



英文写作

—从句子到章节

ENGLISH WRITING

FROM SENTENCE TO PARAGRAPH

四川人民出版社



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序

近年来，外语交际功能的重要性日益受到人们的重视。各种口语、听力教材和录音磁带大量问世。这对提高英语听说能力起了莫大的作用。但写作教材问世者却寥若晨星。

《英文写作》一书的出版，无疑可以填补这一空白。因为英语语言能力的巩固和提高，最终要落实到笔语能力的提高。

有鉴于此，四川人民出版社出版了这本用英语编写的英语写作基础知识和基本技能的试用教材，供大专院校公共英语、英语专业学生和非英语专业的研究生使用。由于该书深入浅出，对广大英语爱好者自修提高，也不失为良师益友。

全书分为两大部分：第一部分为英语写作知识介绍，旨在让读者对写作有一个总体的了解。第二部分介绍从句到段落的写作知识和技巧。编著者参阅中外英语写作书籍达三十余种，既采集各家之长，又考虑到中国人学英语的特点，尽量避免用中式英语写作的毛病。本书还引用了语言学的新

成果，分析对比了东西方不同民族的思维表达方式和习惯，并提出怎样才能写出地道英语的原则。这对培养我国学生用英语写作，大有裨益。

本书始终围绕着“从句子到段落”进行写作训练，切合实际，层次分明，又浑然一体。难能可贵的是，本书摆脱了中式英语的束缚，例句多引自当代英美原著，但并不生搬硬套，又结合我国实际，予以改写。

另一特点是在练习的编排上，编著者采用了“预测——实践——效果检测”三段循环式的科学方法。预测可以唤起读者的求知欲；实践使其熟悉写作技巧，获得真知；效果检测既可起到复习巩固所学写作知识和技巧，又可增强读者提高写作能力的自信心。本书各章均配有大量练习，难易有致，教师和学生可以取舍自由，灵活选用。

本书曾在编著者的学校试用，教师感到难易得当，使用方便；学生觉得内容丰富，实用性强。我认为无论在科学性、系统性、知识性、实用性方面，本书的编写都达到一定的水平，是近年来编写的较好的写作教材之一。全书简洁、扼要，练习针对学生容易忽略和出错之处安排，语言地道、流畅。我相信它会受到广大英语爱好者的喜爱。因此乐为本书作序。

黄新渠

一九九〇年三月于成都四川师大外语系

前 言

写作在英语教学中的重要性似已毋庸赘言，教好英文以及找寻一本好的写作教材却是每个写作课教师时刻用心之事。我们在长期教学实践中发觉，教师和学生都需要一本应用语言学研究成果，注重语言交际功能，讲、练结合，使用方便的写作教程：其结构简洁、合理、不落俗套；其理论阐述明快，一针见血，真正能为初学者接受，又能使深入研究者不觉肤浅；其内容清新，裁剪得当，切中学生必需并扣准他们容易忽略和出错的问题；其练习“封闭”而难易有致，能给不同程度使用者以取舍自由，能使操练者获“立竿见影”的效果；其语言地道、流畅，具有当代色彩；……

我们追逐过这样一本写作教材。猴急了，于是便着手自己编写，试用；又自我感觉良好，于是便想奉献出去，让同行们也试试，让学生朋友们试试。

CONTENTS

Part One; A General Introduction to English Writing	1
I: The Importance of Writing	3
II: Types of Writing	5
1. Narration	6
2. Description	9
3. Exposition	13
III: Writing Well	19
1. Writing for Your Readers	19
2. Good Writing	20
Part Two; From Sentence to Paragraph	47
I: Sentence Structure	49
1. Elements of a Sentence	50
2. Variety in Sentences	53
Kinds of Sentences	54
Clause Connectors	55
Coordination and Subordination	61
3. Parallelism	72

