

ADVANCED ENGLISH

Advanced  
English Writing

高级英语写作



郭继荣 ©主编



北京大学出版社  
PEKING UNIVERSITY PRESS

013067346

H315  
1510

# 高级英语写作

主 编:郭继荣

副主编:吉 乐

编 者:(按姓名的拼音字母顺序排列)

李蓓岚 李小绵 王宏俐 于海燕

张蕾蕾 郑四方



H315

1510



北京大学出版社  
PEKING UNIVERSITY PRESS



北航

C1674965

010087848

## 图书在版编目(CIP)数据

高级英语写作/郭继荣主编. —北京:北京大学出版社, 2013.8

ISBN 978-7-301-22788-6

I. ①高… II. ①郭… III. ①英语-写作-研究生-教材 IV. ①H315

中国版本图书馆CIP数据核字(2013)第152767号

高级英语写作

郭继荣

主编

李娜

书 名: 高级英语写作

著作责任者: 郭继荣 主编

责任编辑: 李 娜

标准书号: ISBN 978-7-301-22788-6/H·3339

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn> 新浪官方微博:@北京大学出版社

电子信箱: [nklina@gmail.com](mailto:nklina@gmail.com)

电 话: 邮购部 62752015 发行部 62750672 编辑部 62759634 出版部 62754962

印 刷 者: 三河市博文印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 20印张 487千字

2013年8月第1版 2013年8月第1次印刷

定 价: 45.00元

---

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024 电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)



## 前言

半个多世纪以来,世界各国都在强调创新,并已形成日益强大的竞争优势。中国也把提高自主创新能力作为提高国家竞争力的中心环节,把建设创新型国家当作一项重大战略。

高等教育是国家教育体系的重要组成部分,也是国家创新体系的核心力量,肩负着为未来培养高层次创新人才的重任。外语教育作为高等教育的重要组成部分,也成为培养未来高层次创新型人才的必要基础和重要内容。因此,高校学生的外语能力与专业知识技能具有同等重要的地位。

写作是语言学习过程中最为复杂的活动之一,也是最重要的目标之一。众所周知,学习语言的目的是为了沟通交流,而以写作为沟通交流的方式完全有别于口语交流。口语交流的语境成分较为饱满,交流者之间可以借助肢体语言或其他因素完成交流的目的,即使交流过程中用词、语法等方面都存在错误,完成对话的目标还是可以实现。然而,写作恰恰相反,语境单一不说,它对语言用法方面提出很具体的要求:用词要贴切,句法要规范,逻辑要流畅,内容要一致,等等。这些要求无形之中就加大了写作的难度。而中国英语学习者最致命的软肋就是写作能力欠缺。因而,开设写作课程与进行写作训练是十分必要的。

作为针对高校非英语专业学生的高级英语写作教材,本书参考了许多国外的写作教材,并对其进行消化吸收,博采众长。编者又结合多年的写作教学经验,编写了这部适应我国学生学习写作的教材,出版前已有五届学生使用了该教材的讲义。

本书共分为写作要点、实用写作、学术写作和书写规范等四个部分。第一部分为教材的核心内容,分别从写作本质、写作构成、写作原则和常见文体等四个方面对英语写作能力进行了深入介绍和系统训练,不仅配备了大量的例句和练习供学生实践,还注重提高学生的元认知能力,加深对写作规律的理解,更符合学生的学习特点。其

余三部分包含了学生学习和科研过程中常见应用文和论文写作等内容,方便学生查找和参考,有助于快速达到任务型写作的要求。

在编写过程中,我们参考了一些国内外的图书、报纸、杂志和网站文章,在此向原作者表示感谢。另外,教材编写是非常复杂并要大量投入时间与精力的一件事,由于我们经验不足,水平有限,错误之处在所难免,希望广大教师和读者在使用中提出宝贵意见和建议,使该教材在今后的修订中得到进一步提高和完善。

