

研究生英语系列

**ADVANCED ENGLISH WRITING COURSE
FOR GRADUATE STUDENTS**

新世纪研究生高级英语 写作教程

刘玉萍 编著
Nick Stirk 审校

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内 容 提 要

本教程以公外研究生为教学对象,以提高学生的英文写作能力、会话能力、阅读能力为目的。《新世纪研究生高级英语写作教程》共分3个部分:第1部分是1—7单元,为写作技巧部分;第2部分是8—13单元,为四大文体(描写文、记叙文、说明文和议论文)部分;第3部分是14—16单元,为论文写作,包括文章、概要和论文的写法。每一单元都包含6个项目:(1)示范段落的学习,重在文章内容的组织;(2)范文学习,重在文章内部结构和文章的连接;(3)热点话题讨论;(4)文章的句法结构和转换词;(5)巩固练习;(6)文章阅读,重在写作技巧的运用。前3项供老师课堂上使用,后3项供学生课后复习使用。本课程也可以供英语专业写作教学用,并且适用于中高级水平以上的广大英语爱好者和各类应试者学习参考。

前 言

《新世纪研究生高级英语写作教程》以公外研究生为主要教学对象,以提高研究生的英文写作能力、会话能力和阅读能力为目的。写作教程共分3个部分,16个单元。第1部分是从第1单元到第7单元,为写作技巧部分;第2部分是从第8单元到第13单元,为四大文体(描写文、记叙文、说明文和议论文)部分,该部分包括语篇基本结构、写作特点和转换词,重点放在议论文文体上;第3部分是论文写作,该部分包括文章、概要和论文的写法。

每个单元都由6个项目组成:(1)示范段落的学习,重在文章内容的组织;(2)范文学习,重在文章内部结构和文章的连接;(3)热点话题讨论,重在训练口头表达能力;(4)文章的句法结构和转换词;(5)巩固练习;(6)文章阅读,重在写作技巧的进一步运用。各单元前3个专题供课内教学使用,后3个专题供学生课外练习。本书提供优秀段落、优秀文章、学生范文(范文后未署名的,均为学生自己从原版出版物上挑选的典型性的文章)共100多篇。

本教程有如下3个特色:(1)在编排上,每一单元的课内教学都分为3个主要步骤,即第一步段落学习,第二步篇章学习,第三步口语训练。每一课都能将段落技巧直接应用到篇章结构的教学中,从而克服了传统的从句到段落,然后发展到篇章的漫长而又不能快速见成效的模式。(2)强调口头训练在写作课教学中的作用,符合人类语言的学习习惯,有利于调动学生的学习热情。每节写作课可结合单元的写作技巧,配合热点话题安排20—30分钟的口语活动,进行对子对话或小组讨论等。(3)在练习方面,教程采用了丰富多彩的形式,如:用于训练学生逻辑思维能力的排序练习;有利于锻炼学生文章连贯能力的选词填空;提高学生总结概括能力的关键句的选择或编写;以及添加开头或结尾等多种练习形式。所有这些极大地充实了课内外的习作练习。更为重要的是该教程练习形式的多样化,解决了写作课中的两个难题:一是有效地控制了学生课后做作业

的时间 ;二是大大减轻了老师批改作文的工作量。

本书内容丰富新颖 ,并注重选材的思想性。由于课内外练习量大、阅读量大 ,因此只要学生刻苦努力 ,认真学习、操练 ,相信在写、说、读方面必有很大的提高。

本教程可根据学生的程度 ,安排一学期 32 课时的教学使用 ,也可安排 64 课时的教学使用 ,同时也适用于英语专业写作教学 ,并且可供中高级水平以上的广大英语爱好者和各类应试者学习参考。书中的课文从 2001 年到现在 ,一直在清华大学“研究生高级英语写作”课中连续使用 ,经过 5 次修改之后教学效果显著。

在《新世纪研究生高级英语写作教程》编写过程中 ,作者得到了北京大学出版社徐万丽编辑一如既往的热诚帮助和指导 ,美国专家 Ken Tabacchi 对部分学生作文做了认真的批改 ,同时也得到清华大学部分研究生的大力支持和协助 ,在此一并表示诚挚敬意和感谢。

由于编写时间紧迫 ,作者本人水平有限 ,教程中还有许多不尽如人意之处 ,恳请使用本书的老师和学生提出宝贵的意见。

刘玉萍

2003 年 9 月

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PART I WRITING SKILLS



UNIT 1 COMPARISON

Comparison and Contrast

The format of comparison and contrast allows you to present the similarities and/or differences of two or more sets of data. You can compare and contrast ideas , objects , people , and situations.

The phrase *comparison* and *contrast* is usually presented as a single way of organizing information. In fact , many times when people use the term *compare* , they actually mean “compare and contrast. ” However , you can use each organizational method separately. A **comparison** identifies the similarities or likenesses between two or more items ; a **contrast** identifies the differences between two or more items.

Usually there are two main patterns for organizing the writing of comparison and contrast essay : the subject-by-subject (A1 , A2 , A3 , . . . B1 , B2 , B3) and the point-by-point pattern (A1-B1 , A2-B2 , A3-B3 . . .).

There are also three guidelines for comparison and contrast papers. Guideline 1 : Only compare and/or contrast equivalent or parallel items. In comparing and contrasting two job offers , for example , you could deal with the salary , working conditions , and benefits of job 1 and the salary , working conditions , and benefits of job 2. Guideline 2 : Select a specific pattern for organizing your comparison and contrast material like the subject-by-subject , the point-by-point method or the mixed one. Guideline 3 : Use a variety of transitional elements to achieve coherence.

