展望(Prospect)全国高等院校英语专业系列精品教材

英语写作教程 第二册

许秀妍 主编

An English Writing Course

Book 2

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英语写作教程　第二册
An English Writing Course　Book 2

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出版说明

　　"展望（Prospect）全国高等院校英语专业系列精品教材"由对外经济贸易大学出版社联合我国多所重点本科大学推出。教材针对全国本科院校英语专业设计，内容涵盖英语专业必修和选修课教学，包括基础技能、语言学、文学、文化、商务等方面，囊括当前我国高校英语专业所开设的大部分课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，为英语教学提供更多的选择。

　　展望系列教材在内容选材上反映了各个学科领域的最新研究成果，除了帮助学生打下扎实的语言基本功外，在编写上更着力培养学生分析问题、解决问题的能力，并提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

　　本系列教材的作者为学科带头人和一线优秀教师，教材充分体现了当今大学英语专业教育的发展方向和水平。具体书目包括《基础英语教程1～4》、《基础英语教程辅导用书1～4》《英语听力1～2》、《英语口语1～2》、《英语视听说》、《英语阅读1～2》、《英汉/汉英口译基础教程》、《大学英汉翻译教程（第三版）》、《大学汉英翻译教程》、《英语写作》、《学术类论文写作手册（第三版）》、《经贸英语文章选读》、《经贸英语翻译》、《经贸英语口译》、《商务英语写作》、《跨文化交际》、《国际商务礼仪》、《英美国家概况》、《英国文学简史》、《美国文学简史》、《英美文学作品选读》、《实用英语文体学教程》、《英语语言学教程》、《英美报刊高级阅读教程》等。教材选配"PPT"课件（网站下载），并根据教材自身特点选配教学参考书或者"MP3"光盘，建设立体化教学资源。本系列教辅资料请登录"http://www.uibep.com/"下载。

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前　　言

　　"展望"系列《英语写作教程》是由长期工作在外语教学第一线的高校教师们精心为英语专业以及非英语专业本科学生编写的一套简洁实用的写作教材。该套教程的第一册并没有从一开始就讲述不同体裁写作的方法，而是从了解写作的意义开始让读者发觉写作的重要性，对写作与阅读的关系、作者与读者的关系有了清楚的认识后循序渐进地接受句子、段落、篇章写作以及修辞运用、标点符号使用、词典使用等具体写作指导。我们这样编写的初衷在于让这本教材具有人性化的风格，让读者对写作意义、目的有了充分了解之后再进行写作。此外，我们还在教材中阐述了写作与思维的关系以及如何在写作过程中进行批判性的思考，希望读者能够建立批判性写作思维，进行创造性写作。

　　教程的第二册分为学术写作和实用写作两大板块。学术写作板块系统简要地介绍了学术写作的特点以及不同学术体裁文章以及学术论文写作的方法。通过这部分的介绍，读者可以详细了解学术英语的语言特点、短篇论文及毕业论文的论文结构和写作方法、如何以"APA"或"MLA"两种方式处理论文参考文献，如何用英文撰写科研报告、描述图表数据等内容。实用板块介绍了日常生活、学习或工作中实用性英语写作的方法技巧，包括如何写个人简历、推荐信、通知、邀请信、感谢信等。第二册的最后一个单元还专门为培养良好写作习惯而阐述了如何进行写作后的修改。

　　该套教程分两册，每册包括 15 单元。每个单元围绕一个主题划分了两至三个学习内容。每一部分学习内容在经过详尽的阐述和介绍后附有相应的课堂练习和课后练习以辅助学习者消化理解每个单元的内容。教材练习包括了实践写作，也包括一些开放性的练习，这些练习目的在于加深读者对教材中阐述的写作方法或技巧的理解，并且打消对过多实践练习产生的抵触心理，一些讨论性话题可以引导读者对写作中产生的问题进行积极的辩证的思考。教材的第一册设计了作家赏析部分，第二册设计了课前热身练习，目的在于丰富教材的知识性，激发读者的学习兴趣。

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编　者
2014 年 5 月

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CONTENTS

Unit *1*

Academic Writing (1) General Features

In this unit, you will learn

1. *What academic writing is;*
2. *The main features of academic writing.*

Warming Up

Please read the following two passages and compare the differences, and find out which one is more formal. Then, try to describe the features of academic writing as many as possible.

The One and Only

by Arjun Ramachandran

The growing number of single-person households spells disaster for attempts to reduce energy use.

If a fridge hums in the kitchen and nobody hears it, does it still use energy?

So goes the slight adaptation of a popular riddle.

The answer to the riddle is, of course, yes.

Fridges don't discriminate and rack up the same electricity costs in an empty house as in a house of five.

In other words, the more people in a house, the smaller each person's share of the energy cost of the fridges, TVs and microwaves in the house.

Household size is a big influence on how eco-friendly a person is. The rub is that while we're striving to be model green citizens, more Australians are opting to live alone, and so producing a larger personal ecological footprint.

"There's no doubt that a trend to smaller households is troubling in terms of environmental impact," says Cam Walker, Friends of the Earth Australia's national liaison officer.

