

英语常用应用文写作

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前 言

随着我国改革开放形势的发展和深入,高等院校的教学越来越明确到培养实用型、复合型人才的需要和积极意义。编著一本已呈现在读者面前的英语常用应用文写作书,是我们多年以来的夙愿。编者在长期的教学实践中深切地感到,市面上类似的著作虽然可谓汗牛充栋,但对大专院校的教学来说,却不尽适合,理由之一是此类书大多只介绍有关例文而不介绍写作方法和写作规律,理由之二是介绍的文种往往不是从常用、常见的角度去选择,因而缺乏实用性或实用性不强,另外,所介绍的文种,不是范围太窄、程度太低,就是过多地选用罕见文种,全书程度参差不齐。凡此种种,萌发了编者编写一本适合高等院校的实际情况,并以大学生活及毕业后可能遇到的社会状况为背景的英语常用应用文写作教材。从目前大学教学的实际情况来看,也确有此必要,因为大学英语的写作教学,只涉及到英语基础写作部分,而各专业的专业英语写作,又偏于各自专业一隅,缺乏涵盖各种专业、注重大学内外社会生活广泛题材的英语常用应用文写作教材。本书庶几能在此补上一缺,这也正是我们的期望。

本书首先是一种教材,但它的用途又不止于教材,它还可以作为自学进修的参考书,甚至是一种备作查用的工具书。本书每部分的体例大致相同,每章末附有练习题,以供学生和读者选用。

本书的两位编者是长期从事高教的教师,其分工如下:韩铁椿负责全书的框架设计并列出提纲,陈汉华负责编写第一部分英语基础写作知识部分,韩铁椿负责编写第二部分英语常用应用文写作部分,最后由韩铁椿统稿及总纂,并撰写前言。

本书编著者诚谢在成书过程中得到上海财经大学出版社所给予的热忱帮助和指导,并愿望各校师生在使用中提出批评和修改意见。

编 者

2005年8月

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第一部分

英语基础写作知识

序 言

相对于“应用写作”,基础写作是“普通”性质的写作,是“应用写作”的基础和前提。本部分“英语基础写作知识”,旨在为已有一定英语基础的学习者在英语基础写作方面作一些归纳和指导,为他们学习“应用写作”作一定的前期准备。写作的过程是把充斥于头脑的想法用语言释放出来的过程,这对作者而言,首先要具备对词汇、语法规则等语言知识的准确理解、表达和使用的能力,其次要掌握一定的写作技巧。具体来说,首先要解决该语言“连词成句”的方法,其次要掌握段落和篇章的写作及布局技能。在学习用英语写作的过程中,即使掌握了一定量的词汇和语法知识,有时也会受到母语表达的影响而产生“似是而非”的现象。因此,要对地道的英语表达法有足够的敏感性,要善于拒绝和放弃自以为是的受母语影响的表达方法。

作为一种特殊的文体,应用文的格式和内容有其特殊的形式和要求,但在语言方面的特殊性就不是很多,也就是说,应用文写作要遵循基础写作的规则。因此,良好的基础英语写作训练以及扎实的写作基础,是写好英语应用文不可或缺的前提。

本部分包括五章:段落的主题句和段落提纲、段落的一致性和连贯性、段落模式、特殊功能段落、篇章的连贯。

在每章后均配有适量的练习,并附有答案(答案见附录 I-1)。本部分后还另有两个附录。附录 I-2 包括了 25 道句子基本结构的练习题及其答案,便于学生巩固已学知识,为写作打好语言基础。附录 I-3 是转折词分类表。

在以下五章的叙述中,使用了大量的段落作为例子说明问题。有些例子可能重复出现于不同章节,但它们是以不同的角色,从不同的角度,说明的是不同的问题。

第一章

段落的主题句和段落提纲

文章是由词成句、由句成段、由段成篇的。作为句子载体的段落,同时也是篇章的主要构成成分,段落写作的好坏将直接影响文章的质量,而好的段落从头至尾应该是一致和连贯的。本章着重讨论英语段落写作中与一致性和连贯性密切相关的两大要素:“主题句”和“段落提纲”。

一、主题句(the topic sentence)

(一)什么是主题句(what's the topic sentence)

主题句是交代段落中心思想或主题的句子。

用外语写作与用母语写作的不同之处,不仅在于所用文字及其组合、排列的不同,更重要的还在于思想模式的不同。不同的思想模式是由不同的文化传承决定的,它又反过来在很大程度上制约着人们的写作方式。英语民族的“直线型”的思维方式,决定了英语段落“一段一题”的根本特征。换言之,每个段落只表达一个主题思想或一个思想的某一方面。一般来说,段落的中心意思最好在“第一时间”传达给读者,而这往往就是通过包含段落中心意思的“主题句”来完成的。因此,英语文章的段落常常以主题句开始,随之从不同的角度、用几个部分或从一个部分的几个方面来展开,并为将在下一段落要谈及的内容做铺垫。所有用于对主题展开的事实、例子、推理等都必须与主题相关、一致。整段的叙述应该始终聚焦于主题。请看下面的例子。

The high school students today 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.

