



Graduate English for the 21st Century

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21世纪研究生英语

WRITING

实用写作教程

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21 世纪研究生英语

实用写作教程

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内 容 提 要

“21世纪研究生英语”系列教材之一《实用写作教程》是以国家教育部颁布的《非英语专业研究生英语(第一外语)教学大纲》为依据,根据我国研究生英语教学的实际情况和对全国研究生学位英语考试的要求编写的。本教程分三大部分,共八个单元。第一部分由段落写作、文章写作两个单元组成,主要训练学生基本写作技能;第二部分由信函、公文(公告、广告、说明文、合同、协议书、备忘录),以及演讲写作三个单元组成,侧重提高学生实用性文体写作的能力;第三部分由摘要、报告和科研论文写作三个单元组成,重点培养学生以英语为工具获取科技信息,以及进行国际学术交流的能力。

本教程主要供非英语专业硕士生、博士生使用,同时也适用于具有大学英语六级水平以上的本科生或具有相当水平的其他专业人员。

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总序

进入 21 世纪,我国的研究生教育有了蓬勃的发展。随着社会信息化和经济全球化趋势的发展,研究生英语教学成为研究生培养和教育的一个重要环节。懂专业、会外语的高层次人才是我国未来社会经济发展和国家创新体制的核心力量。那么,怎样使研究生英语教学适应我国 21 世纪对高层次人才培养的要求,是研究生英语教学改革和创新的关键。“21 世纪研究生英语”(Graduate English for the 21st Century) 就是为了适应这一新形势而编写的系列教材。

“21 世纪研究生英语”系列教材的编写依据是国家教育部(原国家教委)公布的《非英语专业研究生英语(第一外语)教学大纲》(以下简称《大纲》)。但是,考虑到该《大纲》公布已有十年,教材编写时在词汇量等方面有所超越,并根据发展的需要有一定的超前性和前瞻性。另外,《全国大学英语教学基本要求(课程标准)》已正式推出,本系列教材顺应大学英语教学的新变化,充分考虑了研究生英语教学与大学英语教学之间的过渡和衔接。

“21 世纪研究生英语”系列教材具有以下特点:

1. 21 世纪是信息时代和知识经济时代,其主要特征是信息瞬息万变,知识更新加快。这使教育发生了革命性变化,使教育职能从传授知识转变为培养人发现知识、处理知识、更新知识和创新知识的能力。面对信息时代和知识经济时代的英语教学,也从传授语言知识转变为培养学生搜寻、接受和处理英语信息的能力。“21 世纪研究生英语”系列教材是一套系统、全面体现 21 世纪对高级人才培养需求的研究生英语教材,把培养和提高研究生的语言综合能力放在第一位,同时也重视研究生的语言知识和技能的培养。

2. “21 世纪研究生英语”系列教材是一套

开放性、立体式的现代化教材,包括纸质教材、电子光盘和网络课件,以适应现代信息技术条件下研究生英语自主学习的新需求,缓解快速增长的研究生发展规模与研究生英语教师短缺的矛盾,也能够使研究生在专业课和外语学习时间上有更大的弹性。

3.“21世纪研究生英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,同时结合了教学的实际情况。《大纲》明确指出“硕士生英语教学应提倡从实际出发,博采众长,讲究实效,并在加强理论研究和不断实践总结的基础上,努力探索和建立适合我国国情的硕士生英语教学体系”。因此,“21世纪研究生英语”系列教材在教学理论方面走的是综合创新之路。

从研究生学习英语的“需求分析”来看,研究生学习英语主要是考虑以后的学术研究和社交工作的需要。随着我国对外开放的日益扩大、国际交流的日益频繁和科学技术的飞速发展,这种需要更加迫切。根据这一“需求分析”和当前语言教学理论研究折衷化的发展趋势,“21世纪研究生英语”系列教材编写将学术英语(阅读)和交际性相结合,正确处理读、写、译、听、说的关系,读写与听说并重,全面培养和提高研究生的英语综合能力。这不仅符合研究生英语学习的实际需要(学术研究),也顺应了英语教学理论发展的新趋势。

4.“21世纪研究生英语”系列教材语言材料新颖,题材广泛。教材以最新的语言材料为主,也收录了一些经典名著,力求让学生接触到“原汁原味”的语言材料,所选材料包括文学、历史、地理、政治、法律和科普知识,内容反映多学科发展的前沿信息和有关英语国家的文化和背景知识,语言材料有实用性、趣味性和可思性,以激发和调动研究生学习的积极性,提高教学效果。同时,语言材料难易搭配,以利于教学中选择使用,但每一册书、每一套教程的整体难度都循序渐进,形成“坡面”效应。

