

English for Graduate Students

研究生 英语写作

查国生 编著

EGS



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English Writing for Graduate Students

研究生英语写作

编著 查国生

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前 言

本书根据原国家教委颁布的《非英语专业研究生英语教学大纲》的精神编写,是“研究生基础英语”系列教材之一,可供非英语专业硕士研究生、工商管理硕士(MBA)研究生和以同等学力申请硕士学位的在职人员英语教学使用,也可供具有大学英语水平的读者用作英语写作的自学教材。

本书结合英语写作中的几个主要方面,特别是写作结构、文章体裁及写作程序进行详细分析并且列出指导性很强的习作范文,配有练习题,以帮助有一定英语基础的读者增强对英语写作几个主要环节的掌握和运用,提高写作能力,熟悉英语论述文体和语篇思维的模式,从而使研究生英语教学真正适应 21 世纪人才培养的需要。

本书由复旦大学英语教学部查国生编著,澳大利亚语言学家、散文作家 Mark O'Connor 审定。

复旦大学研究生院领导,特别是培养处的领导同志对本书的编写和使用给予大力支持和帮助,谨在此表示谢意。

编者水平有限,书中错误和不妥之处在所难免,诚恳希望使用本教材的师生和其他读者批评指正。

编 者

2000 年 8 月

使用说明

本书是非英语专业“研究生基础英语”系列教材之一,是《研究生基础英语》(I、II册)练习部分中写作实践的系统深化。

本书每一章有相对的独立性,但整书可构成一个写作系统框架。全书写作指导性文字简朴得体,实例丰富,并配有练习题。教学时数可视实际教学情况和章节教学需要而定。

教学方法上,应采取指导性讲解、范文分析和写作实践相结合的方式。本书适合教师用英语授课,对于不适用于应用英语授课的教学点,教师可根据内容用中文讲解。写作练习一般应由学生在课外完成,教师在课堂上针对写作方面存在的问题进行讲评,也可与学生在某些写作环节方面展开讨论,同时有针对性地选择书中的范文让学生欣赏和模仿,并作适当的分析、归纳和总结,切实地帮助学生提高英语语篇写作的能力。

编者
2000年8月

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Part I Usage Levels

(写作文体分类)

Different audience and different purposes usually make a writer determine the different usage levels: formal, informal or colloquial (conversational).

1. Formal writing (正规文写作)

Most scholarly articles and books, most business communication are written in formal English. Here are the main characteristics of formal writing:

- No contractions (*do not*, instead of *don't* ...).
- No slang.
- Third person approach, though first person is recently replacing the strictly formal third person approach; no addressing the readers as *you*.
- No sentence fragments (Ex. *Although I warned him time after time.*)
- A serious or neutral tone.

Sample 1

Intelligence and Intellect

Although the difference between the qualities of intelligence

and intellect is more often assumed than defined, the context of popular usage makes it possible to extract the nub of the distinction, which seems to be almost universally understood: intelligence is an excellence of mind that is employed within a fairly narrow, immediate, and predictable range; it is a manipulative, adjustive, unfailingly practical quality—one of the most eminent and endearing of the animal virtues. Intelligence works within the framework of limited but clearly stated goals, and may be quick to shear away questions of thought that do not seem to help in reaching them. Finally, it is of such universal use that it can daily be seen at work and admired alike by simple or complex minds.

Intellect, on the other hand, is the critical, creative, and contemplative side of mind. Whereas intelligence seeks to grasp, manipulate, reorder, adjust, intellect examines, ponders, wonders, theorizes, criticizes, imagines. Intelligence will seize the immediate meaning in a situation and evaluate it. Intellect evaluates evaluations, and looks for the meanings of situations as a whole. Intelligence can be praised as a quality in animals; intellect, being a unique manifestation of human dignity, is both praised and assailed as a quality in men. When the difference is so defined, it becomes easier to understand why we sometimes say that a mind of admittedly penetrating intelligence is relatively unintellectual; and why, by the same token, we see among minds that are unmistakably intellectual a considerable range of intelligence.

2. Informal writing (非正规文写作)

Much of the writing you are expected to do will probably be informal, which means ordinary, familiar, everyday writing. The word choice in informal writing will consist mainly of those serviceable, everyday words that everyone uses all the time. You can use *I* and *we* and address your readers as *you*. Slang is sometimes all right, but you need to be especially aware of your audience.

Sample 2

By the time I entered college in the autumn of 1932, the Great Depression had slid to its nadir. I remember how the iron benches under the elms in front of the courthouse and the wooden ones in the treeless, gravelly municipal park where the bandstand stood were occupied all during daylight by the unemployed of our town in Colorado. Sometimes these able men, disabled by inaction, held bitter symposia to discover why their decent lives had become ignominious; shouting and gesticulating, they inveighed against the Government, berated Wall Street, denounced the vile, mysterious forces that had closed down mines and mills and put an end to building, and had subjected them and their blameless families to the indignities of the soup kitchen.

