

出国人员短期英语强化培训系列丛书

中级英语写作

ENGLISH
WRITING

主编 谭志明 姜登桢 审校 孙天义



中国对外翻译出版公司

号 410 字 登 录 (期)

出国人员短期英语强化培训系列丛书

ENGLISH WRITING

中级英语写作

A Textbook for Intermediate Students

主编 谭志明 姜登祯
编著 李宝成 张 瑛 杨文红 郭 洁
审校 孙天义

外语教学与研究出版社

(2000年 第1版 第1次印刷)

ISBN 7-309-03000-0

定价：18.00元

世界图书出版公司

北京·上海·广州·西安

1997年12月第1版

2000年1月第1次印刷

(陕)新登字 014 号

許世傑系館學計發審英譯註頁入圖出

ENGLISH WRITING

中學英語寫作

A Textbook for Intermediate English Students

吉 雅 玲 文 編

中级英语写作

主编 谭志明 姜登祯

世界图书出版公司 出版发行

(西安市西木头市 34 号 710002)

西安市临潼印刷厂印刷

开本: 850×1168 毫米 1/32 印张: 6.44 字数: 162 千

1997 年 4 月第 1 版 1997 年 4 月第 1 次印刷

印数: 0001—4000 册

ISBN 7-5062-3135-2/H·102

定价: 9.00 元

前 言

短期英语强化培训系列教材的编写出版正在按计划有步骤地进行。初级一套五本已于去年面世,中级一套六本经两年的试用修订现付梓出版。我们西安外国语学院出国留学人员培训部全体编写人员能为短期英语强化教育尽此绵薄之力,感到欣慰。

在中级英语强化系列教材的编写中,我们仍贯彻“大剂量,高时效,重交际,讲灵活”的教学原则。所谓“大剂量”,是指课时多、材料量大、操练强度大;所谓“高时效”,是指进度快、单位时间习得率高;所谓“重交际”,是指课程设计偏重交流理解、强调学以致用;所谓“讲灵活”,则是指按各级别学员需要可灵活安排教学内容。

中级英语强化系列教材分别是:

《中级英语阅读》(Towards Fluent Reading)

《中级英语快速阅读》(Speed Reading)

《中级英语听力》(English Listening)

《中级英语写作》(English Writing)

《中级英语阅读测试》(Testing in Reading Comprehension)

《中级英语听力测试》(Testing in Listening Comprehension)

与初级强化教材相比,中级强化教材的难度、深度、广度无疑是增加了,但更主要的是它也独具特点。

中级阅读和快速阅读教材的课文更长、学科更广、体裁更多、词汇的难度增加,目的在于培养学员较强的实用阅读能力,提高其理解准确率和阅读速度。前者通过阅读课来实现,后者通过快速阅读来实现。我们相信,只要在教学既抓语言现象,又抓信息获取;既抓微观分析,又抓宏观把握,充分消化教材内容,并辅之以正确的教学方法,学员的阅读能力会有大幅度提高。

中级写作教材以段落训练为重点,让学生逐步掌握如何确立主题、结构框架、选择素材,并培养他们的强烈修辞意识,为将来写好篇章、进入高级写作打下基础。在写作教材中,我们对学员作文中常见的语病、主题不统一、组织不连贯和材料安排不恰当等现象,给予了足够的重视,帮助他们在练习中加以纠正。写作是一种语言综合能力的表现,也是中国学生的一个弱项,只有全力以赴,教、学结合,才能见效。

中级听力教材编写中,我们突出了语境的设计和创造。为激发学员的学习动力,我们尽可能多地提供与学员日常生活易于结合的模式,以便于增强其听觉辨识力。经验表明,纯听能取得一定效果,但并非最佳训练方式。所以,我们在听力训练中加入了一定量的说话训练。这种听说结合的方法,既提高了学员的听力,也提高了学员的口语表达能力。听说同样是中国学生的弱项之一,对于英语中许多套话、习语、固定搭配等我们在教材中反复安排训练,就是为他们进行大量操练创造条件,希望以此加深记忆,让学员们在实践中增进听力理解。

阅读测试、听力测试是中级英语强化教材中的新设课目,它们融合了以上各门课程的知识,其中包括一些疑难的语法问题,目的是想通过综合训练的方法,巩固和提高学员们已学过的知识;同时,也是为学员将来参加国内外各种标准化考试做准备,以提高他们的应试能力。

英语强化教学的终极目标是在较短的时间内大幅度提高学员的语言运用能力和语言知识水准。为了实现这一终极目标,我们又确立了初、中、高三个不同的阶段性目标。阶段目标是通向终极目标的,阶段目标从教材的不同级别的具体而细致的语言知识中体现出来。上述教材的特点就体现了中级英语强化教学的目标。我们真诚希望这套教材能成为师生们教、学中的良友,也希望大家及时指正它们的不足之处,以便我们在今后重版时修订。

中级英语强化系列教材在编写过程中,西安外国语学院院长孙天义教授给予了很大的支持和关怀,并审阅书稿;王树昌同志、蒲建社同志、安光明同志也付出辛勤的劳动;世界图书出版公司康宏磊同志给予大力支持和协助,在此一并表示诚挚的谢意!