5.“21世纪研究生英语”系列教材练习紧扣课文,以课文为中心,按照帕默提出的“滚雪球”原则,使在课文中出现的单词、句法和意念功能起到巩固作用。通过练习,让学生做到温故而知新。所设计的练习形式多样,既

有口头的、又有笔头的;既有培养听、说、读、写、译单项技能的,又有培养综合技能的;既有以培养语言正确性为目标的,又有以培养语言流利性为目标的;既有结对活动和小组活动,又有全班活动;既有指导性学习,又有无指导性学习等等。

“21 世纪研究生英语”系列教材构成体系:

“21 世纪研究生英语”系列教材的编写以大学英语四级为起点,分为硕士生和博士生两个层次。这样,硕士阶段的英语学习与大学本科阶段的英语学习相衔接,博士阶段的英语学习与硕士阶段的英语学习相衔接,构成一个系统的有机体系。

本系列教材根据《大纲》的培养目标和目前各校研究生英语课程设置分为四大类:

1.《综合教程》包括 3 册教材和 2 册教师用书。该教程的核心是课文和练习,主要是提高英语的运用能力。第 1,2 册供硕士阶段使用,每册有课文 12 单元,安排在第一和第二学期,教学时间为一年;第 3 册供博士阶段使用,有课文 12 单元,安排在第一学期,教学时间为半年。

2.《阅读与欣赏》分为 3 册,1,2 册供硕士阶段使用,3 册供博士阶段使用。每册安排 16 单元,主要是通过大量阅读培养学生熟练地获取信息的能力,提高人文综合素质。

3.《听说教程》包括 2 册教材,供硕士阶段使用,每册安排 16 个单元,以听力训练和口语训练为主,听说比例为 3:2,教材后附有答案和录音原文,并配有由美籍专家朗读的录音磁带及光盘。

4.《实用写作教程》和《翻译教程》,供硕士/博士阶段使用,主要介绍写作和翻译的技巧及提供写作和翻译实践。写译能力是研究生阶段重要的训练项目之一,是实用性很强的基本技能。

“21 世纪研究生英语”系列教材可供非英语专业的硕士研究生和博士研究生使用,也可供工程硕士、教育硕士、法律硕士、研究生课程进修班等专业硕士学位研究生使用。

“21 世纪研究生英语”系列教材由陕西省人民政府学位委员会办公室和陕西省研究生外语教学研究会组织,由西安交通大

学、西北工业大学、西安电子科技大学、西北大学、陕西师范大学、空军工程大学等高校有丰富研究生英语教学经验的教师通力合作编写。陕西省学位办孙朝、杨俊利同志为教材的编写和出版做了大量工作。西安交通大学出版社对教材的编写和出版投入很大的力量，给予了大力支持。同时，该系列教材的编写也得到了陕西省教育厅领导、各研究生培养单位领导和广大研究生英语教师的支持。对此，我们全体编写人员表示衷心的感谢。

另外，我们在编写教材过程中，参考了一些国外的图书、报刊、杂志和网站文章，在此向原作者表示感谢。

“21世纪研究生英语”系列教材的编写是一项开创性工作。由于我们经验不足、水平有限，不足、甚至错误之处在所难免，希望广大师生和读者在使用中提出宝贵意见和建议，使本系列教材在今后的修订中得到进一步的提高和完善。

主编 杜瑞清

2004年初夏于古城西安



前 言

人类社会进入21世纪后,科学技术日新月异,经济全球化趋势加快,国际交流与合作日益频繁。新的形势对我国非英语专业研究生外语教育在人才培养目标、培养模式、培养手段,尤其是教材建设方面提出了新的、严峻的挑战。

教材作为研究生教育的一个重要组成部分,其是否适应时代发展的需要,是否满足社会对人才的新的要求,在很大程度上决定了研究生教育的成败。基于此,我们以国家教育部颁布的《非英语专业硕士研究生英语(第一外语)教学大纲》为依据,根据时代发展对我国非英语专业研究生人才的新需要,结合全国研究生学位英语考试的要求编写了“21世纪研究生英语”系列之一《实用写作教程》。

本教程具有以下特点:

1. 能力培养。以实用性和学术性论文写作为重点,既注重基础写作,更重视学生综合语言应用能力的培养。

2. 时代感强。适应时代发展要求,增加演讲写作部分,以增强学生欣赏国外演讲和参与公众演讲的能力。

3. 可信度高。在参考国内外大量相关的语料基础上,精心选材,科学构建总体框架,结构严谨,可信度高。

本教程分三大部分,共八个单元。第一部分由段落写作、文章写作两个单元组成,主要训练学生基本写作技能;第二部分由信函、公文(公告、广告、说明文、合同、协议书、备忘录),以及演讲写作三个单元组成,侧重提高学生实用性文体

