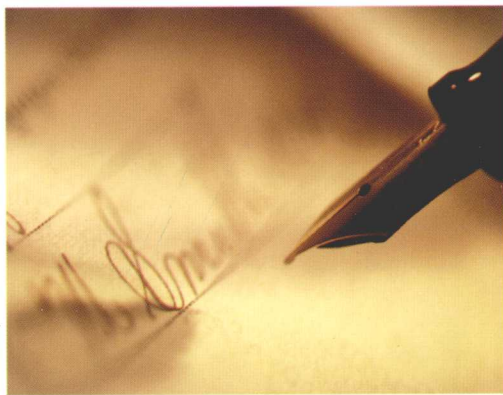




新维度外语系列教程



# 英语写作基础教程

**A Basic Course in English Writing**

丛书主编 谢群 陈立华

主编 王云生



北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS

.. 013032297

H315  
1489

新维度外语系列教程

# 英语写作基础教程

主 编 王云生

副主编 龙 菡 周 敏



北航

C1641113

H315

1489



北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS

788880810 .

版权专有 侵权必究

---

图书在版编目 ( CIP ) 数据

英语写作基础教程 / 王云生主编. —北京: 北京理工大学出版社,  
2013.3

ISBN 978-7-5640-7454-8

I. ①英… II. ①王… III. ①英语-写作-高等学校-教材  
IV. ①H315

中国版本图书馆CIP数据核字 ( 2013 ) 第036360号

---

---

出版发行 / 北京理工大学出版社

社 址 / 北京市海淀区中关村南大街5号

邮 编 / 100081

电 话 / (010) 68914775 (办公室) 68944990 (批销中心) 68911084 (读者服务部)

网 址 / <http://www.bitpress.com.cn>

经 销 / 全国各地新华书店

印 刷 / 天津紫阳印刷有限公司

开 本 / 710毫米 × 1000毫米 1/16

印 张 / 11

字 数 / 186千字

版 次 / 2013年3月第1版 2013年3月第1次印刷

印 数 / 1 ~ 4000册

定 价 / 23.00元

责任校对 / 周瑞红

责任印制 / 王美丽

---

图书出现印装质量问题, 本社负责调换



## (Preface)

写作是英语专业的一门必修课。随着全球经济一体化,英语成为对外交流的重要媒介,社会及用人单位对毕业生的英语交际能力越来越重视。

使用语言的目的在于交流,写作亦然。本写作教程有以下特点:

一、理念新。借鉴最新的写作理论和写作教学方法,循序渐进,以句子为基础,在词、短语、句、段落等各个层面提高学生写作能力。通过汉英语言的比较,启发学生找出两种语言及其深层思维方式的差异,克服中式英语,学会自然得体地用英文表达。

二、结构合理。教材充分考虑到学生的认知特点和学习实际,对教材结构进行了优化处理,方便师生使用。各单元第一部分精心挑选了导入阅读材料,然后设计了自由写作环节,目的是使学生体会到写作的快乐,体现的是“写长法”的教学理念;第二部分侧重语言基本功的训练,如词、短语的选择,句子建构,段落如何写,叙述文、说明文、议论文如何写等;第三部分为标点符号的规范;第四部分为复习巩固环节,通过研究中国学生的习作提高学生自己的写作能力;最后一部分比较了汉英语言的表达特点,启发学生使用地道的英语写作。

三、内容新颖,注重“启发式”教学,使学生有效提高英语作文水平。选材兼顾经典作品,也考虑到时代气息。

本教材由王云生主编,负责总体构思、编写和终审。龙茵和周敏为副主编,负责编写和部分统稿工作。王云生编写了1~12单元第1部分,第2部分第



2 节以及第 3、第 5 部分。龙菡编写了各单元第 2 部分第 1 节和第 4 部分。周敏编写了各单元第 2 部分第 3 节。

本教材适合开设有英语专业的大学、独立学院和职业技术学院的学生使用，也可供辅修英语专业的学生使用。

由于编者水平有限，书中疏漏在所难免，恳请专家和读者赐教。

王云生

2013 年 3 月



*(Contents)*

Unit 1	Uncle Kwok .....	1
Unit 2	Johnny Bear (an Extract) .....	14
Unit 3	Arizona 87.....	27
Unit 4	Salvation .....	41
Unit 5	Daddy Tucked the Blanket .....	52
Unit 6	Escape Valve .....	67
Unit 7	How Homing Pigeons Find Home? .....	81
Unit 8	The Three New York.....	95
Unit 9	The Ambivalence of Abortion .....	108
Unit 10	Marriage in Iran and America: a Study in Contrast .....	121
Unit 11	French and English .....	132
Unit 12	Universities and Their Function .....	143
	Appendix Key to the Exercises .....	153
	参考书目.....	167
	致 谢.....	169