II:	Paragraph Structure	85
	1. The Basic Paragraph.....	86
	2. Four Elements of the Paragraph.....	87
	3. Mechanics in Writing a Paragraph.....	90
III:	Basic Paragraph-Building Skills.....	95
	1. Taking Four Pre-Writing Steps.....	95
	2. Making Your Topic Sentence a Helpful Guide.....	102
	3. Loading Your Topic Sentence With a Strong Controlling Idea.....	123
	4. Writing a Helpful Outline in Advance.....	132
	5. Gaining Unity.....	148
	6. Gaining Coherence from Logical Order.....	160
	7. Gaining Coherence from Transitions	171
	8. Gaining Better Unity and Coherence From Punctuation	187
IV:	Sentence Problems	213
	1. Sentence Fragments	213
	Fragments Without Verbs.....	213
	Fragments Without Subjects.....	214
	Fragments Without Subjects or Verbs.....	215
	Fragments of Dependent Clauses.....	216
	2. Choppy Sentences.....	219
	3. Run-Together Sentences.....	221
	4. Stringy Sentences	224
	5. Confusing Shifts.....	226
	Confusing Shifts in Person.....	227
	Confusing Shifts in Tense.....	228
	Confusing Shifts in Subject and Voice.....	229

Confusing Shifts in Mood or Speech	230
Confusing Shifts in Number.....	232
Mixed Sentence Construction.....	232
6. Incomplete Construction	237
Careless Omissions.....	237
Incomplete Comparisons.....	239
7. Ambiguous Pronoun Reference	242
A Pronoun with Two or More Possible Antecedents	242
A Pronoun Without Clearly Expressed Antecedents	243
The Pronouns <i>It, They, and You</i> with Indefinite Antecedents.....	244
The Pronouns <i>This, That and Which</i>	
Referring to General Ideas.....	245
A Pronoun Too Far Away from Its Antecedent	246
8. Dangling Modifiers	249
Dangling Participial Modifiers.....	249
Dangling Gerunds in Prepositional Phrases	251
Dangling Infinitive Modifiers.....	251
Dangling Abbreviated Clauses.....	252
9. Misplaced Modifiers	256
Misplaced Prepositional Phrases.....	256
Misplaced Adjective Clauses.....	257
Misplaced Adverbial Modifiers.....	258
10. Wordiness	261
Needless Repetition.....	261

I. The Importance of Writing

An English poet named Donne once said that no man is an island. More than anything else, what keeps us from being cut off from our fellows on separate islands is our ability to communicate with each other. Through communication we build bridges into other people's minds and thus share experience. Every course you take in college, every book you read, every class discussion enlarges your experience in some way and makes you less of an island than you were before. And every paper or letter you write not only shares your ideas with others but helps you to clarify your thinking to yourself.

The ability to write effectively has only a little to do with the rules of grammar, punctuation and spelling. It has much more to do with exploring your thoughts and feelings about a subject, finding out what you want to say about it, and deciding how to say it to a reader so that he will understand you easily and clearly. You are aiming at an effect on the reader, but what happens to you as you think through your paper is often a significant enlargement of your own understanding. It is for this reason that writing has always been part of a liberal

education.

The history of learning English by the Chinese people is fairly long. Before liberation, the focus was on reading, and after the founding of the People's Republic of China, the interest is on listening and speaking. Though some scholars frequently mentioned the importance of writing practice in English teaching and learning, there was no independent writing course in colleges until a few years ago. For this delay the country suffered from lacking of competent foreign language workers. And for this reason English writing has become all the more important in education.

II. Types of Writing

Different types of writing are required for different purposes. In general, we can divide writing into three kinds: *narration*, *description*, and *exposition*.

Narration tells "what happened." It tells a story. It is the kind of writing that you find in novels, short stories, and biographies.

Description tells how something looks or feels or sounds. It talks about such features as size, shape, colour, sound, or taste.

Exposition is the writing that explains something. It often answers the questions *what*, *how* and *why*. Its purpose is to present ideas and to make the ideas as clear as possible.

It is not always easy to decide what is narration, what is description, and what is exposition. Often a piece of writing includes all three types. A narration may include some description and some exposition. An exposition may use some narration and description in order to explain something as completely as possible. Usually it is possible, however, to decide whether a piece of writing is *mainly* narration or *mainly* description or *mainly* exposi-

tion.

Pre-test

Which of the three kinds of writing is illustrated by this paragraph?

One day a crow stole a piece of cheese from a woman's kitchen and flew with it to a tree. A fox who was very hungry saw the crow. He said to the crow, "You have a beautiful voice. Won't you sing for me?" The crow was very pleased by the compliment. As he opened his mouth to sing, the piece of cheese fell to the ground. The fox snatched the cheese and ran away.

