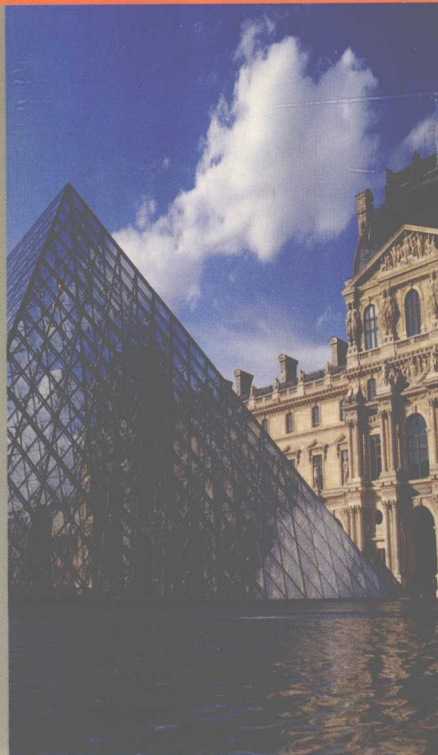
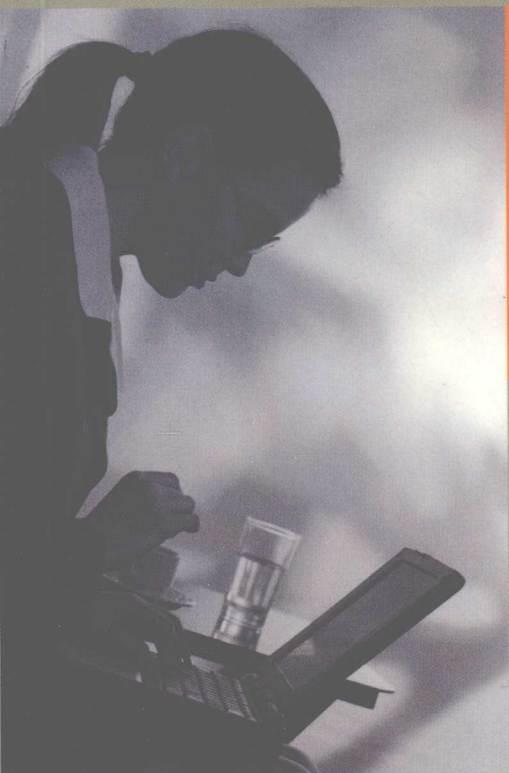


# 英语写作

## 教程



张恩蓓 主编



# ENGLISH

# WRITING



文匯出版社

# ENGLISH WRITING

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# 序

写作，作为语言技能听、说、读、写中的最末位，一直是最难掌握又是最重要的技能，母语如此，外语更是如此。

然而，在专业英语教学中，写作这门重要的技能课程一直处于较其它课程弱得多的地位。这一方面是由于写作课难上，工作量大（除备课外还要批改作文）而见效又慢，愿意潜心稳定于写作教学的教师比较少；另一方面是因为写作课缺少一本全面系统的教材。写作教师往往是今天发一篇文章让学生改写、缩写或做内容摘要；明天发一篇作品的片段让学生模仿；后天就当前热点话题写一篇评论看法等。这样东一榔头西一棒子的教学很难取得提高写作水平的目的。

张恩蓓同志从事英语写作教学工作二十多年，在教学实践中收集了大量原版的英语范文，又根据学生的语言和认识水平作了适当的修改，按照高校英语专业《英语教学大纲》对英语专业技能课写作的要求，编就了这本《英语写作教程》。《教程》具有系统性强、重点突出、内容丰富、适用于课堂教学和便于操作等特点。

《教程》遵循循序渐进的原则，从最基础的句子写作入手，通过识别句子写作中的各种问题、错误和不妥之处，培养学生写英语的基本能力；进而学习认识段落的要素，掌握段落的基本写作技巧；最终进入文章写作的成熟期。《教程》以课堂教学为编写的单位，一堂课重点解决一个写作技巧或理论问题，并配有足量的练习供学生巩固所学知识。

《教程》的每个单元（unit）都收集有数量充足的典型例句或范文为各个主题服务。通过课堂讨论和范文分析，使学生既能看到某一写作技巧所能涉及的各个方面的问题，又能欣赏到语言地道、题材广泛的英语范文。

《教程》制订了教学目的和讲课步骤，指出授课重点，并辅以必须精讲的内容方案，适当的范文背景以及讲评要点，使教师既有明确的方向又能充分发挥自己的特长，备课省时省力，彻底避免了上课照本宣科的弊病。使用本《教程》既便于统一进度，平衡水平，又能克服一般写作教师因各有不同喜好和侧重而造成教学内容上的偏颇，使英语专业的写作课能顺利完成教学大纲的要求。

