



大学英语 写作学习指要

Guide to College English Writing

主 编 邹惠玲 副主编 张 霞 侯家旭

Exposition

Argumentation

The Research Paper



北京理工大学出版社

大学英语写作学习指要

主 编 邹惠玲

副主编 张 霞 侯家旭

编 者 邹 晖 穆凤英 于兴亭

李明明 戴光琳 李小蓓

北京理工大学出版社

图书在版编目(CIP)数据

大学英语写作学习指要/邹惠玲主编. —北京:北京理工大学出版社, 2000.8

ISBN 7-81045-713-6

I. 大… II. 邹… III. 英语-写作-高等学校-教学参考资料 IV. H315

中国版本图书馆 CIP 数据核字(2000)第 63657 号

北京理工大学出版社出版发行

(北京市海淀区白石桥路 7 号)

邮政编码 100081 电话 (010)68912824

各地新华书店经售

北京市燕山先锋印刷厂印刷

*

850 毫米×1168 毫米 32 开本 11.5 印张 245 千字

2000 年 8 月第 1 版 2000 年 8 月第 1 次印刷

印数:1—7000 册 定价:14.50 元

※图书印装有误,可随时与我社退换※

前 言

《大学英语写作学习指要》以在英美写作教学研究界占据重要地位的结构主义和认知理论为依据,以英语说明文和英语论说文的写作技巧为重点,以结合范文讲解进行写作训练为主要方法,按照循序渐进的原则编排。全书由三大部分组成。第一部分为**英语说明文(Exposition)**。该部分以段落写作为起点,由学习段落的基本结构开始,而后逐一介绍展开说明文段落的主要技巧,同时指导学生反复练习段落的写作,最后在段落写作的基础上进行各种技巧的短文写作训练。第二部分为**英语论说文(Argumentation)**。该部分首先介绍如何构思、准备论说文的写作,而后讲授如何运用描写、叙述和说明的技巧展开论证,然后讲解论说的技巧,并指导学生逐一运用这些技巧练习写作论说文,最后进行各种目的的论说文的写作训练。第三部分为**研究论文(The Research Paper)**。该部分包括论文的准备阶段、论文的写作和论文写作中引用文献资料的两种常用体例(MLA 和 APA)的详尽介绍。

《大学英语写作学习指要》的编写者长期从事英语写作教学,具有丰富的实践经验。书中内容曾在编写者所在学校试用多年,教学效果良好。该书不仅具有科学性和系统性,而且内容新颖丰富、实用性强、应用范围广,可供高等学校英语专业与非英语专业本科生、研究生以及英语自学者使用,并对顺利通过英语专业四、八级全国统考的写作部分、大学英语四、六级考试的写作部分以及托福的写作考试等均大有裨益。

在本书的编写过程中,得到徐州师范大学外语学院领导及有关人员和徐州师范大学教材科的大力扶持和帮助,谨向他们表示衷心的感谢。

Contents

Unit One Exposition

Part I Paragraph Writing	(1)
Lecture One Transition	(1)
Lecture Two Subordination	(9)
Lecture Three Parallelism	(15)
Lecture Four Topic Sentence	(24)
Lecture Five Controlling Idea	(30)
Lecture Six Unity	(35)
Lecture Seven Coherence	(41)
Part II Developing from Paragraph to Essay with Expository Techniques	(48)
Lecture One Paragraph Development by Listing	(48)
Lecture Two Paragraph Development by Examples	(51)
Lecture Three Essay Development by Examples	(55)
Lecture Four Paragraph Development by Comparison	(60)
Lecture Five Paragraph Development by Contrast	(64)
Lecture Six Essay Development by Comparison and Contrast	(69)
Lecture Seven Paragraph Development by Definition	(73)
Lecture Eight Paragraph Development by Classification	(77)
Lecture Nine Essay Development by Definition and Classification	(81)
Lecture Ten Paragraph Development by Space and Time	(84)
Lecture Eleven Paragraph Development by Process Description	(88)
Lecture Twelve Essay Development by Time, Space, and Process ...	(92)
Lecture Thirteen Paragraph Development by Cause and Effect	(96)

Lecture Fourteen	Paragraph Development by Generalization	.....	(100)
Lecture Fifteen	Essay Development by Various Means	.....	(103)

