

英
语

实用写作 与学术写作

陈明瑶 陈文娟 编著




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PREFACE

前言

《英语实用写作与学术写作》包括四大部分:基本展开模式;实用写作;考试写作;学术写作。

第一部分为基本展开模式,主要介绍叙述、描述、例证、过程分析、因果、比较与对照、归类与分类、定义、论说、混合模式等。这是写作的基本功训练,无论何种体裁的写作,都离不开写作基础。

第二部分为实用写作,主要讲解各类应用文的写作方法,如通知、邀请函、出国联系申请、简历等等,并提供了可资借鉴的写作模式、参考范文和常用句型。为便于教师的课堂操作,以及学习者的课后复习,本书编制了各类练习题,促进巩固与提高。

第三部分是考试写作,主要讨论六级考试、托福考试、雅思考试和 GRE 考试的写作部分。当前英语考试种类繁多,但这四种考试是高级英语学习者和英语研究生最为关心的热点。本书分析了近年来这些考试真题的命题特点与评分标准,以帮助读者自测写作水平,开展仿真训练,提高写作能力。

第四部分是学术写作,主要介绍典型的、基于实证数据或实验方法的英语论文写作,分为引言、文献综述、研究方法、研究结果、讨论、摘要与致谢、资料引用、研究论文的发表等部分,与论文的基本框架及论文撰写发表的流程保持一致。

本书融当代三大写作教学理念——过程教学法、结果教学法和体裁教学法于一体,重视写作过程的指导,也重视写作成品的剖析以及应用文体裁的分析。具有以下几个特点:(1)内容翔实涵盖面广。全书以文体分类,取材精萃,结构严谨,语言流畅。(2)实用性强。本书包含各类英文书信体例,有利于学习者学以致用,直接采纳。(3)实践性强。强调英语写作基本功的训练。通过写作实践,学习者能真正做到融会贯通、举一反三、得心应手,提高实际写作能力。(4)例文典型,针对性强。本书能帮助学习者训练写作基本功,也能帮助学习者应付常见的国内外英文写作考试,还能帮助用英语撰写学术论文、参与国际

英语 实用写作与学术写作

学术交流的学习者。(5)可模仿性突出。我们知道,学习写作是从模仿开始的。每一种文体的结构和写作套路都是具有一定的规律性和相对固定的写作模式的。本书提供了大量范文模板,有利于学生模仿训练,触类旁通。本书在博采众长的基础上提炼出各种文体的段落布局、写作模板、参考范文和常用句型,为广大学习者提供了形式多样的练习及快速、高效的即时答案对照,可在应用此书时既能节省时间,又能学会撰写符合要求的文章,兼具教程与手册的双重功能,这是本书的最大特色。

本书由浙江工商大学外国语学院长期从事硕士研究生、博士研究生英语教学工作的教授主编。在编写本书过程中,我们得到了很多同行、同事的帮助,也吸收了很多研究生的创意与建议。我们参考并引用了不少同行专家的宝贵资料。由于时间仓促,来不及一一征求意见,仅在最后的参考文献部分作了罗列。这里一并致谢!可以说,没有众人的积累与努力,很难成就今天这本写作指导书。本书为浙江工商大学研究生教改课题立项成果。

编者
2010年秋

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ENGLISH

Part One

Patterns of Development

第一部分

基本展开模式

Unit One

Narration 叙述

I write at [age of] 83 for the same reasons that impelled me to write at 43: I was born with a passionate desire to communicate, to organize experience, to tell tales that dramatize the adventures which listeners might have had. The job of a storyteller is to tell stories, and I have concentrated on that obligation.

James Michener



Basics for Narration 叙述要素

叙述记叙人物的经历和事情的产生、发展和变化过程。它是写作中运用最广的一种模式。常见的叙述方式有顺叙(in sequence of time)、倒叙(flashback)、插叙(narration interspersed with flashbacks)和夹叙夹议(narration interspersed with comments)。叙述应当具备时间、地点、人物、事件、原因和结果六大要素。叙事手法的要点是:①选好一个恰当的角度,即观察点;②采用第一人称或第三人称叙述;③交代清楚叙述的六大要素;④素材剪裁要详略得当。总之,叙述主题要明确,不要罗列琐碎的小事,要围绕主题思想有目的地将有意义、有价值的重要事件呈现给读者。叙述时要注意保持时态的一致性。



Do you know?