# Unit 1

## Uncle Kwok

### Overview

#### Objective

Describing a Person

#### Part One Prewriting Activities

I Reading to Learn Writing

II Free Writing

#### Part Two Writing Skills

I Word Skills: Denotation and Connotation

II Sentence Skills: Sentence Types

III Paragraph Skills: the Topic Sentence

#### Part Three Using Punctuation Marks

Apostrophe ('s )

#### Part Four Writing Skill Consolidation

Proofreading

#### Part Five Comparison and Contrast Between English and Chinese

Modes of Thinking



### Part One Prewriting Activities

**Description** is one of the four modes of discourse, together with exposition, argumentation and narration, which are used to fulfill particular purposes with their own conventions. Vivid descriptive details help readers “see” people, places, events or moods. Most often we need to describe a person in our daily life.



## I Reading to Learn Writing

The following article is written by Jade Snow Wong who creates a vivid portrait of her Uncle Kwok. Try to find out how Uncle Kwok is described by the following details—his dress, features and behavior.

### Uncle Kwok

by Jade Snow Wong

Among the workers in Daddy's factory, Uncle Kwok was one of the strangest—a large-framed, awkward, unshaven man whose worn clothes hung on him as if they did not belong to him. Each afternoon around three-thirty, as some of the workers were about to go home to prepare their early dinners, Uncle Kwok slowly and deliberately ambled in through the Wong front door, dragging his feet heavily, and gripping in one hand the small black satchel from which he was never separated.

Going to his own place at the sewing machine, he took off his battered hat and ragged coat, hung both up carefully, and then sat down. At first Jade Snow was rather afraid of this extraordinary person, and unseen, watched his actions from a safe distance. After Uncle Kwok was settled in his chair, he took off his black, slipper-like shoes. Then, taking a piece of stout cardboard from a miscellaneous pile which he kept in a box near his sewing machine, he traced the outline of his shoes on the cardboard. Having closely examined the blades of his scissors and tested their sharpness, he would cut out a pair of cardboard soles, squinting critically through his inaccurate glasses. Next he removed from both shoes the cardboard soles he had made the day before and inserted the new pair. Satisfied with his inspection of his renewed footwear, he got up, went to the waste can some seventy-five feet away, disposed of the old soles, and returned to his machine. He had not yet said a word to anyone.

Daily this process was repeated without deviation.

The next thing Uncle Kwok always did was to put on his own special apron, homemade from double thicknesses of heavy burlap and fastened at the waist by strong denim ties. This long apron covered his thin, patched trousers and protected him from dirt and draft. After a half hour had been consumed by these chores, Uncle Kwok was ready to wash his hands. He sauntered into the Wong kitchen, stationed himself at the one sink which served both family and factory, and with characteristic meticulousness, now proceeded to clean his hands and fingernails.

It was Mama's custom to begin cooking the evening meal at this hour so that the children could have their dinner before they went to the Chinese school, but every day she had to delay her preparations at the sink until slow-moving Uncle





Kwok's last clean fingernail passed his fastidious inspection. One day, however, the inconvenience tried her patience to its final limit.

Trying to sound pleasantly persuasive, she said, "Uncle Kwok, please don't be so slow and awkward. Why don't you wash your hands at a different time, or else wash them faster?"

Uncle Kwok loudly protested the injustice of her comment. "Mama, I am not awkward. The only awkward thing about my life is that it has not yet prospered!" and he strode off, too hurt even to dry his hands finger by finger, as was his custom.

### Notes:

#### About the author:

**Jade Snow Wong** (黄玉雪) (January 21, 1922—March 16, 2006) was a Chinese American ceramic artist and author of two autobiographical volumes. She was known as Connie Wong Ong. In 1950, Wong published the first of her two autobiographical volumes, *Fifth Chinese Daughter*. The book described her troubles balancing her identity as an Asian American woman and her Chinese Traditions. Her second volume, *No Chinese Stranger*, published in 1975, described her trip across Asia during her speaking tour and her visits to the People's Republic of China.