这些便是我乐于在此写几句话，向上专业英语写作课的师生和有志于英语写作工作的读者推荐的理由。

顾大德  
2003年岁末

# 编者的话

《英语写作教程》主要是为高校专业英语写作课课堂教学而编写的。它既是专业英语的写作教材，又是一本内容丰富的范文集，可供一切从事英语写作工作的人士学习提高和研究写作之用。

全教程分为四大板块（English Writing I 至 English Writing IV）供专业英语学生学习初级写作和中级写作（两学年即四学期）使用。其中 English Writing I 和 English Writing II 为初级写作，English Writing III 和 English Writing IV 为中级写作。

English Writing I 由三部分组成。第一部分 Sentence Rhetoric 从英语句子的基本句式起步，循序渐进练习写句子的各种修辞手法，其间穿插句子写作中常见的错误的识别、防范和纠正方法或原则，为后面的写作打好基础。第二部分 Mechanics 为写作时必须遵循的技术细节，如卷面要求、大小写规则、音节划分规则和各种标点符号的用法等。这部分内容不必作为课堂教学内容全面讲解，而是作为学生必备的参考资料供必要时查阅。English Writing I 的第三部分为实用写作，让学生熟悉日常生活中常见到的一些书面英语形式，如启事、通知、便条、贺卡、请柬、证明、履历等，掌握它们的特点和写法。

English Writing II 为英语书信写作大全。从用英语开信封、写地址（均与汉语习惯不同）起，细述英语书信的标准格式布局，直至各种类型书信的特点、写法。

English Writing III 为段落写作。段落作为一切文章的基本单位，其构造要素（controlling idea, topic sentence, supporting sentences, transitions, conclusion）和基本品质特点（completeness, unity, coherence and continuity）等的掌握将对日后写作水平的提高有着非常重要的影响。所以，English Writing III 是全教程的核心。本教程的段落写作以说明文（exposition）为基点，兼顾记叙文（narration）和描述文（description），分十二个类别的写作模式进行有针对性的分析讨论和模拟实践，为后续的文章（essay）写作，以及以后更高级的论文写作打好基础。

English Writing IV 为短文写作。短文是指长度在四至八段左右的文章，本教程以五段为标准短文。学生在掌握了几乎所有的基础写作技巧后，在这个阶段引入文章写作的基本概念，已是顺理成章的了。在这里重点要建立文章的构造要素（introduction, development 和 conclusion）概念，学会文章开头和结尾的多种写法，学会谋篇构思的灵魂 thesis statement

的写法。English Writing IV 的最后四个单元为 Persuasion 写作，这是为以后进一步写论证文（Argumentation）做准备。

以上教学思路是编者从二十来年教学实践中归纳总结出来的。教程也从开始点滴收集的雏形逐步丰富完善起来，特别是经近几年的试用修改已证明它的实用性和可行性。

本教程的实用性和可行性主要基于教程编撰的几大特点上。

其一，本教程是以课堂教学为出发点而编撰的。一般一个单元（unit）就是一次课（2 课时）的内容，个别单元内容偏多可安排在两次课内完成；也有个别单元内容有重叠可将两个单元合并起来在一次课内完成。总体上，教师可以学年为单位统筹安排初级（共 27 单元）或中级（共 34 单元）的写作课程。教师也可以在教程的框架内自由调整，根据实际教学条件和学生的水平删去或略讲某些内容，最终达到完成教学大纲要求的教学目的。

其二，本教程重点突出，范例范文充足，针对性强。每个单元只围绕一个主题，通过分析多个范例范文充分展现这个主题所涉及的各个方面。使学生既能直观地学到某一方面的写作技巧，又能欣赏到用这种写作方法表述的地道英语。

其三，教师能得心应手地使用本教程。本教程为教师准备了一本全面详细的教师手册，所有有志于英语写作教学的教师都会感到使用本教程既目标明确，又能充分发挥自己的特长，使上英语写作课不再是空泛的苦差使。

其四，亦即本教程最突出的特点是它的编撰方法不同于一般常见的从理论阐述入手，把定义、特点、要求、注意事项等等——道来，最后给出两三个范例了事的写作教材。使用此种教材的结果往往是教师照本宣科，学生听完除记住一些干条条外无多大收获。而本教程的学生课本里收集的几乎全是范文，所有要学生领会掌握的理论要点、写作技巧全通过分析范文来体现。这不但能充分发挥教师的主观能动性，还能调动学生的积极性。学生在听讲和参与讨论分析的过程中，把教师讲述的理论要点、写作技巧结合范文用自己的方法记录下来，并应用到自己的写作中去，其效果肯定比背干条条要生动得多，也有效得多。

本教程是在国内外大量教育界前辈和专家的专著学说的启发下，编者借鉴和选用了他们的精彩片段作为范文才得以完成的。在试用过程中编者受到了上海师范大学外语学院的领导和教师同仁们的大力支持和鼓励，特别是院长顾大僖教授在百忙之中审阅了《教程》书稿并提了不少宝贵的意见，在此一并表示深切的谢意。

2003 年 10 月



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# ENGLISH WRITING I

## Part One

### **Sentence Rhetoric**

## Unit 1      Sense of the Sentence

A sentence is a word group that has a subject and verb and expresses a complete thought. Sentence sense refers to the ability to recognize an effective sentence and skill to construct original sentences.