"If we had a household of five people and they moved to individual apartments, they'd all still need a fridge, lighting, heating, etc."

"But when those same people live under one roof, they share the resources a single dweller uses", says Kate Noble, the Australian Conservation Foundation's advocate for greener development.

So in a five-person household, heating systems simultaneously warm five people instead of just one, dishwashers and washing machines tend to run only when full and the council garbage truck makes its weekly trip to collect the rubbish of five, not one.

The numbers are alarming for Australia, where single dwellings are the fastest growing household type and will increase from 25 per cent of all households in 2001 to 34 per cent in

2026, Australian Bureau of Statistics figures show.

Passage 2

The Environmental Effects of the Growth of Single Inhabitant Households and Possible Solutions

Recent studies on urban social patterns have indicated that there has been a significant rise in the number of single-inhabitant households. While greater emphasis has been given to ecologically friendly politics, this rise in the number of inhabitants choosing to live alone will have negative impacts environmentally (Australian Bureau of Statistics, 2006, 16). The current issue is that each household has certain fixed running costs and therefore, the growth in the number of single-inhabitant households directly affects the energy used per individual. For example, a refrigerator will use the same amount of power regardless of whether the household has five inhabitants or whether it has one. Similarly, the same logic can be applied to the use of other household appliances, such as televisions, air conditioning and ovens. Hence, Ramachandran argues that household size has a direct influence on the environment as the fewer the number of household members the greater the ecological impact per individual (2007, Internet). This impact will be especially significant given the projected growth in single-inhabitant households, estimated to be from 25 per cent of all households in 2001 to 34 per cent in 2026 (Australian Bureau of Statistics, 2006, 16).

Part One   What is Academic Writing?

Generally, it is the kind of writing used in college classes, especially for postgraduate students, either master degree or PhD degree. It is also frequently used by researchers to write

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their articles for presenting their research findings.

Academic wiring is different from other writings, such as creative writing and personal writing. Creative writing is the kind of writing you do when you write stories. Personal writing is the kind of writing you do when you write letters or e-mails to your friends, relatives, colleagues and so on which is intended for greetings, communication or other purposes. The two types of writings are usually informal, so you might use slang, abbreviations, very personal words and incomplete sentences. By contrast, academic writing is very formal, and you should not use slang or contractions. Besides, you should take care to use complete sentences and formal words to connect them in a proper way. Academic writing in English is probably different from academic writing in our mother tongue. The language used, the grammar, sentence structures, and the ways of organizing ideas are probably different from what you have known. Actually, academic writing has a set structure and some special features which are no difficulty for us. One point you have to remember academic writing is a special type of writing. Through comparing the above two texts in the warming up, you find academic writing is different from other writings. Then how differences are reflected? This is what to be discussed in the next section, features of academic writing.

Part Two   Features of Academic Writing

Academic writing in English is a linear activity, which implies it has one set central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Besides, its objective primarily is to inform some information to the readers instead of amusing readers or some other purposes. Apart from this, it is a standard written form of the language which is usually characterized by eight main features as follows, respectively are being complex, formal, precise, objective, explicit, accurate, hedged, and responsible. It highlights using language precisely and accurately. In the following, more details about eight features of academic writing will be illustrated.

1. Complexity

Written language is relatively more complex than spoken language. Written texts are lexically dense compared to spoken language—they have proportionally more lexical words

than grammatical words. Written texts are shorter and have longer, more complex words and phrases. They have more noun-based phrases, more nominalisations, and more lexical variation.

Written language is grammatically more complex than spoken language. It has more subordinate clauses, more "that/to" complement clauses, more long sequences of prepositional phrases, more attributive adjectives and more passives than spoken language. The following features are common in academic written texts:

Noun-based phrases, subordinate clauses/embedding, complement clauses, sequences of prepositional phrases, participles, passive verbs, lexical density, lexical complexity, nominalisation, attributive adjectives, adjectival groups as complements

Please read the comparison of a sentence from a spoken text with a typical written variant.

Spoken text: *We can control the trains this way and if we do that we can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.*

Written text: *The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.*

The main difference is the grammar, not the vocabulary. Other equivalents are given below:

Spoken	Written
Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.	*Every previous visit had left me with a sense of the futility of further action on my part.*
The cities in Switzerland had once been peaceful, but they changed when people became violent.	*Violence changed the face of once peaceful Swiss cities.*
Because the technology has improved its less risky than it used to be when we install them at the same time, and it doesn't cost so much either.	*Improvements in technology have reduced the risks and high costs associated with simultaneous installation.*
The people in the colony rejoiced when it was promised that things would change in this way.	*Opinion in the colony greeted the promised change with enthusiasm.*

2. Formal words

In general this means in an essay that you should avoid:

● colloquial words and expressions such as "stuff", "a lot of", "thing", "sort of"

- abbreviated forms like "can't", "doesn't", "shouldn't"
- two word verbs like "put off", "bring up"
- sub-headings, numbering and bullet-points in formal essays—but use them in reports
- asking questions

3. Precision

In academic writing you need to be precise when you use information, dates or figures. Do not use "a lot of people" when we can say "50 million people". Please read the following examples and pay attention to the italicized dates or figures.

