

研究生英语论文 及应用文写作

陆效用



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研究生英语论文 及应用文写作

**Academic & Technical Writing
for Graduate Students**

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前 言

《研究生英语论文及应用文写作》(Academic & Technical Writing for Graduate Students)是为了适应研究生英语课程改革的需要而编写的。编写目的是:通过课堂教学和课内外练习,切实帮助研究生提高实用英语写作能力。学习外语的人都知道,在听、说、读、写四项语言技能中,写是最难的,也最见语言功底。母语写作是这样,外语写作亦然。编写本书就是想帮助研究生闯过英语写作这道难关。

本教材具有以下几个特点:

一、实用性。如书名所示,本教材不是讲授一般性英语文体(如记叙文、描写文、说明文和议论文)的写作技巧,而是专门讲授英语论文和应用文的写作技能。这些技能是每一位研究生在专业学习或求学、留学、谋职时,必须具备的外语能力。

二、针对性。本书的阅读对象是英语非母语的中国学生。在编写过程中,我们始终把学生的需求放在首位。每一单元在阐述英语论文或应用文的写作特点、内容和要求时,还提供了许多适用的英语句型和表达方式,供学生借鉴之用。

三、创新性。目前在国内图书市场上,常用英语文体的写作教材较多;而英语论文及应用文的写作教材,不但数量较少,而且内容也往往浅显有余、深度不够,不适合研究生层次的实际需求。我们在分析比较了国内外多本写作教材的基础上,取长补短,推陈出新,编写了这本反映时代要求、适合研究生使用的新一代英语写作教材。这对于培养和提高研究生的英语笔头交际能力,无疑将起到一定的推动作用。

在此,我们还想强调一点:英语写作能力的培养和提高与其他语言技能、尤其是阅读技能的提高是密切相关的。因此,学生在着重训练写作能力时,还要兼顾其他语言技能的训练。

本书由复旦大学外文学院大学英语教学部研究生教学分部承担编写任务。陆效用教授任主编,主要编写人员还有陈淇、范若恩、夏威、何静。曾道明教授任主审。美籍语言教师 Grant Pemberton 审阅了全书, Larry Delugose 审阅了部分章节。范若恩除了参与编写外,还做了大量电子版的输入及编排

工作。

本书在编写过程中,得到我校研究生院及培养处领导的大力支持,并获得研究生院科研经费的资助,在此表示诚挚的谢意。

由于编写时间紧,编者水平有限,书中错误和不足之处在所难免,敬请读者批评指正。

编 者

2006 年 1 月

使用说明

本书主要介绍英语学术论文及常见应用文的写作,适合各专业的硕士生和博士生使用,教学时间为一个学期。

本书共 18 个单元,分为两大部分。第 1 至第 12 单元为第一部分:论文写作篇;第 13 至第 18 单元为第二部分:应用文写作篇。各单元结构如下:首先是内容概述,介绍本单元的学习目的及主要内容;然后系统阐述该单元主要知识点,并附之以丰富的实例。在例句的选用中,我们尽量考虑各专业的需求,为不同系科的研究生提供学习上的便利;另外,每一单元还设计了形式多样的课堂活动(Activity)供课内操练或讨论,这样既能让通过运用而掌握所学知识,又能增加师生互动并活跃课堂气氛;最后是练习(Exercises)部分,其中话题讨论(Topics for Discussion)主要是复习所学内容;写作实践(Writing Practice)供学生课后练笔之用。

使用本书时,要尽量发挥学生的主观能动性。以论文写作为例,由于大部分研究生已经比较熟悉母语论文的写作方法了,教学中毋须过多讲解学生已经知道的内容。相反,可以充分利用学生已有的背景知识,让他们在课堂上介绍自己对论文写作要点的理解及个人的写作经验,然后结合英语论文的特点进行比较和讨论,以达到提高英语写作水平的目的。

另外,在教学过程中,较高层次上的语法知识及修辞方法的讲解也必不可少。很多学生英语写作中的主要问题之一就是语言表达不够连贯或不够地道,或甚少注意不同文体的语言特征。因此,在讲解中适当引入英语不同文体的比较以及英汉表达方式的对比,会对学生大有裨益。第一部分每一单元之后的写作提示(Tips for Effective Writing)对语法和修辞的讲解也起到一定的补充作用。

写作是一门实践性很强的课程,教师应经常布置学生做书面作业,而且要仔细批改,并在课堂上对典型错误进行分析,同时也对写得好的文章进行点评。

本书虽有先后单元顺序,但在使用上可以灵活掌握。比如,出于内容编排的考虑,口头陈述(Oral Presentations)被安排在第 18 单元,但在实际教学中,可提前至开学第一周讲授。这样,从第二周开始就可以组织学生结合教材内容或其他感兴趣的话题,作 5 至 10 分钟的口头陈述,将课本知识运用到实践中来。