The answers given by the teachers, however, will be extraordinarily the same, “Yes, I

would really like to do so, but I cannot. "Indeed, if the educational system is not improved, the students will never stop overworking!"

第一段的第一句是主题句,交代了高中学生们在过度劳累地学习着以及家长们的担心。随后作者从两个角度来展开主题。家长们的行为围绕着“担心”——怕他们生病,建议他们学得少一些、休息得多一些。接着家长要求老师少布置点作业以及学生们不敢松懈等仍是围绕着“劳累地学习”而进行的。因此,段落始终保持一致,而最后一句又为第二段做了铺垫。

第二段是由两句句子构成的,其中第一句是主题句,表明老师们虽然表示愿意但做不到,第二句就具体地进一步表达了为什么不可能的缘由,整段仍是围绕主题句展开。

(二) 主题句的制约点 (the controlling idea of the topic sentence)

主题句中对段落主题的范围起到进一步限定和强化作用的词或词组称之为主题句的制约点,主题句需要制约点。

就作者而言,要使整个段落的阐述始终围绕主题,就得把写作目标牢牢地记在头脑中,行文时须始终提醒自己将所写的内容限于主题的制约。但是如果一个主题句太笼统的话,要做到这一点就会有难度。为了防止行文时游离于主题,或引用不相关的材料,必须在主题句中使用能表达段落中心要点的词或词组来对主题作更精确的描述,使表现主题的“抓手”更明确、更易“抓”——将注意力集中在“点”上,比集中在“线”上显然要容易得多。就读者而言,主题句的制约点能便于读者对段落的中心有更直接明了的了解,阅读时思想容易贴紧主题,如上例中的“deep into the night”和“worried”就是主题句的制约点。

请看下面两组主题句的对比。

Sports are beneficial to people.

Sports are beneficial not only to people's **health** but also to their **spirit** and **work efficiency**.

In my life I have read many good books.

In my life I have read many books that **really have positively influenced me**.

相对来说,左边的主题句比较笼统,而右边的句子因有“制约点”而更为具体、明确。

(三) 主题句的位置 (the location of the topic sentence)

英语段落的主题句大多数位于段首,这更符合英语国家人们的“直线型”思维方式;但有时也会出现在段落的中间;或作为段落的总结,出现在段落的最后;或为了强调而出现两次,即段首和段尾,或段中和段尾;而有时也可以根本不出现,却能被意会。请看以下例子。

1. 段首

Too much noise may be dangerous to your health. A number of studies have shown that living or working where there is a great deal of noise can cause hearing loss. And there also is a

growing amount of scientific evidence showing that continued loud noise may cause other medical problems. These include high blood pressure, nervous disorders, learning problems, difficulty in sleeping and, possibly, even birth defects and some kinds of heart disease.

2. 段中

The vegetable market was surrounded by baskets of purple eggplant (茄子), green peppers (辣椒), spinach (菠菜), strings of tiny silvery onions, heads of wax gourd (冬瓜), red tomatoes, green lettuce (莴笋) and a dozen other vegetables for which I don't even know the names—I almost forgot that I was in a winter vegetable market in north China—*there has been a great change in vegetable producing in the past twenty years*. Twenty years ago, or even ten years ago, green vegetables could seldom be seen in the north. Especially as winter approached, all vegetables, except for cabbages and potatoes, seemed to disappear to nowhere.

3. 段末

In some places of Peru(秘鲁) and Bolivia(玻利维亚), 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.*

4. 两次提及

(1) 段首和段尾

In the past, people never thought it difficult to distinguish the difference between life and death. They could see that a person died when his heart stopped beating. Now people have learned, however, that the body does not die immediately when the heart stops beating. They discovered that we remain alive as long as our brain remains active. On the contrary, modern medical devices can keep the heart beating and the lungs breathing long after the brain stops. But is this life? *And so, it is now that people begin to realize that it is not as easy to see the difference between life and death as in the past.*

