英语写作模式

Patterns of Writing in English

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内 容 简 介

写一篇英语文章如同设计一座建筑，既要讲究外形结构风格，又要注重其内部设施的实际功能。建筑设计师要根据周围的环境和房子的用途、目的确定设计原则与风格，写文章也要根据情景和目的来立意、构思、选材。

本书根据大学英语写作教学内容与教学目标，以及一般英语文章的写作目的与体式，将一般英语写作任务粗略地分为六大类型或模式，对学生的写作能力进行分类集中训练。

本书强调信息交流能力的培养，强调篇章层面上的教学，强调培养学生的语言得体意识。为此，每单元内容的设计遵照从输入到产出的学习规律，首先分析、欣赏从英语原版期刊中挑选的、代表典型写作模式的文章，然后让学生举一反三，模仿其写作手法，就一定的对象、话题，为了一定的目的进行写作练习。

本书的编写还充分体现了学生的主体性原则，表现在教师指导与学生完成任务的教学模式上。任务的设计采用自上而下的方略，即从把握文章的主旨和宏观结构入手，然后理解细节和语言特点，了解特定的语言形式是如何为表达意义服务的。

每单元的最后一项内容是 Adapting your writing for oral presentation，为学生提供了一系列口头表达技巧，有助于学生重视发展自己口头表达思想的能力，也有助于提高他们的语体意识。

本书虽然是为大学英语写作课程而设计，但考虑到课时的限制，不仅阅读文章有详细的注解，而且对文章的语言表达特点、写作特点与方法作了详尽的解释，因此，亦可供同等水平英语学习者作为教材或自学参考。

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前　言

一、指导思想

培养学生的英语综合应用能力，使他们能够在今后的工作和社会生活中用英语有效地进行口头和书面信息交流是新世纪、新形势下大学英语教学的重要目标。为此，不少学校已探索出了一套在计算机网络环境下，合理利用教学软件进行个性化英语教学的全新模式，成效显著。随着大学英语教学的不断深入，我们得到“教育部大学英语教学改革扩展项目”的支持，对学生的需要进行了系统的调查研究和需要分析，从而了解到了学生仍然迫切希望提高英语书面表达能力，即写作能力，以帮助他们完成信息交流或学术交流的任务。

强调信息交流能力的培养，就等于强调篇章层面上的教学，强调培养学生的语言得体意识，以及如何用语言表达思想的能力。大学英语教学不应该停留在词汇与句型的分析和讲解上。

实际的信息交流活动总是在一定背景下、就一定的题材、针对一定的对象、为了一定的目的而进行的。因此，学生应该了解，无论是口头交际，还是书面交际，首先要考虑的是交际的内容、对象、目的，然后才能确定采用什么方法、策略或技巧，使一篇文章或一番谈话中心突出，轮廓分明，脉络清晰，言中有物，实现预期的交际目的。作为大学英语教师，我们只要给予学生适当的指点，为他们提供真实的语篇材料，并作为范例进行分析，他们便一定能够举一反三，熟练掌握信息交流的技巧，使教学起到事半功倍的效果。

这正是我们编写 *Patterns of Writing in English* 的初衷。

二、编写原则

Patterns of Writing in English 的设计遵守教师为主导、学生为主体的教学原则，采用从教师引导到学生完成任务的教学模式，最大限度培养学生获取知识和信息的能力、创造性思维能力以及表达思想的能力。

任务的设计采用自上而下的方略，从把握文章的主旨和宏观结构，到理解细节和语言特点。任务的设计以理解意义为目的，而不是以学习生词、词组或句型为目的。对语言特点的识别与分析，是为了培养学生的语言鉴赏能力，了解语言形式是如何为表达意义服务的。

任务的设计还体现读者与文章的互动关系，以及从输入到产出的过程，培养和巩固学生的综合英语应用能力，实现用英语进行信息交流的目的。

由于此教材旨在培养学生用英语进行实际的信息交际能力，选材重视真实性、信息性、知识性以及篇章结构的明晰性。

三、教材结构

Patterns of Writing in English 反映了分类集中训练的策略。整体设计上我们将英语文章粗略地分为六种模式：Descriptions, Explanations, Analyses, Evaluations, Reports I（侧重消息性）

