

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

英语专业写作

English Writing

学生用书

主 编 / 王 星



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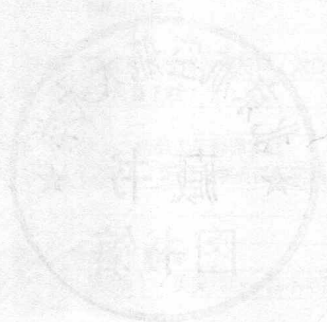
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总序

普通高等教育“十二五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专

业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校 40 余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾 200 种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长

前 言

CONTENTS

《英语专业写作》第二册是为大学专业英语二年级学生编写的。在第一册段落写作的基础上，本册教材重点是短文写作，仍然以基础训练为主要目的。第二册与第一册结合，形成了完整的写作基础训练的过程。

《英语专业写作》第二册共分四个部分：短文、摘要、正式信笺、语言练习。其中短文写作部分是主体，是英语写作训练的主要内容。这部分包括四大类英语文章的写作：描述、叙述、说明、议论。教材对各类文章写法的介绍和讨论糅合了第一册涉及过的各种方法，让学生练习综合使用这些方法。教材提供了典型性例文给学生做参考，示范文章组织的基本模式，写作方法的灵活运用。学生通过对例文的阅读与分析和自己的写作实践，使自己能够比较娴熟地应用英文写作技巧，更好地表达自己的思想。我们仍然需要强调，对写作技巧的学习和训练的目的在于为了提高表达思想的能力。

参与编写本册教材的教师有王星、冯采、蒋虹。他们都有多年英语写作和阅读教学的经验，了解英语教学理念的变化与更新，了解中国学生的特点与问题，这些都对教材的编写有很大帮助。教材编写的语言顾问是 Jennifer Kronovet.

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2005年12月

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SECTION ONE

In the first book of this series, we discussed paragraph writing, so now you know the essentials of having writing. This book will help you go further and write essays.

Essays

An essay is a piece of prose writing of moderate length that deals with a restricted topic. In it, people discuss, describe, argue, analyze, evaluate, explain, and argue. So, an essay can be descriptive, narrative, critical, reflective, biographical, didactic — the list can go on. Because the term is widely used for many different kinds of papers with different purposes, it is difficult to arrive at a clear classification. However, for convenience, essays have generally been classified theoretically as narrative, descriptive, expository and argumentative.

1. The structure of an essay

An essay basically consists of three parts: introduction, body or main part, and conclusion. Some teachers advise their students to write the five-paragraph essay: one paragraph for introduction, one paragraph for conclusion, and the other three paragraphs for the body. Other teachers impose no restriction on the number of paragraphs.

INTRODUCTION
(one paragraph)

SECTION ONE

1875



Introduction



In the first book of this series, we discussed paragraph writing; therefore, you now know the essentials of English writing. This book will help you to go further and write essays.

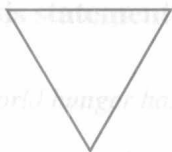


WHAT IS AN ESSAY?

An essay is a piece of prose writing of moderate length that deals with a restricted topic. In it, people discuss, describe, narrate, analyze, evaluate, explain, and argue. So, an essay can be descriptive, narrative, critical, reflective, biographical, didactic — the list can go on. Because the term is widely used for many different kinds of papers with different purposes, it is difficult to arrive at a clear classification. However, for convenience, essays have generally been classified rhetorically as narrative, descriptive, expository and argumentative.

I. The structure of an essay

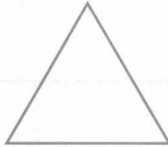
An essay basically consists of three parts: introduction, body and conclusion. Some teachers advise their students to write the five-paragraph essay: one paragraph for introduction, one paragraph for conclusion, and the other three paragraphs for the body. Other teachers impose no restriction on the number of paragraphs.