编 者

一九九六年八月二十八日

Contents

Part I The Fundamentals (Review of English Sentences)

Unit 1 Four Types of Sentences	(1)
Unit 2 Subordination	(9)
Unit 3 Parallelism	(18)

Part II The Paragraph

Unit 4 Paragraph Structure	(25)
Unit 5 Development by Description	(41)
Unit 6 Development by Examples	(55)
Unit 7 Development by Classification	(65)
Unit 8 Paragraph Unity	(76)
Unit 9 Development by Process	(89)
Unit 10 Development by Comparison and Contrast ...	(100)
Unit 11 Coherence	(109)
Unit 12 Development by Cause and Effect	(122)
Unit 13 Development by Definition	(135)

Part III Common Errors

Unit 14 Misplaced Parts and Dangling Modifiers	(147)
Unit 15 Shifts and Fused Sentences	(156)

Part IV Technical Writing

Unit 16 Practical Writing	(163)
Unit 17 Letter Writing	(173)
Unit 18 Summary	(189)

Appendix	(196)
-----------------------	-------

Unit 1 Four Types of Sentences

Sentences are the basic units of an English paragraph. According to their structure, sentences may be classified as simple, compound, complex, or compound-complex.

1. A simple sentence has only one subject and one predicate;

Dick started a coin collection. (SUBJECT + VERB + OBJECT)

2. A compound sentence consists of at least two main clauses;

Dick started a coin collection, and his wife bought an album of rare stamps. (MAIN CLAUSE, and MAIN CLAUSE.)

3. A complex sentence has one main clause and at least one subordinate clause;

As soon as Dick started a coin collection, his wife bought an album of rare stamps. (ADVERBIAL CLAUSE, AND MAIN CLAUSE.)

4. A compound-complex sentence consists of at least two main clauses and at least one subordinate clause;

As soon as Dick started a coin collection, his wife bought an album of rare stamps; on Christmas morning they exchanged coins and stamps.

Each type of sentence has its advantages and disadvantages; for example, a simple sentence is simple and direct, but it may not be expressive or colorful. Sometimes you find it hard to

express your ideas in simple sentences or you have to express them in a quite awkward way. As a result, your writing may be dull and uninteresting. Different types of sentences are used to guarantee concise and effective writing.

Read the following model carefully and identify what types of sentences are used here.

Model One:

Our most important environmental problem, certainly the most urgent, is the burning of fossil fuels, which has significantly increased the carbon dioxide (CO_2) in the atmosphere. It is important to get rid of it because as the CO_2 concentration goes up, it acts as a sort of green house. If we increase the CO_2 in the atmosphere at the present rate, atmospheric warming has been predicted to be up as much as a degree and a half or so over the next ten to fifteen years. This will have major consequences for the climate, and could start to melt the icecaps.

SENTENCE SENSE

A key to good writing is to possess or develop sentence sense. Sentence sense is the awareness of what makes a sentence — the ability to recognize its grammatical essentials and to understand the relationships between its parts. It is important to master the essentials of the sentence as an aid to clear thinking and effective writing.

Simple sentence is the sentence base. In the table below are

five simple sentences. In each, the vertical line separates the two basic grammatical parts of the sentence, the subject and the predicate. The subject is the part of a sentence about which something is asserted in your predicate. The predicate is the part that asserts something about the subject. The first part functions as the complete subject (the subject and all words associated with it), and the second part functions as the complete predicate (the verb and all words associated with it). Most simple sentences follow this pattern.

Complete Subject + Complete Predicate

Subject	Predicate
1. He	walked into the office.
2. The hijacked plane	has landed safely.
3. These trees	should have been planted in January.
4. It	tastes good in salads.
5. The tomato	is a fruit.

Practice One

Underline the verbs (including any auxiliaries and particles) and their subjects in the following sentences:

1. Lasting friendship develops.
2. Secrecy was another problem.
3. Rodgers constantly courts trouble with his boat-rocking

comments.

4. The fire gobbled up some of the most expensive real estate on earth.
5. Answers to such questions may never be found.
6. Are vitamins important for sudden burst of energy?
7. There are about two million television sets in China.
8. John's simplicity gave his actions the force of parables.
9. Gnats and small flies invade the sheath and pollinate the blossoms.
10. He straightened his glasses, breathed a prayer of thanks, and swung his hoe at a nearby weed.

Although simple sentences are the base, a mature writer does not always write in simple sentences. Below are examples of ways that a simple sentence may be expanded:

SIMPLE: The plane has landed.
 The hijacked plane has landed safely.
 The first hijacked plane to arrive at this
 airport has landed safely in the south
 runway.

EXPANDED: The first hijacked plane that we have ever
 seen at this airport has landed safely
 in the south runway, which has been
 closed to traffic for a year.

As what has been mentioned above, sentences may be expanded for the sake of the richness of the content. At the same time, sentences can be combined. In the process of combining, speakers and writers rearrange, add, delete, or substitute

words;

The saying is old. It has a new meaning.