编者

2013年8月

# CONTENTS

<b>Part I Writing Essentials</b> .....	<b>1</b>
Chapter 1 Introduction .....	1
Chapter 2 Basic Constitutions .....	22
Chapter 3 Principles of Effective Writing .....	78
Chapter 4 Types of Writing .....	122
<b>Part II Writing for Practical Purposes</b> .....	<b>198</b>
Chapter 1 Summary .....	198
Chapter 2 Review .....	207
Chapter 3 Report .....	218
Chapter 4 Common Forms of Practical Writing .....	228
<b>Part III Academic Writing</b> .....	<b>245</b>
Chapter 1 Writing by Sections .....	245
Chapter 2 Documentation .....	260
<b>Part IV Mechanics</b> .....	<b>271</b>
Chapter 1 Punctuation .....	271
Chapter 2 Mechanics .....	289
Chapter 3 Manuscript Form .....	310
<b>Reference</b> .....	<b>312</b>

# **Part I**

## **Writing Essentials**

### **Chapter**

# **1**

### **Introduction**

## **1 Writing as a Language Skill**

### **1.1 What is writing?**

Writing, one of four basic language skills, may be the most difficult ability to acquire. A person who can listen, speak, and read, may not write well. As G. Thornton (1980) states, “Language is knowledge in our heads; writing is a realization of that knowledge in behavior”.

Unlike speaking, writing is always a private activity. Normally, the writer does not face his reader as a speaker faces his audience. There is not any direct interaction between the writer and his reader. The writer cannot refer himself to any other forms of language or additional methods, for example, body language or gesture. He can only utilize his written language. That is to say, the writer needs to write carefully and explicitly. Once the written work is presented to the reader, the writer can do nothing to alter it.

Many researchers would like to regard writing as a process. T. Hedge (2000) claims, “The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text”. Basically, the process of writing can be divided into three phases: planning, drafting, and revising. As to the planning phase, a very effective method, the brainstorming method, is suggested by R. White & D. McGovern (1994). In this stage, the writer does a thinking activity to picture what he is going to write. Notes should be taken here. According to the ideas which the writer has generated in the planning phase, he should then turn them into the written composition. This is the drafting phase. However, revising is not an isolated step. It interweaves drafting and planning phases and involves re-reading, assessing, reacting, and moving on.

## 1.2 Writing and reading

### 1.2.1 The value of reading to writing

The study of reading-writing connections involves appreciating how reading and writing work together as tools for information storage and retrieval, discovery and logical thought, communication, and self-indulgence. There are numerous benefits that can be accrued from connecting reading and writing. Thus far, for example, the research has substantiated that (1) depending upon the measures employed to assess overall reading and writing achievement and attitude, the general correlation between reading and writing is moderate and fluctuates by age, instructional history, and other factors; (2) selected reading experiences definitely contribute to writing performance, just as selected writing experiences contribute to reading performance; (3) writers acquire certain values and behaviors from reading, while readers acquire certain values and behaviors from writing; and (4) successful writers integrate reading into their writing experience, and successful readers integrate writing into their reading experience.

### 1.2.2 How to read well: four general steps

#### Step 1 Concentrate as you read

*To improve your concentration, follow these tips:*

- First, read in a place where you can be quiet and alone. Don't choose a spot where there is a TV or stereo on or where friends or family are talking nearby.
- Next, sit upright when you read. If your body is in a completely relaxed position, sprawled across a bed or nestled in an easy chair, your mind is also going to be completely relaxed. The light muscular tension that comes from sitting in a straight chair promotes concentration and keeps your mind ready to work.
- Third, consider using your index finger (or a pen) as a pacer while you read. Lightly underline each line of print with your index finger as you read down a page. Hold your hand slightly above the page and move your finger at a speed that is a little too fast for comfort. This pacing with your index finger, like sitting upright in a chair, creates a slight physical tension that will keep your body and mind focused and alert.

#### Step 2 Skim material before you read it

In skimming, you spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming:



- Begin by reading the overview that precedes the selection.
- Then study the title of the selection for a few moments. A good title is the shortest possible summary of a selection; it often tells you in several words—or even a single word—just what a selection is about. For example, the title “Shame” suggests that you’re going to read about a deeply embarrassing condition or incident in a person’s life.
- Next, form a question (or questions) based on the title. For instance, for the selection titled “Shame”, you might ask, “What exactly is the shame?” “What caused the shame?” “What is the result of the shame?” Using a title to form questions is often a key to locating a writer’s thesis, and your next concern in skimming.
- Read the first and last couple of paragraphs in the selection. Very often a writer’s thesis, if it is directly stated, will appear in one of these places and will relate to the title.
- Finally, look quickly at the rest of the selection for other clues to important points. Are there any subheads you can relate in some way to the title? Are there any words the author has decided to emphasize by setting them off in *italic* or **boldface** type? Are there any major lists of items signaled by words such as *first*, *second*, *also*, *another*, and so on?

