、论述、例证)为主线,针对每一种风格安排几篇优秀、地道的范文,引导学生对其进行理解、分析和模仿,并最终进行独立的写作实践。本教程同时配以大量的插图,以便帮助学生理解,并启迪学生思维。

《国际学术会议英语》:通过大量的实例,围绕国际学术会议的组织和主持,学术论文及演讲稿的写作,论文演讲的开场、展开与结束,即席提问与答辩等方面,为我国硕士、博士研究生参加国际学术会议进行系统的指导与训练。它一方面教授学生国际学术会议交流的基本知识,另一方面致力于提高他们的学术英语表达能力。

本系列教材从策划、构思到编写得到了全国知名专家秦秀白教授和韩其顺教授的悉心指导。秦秀白教授还对《研究生英语综合教程》、《研究生英语阅读教程》、《研究生英语听说教程》等分册的编写大纲和样章进行了审定,提出了宝贵的意见。这套教材的成功出版,是与二位专家的关心和指导分不开的。在此,我们向他们表示深深的谢意!同时,向所有关心和支持本系列教材编写和出版的领导、同仁表示感谢!

总主编

2003年7月



PREFACE

Writing is an important part of any culture. It can provide great depths of appreciation and enjoyment to a person's life. It serves as an essential instrument to record community and scientific development and, in respect to the development of foreign language skills, an advanced form of securing access to, and mastery of that language. It is in fact the essential means to develop accurate social and academic communications.

Such mastery of the writing skill in English, as a second language by Chinese students, is not easily achieved, with success related to soundness in vocabulary and application of writing styles to manage the sentence, paragraph and essay structure of what is being written.

Although non-English major postgraduate students in China have previously learned English for many years in a classroom environment, they have had little opportunity to practise extended English writing assignments.

This frustrated result has been historically unfortunate, since it is clear to all that lack of writing practice has caused their lack of confidence in free writing. With China's enhanced involvement in scientific and technological, as well as business cooperation in the world, good English writing seems to be increasingly important at many levels: social, political, academic, project management and business affairs.

Perhaps, it is no exaggeration to suggest that the efficient improvement of writing and translation ability of Chinese senior personnel in its large corporations, will serve as the major touchstone on which China in the years ahead will be able to merge much more smoothly into the arena of world affairs. Given the postgraduate students of our many great universities of today are the backbone force of the country's intellectual future, it is high time for them to improve and give greater priority to their writing skills in the English language, as the major international communication medium of this century.





From the basic principles of second language acquisition, it is clear English writing can be best improved through language imitation and practice. Only by observing and analysing prime examples of English writing styles can students effectively perceive how to write with fluidity and style. Reading and writing are closely related to each other. Without plenty of reading, it is difficult to imagine a student being able to write with creative confidence, and in acceptable common-use English.

By analyzing good examples of written narration, description, argumentation and persuasion, students can master, or at least be aware of, how to add imaginative power to their essays. Conversely, examples of cause and effect, comparison and contrast, illustration and explanation, demonstrate how students can lay down a solid foundation for the main texts in their thesis writing. In the Appendix are to be found working notes for students on how to lay out bibliographies and the quoting of texts from other sources in footnotes, and teachers notes in terms of ideas as to how they might expand work beyond this text.

On the very positive side, our Chinese universities fully appreciate that non-English major graduate university students, are special persons. They are academically and ideologically mature, and possess strong analytical reading ability. In other words, when it comes to English as their second language, they are strong in critical thinking, but through lack of practice, weak in English composition writing. Thus, we believe a book such as this, which focuses after a refresher, not so much on the traditional long-handed beginners method of repetitious sentence and paragraph writing, but by harnessing their already well developed analytical and imitation writing skills, is the best way to improve their already well defined skills in other areas.

While there appears to be quite a few books seeking to cover English writing on library shelves, few seem to directly match our short courses specifically designed for Chinese post-graduate non-English majors. The reason seems to be,





such books are either imported from western countries, and originally designed in terms of style, to meet the needs of native English students in their home countries, or are restricted in terms of promoting creative writing.

The completion of this book is very rewardingly a joint effort of Sino and foreign experts. Sarat Kumar and Lin Zequan have been engaged in ESL teaching for about 30 years, while Alexander Graeme-Evans, an Australian author, historian and lawyer of equivalent years, has also much experience in teaching graduate English reading and creative writing expression, to second language students.

It is our common interest in seeking to produce a more stimulating approach to the teaching of English writing styles that brought us together to complete this work. Now that this task has been done, we earnestly hope it will assist in meeting the primary aim now faced by all Chinese universities; of seeking ways and means to lift further Chinese postgraduate non-English major students' creative English writing abilities, in a positive and creative manner.

Professor Lin Zequan, Chairman, Graduate Division of Foreign Languages Studies
Associate Professor Alex Graeme-Evans, Australian Foreign Expert
Associate Professor Sarat Kumar, Indian Foreign Expert
School of Foreign Languages,
Zhongshan (Sun Yat-sen) University

15th March 2004





- Students are encouraged to attend English corners on their respective -
campuses, since the development of word power and structure
in writing in English, is not confined to books alone.