Narration tells a story by presenting events in an orderly, logical sequence. It can be the dominant pattern in many kinds of writing and speech. Histories, biographies, and autobiographies follow a narrative form, so do personal letters, diaries, and journals. Narration is the dominant pattern in many works of fiction and poetry, and it is an essential part of casual conver-

sation. Narration also underlies folk and fairy tales and radio and television news reports. In short, any time you tell what happened, you are using narration.

Narration should include enough details, vary sentence structure, maintain clear narrative order, and use accurate verb tenses and transitions.



范例1

I was seven years old when I first became aware of the terrible power of guilt. For piling our toys into the toy box, Mother had rewarded my brother and me with five shiny pennies each. If I had ten pennies instead of just five, I could have bought a ginger bread man with raisin eyes and sugar-frosted hair. The image danced in my head all day, until, finally, I crept into my brother's room and stole his five pennies. The next morning, as my brother and I were dressing to go to school, I had all ten pennies in the pocket of my coat, cramming one of my father's handkerchiefs on top of them. As my brother and I lined up in front of Mother to be kissed goodbye, she looked at my bulging pocket with amazement. "What on earth do you have in your pocket?" she asked. "It's nothing," I said, as offhandedly as I could. "It's nothing at all." Bewildered, but too busy to investigate any further, Mother kissed me goodbye. I ran out the door and down our gravel path as fast as my feet could carry me. But the farther from home I got, the more miserable I became. The shiny pennies in my pocket felt oppressively like one-ton boulders. And I was haunted by the idea that I had become a thief. Forgotten was the gingerbread man, for whose sake I had stolen my brother's pennies. Finally, unable to bear my horrible feeling of guilt, I ran back home to blurt out my crime to my mother.



范例分析

上文作者清楚地交代了时间、地点、人物、事件、原因和结果六大要素,主题句概括了大意:I was seven years old when I first became aware of the terrible power of guilt,具体叙事作为支持这一观点的过程,叙述生动、细腻,与主题句相互呼应。



范例2

John was playing with a ball in the street. He kicked it too hard and it broke the window of Mrs. Green's house. The ball fell in. Mrs. Green came to the window with the ball and shouted at John. John ran away but he still wanted his ball back. A few minutes later John returned and knocked at the door. When Mrs. Green answered it, he said, "My father's going to come and fix your window very soon."

A few minutes later, a man came to the door with tools in his hand. Mrs. Green let John take his ball away. When the man finished fixing the window, he said to Mrs. Green, "That will cost you exactly ten dollars."

"But aren't you the father of the young boy?" Mrs. Green asked, looking very surprised. The man was equally surprised and he answered, "No. Aren't you his mother?"



范例分析

由于叙事情节的需要,这篇文章采用了第三人称和顺叙的写作手法。全文按照时间顺叙,由三个重要的标志性短语和句子来说明时间的先后和故事的发展(A few minutes later, After a few minutes, When the man finished fixing the window)。人物随情节的发展顺序出场,把故事逐步推向高潮。该文语言简洁,人物形象却跃然纸上。



范例3

I came back to the university after the winter vacation. As soon as I settled down, I made a phone call to my mother who was at home. While talking, I couldn't keep back my tears. And I could hear that she was too in tears. "After all," I said, "we are mother and daughter..."

During the vacation, mother and I had a bad quarrel. After that we were unwilling to talk with each other. She thought I was no longer her obedient daughter and I believed that she didn't understand and respect me. Thus we kept silence.

Time passed quickly. Soon it was time for me to leave for school. When I was about to set out, mother took out a package of food, gave it to me and said, "I

cooked it for you this morning. Take it along to eat on your way, let bygones be bygones. After all we are mother and daughter..." Then she sobbed and choked. Standing there with the package in my hand, I heard nothing more. I could not say a single word with tears running down my face.