附录中提供了大部分课堂活动 (Activity) 的答案, 供读者参考。练习 (Exercises) 的答案则基本上不予提供, 因为话题讨论基本上是教材内容, 而写作实践则要求学生自主写作, 均不需给出参考答案。

本书的教学进度建议每周讲授一个单元。但可根据实际教学计划作适当调整。

编 者
2006 年 1 月

Contents

PART ONE ACADEMIC WRITING

论文写作篇

Unit One An Overview of Effective Writing

优秀论文写作概述

1.1	Introduction	3
1.2	Characteristics of Effective Writing	4
1.3	Steps to Successful Writing	8
1.4	The Style of Academic Writing	14

Unit Two Writing Skill: General-Specific Texts

写作技巧：由一般到具体的语篇

2.1	Introduction	27
2.2	The Structure of General-Specific Texts	27
2.3	Basic Principles in Writing Definitions	29
2.4	Sentence Definitions	30
2.5	Extended Definitions	37
2.6	Contrastive Definitions	40
2.7	Comparative Definitions	43
2.8	Generalizations	44

Unit Three Writing Skill: Problem-Solution Movement

写作技巧：先问题后解答的行文

3.1	Introduction	49
-----	--------------	----

3.2	The Structure of Problem-Solution Texts	50
3.3	Presenting the Problem	51
3.4	Proposing Solutions	57
3.5	Evaluation	63

Unit Four Writing Skill: Graphic Aids and Data Commentary

写作技巧: 图表使用和数据评述

I . Graphic Aids	71
4.1 Introduction	71
4.2 Types of Graphic Aids	72
4.3 Language Focus: Expressions in Describing Graphs	82
II . Data Commentary	83
4.4 Introduction	83
4.5 Strength of Claim	83
4.6 The Structure of Data Commentary	86
4.7 Qualifications and Strength of Claim	91
4.8 Concluding a Commentary	97
4.9 Dealing with Imperfect Data	98

Unit Five Writing Skill: Writing Summaries

写作技巧: 概要写作

5.1 Introduction	103
5.2 Summary, Analysis and Abstract	104
5.3 Elements of a Good Summary	105
5.4 Characteristics of a Good Summary	106
5.5 Steps in Writing a Summary	108
5.6 Language Focus: Summary Opening Sentences and Reminder Phrases	112
5.7 Comparative Summaries	115

Unit Six Writing Skill: Writing Critiques

写作技巧: 评论文写作

6.1	Introduction	121
6.2	Critical Thinking	122
6.3	Preliminary Steps in Writing a Critique	124
6.4	The Format of the Critique	126
6.5	Language Focus: The Grammar of Critiques	133

Unit Seven Research Paper Writing: Introduction and Literature Review

论文写作: 导论及文献综述

I . Introduction Sections	141
7.1 Introduction	141
7.2 Characteristics of an Effective Introduction	142
7.3 How to Write an Introduction	147
7.4 Language Focus: Opening Statements	151
II . Literature Reviews	152
7.5 Introduction	152
7.6 The Importance of Literature Reviews	153
7.7 How to Write a Literature Review	154
7.8 Language Focus: Tense in Citation and Negative Statements	162

Unit Eight Research Paper Writing: Methods and Results

论文写作: 方法与结果

I . Methods	169
8.1 Introduction	169
8.2 Ingredients of the Methods Section	170
8.3 Language Focus: Imperative Sentences	178

II . Results	180
8.4 Introduction	180
8.5 Ingredients of the Results Section	180
8.6 Commentary in the Results Section	183

Unit Nine Research Paper Writing: Discussion and Conclusions

论文写作：讨论与结论

I . Discussion	188
9.1 Introduction	188
9.2 The Variation of Discussion	188
9.3 The Difference Between Results and Discussion	189
9.4 How to Present the Discussion	189
9.5 Strategies for Opening the Discussion Section	190
9.6 The Discussion of Results	192
II . Conclusions	194
9.7 Introduction	194
9.8 How to Write a Conclusions Section	194
9.9 Components of the Conclusions	196
9.10 Ineffective Conclusions	201
9.11 Language Focus; Transitions and Useful Expressions	205

Unit Ten Research Paper Writing: Title, Abstract, Acknowledgements and Bibliography

论文写作：标题、摘要、致谢和文献目录

I . Titles	211
10.1 Functions	211
10.2 Guidelines	212
10.3 Mechanics	213
II . Abstracts	214
10.4 Introduction	214

10.5	Components	214
10.6	Language Focus: The Grammar of Abstracts	216
III	Acknowledgements	218
10.7	Introduction	218
10.8	Components	219
10.9	Sample Acknowledgements	220
IV	Bibliographies	222
10.10	Introduction	222
10.11	Documentation Styles	222
10.12	Preferences for Documentation Style	229

