



English Writing Skills and Practice

英语写作技巧与实践

李文华 时伟微 李晓彤 编著

Li Wenhua Shi Weiwei Li Xiaotong

英语写作能力是英语听、说、读、写四种基本能力之一，英语写作能有效地促进语言知识的巩固和内化，有利于英语技能的全面发展。但是，英语写作也是广大英语学习者感到最头痛的问题之一，造成写作困难的因素多而复杂，本书尝试解决学生面临的写作问题。这是编写本书的初衷。



甘肃人民出版社



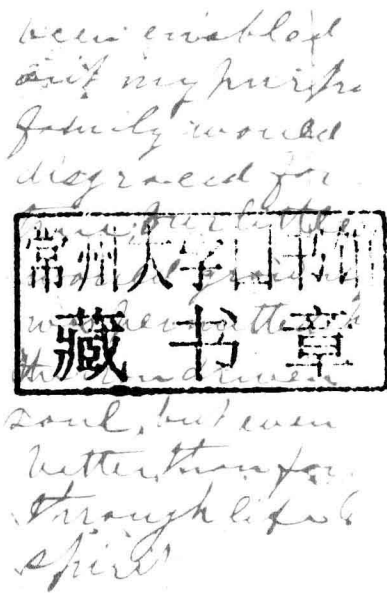
English Writing

Skills and Practice

英语写作技巧与实践

李文华 时伟微 李晓彤 编著

Li Wenhua Shi Weiwei Li Xiaotong



图书在版编目 (C I P) 数据

英语写作技巧与实践 / 李文华, 时伟微, 李晓彤编
著. —兰州: 甘肃人民出版社, 2010. 4

ISBN 978-7-226-03965-6

I. ①英… II. ①李… ②时… ③李… III. ①英语—
写作—高等学校—教学参考资料 IV. ①H315

中国版本图书馆 CIP 数据核字 (2010) 第 069336 号

责任编辑: 党晨飞

装帧设计: 马吉庆

英语写作技巧与实践

李文华 时伟微 李晓彤 编著

甘肃人民出版社出版发行

(730030 兰州市南滨河东路 520 号)

兰州瑞昌印务有限责任公司印刷

开本 787 毫米×1092 毫米 1/16 印张 20.25 插页 2 字数 410 千

2010 年 5 月第 1 版 2010 年 5 月第 1 次印刷

印数: 1~1 000 册

ISBN 978-7-226-03965-6 定价: 36.00 元

英语写作能力是英语听、说、读、写四种基本能力之一,英语写作能有效地促进语言知识的巩固和内化,有利于英语技能的全面发展。但是,英语写作也是广大英语学习者感到最头痛的问题之一,造成写作困难的因素多而复杂,本书尝试解决学生面临的写作问题。这是编写本书的初衷。

本书分为三部分,第一部分为写作技巧(Writing Skills),这一部分主要从文章的结构和展开(Organization and Development)、词语的选择和句型(Word Choice and Sentence Patterns)、英语描写文(Description)、记叙文及说明文(Narration and Exposition)、应用文(Practical Writing)的写作入手,简明扼要地论述了英语写作的基本知识。由于本书的编者都是多年从事大学英语教学的一线教师,因此对非英语专业学生的写作情况有一定的了解,一致认为系统的英语写作技巧对他们提高英语写作能力是有帮助的。另外,英语写作实践要求广泛而深入地接触丰富的语言材料,大量地吸收真实的标语,在潜移默化中把所理解和接受的语言信息储存,从而为语言输出(写作是语言输出的一种重要形式)做好准备。

本书的第二部分为体验写作(Experiencing English Writing),这一部分从中国学生的实际出发,选编了100篇短小精悍、体裁丰富,涉及学生生活和社会热点问题的文章。并且每篇文章都有译文和点评,以便学生对照学习和体验;为日后的英语写作积累语言材料,提供写作思路。

输入是语言学习的手段,是习得的先决条件,是基础;输出是目的,是习

得的必要途径,也是语言学习的终极目的。在我国这种没有第二语言环境的情况下,语言输入是必要的,没有输入就不可能有输出。但是没有输出,学习者就不会注意到一些语言形式,不会使输入内化和吸收,所以二者相辅相成,缺一不可。因此,本书在学生掌握写作技巧和具备一定语言输入的基础上,第三部分提供了一些写作题目供学生练习,首先是不问类型作文的写作要点和题目,其次是历年大学英语四、六级考试的作文题目及范文,以便学生借鉴和学习。

中国学生在英语写作中易受汉语语言思维的影响,难以直接用英语语言进行思维,不利于英语写作能力的提高,因此训练学生的英语语言思维能力非常重要。本书尝试尽可能用英语编写,力求学生在学习写作的同时,能够有更多地道英语的输入。但是,英语写作能力的提高并非一朝一夕之事,而是一个长期的、艰巨的、渐进的过程;立志驾驭英语写作的学生要有充分的思想准备和必胜的信心。

全书在编写过程中参考了大量国内外学者、专家的论著,在此表示真诚的感谢!