VARIOUS COMBINATIONS,

The saying is old, but it has a new meaning.

Although it has a new meaning, the saying is old.

The saying, which is old, has a new meaning.

The old saying has a new meaning.

It is an old saying with a new meaning.

Practice Two

Observe the differences in emphasis, and then convert each pair of sentences below to (a) a simple sentence, (b) a compound sentence consisting of two main clauses, and (c) a complex sentence with one main clause and one subordinate clause.

EXAMPLE

Male sperm whales occasionally attack ships.

These whales jealously guard their territory.

- a. Jealously guarding their territory, male sperm whales occasionally attack ships.
- b. Male sperm whales occasionally attack ships; these whales jealously guard their territory.
- c. Since male sperm whales jealously guard their territory, they occasionally attack ships.

1. The men smuggled marijuana into Spain. They were sentenced to six years in prison.

2. The council first condemned the property. Then it ordered the owner's eviction.
3. Uncle Oliver applied for a patent on his invention. He learned of three hundred such devices already on the market.
4. The border guards delayed every tourist. They carefully examined passports and luggage.

EFFECTIVE SENTENCES

As what has been mentioned above, different types of sentences are used in mature writing. A mature writer should possess the ability to connect or relate ideas effectively. Effective sentences are a must for good writing.

The following is a model paragraph. Identify the different types of sentences, noting how the ideas are expressed in different ways.

Model Two:

Because plants cannot move or speak, most people believe that they have no feelings or they cannot receive signals from outside. However, this may not be completely true. People who study plants have found out that plants carry a small electrical charge. It is possible to measure this charge with a small piece of equipment called a "galvanometer". The galvanometer is placed on a leaf of the plant, and it registers any changes in the electrical field of the leaf. Humans have a similar electrical field which can change when we are shocked or

frightened. It is found that if one of the plants in a room is destroyed--perhaps by pulling off its leaves or by pulling it out of its pot--then the galvanometers on the leaves of the other plants show a change in the electrical field. It seems as if the plants are signaling a feeling if shocked.

The first sentence in this paragraph is a complex one with an adverbial clause and the main clause contains a compound sentence. The ideas are related very effectively. If one just uses simple, short sentences, one has to write, perhaps, this way:

Plants cannot move or speak. They have no feelings. Most people believe that. They cannot receive signals from outside. Most people believe that.

Then, the writing, as one can see, becomes very flat and awkward. Effectiveness is not achieved in any way. Let's see one more example from this paragraph. An attributive clause is used in the third sentence, making the sentence effective. If the subordinate clause is not used, the writing will be like this:

Some people study plants. These people have found out a fact. The fact is that plants carry a small electrical charge.

Though the writing is clear in meaning, it is not succinct.

Practice Three:

Revise the following paragraph, making it concise and effective.

I have just read "The Idea of a University" by

John Henry New-man. I'm especially interested in his views regarding knowledge. He says that knowledge is its own reward. It is not just a means to an end. Newman says knowledge is a treasure in itself. I had looked upon knowledge only in terms of practical results. One result would be financial security. But that was before I read this essay. Now I accept Newman's definition of knowledge. Such knowledge is worth pursuing for its own sake.

Unit 2 Subordination

Subordination means "being of lower structural rank." It is the use of dependent elements -- such as modifiers -- that are of less importance grammatically than independent elements. Clauses functioning as nouns, adjectives, or adverbs are called subordinate ones because they are grammatically secondary to main clauses. Subordinate elements are parts of sentences, but not complete sentences.

SUBORDINATE ELEMENTS

It is a **pretty, little** house. (The modifiers are of less importance grammatically than the sentence base: It is a house.)

Chicken livers **slowly fried in butter and heavily seasoned with garlic** are good with rice. (The compound phrase functions as modifiers.)

Gail is a person **whose last name I do not know and whom I have never met**. (The adjective clauses are linked by the coordinating conjunction "and", and are secondary to the main clause: Gail is a person.)

In the following sentence, the main clause (subject + compound predicate) is boldfaced. All other elements in the sentence are grammatically subordinate to the main clause.

Since I was sixteen years old and had been graduated from high school, I knew a great deal and had opinions on a variety of subjects that I thought anyone else in the office would consider it a privilege to hear.

—EDWIN NEWMAN

Very often, inexperienced writers tend to use too much coordination - stringy compound sentences or too many short simple sentences connected by "and" or "or". To express relationships between ideas, do not overwork coordinating connectives like "so" or "and" or conjunctive adverbs like "then" or "however". Use relative pronouns (who, which, that) appropriately as subordinators. Also use subordinating conjunctions to indicate such relationships as cause (because, since), concession (although, though), time (after, as, before, since, when, whenever, while, until), place (where, wherever), condition (if, unless), and comparison (than, as). Notice the differences in emphasis in the following sentences:

Clem had finished the pre-employment course, and he was ready for an on-the-job experience.

Clem, who had finished the pre-employment course, was ready for an on-the-job experience.

Because Clem had finished the pre-employment course, he was ready for an on-the-job experience.

Practice One

Underline each phrase as a modifier in the following sentences. Then state whether the phrase functions as an adjective or as an