

英文写作教程

吴进业 乔溪中

编著

王曾选

审校

河南人民

出版社



A
COURSE
OF
COMPOSITION
IN
ENGLISH

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内 容 提 要

本书用英文编写，主要讲授英语写作知识，介绍写作技巧，书中详细讲述了文章的组织方法和步骤；写什么；写作的基本原则；四类常见文体的写作方法和技巧；怎样写特殊类型的文章；如何把文章写得富有风趣；如何写论文；标点符号的使用。

本书选用各种不同体裁的范文，供读者欣赏、阅读和练习写作之用，每章之后附有练习，是一本供大学英语专业使用的写作教材，还可供中学英语教师，具有大中专文化程度的广大英语爱好者作为自学教材。

A Course of Composition in English

(英文写作教程)

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FOR WORD

Socrates said, "Know Yourself. " Your composition teacher says, "Express yourself. " This book you hold in your hands will help you do both! If you learn and put into practice what this book offers, your writing skills will grow. It will help you organize your thoughts and prepare them for writing a clear composition, enabling you to know yourself better. And it will give you the necessary tools for making your writing clear and concise. Your writing will come alive!

Notice the logical organization of this text. It takes you carefully into the world of composition, planning, choosing a subject, basic principles, ordinary and special types of compositions, making your writing interesting, and developing the research paper. The final chapter is an excellent guidebook to the basics of punctuation. All you need is right here!

Are you ready for the challenge? These are exciting times! China is making dramatic steps in the Four Modernizations. The world's eyes are on your country these days. But it takes hard work to build the

new China that is evolving. It depends on each person doing his part. We challenge you to do your part in this great task! We challenge you to read this book with an alert mind, study it diligently, and learn it well. We heartily recommend it to you.

Dr. Steven W. Ray
Dr. Karen Sue Ray

BOOK REVIEW OF A COURSE OF COMPOSITION IN ENGLISH

A Course of Composition in English by Wu and Qiao is a comprehensive textbook, drawn from a variety of sources, which will provide students with thorough training in the skill of English composition writing. First, students are given an overview of the writing process. Next, they are taught to select topics for composition which are imaginative yet practical. Thirdly, they are introduced to the major rhetorical categories of description, narration, argument and exposition and given detailed instructions on how to write skillfully in each style.

Students are then introduced to special forms of composition such as personality sketches and informal essays. Finally, this book gives students clear guidance in the preparation of research papers, from the generation of the topic to the final documentation.

Obviously thorough, the book moves carefully from an introductory level through increasingly complex skills to the final chapters which call on students to do

advanced writing assignments. By following this progression, students can develop their abilities in a logical and orderly manner. Each new chapter builds upon and adds to the skills mastered in previous chapters. Instructions at every level are clear and precise and provide excellent material for classroom instruction as well as useful reference for self-study.

The text makes excellent use of examples and models, an effective means of giving students a clear idea of their goal. Each model is followed by questions which will focus the students' attention on the craft of the writer and guide them in mastering the desired skills through the method of self-discovery.

Furthermore, the book emphasizes equally the two main concerns of composition, pre-writing and editing/revision. Students are taught to collect information and organize it meaningfully before they begin writing and to refine and perfect their work after producing a first draft. Both concerns — often overlooked or treated lightly — are covered thoroughly throughout text, increasing in detail and complexity as students increase in experience and practice.

Finally, the text recognizes the communicative role of composition by encouraging students to determine an audience, a purpose for composition, and a role for themselves as writers. This important aspect of pre-writing helps students eliminate errors of style shifting and give compositions clear identity and focus. The

communicative concern also aids students in connecting composition writing to real life and removes ambiguity of purpose.

By combining all these elements Mr. Wu and Mr. Qiao have prepared a textbook which is very modern in its theoretical framework, yet traditional in its high regard for the conventional standards of written English. It is also pedagogically sound in its use of models and its careful step-by-step development.

In my opinion, this text would provide an excellent basis for a second-language class on composition for high intermediate or advanced students. It would also be an invaluable resource for individual students to use in their continued efforts to improve their written English.

Dr. Carolyn Dirksen
Chairman, Language Arts Department,
Lee College, Cleveland, TN.

