

# 高等学校

## 英语专业拓展系列教材

GAODENG XUEXIAO YINGYU ZHUANYE TUOZHAN XILIE JIAOCAI

(上册)

李丽 著

# Writing

哈尔滨地图出版社

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# 总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的建设都取得了巨大的成绩。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。社会需要的不仅仅是懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了更新、更高的要求。

为了适应时代的发展,巩固所学知识,特决定编写一套英语辅助系列教材。本套辅助系列教材共分语言学知识、文学、语言与文化、口语训练、阅读与翻译、写作等几个分册。编写内容深入浅出,反映了各个学科领域的最新成果。编写过程中力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由哈尔滨商业大学英语专业教师组成。他们都是有着多年教学经验的一线教师。相信本套辅助系列教材一定会有助于增加学生的专业知识,提高他们的素质。

李 郁

2007 年 9 月

# 前 言

写作是语言综合能力的体现,要写出构思巧妙、精美流畅的英语文章,不仅要求作者有充足的词汇储备,扎实的英语语法知识功底,同时还要求具备坚实的写作理论知识和丰富的实践经验,娴熟的写作技能。英文写作是学习英语的实际运用阶段,也是英语学习者较难掌握的一个环节。因此,英语写作课作为我国高校英语专业的核心课程一向受到广大师生重视。

本书根据英语专业本科英语写作教学大纲要求的内容编写而成,涵盖面较广,从写作的两大方面,即写什么和如何入手,从产生思路到规范各类文体写作格式,从选词造句到应用文和英语学术论文写作,几乎能够涵盖所有关于英语写作的问题。

本书共分七章,第一章介绍了收集和整理写作思路的技巧和具体方法。第二章介绍了词句的种类和如何遣词造句。第三章介绍了如何将句子组织成段落。第四章涉及段落的种类和如何将段落组织成短文。第五章涉及应用文写作,除了介绍各类书信、便条外,还介绍了简历、书评和摘要的撰写。第六章为英语专业学术论文写作,介绍了英语专业学术论文的写作过程、资料的检索和常见的 MLA、APA 格式。第七章介绍标点符号的用法,是专为读者急需时查询便利而安排的。每章的讲解力求具体清晰、突出重点并配有学生和名家的优秀范文,确保学生得到系统、全面的写作知识。

本书可作为英语专业的配套教材,供专业英语二年级上学期至三年级下学期的学生使用,由教师酌情组织教学,也可用做选修课教材或学生自学读物。

作 者

2007 年 9 月

# English Writing

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# Chapter One Collecting Ideas

## 1.1 Getting started

*"A writer keeps surprising himself... he doesn't know what he is saying until he sees it on the page."*

—Thomas Williams

**When you sit down to write...**

Does your mind turn blank?

Are you sure you have nothing to say?

If so, you're not alone! Everyone experiences this at some time or other, but some people have strategies or techniques to get them started. When you are planning to write something, try some of the following suggestions.

**EXPLORE** the problem—not the topic

1. Who is your reader?
2. What is your purpose?
3. Who are you, the writer? (What image or persona do you want to project?)

**MAKE** your goals operational

1. How can you achieve your purpose?
2. Can you make a plan?

Before you start to write:

1. Talk to your reader

—What questions would they ask?

—What different kinds of readers might you have?

2. Ask yourself questions

A. Journalistic questions

Who? What? Where? When? Why? How? So What?

B. Classical topics (patterns of argument)

Definition

—How does the dictionary define \_\_\_\_?

—What do I mean by \_\_\_\_?

—What group of things does \_\_\_\_ belong to?

—How is \_\_\_\_ different from other things?

—What parts can \_\_\_\_ be divided into?

—Does \_\_\_\_ mean something now that it didn't years ago? If so, what?

—What other words mean about the same as \_\_\_\_?

—What are some concrete examples of \_\_\_\_?

—When is the meaning of \_\_\_\_ misunderstood?

#### Comparison/Contrast

—What is \_\_\_\_ similar to? In what ways?

—What is \_\_\_\_ different from? In what ways?

—\_\_\_\_ is superior (inferior) to what? How?

—\_\_\_\_ is most unlike (like) what? How?

#### Relationship

—What causes \_\_\_\_?

—What are the effects of \_\_\_\_?

—What is the purpose of \_\_\_\_? —What is the consequence of \_\_\_\_?

—What comes before (after) \_\_\_\_?

#### Testimony

—What have I heard people say about \_\_\_\_?