Examples:

1) Chemists had attempted to synthesize quinine for the previous *hundred* years but all they had achieved was to discover the extreme complexity of the problem.

2) The volatile oily liquid beta-chloro-beta-ethyl sulphide was first synthesized in *1854*, and in *1887* it was reported to produce blisters if it touched the skin. It was called mustard gas and was used at Ypres in *1917*, when it caused many *thousands* of casualties.

3) It is approximately *eight* inches in length and runs from the urinary bladder, through the prostate gland, under the front of the pelvis, and, passing through the corpus spongiosum, it ends at the tip of the glans penis in an opening called the urethral meatus.

4. Objectivity

This means that the main emphasis should be on the information that you want to give and the arguments you want to make. This is related to the basic nature of academic study and academic writing, in particular. Nobody really wants to know what you "think" or "believe". They want to know what you have studied and learned and how this has led them to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

Compare the following two paragraphs:

1) *The question of what constitutes "language proficiency" and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more "communicative" (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects*

the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

2) We don't really know what language proficiency is but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.

Now, could you tell which is more objective?

In general, words like "I", "me", and "myself" should be avoided. A reader will normally assume that any idea not referenced is our own. It is therefore unnecessary to make this explicit. Avoid "we" to refer to the reader or people in general.

- **Don't write:** "In my opinion, this a very interesting study."

  Write: "This is a very interesting study."
- **Don't write:** "We can easily forget how different life was 50 years ago."

  Write: "It is easy to forget how difficult life was 50 years ago."

The following sentence patterns can also be used to avoid using of personal pronouns and to express more objectively.

- Clearly this was far less ... than ...
- This is where the disagreements and controversies begin ...
- The data indicates that ...
- This is not a view shared by everyone; for example, ... claims that ...
- ...very few people would claim ...
- It is worthwhile at this stage to consider ...
- Of course, more concrete evidence is needed before ...
- Several possibilities emerge ...
- A common solution is ...

5. Explicitness

Academic writing is explicit in several ways:

(1) It is explicit in its signposting of the organisation of the ideas in the text. As a writer of academic English, it is your responsibility to make it clear to your readers how various parts of the text are related. These connections can be made explicit by the use of different signalling

words.

● If you want to tell your readers that your line of argument is going to change, make it clear.

e.g. *The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain.* **However***, even by the end of the war, the design had run into serious difficulties.*

● If you think that one sentence gives reasons for something in another sentence, make it explicit.

e.g. *While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was* **because** *the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.*

● If you think two ideas are almost the same, say so.

e.g. *Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord's control of the land.* **Similarly***, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.*

● If you intend your sentence to give extra information, make it clear.

e.g. *He is born into a family, he marries into a family, and he becomes the husband and father of his own family.* **In addition***, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.*

● If you are giving examples, do it explicitly.

e.g. *This has sometimes led to disputes between religious and secular clergy, between orders and bishops.* **For example***, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.*

Signalling Words

No.	Relation	Words/Phrases
1	Time/order	at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with
2	Comparison/similar ideas	in comparison, in the same way, similarly
3	Contrast/opposite ideas	but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet
4	Cause and effect	accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus
5	Examples	for example, for instance, such as, thus, as follows
6	Generalisation	as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually
7	Stating the obvious	after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely
8	Attitude	admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately
9	Summary/conclusion	finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up
10	Explanation/equivalence	in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way
11	Addition	apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more
12	Condition	in that case, then
13	Support	actually, as a matter of fact, in fact, indeed
14	Contradiction	actually, as a matter of fact, in fact
15	Emphasis	chiefly, especially, in detail, in particular, mainly, notably, particularly

(2) It is explicit in its acknowledgment of the sources of the ideas in the text.

If you know the source of the ideas you are presenting, acknowledge it.

DO THIS in academic writing: *McGreil (1977: 363-408) has shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

Don't: *Although Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

Don't: *Researchers have shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

6. Accuracy

In academic writing you need to be accurate in your use of vocabulary. Do not confuse, for example, "phonetics" and "phonology" or "grammar" with "syntax".

Choose the correct word, for example, "meeting", "assembly", "gathering" or "conference". Or from: "money", "cash", "currency", "capital" or "funds".

You also need to be accurate in the use of grammar. When using English for academic purposes it is important to be accurate both in speaking and writing. It is, however, very difficult to produce language which is intelligent, appropriate and accurate at the same time. It is therefore important to break down the task into stages: an ideas stage and an accuracy stage.

In order to guarantee the accuracy of your writing, you need to rewrite and edit your work carefully.

7. Hedging

It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. However, it is now recognised that an important feature of academic writing is the concept of cautious language, often called "hedging" or "vague language". In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

Language Used in Hedging

1	Introductory verbs	seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest...
2	Certain lexical verbs	believe, assume, suggest...
3	Certain modal verbs	will, must, would, may, might, could...
4	Adverbs of frequency	often, sometimes, usually...
5	Modal adverbs	certainly, definitely, clearly, probably, possibly, perhaps, conceivably...