PREFACE

The material is intended to serve as a textbook for the college students, the correspondence students, and the postgraduates whose second language is English; who have already mastered the fundamental knowledge of word choice, sentence skills, paragraph techniques, and rhetorical devices; who have not much difficulty in expressing themselves in correct English; whose modifiers rarely dangle; who can thoughtfully compose properly-limited, well-organized and adequately-developed paragraphs.

Since you are well equipped with such basics, now it is time for you to put what you have learned into writing practice. But how to organize a whole composition? What to write about since there are so many things in our everyday life? How to choose a subject? How to write some different types of composition? Is your writing interesting and instructive when it is finished? To all your questions about the techniques and devices of writing, turn to this book and you will get the satisfactory answers.

For this book is designed to make you acquainted

with a great diversity of the subjects, organizations, purposes and techniques of good compositions and help you get mastery of the writing skills and devices required for several types of composition through various carefully-selected models (for convenience of analysing the writer's skills, we have numbered the paragraphs of some models). The theories, techniques, models and the analysis of the writer's skills are valuable. Sensible stress is laid upon the preparatory and follow-up work. Therefore, in picking out our models, we have made our standard not superficial journalistic appeal or timeliness or an introduction to great ideas, but high quality and distinct illustration. In each section within each chapter, we have made sure that the selections exemplify the most common skills of expressing ideas or display a variety of tones, purposes, and points of view.

This book consists of eight chapters. They are simply arranged in the order that we hope you will find natural and logical to go in, for they proceed from the easy to the difficult. The first chapter, Planning and Writing a Composition, deals with the steps of writing. Analogically it gives you the key to a door and the instructions of how to use the key. And then you will be shown to the room whose door has the lock in which you can put the key. Unlocking the door, you are faced with the contents of the second chapter What to Write About, which is stuffed with a lot of interesting material. Study the material and you will find many subjects for

your composition. But now is the time to calm yourself a little bit. Sit down at your desk and take to the third chapter, Elementary Principles of Writing, which tells you some rules of writing standardized compositions. Coming out of the room and keeping in mind the experience you have gained in the first three chapters, you are ready to start the serious business—Writing the Four Common Types of Composition, which is tackled in the fourth chapter. Chapter Four is the major part of the book. It contains four sections and covers a large number of pages with the authors' intention of showing you the real writing practice at length. Study it carefully and follow its directions, you will be at home in descriptive, narrative, expository, and argumentative writing. Chapter Five, Writing the Special Forms of Composition, is a necessary supplement to Chapter Four. The purposeful study of it will prove to be rewarding. Remember that writing is done not for yourself but for an audience. Hence it is always worthwhile to ponder the questions "Is my writing interesting? How can I make it more attractive?" Then you are led to the sixth chapter, Making Writing Interesting, which adds color and effectiveness to your composition. Chapter Seven, which treats the writing of the research paper, is in some ways a review of the preceding chapters. It extends the treatment of the steps of writing from Chapter One by showing how to take, arrange the material and write from research note cards. It extends the treatment of finding

ideas from Chapter Two by discussing the library as a research tool. And it extends the treatment of all the principles, techniques and devices of writing from Chapter Three through Six by describing very specific formats for the research paper's text, notes, and bibliography. The last chapter, Punctuation Rules, is indispensable to your writing. Through repeated practice in writing, it is not difficult to grasp these rules. We mean them to be studied by yourself. But make sure you have a good command of them, otherwise the reader will take a wrong meaning from your composition.

Here we are indebted to all the books we have referred to in the process. We certainly owe a very special debt of gratitude to professor Wang Zeng-xuan and Dr. Carolyn Dirksen, who not only answered the numerous questions in our writing, but also read the work in typescript and eliminated some inaccuracies. We would also like to take this opportunity of thanking our foreign friends Dr. Murl Dirksen, Mr and Mrs Ray, Mr and Mrs Gershon, and Miss Kristi Lavorato, who patiently read and carefully examined the entire manuscript, and gave exceptionally useful and sensible suggestions. Finally, we must say how sincerely grateful we are to Professor Wang Zhen-duo and Professor Suen Gao-sheng for the help they so willingly gave us. Due to our limited range of knowledge, quite a few deficiencies may still remain in the text. Any criticism or suggestion

of the improvement of our material will always be appreciated greatly by the authors.

Wu Jin-yeh

Qiao Xi-zhong

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