The sign ☯ before a paragraph or an essay in this book means

that you are required to recite it.

Stage 1 Paragraph Study by Comparison— Organizing Ideas

Read the following model paragraphs and try to find the words to express the comparison of two things.

Model 1

 **A Buick and Cadillac** , both built by General Motors , are alike in many ways. A Buick , which measures over 200 inches in length and weighs over 3 ,000 pounds , is large and holds the road well. A Cadillac is similar in length and weight. Like a Buick , a Cadillac gets relatively low gas mileage compared with smaller economy cars made by the same manufacturer. The Buick provides an unusually comfortable ride especially on cross-country trips on the highway , as does a Cadillac. And both cars enjoy a certain status as a luxury automobile.

Model 2

My two cousins **Mary and Anne** are similar in many ways. In fact , some people think the two girls are twins rather than sisters because they are close in age , both of them in their early teens , and because they look and act a good deal alike. They are both tall for their age and slender , and they both wear their dark-brown hair long and straight. Mary , who is fifteen , has stunning , large brown eyes with long , dark eye-lashes , and Anne , who is fourteen , also has beautiful dark eyes. They both have lovely , olive complexions , and when they smile , they radiate warmth and happiness. They even dress alike. Mary sews almost all of her own clothes , and Anne is also learning to sew. Because they are almost the same size , they can borrow each other 's patterns

as well as each other's clothes. What is most noticeable about the two girls is that they are both talented, outgoing, and friendly. Mary is the vice president of her class and active in dance and drama. Anne, who is also a good student, is a star member of the tennis team as well as an accomplished violinist. As might be guessed, my two cousins are both very popular.

Model 3

 Modern **college students**, driving to classes in modified sports cars and living somewhat modified scholarly lives, may not feel any special kinship with the medieval students of Oxford and Cambridge. But, regardless of the separation of time and space, students have always been concerned about their privileges and their finances. Today, student rights is a lively issue on many college campuses, and much publicized demonstrations are supposed to be typical of our unsettled modern times. But medieval students also dissented on many issues, and the famous "town and gown" riots in England were much bloodier and more violent than student protests today. The subject of free speech was as much an issue in the thirteenth century as it is in the twenty-first. But the greatest similarity between past and present student life is the perennial battle of the budget. Today, students pull in their belts as they watch expenses gobble up their small incomes or summer savings. Yet, back in 1220, we find a student writing to his father that although he was "studying with the greatest diligence... you know that without clothes and food and wine your son grows cold."

Practice 1

Fill in the blanks with the following transitions: while, enough, although, like, also, when, in addition, although, on the other hand, furthermore.

One important similarity of Waikiki Beach and Oak Street Beach is

that they are both easily accessible. Both Waikiki and Chicago have many good highways and roads that lead to the beaches. The Chicago CTA routes buses and trains to the beach or downtown area. Waikiki (1)_____ has an excellent public transportation system , called “The Bus ,” but (2)_____ , tourists can easily walk or hire a bike-cart for the short ride. Both cities take (3)_____ pride in their beaches to provide cheap , easy , and relatively quick transportation.

(4)_____ all beaches must have sand , water , and sun , the quality of each of these proves to be quite different (5)_____ comparing Waikiki Beach and Oak Street Beach. At the beach on Oak Street , the sand which was once white has become a dull grey , (6)_____ the color of cigarette smoke , from exposure to both air and water pollution. (7)_____ , most Chicagoans are careless with their trash and because the city hires few workers to clean up the mess , garbage is found strewn about the beach and floating in the water. In Waikiki , (8) _____ , the small trash problem is well-controlled. (9)_____ the natives have enough pride in their land to properly dispose of wastes which hotel owners hire a sufficient number of workers to pick up after tourists. Hawaiian sand , (10)_____ all imported from California , is kept a sparkling clean white.

Practice 2

Notice the linking words and phrases in the paragraph . Discuss them with your group . What do they mean ? How do they link ideas ? Then make the best choice from the list below the paragraph .

☛ (1) Despite their apparent differences , the professional jazz musician and the professional football player have much in common. They must strive hard to be proficient in professional work. (2)_____ either to be successful , he must take his work seriously. The trumpeter who abuses his lip or the halfback who cannot be bothered learning a new pass pattern will have a short professional career. (3)_____ ,

each must constantly work at improving , and not only maintaining , his level of achievement. The real “pro” considers his daily practice session , (4)_____ on the bandstand (室外音乐台) or on the ball field , not as a routine exercise , (5)_____ as a chance for him to develop new attacks and new techniques. (6)_____ , each must have considerable physical stamina. It takes a good deal of muscular effort , (7)_____ , to bang a set of drums for six hours—just about (8) _____ much as it takes to survive being banged around for two hours on the gridiron.

Choices :

- | | | | |
|----------------|----------------|---------------|----------------|
| (2) A. For | B. Because | C. Since | D. Due |
| (3) A. However | B. So forth | C. Beside | D. In addition |
| (4) A. if | B. when | C. whether | D. as |
| (5) A. and | B. however | C. but | D. for |
| (6) A. Finally | B. Thirdly | C. In my view | D. So |
| (7) A. so that | B. for example | C. though | D. that is |
| (8) A. ever | B. so | C. as | D. that |

Stage 2 Essay Development by Comparison—Relating Ideas

Model Essay 1

Following is an essay of four paragraphs. The last paragraph is missing. Working in your group , write the best last paragraph. Then discuss your answer and reasons with those of other groups.

Life in the City and Countryside

 I am one of the many city people who are always saying that given the choice we would prefer to live in the country away from the dirt