



非英语专业研究生英语系列教材

研究生英语写作

English Writing for Graduate Student

唐之远 主编



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研究生英语写作
English Writing
for Graduate Student

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前 言

英语写作能力的培养与提高是研究生英语教学的一个重要组成部分。本书编者根据非英语专业研究生英语教学的具体情况以及新时代对人才的高标准要求,编写了这本教材,旨在帮助读者提高英语书面表达能力。

本书注重写作基础知识的介绍与训练,内容安排循序渐进、由浅入深。每章附有语言规范、难度适中的范例,供读者学习、领会与模仿。各章安排的写作练习实用可行,以帮助读者扎实地掌握写作要领与技能,最终达到能够用英语的书面形式正确、有效地表达思想。

全书共十四章,各章主要内容如下:

第一章为写前准备或预写,包括记日记、自由写作、列单方法以及列提纲等预写手段,目的在于帮助读者养成用英语进行书面表达的习惯。在对语言、结构、内容没有太严格要求的情况下,读者能够轻松地以所学过的语言文字记录所见所闻、所思所想,这种练习不仅为以后的正式写作积累了感性知识与素材,同时也有助于减轻或消除读者对英文写作的畏难心理。第二章与第三章分别介绍了英文段落、文章的结构及其写作要领,并附有相应的练习,以帮助读者了解和掌握相关的写作基础知识。在此基础上,第四章介绍概要与提纲写作的知识与练习,本章的训练也有助于读者进一步理解与巩固第三章的内容。第五章、第六章、第七章、第八章、第九章包括了举例法、比较——对比法、分类法、过程叙述法、因果法等不同思维方法而展开的段落与文章的写作模式和写作特点,还分别给出了相关的常用承接转换词语。第十章为议论文写作知识。第十一章、第十二章涉及书信、申请信、简历等应用文写作知识。本章提供了较多的范例,以供读者参考学习。第十三章为图表写作,主要介绍用文字描述柱状图、曲线图、饼状图的特点以及相关的常用表达式和句型。第十四章介绍学术论文写作的基本模式,其中

包括学术论文的结构、摘要、关键词、引言、正文、结论、参考文献、附录等主要要素与写作要求,并附有实例。

本书部分客观题附有答案。另外,教师可根据课时量以及学习对象的实际情况,选择相应的内容进行着重讲授和训练。

English Writing for Graduate Student 由从事研究生英语教学多年的教师编写。全书的整体结构与章节安排由唐之远、余运华完成;第一、二、三、四、六、十章由唐之远执笔;第五、十一、十二章由覃海洋执笔;第九、十三章由宋海燕执笔;第七、十四章由周家斌执笔;第八章由陈建章执笔。编者的排序基于拼音顺序。

我们诚挚地欢迎广大读者对本书提出批评与建设性建议。

编 者

2006年3月

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Chapter 1 Prewriting

I . Diary Writing (Keeping a Journal)

Since writing is a skill, the more you practice it, the better you may become good at it. One good way to get writing practice is to keep a journal.

Journal writing is perhaps the most ancient of all prewriting techniques. Keeping a journal (or a diary) will help you develop the habit of thinking in English. What you write in your journal can also serve as a resource of ideas for possible papers.

Here are some tips that may be helpful if you decide to start keeping a journal:

1. When can you write a journal?

At certain point during the day — after your last class in the afternoon or after lunch or just before dinner, or before going to bed — write your journal for about 15 minutes or so.

2. What can you write in your journal?

Some of the happenings, thoughts and feelings of the day may be the content of your journal. You may start writing with a comment by a teacher, a remark of a classmate, or a letter, a phone call from a family member. Something you have read in newspaper or books; something you have seen on campus or on television — anything that has caught your attention. The journal entries may focus on a single topic or shift

from one topic to another.

3. How do you keep a journal?

You may use a notebook or a standard-size exercise book. You may try to write three to five times a week. You are to write what happened during the day or your thoughts without worrying too much about the style or mistakes.

Write date on the top line of the page and write about half a page or one page each day.