和 Reports II（侧重评述性），这也就成为了此教材的六大部分。这样分类主要根据两个标准：一是根据大学英语写作的教学内容与教学目标；二是根据一般英语文章的写作目的、侧重点以及体裁形式。将这两个因素归纳起来，大学英语写作教学在有限的学时内，课堂教学的内容必须涵盖这几大主要类型文章的写作技巧。应该承认，各类文章之间的写作手法与技巧总有重合之处。

为了对学生进行分类集中训练，*Patterns of Writing in English* 中每一部分由三个单元组成，分别代表一种文章类型及相关的写作手法和技巧。

每个单元由 Objectives, Preparing for reading, Reading, Analyzing the macro-structure, Grasping essential points, Understanding language features, Writing, Adapting your writing for oral presentation 八项内容构成。

Objectives（目标）：介绍本单元的主要学习内容和目的，使学生有目的地学习。

Preparing for reading（阅读准备）：旨在使学生纵览文章，通过标题、副标题、小节标题、文章的开头、结尾等，预测文章的主旨、大意、深度和难度，使学生带着问题积极阅读。

Reading（阅读）：文章选自国际知名期刊。由于教学目的不再停留在词汇和句子层面，所以文中的生词、词组、难句或其他语言难点只用脚注形式解释，文章后面不编写词句练习。

Analyzing the macro-structure（宏观结构分析）：macro-structure（宏观结构）也叫 scheme（构思图式）、rhetorical structure（修辞结构）或 discourse structure（语篇结构），体现了作者为实现其写作目的所采用的谋篇方法和策略。此部分是训练的重点之一。

Grasping essential points（文章要点理解）：学生需要细读文章，抓住文章介绍或论述的主要内容、基本观点或关键问题等。

Understanding language features（语言特点理解）：学习文章中出现的典型语言特点，以及这些语言特点在实现作者写作目的中的作用，以提高学生的语言欣赏水平和文体意识，以及对语言的操纵能力。

Writing（写作）：讨论重要写作技巧、分析问题的方法或组织信息的模式，为学生的写作开阔思路。学生可以仿效阅读材料中采用的某种写作技巧、分析问题的方法或组织信息的模式，从而完成从输入到产出的学习过程，体现了以读带写的训练策略。在此强调，学生习作的长度不应该受限制（不同于测试中的写作）。

Adapting your writing for oral presentation（以写带说）：此部分为学生创造了施展口才的机会。此部分不是教学重点，目的是告诉学生，只有就一定的话题，进行有准备的发言，才能使自己的英语口语能力上新台阶，以便将来进行深层次的口头交流。学习日常会话不是大学英语教学的最终目的。

四、教材使用

每单元需要 2～3 学时。教师在课堂上主要起指导作用，帮助学生完成每单元设计的任务，解决学生完成任务过程中的困难，指导并点评学生的习作。

此教材的设计充分考虑到了课时的限制，编写形式适合自学使用，因为我们不仅提供了练习答案，对 Reading 文章作了详细的注解，更重要的是，Understanding language features, Writing, Adapting your writing for oral presentation 部分对本单元的要点作了详尽的解释。自学此教材也能取得预期效果。

此为试读，需要完整PDF请访问：www.ertongbook.com

此教材已经在北京理工大学 2003 和 2004 级学生当中进行了试用，并对学生的使用情况进行了问卷调查，学生普遍反馈此教材对于学生的读写学习，尤其是写作学习帮助很大，学生在每一单元的学习当中都有足够的素材作为脚本，再到个人写作时就会“有的放矢”，而且教材涉及内容“实用”，可以很方便地应用到实际生活当中，提高了学生的英语实际应用能力。

Patterns of Writing in English 编写任务分工如下：叶云屏负责编写第 1、6、7 单元，来鲁宁编写第 17、18 单元，段素萍编写第 4、8、15 单元，郑明英编写第 13、14 单元，许子艳编写第 10、12 单元，毕晓宁编写第 3、11 单元，第 2、5、9、16 单元分别由李小重、刘睿、邢清清、陈刚编写。

在此教材即将问世之际，我们非常感谢北京理工大学教务处对大学英语教材建设的重视与支持，感谢吴树敬教授在百忙之中抽出宝贵时间审阅了书稿，并提出了宝贵建议。北京理工大学大学英语教研室教师在集体备课时，认真讨论了此教材的编写方案，此教材在很大程度上是北京理工大学大学英语教研室全体教师集体智慧的结晶。此外，我们要特别感谢北京理工大学 2003 和 2004 级学生在试用此教材时表现出的浓厚兴趣和学习热情，以及他们赋予的高度评价。