写作的能力;第三部分由摘要、报告和科研论文写作三个单元组成,重点培养学生以英语为工具获取科技信息,以及进行国际学术交流的能力。

本教程主要供非英语专业硕士生、博士生使用,同时也适用于具有大学英语六级水平以上的本科生或具有相当水平的其他专业人员。本教材由西安理工大学、空军工程大学和第二炮兵工程学院长期从事非英语专业硕士研究生、博士生教学和语言研究的专家、学者编写而成。

由于编者水平有限,书中错误之处在所难免,敬请广大师生批评指正。

编 者

2004年6月



Part 1

Basic Writing

Writing is one way of expressing what we know, what we observe, and what we find out. To write well, we must have certain thought-provoking ideas with which we intend to leave readers, and at the same time we must know how to present those ideas objectively, clearly, and smoothly. Now, let's get familiar with the rules and principles which govern the construction of well-written paragraphs and well-written essays.

Unit 1

Paragraph Writing

A typical paragraph is smaller than a complete composition but larger than a sentence. How long a paragraph will be depends primarily on the ideas to be discussed. The length of students' paragraphs generally averages from 40 to 75 words, and as they learn to develop their ideas more fully, their paragraphs may approximate 75 to 175 words. A paragraph is a mini-essay, a well-organized unit of writing. It usually has three parts; the topic part, which states the point; the detailed part, which develops the point; and sometimes, the concluding part, which restates or summarizes the point. A paragraph should be unified and coherent. Unity and coherence are two basic requirements of a well-written paragraph. Here, we are going to explain what unity and coherence are, to discuss how to form a topic sentence and how to organize and develop a paragraph.

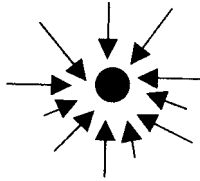


1.1 Unity

A paragraph is composed of a group of related sentences that develop a



single idea or a unit of thought. In other words, all the sentences in a paragraph should center around only one topic or a single thought. This can be demonstrated by the diagram below:



In the diagram, the small blackened circle symbolizes the single topic or thought, and the arrows which are oriented toward the blackened circle symbolize the sentences in a paragraph. If all the sentences in a paragraph are relevant to the topic or the thought, we can say that the paragraph is unified, i.e., it has unity. The term unity demands that a paragraph deal with a single topic and state a single thought. Read the following samples:

Sample 1

When you buy a car, examine carefully the important **features** of the model you are considering. One of these features is **the size** of the car. Many a buyer of the latest models has made trouble for himself by buying a car too broad or too long for his garage. In addition, a long car is much harder to maneuver in traffic and much more difficult to park. Another feature is **the comfort** afforded. Are the seats wide enough? Is there enough glass area to give the driver a good view in all directions, particularly to the rear? It should be remembered, too, that the heavier and more powerful a car is, the more expensive it will be to operate. **High-powered** motors require expensive high-octane gasoline. The greater **weight** means greater tire wear.

Sample 2

Although it is difficult to know where to begin to deal with the problem of underdevelopment, the first step is perhaps to consider the main economic **difficulties** underdeveloped countries have to face.



Being under-industrialized, these countries are largely dependent on **imports to supply the equipment** needed to produce the raw materials they export. This also applies to **the manufactured goods** required to provide their populations with the necessities of life. In addition, since a **rapid rise in population** is a phenomenon closely associated with underdevelopment, this cause alone can subject the whole economy to severe and continuous stress. It seems clear that only the most intelligent use of the resources of all branches of science will enable us to solve the economic problems in the underdeveloped countries.

The two samples above are unified paragraphs. Each of them has a topic, and contains a single thought of its own. Sample 1 is about “buying a car”, and the writer’s general idea is “to examine the features of the model”. Centering around the topic and the general idea of the paragraph, the writer offers such details as “the size, the comfort, the motor power, the weight” of the car, which are all relevant to the topic and the general idea. Similarly, Sample 2 also has a topic, which is “how to deal with the problem of underdevelopment”. Its general idea is “to consider the main economic difficulties in the underdeveloped countries”. The relevant supporting details are “the importation of the necessary equipment and the manufactured goods” and “the rapid rise in population”. From this analysis, we can see that the paragraphs above are unified.



