

“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



3

014005543

“十二五”普通高等教育本科国家级规划教材

H315-43

14

2

V1

3

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

编者 / 王 星 武尊民 蒋 虹

王广州



W上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



北航

C1693390

H315-k3

14-2

V1-3

3

014002243

图书在版编目 (CIP) 数据

英语专业写作 3 学生用书 / 王星主编.

—上海: 上海外语教育出版社, 2013

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-3186-0

I. ①英… II. ①王… III. ①英语—高等学校—教材

IV. ①H315

中国版本图书馆CIP数据核字 (2013) 第050068号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邵海华

印 刷: 上海叶大印务发展有限公司

开 本: 787×1092 1/16 印张 18.25 字数 440千字

版 次: 2013年4月第1版 2013年4月第1次印刷

印 数: 3000册

书 号: ISBN 978-7-5446-3186-0 / H · 1613

定 价: 24.00元

本版图书如有印装质量问题, 可向本社调换

上海外语教育出版社
SHEanghai FOREIGN LANGUAGE EDUCATION PUBLISHING HOUSE

“新世纪高等院校英语专业本科生系列教材”（修订版）

编委会名单

主任：戴炜栋

委员：（以姓氏笔画为序）

- | | | | |
|-----|-----------|-----|----------|
| 文秋芳 | 北京外国语大学 | 杨达复 | 西安外国语大学 |
| 王 岚 | 解放军外国语学院 | 杨信彰 | 厦门大学 |
| 王立非 | 对外经济贸易大学 | 邹 申 | 上海外国语大学 |
| 王守仁 | 南京大学 | 陈建平 | 广东外语外贸大学 |
| 王俊菊 | 山东大学 | 陈法春 | 天津外国语学院 |
| 王腊宝 | 苏州大学 | 陈准民 | 对外经济贸易大学 |
| 史志康 | 上海外国语大学 | 姚君伟 | 南京师范大学 |
| 叶兴国 | 上海对外贸易学院 | 洪 岗 | 浙江外国语学院 |
| 申 丹 | 北京大学 | 胡文仲 | 北京外国语大学 |
| 石 坚 | 四川大学 | 赵忠德 | 大连外国语学院 |
| 刘世生 | 清华大学 | 殷企平 | 杭州师范大学 |
| 刘海平 | 南京大学 | 秦秀白 | 华南理工大学 |
| 庄智象 | 上海外国语大学 | 袁洪庚 | 兰州大学 |
| 朱 刚 | 南京大学 | 屠国元 | 中南大学 |
| 何兆熊 | 上海外国语大学 | 梅德明 | 上海外国语大学 |
| 何其莘 | 北京外国语大学 | 黄国文 | 中山大学 |
| 张绍杰 | 东北师范大学 | 黄勇民 | 复旦大学 |
| 张春柏 | 华东师范大学 | 黄源深 | 上海对外贸易学院 |
| 张维友 | 华中师范大学 | 程晓堂 | 北京师范大学 |
| 李 力 | 西南大学 | 蒋洪新 | 湖南师范大学 |
| 李庆生 | 武汉大学 | 谢 群 | 中南财经政法大学 |
| 李建平 | 四川外语学院 | 虞建华 | 上海外国语大学 |
| 李绍山 | 解放军外国语学院 | 蔡龙权 | 上海师范大学 |
| 李战子 | 解放军国际关系学院 | | |

总序

普通高等教育“十二五”国家规划教材
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的三大板块，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 and 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

英语专业学生进入高年级的学习，课程内容的深度和强度都有了一个飞跃性的变化。作为高年级专业写作课程教材，英语写作第三册旨在提高学生写作的综合能力。教材的结构从体裁框架转为题材框架，强调阅读、思考、写作相结合的过程。

第三册的内容与形式都与第一、二册有很大不同。前两册系统介绍了写作基本知识和技巧，并以此作为教材的结构主线。在此基础上，第三册教材更为强调思辨能力和研究能力的训练。文章的思想深度来源于作者思考的深度和逻辑思维能力。中西方思维方式不同，表达思想的方式也不甚相同。西方人善于缜密的推理，经常会不厌其烦地分析论说，我们写作英语文章当然也要研习英语的思维方式，毕竟英文不是写给中国人看的，我们潜在的读者是讲英语的人。为此，教材的第一部分选择了六个主题，这些主题涉及了政治、经济、高等教育、文化、文学艺术、语言、科技、伦理等大家关心和争论不休的问题。围绕这些主题，教材提供了不同角度、不同观点的文章和报道，使学生看到事物的多元性、复杂性和多变性，引导他们拓宽思路，研究问题，最终形成自己的观点。由于各种限制，本教材选用的文章不乏典范之作，如文学名家S·约翰逊，德·昆西，纽曼等人的文章，虽然写于一二百年之前，但是读起来依然发人深省，他们文章的思想、结构、行文都是后人学习的楷模。除了开拓思想，教材提供的文章还为学生展示了讨论问题的方法和角度，通过分析这些文章的写作风格、方法和手段，学生能够巩固基础阶段学习的相关技巧，并提高灵活应用这些技巧的能力。正是为了从立论、论证、技巧设计等多方面综合提高学生的写作能力，有的文章没有进行删减，篇幅很长，给学生呈现一个完整的论说过程，使学生能够看到作者如何展开讨论，论证自己的观点。有的文章删减之后不影响其论证的完整性，我们则做了适当删减。