面对新世纪对大学英语教学的新要求，作为工作在第一线的英语教师，我们必须不断探索新方法、新途径，使大学生的英语综合应用能力上新台阶。*Patterns of Writing in English* 是北京理工大学大学英语教学改革以及教材建设的新尝试，由于我们水平有限，难免顾此失彼，挂一漏万，希望广大同仁和读者批评指正。

编　者

2005 年春于北京理工大学

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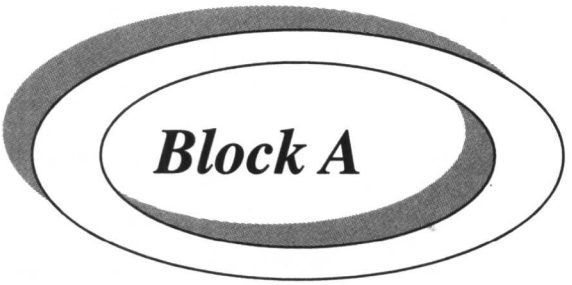
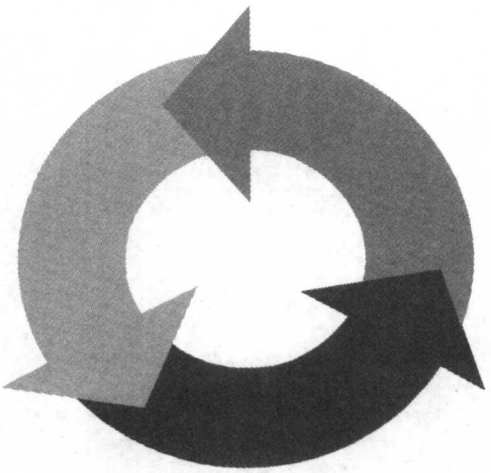
Tips for adapting your writing for oral presentation

1. Speak rather than read the speech
2. Pace your speech
3. Relieve your tension
4. Use simple and precise language
5. Establish the speaker-audience connection
6. Define unfamiliar words/terms/concepts when speaking
7. Use visual aids to express statistics

8. Speak with stress and emphasis
9. Decide how formal your language should be to suit your audience and occasion
10. Give clear signals for listeners to follow what you say
11. Arouse the audience's interest and keep them motivated
12. Make your speech brief but informative
13. Adjust your pitch of voice to suit the mood
14. Use quotations to establish authority and increase credibility
15. Make yourself a pleasant interviewer
16. Use natural body language
17. Build verbal bridges between your speech and others'
18. Relieve tension when speaking on a formal occasion for the first time



Descriptions



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Unit 1

Describing a Person

Objectives

Upon completing this unit, you should be able to:

- ✧ Describe the life and work of Nicolas Copernicus;
- ✧ Identify essential information that is included in describing a person;
- ✧ Identify the typical way of organizing an article which describes a person;
- ✧ Determine what details to be included to suit your purpose and reader;
- ✧ Organize details in chronological order;
- ✧ Identify and use time expressions accurately in describing a person's experience;
- ✧ Apply the writing skills of this article in your own writing;
- ✧ Adapt your writing for oral presentation: Speak rather than read the speech.

Preparing for reading

An article describing a person may include such information as the year and place of birth, family background, early education, personality, profession, work experiences, etc. There are different purposes of describing a person, and the purposes determine the choice of details and the focus of description.

Task 1

Discuss with your partner and add to the following list other possible purposes of an article which describes a person.

The purpose of describing a person may be:

- ■ To provide general information about a person;
- ■ To provide work experience that is required when applying for a job;
- ■ To show the author's respect and admiration for the person that is described;
- ■ _____;

- _____;
- _____;
- _____.

One of the useful ways to prepare for reading an article is surveying, which means taking an overall view of an article and giving it a general consideration by reading its title, subtitle, and headings (if there are any). Surveying an article before reading it can reveal useful information about its subject, main content, and the depth of the content. It may also remind you of your own experience, other materials about the same subject, and common sense related to the subject, which in turn, will help you to predict and understand what is written in the article.