**Exercise 1** In this article, the author tries to create a visual impression of Uncle Kwok. Describe in your own words the specific details about Uncle Kwok's features and clothing.

**Exercise 2** The author also describes the way her uncle moves. Find five words in the article that depict his motion.

## II Free Writing

**Free writing**, also called **stream-of-consciousness writing**, is to write nonstop for a set period of time. During the process of writing, the author just writes down anything that appears in his or her mind and does not pay attention to the theme, spelling or any possible grammatical mistakes. Remember, writing is thinking.

#### Guidelines for free writing

Write continuously for 10-20 minutes.

Keep writing, even if you have to write such nonsense like, "Well, what am I



doing?”

Do not evaluate what you are writing, including the topic, spelling or grammar. The following is **an example** of free writing.

Well, I'm now sitting here but I don't know about what to write. It is too cold today even if we make complaints to the doorkeeper I suddenly remembered the day when I came to this university it was hot too. At that time I was still a freshman and I found everything new to me so I decided to devote all my weekdays to the courses but later I realized I was wrong because I was so tired or even I can say exhausted. My best friends said that I should also leave time and space for the colorful college life in my spare time. We can go shopping at weekends, we can watch interesting movies, or we can visit our friends who study in other universities in Wuhan. Life is beautiful. Well, I suddenly heard a dog barking downstairs. Yes, I accepted their advice. Maybe next Sunday I can go for an outing and have a picnic with my classmates.

**Exercise 3** Spend 10-15 minutes every day and write down whatever comes to your mind. Use the writing tool that is most comfortable for you—pen, computer or whatever. Write the new idea down and cross the old one out.



## Part Two Writing Skills

### I Word Skills

#### *Denotation and Connotation*

**Denotation** refers to the literal meaning of a word. **Connotation**, on the other hand, refers to the implied meaning of a word. The **connotative** meaning of a word is closely related to its denotation. For instance, the connotation for the word **snake** suggests a treacherous or evil person.

In cross-cultural communication, a word and its correspondent in another language have the same denotation but their connotations are different. In English the word **moon** may remind people of a vampire. In Chinese, “月亮” may imply homesick, Mid-autumn Festival and moon cakes.

**Exercise 4** Fill in the blanks with the most appropriate words.

1. You look beautiful in that red dress since it reveals your \_\_\_\_\_ figure.
  - a. thin
  - b. skinny
  - c. slender
2. The woman with a firm handshake makes a more favorable impression and is judged to be confident and \_\_\_\_\_.
  - a. domineering
  - b. assertive
  - c. bossy

**II Sentence Skills***Sentence Types*

Sentences can be classified from the perspectives of use, structure, length or rhetoric.

(1) According to their **use**, sentences are declarative, interrogative, imperative, or exclamatory.

**Declarative sentences** are used to form statements.

☞ I hope you can come tomorrow.

☞ She did not want to eat the cheese pizza.

**Interrogative sentences** are used to make questions. These sentences may ask for information or for confirmation or the denial of a statement. One form of an interrogative sentence is a declarative sentence followed by a question.

☞ Do you speak Chinese?

☞ You will not be late tomorrow, will you?

**Imperative sentences** are used to give advice or instructions or express a request or command.

☞ Be quiet!

☞ Always do right.

**Exclamatory sentences** are used to express strong feelings, strong emphasis or emotion such as surprise, pain or joy.

☞ Never!

☞ You made it!

(2) According to their **structures**, sentences are simple, compound, complex or



compound-complex.

A **simple sentence** has only one independent clause.

☞ Alice goes to the library.

☞ The young boy quickly climbed a big tree.

A **compound sentence** contains at least two independent clauses joined by coordinating conjunctions (and, but, for, nor, or, so and yet), semicolons or a semicolon followed by a conjunctive adverb. A compound sentence is used to emphasize both clauses equally.

☞ I might watch the movie, or I might visit my friends.

☞ Uncle Tom is not the richest person in the world, but he is one of the most generous.

Compound sentences can have independent clauses joined by:

① **A coordinating conjunction, with a comma placed in front of it:**

☞ A man may die, nations may rise and fall, but an idea lives on.

② **A semicolon:**

☞ The new art show opened at the museum today; the crowd was immense.

③ **A conjunctive adverb (accordingly, besides, consequently, for example, furthermore, hence, however, in fact, nevertheless, now, still, then, therefore, thus), with a semicolon before the conjunctive adverb and a comma after it:**

☞ Tom failed to catch the train; however, he still got there on time.