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- the Ming dynasty fortress at Jiayuguan, once referred to as -
the Strongest Fortress on Earth

*China , from firm foundations in defence , now moves forward to
secure firm foundations in global English best fitting its role as
one of the world's leading trading nations of the 21st Century.*

INTRODUCTION

This book is essentially a revision and skills enhancement project book based on a set of easy to follow lectures for Chinese non-English major , post-graduate students. Its aim is to first refresh students on some of the key aspects of English





writing they would have been taught in their undergraduate university years. Second, it serves as a practical single-source resource base to improve further their higher skills in English writing. Either, for use by a student on their own as a self study text, or alternatively by teachers at Chinese universities.

At Sun Yat-sen University, postgraduate students regardless of their specialty are graded into either Advanced or General Classes, according to their English marks on university entry. One of the major features of this book therefore is to ensure that both grades can be taught out of the same book, which is particularly beneficial, given the actual contact hours between lecturer and student for most English writing courses is restricted to generally 20 hours per semester. Such restrictions stem from the large numbers of postgraduate students enrolled and cost-wise, the lack of sufficient experienced foreign teachers to allow the class-hours to be expanded further.

It is important with such restricted teaching hours in place, across not only this university but also other Chinese universities for English writing, that such a short course is delivered in a well structured way to the non-English major postgraduates, such that it assists them in laying down a basic foundation for their composition writing in the future; be it theses, academic or other research related projects.

It is the authors' belief, no matter what the subject matter may be, that the applicable writing styles employed in English composition writing are essentially those of narration, description, cause and effect, compare and contrast, illustration, and argumentation and persuasion. Thus, on becoming familiar with the application of these techniques, students are better placed to apply them successfully to their general and academic writing.

With this reality in mind the book is divided into seven chapters, six dealing with the writing styles listed above, and an opening chapter referred to as the "Mechanics of Writing" which serves as a revision exercise, given that not all postgraduates come to the campus with the same breadth of English writing





experience. In the Appendix we provide in a general way useful working notes as to the writing of theses, which by their very nature are part and parcel of any postgraduate student's academic training, in order to obtain a higher degree.

The technique employed in each of the style chapters is to first describe the main features and characteristics of that particular style of writing, then move on to a series of writings which emphasise well that technique in everyday writing; be it academic or otherwise. In each chapter there is then a set of class and student questions relating to those writing selections, with class teachers then being free to set their own out-of-class essay assignments as required, which seek to practice further students in that particular writing style. In places where the vocabulary may be considered complex, additional notes are supplied, but generally at postgraduate level, students need to be the masters of their own dictionaries.

As a general guide, postgraduate students at Sun Yet-sen University attending the non-English major writing course, are required to write six essays in a semester of 20 weeks, of which four are to be at least 500 and the other two at least 1,500 words in length. Capable students are of course encouraged to write more and longer essays.

For any textbook to be rated as effective, it needs to satisfy not only teachers in terms of ease of delivery, but also maintain the interest and enthusiasm of students. We have kept this foremost in mind when structuring the book. Competency in learning English writing is no different from learning any other language. Practice makes perfect. To learn English writing well, one must simply read, read and read more, speak, speak and speak more, write, write and write more. Through developing such a positive attitude a student's skills and ultimate enjoyment in using the language as a tool for their particular needs, will rise immeasurably.

Finally, a book such as this, as a working tool, is dynamic. Therefore, the authors would appreciate any feedback at any time from users, be they students





or teachers, so that this initial publication can be improved further in future editions. It is designed for use by teachers at Chinese universities or alternatively students using it as their own self study text. Accordingly, as a user, you are most welcome to address any comments you may have as to how to improve future editions, to the authors at f122@zsu.edu.cn.





- far reaches of the Great Wall of China -

CHAPTER ONE THE MECHANICS OF WRITING

The Need to Refine Your Text

The art of writing is very much a practical skill, and the techniques employed become second nature to a well-practiced writer. In many ways the art of developing a piece of written text from draft to final form, is like the tuning of a piano or violin. You constantly polish and tighten the word picture, and flow of ideas, so that in its final form, it will slip easily into the mind and inspire the reader to read with interest, the rest of the information you have supplied them with.





We will first in this chapter review, as a form of pre-reading, what you have hopefully learnt in senior secondary and your undergraduate years as to the basics of: grammar, sentence structure and the preparation required to create a satisfactory essay/composition. In the following six chapters, we then progress to deal with the various writing styles that are commonly employed in English writing, using special selections from leading English writers. The book then concludes, in the Appendix, with some working notes concerning the use of footnotes, and use of references in the writing of theses.

Revision Time on the Basics

Certainly as postgraduates, you have had many years of toil, as you progressed through the basics of English grammar in both your secondary and undergraduate years. The purpose of this section therefore is to provide you with a compact “*refresher*”^① before you move on to the later style chapters. We deal here with the common technical words commonly used in academic circles, which relate to writing composition and the mechanical tools employed to describe the elemental parts of this literary science.

► Formal versus Informal Writing

A quick reflection on your purpose and audience will always indicate to you the form your writing needs to take. If formal writing is required, specific rules may need to apply. These in turn are determined by the nature of the task. The master categories are termed as being either *fiction*^② or *non-fiction*. The actual way such information is structured and presented to the reader, and which words are used to convey meaning, is referred to in technical terms as either *style* or *tone* of writing. Writers choose very deliberately a certain style or tone, so that

① memory reminder

② While not seeking to be exhaustive the *forms of fiction* are essentially those of: novel, short story, drama script, poem, letter and essay. The *text styles of fiction* are generally regarded as: *narrative*, *explanation*,

