

# 英语专业毕业论文写作格式要求

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完成日期：2006 年 5 月

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**Incorporating Culture into English Teaching  
in Middle Schools**

论文标题：二号、Times New Roman、加粗、居中

A Thesis

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Presented to the College of English

Dalian University

By Li Xiaowei

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In Impartial Fulfillment of the Requirements  
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For the Degree of

Bachelor of Arts with Honors

May 2007

Thesis Supervisor: Professor Yang Haiyan

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摘要

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隐喻研究归根到底是隐喻机制的研究，它是隐喻研究的核心。两千多年来，  
隐喻一直被仅仅看作一种修辞手段，一种语言的陪衬，被看作是两种不同事物事

先存在的相似性的比较或一个词对另一词的替代,进而形成对隐喻阐述的比较论和替代论。现代学者通过大量研究表明,隐喻不仅仅是一种修辞手段,更重要的是,它是人类的主要认知方式。隐喻这一认知方式,给人们一种新的视角,创造一种相似。因此,现代学者着重于阐述相似是如何被创造出来的。在众多的隐喻理论中,影响较大的有布莱克和莱科夫的隐喻理论。(大约 200 字左右)

关键词: 隐喻; 搭配; 术语

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(中文摘要的内容和关键词应与英文摘要相对应,关键词 3-5 个,词与词之间用分号分开)

\*\*\* 正文引文中涉及到中国作者有两种情况: 1) 在参考文献中,如果用英文表述中国作者及著作, **Shen, Dan. Stylistics and Translation. Beijing: Peking UP, 1995.** 那么在正文中,引用原作者话之后要这样在括号里标注,例如, Professor Shen writes that the standard of faithfulness and accuracy is not only “a principle for translating business contracts, but an attitude in translation” (Shen 191). (引文标注用汉语拼音)。2) 在参考文献中,如果用汉语表述中国作者及著作, **袁振国. 当代教育学[M]. 北京: 教育科学出版社, 2002.** 那么在正文中,引用原作者话之后要这样在括号里标注,例如, Educator Yuan states that the Social Educational Model was first proposed by Gardner and his colleagues in early 1970’s and reformulated in 1985 (袁振国 116). (引文标注用汉语方块字)。(此处引文为间接引文,故没有双引号)。

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# Abstract

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The mechanism of metaphor is actually the nucleus of the study of metaphor.

For more than two thousand years, metaphor was viewed as a device of rhetoric, an attachment to language. In accordance with this perspective, metaphor was a comparison between two things that do not belong to the same category or was regarded as one word used to substitute another because there were preexisting similarities between them. As a result of this perspective, two theories took shape: one was the Comparison Theory, the other was the Theory of Substitution. But modern scholars discard the perspective, holding that metaphor is not only a device of rhetoric, to be more important, it is a leading way for human beings to know this world, a way of thinking. (中文摘要的对应译文)

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**Key words: metaphor; collocation; terms**

(注意：关键词 3-5 个，字体要加粗，词与词之间用分号分开，除专有名词外，其他单词首字母不大写)

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论文装订顺序等要求:

页码起始从 **Introduction** 部分开始第 1 页，直到 **Acknowledgements** 结束，（包括 **Acknowledgements**）。

其装订顺序为: 封面（学校印刷厂负责印刷学校统一封面）→内封页(中文)→内封页(英文)→中文摘要→英文摘要→目录→正文（如果有注释，可以加在当前页下脚或者放在本章节后面）→参考文献→致谢  
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(详见论文样本)

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## I. Introduction

The study of metaphor has long been with us and the focus of the study is the mechanism of metaphor. It is the most significant and indispensable part of the study. For more than two thousand years, the study is carried on mainly from the perspective of rhetoric, viewing metaphor as a device of rhetoric, an  
英美留学生论文专家 世界第一流的师资力量 10 多年的服务经验