Following is a piece of journal written by a student:

September 4

My first sociology class was in the morning. When I got to the classroom building, I did not see any student around. I thought I was going to be late for class. The classroom was quiet, everyone sat there without saying anything, waiting for the teacher to arrive. I think they were all a bit nervous like me. I hope there wasn't much work during the course. The teacher appeared — a woman who I think was a bit nervous herself. I think I like her. Her name is Brooke Li. The class turned out to be interesting. I like the fact that she asks questions, but then she lets you volunteer. I always hate it when teachers call on you whether you want to answer or not. I also like the fact that she answers the questions and doesn't just leave you hanging. I also like the way she smiles. This class may be OK.

Exercise:

Write a journal entry on this day in your life. You may start writing about anything that you have seen, said, heard, thought, or felt today.

II. Prewriting Techniques

Some people have trouble getting started with their writing. They

have no ideas about what to write. When they write a paper, they may fail to form a single line of sentence. They have no ideas about what to write even after they started a paper. They may have moments of wondering, "What to write next?"

Where do the ideas come from? How can the ideas be created? Three techniques will be introduced as ways to plumb the writers' mind for ideas or ways to focus on an idea. They will help writers think about the topic. They are ways of learning to perceive, ways of taking from the writer's life material that has potential for writing. These techniques are often called prewriting. They are: free writing, brainstorming, making a list and preparing a scratch outline.

1. Free Writing

Free writing is another prewriting strategy that can be used to stimulate the brain. In free writing, you write freely about whatever comes to mind for ten minutes or so without worrying about spelling or sentence structure. The only rule for free writing is that you don't stop writing. But what would you do if you get stuck? You may keep repeating the same word until something else comes to mind or just write: "I am looking for something to write."

Free writing will make you familiar with the act of writing. You can regard it as a dialogue between the brain and the hand. And the surprising idea or the hidden memory often lies in those freely-written lines.

At first you might feel a bit silly in doing this exercise. That's all right. Through continued practice in free writing, you will find that you are developing the habit of thinking in English as you write. And you are learning a writing technique that will help you get started on almost any paper.

Here is a piece of free writing that one student did in class when asked to gather details for a composition on one daily activity:

What can I think about to write down? Oh, find something to

write, something , er... , eating, sleeping, classes, clubs, basketball. What shall I write? These are the things you do everyday. Nothing interesting. I am not feeling well. I did not sleep well last night. Always lack of sleep. No one seems to know exactly how one feels when he suffers from insomnia. I am tired. But I don't write anything meaningful. I don't know if this free writing can help me write any paper. Free writing is also writing. Keep on writing. What do others write? Something nice? Friend? Parties? Weekends? If I can finish writing the paper, I can enjoy the coming weekends. Nice autumn day, climbing would be great. Exercise, colourful trees, winds, picnics... Go to the orchard, eat as many fruits as you can. Apples, pears in the trees, fresh air, fresh fruit, country life...

Here is another piece written by one student with the purpose of accumulating details for a paper on **Everyday Worries**:

I'm still upset about the whole thing, but seeing everything going downhill really forced the decision. Mom just needed so much help with all the pills and dressing and bathing. She needed more help than Daddy could handle by himself. Hospital bills in this country are outrageous, and medicare doesn't pay for everything. Mom needed someone to work out her special diet because it was so complicated. The wheelchair rental was expensive. The hardest thing was the fact that she was breaking down emotionally, saying things like, "You don't care about me." We care, but we worried about emotionally disturbed at times. She would call for an ambulance and tell them she was dying. Dad started to lose weight. The bills coming in started to fill an entire shopping bag. Some people think we were cruel, but we didn't have any other choice. My father doesn't drive, so he was walking all over town to get medicine and food.

Exercise:

spelling, grammar, or usage. See how many ideas and details you can get down in ten minutes.

2 Free write about 10 or 15 minutes on the following topics:

- a. Your Own Everyday Worries
- b. One of Your Favorite Subjects
- c. What Make You Feel Comfortable or Safe at School

2. Brainstorming and List Making

Prewriting in the form of lists is sometimes called brainstorming. What you've got in your list ensures that you will not face a blank sheet without anything to say when you begin the First Draft.