Unit Two Argumentation

Part I	Material Shaping	.....	(107)
Lecture One	Preliminary Steps in Writing	.....	(107)
Lecture Two	The Introduction	.....	(115)
Lecture Three	The Body and the Ending	.....	(124)
Part II	Strategies of Description, Narration and Exposition	.....	(130)
Lecture One	Description and Narration	.....	(130)
Lecture Two	Developing by Examples	.....	(135)
Lecture Three	Developing by Comparison and Contrast	.....	(140)
Lecture Four	Developing by Division and Classification	.....	(148)
Lecture Five	Developing by Cause and Effect	.....	(154)
Part III	Argumentative Strategies	.....	(160)
Lecture One	Argumentation and General Claim	.....	(160)
Lecture Two	Specific Evidence(1)	.....	(165)
Lecture Three	Specific Evidence(2)	.....	(172)
Lecture Four	Induction and Deduction	.....	(176)
Lecture Five	The Combination of Induction and Deduction	.....	(179)
Lecture Six	Making Concessions and Appealing to Emotions	.....	(182)
Part IV	Argumentative Writing Activities	.....	(187)
Lecture One	Taking a Position	.....	(187)
Lecture Two	Proposing Solutions	.....	(201)
Lecture Three	Speculating about Causes	.....	(223)
Lecture Four	Making Evaluation	.....	(238)
Lecture Five	Interpretation	.....	(250)

Unit Three The Research Paper

Part I Research Paper Writing	(270)
Lecture One Preparing the Research Paper (1)	(270)
Lecture Two Preparing the Research Paper (2)	(275)
Lecture Three Writing the First Draft	(277)
Lecture Four Documentation(1) ——Using Sources	(280)
Lecture Five Documentation(2) ——Acknowledging Sources	(290)
Part II Sample Research Papers	(303)
参考书目	(359)

Unit One Exposition

Part I Paragraph Writing

Lecture One Transition

☺ 在英文写作中,过渡词语、从属关系和平行结构的运用是必不可少的技巧。在学习段落写作之前,我们至少应当初步掌握这些技巧。本讲首先讲解过渡词语的运用。

☺ 过渡词语把上下文紧密联系起来,承上启下,疏通思路,搭桥补隙,理顺语气,使文章的表达更清晰、更紧凑连贯。下面的 pre-test 将帮助我们了解什么是过渡词语:

Pre-test

Complete the following paragraph by choosing transitions from the words given below the paragraph.

Mary likes traveling by bus better than by airplane for four reasons. (1), it costs less. She can ride by bus from New York to Chicago for \$ 20. (2), the air fare between the two cities is \$ 78. (3), traveling by bus gives her a closer look at the cities and countryside than she could get from a plane. (4), she enjoys

driving through the big cities of Philadelphia, Pittsburg, and Fort Wayne. (5), Mary finds that the passengers on the bus are often closer to her own age. (6), they are easy to talk with on the shared travel adventure. (7), many airline passengers are businessmen who keep busy with their work while flying. (8), riding a bus allows Mary to explore any stop along the way. (9), once she got off the bus at a small town in Indiana and spent the night with a girlfriend. (10), the next day she took another bus to Chicago. (11), Mary usually prefers buses instead of planes unless she has to get somewhere in a hurry.

- (1) Thus, First, In fact
- (2) And, So, Yet
- (3) Nor, But, Second
- (4) Still, Next, For example
- (5) Third, Now, Indeed
- (6) Similarly, Instead, After all, So
- (7) In Contrast, Finally, Otherwise
- (8) Therefore, Fourth, Accordingly
- (9) On the other hand, Moreover, For instance
- (10) So, Then, Yet
- (11) For these reasons, At last, Now

1. Transitions——adding coherence to writing

☺ 过渡词语能够增强上下文的连贯性,既可以运用于段落中,又可以运用于段落之间。

(1) Transitions within a paragraph

Passage 1

To many foreigners, the American word *family* is confusing. Foreigners often hear an American say "My family is coming to visit". In **this** sentence, *family* means grandparents and perhaps other relatives. **However**, at other times, the same American might say, "I'm going to stay home with my family this weekend." In **this case**, he is talking about his wife and children. **This** is a much narrower meaning than the first **one**. Using *family* in **this** way makes a foreigner wonder which term really describes an American family. The answer, **of course**, is that there are two meanings for the word *family* in the United States — a narrow **one** and a broad **one**. And there is another term — *immediate family* — to describe something in between.