A **complex sentence** contains an independent clause and at least one dependent clause.

☞ After I returned home, I made dinner.

☞ We visited the geological museum before it closed.

We usually want to combine two or more sentences, but we sometimes need to emphasize one point. In this case, we can make one of the sentences into a main clause and other sentences subordinate clauses.

☞ Although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it by being a slave himself.

☞ The earliest part of the castle is a gate-house tower, which was built in the earlier 15th century and absorbed into a rectangular three-storied tower house in the late 15th or early 16th century.

A **compound-complex sentence** is a compound sentence with one or more independent clauses.



☞ When the play ended, the curtain closed and the audience applauded.

☞ Hatred, which could destroy so much, never failed to destroy the man who hated, and this was an immutable law.

When the students are using the compound-complex sentence, they should avoid overloading it with too many dependent clauses; otherwise the main statements may be obscured by the involved structure.

(3) Sentence can be classified **rhetorically** into three types: loose, periodic and balanced.

### **Loose Sentences**

In loose sentences, the main statement comes first, followed by modifying elements. One of the most commonly used patterns both in speech and writing, the loose sentence is usually used in narration and description because it is smooth and fluent.

☞ My roommate told me to buy a ticket for him when I went to the train station yesterday.

☞ I could tell that he was disappointed by the tone of his voice and the look on his face.

### **Periodic Sentences**

In periodic sentences, the subordinate parts are emphasized and placed first while the main statements are put at the end of the sentence. Periodic sentences are often used to emphasize.

☞ When I went to the train station yesterday, my roommate told me to buy a ticket for him.

☞ By the tone of his voice and the look on his face, I could tell that he was disappointed.

### **Balanced Sentences**

Balanced sentences employ the parallel structure of approximately the same length and importance.

☞ It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way—in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only. (Charles Dickens, A Tale of Two Cities)



### III Paragraph Skills

#### *The Topic Sentence*

The sentence used to summarize the supporting ideas in a paragraph is **the topic sentence**. It has **three functions**, namely, providing a focus, narrowing the scope of the paragraph and showing the author's viewpoints. Most topic sentences have a fixed position. That is, they appear at the beginning of a paragraph. But sometimes the topic sentence is placed at the end of a paragraph so that readers are encouraged to move on and draw a natural conclusion by themselves.

**Exercise 5** Read the paragraphs below and underline the topic sentences.

#### **PARA. 1**

The high school students often have to study deep into the night, and their parents become worried. The parents think that they might get ill if they continue like that, so some of them try to persuade their children to work less and rest more. But most of the boys and the girls do not dare to relax even a little. As a result, the parents have to turn to the teachers for help and ask them to assign less homework.

#### **PARA. 2**

In some places of Peru and Bolivia, one speaks of the future as “behind oneself” and the past as “ahead.” It makes foreigners puzzled. But the people in those places will explain it by saying: “If you try to see the past and future with your mind's eye, which can you see? Obviously, it is the past that we can see, and so it must be ahead of us; and the future, which you cannot see, is of course behind you.” Such an explanation suggests that there may be opposite ways of describing the same thing, yet they are both reasonable.



### **Part Three Using Punctuation Marks**

#### **Apostrophe('s)**

An apostrophe is used to indicate possessive forms and missing letters or numbers.

##### **1. To indicate possessive forms**

If the noun is singular, add “ 's.”



☞ a teacher's book

☞ a day's trip

If the noun is singular and ends in "s," just add "'s" or "'."

☞ the boss's car

☞ the boss' car

But the possessive form of "Jesus" is "Jesus'."

If the noun is plural and does not end in "s," add "'s."

☞ children's drawings

☞ women's dress

If the noun is plural and ends in "s," add "'" only.

☞ the cats'

☞ three weeks' vacation

## 2. To indicate missing letters or numbers.

☞ seven o'clock

☞ the winter of '97

**Exercise 6** Rewrite the following sentences using proper apostrophes.

1. Our neighbors car is an old Volvo, and its just about to fall apart.

2. In two weeks time well spend our vacation in Rome.



## Part Four Writing Skill Consolidation

### Proofreading

**Exercise 7** Read the following passage and learn how to make revisions.

#### Prof. John in My Memory

Our English teacher, Prof. John, was a very tall man of over fifty, <sup>[1]</sup> a dark complexion, a wise face and often in a blue or black suit. His smile was warm, but he <sup>[2]</sup> always strict to <sup>[3]</sup> his students in his teaching.