3. Colloquial writing (口语体写作)

The chief characteristics of colloquial writing are slang, sentence

fragments and perhaps even nonstandard constructions.

Sample 3

We'd go to school two days sometimes, a week, two weeks, three weeks at most. This is when we were migrating. We'd come back to our winter base and if we were lucky, we'd get in a good solid all of January, February, March, April, May. So we had five months out of a possible nine months. We started counting how many schools we'd been to and we counted thirty-seven. Elementary schools. From first to eighth grade. Thirty-seven. We never got a transfer. Friday we didn't tell the teacher or anything. We'd just go home. And they accepted this.

I remember one teacher—I wondered why she was asking so many questions. (In those days anybody asked a question, you became suspicious. Either a cop or a social worker.) She was a young teacher, and she just wanted to know why we were behind. One day she drove into the camp. That was quite an event, because we never had a teacher come over. Never. So it was, you know, a very meaningful day for us.

Here is a chart for reference showing usage levels for all occasions.

Formal: One should not admit defeat too easily.

I shall not admit defeat too easily.

Informal: We shouldn't give up too easily.

I'll not give up too easily.

Colloquial: I'm not going to throw in the towel too easy.

<i>Formal</i>	<i>Informal</i>	<i>Colloquial (slang)</i>
automobile	car	wheels
comprehend	understand	dig
depart	leave	split
residence	house	pad
offensive	unpleasant	gross
exhausted	tired out	wasted
dejected	sad	down
hyperactive	jittery	wired
intoxicated	drunk	sloshed

Exercises

Compose a brief paragraph in which you try to persuade people that they should conserve electricity or gasoline. Then rewrite the paragraph twice, using different usage levels.

Part II Topic Sentence

(主题句)

A topic sentence is not always made to be the first one in the paragraph. Sometimes it is put in the middle or at the end of a paragraph as a matter of style. The various ways of positioning topic sentences will exhibit a pleasant variety.

1. At the beginning (居首)

The topic sentence at the beginning of a paragraph, followed by examples, details or explanations, helps readers to grasp the outline of an essay. It is the best way to position the topic sentence in writing directions, term papers, essay examinations and on-the-job reports.

Sample 1

It was one of those extraordinarily bright days that make things look somehow bigger. The Avenue seemed to stretch wider and longer, and the buildings to leap higher into the skies. The window-box blooms were not just a mass and a blur; it was as if they had been enlarged, so that you see the design of the blossoms and even their separate petals. Indeed you could sharply see all sorts of pleasant things that were usu-

ally too small for your notice—the lean figurines on radiator caps, and the nice round gold knobs on flagpoles, the flowers and fruits on ladies' hats and the creamy dew applied to the eyelids beneath them. There should be more such days.

Sample 2

Americans make no distinction in greeting friends, acquaintances, elders, or superiors. When Americans see close friends, casual acquaintances, teachers, or even someone they know only by sight, they are likely to say “Hi” in all cases. This does not mean that they have no more regard for friends than for casual acquaintances. It only means that “Hi” serves as a greeting for both.

2. At the end (居尾)

The major reason for putting the topic sentence at the end of a paragraph is to create a dramatic effect. By not stating a topic sentence until the last sentence, a writer creates a feeling of suspense that makes a reader want to keep on reading.

Sample 3

The following summer we spent at Homburg, then a fashionable but quiet little watering-place with gardens full of roses, where my mother had been sent (previously) for the cure. My father's health, to my young eyes at least, seemed neither to improve nor to grow worse; I became accustomed to his patient inactivity, and probably thought of him as old rather than

ill... He died in the early spring, suddenly stricken by paralysis; and I am still haunted by the look in his dear blue eyes, which had followed me so tenderly for nineteen years, and now tried to convey the goodbye messages he could not speak. Twice in my life I have been at the deathbed of someone I dearly loved, who has vainly tried to say a last word to me; and I doubt if life holds a subtler anguish.

Sample 4

Someone once accused John Lennon of lifting one of his lyrics from Proust. (I think it was Proust, but I can't be sure it was Proust.) Lennon countered that since he had never read any Proust, and that since he had arrived at the lyric on his own, he must be as original and ingenious a thinker as Proust was. I enjoyed his reply for a while, until I realized that Lennon, like me, probably had no way of knowing whether he had ever read a little Proust somewhere, or perhaps some secondhand Proust in another man's writing. I am always devising little epigrams, only to be told that they have already been articulated, and discredited, in one form or another, by a whole string of fellows in nineteenth century Germany.

3. In the middle (居中)

Putting the topic sentence in midparagraph is another way to achieve variety and thus make your writing more interesting. This is a helpful approach in writing about how things are like (comparison) or how they are different (contrast). The topic sentence usually acts as a transition.