On the bus I could not eat anything though the food was delicious as usual. I was so regretful. How I wish I had said sorry to mother before leaving home. How I wish the time could return so that I could say right before her, "Sorry, mother. Would you forgive your wilful daughter? "



范例分析

这篇文章采用了第一人称和倒叙的写作手法:先交代寒假返校后跟母亲的电话交流,引出了“After all we are mother and daughter...”这一主题,唤起读者的好奇心;第二段交代产生文章主题的原因——“争吵”。但作者对“争吵”本身并没有更多的提及,而是把笔墨集中到返校之前和旅途之中的细节以及感受上,这些都为表达主题奠定了良好的基础。



几点建议

如何写叙述段落

1. 只着重叙述有意义的事件和经历:尽量避免日常琐事和无聊事,只使用那些有助于阐明观点的事件和经历。

2. 着眼点始终保持一致:不管叙述是以第一人称或第三人称进行,都要尽量使语言从叙述者的着眼点(point of view)反映叙述者的见解和意向。

3. 运用细节:写叙述段落时要运用细节,烘托事件发生的环境气氛;在描绘人物时也要使用细节,让人物血肉丰满,形象生动。

4. 使用对话:叙述中对话的使用,即直接引语的运用,也很重要。从对话中可以区分出事情的变化,也间接衬托出说话者的个性与见解。幽默的对话可引发读者的好奇心与兴趣。

5. 使用时间顺序:叙述几乎总是使用时间顺序法来组织细节的。时间顺序法是段落内组织细节的最简单最常见的方法(time order organization)。正如我们在示范段落 1 和 2 所看到的一样,其实在你的生活中你经常运用这种方法。

时间顺序段落的方法是：

- 写下要记录的事件或步骤，然后按照时间顺序排列。
- 确定写作目的，然后写出带有中心思想的主题句。
- 从列举的事件或步骤中删除与中心思想无关的细节。
- 使用“first, then, the next step”等等列举符号把细节连接起来。



学生写作实例

The first draft

My dad played baseball too. I went to the field with my mother every Friday night to watch him play. It was just like the big leagues. There were lots of people and a snack bar. The lights shone so high and bright you could see them a mile away. I loved to go to my dad's games. All the other kids would wander off and play. I could sit and cheer on my dad and his team. My attention was focused on the field. My heart would jump with every pitch.

A revised version

My dad played baseball too **and** every Friday night I would go to the field with my mother to watch him play. It was just like the big leagues, **with** lots of people, a snack bar and lights that shone so high and bright you could see them a mile away. I loved to go to my dad's games. **When** all the other kids would wander off and play I would sit and cheer on my dad and his team. My attention was focused on the field and my heart would jump with every pitch.



学生写作实例分析

这个学生的初稿段落显得很单调乏味，每个句子都是以主语开始，整个段落意思不连贯。修改稿用 **and** 连接开头两个独立句，使两者联系紧密；同时还用了介词 **with** 和时间连接词 **When** 连接句子，改变了句子的长度，使单一的句子结构有了变化，句与句之间连贯自然。

 想想练练

1. Fill in each blank with a proper word from the box below. Change the form where necessary.

flashback narrative indicate interest account present
fictional sequence consistent chronological

Many narratives 1 events in the exact order in which they occurred, moving from the first event to last. Whether or not you follow a strict 2 order depends on the purpose of your narrative. If you are writing a straightforward 3 of a historical event or summarizing a record of poor management practices, you will probably want to move from beginning to end. In a personal experience essay or a 4 narrative, however, you may engage your readers' 5 by beginning with an event from the middle of your story, or even from the end, and then presenting the events that led up to it. You may also begin in the present and then use one or more 6 (shifts into the past) to tell your story.

Verb tense is extremely important in writing that recounts events in a fixed order because tenses 7 temporal (time) relationships — *earlier*, *simultaneous*, *later*. When you write a narrative, you must be careful to keep verb tenses 8 and accurate so your readers can follow the 9 of events. Naturally, you must shift tenses to reflect an actual time shift in your 10, for instance, convention requires that you use present tense when discussing works of literature (“When Hamlet’s mother *marries* his uncle...”), but a flashback to an earlier point in the story calls for shift from present to past tense (“Before their marriage, Hamlet *was*...”). Nevertheless, you should avoid unwarranted shifts in verb tense—they will make your narrative confusing.