—What are some facts of statistics about \_\_\_\_?

—Can I quote any proverbs, poems, or sayings about \_\_\_\_?

—Are there any laws about \_\_\_\_?

#### Circumstance

—Is \_\_\_\_ possible or impossible?

—What qualities, conditions, or circumstances make \_\_\_\_ possible or impossible?

—When did \_\_\_\_ happen previously?

—Who can do \_\_\_\_?

—If \_\_\_\_ starts, what makes it end?

—What would it take for \_\_\_\_ to happen now?

—What would prevent \_\_\_\_ from happening?

#### C. Tagmemics

##### Contrastive features

—How is \_\_\_\_ different from things similar to it?

—How has \_\_\_\_ been different for me?

##### Variation

—How much can \_\_\_\_ change and still be itself?

—How is \_\_\_\_ changing?

—How much does \_\_\_\_ change from day to day?

—What are the different varieties of \_\_\_\_?

##### Distribution

—Where and when does \_\_\_\_ take place?

—What is the larger thing of which \_\_\_\_ is a part?

—What is the function of \_\_\_\_ in this larger thing?

D. Cubing (considering a subject from six points of view)

1. \* Describe \* it (colors, shapes, sizes, etc.)
2. \* Compare \* it (What is it similar to?)
3. \* Associate \* it (What does it make you think of?)
4. \* Analyze \* it (Tell how it's made)
5. \* Apply \* it (What can you do with it? How can it be used?)
6. \* Argue \* for or against it

**When you start to write:**

You can try one or more of these strategies:

Ask yourself what your purpose is for writing about the subject.

There are many "correct" things to write about for any subject, but you need to narrow down your choices. For example, your topic might be "dorm food." At this point, you and your potential reader are asking the same question, "So what?" Why should you write about this, and why should anyone read it?

Do you want the reader to pity you because of the intolerable food you have to eat there?

Do you want to analyze large-scale institutional cooking?

Do you want to compare Purdue's dorm food to that served at Indiana University?

Ask yourself how you are going to achieve this purpose.

How, for example, would you achieve your purpose if you wanted to describe some movie as the best you've ever seen? Would you define for yourself a specific means of doing so? Would your comments on the movie go beyond merely telling the reader that you really liked it?

**Start the ideas flowing**

Brainstorm. Gather as many good and bad ideas, suggestions, examples, sentences, false starts, etc. as you can. Perhaps some friends can join in. Jot down everything that comes to mind, including material you are sure you will throw out. Be ready to keep adding to the list at odd moments as ideas continue to come to mind.

Talk to your audience, or pretend that you are being interviewed by someone —or by several people, if possible (to give yourself the opportunity of considering a subject from several different points of view). What questions would the other person ask? You might also try to teach the subject to a group or class.

See if you can find a fresh analogy that opens up a new set of ideas. Build your analogy by using the word like. For example, if you are writing about violence on television, is that violence like clowns fighting in a carnival act (that is, we know that no one is really getting hurt)?

Take a rest and let it all percolate.

Nutshell your whole idea.

Tell it to someone in three or four sentences.

Diagram your major points somehow.

Make a tree, outline, or whatever helps you to see a schematic representation of what you have. You may discover the need for more material in some places.

Write a first draft.

Then, if possible, put it away. Later, read it aloud or to yourself as if you were someone else. Watch especially for the need to clarify or add more information.

You may find yourself jumping back and forth among these various strategies.

You may find that one works better than another. You may find yourself trying several strategies at once. If so, then you are probably doing something right!

## **1.2 Asking the Right Questions**

As a writer, you can begin by asking yourself questions and then answering them. Your answers will bring your subject into focus and provide you with the material to develop your topic. Here are twenty questions or "thought starters" that present ways of observing or thinking about your topic. Each question generates the type of essay listed in parentheses after the question.

1. What does X mean? (Definition)
2. What are the various features of X? (Description)
3. What are the component parts of X? (Simple Analysis)
4. How is X made or done? (Process Analysis)
5. How should X be made or done? (Directional Analysis)
6. What is the essential function of X? (Functional Analysis)
7. What are the causes of X? (Causal Analysis)
8. What are the consequences of X? (Causal Analysis)
9. What are the types of X? (Classification)
10. How is X like or unlike Y? (Comparison)
11. What is the present status of X? (Comparison)
12. What is the significance of X? (Interpretation)
13. What are the facts about X? (Reportage)
14. How did X happen? (Narration)
15. What kind of person is X? (Characterization/Profile)
16. What is my personal response to X? (Reflection)
17. What is my memory of X? (Reminiscence)
18. What is the value of X? (Evaluation)
19. What are the essential major points or features of X? (Summary)
20. What case can be made for or against X? (Persuasion)

## Practice

Discuss with your classmates about your first impression of the writing course. Ask each other questions. Then write something about it.