Unit Eleven Research Paper Writing: Plagiarism and Documentation

论文写作: 抄袭现象和文献引注

I	Plagiarism	233
11.1	Introduction	233
11.2	How to Avoid Plagiarism	234
II	Documentation	237
11.3	Introduction	237
11.4	What to Document	238
11.5	In-Text Documentation	239

Unit Twelve Academic Translation: English Versions of Chinese Abstracts

学术翻译: 论文摘要汉译英

12.1	Introduction	253
12.2	What to Be Translated	254
12.3	Language Focus: Linguistic Features of Abstracts	256

PART TWO TECHNICAL WRITING

应用文写作篇

Unit Thirteen E-mail

电子邮件

13.1	Introduction	273
13.2	The Compose Window	274
13.3	How to Write and Reply to an E-mail	275
13.4	“Body Language” and Acronyms in E-mail	276
13.5	Formal E-mail Etiquette	278

Unit Fourteen Memo Reports

备忘录

14.1	Introduction	285
14.2	The Format of the Memo	285
14.3	Types of Memos	287

Unit Fifteen Proposals

计划书

15.1	Introduction	297
15.2	The Purpose of a Proposal	298
15.3	Components of a Proposal	298
15.4	Types of Proposals	302

Unit Sixteen Progress Reports

工作进展报告

16.1	Introduction	311
------	--------------	-----

16.2	Contents of a Progress Report	312
16.3	The Format of the Progress Report	315

Unit Seventeen **Résumés and Letters** 简历与信件

I . Résumés	321
17.1	Introduction 321
17.2	Components of a Résumé 322
17.3	The Chronological Résumé 328
17.4	The Functional Résumé 333
II . Application Letters for Graduate Studies	336
17.5	Introduction 336
17.6	Application Letters for Graduate Programs 337
III . Job-Application Letters	343
17.7	Introduction 343
17.8	How to Write Job-Application Letters 344
IV . Recommendation Letters	348
17.9	Introduction 348
17.10	The Basic Structure of the Recommendation Letter 349
17.11	Language Focus: Useful Expressions 352

Unit Eighteen **Oral Presentations** 口头陈述

18.1	Introduction	357
18.2	The Role of Oral Presentations	358
18.3	Preparing an Oral Presentation	359
18.4	Giving the Oral Presentation	368
18.5	After the Presentation	371

Appendix **Key to Activities and Exercises**

PART ONE

ACADEMIC WRITING

论文写作篇

Unit One

An Overview of Effective Writing

优秀论文写作概述

In this unit we are going to look at various features of academic writing. The basic characteristics of effective writing include clarity, accuracy, accessibility, conciseness and correctness. Five major steps of the writing process refer to preparation, research, organization, writing the draft and revision.

1.1 Introduction

This textbook is designed to help graduate students (non-native speakers of English) with their academic and technical writing. What is academic writing? What is technical writing? Are there any differences between the two? Readers may have these questions in mind.

Academic writing usually refers to various forms of written communication in the academic world, such as research papers, degree theses or dissertations, journal articles, essays, and reports. Technical writing is generally defined as written forms of communication in the working or business world, like e-mail messages, memos, proposals, progress reports, technical articles, manuals or instructions, and business letters. However, notions of academic and technical writing sometimes overlap. For instance, a proposal for a research project by a scientist is considered academic, whereas a sales proposal by a business firm is regarded as technical. To some people, technical writing means the written

message that conveys specific information to a specific audience for a specific purpose. In this sense, technical writing becomes a much broader category which may cover academic writing.

It seems that there is no clear demarcation between academic and technical writing. The most obvious difference between the two terms may be that the former sounds more theoretical, whereas the latter sounds more practical. The writing principles and skills we are going to discuss in the following sections apply to both of them.

1.2 Characteristics of Effective Writing

As mentioned above, academic or technical writing is meant to convey specific information to a specific audience for a specific purpose. To achieve this goal, keep in mind these five characteristics of effective writing:

- Clarity
- Accuracy
- Accessibility
- Conciseness
- Correctness

1.2.1 Clarity

Clarity is one of the essential elements of effective academic or technical writing. The writer should strive to make all of the writing direct, orderly, and precise. Many factors contribute to clarity just as many others can defeat it. Logical development, unity, coherence, emphasis, subordination, pace, transition, and word choice contribute to clarity. Ambiguity, awkwardness, vagueness, and inappropriate level of usage detract from clarity. The reader must be able to understand the meaning of the written document easily.

Unclear writing is expensive. The cost of a research paper or a business letter, counting the time and effort of the writer and the cost of equipment, stationery, and postage, is considerable. Every time an unclear paper or letter