

E N G L I S H

W R I T I N G

M

E A S Y

E N G L I S H

W R I T I N G

A D E

English Writing
Made Easy

写英语作文

四川人民出版社

编者 李五全 罗润田
何儒文 艾正秋

English Writing
Made Easy

巧写英语作文

江苏工业学院图书馆
藏书章

四川人民

(川)新登字 001 号

责任编辑:韩 波

封面设计:魏晓舸

技术设计:何 华

巧写英语作文

李五全等编

四川人民出版社出版发行(成都盐道街3号)

新华书店经销

冶金部西南地勘局测绘制印厂印刷

开本 787×1092mm 1/32 印张 9.75 字数 210 千

1998 年 8 月第 3 版 1998 年 8 月第 1 次印刷

ISBN 7-220-04145-4/G·793 印数 1-5000

定价:10.00 元

前 言

学英语的人,都希望自己能写一手漂亮的英文;本书编者的目的就是帮助英语学习者,经过短期训练,掌握各种常用的英文写作技巧。

全书共分四个单元。第一单元着重讲练段落的结构、段落内句子之间的逻辑联系和层次关系、各种段落的展开方式,以及句子间的过渡手段,使学习者对英文特有的篇章结构及其表达手段有明确清晰的认识和熟练的掌握,初步具备短文的写作能力。

第二单元旨在培养造句能力。学会写出准确达意而又合乎英语规范句子是各种体裁和文体的写作必备的基础,也是学写英文的人最难掌握的环节。本书从八个方面入手,通过实例分析,引导学习者逐一认识各种句子的造句方法和表达功能,使之首先学会欣赏,认识到同一意思可有哪些可供选择的表达手段,并能分析其高下优劣或其细微差别,进而通过有指导的扩句、并句、改写练习,自觉运用所学,找出自己的表达手段。此外,通过具体讲练,务使学习者明白词不离句、句不离篇的道理,让写出的句子做到在语篇水平上的连贯、通顺和流畅。

第三单元讲练实用短文、研究文章、命题作文和应试作文的写作。这一单元的特点是把道理的讲解和实例的分析有机结合起来,并力争做到具体入微,深入浅出,将抽象的道理化为可供操作的具体过程。

考虑到广大学习者普遍的实际需要,书中专辟一个单元(即第四单元),讲解应用信函的写作。当今社会,应用信函的写作技能已成为人们求生的必备手段——比方说,有哪一位高校毕业生认为没有必要写求职函和履历表的呢?和一般写作教程不同,本书特辟这一单元,盖因编者认为:把最实用的东西教给学习者,是自己应尽的职责。

本书编者运用现代英语修辞学提供的分析方法,结合多年英语写作教学的试验和探索成果,全书坚持对范例进行具体入微的分析,坚持设计大量的指导性练习,力求使英文写作的种种技巧成为看得见、摸得着、不难领会、易于模仿、易于掌握的东西。编者深知,英语毕竟是一门外语,因此,讲解务求深入浅出,练习务求便于模仿,使广大的英语学习者开始学习写作,便能树立信心,收到计日程功的实效。

本书付梓之前,幸蒙四川人民出版社朱蓉贞、韩波两位同志审校全书,并提出了宝贵的修订意见,编者们特此致以衷心的感谢。囿于编者水平,恐书中难免存在不当之处,敬请专家和广大读者不吝赐教。

编者

1998年5月30日

Contents

UNIT ONE: FROM PARAGRAPH TO ESSAY

1	The Writing Process	(3)
2	Planes of Generality in the Paragraph	(9)
3	The Topic Sentence	(19)
4	Paragraph Structure	(30)
5	Paragraph Coherence	(47)
6	Order of Sentences	(66)
7	Special Ways of Paragraph Development	(85)
8	Putting Paragraphs Together	(103)

UNIT TWO: WRITING EFFECTIVE SENTENCES

9	Sentence Sense	(111)
10	Coordination	(122)
11	Subordination	(131)
12	Relative Clauses and Appositives	(138)
13	Participles and Absolutes	(152)