(2) Transitions between paragraphs

Passage 2

When an American today says "my family is coming to visit", he or she is using family in the broad sense to include cousins, uncles, grandparents, or any other relatives who do not live with him or her. That is, this person is using *family* the way it was used one hundred and fifty years ago when the majority of Americans were farmers. In that earlier time, of course, three or more generations lived under one roof — grandparents, their children, their children's spouses, and their children's children.

But *family* is a very vague word. It can mean, for example, the speaker's parents, who do not live with him or her. Or it can mean uncles and aunts, nieces and nephews, first and second cousins, or even in-laws. As a result, the expression *immediate*

family has come into use. It means something between the narrowest use of *family* and the broadest one: usually the grandparents, their children, and their children's children.

2. *Different kinds of transitions*

☺ 英语的过渡词语种类繁多,按其不同用途,大致可以分类如下:

(1) Transitions that explain

- A. **Now**, follow the directions carefully.
- B. **For** the President did not want to sign the bill.
- C. The problem, **in this case**, is hard to solve.
- D. The meeting went on for six hours, **in fact**.

(2) Transitions that emphasize

- A. **Certainly** the vacation was fun.
- B. **Indeed**, a dessert is always enjoyable.
- C. **Above all**, do not build an open fire in a forest.
- D. **Surely** you agree that she won the debate.
- E. **Most importantly**, the form has to be mailed by June 1.

(3) Transitions that qualify

- A. **But** the clerk refused to answer.
- B. The letter came two days too late, **however**.
- C. We hope, **though**, that she would change her mind.
- D. **Yet** there was still a chance that he would win.
- E. **Except for** one girl, all the hikers returned.

(4) Transitions that illustrate

- A. That experiment, **for example**, was a total failure.
- B. **For instance**, a telegram often costs more than a telephone call.
- C. **Thus** the trip finally began.

- D. **Such** an earthquake happened last year in China.
- E. **Next**, think of the courses you want to take.
- (5) Transitions that add
- A. **In addition**, the tour stops in London.
- B. **Furthermore**, the time for registration has been extended.
- C. She **also** asked for a recent magazine.
- D. They expected, **moreover**, to remodel their house.
- E. **First**, you mail in an application. **Second**, you ask for an appointment. **Third**, you send them three personal references.
- F. **Then** you come to a traffic light and turn right.
- (6) Transitions that compare
- A. **Like** the owl, the fox hunts at night.
- B. **In the same way**, we look for a good doctor.
- C. **Similarly**, the Thais enjoy spicy foods.
- D. **Equally important**, the car drives thirty miles on a gallon of gas.
- (7) Transitions that contrast
- A. **Unlike** the Ford, the Cadillac is a large car.
- B. **In contrast**, the red fluid does not lose its color.
- C. The husband wanted a boy, **whereas** the wife wanted a girl.
- D. **On the other hand**, a student needs time to relax.
- E. **Instead**, the new law caused many problems.
- (8) Transitions that concede
- A. **Although** she ran after the train, it left without her.
- B. He planned, **nevertheless**, to ask for a promotion.
- C. It may rain tomorrow, **of course**.
- D. **After all**, you learn to cook many foods in this job.
- E. **Clearly**, a garden needs a lot of attention.
- F. **Still**, a winter vacation can be pleasant.

(9) Transitions that state a consequence

- A. They hoped, **therefore**, to pass the test.
- B. **As a result**, the hospital hired three nurses.
- C. **Consequently**, we opened an account at the bank.
- D. **Accordingly**, she telephoned three different companies.
- E. **So** the journey ended in Pittsburg.
- F. **Otherwise**, the train may leave without us.

(10) Transitions that sum up

- A. **To sum up**, Christmas is the most important holiday.
- B. **Finally**, the country agreed to issue more work permits.
- C. **In conclusion**, a consulate offers more services.
- D. **At last**, a treaty was signed.
- E. **In summary**, recreation is a big business.

3. *Other words as transitions*

☺ 英语中的过渡词语大都为副词或副词短语,但代词等其他词性的词也可以起到过渡作用。

(1) Pronouns as transitions

☞ Within a sentence:

He asked what **that** meant.

☞ Linking sentences:

We watched the hikers. **They** climbed slowly.

Passage 3

It is the most talked-of subject in town. Every family in the community discusses **it** half a dozen times a day. You mention **it** to at least one of your friends before you come into the room today.

You think about **it** at least once during every class. **Its** passage is steady. **It** touches everyone. What is **it**? **It** is time!