INTRODUCTION
(one paragraph)



BODY
(one or more paragraphs)



CONCLUSION
(one paragraph)

II. The introduction

The introduction is the first paragraph of the essay; in it the subject and the thesis statement are stated. **The thesis statement** is the sentence that sets out the main idea or the purpose of the essay. As illustrated above, the introductory part is like the upside-down triangle. It begins with some general background information and then narrows down to the main point of the essay, as the upside-down triangle narrows. The point of the triangle is where the thesis statement is often presented. The length of the introductory paragraph should be in proportion to the whole essay. For essays of several pages, writers may write a rather long introductory paragraph and sometimes they split the introduction into two or three short paragraphs; however, for short essays of a few hundred words, the proper length of the introduction is approximately one-fourth of the whole essay, or shorter.

Sample 1.

Even today, when the American landscape is becoming more and more homogeneous, there is really no such thing as an all-American style of dress. A shopping center in Maine may superficially resemble one in Georgia or California, but the shoppers in it will look different, because the diverse histories of these states *Thesis statement* have left their mark on costume.

(Alson Lurie, *American Regional Costume*)

Sample 2.

In books I've read since I was young I've searched for heroines who could serve as ideals, as models, as possibilities — some

reflecting the secret self that dwelled inside me, others pointing to whole new ways that a woman (if only she dared!) might try to be. The person that I am today was shaped by Nancy Drew; by Jo March, Jane Eyre and Heathcliff's soul mate Cathy; and by other fictional females whose attractiveness or character or audacity for a time were the standards by which I measured myself.

(Judith Viorst, *How Books Helped Shape My Life*)

Thesis statement

Sample 3.

Hockey has been a part of life in Canada for over 120 years. It has evolved into an extremely popular sport watched and played by millions of Canadians. The game has gone through several changes since hockey was first played in Canada.

Thesis statement

The thesis statement is the kernel of an essay. Before you write the thesis statement, you should first narrow down your topic. You ought to have one topic that is significant and specific. Do not try to do too much. It is better to investigate one aspect of one topic. To make your topic significant is to make your topic meaningful to both your readers and yourself. To be specific means to narrow your topic to specific points. Below is advice on how to write a good thesis statement.

1. A thesis statement must make a point.

Weak: The essay is about Banana Herb Tea Supplement.

Good: Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

2. A thesis statement must express one main idea only.

Weak: Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.

Good: Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.

3. A thesis statement must be specific.

Weak: World hunger has many causes and effects.

Good: Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.

4. A thesis statement shouldn't be a fact.

Weak: People use lawn chemicals.

Good: People are poisoning the environment with chemicals merely to keep their lawns clean.

The following steps will help you narrow the thesis statement and make it specific:

1. Use specific terms instead of vague categories.

Narrow "music" to "reggae."

2. Add adjectives.

Narrow "reggae" to "American reggae."

3. Limit the discussion to a particular context.

Narrow "American reggae" to "the American reggae revival in the 1980s."

III. The body

This part of the essay presents the development of the subject and the thesis. Generally, if there is more than one paragraph in the body, then each paragraph concentrates on one aspect of the subject. The main point in each paragraph needs to be clearly stated in the form of a topic sentence, which is then supported with evidence. There are many methods of developing an essay: for example one can use statistics and facts, examples, anecdotes, description, definition, classification, comparison and contrast, cause and effect, etc.

Look at the form of the body:

Paragraph 1:

- Topic sentence
- Supporting detail 1
- Supporting detail 2
- Supporting detail 3

Paragraph 2:

- Topic sentence
- Supporting detail 1
- Supporting detail 2
- Supporting detail 3

Paragraph 3:

- Topic sentence
- Supporting detail 1
- Supporting detail 2
- Supporting detail 3

The sizes of the paragraphs should not vary widely in relation to each other. This does not mean that every paragraph must be exactly of the same length. Rather, you ought to ensure that the amount of discussion devoted to each point is in proportion to that point's importance to the essay as a whole. Do not use one-sentence paragraphs.