教材的第二、三部分根据高年级其他课程的需要，介绍了文学评论类和报道类文章的写作，为学生完成其他课程作业提供更为直接的写作训练。

参加本册教材编写工作的教师有王星、武尊民、蒋虹、王广州。其他参与教材编写工作的人员还有王艳、龚知鹏、张淑红。本册的语言顾问是埃丝特·鲍威尔。



CONTENTS

SECTION ONE READ, THINK, AND WRITE

Unit 1	<i>Why Do We Go to University?</i>	3
Unit 2	<i>Why Do We Read Shakespeare?</i>	21
Unit 3	<i>What Is the Meaning of Life and Death?</i>	59
Unit 4	<i>Globalization, Trouble Shooter or Trouble Maker?</i>	103
Unit 5	<i>Is Science Everything?</i>	129
Unit 6	<i>What Do We Know about Language?</i>	151

SECTION TWO WRITE ABOUT LITERATURE

Unit 1	<i>Write about Fiction</i>	175
Unit 2	<i>Write about Poetry</i>	192

SECTION THREE WRITE NEWS REPORTS

.....	203
-------	-----

SECTION FOUR WRITE EFFECTIVELY

.....	221
-------	-----

APPENDICES

.....	237
-------	-----

SECTION ONE

*Read, Think,
and Write*





Unit 1

Why Do We Go to University?

What are the aims of a university? Why do we go to university? What subjects should a university teach? These are the familiar questions people have been trying to answer ever since education began to expand to common people more than a century ago. The debate for and against the utilitarian attitude towards education in Britain a hundred and fifty years ago¹ is still echoed in the canon debates of the 1990's in U.S. and the worries over the decline of science students in UK now. T. H. Huxley made an address on education during his visit to the United States².

“You have enunciated the principle that ‘the glory of the university should rest upon the character of the teachers and scholars and not upon their numbers of buildings constructed for their use.’ And I look upon it as an essential and most important feature of your plan that the income of the professors and teachers shall be independent of the number of students whom they can attract. In this way you provide against the danger, patent elsewhere, of finding attempts at improvement obstructed by vested interests; and, in the department of medical education especially, you are free of the temptation to set loose upon the world men utterly incompetent to perform the serious and responsible duties of their profession.”

In these words, Huxley prophesied the lamentation of the professors and teachers of a century later, who ask “Why do colleges shower their students with A's?”

In 1897, Mark Twain said of Britain, “British history is two thousand years old, and yet in a good many ways the world has moved farther ahead since the Queen was born than it moved in all the rest of the two thousand put together.”³ The same thing is said of the 20th century when the move has been accelerated. Public education has a shorter history, but it likewise has undergone a great change. Even so, some of the fundamental issues remain unsettled.



Read and Think

Commercialization has permeated throughout our life and has turned what was traditionally an interest free relationship into seller-and-buyer or consumer-and-service relationship in many fields including education. Higher education has more than ever been confronted with the problems brought about by the combination of utilitarianism and commercialism. The following selections are passages and articles expressing controversial opinions concerning the problems of higher education.

Reading 1

Why Colleges Shower Their Students with A's

The economist Milton Friedman⁴ taught that superior products flourished and shabby ones died out when consumers voted emphatically with their dollars. But the truth of the marketplace is that shabby products can do just fine if they sustain the veneer of quality while slipping downhill, as has much of higher education. Faced with demanding consumers and stiff competition, colleges have simply issued more and more A's, stoking grade inflation and devaluing degrees.

Grade inflation is in full gallop at every level, from struggling community institutions to the elites of the Ivy League. In some cases, campus wide averages have crept up from a C just 10 years ago to B-plus today.

Some departments shower students with A's to fill poorly attended courses that might otherwise be canceled. Individual professors inflate grades after consumer-conscious administrators hound them into it. Professors at every level inflate to escape negative evaluations by students, whose opinions now figure in tenure and promotion decisions.