### Step 3 Read the selection straight through with a pen in hand

Read the selection without slowing down or turning back; just aim to understand as much as you can the first time through. Write a check or star beside answers to basic questions you formed from the title, and beside other ideas that seem important. Number lists of important points: 1, 2, 3, ... Circle words you don’t understand. Write question marks in the margins next to passages that are unclear and that you will want to reread.

### Step 4 Work with the material

Go back and reread passages that were not clear the first time through. Look up words that block your understanding of ideas and write their meanings in the margin. Also, reread carefully the areas you identified as most important; doing so will enlarge your understanding of the material. Now that you have a sense of the whole, prepare a short written outline of the selection by answering these questions:

- What is the thesis?
- What key points support the thesis?

●What seem to be other important ideas in the selection?

By working with the material in this way, you will significantly increase your understanding of a selection. Effective reading, just like effective writing, does not happen all at once. Rather, it must be worked on. Often you begin with a general impression of what something means, and then, by working at it, you move to a deeper level of understanding.

## **2 Differences Between Chinese and English Writing**

As the famous linguist Robert Lado said, “...in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning”. That is to say, understanding its culture is essential to learning the language. As we all know, language is a part of culture, so you cannot learn it well unless you know the model and the rules of its culture. As one of language skills, writing is a way to express what one is thinking and a reflection of the thinking model in a certain culture. For Chinese students, only when you make a transformation from Chinese thinking model to English one, can you avoid the interference of Chinese culture in your English writing. Therefore, being aware of differences between Chinese and English thinking models and delivering can ensure that you write natural English essays.

### **2.1 Differences in thinking**

#### **2.1.1 Chinese personalism/humanism vs. English materialism**

Chinese culture takes people as foundation and thinks a lot of humanistic spirits. Its essence is personalism/humanism, in which the human is the lead who observes, analyzes, reasons and investigates the object. In contrast, western culture is materialism. It centers on nature and objective things and lays particular stress on the observation and research in them. A salient feature of the difference between Chinese and English is reflected by these two thinking models. In a Chinese sentence, the subject normally is the people, and the emphasis is on the people's influence on the objective things. While in English, impersonal expressions can often be found. Objective things are the subjects in many sentences whose emphasis is on something happening on somebody.

## Examples

1. *Everything at the party spoke of careful planning.*
2. *The light from the stars started on its journey long time ago.*
3. *A brief scan of the internet will pull up the most popular to some very weird ways that we will, with little logical thought, be wiped off the face of the planet.*

## 2.1.2 English linear model of thinking vs. Chinese curved model of thinking

In ancient Greece, a footstone of western thinking model was established based on Aristotle's persuasive arguments. He analyzed the discourse of his texts as three parts: a beginning which presented the issue, a body which analyzed and expounded the issue, and a conclusion. This Aristotelian-linear model decides the order of English thinking. English speakers express ideas straightforwardly. They are used to put the thesis at the very beginning of a paragraph or an essay. Compare the following paragraphs:

*Soccer is a difficult sport. A player must be able to run steadily without rest. Sometimes a player must hit the ball with his or her head. Players must be willing to bang into and be banged into by others. They must put up with aching feet and sore muscles.*

In the above paragraph, the first sentence is a topic sentence, while the other four sentences are serving to explain it. Different from western culture, Chinese culture has been greatly influenced by three traditional philosophies, Confucianism, Taoism and Buddhism. All of them advocate "enlightenment", and that's why Chinese language which has fuzziness focuses on "the realization of enlightenment" (to comprehend) and connotation. On the other hand, Chinese would begin a paragraph or an essay by describing the surroundings or background, and only reveal the thesis in the end. To deliver the same information of the paragraph above in Chinese, people are used to the cause-and-effect pattern. It is normally written as:

足球运动员必须能不停地奔跑,有时得用头顶球,撞别人或被别人撞,必须忍受双脚和肌肉的疼痛。所以说,足球运动是一项难度很大的运动。

### 2.1.3 English writers' abstract thinking vs. Chinese writers' imaginal thinking

English speakers are good at using abstract concepts to present concrete things. In the process, the ability of abstract thinking is emphasized. However, Chinese speakers are conditioned to present abstract concepts in an imaginal way. As one of the essential differences between English and Chinese thinking in language, the nominalization of verbs or adjectives is often used in English to deliver complex rational ideas, which creates more abstract nouns than in Chinese.