### 1.3 Generating Some Ideas

What to write is usually the first problem the students meet when they begin to write. Here are some useful techniques to generate ideas.

#### 1.3.1 Free Writing

Free writing is a simple process that is the basis for other discovery techniques. Basic free writing follows these guidelines:

Write nonstop for a set period of time (10~20 minutes).

Do not make corrections as you write.

Keep writing, even if you have to write something like, "I don't know what to write."

Write whatever comes into your mind.

Do not judge or censor what you are writing.

"Then free writing results in a mess?"

Yes, it certainly can. In fact, if your free writing is neat and coherent, you probably haven't loosened up enough. However, remember that you can't fail in free writing. The point of doing free writing is the process, not the end result. If you follow the guidelines, your free writing is successful.

Free writing has these benefits:

It makes you more comfortable with the act of writing.

It helps you bypass the "inner critic" who tells you you can't write.

It can be a valve to release inner tensions.

It can help you discover things to write about.

It can indirectly improve your formal writing.

It can be fun.

Some final suggestions for free writing:

Use the writing tool that is most comfortable for you— pencil, computer, or whatever.

Don't cross anything out; Write the new idea down; leave the old one.

Drop all punctuation. That can make your free writing faster and more fluent.

**Here is an example of free writing:**

well I'm sitting here at the key board and I really don't know what to write about it is too chilly in this building today age after we complained all summer about it being too hot — remind myself not to correct errors it's second nature to go back and change mistakes maybe I should have written this example in long hand but then I'd have to translate my handwriting I don't know how to write the link for the Shiki list renga I want to contribute a link if I can I saw a bumblebee in sweet pea blossoms this morning and I think that would work very well

as an image but i havent got it worked out well i don't know how the bee relates to the blossoms is he hiding in them? is he... is he...is he ... making a home there, no of course not bees don't live in blossoms and he's not hiding either I can't think bees hide what do you think? (i'm aware I am going to post this and aware someone may read it which causes some inhibition I couldn't find another example earlier my typing isn't always this bad excuses excuses but freedom too maybe my bee link can can can can can what ? include reference to alley where we were aw=walking the dog? i mean dog of course he was buried stuck his head in nettles or something some kind of weed grows growing in the chain link fence below the sweet peas so maybe I can put the dog in the link but it can't be more than 14 syllables which isn't very much to write I guess but that's enough for you I like the hokku that Dhugal posted "sparrows/erip aw I can't remember they erupt from trees but I think Paul Mena says what kind of trees and there's the third line : "a sudden burst of thunder" and did I remember that write i mean right and anyway the bee going INTO the blossoms I think links nicely with the sparrows coming out of the trees and the thunder with the bee's presumed buzzing although I didn't hear anything and maybe that would be something to include in the link do you think? henh henh henh I rhymed I did and the bees and the blossom, ah the birds and the bees and the blossoms and the supposed old fashioned man to man talk a father had with a son but I was a farmboy and it's kinda hard to miss what a bull does to a cow and that's probably enough of that guess I won't spell check this file hee hee hee and what next what comes next I still have a minute or so these things there away and idea about the bee and blossom link there but it's past the silence the of the bee, ie "the silence of the bee / in the sweet pea blossoms? yeh I think that's it finish this mess and send it to Dhugal and see how he likes it see there, free writing does pay off I didn't not intend that result and it wasn't planned either so that's about it

Written from 1:00 p.m. to 1:11 p.m. , July 25, 2006, by Gene Doty

### **Focused free writing and its benefits**

Often students struggle in deciding what topic to write or what specific areas of a topic they want to write on. They often struggle with choosing the right topic or they are not sure what specific area of topic to choose. Focused free writing is a method related to brainstorming that is often used in helping students decide what topics to choose. It is simple and easy to do. It is a pre-writing exercise that helps the student in writing essays and term papers.

Think about a question that might be worth researching. Begin to write without stopping for five or ten minutes. Put down everything that comes to mind on the issue or question. Do not stop to think about spelling, grammar, or punctuation. Simply, write everything possible on the topic freely without stopping. Do not stop at this stage to evaluate the results or worry about sentence structure. The goal is to pour out as many ideas as possible in a steady stream of writing.