14	Noun Substitutes	(159)
15	Rearrangement	(168)
16	Unity and Coherence	(181)

UNIT THREE: WRITING THEMES

17	Practical Advice	(203)
18	Tips for Writing Mini-Themes	(216)
19	The Research Paper	(229)

UNIT FOUR: PRACTICAL BUSINESS WRITING

20	Style and Tone	(237)
21	Format	(243)
22	Types of Business Letters	(248)

ANSWERS TO SELECTED EXERCISES	(262)
--	--------------

UNIT ONE

FROM PARAGRAPH TO ESSAY

1 The Writing Process(3)

Classroom Writing: a Five-Step Process(5)

2 Planes of Generality in the Paragraph(9)

General and Specific Terms(10)

Planes of Generality(11)

General and Specific Statements(14)

3 The Topic Sentence(19)

The Controlling Idea(20)

4 Paragraph Structure(30)

Simple Coordinate Framework(30)

Simple Subordinate Framework(34)

Mixed Framework(38)

The Concluding Sentence(44)

5 Paragraph Coherence(47)

Pronoun Reference(47)

Use of Connectives(54)

Arrangement of Sentence Patterns(61)

6 Order of Sentences(66)

General-to-Specific Order(66)

Specific-to-General Order(69)

Time Order(72)

Space Order(75)

Order of Importance(80)

7 Special Ways of Paragraph Development(85)

Classification(86)

Comparison and Contrast(89)

Definition(94)

Cause and Effect(99)

8 Putting Paragraphs Together(103).

The Introductory Paragraph(103)

The Concluding Paragraph(105)

The Transitional Paragraph(105)

1

THE WRITING PROCESS

It is likely that, after exposure to English for so many years, you still find it difficult to express yourself in its written form. But writing well in the language is one of the most useful crafts you have to develop. Just think of its value to your prospective employers! You will greatly improve your chances of landing a good job if you can write clear, correct *expository English prose*. That's the kind of writing we deal with in this book: not poetry or drama or fiction, but informative writing. And if you'd like to consider a more immediate need, there's no honest way to survive any important English test without being able to write.

Writing well is a great asset because, like face-to-face conversation, it permits you to communicate, to convey ideas, information, or impressions from your mind into the minds of your readers. And you need to be able to write. In your classroom you have to take notes. When you take an English test, you have to write a composition. Whether you're planning to enter teaching, business, or any professional career, you'll have to write—memos, letters, reports, summaries. On all these and many other occasions if you can write well, you'll have unlimited chances to

exert your influence on other people—your teachers, your colleagues and your immediate superiors.

To become a good writer, you must practise it regularly. One good way of getting used to expressing yourself in writing is to keep a personal journal or a diary of your actions and thoughts. Find some convenient time each day to sit down and record your day's activities and thoughts. Such entries may focus on special conversations, a person who attracted your attention, a memorable event during the day or a conclusion you have reached about some issue. After a while you may even find that the journal has material you wish to develop in a paper.

You may ask: "What is good writing, anyway?" Tastes change in language, but there always remain common elements of good writing. Professor F. L. Lucas, a noted scholar, lists these basic principles as *honesty, clarity, brevity, and variety*. His advice boils down to this:

1. Be honest: don't try to fake your ideas.
2. Be clear: don't puzzle your readers.
3. Be brief: don't waste your reader's time.
4. Seek variety: vary sentence length; work on liveliness.

Lucas mentions other attributes of effective writing: "Good humor, good sense, vitality, imagination." But if you can master the four essentials—honesty, clarity, brevity, and variety—you'll be a competent writer.

Of the four characteristics of good writing listed by Lucas, the one that relates most directly to the good of communication

is clarity. When you write, you need to let your readers know at the outset what you're going to discuss and then discuss it. You need not attempt to dazzle them with multisyllable words and long, involved sentences. Graceful phrasing certainly contributes to good writing, but you need to strive first for clarity. Work on refining the style after you're positive that what you have written cannot be misunderstood. In sum, clarity is the keynote.

CLASSROOM WRITING: A FIVE-STEP PROCESS

Now let us see how you can achieve clarity when you're asked to write something in your college classroom.

Writing in the college classroom usually puts specific demands on students. Instructors often assign limited subjects, require a specific number of words, and sometimes even dictate form. However, anyone can master the skills to succeed in so-called "classroom writing."

Think of "classroom writing" as a five-step process: generate ideas, organize those ideas, writing, revising, and finally editing for mechanical correctness. Think of the first step as the prewriting step, the next three as the composing steps, and the last as the proofreading and editing step.