(2) 段中和段尾

When the alarm clock rings, George wakes up and shuts it off. Sometimes he falls asleep again. If this happens, his mother wakes him up again so that he won't be late for work. *His mother always looks after him well.* Then he puts on his coat, brushes his teeth. He always shaves and dresses before eating. After he finishes the breakfast his mother has prepared for him, he usually reads the morning newspaper, and then says goodbye before he leaves for the

office. *If it were not for his mother, he would most probably leave without breakfast at all.*

5. 不出现,但能意会

In the small Chinese town, most of the retired old men spend one or two hours talking in the teahouse every morning. The villagers would drop in for a rest while coming to make purchase in the town. Some of the local residents on their way home may also sit in the teahouse for a while and leave news of their own neighborhood. Through the teahouse owner, the postman relays oral or short written messages that someone asks him to help deliver in passing (捎带) on his rout. With those and many other sources of information, the teahouse owner usually knows better than anyone else in the town the news of the community.

整段中没有主题句,但是读者读后马上就能得到这样的印象:*The teahouse is a hub (枢纽) of people's communicating and news' distributing in the town*(茶馆是这个中国小镇上人际交流和信息传播的中心)。

将主题句置于段首是最可取的方法。

二、段落提纲 (the paragraph outline)

为了更清晰地表达段落的意思,最好制定一个计划——段落提纲。

在刚开始考虑段落细节的时候,作者思路的条理性往往不十分理想。如能在动手之前,根据段落主题列一个简单的提纲,就可以快速、明了地判断将出现在段内的各个部分是否和主题紧密相关,整个段落是否能做到连贯。如此设计好的段落就能比较合理、自然地展开。段落提纲既有助于排除段内和主题制约点无关的内容,又便于事先对段内支撑主题的各细节的顺序作安排,段落的一致和连贯就有了初步的保证。

段落提纲无须写得很正规,不必用完整的句子,可以用一两个词或词组简单地写下主题的制约点和将要出现在段内的围绕主题各个方面,以及将要使用的内容和细节。这种快速、有效地写成的提纲也可称之为“主题”提纲。

如下例,当确定了学好英语的几大好处这一段落主题的制约点后,作者写下了以下的段落提纲。

Learning English has several benefits to young people. (暂定主题句)

1. Better powers of communicating with foreigners
2. Wider field of vision(眼界)
3. More opportunities for job-choosing

或更简洁的。

1. Communicating
2. Field of vision
3. Job-choosing

Exercises

- 1. Write out the topic sentence in the following paragraph, or simply extend the first sentence with itself as the first part of the whole topic one.**

We can't live without money. A lot of money indeed can give you what you want, but work can give you the feeling of happiness that money can not. Through working, you can get along with many kinds of people and learn something very useful from those who are experienced. And by realizing your dream through working, you will feel satisfied and prove that you are a capable and useful man. That is a very nice feeling.

- 2. Point out the word or words containing the controlling idea in the following topic sentences.**

- (1) This semester, my busiest day in a week is Wednesday.
- (2) Some people regard computer as a threat to modern man.
- (3) In ancient times, four types of invention were made in China.
- (4) Good interpersonal relationships can be helpful in one's life.
- (5) Coming back home this winter vacation, I begin to have a most unusual feeling towards my parents.
- (6) Traveling by ship has several advantages over traveling by train.

- 3. Revise these topic sentences to narrow the focus by stressing a controlling idea, and then write out an outline for each of them.**

- (1) Physical exercises are beneficial.
- (2) Cartoons to be televised on TV should be censored(审查).
- (3) People could enjoy their leisure time better.
- (4) The United Nations should take a stronger role in world affairs.
- (5) Practical activities during school years are useful.

段落的一致性和连贯性

一、一致性 (unity)

英语段落只对一个主题或主题的一个方面进行叙述或说明的特性,即是段落的“一致性”,这种只包含一个独立的思想单位的特点是英语段落的一个最重要的特征。正如第一章所述,在写一个英语段落时,作者要始终注意围绕主题进行阐述。如果作者作与主题无关的阐述,引用与主题无关的材料,就会使段落前后不一致而失却中心。

For hundreds of years, man has ***made use of the talents*** of monkeys. Egyptian paintings of 2000 B. C show baboons(狒狒) gathering fruit for their masters. Even 200 years ago, monkeys were still being used as torchbearers(持火炬者) at dinner parties in some certain places in the world. The monkeys would sit in a row on a bench and hold the lights until the guests went home. ***Then the monkeys would eat. Most of the world's zoos contain a variety of monkeys for people to watch today.***

本段的最后两句似乎和主题的制约点“made use of”和“talents”没有关系,离开了主题,这就破坏了段落的一致性。但如果把最后两句改写一下,整个段落就显得一致了。