### Sentence for Discussion

- The heenish cirg dended frugly in the gendful klupe.

### A. English Sentence Patterns

#### Pattern 1: Subject-Verb (S-V)

- The fire burns.
- Birds fly.
- The students registered.

#### Pattern 2: Subject-Verb-Direct object (S-V-DO)

- We all passed the examination.
- Policemen chase criminals.
- A student of Class 2 broke the window.

#### Pattern 3: Subject-Verb-Indirect object-Direct object (S-V-IO-DO)

- Mr. Brown teaches us philosophy.
- Bobby gave the walls two coats of paint.
- The quarterback passed Jerry the ball.
- The candidates for governor promised the voters lower taxes.

#### Pattern 4: Subject-Linking verb-Predicative (S-LV-P)

- Jane is my sister.
- The roses smell sweet.
- The pickles taste sour
- The president looked angry.

### Pattern 5: Verb- Subject (V-S) and Common Inversions

- There were two correct answers.
- On the desk was a pile of old books. (V-S)
- In rushed the happy children. (V-S)
- What beautiful roses they are! (P-S-LV)
- What a queer story you've told. (IO-S-V)

## B. Modifying Basic Sentence Patterns

The subject-verb structure, the basic unit of thought that comprises a sentence, can be expanded by attaching to it related word groups called phrases and clauses. These word groups permit us to add variety and depth to our statements. For example, if you are using the simplest pattern, Subject-Verb, you might write a sentence like the one below:

- The dogs barked.

You may easily expand your sentence by adding details (in either form of word groups) that answer one or more of the questions below:

When? Where? How? Why?

Thus, your expanded sentence might read like this:

- The dogs in the pound (where) barked loudly (how) last night (when) because some cats were howling outside (why).

### 1. Enlarging Through Phrases

A phrase may be defined as a group of related words without a subject and a verb and used as a single part of speech. The most common phrases are prepositional, participial, gerund, and infinitive.

#### a. Prepositional Phrases

The prepositional phrase may be used as an adjective to modify a noun.

- The manager *of our branch office* submitted her request *for a leave of absence*.

The prepositional phrase may be used as an adverb to modify the verb or other

modifiers and answer the question when, where, why, how, to what extent, under what conditions, etc.

- All final examinations are given **in spring** (when) **at the main campus** (where).
- **After staying awake all night** (when) **with a raging toothache** (under what condition), Claudia was completely exhausted.

## b. Participial Phrases

Participial phrases, beginning with **-ing** or **-ed** verb form, always function as adjectives.

- **Having treated the patient**, the doctor closed her bag and left the room. (participial phrase modifying **doctor**)
- **Penned in by his thoughtless owners**, the dog became extremely vicious. (participial phrase modifying **dog**)
- The threatening letter **sent by the accused** was used as evidence in the murder trial. (participial phrase modifying **letter**)

## c. Gerund Phrases

The gerund phrase, like the present participle, begins with a verb form ending in **-ing**; but unlike the participle, it is always used as a noun. Therefore the gerund phrase may serve as either the subject or the object of a sentence.

- **Skating on ice** is very dangerous. (gerund phrase used as a subject, answering the question "**what** is dangerous?")
- The teacher dislikes **listening to lame excuses**. (gerund phrase used as an object, answering the question "dislikes **what**?")

## d. Infinitive Phrases

The infinitive phrase functions as a noun, an adjective, or an adverb.

- **To please everyone in the room** would be an impossible task. (infinitive phrase functioning as the subject)
- We gathered **to hear the election results**. (infinitive phrase used as an adverb answering the question **why**)

- He gave us permission ***to begin our work.*** (infinitive phrase used as an adjective modifying ***permission***)
- We planned ***to leave as soon as possible.*** (infinitive phrase used as a direct object)

## 2. Expanding with Clauses

There are two kinds of clauses: independent (or main) and dependent (or subordinate). An independent clause contains a complete thought and therefore stands alone. It may consist of simply a subject and a verb, or it may contain modifiers.

- Students study.
- Some students study very hard.

A dependent clause, on the other hand, does not stand alone. Although containing a subject and a verb, it begins with a relative pronoun (***whom, who, which, that***) or a subordinate conjunction (***if, as, since, because, while, when,*** etc.) that makes it dependent upon the main clause.