Generating Ideas

This step is also referred to as *brainstorming*. When you are given a writing assignment, begin by listing your ideas and experiences about the assigned or selected subject. This step is a

very important one in the writing process because it is the one that gives your writing substance.

Organizing Ideas

Scan your list of ideas and decide what subject your ideas suggest. State this subject in a word or a phrase, and eliminate those ideas on your list that are not related to your stated subject. Then organize your remaining ideas to support the subject. Remember that a good paper has a purpose that the reader can easily identify. This step is also an important one just because when you decide on your subject and determine your organization, you are deciding on your purpose. In other words, you are deciding what you wish to say.

Writing

As you write, use the material from your list that deals with your subject. It frequently happens that while you are writing, you may recall other ideas or details about your subject. Add them to your list also. At times it is difficult to write exactly what you mean; therefore if your ideas don't flow freely, don't be discouraged. Scratch out and start over whenever you want to; successful writers do that, too.

In order to make it easier to revise your paper, it's better for you to write on every other line or leave wide margins. Laying your draft out on the page this way invites changes, additions, cutting, and rearranging when you revise.

Revising

“Writing is rewriting,” Donald Murray, an American author, insists. Most writers do write, rewrite, and often rewrite again. You have to do the same. As you read over what you have written, make any changes in wording or sentence structure that will make your ideas clearer. You may even want to add details, delete details, or rearrange details to make certain that it says what you wish it to say in a more effective way.

Editing

Once, you have finished revising, you then want to edit carefully to make sure that every word, phrase, and sentence is clear and correct. In other words, you proofread your writing for mechanical correctness. This step is also an important one because using language and punctuation correctly is an essential part of good writing. Errors will distract readers and lessen your credibility as a writer.

Exercise 1.1 Follow the step below and construct a paragraph describing your brother (or sister, or classmate).

a. Fill in chart below.

Appearance	Character	Hobbies	Anecdotes

b. Now look over your chart and determine what general word or phrase covers most of the details you have recorded. This is your subject. Write a sentence that states that subject. Cross out any details that are not about your subject and decide how you will arrange the remaining details.

c. Now, using your list, write a paragraph of approximately two hundred words. As you write, you may think of other facts or details to complete your picture.

d. Again think about the purpose of your writing and revise it so that it says exactly what you wish it to say. You may need to rearrange, delete, and/or add your details.

e. Finally, check your revision for mechanical correctness. Then make a final copy of your paper.

Exercise 1.2 Keep a diary for one week. Before you go to bed, write three or four lines about your day's activities.

2

PLANES OF GENERALITY IN THE PARAGRAPH

In Chapter One you learned that the most important characteristic of good writing is clarity. In simple terms, clarity means you have communicated something concrete or specific. Giving writing clarity involves adding those details you generated in brainstorming. It involves getting a clear picture in your mind and then drawing it so your reader can see it, too.

Good writers are skillful at using concrete terms to paint a clear picture. Here is an example:

She was a very pretty girl, and her beauty happened to be of a sort which Emma particularly admired. She was short, plump, and fair, with a fine bloom, blue eyes, light hair, regular features, and a look of great sweetness...—Jane Austen, *Emma*, chap. 3

In this example the first sentence contains the general terms *very pretty*, *beauty*, and the second sentence is full of concrete terms and graphic details; it is from these concrete terms and minute details that readers get a distinct picture of the girl's prettiness. From this example we can learn that al-

though it is necessary to use both general and specific terms, specifics give substance or clarity to writing.

I. GENERAL AND SPECIFIC TERMS

In order to use concrete material effectively, you need to be able to distinguish between general and specific terms.

General refers to a variety of different things or groups of things, persons, or events, and *specific* refers to precise or individual things, persons, or events.

General Terms	Specific Terms
animals	dog, cat
fruits	orange, apple
persons	John, Smith
events	May Day Celebration

The general term *animal* probably gives you a somewhat hazy image of a number of different creatures. The specific term *cat*, though, would give you a clearer picture, eliminating pictures of dogs, foxes, elephants, or any other animal. Specific terms, then, refer to exact things and make your writing clear.

Exercise 2.1 Circle the letter of the most specific term in each numbered group below. Consult your dictionary for the meanings of unfamiliar terms.

1. a. desert b. lemon icebox pie c. pie
2. a. blue jeans b. clothes c. pants