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embellishment of language. The representative of the theories in this long period is Aristotle's Comparison Theory and Quintilian's Theory of Substitution. Because metaphor is not only a rhetorical phenomenon, but also one of cognition, the interpretation force of these theories is very limited. In 1936, I.A. Richards put forward Interaction Theory. Later Max Black made an elaboration of the work of his. Interaction Theory claims that metaphor is a cognitively irreducible phenomenon that works not at the level of word combination, but much deeper, arising out of the interaction between the conceptual structures underlying the words. But the ones who really turn the study of metaphor to a new page are George Lakoff and Mark Johnson. The mark of this change is the publication of the book named Metaphors We Live By. The theory of Lakoff and Johnson's is Conceptual Metaphor Theory. As these scholars regard metaphor as the creation of similarity, their theories concentrate on how the similarity is created and how the new meaning is produced though their interpretations are not perfect. Recently, another theory appeared—Conceptual Integration Theory or Blending Theory. Comparatively speaking, it is more convincing on the mechanism of metaphor than the other two.(以下省略，此部分字数最少不少于 300 字)

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## II. A Historical Retrospection of Metaphor

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### 2.1 Aristotelian School: Metaphor--A Device of Rhetoric

Andrew Ortony, one of the most influential writers on metaphor, has pointed out, and there are few who would disagree with him, that it is still the case that “Any serious study of metaphor is almost obliged to start with the works of Aristotle” (Ortony 3). (此处指引文来源: 作者 页码)

In Poetics, Aristotle expounds the essence, function and the way of explanation of metaphor as three nuclei. He defines metaphor as “the application of an alien name by transference either from genus to species, or from species to genus, or from species to species, or by analogy, that is, proportion”(Aristotle 71). Then he gives four kinds of metaphor:

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Since ‘lying at anchor’ is a species of the genus ‘lying’, one can say ‘there lies my ship’ (genus-to-species metaphor), since ‘ten thousand’ is a species of a ‘large number’, one can say verily ten thousand noble deeds hath Odysseus wrought (species-to-genus metaphor). Since ‘to draw away’ and ‘to cleave’ are each a species of the genus ‘taking away’, one can say with blade of bronze drew away the life (species-to-species metaphor). And since old age is to life as evening to the day, one can say that old age is the evening of life (ibid.). (此符号 ibid.意为同上, 引文出处与上相同。本例为整段引用, 即 block quotation, 前后空五号字一行 )

All metaphors, Aristotle believes, fall into at least one of these four categories, although analogy metaphors are the most pleasing. Aristotle also holds that metaphor can make the prosaic style charming, and stresses that it can only be confined to poetry (ibid. 72). This perspective leads to the later theorists making distinction between poetic language and everyday language. Especially in Chapter 21 and 22 of Poetics, Aristotle states that every word “is either current, or strange, or metaphor, or ornamental, or newly coined, or lengthened, or contracted, or

altered”(ibid.70). It is obvious that Aristotle classifies metaphors as lying outside normal language use. They are deviant or aberrant forms of discourse. He also holds that metaphor has no cognitive value and is merely an embellishment of language (Kittay 1). Also in this chapter of Poetics, he elaborates how metaphors are unusual and discusses the relationship between metaphor and genius, viewing metaphor as a talent of epic poets and tragedians:

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The greatest thing by far is to have a command of metaphor. This alone can not be imported by another; it is the mark of genius—for to make good metaphors implies an eye for resemblances ( Aristotle 72).

As Hawks writes about Aristotle’s account of metaphor:

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It is abundantly clear that, as an entity in itself, metaphor is regarded as a decorative addition to language, to be used in specific ways, and at specific times and places (ibid. 8-9).

In Rhetoric, (书名下划线) Aristotle says that the best metaphors are those that achieve the effect of bringing things vividly before the eyes of the audience. He argues that this effect is “produced by words which refer to things in action”( ibid. 92-93). “The best image involves a metaphor”(ibid. 96). From the above statements, we know that Aristotle views metaphor as a rhetorical device and an embellishment of language. Finally he establishes his theory on metaphor—Comparison Theory. It is the earliest theory in the history of the study of metaphor. Its main gist is:

1 Metaphors are matters of language and not matters of thought or action. There is no such thing as metaphorical thought or action.

2 A metaphor of the form "A is B" is a linguistic expression whose meaning is the same as a corresponding linguistic expression of the form "A is like B, in respect X, Y, Z..." "Respects X, Y, Z..." characterize what we have called "isolated similarities".