Since the body is the major component of an essay, whether the sentences and paragraphs of that section are arranged in a cohesive way is indispensable to the success of the essay. To illustrate the shift of ideas and the relationship between ideas, we use transitional words, phrases and sentences within or between paragraphs.

The example below shows how the points in a body are connected:

Body of the essay

One of the obstacles to the unification of the Italian nation was the failure of the majority of the population to take up the cause of unification ...

The divisiveness between the states was **another major obstacle** to national unity ...

The mistrust that existed between the states **also created an obstacle** for unification ...

A further obstacle obstructing the formation of a united Italy was the lack of common goals and the poor planning associated with the unification uprisings that were occurring throughout Italy ...

The final major obstacle to the unification of the Italian nation was the dislike and disagreement between the main agitators in the independence movement known as "II Risorgimento" ...

(R. Woodward-Kron, *Academic Writing: a Language-based Guide*)

IV. The conclusion

The conclusion is the last paragraph of the essay. How to conclude the essay depends upon how the main body of the essay is developed. The common ways of concluding are to restate the idea of the thesis statement, summarize the points discussed previously, propose a solution, predict a result, comment on the consequences, etc. In the introduction, we move from general to specific, but in the conclusion we usually go from specific to general.

Sample 4.

Introduction

Dealing with emotional issues can be both complicated and perplexing. Now and then, a poet is willing to expose two very distinct facets of his or her emotional nature. Such a poet is courageous enough to look back on sadder times, as well as to recollect a fond memory — a writer honest enough to know that life includes both the swing of birches and the darker moments of the soul. Robert Frost is such a poet. The difference in the tone of his poems “Birches” and “Acquainted with the Night” reveals a poet equally adept at portraying both the lighter and darker sides in life through his use of setting, imagery and structure.

General

Less general

Specific

More specific

(thesis statement)

Conclusion

Through Frost’s use of setting, imagery and structure, both poems establish the pitch and timbre of life’s emotional ups and downs. In “Birches,” the poet’s tone brings his readers into a deep and abiding relationship with the world around them. His voice proclaims the hope of joys which, once remembered, can never be lost. In “Acquainted with the Night,” Frost’s tone moves his audience to a place where darkness and solitude prevail. In this poem, his voice creates a mood of sorrow surrounding possibilities which, once lost, can never be regained. “Birches” and “Acquainted with the Night” move the reader through experiences of hope and doubt. Robert Frost, a poet of courage and wisdom, evokes in his reader the understanding that emotions, be they sorrowful or joyful, are an intrinsic part of being human.

Paraphrase of thesis statement

Summing up

“Birches”

Summing up

“Acquainted with the Night”

More general

Concluding sentence (comment)

Sample 5.

Computers are not just becoming more and more a part of our world. To a great degree, they *are* our world. It is therefore not unlikely that our relationship with them will become as subjective as that of the hackers. So perhaps hackers are, after all, harbingers of the world to come.

Summarizing the essay and predicting the future

(Dina Ingber, *Computer Addicts*)

Sample 6.

State-sanctioned gambling institutionalizes windfalls, whets the public appetite for them and encourages the delusion that they are more frequent than they really are. Thus do states simultaneously cheat and corrupt their citizens.

Commenting on the problem

Sample 7.

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer, and when youth suffers, the future suffers.

Looking into the future

Sample 8.

Campaign advertisements should help us understand the candidate's qualifications and positions on the issues. Instead, most tell us what a boob or knave the opposing candidate is, or they present general images of the candidate as a family person or God-fearing American. Do such advertisements contribute to creating an informed electorate or a people who choose political leaders the same way they choose soft drinks and soap?

Posting a question

V. Title

The first thing readers will notice about an essay is the title. A title, therefore, is a very important part of an essay. It is the first impression readers will have of your essay. A good title can incite readers' curiosity and makes them want to read the essay. A title can be written when the essay is finished.

A title is seldom written in full sentences, but often in the form of a question. The most common form of a title is phrase: participle phrase, prepositional phrase or noun cluster. A good title must be short, clear, have well-chosen words, and capture the main theme of the essay.