限于水平,疏漏难免,敬请同行与读者指正。

编者

2009 年 12 月

CONTENTS

Part 1 Writing Skills

Chapter1 Organization and Development.....3

- 1.1 The Central Idea / 3
- 1.2 Unity and Coherence / 6
- 1.3 Development / 11
- 1.4 Introductions and Conclusion / 15

Chapter2 Word Choice and Sentence Patterns.....20

- 2.1 Word Choice: Using Concrete, Specific, and Vivid Language / 20
- 2.2 Word Choice: Using Figurative Language / 24
- 2.3 Sentence Structure: Creating Emphasis and Variety / 25

Chapter3 Description.....31

- 3.1 How to Describe / 31
- 3.2 Describing Places and Things / 33
- 3.3 Describing People / 34

Chapter4 Narration and Exposition.....36

- 4.1 Narration / 36
- 4.2 Exposition / 39

Chapter5 Practical Writing.....46

- 5.1 Letter Writing / 46
- 5.2 Report Writing / 62
- 5.3 Summary Writing / 64

5.4 Resume and Cover Letter / 67

Part 2 Experiencing English Writing.....79

Part 3 Topics for Writing Practice.....189

1. Brief Guidelines and Some Topics of the main Type of Compositions / 189
2. Topics of Band 4 Examinations and Other Practice / 195
3. A Collection of Everyday Sayings in English Writing / 239
4. About Band 4、Band 6 Examination and Standards of Grading
in Compositions / 252

APPENDIX.....255

1. Glossary about Terms in English Writing / 255
2. Index of Patterns / 257
3. A Collection of Useful Expressions in English Writing / 286

REFERENCES.....316

第一部分

NO.1

写作技巧

Writing Skills

>>>



ONE

1

<<<

Chapter 1

Organization and Development

1.1 the Central Idea

An important concern for any writer is the ability to organize information in a form that is easy to follow. The best way to do this is to arrange, or focus, the details you've collected around a central idea.

1. IDENTIFYING THE CENTRAL IDEA

The central idea is often called the “main idea” because it conveys the writer's main point. It is also called the “controlling idea”, for it controls (or determines) the kinds and amounts of detail that a paragraph or essay contains. The central idea of an essay or paragraph is the focal point to which every detail must relate and which every bit of information must develop.

In most cases the central idea of a paragraph is expressed in a topic sentence, and the central idea of an essay is expressed in a thesis statement. Very often authors state the central idea early, placing the topic sentence or thesis statement at the very beginning of a paragraph or essay. However, this is not always appropriate; sometimes it is necessary to place the topic sentence or thesis statement somewhere in the middle or even at the end of a paragraph or essay.

2. WRITING A PRELIMINARY TOPIC SENTENCE OR THESIS STATEMENT

Before you draft a preliminary topic sentence or thesis, you must choose a subject to write about. Keep in mind that by its very nature a subject represents a kind of thinking that is abstract, general, and incomplete. A central idea, on the other hand, is

a concrete, specific and complete expression of thought.

Focusing Your Discussion

In order to turn any subject into a central idea, you will have to focus and limit your discussion of a subject by saying something concrete and specific about it. You can try the following way, before writing ask yourself three questions: What do I want this piece of writing to accomplish? What is the main point I wish to communicate about my subject? What details can I use to develop this main point? Once you have determined your purpose, it will become easy to decide what the main point of your writing should be; for you will already have begun determining which of the details you have gathered will be useful to you and which will not.

Let's say that your purpose is to describe the forest you hiked through last autumn. The next step is main point, that is, to determine exactly what you want to say about your walk through the woods. Ask yourself what for you is the most interesting or important aspect of the subject. This will be your main point, the point that will help you tie all the details together logically. In short, you can turn a subject into a central idea by making a main point about the subject. If you decide that the most interesting or important aspect of your walk in the forest is that it was inspiring, your central idea might read; "The forest I hiked through this autumn was inspiring."