When you brainstorm you focus on your topic and then generate as many ideas as you can by permitting your mind to wander within the framework of the topic.

Following is an example of one student who used brainstorming to generate material for a paper whose topic is about the advantages and disadvantages of the only child generation in China.

Advantages	Disadvantages
— better-educated	— may be spoiled
— more attention and love from parents	— dependent
— independent	— lonely
— confident	— no siblings to share the task of taking care of the old
—	—
—	—
—	—
—	—

It may be a good idea to ask your classmates for some more ideas to add to the lists above.

Exercise:

- 1** Please write down the advantages and disadvantages of private cars concerning the topic **Should Private Cars Be Encouraged in China in Recent Years?**

Advantages	Disadvantages
— boost car industry	— _____
— more job opportunities	— _____
— more freedom	— _____
— high efficiency	— _____
— more taxes to the country economy	— _____
— personal independence	— _____
— _____	— _____
— _____	— _____
— _____	— _____
— _____	— _____

- 2** Prepare lists for the following topics:

- Benefits of Taking Part-time Job for College Students**
- Problems of Combining Part-time Job and Studying**
- Benefits of Television**
- Specific Problems You Face This Term**

3. Outline Writing (1)

Now that you have got ideas by means of journal writing, free writing, brainstorming and list making, you can go on to make an outline.

An outline serves as a complement to the prewriting techniques previously discussed. With the help of an outline, you may think clearly about the point you are making, about the details you will use to support it, and the order in which you will arrange them. The following example

shows how prewriting technique of making a list is used to help make an

outline.

Here is a list of details about the topic **My Problems of Taking a Part-time Job and Studying at the Same Time.**

- Friends don't call me to join their activities anymore.
- Tired when I study at night.
- No relaxed weekend.
- Lack sleep.
- Miss campus parties.
- Miss lectures.
- Grades aren't as good as they could be.
- No time and energy with friends.
- Give up activities with friends.
- No longer have regular physical exercise.
- No favorite TV shows or football game at weekends.

When you read over this informal list you've made, you may discover that some points can be grouped to form broad categories of the problems. Here is a short topic outline that shows this sense of arrangement:

Combining a part-time job and study has brought problems in my life.

1) Influence on study

- a. Less time for reviewing and preparing lessons
- b. Tired while reading at night
- c. Poorer grades than before

2) Less time for social activities at college

- a. Less time with friends
- b. Less campus activities — parties, games...

3) Less time for personal pleasures

- a. Lack sleep
- b. No regular physical exercise

Exercise:

Choose one of the following topics to form a list first and then group those supporting details under each category:

1 The Negative Effects of Increasing Private Cars in China in Recent Years

1) Pollution

- a. _____
- b. _____
- c. _____

2) Shortage of Resources

- a. _____
- b. _____
- c. _____

3) Traffic Problems

- a. _____
- b. _____
- c. _____

2 The Advantages of Encouraging Private Cars in China in Recent Years

1) Beneficial for our country's economy

- a. _____
- b. _____
- c. _____

2) High Efficiency

- a. _____
- b. _____
- c. _____

3) Personal Independence

- a. _____
- b. _____
- c. _____

Chapter 2 The Elements of Paragraph

Generally speaking, there are three types of paragraphs: topical paragraph, functional paragraph and paragraph blocs. Topical paragraph contains a topic sentence that expresses one main idea and several supporting sentences to qualify, explain, illustrate, or in some other way develop that idea. There is also functional paragraph with some rhetorical purpose, such as transition or emphasis. The paragraph blocs refer to a part of discourse longer than the paragraph that operates as a single unit.

I. Structure of Paragraph

One basic feature of the English paragraph is that it normally follows a straight line of development. The paragraph often begins with a statement that expresses the central idea of the paragraph, known as a topic sentence, followed by a series of subdivisions of the central idea, whose purpose is to develop the topic sentence. In many cases, the paragraph has a concluding sentence that summarizes the central idea.

The English topical paragraph is normally made up of three parts:

1. Topic Sentence
2. Supporting Details / Developing Sentences
3. Conclusion / Concluding Sentence