1.2 Topic Sentence

We have talked about the unity of paragraphs, which requires that a paragraph have a single topic or a single thought. The topic sentence presents the topic of a paragraph and states its main idea briefly. It is a key sentence in a paragraph and governs the rest sentences of it, so it plays a major part in producing a unified paragraph.

Structurally, the topic sentence is composed of two parts: the topic and the generalized idea. The topic is what a paragraph is about, or what a paragraph



discusses; the generalized idea is what the writer intends to communicate about the topic, and is the writer's generalization of the particular details (examples, facts, evidences, etc.) relevant to the topic, e.g.

1. *when you buy a car*, examine carefully the important features of the model you are considering.
2. *The adolescent* has three psychological problems.
3. *My grandparents* still follow many of their national customs.
4. *The electronic revolution in data processing, which dominated the '70s*, is anything but over.
5. *This term* several useful and interesting courses have been offered.

Note: In the topic sentences above, the italicized parts are the topic, while the other parts are the generalized idea.

In writing topic sentences, we should avoid two kinds of topic sentence, the one that is too narrow, and the one that is too general. The too narrow topic is too specific, leaving very little room to develop the idea of a paragraph, and the too general topic sentence requires too many details which can not be included in a limited paragraph. Compare the following statements;

My father is good. (too general)

My father is hard-working, knowledgeable, generous, and courageous.

(with too many ideas)

My father often gives money to beggars. (too narrow or specific)

My father is generous in helping others. (good)

As to the placement of the topic sentence in a paragraph, the experienced writers may place it at the beginning or at the end or in the middle of the paragraph, or sometimes, even imply it. But the students, who are mostly inexperienced writers, should include a topic sentence in their paragraphs, and place it at or near the beginning of the paragraph. This can not only help the writer to formulate clearly his main point before going on to develop it, but also help the reader to get a clear idea of what is going to be said. Look at the following paragraphs and pay attention to the position of the topic sentence in each of them.

Sample 1

As the century developed, the increasing magnitude and complexity of the problems to be solved and the growing interconnection of different disciplines made it impossible, in many cases, for the individual scientist to deal with the huge mass of new data, techniques and equipment that were required for carrying out research accurately and efficiently. The increasing scale and scope of the experiments needed to test new hypotheses and develop new techniques and industrial processes led to the setting up of research groups or teams using highly-complicated equipment in elaborately-designed laboratories. Owing to the large sums of money involved, it was then felt essential to direct these human and material resources into specific channels with clearly-defined objectives. In this way it was considered that the quickest and most practical results could be obtained. **This, then, was programmed research.**

Sample 2

Future generations, if there are to be future generations, may look upon the harnessing of atomic energy as the greatest single milestone in man's material progress, in the course of the everlasting battle to harness nature's forces to make possible a decent life for himself on this earth. **But while this development may mean man's greatest scientific triumph, it may also mean the most tragic moment in his history—a moment in which we may be standing on the brink of the great abyss.** For all man's recent ills have been brought about by the misuse of the products of man's genius. If mankind sees to it that atomic energy is properly controlled, this new cosmic fire can bring him new light and new warmth and new freedom. If he allows it to get out of control, as the case with man's other inventions, it will mean a conflagration that will engulf the earth and all its inhabitants, leaving abysmal chaos and ruin.

Sample 3

The electronic revolution in data processing, which dominated the '70s, is anything but over. A decade ago, for instance, sixteen "bits", or pieces of information, could be packed on one chip of silicon inside a computer. Within five years, the capacity of a single chip will be 256,000 bits and rising, with no increasing in price. This means that ever-smaller computers can deal with ever-larger amounts of data. Portable minicomputer may well become almost as commonplace in ten years as handheld calculators are now.

In each paragraph above, the topic sentence appears in different positions. The last sentence of the first paragraph is the topic sentence, which tells readers that "the programmed research" is the natural result of the writer's reasoning that goes before it. The second paragraph has its topic sentence in the middle because the writer discusses "the development of atomic energy" and wants to shift his focus from "man's greatest scientific triumph" to "the most tragic moment in his history". So the second sentence of the second paragraph serves as the topic sentence. In the third paragraph, the first sentence is the topic sentence. The following sentences provide details to explain that "data processing after the '70s will be advanced without any stop".



1.3 Coherence

Apart from unity, coherence is another basic requirement of paragraphs. A successful paragraph must have coherence, which means that the ideas in the paragraph should be logically connected. A paragraph is coherent when its ideas are arranged logically and clearly, and the total effect of the paragraph is the clear and logical development of the paragraph. The coherence of paragraphs can be achieved by arranging the details in paragraphs in particular logical orders, and by transitional expressions.