As you learned earlier, focusing lets the writer turn an abstract, general, incomplete subject into the central idea for a paragraph or essay. Notice how much clearer, more specific, and more complete the central ideas on the right are than the abstract subjects on the left:

As you can see, focusing on a main point helps change an abstract idea into something specific and concrete—into a central idea.

Finally, focusing also provides a starting point for a first draft of an essay because it guides you in selecting the kinds of details that you should and should not include. If you decide to focus on the inspirational aspects of the forest, for example, you certainly ought to include a lengthy description of the changing leaves and of the family of deer that crossed your path. But should you also mention the old tire and the party of hunters? These details are certainly a part of the experience, but do they relate to the idea that your hike through the forest was inspirational? Probably not.

Subject	Central Idea
The forest I hiked through this autumn	The forest I hiked through this autumn was inspiring.
Cross-country skiing	Cross-country skiing is good exercise
The Battle of Gettysburg Central Idea	The Battle of Gettysburg was the turning point in the Civil War.
My great-grandmother	My great-grandmother was very resourceful

Limiting Your Discussion to a Manageable Length

One of the most important things to remember when writing a thesis statement or topic sentence is to limit your central idea as much as you can. Otherwise, you won't be able to develop it in as much detail as will be necessary to make your point clearly, effectively, and completely.

Let's say that you are about to buy a new car and want to compare two popular makes that you know a great deal about. In a short essay it would be foolish try to these more than two or three different ways. Therefore, you might limit yourself to cost, appearance, and comfort, rather than discuss their performance, handling, and sound systems as well. you might even want to limit your central idea to only one of these aspect—cost, for instance. You can then divide “cost” into more specific subsections, which will be easier to organize when it comes time to write your first draft. The thesis for such an essay might read:

I chose the 1988 Whiz-bang over the 1988 Dream Machine because it costs less to buy, to operate, and to repair.

3. CONTROLLING UNITY AND DEVELOPMENT

At the beginning of the chapter, you read that the central idea can be called the controlling idea because it helps the writer determine the kinds and amounts of detail that a paragraph or essay should contain. Now, you should know that the kinds of details that a piece of writing contains determine whether it is unified. A paragraph is unified if each of its ideas relates directly and unmistakably to its central idea, whether or not this central idea is expressed in a formal topic sentence. Similarly, an essay is unified if each of its paragraphs relates directly and unmistakably to its central idea,

whether or not this central idea is expressed in a formal thesis statement.

The amount of detail that a piece of writing contains determines whether it is well-developed. A paragraph or essay is well developed if it contains all the detail it needs to prove, illustrate, or otherwise support its central idea.

4. REVISING THE CENTRAL IDEA

Like taking notes or writing a first draft of a paper, writing a preliminary version of a thesis statement or topic sentence is intended only to give you a starting point and to provide you with a sense of direction. Don't be afraid to reword, edit, or completely rewrite your central idea at any point. Like all processes, writing involves a series of steps or tasks to be completed. However, there is no rule that prevents you from stopping at any point along the way, looking back upon what you've already accomplished, and changing it as thoroughly and as often as you like. What's more, the process of writing always includes discovery. And the more you discover about your subject, the more likely you are to understand it better and to revise what you thought you had wanted to say about it.

1. 2 Unity and Coherence

Deciding what kinds of information to include and making sure that all such information fits together logically has to do with the two important principles of organization discussed in this part: unity and coherence.

1. CREATING UNITY

A piece of writing unified if it contains only those details that help develop (explain and/or support) the central idea. Including irrelevant material only sidetracks the reader, drawing attention away from your main point and toward details unimportant to your central idea. With such unrelated material, your writing will lack unity, and your reader will thus have difficulty determining exactly what it is you want to say.

2. MAINTAINING COHERENCE

The second principle important to organization is coherence. A paragraph is coherent if the sentences it contains are connected clearly and logically in a sequence (or order) that is easy to follow. An essay is coherent if the writer has made sure to create logical connections between paragraphs. The thought expressed in one sentence or paragraph should lead directly—without a break—to the thought in the following sentence or paragraph.

Logical connections between sentences and between paragraphs can be created in two ways : (1) by using transitional devices and (2) by making reference to words, ideas, and other details that the writer has mentioned earlier.

Maintaining Coherence by Using Transitional Devices

Transitional devices, also called “transitions” or “connectives”, are words, phrases, and even whole sentences that establish or show definite relationships in and between sentences and paragraphs. As seen in the following, transitional devices can be used for many different purposes.