Task 2

Survey the article and predict what it is likely to discuss. Provide the information in the given spaces or answer the questions.

1) Who is Nicolas Copernicus? What do you know about him?

2) What do you expect to know from the article?

- _____.
- _____.
- _____.
- _____.

Reading

Nicolas Copernicus[1]

1 Copernicus is considered to be the founder of modern astronomy. He was born in 1473 to a well-placed mercantile family in the Polish town of Thorn. The bright boy, who at age 10 lost his father, found a generous guardian in his uncle Lucas, who soon became a **bishop**[2] in Frauenburg Cathedral. He eventually was sent off to Cracow University to study mathematics and **optics**[3]. He continued his study at three celebrated Italian universities and returned at around age 30. Through the influence of his uncle, Copernicus was appointed as a **canon**[4] in Frauenburg Cathedral where

1 1473–1543, a Polish astronomer, who first suggested the Copernican system, in which the earth and other planets are described as moving around the sun 哥白尼
2 priest with a high rank in Christian religions 主教
3 the scientific study of light 光学
4 Christian priest who has special duties in a cathedral 基督教教士

he spent a **sheltered**[1] and academic life for the rest of his days.

2 Because of his **clerical position**[2], Copernicus moved in the highest circles of power; but a student he remained. For relaxation Copernicus painted and translated Greek poetry into Latin. His interest in astronomy gradually grew, and his investigations were carried on quietly and alone, without help or consultation. He made his **celestial observations**[3] from a **turret**[4] situated on the protective wall around the cathedral, observations were made "bare eyeball," so to speak, as a hundred more years were to pass before the invention of the telescope. In 1530, Copernicus completed and gave to the world his great work ***On the Revolutions of the Celestial Spheres***[5], which asserted that the earth rotated on its axis once daily and traveled around the sun once yearly: a fantastic concept for the times. Up to the time of Copernicus the thinkers of the western world believed in the **Ptolemiac theory**[6] that the universe was a closed space bounded by a spherical envelope beyond which there was nothing. Claudius Ptolemy, an Egyptian living in Alexandria, at about 150 A.D., gathered and organized the thoughts of the earlier thinkers. (It is to be noted that one of the ancient Greek astronomers, Aristarchus, did have ideas similar to those more fully developed by Copernicus but they were rejected in favour of the geocentric or earth-centered scheme as was **espoused by Aristotle**[7].) Ptolemy's findings were that the earth was a fixed, immovable mass, located at the center of the universe, and all celestial bodies, including the sun and the fixed stars, revolved around it.

3 Copernicus was in no hurry to publish his theory, though parts of his work were circulated among a few of the astronomers that were giving the matter some thought; indeed, Copernicus' work might not have ever reached the printing press if it had not been for a young man who sought out the master in 1539. George Rheticus was a 25-year-old German mathematics professor who was attracted to the 66-year-old cleric, having read one of his papers. Intending to spend a few weeks with Copernicus, Rheticus ended up staying as a house guest for two years, so fascinated was he with Copernicus and his theories. Now, up to this time, Copernicus was reluctant to publish — not so much that he was concerned with what the church might say about his novel theory, but rather because he was a perfectionist and he never thought, even after working on it for thirty years, that his complete work was ready — there were, as far as Copernicus was concerned, observations to be checked and rechecked.

4 (Interestingly, Copernicus' original manuscript, lost to the world for 300 years, was located in Prague in the middle of the 19th century; it shows Copernicus' pen was, it would appear, continually in motion with revision after revision; all in Latin as was the **vogue**[8] for scholarly

---

1 protected (from difficult or unpleasant experiences) 受到保护的
2 position as a canon 教士职位
3 observation of the sky 对天体的观察
4 a small tower 塔
5 《天体运行论》
6 托勒密理论
7 supported by Aristotle 得到亚里士多德的支持
8 popular and fashionable way 流行

writings in those days.)

5 Copernicus died in 1543 and was never to know what a stir his work had caused. It went against the philosophical and religious beliefs that had been held during the **medieval times**[1]. Man, it was believed (and still believed by some) was made by God in His image, man was the next thing to God, and, as such, superior, especially in his best part, his soul, to all creatures, indeed this part was not even part of the natural world.