#### Example

*There is an ease, a sureness, a lightness of touch, that comes from mastery.* (掌握技巧以后就有一种轻松、踏实、灵活的感觉。)

—LIN Yu-tang, *On the Sense of Humor*

Another demonstration of that difference is that Chinese, as a hieroglyphical language, contains image descriptions in most characters; while in alphabetic English, words are formed by combination of 26 letters. For example, “in Chinese, ‘pipe’ is written not by representing the object but by tracing the gesture that designates it, whilst the Chinese hieroglyph for ‘friend’ is the design of two interlocking bands”. (Kristeva 1989 [1981]: 24-5)

#### Example

friend (English) → 友 (character) →  (seal) →  (Oracle)

## 2.2 Differences in delivering

### 2.2.1 Different lexics

Lexis is the fundamental pillar that supports the huge system of a language. Words are the ideation of objective things in human minds, and people in different cultures can have different ideation of the same thing, for example, **bull** and **horse**. In the centuries-old history of Chinese agriculture, the bull is one of the principal wainages; therefore, the word “bull (牛)” holds lots of connotations in Chinese culture, such as being

strong, being stocky, working hard and never complaining. On the other hand, the word “horse” has similar connotations in English culture since most ancient English nations were nomadic. That is why Chinese students often make a mistake like “He is as strong as a bull.” Another good example is the word “dog”. In Chinese culture, dog is a negative word when it is referred to person, but the situation is quite different in English since the animal is often regarded as a family member in western culture.

### Examples

<i>as strong as a horse</i>	健壮如牛
<i>a willing horse</i>	老黄牛
<i>a lucky dog</i>	幸运儿
<i>an old dog</i>	行家里手

### 2.2.2 Different syntaxes of writing

When it comes to the form of language, Chinese is called “isolated language”, thus there are no variant cases or variant morphs in it. To arrange words one by one in a conventional structure can represent a certain phraseological relation. The coherent meaning can ensure the sound logic in elements of a sentence, which means the focus of Chinese is parataxis. When it comes to English, the focus is on hypotaxis which is an arrangement of phrases or clauses in a dependent or subordinate relationship. In Chinese, short sentences are familiar, sentence groups are coherent but not in the complete form, and sentences without a main clause or predicate are often used. In English, on the other hand, long sentences with complex structure always appear, transitional expressions are used between main clause, clauses and phrases to express certain logical orders.

### Example

*But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.*

—Faulkner, *Acceptance Speech*

对于人们给予我的赞扬,我也想做出同样的回报:借此国际学界的最高盛会,请业已献身于同样艰苦劳作的男女青年听我说几句话,因为在他们中间,将来站在我现在所站的讲台上的人已经产生了。

Example

脱下衣服的时候,他听得外面很热闹,阿Q生平本来最爱看热闹,(他)便即寻声走出去了。(他)寻声渐渐地寻到赵太爷的内院里,虽然在昏黄中,(他)却辨得出许多人,赵一家连两日不吃饭的太太也在内,还有间壁的邹七嫂,真正本家的赵白眼,赵司晨。

——鲁迅,《阿Q正传》

*While he was taking off his shirt he heard an uproar out-side, and since Ah Q always liked to join in any excitement that was going, he went out in search of the sound. He traced it gradually right into Mr. Chao's inner courtyard. Although it was dusk he could see many people there, all the Chao family including the mistress who had not eaten for two days. In addition, their neighbor Mrs. Zou was there, as well as their relatives Chao Pai-yen and Chao Szu-chen.*

According to an analysis of the corpus, there are three common problems Chinese college students have when they write English sentences because of the cultural interference: lack of, too many and misuse of transitional expressions.