(2) Synonyms as transitions

Passage 4

Community **colleges** are like the two-year colleges called junior colleges, or "j. c. 's". Both **schools** prepare students for four-year colleges. J. c. 's offer all the courses most four-year colleges ask their freshmen and sophomores to take. Community colleges also give such required courses. But community colleges are also like other **institutions** called **trade schools**. Both schools offer **technical training**. Trade schools give courses in such areas as carpentry, nursing, television repairing, or photography. Community colleges have complete **technical courses** for students who do not plan to go on to a university.

(3) Coordinating conjunctions as transitions

Passage 5

On Thursday I had to decide what I wanted to do over the weekend, **for** school was starting in two weeks, and I would soon be studying full time. I wanted to go skiing, **but** I had spent most of my money, so I couldn't travel out of town. I might go to a movie, **or** I might just listen to music. **And** that is what I ended up doing — listening to music.

Assignment

1. Choose from the following transitions to fill in the blanks in the paragraph.

But, Consequently, Yet, In contrast, First, Fourth, Third, Finally,

Instead, Similarly, Although, Second

European universities and universities in the United States are different in many ways. _____, European students enrol in fewer courses each term than United States students do. _____, European students seldom live at a university. _____, they live at home and travel to classes. _____, most European courses are given by professors who lecture to their classes. _____, United States professors often ask their students questions or allow their students to form discussion groups. _____, European professors ask students to write fewer papers than United States professors do. _____, European students' final examinations are usually oral, whereas American students take written final examinations. _____, a European university is mainly a place to study. _____ at most United States universities, social activities take up a large part of the students' time.

2. Add Transitions that correctly move the idea forward.

Foreign cars are often more expensive to own in the United States than American-made cars. _____, there are reasons for this. _____, foreign cars cost more to buy since the quality of workmanship that goes into making them is very high. _____ high tariffs on many foreign models have raised prices. _____, foreign cars often cost more to register. _____ insurance rates can be higher. _____, parts and repair costs are much greater than they are for American cars. _____, there are some financial advantages to owning a foreign car. _____, many of them get better gas mileage, and they need new tires less often than American cars do. _____, their resale value is higher. The price of a year-old foreign car may be only \$ 300 less than what it costs new. _____ the price for a year-old American car will be around \$ 1,000 less.

3. Write out the following paragraph, adding transitions where they will improve the flow of ideas. Underline the transitions you add.

Luis and Mario are different in three ways. Luis studies a lot. He wants to get all A's. He wouldn't be admitted to medical school when he graduates. Mario rarely studies. He doesn't care about grades. He just wants a B. A. Luis never has time for sports. He doesn't have time to play. He sometimes watches a game. Mario spends most of his time playing soccer or basketball. Luis doesn't like parties. They usually last until two. He needs a lot of sleep. Mario loves parties. He gets to bed very late. He doesn't seem to need as much sleep as Luis does. In spite of their differences, Luis and Mario are good friends.

Lecture Two Subordination

☺ 从属关系是非常重要的写作技巧之一。当我们要表明一个句子的内容比另一个句子的重要时,应当借助主从复合句式把次要的内容置于从属位置。

Pre-Test

Complete each sentence by adding a subordinate clause. The first one is done as an example.

- (1) The man _____ was missing.

The man who escaped from the prison was missing.

- (2) Nobody ever tells me _____.

- (3) Pay close attention to _____.

- (4) The lie _____ cost Paul his job.

- (5) He is an example _____.

- (6) The woman _____ writes mystery novels.
 (7) _____, she wept with joy.
 (8) The sports car driver _____ is my friend.
 (9) This year he worked harder _____.
 (10) The science fiction movie _____ was entertaining.

1. Subordinating the secondary idea to the main idea

😊 在写作中,有时需要把两个关系紧密、但重要程度又不相同的内容放在一起,通过从属关系表明孰轻孰重。

Example 1

IDEA 1: He drove home. (main idea)

IDEA 2: He was tired. (Secondary idea)

Subordinative word: because

Because he was tired, he drove home.

OR: He drove home **because** he was tired.

Example 2

IDEA 1: Eve washed the dishes. (main idea)

IDEA 2: Her mother slept. (secondary idea)

Subordinative word: while

Eve washed dishes **while** her mother slept.

OR: **While** her mother slept, Eve washed dishes.

☞ 从以上两个例证我们可以看出,从属关系有助于突出主要内容,并避免行文不连贯和夸式单调重复等现象。