For hundreds of years, man has ***made use of the talents*** of monkeys. Egyptian paintings of 2000 B. C show baboons gathering fruit for their masters. Even 200 years ago, monkeys were still being used as torchbearers at dinner parties in some certain places in the world. The monkeys would sit in a row on a bench and hold the lights until the guests went home. ***They were so well trained that they would never move during the course, even if they were hungry. Sometimes the monkeys would be made to walk one by one in a line with torches for the guests to watch.***

二、连贯性 (coherence)

连贯是文章的基本要素,写文章不仅要篇章(段落之间)连贯,而且段落内的句子也要连贯,段落内句子的连贯是篇章连贯的先决条件。这里先讨论段落内部的连贯,篇章的连贯将在第五章阐述。

段内各部分的内容、材料能协调配合并有序排列,且能围绕主题句句紧扣地展开和阐述,这样的段落就是连贯的段落。理想的连贯段落应该有一种“动”或“流”的感觉,即在前面叙述的基础上循序渐进、走向高潮。一个连贯的段落须满足两个条件,即达到两个方面的连贯:一是叙述顺序(段落走向)的连贯,二是句子间衔接的连贯。句子间的衔接说到底还是句子间的“转折”;而组成段落的每句句子本身的准确、连贯的表达,则是句子间连贯的基础。本节将对“段落内的叙述顺序”、“句间连贯——转折手法”和“句内连贯——主从手法”进行讨论。

(一)在一致性和连贯性原则下的段落内句子的叙述顺序(*the narrative sequence in the paragraph to the principle of unity and consistency*)

把展开主题的各个部分及其所需细节、材料等按符合主题性质的顺序或原则安排、阐述,就比较容易做到段落内句子的连贯。叙述一般可以按照时间、空间、演绎、归纳、重要性、详略、步骤等顺序进行。

1. 按时间顺序(*in chronological sequence*)

During the first ten years of his career he was a famous and fashionable painter. Then something happened which ruined him. He became so poor that he had to sell all his furniture and even his rich velvet clothes. To make matters worse, his wealthy wife died, and her parents took away the money she had left to him.

从他早年的顺境开始讲到后来变穷,再后来他妻子的死亡,直到最后财产的彻底失去,这是按着事情发生的时间脉络展开的。

当然,如果需要的话,阐述也可按“从后到先”即倒叙的顺序展开。

2. 按空间顺序(*in spatial sequence*)

The school building was a red brick house with big windows facing the front garden. The garden was a gravel square; four evergreen shrubs stood at each corner, where they struggled to survive the dust and fumes from a busy main road.

从最“惹眼”的房子写到院子四个角上的冬青树,再提及从院外弥漫进来的灰尘和烟雾,这是按从中央到四周的空间顺序来写的。

空间顺序可以有多种:前后、上下、左右、里外、远近等等。

叙述或描写往往不是单一的按时间或空间进行的,有时是两者的结合。

He looked at me with a surprised look. “Ah, yes,” he grunted, “you’d better come in-

side. "The narrow, sunless hall gave out an unpleasant stale smell; the walls were dirty with ink marks; it was all silent. His study was not big and it was probably his dining-room too, which can be seen by the bread crumbs on the carpet.

这段讲作者到一个学校应聘的情景。从门被打开的一刹那起,作者将自己逐渐感觉到和看到的东 西,以时空相结合的方法一步一步地写来:校长的表情—校长的话—房子的狭窄—房子的陈腐味—墨水玷污了的墙—安静—书房—推测是饭厅。

3. 按演绎顺序(in deductive principle)

按演绎顺序的段落往往以主题句开头。以表现段落主题的总的概括陈述开始,然后从各个方面、以各种细节来作支持性的展开和阐述。

Too much noise may be dangerous to your health. A number of studies have shown that living or working where there is a great deal of noise can cause hearing loss. On the other hand, there is also a growing amount of scientific evidence showing that continued loud noise may cause other medical problems. These include high blood pressure, nervous disorders, learning problems, difficulty in sleeping and, possibly, even birth defects and some kinds of heart disease.

先总述噪音对健康有害,然后从听觉损害开始,讲到其他疾病包括高血压、神经紊乱、学习障碍、失眠、出生畸形、心脏病等,从各方面来支持主题句。

4. 按归纳顺序(in inductive principle)

按归纳顺序的段落往往以主题句结尾:先从具体的内容和细节或不同的方面入手,最后以概括表现主题的句子结束。第一章中以主题句结尾的那个段落,从归纳手法的角度来看,也是一个很贴切的例子。

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.***

段落对秘鲁人和玻利维亚人对时间不同于一般看法的解释,为最后一句提供了根据,开头的句子和最后的句子之间有着直接的、合乎逻辑的联系:后者从对前者的展开和叙述中得出了总括的、一般化的结论。

5. 按重要性顺序(in importance sequence)

People in ancient times could never imagine a modern way to communicate: when a young man wants to greet his girlfriend in another city, the love message goes immediately through the telephone wires; a letter to a distant village arrives in a minute through the Internet; even the

speaker's face can be clearly shown on the screen of the mobile phone, no matter how far the other end is. They were all unimaginable miracles even some mere centuries ago.