2. Read the following passage and identify the topic sentence and the key details.

Doughnuts to Dollars

I’d always heard good friends would do anything for each other. But I never

really believe it until I met Lisa and Renee. We met in freshmen orientation at State University and lived on the same floor in Fulwiler Dorm. Lisa was from Chadom (population twelve hundred), Renee came from Key West, and I was from Statesville. But although we did not have much in common at first, we became immediate friends. As freshmen living together, we shared many special experiences that created lasting bonds of friendship.

One particular night Lisa and Renee went to the bars and I stayed home to study. It was midnight when Lisa and Renee burst into my room crying. After they calmed down, Lisa informed me that she had been issued a “Driving under the Influence of alcohol” (DUI) ticket. A police officer had pulled her off the road and administered an intoxication test. She was taken to the courthouse, questioned, fingerprinted, and then issued a \$300 DUI ticket. Lisa was hysterical. She did not have the money to pay the ticket, and her parents would never give it to her.

For a week, the three of us unsuccessfully discussed ways to accumulate money for Lisa. Then one night, while on our usual Krispy Kreme doughnut run, we noticed a sign advertising ideas for money-making organizational fund-raisers. Renee jokingly suggested we should ask about it as a method of raising the \$300. Instantly Lisa was inquiring about the “Doughnuts to Dollars” program. The waitress explained how an organization can purchase doughnuts for \$1 a dozen and sell them for \$2. She also added that doughnuts must be paid in advance. Lisa furiously jotted down figures on a Krispy Kreme napkin: 200 dozen doughnuts at \$2 a dozen would be \$400 (a little more than she needs). Renee and I thought she was kidding, but she was not. Lisa was determined to earn the money for her DUI ticket by selling Krispy Kreme doughnuts.

Lisa’s main problem was how to come up with the initial cash to place the order for the doughnuts. Lisa had only \$50, and so I put in \$50 and Renee covered the last \$100. Renee and I asked Lisa what she planned to say if Krispy Kreme asked what organization she was from. Lisa told us that if they asked, she was going to tell them she was from the Geology Club. She said that the waitress would not be really specific which Geology Club, the university’s or the local high school’s. We made a list of potential selling areas: neighborhoods, businesses, and dorms. The next day,

Lisa went to Krispy Kreme and made an order for 200 dozen doughnuts to be picked up at 8 a.m. the next morning.

Renee and I agreed it was our duty as Lisa's friends to help her sell her doughnuts. Because I had the biggest car, I was appointed driver. That morning, I backed up my car to the loading gate behind Krispy Kreme, and we stacked doughnuts in my car for nearly thirty minutes. Then we pulled out of the parking lot and began our journey.

Lisa, who always had a flair with boys, suggested we start at the boy's dorm. Lisa was a great saleswoman; if the aroma from the doughnuts did not lure the boys, then Lisa's sweet southern voice and auburn-colored hair did. Renee and I stood behind Lisa listening to her convincing ploy to sell the doughnuts. She explained, in a very timid non-Lisa voice, how she was out one night and got caught drinking and driving. Lisa told her customers that she wasn't really that drunk and she had no other way to pay the ticket. This sob story nailed a sale every time. Most boys agreed it could happen to them someday, and would sympathize with Lisa. Personally I was embarrassed to be seen pushing doughnuts at Pearson Hall, but because Lisa was my friend and because I had \$50 invested in this venture, I did it anyway.

When we finished at the dorms, we had sold 60 boxes and earned \$120. We continued to sell at other dormitories and were very successful. Lisa even went door to door at fraternity houses. While she was doing that, Renee and I decided we would sit in the car because we were afraid we would see someone we knew. By 4:00 p.m. we had sold 150 boxes and were left with only 50 more boxes. Renee and I were tired and ready to take a nap, but Lisa wanted to keep selling. Lisa asked me to drive my car around to the front of Fulwiler. Within minutes, Lisa returned with a luggage cart and proceeded to stack the remaining boxes on the cart. While Renee and I headed for our rooms, Lisa resumed selling. Later that night, Lisa came into my room with 25 remaining boxes and the \$350 we had made. Renee, Lisa, and I ate some of the remaining doughnuts and gave the others away. We decided we would go out to dinner on the remaining \$50, and Monday we would pay Lisa's ticket.

All of this happened four years ago, and all three of us have gone through some changes since then, but because of experiences like this, Lisa and Renee will always