- Jack fought a battle ***that he couldn't win.***
- Martha, ***who just celebrated her sixty-fifth birthday,*** is now jogging around the block.
- ***Since Peter is arriving late,*** we shall start dinner without him.

Because dependent clauses function as single parts of speech, they can be classify into adjective, adverbial, and noun clauses.

### a. Attributive Clauses

An attributive clause modifies a noun or pronoun, and is usually introduced by a relative pronoun

- Jim is the student ***who has been nominated for an academic award.***
- Mr. Flynn, ***who has just been appointed Principal,*** was one of my former teachers.
- The new car ***that is parked in my driveway*** belongs to my brother.

### b. Adverbial Clauses

An adverbial clause can modify a verb, an adjective, or another adverb, and it is usually introduced by a subordinate conjunction. An adverbial clause will answer the

questions *when, where, why, how, to what extent, and under what conditions.*

- He has not eaten anything *since his dog was killed by a car.* (adverbial clause answering the question *when*)
- Marianne cannot take us to dinner *because she spent all her money.* (adverbial clause answering the question *why*)
- The injured basketball player looked *as if she were going to faint.* (adverbial clause answering the question *how did she look*)

### c. Noun Clauses

A noun clause functions like a noun or pronoun, and can therefore be the subject, object, or predictive of a sentence. The major difference between noun clauses and other dependent clauses is that, in most cases, you cannot remove the noun clause and still have an intelligible sentence.

- *That he could play any position on the field* was obvious. (noun clause functioning as the subject)
- We suggested *that he write his final essay.* (noun clause functioning as the object)
- I will invest in *whatever company I think will make money.* (noun clause functioning as an object of a preposition)
- The indisputable fact is *that we lost money last year.* (noun clause functioning as a predictive)



## EXERCISES

- I. Write the sentence pattern in the blank before each of the following sentences. Then generate a new sentence using the same pattern.

Example: DO-S-V What notes his daughter often wrote!

- \_\_\_\_\_ 1. What nonsense your brother often speaks of!
- \_\_\_\_\_ 2. All students enjoy some form of music.
- \_\_\_\_\_ 3. The candy tastes too sweet.
- \_\_\_\_\_ 4. Penguins cannot fly.
- \_\_\_\_\_ 5. The professor gave the students his favorite lecture.
- \_\_\_\_\_ 6. On the mantel were two candles.
- \_\_\_\_\_ 7. The cheerleaders were studying.
- \_\_\_\_\_ 8. The actors assumed their stage roles.
- \_\_\_\_\_ 9. The water often becomes muddy.
- \_\_\_\_\_ 10. Jane served her guests coffee and cake.

- II. Modify the sentences below by adding appropriate phrases and clauses to answer the questions that follow the sentences.

Example: The player quit the team. (Which player and why?)

↓

The player *wearing the number 76 on his jersey* quit the team *in order to go into business for himself*.

- 1. A friend attended the concert. (Whose friend? Where or when?)
- 2. The student failed the course. (Which course and why did he fail it?)
- 3. She plans to take a vacation. (When? Where?)
- 4. Joan served Mark dinner. (When? Why?)
- 5. There are many jobs advertised. (Where? What kind?)
- 6. The rolls taste especially good. (What kind? Why?)
- 7. Polly did not give Joe a Christmas gift. (Why?)
- 8. The man moved toward the policeman. (Which man? How?)

## Unit 2 Sentence Fragment

A **fragment** is a word group set off as a sentence that lacks one or more of the essential elements of a sentence. Any one of several errors may cause you to mistake an incomplete thought for a complete thought. Below are some of the common ones.

### 1. Mistaking the -ing word for a verb

- The old man sitting on the porch.
- Wondering what his son was going to do.
- The worst job of all, cooking Father's meals to suit him.
- Calling her dog as loudly as she could.

What do these constructions have in common? They are all fragments. An -ing word is never the verb in a sentence unless you also use an auxiliary verb: **am, is, are, was, were, have/has been**, etc. You can make these fragments into sentences by adding auxiliary verbs or subjects and auxiliary verbs.

- The old man **was** sitting on the porch.
- **Mr. Smith had been** wondering what his son was going to do.
- The worst job of all **was** cooking Father's meals to suit him.
- **My neighbor was** calling her dog as loudly as she could.

### 2. Mistaking a dependent clause for a sentence

Like an independent clause, a dependent clause has a subject and verb. However, a dependent clause does not express a complete thought because it begins with words (subordinating conjunctions) that show that the word group depends on another structure for meaning. Some words and phrases that introduce dependent clauses are listed below.

after	although	as	as soon as	because
before	if	since	so that	though
unless	until	when	where	while

The presence of words such as these should alert you to beware of writing a fragment.