After this free writing exercise, it is time to look at what has been created. Highlight

any significant ideas and underline any key words that might be used to develop a term paper or essay. Use these to further research the topic. Key words are especially beneficial in researching the topic.

**Here is an example of focused free writing on dogs:**

Dogs can be small or large. There are many different types of breeds. My favorite is Maltese. They are white and small. They enjoy playing and romping with their owners. They eat very little but often they are demanding on what they want to eat. They are protective of their owners. Another type of dog is a pit bull. Pit bulls are known as dangerous because they can kill a child or a small dog with one bite. Often the public wants to eliminate all pit bulls because they can hurt people. Neither Maltese nor pit bulls are recommended for children. The best dogs for children are collies and Keeshonds.

This essay could be used as a comparison essay or it could be used to argue that pit bulls are dangerous and strict laws should be created to prevent people from being harmed. Another essay from this free writing could be about Maltese and give information about their special characteristics.

The purpose of free writing is to take a topic and obtain ideas that can be used to research the topic. Getting key terms from free writing is beneficial in research because these terms can be used during research. For instance, Maltese could be entered into the key term on EBSCO and articles would be listed with information that has been written on the topic of Maltese. On the other hand, putting the key term of pit bulls on the Internet would list many articles or sources on pit bulls. Other ideas listed in the free writing could be used to research information such as small breeds of dogs, larger breeds, pets that are good with children or pets that are not good with children. An essay could be written on the topic of collies or Keeshonds.

Free writing is a useful tool in prewriting and choosing topics for different essays. It is simple to do. The student simply writes everything they know about a topic for five to ten minutes without stopping. Once the free writing is completed the student can decide what is important in the free writing and eliminate other ideas. The student can choose important ideas, key words, or topics. The student can even decide to keep what has been written and to expand the ideas found in the free writing. The student may decide to free write again with ideas used in the free writing that was done. Free writing is a great tool for getting ideas for custom-written essays, term papers, and research papers.

### **1.3.2 Brainstorming**

Brainstorming techniques can help you:

- find a topic for an assignment, or

- use a chosen topic to generate ideas for a rough draft.

Brainstorming activities prolong the creative, "messy" portion of the writing process—allowing you to generate many ideas to write about in your paper. The idea is to stop your-



self from closing off this productive activity too soon. Ideally, you want to come up with a great deal of raw material before you begin to organize and edit your paper. Brainstorming tactics can help prevent you from smoothing out and "finishing" your paper too soon, before it has enough content.

### **How to Brainstorm**

When you have an assignment to complete, we all know that the first word is the hardest — so you begin by writing down all the relevant points you can think of on a piece of scrap paper; you **DON'T** begin writing your essay straight away!

Think of your brain as being an onion, and every idea is a layer of that onion. When you write down one idea, it peels off a layer and exposes the one underneath. Then you can peel off that layer and get to the one under there, and so on, and so on, and so on. Eventually you empty out all your ideas, probably make a few new ones, and you have a big long list of ideas that you can now sort through and use. It's important to remember that if you don't peel off that first layer... you'll never find what's underneath. Often the good ideas will start 5 or 6 items down the list!

#### **1. Let fly**

The buzz word for this process is brainstorming — just letting fly with everything you think might be useful.

Do this for a couple of minutes in an exam, a couple of days for a university research essay and appropriate times in between for other essays!

#### **2. Develop an Argument**

When you feel you've jotted down sufficient relevant points, then comes the fun part. You organize these into a coherent, logical argument — in any essay, you are always trying to present a particular case and to convince your reader that your case is worthy of consideration.

Think of the times in your real life where you've had to argue a case — trying to convince mum and dad that yes, you are old enough to go into town with your friends / sleep outside in a tent / get your license / fly to Europe for the holidays / get married etc! On each occasion, you marshaled all the arguments you thought would help you to get what you wanted.

Looking back, I'm sure you'll realize that the most successful campaigns were those in which you had planned your points, the ones where you developed an argument in a logical way, where each part of your case arose naturally from the point before, where you had a counter-argument for everything mum and dad said, where you could use evidence to back up all your claims (of course I'm responsible enough; remember how I fed the dog... OK ... bad example!) And where your last word on the subject clinched the whole case!

It's exactly the same with an essay — so don't tell me you 'can't do essays' — you've been doing them, with varying degrees of success, all your life — you just haven't realized it!