Example

大学生一起聊天,一起玩儿,互相帮助,互相学习,并从中获得快乐。

Before	Revised
<i>They (College students) can talk with each other, play with each other, help each other, learn from each other. They can get a lot of happiness.</i>	<i>They (College students) can talk with each other, play with each other, help each other, learn from each other, from which they can get a lot of happiness.</i>

周末时,有的学生学习,有的学生逛街。

Before	Revised
<i>Some students study, some students go shopping on weekend.</i>	<i>Some students study, while others go shopping on weekend.</i>

因为他们花费在恋爱上的时间太长,所以就没有时间学习。

Before	Revised
<i>Because they spend too much time on love, so they can't concentrate on their study.</i>	<i>Because they spend too much time on love, they can't concentrate on their study.</i>

### 2.2.3 Different structures of writing

The difference in English and Chinese thinking can be reflected on the beginning, the body paragraphs, and the ending of an essay. English discourse development is linear and direct, while Chinese discourse development is curvilinear and indirect.

Normally, English speakers come straight to the point at the beginning with a topic sentence, and then go to some background information and discussion. Whereas the structure of Chinese writing is spiral, and Chinese writers make detours in their essays. They expect readers to sense their writing purpose without expressing it directly. If one is not aware of this feature, the essay he writes may be illogical or unfocused. English essays must follow English writing structure. “English sentences with Chinese thinking” is never appropriate.

#### Example

A Chinese student's letter	An American student's letter
<p><i>Wang, how are you!</i></p> <p><i>Are you busy recently? Time flies like an arrow. I am a sophomore now. College life is quite different from high school. It is a kind of brand new life for me. I am trying my best to adjust myself to it. Dear teacher, when I was at school you not only taught me a lot of knowledge, but influenced me in various ways. I am very grateful. You were very kind to me just as kind as a father might be. I still remember once you lent your umbrella to me. Once you invited me over for dinner. I'll never forget what you have done for me. Dear teacher, I'm now busy with my study. I am in bad need of a Chinese to English dictionary. I remember you have one. Would you like to lend it to me for a period of time? If you would I will be very thankful.</i></p> <p style="text-align: right;"><i>Best wishes to you. Your sincerely, Wang Peng</i></p>	<p><i>Dear Mr. Jones,</i></p> <p><i>As you know, I am now a student here at Beijing University. I am enjoying my Chinese classes very much, but I have a problem and I was wondering if you could help me. I am in need of an English-Chinese dictionary. Would you be willing to lend it to me? I would really appreciate it. College life is very different from that in high school, but I am having a great time. I've already made some good friends.</i></p> <p style="text-align: right;"><i>Thank you very much for help.  Sincerely, Bill</i></p>

The Chinese student's writing conceals the main purpose with various seemingly irrelevant trifles, which may abide by Chinese tacit culture that it might be impolite to ask a favor too boldly without being paved by some small talks, but in the eyes of English readers it goes against the principle of unity and conciseness

### **3 Writing and Critical Thinking**

#### **3.1 What is critical thinking?**

Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality. (Elder, L. and Paul, R., 1994) Thus, a critical thinker ought to do the following: distinguish between fact and opinion; ask questions; make detailed observations; uncover assumptions and define their terms; and make assertions based on sound logic and solid evidence.

Applying critical thinking in reading, our writing skills can be improved effectively according to the relationship between writing and reading discussed previously. Nine critical reading strategies can be learned readily and then applied not only to reading selections in a literature class, but also to your other college reading. Mastering these strategies will help you handle difficult materials with confidence.

##### **3.1.1 Annotating**

Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.

Most readers annotate in layers, adding further annotations on second and third readings. Annotations can be light or heavy, depending on the reader's purpose and the difficulty of the material.

##### **3.1.2 Previewing**

Learn about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying



the rhetorical situation.

### 3.1.3 Contextualizing

Place a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

### 3.1.4 Questioning to understand and remember

Ask questions about the content. As students, you are accustomed to teachers asking you questions about your reading. Questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information, it is most beneficial if you write the questions as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

### 3.1.5 Reflecting on challenges to your beliefs and values

Examine your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at each point where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?

### 3.1.6 Outlining and summarizing

Identify the main ideas and restate them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synop-