The most vulnerable teachers are the part-timers who have no job security and who now teach more than half of all college courses. Writing in the last issue of the journal *Academe*, two part-timers suggest that students routinely corner adjuncts, threatening to complain if they do not turn C's into A's. An Ivy League professor said recently that if tenure disappeared, universities would be "free to sell diplomas outright."

The consumer appetite for less rigorous education is nowhere more evident than in the University of Phoenix⁵, a profit-making school that shuns traditional scholarship and offers a curriculum so superficial that critics compare it to a drive-through restaurant. Two hundred colleges have closed since a businessman dreamed up Phoenix 20 years ago. Meanwhile, the university has expanded to

Why Do We Go to University?

60 sites spread around the country, and more than 40,000 students, making it the country's largest private university.

Phoenix competes directly with the big state universities and lesser-known small colleges, all of which fear a student drain. But the elite schools fear each other and their customers, the students, who are becoming increasingly restive about the cost of a first-tier diploma, which now exceeds \$120,000. Faced with the prospect of crushing debt, students are treating grades as a matter of life and death — occasionally even suing to have grades revised upward.

Twenty years ago students grumbled, then lived with the grades they were given. Today, colleges of every stature permit them to appeal low grades through deans or permanent boards of inquiry. In *The Chronicle of Higher Education*, Prof. Paul Korshin of the University of Pennsylvania recently described his grievance panel as the “rhinoplasty committee,” because it does “cosmetic surgery” on up to 500 transcripts a year.

The argument that grades are rising because students are better prepared is simply not convincing. The evidence suggests that students and parents are demanding — and getting — what they think of as their money's worth.

One way to stanch inflation is to change the way the grade point average is calculated. Under most formulas, all courses are given equal weight, so math, science and less-challenging courses have equal impact on the averages. This arrangement rewards students who gravitate to courses where high marks are generously given and punishes those who seek out math and science courses, where far fewer students get the top grade.

Valen Johnson, a Duke University statistics professor, came under heavy fire from both students and faculty when he proposed recalculating the grade point average to give rigorously graded courses greater weight. The student government beat back the plan with the help of teachers in the humanities, who worried that students might abandon them for other courses that they currently avoided. Other universities have expressed interest in adopting the Johnson plan, but want their names kept secret to avoid a backlash.

Addicted to counterfeit excellence, college, parents and students are unlikely to give it up. As a consequence, diplomas will become weaker and more ornamental as the years go by.

(1998)

Brent Staples
from *The New York Times*

Questions for discussion

1. What is the general situation of American universities according to Staples's description?
2. What is Staples's attitude towards American higher education? What are the words or

expressions that can help to tell whether he is pleased or not with the fact that more students have better grades now?

3. Why does the author refer to the University of Phoenix in this article?
4. Do you find similar situation in your university? What do you think of it?

Reading 2

Shameless Students Put Tutors in E-mail Hell

Students once would only dare to approach a lecturer with a meek knock and a humble “Excuse me, professor.” But now they bombard lecturers with e-mail messages at all hours of the day to make banal or impertinent queries in a manner that ranges from the overly familiar to the downright rude.

UK academics say e-mail is erasing the boundaries that traditionally kept students at a healthy distance. Students hit the send button at all hours, even on Christmas Day, addressing their tutors by their first names only and often in a style so informal that the message ends in “hugs” and “kisses”.

One lecturer received this from a drama undergraduate: “Hey. do u have to quote from all the plays u r referrin 2 in the drama essay or just paraphrase? thank.” Another regularly receives e-mails signed “hugs ‘n’ kisses”, “cheers mate” and “see you in class!”

One student expected his lecturer to reply immediately to the following:

“Sorry I lost the handout that gave me the essay title — I know it’s due in tomorrow so can you send it again, Pete?” The essay referred to had been set a month earlier.

The examples emerge from an informal *Times Higher* survey of UK academics — who were only too pleased to divulge their experiences. Today’s e-mail correspondence also increasingly reflects students’ perception of themselves as paying customers.

One sent an e-mail to his tutor threatening to “take his fees elsewhere” unless he had a prompt response about why he had failed a module.

Another wrote: “I see no point in retaking this exam unless you can provide me with feedback of where I underperformed. I hope you can supply this to me at the nearest opportunity.”

(2006)

Jessica Shepherd

<<http://www.thes.co.uk/search>>

Questions for discussion

1. Do you think the students deserve the epithet “shameless”?
2. What might be the causes of this phenomenon?
3. Will this happen in your university?

Reading 3

Tory MPs Question Value of Arts Degrees

Too many students are wasting their time and money on traditional arts degrees that are likely to leave them jobless, a group of Conservative MPs has warned.

In a new paper, the right-leaning Cornerstone group of Conservative MPs argued universities were becoming overcrowded with students who would not benefit from higher education study.