3 A metaphor can therefore only describe preexisting similarities. It can't create similarities (Lakoff & Johnson 1980: 153). (如果在论文中引用同一作者的不同的著作，应加上出版年代以示区别)

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### III. On Similarity

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## IV. On the Mechanism of Metaphor

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**4.1 Black's Interaction Theory** (章内每节标号及标题左起顶格，四号字，加粗，前后空一行为小四号字。如在页首则其前不空行，但其后空行)

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### 4.1.1 Introduction to Interaction Theory

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Interaction Theory was originated from I. A. Richards' theory. In his definition he says: "In the simplest formulation, when we use a metaphor we have two thoughts of different things active together and supported by a single word, or phrase, whose meaning is a resultant of their interaction"(Richard 89). The most important in this definition is "two active thoughts interact with each other." He first provided the basic terminology and conceptual framework for discussing metaphor. He argued that metaphor consists of two terms, the tenor, or topic, and the vehicle, and the

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### 4.3 The Conceptual Integration Theory

#### 4.3.1 An Introduction to the Conceptual Integration Theory

Conceptual Integration Theory was proposed by Gilles Fauconnier and Mark

Turner.....

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##### 4.3.1.1 Four Mental Spaces

In BT, the basis unit of cognitive organization is not the domain but the mental spaces, which are a partial and temporary representational structure that speakers construct when thinking or talking about a perceived, imagined, past, present.....

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## V. Conclusion

The study of metaphor is, in essence, the study of how metaphor works. It is the nucleus of metaphor study. Modern scholars discard the perspective that metaphor is a device of rhetoric, an attachment to language, and claim that metaphor is of cognition and is omnipresent; it is a way of human thinking. Moreover, they hold that metaphor creates similarity instead of comparing two things which are based on the preexisting similarity. Hence, the mechanism of metaphor is to interpret how similarity is created. Black's theory and Lakoffian theory, due to some defects and deficiencies, are not able to give a clear description of the creation of similarity. They endeavor to expound the appearance of a new structure after a novel metaphor, but they fail to do that and result in "isomorphism".

The mechanism of metaphor is sophisticated. It is a result of various factors. Interacting, projecting and blending constitute the process. It is obvious that BT, on the basis of the two above-mentioned theories, focuses on solving the problem of the "isomorphism"-structure. To avoid committing the same mistake that all the knowledge, the features mapped from the source domain and the structure (topology) of the target domain are interwoven.....

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Adams, Richard P. Faulkner: Myth and Motion. Princeton: Princeton UP, 1968.

Aiken, Conrad. “William Faulkner: The Novel as Form.” Frederick J. Hoffman and Olga W. Vickery. Eds. William Faulkner: Three Decades of Criticism. East Lansing: Michigan State UP, 1960.

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<<http://www.nobel.se/literature/laureates/1949/press.html>>

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Leech, G. N. 1969. A Linguistic Guide to English Poetry. Longman. Rpt in Beijing: Foreign Language Teaching and Research Press, 2001.

Leech, Geoffrey N. and Michael H. Short, 1981. Style in Fiction: A Linguistic Introduction to English Fictional Prose. Rpt in Beijing: Foreign Language Teaching and Research Press, 2001.

Popping, Roel. Computer-Assisted Text Analysis. London: Sage, 2000.

Shen, Dan. Stylistics and Translation. Beijing: Peking UP, 1995.

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数据库[DB], 计算机程序[CP], 电子公告[EB]

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[M/CD] —— 光盘图书(monograph on CD-ROM)

[CP/DK] —— 磁盘软件(computer program on disk)

[J/OL] —— 网上期刊(serial online)

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## 五、参考文献与注释的区别

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## Acknowledgements

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I have eternal gratitude to..., my tutor, for his inestimable help and valuable instruction, and to Professor ..., for his insightful lectures, which inspire me to compose this dissertation.

I am greatly indebted to Professor ... for his allowing me to have access to his books pertinent to this dissertation.

I also thank those who help me in course of the writing and whose names I can't list here one by one.

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