To Indicate Time You would be describing the passage of time if you wrote: “Henry left home just before dawn. After a short while, sunlight burst over the green hills.” Other connectives that relate to time include:

Afterward	In a few hours
After a few minutes	In the meantime
All the while	Meanwhile
As soon as	Prior to
Before	Since
Before that time	Then
During\ While	Thereafter
When	Whenever

To Indicate Similarities or Differences You can also use transitions to show that things are similar or different: “Philip seems to be following in his sister’s footsteps. Like her, he has decided to major in engineering. Unlike her, he doesn’t do very well in math.” Other transitions that indicate similarities and differences include:

Similarities

Similarly

In the same way

Like

Likewise

As

As if

As though

Differences

Although

Even though

On the other hand

However

Otherwise

Nevertheless

In contrast

To Introduce Examples, Repeat Information, or Emphasize a Point You would be using a transition to introduce an example if you wrote: “Mozart displayed his genius early. For example, he composed his first symphony when he was only a boy.”

You would be using a transition to repeat information if you wrote: “At the age of 21, Mozart was appointed court composer for the emperor of Austria. This event was another indication of how quickly the young man rose to fame.”

You would be using a transition to emphasize a point if you wrote: “The end of Mozart’s career was hardly as spectacular as its beginnings. In fact, he died in poverty at age 35.”

Other transitional devices useful for these purposes include:

Introducing Examples

As an example

For instance

Specifically

Such as

Repeating Information

Again

Once again

Once more

Emphasizing a Point

Emphasizing a Point

Indeed

More important

To be sure

To Add Information If you wanted to add information by using a transition, here are some connectives you will find useful when adding information:

Also

As well

Besides

Further

Furthermore

In addition

Moreover

too

To Show Cause and Effect If you wanted to explain that an action or idea you could indicate this relationship by using a transitional device like “consequently”, the

word that draws a connection between the two thoughts in the sentences that follow: “During the early days of the Revolution, General George Washington was unable to defend New York City. Consequently, he was forced to retreat to Pennsylvania.” Other transitional devices that show cause–effect relationships are:

As a result	Then
Because	Therefore
Hence	Thus
So that	

To Show Condition If you need to explain that one action, idea, or fact depends on another, you might create a relationship based on condition by using words like “if”, as in the sentences that follow “Professor Jones should arrive in a few minutes. If she doesn’t, we will have to go on without her.” Some other transitions that show condition include:

As long as	Provided that
As soon as	Unless
In case	When
In order to	

3. MAINTAINING COHERENCE BY MAKING REFERENCE TO MATERIAL THAT HAS COME BEFORE

Two common and very effective ways to connect details and ideas in one sentence or paragraph with what you have discussed in earlier sentences or paragraphs are (1) to use pronouns to link details and ideas and (2) to restate important details and ideas.

Using Pronouns to Link Details and Ideas One of the best ways to make reference to material that has come before is to use linking pronouns, pronouns that point clearly and directly to specific names, ideas, or details you’ve mentioned earlier. Such pronouns direct the reader’s attention to nouns in earlier sentences or even in earlier paragraphs; these nouns are called “antecedents.” Relying on pronouns to maintain coherence also helps you avoid mentioning the same noun over and over, a habit that might make your writing repetitious and boring.

The most important thing to remember about using linking pronouns is to make

sure that they refer directly and unmistakably to the nouns you want them to. In other words, all pronouns of reference should have antecedents that the reader will be able to identify easily and without question.

Personal Pronouns These are pronouns that refer to people and things

I (me, my, mine)

You (your, yours)

He, she, it (him, his; her, hers; its)

They (them, their, theirs)

We (us, our, ours).

Relative Pronouns These are pronouns that help describe nouns by connecting them with clauses (groups of words that contain nouns and verbs):

Who (whose, whom)

Whatever

That

Which

What

Whichever

Demonstrative Pronouns These are pronouns that precede and stand for the nouns they refer to. Sentences like “Those are the best seats in the house” or “That is my worst subject” make use of demonstrative pronouns. The most common demonstrative pronouns are:

This

These

That

Those

Indefinite Pronouns These are pronouns used for general rather than specific reference. You can make good use of these pronouns as long as you are sure that the reader can identify their antecedents easily. For instance:

“Both Sylvia and Andrew were released from the hospital. Neither was seriously injured.” In this case, the antecedents of “neither” are Sylvia and Andrew. Here are other indefinite pronouns:

All

Each

Another

Either

Both

Everybody

Everyone

No one

Neither

Several

Nobody

Some

None

Someone