6 Two other Italian scientists of the time, Galileo and Bruno, **embraced**[2] the Copernican theory **unreservedly**[3] and as a result suffered much personal injury at the hands of the powerful **church inquisitors**[4]. Giordano Bruno had the **audacity**[5] to even go beyond Copernicus, and, dared to suggest, that space was boundless and that the sun was and its planets were but one of any number of similar systems: There even might be other inhabited worlds with rational beings equal or possibly superior to ourselves. For such **blasphemy**[6], in 1600 Bruno was condemned and burned at the stake even before the **Inquisition**[7]. Galileo was brought forward in 1633, and, there, under the threat of torture and death, forced to his knees to **renounce**[8] all belief in Copernican theories, and was thereafter sentenced to imprisonment for the remainder of his days.

7 The most important aspect of Copernicus' work is that it forever changed the place of man in the cosmos; no longer could man legitimately think his significance greater than his fellow creatures; with Copernicus' work, man could now take his place among that which exists all about him, and not of necessity take that **premier**[9] position which had been assigned immodestly to him by the **theologians**[10].

Analyzing the macro-structure

The writer of an article always has a particular purpose in mind. It may be a body of information to convey, an opinion to express, a problem to solve, or a theory to propose. The writer's thoughts are generally organized to form discernable units, which are important elements that form an overall pattern.

Typically, the writer chooses a particular way of organizing these units of information, and then links them up to achieve the purpose of the writing. This pattern of organizing information is the macro-structure, also known as the rhetorical structure, discourse structure, or genre-scheme of

1 the period in European history between about 500 and 1500 AD, known as the Middle Ages 中世纪
2 eagerly accepted 接受
3 completely and without any doubts 毫无保留地
4 宗教法庭审判官
5 courage 胆量
6 insult to God 亵渎神祇
7 trial 审讯
8 publicly say or show that he no longer believed in 宣布放弃
9 most important 最重要的
10 people who study religious ideas and beliefs 神学家

a text. It is the underlying structure that accounts for the overall organization of a text.

Different kinds of texts are distinguished by the ways in which the theme, purpose, and units of information are linked together to form a whole.

Task 3

Read the article quickly and complete the following outline that reflects its macro-structure and organization of important details.

Outline

I. Opening: Introducing the topic.

Nicolas Copernicus is the name of a renowned astronomer.

II. Copernicus' family background, early life and education.

In 1473: _____.

At age 10: _____.

Education: _____.

At around age 30: _____.

III. Copernicus' academic life.

Copernicus' interest:

_____

_____.

His work as an astronomer:

_____.

His theory:

_____

_____.

IV. _____.

Copernicus was in no hurry to publish his theory.

He was a perfectionist and kept revising his theory.

V. His death and influence.

In 1543: _____.

Influence:

_____

_____.

Grasping essential points

Task 4

Read the article carefully and answer the following questions.

1) Where did Copernicus receive his education?
2) Who was Lucas? What was his position?
3) What was Copernicus' position after he came back from his studies in Italy?
4) How did Copernicus spend most of his prime years?
5) What did Claudius Ptolemy think about the universe?
6) Whom did Aristotle support, Ptolemy or Aristarchus ?
7) Why was the publication of *On the Revolutions of the Celestial Spheres* delayed?
8) Who was George Rheticus?
9) What happened to Galileo and Bruno? Why?
10) What was the significance of Copernicus' work?
11) How would you describe Copernicus' personality?

Understanding language features

When a piece of writing describes a person and his experiences, the flow of events or experiences is linked by time expressions. The simplest time expressions include the year (such as "in 1473", "in 1530", "in 1543"), month (January, February, etc.), date, hour, minute (such as "at 13:30 on 21st of December"). More often, however, it is a phrase, a clause, or a word that indicates the sequence of events. For example:

> He was born **in 1473** to a well-placed mercantile family in the Polish town of Thorn. The bright boy, who **at age 10** lost his father, found a generous guardian in his uncle Lucas, who **soon** became a bishop in Frauenburg Cathedral. He **eventually** was sent off to Cracow University to study mathematics and optics. He **continued** his study at three celebrated Italian universities and returned **at around age 30**. (Para. 1)

Each clause in this paragraph has a word or expression to establish a link between Copernicus' experiences. Note that simple past tense dominates the paragraph.

Task 5

Read the article again and identify words or expressions that establish a link between events

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