We show<sup>[4]</sup> a great respect for him, when asking<sup>[5]</sup> about his low wage, he replied “The main object to<sup>[6]</sup> my life is not wage; there is something better than wage. My task is how to teach my students<sup>[7]</sup>. If your work is first with you, your pay will be second.” In class, he would ask us many, many questions full of knowledge and lead the conversations around in such a way that at the end of them we would suddenly see for ourselves what was really true and right.

I haven't seen Prof. John for a decade years<sup>[8]</sup>. Yet, the deep impression Prof. John left on my heart shall never disappear. I always feel it a pleasure to<sup>[9]</sup> attribute to a best teacher as<sup>[10]</sup> Prof. John.

(肖辉, 梁为祥《大学生习作评点》, p. 163)



## Part Five Comparison and Contrast Between English and Chinese

### Modes of Thinking

“思维方式是主体在反映客体的思维过程中定型化了的思维形式、思维方法和思维程序的综合和统一”(荣开明, 1989: 30)。思维通过逻辑思维形式(概念、判断、推理等)和非逻辑思维形式(直觉、灵感、想象等)反映客观世界。

思维方式与语言紧密相关。思维通过语言来表达, 语言则是思维的载体。思维方式决定了语言的使用, 而语言的使用又促进思维方式不断发展。

人类的思维方式产生于特定的社会历史条件。各民族的思维方式, 既有共性, 也有个性, 而来自不同文化背景的民族之间, 差别更为明显。学习一种语言的写作, 就是学习使用一种思维方式, 汉语如此, 英语亦然。理解思维方式的差别有助于提高对语言差异的认识, 否则在跨文化交际过程中会产生文化误读, 从而导致交际的失败。

不少学生在写英语作文时, 习惯借助汉语进行思维, 然后再用英语词语来表达。有的甚至先用汉语写出作文, 然后再译成英文。这一过程中, 学生往往生搬硬套, 为母语思维方式和语言表达习惯强行穿上了英语的外套, 写出的作文常常是中文式的作文。





## 一、重伦理与重认知

中英思维方式的差异首先可以从人们在看待人与自然、人与社会的关系体现出来。大陆型地理环境和农业经济使得中国人对自然充满敬畏，人与自然和谐共存，产生了“天人合一”的思想。儒家思想对中国社会影响很大，人们更为关注现实社会和伦理道德，关心的是“人道”，重长幼尊卑，群己和一。因而，中国人注重伦理，而英美人注重认知。这是因为海洋型地理环境和商业经济使得英美人更期待探知自然的规律，从而可以了解自然，把握自然，征服自然。在英美人看来，自然是与人对立的“他者”。

思维方式的差异最直接地体现在语言层面上。例如，“顺其自然”就体现了中国人重伦理，强调“天”（自然）与人和谐相处的思想。中国人重长幼尊卑，自然亲属称谓比较复杂，而英语中的亲属称谓比较简单。

## 二、综合型思维与分析型思维

中国人强调“天人合一”，其思维是整体优先，即“先整体，后个体”；而英美人重认知，人与自然的二分法决定其分析型的思维方式。

例如，“桌子上面有一本书”。这是“先整体，后局部”思维方式的体现，而英语却说“*There is a book on the desk*”。这反映了英美人“先局部，后整体”的思维方式。

在表达时间和地域概念的顺序时，英语习惯于从小到大，从个体到整体，而汉语的顺序则恰恰相反。

中国人姓在前，名在后；而英美人名在前，姓在后。这也体现了思维方式的差异。

中国文化中的三大国粹——中医、京剧和国画——就体现了这种整体思维的特征。以京剧为例，京剧的唱、念、做、打，讲究艺术的综合，而西方歌剧、舞剧、话剧等则主要偏重某一种艺术，或唱，或舞，或对白。

不同的思维方式造就了不同的语言结构形态。分析型的思维方式使英语句子具有重形合的特点，也就是运用连接词（连词、介词、副词、关系代词、关系副词等）来体现语言各层面上的语义关系。英语有明显的形态变化，如名词的数、格，代词的格，动词的时态、语态，形容词、副词的比较级和最高级等。而在综合型思维方式的影响下，汉语句子的特点是以意统形，“强调逻辑关联与意义关联而不在于词语之间和句子之间的形式衔接”（陈宏薇，2010：39）。汉语句子的主要靠语序、上下文语境来传递意义，