作者将事实按现代通信设备的先进程度——从电话到因特网,再到彩信手机——由弱到强排列,较重要的项目递增地排列在后,使整个段落读起来连贯可信。当然,必要时也可采用从强到弱的顺序,但是从弱到强的顺序用得较多,因为写作中高潮往往出现在较后部分。

6. 按详略顺序(in detail-omission sequence)

Across the nation, newspapers carried stories in detail of the gold rush. One told how thousands of people wandered across the mountains looking for gold—how others followed the rivers and streams with pocks and pans. Each one hoped that the place he claimed “panned out well”—that is, turned up gold.

第一句笼统地讲了全国报纸都报道了“淘金热”,接着具体地援引了某家报纸的报道细节。这是从略到详的顺序。也可根据具体情况,采取从详到略的顺序。

7. 按步骤顺序(in procedure sequence)

How do we find the temperature of our body? When a boy is ill, for example, a doctor usually takes his temperature. *He puts a thermometer in the boy's mouth. The boy has to keep the thermometer under his tongue. Three minutes later, the doctor takes it out and looks at it. The thermometer shows the boy's temperature.* If the boy is ill, the temperature of his body usually rises. If the temperature is quite high, it means that the boy is very ill.

段落其实包含了两组步骤:一是孩子病了,对他的病情从不很了解到比较了解需要经过“量体温”这么一个步骤,因为体温能从一个角度来显示病情;二是量体温的具体步骤(段中的黑体字部分)。

(二)在一致性和连贯性原则下的句间连贯(*the coherence between sentences to the principle of unity and consistency*)

句子之间的连贯是段落连贯的基础。能在句间起连贯即转折作用的,可以是具有相关功能的词或词组,也可以是重复、设问、排比等手法,有时甚至连符号也不失为一种有效的连贯手段。具有连贯功能的词或词组包括转折词、代词、形容词、副词、并列连接词、同义词等。

1. 词或词组(words and phrases)

(1) 转折词和词组(transitions)

在英语中有很多具有转折功能的词和词组,如 thus, therefore, moreover, nevertheless, however, in fact, to conclude, on the contrary, for instance, firstly, finally, similarly 等。

The logs were heavy. *In fact*, this was a job that was too much for one man. *Therefore*, when a man had cut his logs he

转折词组

转折词

would call on his neighbors for help. They came and helped him to roll the logs to where he planned to build his house. **Similarly**, he was ready to help others in rolling their logs.

转折词

事实上,很多转折词其实也是副词,如上段的两个转折词。

(2)代词、形容词、副词(pronouns, adjectives, adverbs)

代词、形容词、副词可用来提及前面句子里的内容,转入下文。

She asked whether Tom would come. **This** is very important to her and the whole group. **Firstly**, Tom's attitude towards the plan will directly influence other members of the group, and his coming or not will be the "symbol". **Secondly**, as an active and clever man full of wisdom, Tom will always come up with good ideas if he joins in them. His ideas, however, have always been the key to success. **Most important of all**, some members of the group are Tom's loyal followers, and they are bound to quit if Tom quits. **That** is the fatal blow that will irrevocably smash the whole thing.

代词

副词

副词

以形容词 important
为中心词的短语

代词

(3)并列连接词(co-ordinating conjunctions)

并列连接词 and, but, for, or, nor 等当放在句首时,也起转折作用。

As time passing, the sounds of "halloo" and "halloa" changed into the sound "hullo". **And** during the 1800's this was how people greeted each other in America.

并列连接词

Mrs. Williams is very proud of her house because it is always clean and tidy. **But** one day, while she was sweeping the carpets, she saw a little mouse run across her dining-room floor! She had always told other people that mice are found only in dirty houses, so she was terribly ashamed when she saw a mouse in her own house. She lost no time to spread the pesticide to kill the mouse. **Or** she would be found out and laughed at by the neighbors.

并列连接词

并列连接词

以上出现的转折词是以词性来分类的,事实上按功用来分类也可以。

(4)同义词(synonyms)

在段落中同义词也可以用来在句子和句子之间起转折作用。