The paper, written by the Conservative MP for Canterbury and Whitstable, Julian Brazier, suggests that vocational degrees in subjects such as media studies provided students with better job prospects.

“Everybody has a story about golf-course management, equine studies or surfing technology. This paper will suggest, however, that such courses are not the major problem. Perhaps there is a debate to be had about whether overtly vocational courses should be classified as degrees, but many such courses have a good employment record,” Mr. Brazier’s paper said.

“Everyone with the educational attainment to benefit from a degree course should have the opportunity to go to university — as [Conservative party leader] David Cameron has rightly said. But this paper will suggest that participation has already passed that point and growing numbers of those entering the higher education system are not benefiting from it.”

Mr. Brazier said universities were staffed by academics that were seriously underpaid and working under difficult circumstances.

“At the same time, much of the output from some of Britain’s universities is unproductive, not just a waste of money but a waste of the students’ time; over a third of students who enter higher education either drop out, become unemployed or settle into jobs for which a university degree has little value,” he said.

The Conservative higher education spokesman, Boris Johnson, said he agreed with much of Mr. Brazier's paper but the expansion of higher education was not necessarily a bad thing.

"People have got to think carefully about their degrees and whether they are worthwhile," Mr. Johnson said.

Mr. Brazier's paper said it was a concern that barely half of those who graduated from university in recent years followed careers that did not require a degree.

"In future, many, including a majority of those who do traditional arts subjects, are likely to make a substantial financial loss out of their time at university. The financial benefits from their studies will be either less than the cost of the course or even, in some cases, worth nothing in the job market at all."

However, Universities in UK, which represents vice-chancellors, said the document failed to acknowledge that not all graduates measure the value of their degrees purely in economic terms.

"The vast majority of graduates and employers also recognize the personal development opportunity that an undergraduate education offers. A point often overlooked in such analysis," said a spokesman.

"Some specific assertions in this report are not supported by the most recent studies into graduate employment. The suggestion that certain undergraduate courses are a waste of money is at odds with the findings of a number of recent surveys on the subject. For example, the recent Unite student experience survey showed that students continue to recognize the benefits of higher education, with 89% believing the money they're spending to be a good investment for their future."

He added: "The latest evidence shows that employers continue to value graduates and are prepared to pay a premium that reflects this, with graduates in the UK enjoying the highest financial returns of any OECD country."

Alexandra Smith
(2006)
<<http://education.guardian.co.uk/students/>>

Questions for discussion

1. What different opinions does this article report?
2. Whose idea makes more sense to you?
3. Do you regard it as a failure of education if you can't find a job that is directly related to your major courses?

Reading 4

Trend to Drop Philosophy No Bad Thing, Says Rammell

Students are dropping subjects such as philosophy and history in favour of courses that will be more useful to their careers, the higher education minister, Bill Rammell, said today.

The minister said the trend — which also hit classics and fine art — was “no bad thing”.

The latest figures from the universities admissions service, Ucas, showed a fall in applications as students face top-up fees of £3,000 a year for the first time.

Applications to study traditional history courses were down 7.8%, while students applying to take degree courses in subjects such as art history or history of religion were down 10.1%.

Philosophy was down 3.9% and fine art degree applications fell 11.4% from last year.

Mr. Rammell told the Press Association more analysis was needed on the figures, but a first reading showed students picking the subjects they think will help them get jobs.

“There is some evidence that students are choosing subjects they believe will be more vocationally beneficial to them,” he said.

“What you might describe as subjects which students see as being really non-vocational, like fine art, philosophy, classical studies, have seen big reductions.”

“That’s why I say an initial reading of figures suggests to me that there is some evidence that students are choosing subjects they think are more vocationally beneficial.”

He added: “If that’s what they are doing I don’t see that as necessarily being a bad thing,” he said.

Asked if there was any merit in students taking courses in history and philosophy, Mr. Rammell said: “Of course there is and if people want to do that I am not going to stop them.”

“But if students are making a calculation about which degree is going to get them the best job and the best opportunity in life, I see that as being no bad thing.”

Applications to take some longer courses that would result in more debt for students, such as law and engineering degrees, also fell dramatically.

“It is a complex pattern,” Mr. Rammell said.

“There are reductions in electronic and electrical engineering,” he said. But the minister said he was “encouraged” by the fact that numbers applying to study chemistry, physics and mathematics were up this year.

(2006) <<http://education.guardian.co.uk/students/>>

go on without them; we owe our daily welfare to them, their exercise is the duty of the many, and we owe to the many a debt of gratitude for fulfilling that duty. I only say that Knowledge, in proportion as it tends more and more to be particular, ceases to be Knowledge. It is a question whether Know-