1. Narration

There are various ways to organize the sentences in a piece of writing. In narration the sentences are usually organized according to *time order*. One thing happens and then another thing happens, and the events are told in the same order.

You are familiar with time order because you have noticed it when you were reading stories. The story you just read in the Pre-test about the fox and crow follows time order. The sentences in the paragraph tell the story just as the events happened. To show the order of events, the sentences could be arranged like this:

- A. A crow stole a piece of cheese from a woman's kitchen.

- B. He flew with it to a tree.
- C. A hungry fox saw the crow.
- D. He said to the crow, "You have a beautiful voice. Won't you sing for me?"
- E. The crow was very pleased by the compliment.
- F. He opened his mouth to sing.
- G. The piece of cheese fell to the ground.
- H. The fox snatched the cheese.
- I. He ran away.

Because the events happened in a certain order, it is important that the sentences in the story follow one another in a certain order. Suppose the sentences were arranged like this,

_____ He ran away.

_____ A crow stole a piece of cheese from a woman's kitchen.

_____ A hungry fox saw the crow.

_____ He opened his mouth to sing.

_____ He said to the crow, "You have a beautiful voice. Won't you sing for me?" etc.

If the sentences were arranged like this, the story would be so mixed up that you could not understand it. You can see how important it is to arrange the sentences in good order.

Practice 1

1. The sentences that follow have no order. Write the correct order on the lines provided.

- 1) A. George liked one of them.

- B. The librarian gave him three books to look at.
- C. George visited the library.
- D. He checked the book out and took it home with him.
- E. He asked for a book to read.

____, _____, _____, _____, _____

- 2) A. The small car turned over.
- B. There was an accident at the street corner.
 - C. The two men inside it were badly injured.
 - D. A large truck hit a small car.
 - E. The police took them to a hospital.

____, _____, _____, _____, _____

- 3) A. The house began to leak.
- B. Then leaks began in other rooms.
 - C. Fortunately the rain stopped then and the sun came out.
 - D. The bad leak started in the living room.
 - E. It rained steadily for two days.

____, _____, _____, _____, _____

- 4) A. They came to school ready to write the exam.
- B. The students studied very hard for it.
 - C. He was sick that day.
 - D. They found that the teacher was not there.
 - E. The teacher said he would give an examination.

____, _____, _____, _____, _____

2. Think about the list of topics that follow. Put a T before each topic that you would probably develop according to *time order* if you were writing about it.

- 1) _____ The Importance of Good Health Habits

- 2) ___ My Vacation Trip
 - 3) ___ Spring Is My Favourite Season
 - 4) ___ The Characteristics of Indian Music
 - 5) ___ Why I Want to Be a Lawyer
 - 6) ___ How I Spent Last Sunday
 - 7) ___ The Growth of Opportunities for Women in
Business and the Profession
 - 8) ___ My Favourite Actor.
3. Copy the sentences in Exercise 1 in paragraph form. After you have copied the sentences in paragraphs, read the paragraphs to make sure that you have put the sentences in the correct time order. Also be sure that you have copied the sentences correctly, with no mistakes in spelling or punctuation.

2. Description

You have seen that narration usually follows time order. *Description* may follow various kinds of order, depending on what is being described. If you are describing a man, you will choose different things to say than if you are describing a mountain or a restaurant or a dress.

One kind of description follows *space order*. In space order you tell *where* things are. This is the order you will probably follow if you want to describe a place.

For example, here is a description of a classroom.

Example 1: The classroom is large, clean and well lighted. The walls are pale green, in

the wall at the left as you enter there are three large windows. The teacher's desk is in the front. Blackboards cover most of the wall at the right.

Notice that the writer describes how the room looks from the door—what is on the left, what is in front, and what is on the right. It does not matter which way you move in your description. The important thing is to have some order that will be easy for the reader to follow.

Now compare the description using space order with this description of a man.

Example 2: The man who opened the door in answer to my knock was an elderly man, white-haired and bent. He looked at me over his spectacles, which were far down on his nose. In spite of his age, his dark eyes were keen and his voice was clear and strong. I noticed that he was wearing a bright-coloured sports shirt.

In describing the man, the writer selected the man's most interesting and most outstanding features. This description is quite different from a description of a place based on space order. The kind of description you use depends on what you are describing.

Practice 2

1. The sentences that follow have no order. Write the correct order on the lines provided.

1) A. There are four single beds on both sides of the