



福建教育学院 梦山丛书

FUJIAN INSTITUTE OF EDUCATION

英文写作

卢健 编著

课堂教学综合实践



厦门大学出版社
XIAMEN UNIVERSITY PRESS



福建教育學院 夢山叢書

Y
H315
117

英文写作
课堂教学综合实践

卢健 编著

江苏工业学院图书馆
藏书章



厦门大学出版社
XIAMEN UNIVERSITY PRESS

图书在版编目(CIP)数据

英文写作课堂教学综合实践/卢健编著. —厦门:厦门大学出版社, 2007. 1
(福建教育学院梦山丛书)

ISBN 978-7-5615-2710-8

I. 英… II. 卢… III. 英语-写作-高等学校-教材 IV. H315

中国版本图书馆 CIP 数据核字(2007)第 004136 号

厦门大学出版社出版发行

(地址:厦门大学 邮编:361005)

<http://www.xmupress.com>

xmup @ public. xm. fj. cn

福建省金盾彩色印刷有限公司印刷

(地址:福州市福飞路江厝路 5 号 邮编:350013)

2007 年 1 月第 1 版 2007 年 1 月第 1 次印刷

开本:787×960 1/16 印张:16.25

插页:2 字数:280 千字

定价:22.00 元

本书如有印装质量问题请寄承印厂调换

总 序

福建教育学院座落在福州市风景秀丽的大梦山下、西子湖畔。山湖的钟灵之气赋予了学院毓秀之神。五十个日月轮回,五十载花开花落,美丽的山湖见证着学院的培训历程,陪伴着学院研究的征途。为了党的教育事业,为了学院的培训研究,多少无悔的青春在这里闪光,多少年轻的血液在这里流淌,多少智慧的灵感在这里孕育。如今,辛勤耕耘的教育学院人,到了初尝收获的季节了,出版集培训与研究于一体的《梦山丛书》,是全院教职工的愿望,是全体培训学员的期盼。

入选这批《梦山丛书》的教材、著作是老师与学员们共同探索学科理论、探索基础教育培训的结晶。她的问世,推进着学院精品课程的建设,武装了《教育管理》、《实用计算机基础》、《常微分方程》、《计算机辅助化学教学》、《社会主义精神文明建设概论》、《学校发展与管理》、《马克思主义基本原理》等院级精品课程,形成了具有师范性成人性独特的学科培训教材;她的问世,提升着学院师训干训的层次与水平,《校长培训案例集》、《八闽校长办学方略精粹》、《校长培训与校长专业化发展》、《学校思想道德建设研究》、《求索综合实践活动常态之路》、《视频案例设计与制作》、《计算机实用技术技巧操作》、《英文写作课堂教学综合实践》等教材,支撑着国家级、省级骨干教师与省级学科带头人的培训,支撑着全省完中校长、骨干校长的培训;她的问世,强化了学院学术群的建设,《中国农地使用权流转研究》、《马克思主义哲学方法论》、《常微分方程精品课堂》、《性健康教育概论》、《教育管理》、《生态旅游》、《高等数学》、

《社会主义精神文明建设论》等著作教材,汇集了学院学科群体的力量,展露了学科学术的优势。有的著作、教材还是国家、省“十五”科研项目。这一切都让我们深感欣慰。

但是,研究是认识向着未知领域的扩展,在这个意义上,研究的领域是无限的,而我们的认识是有限的。因此,我们的研究只能是阶段性局部性的认识,是有待检验、有待发展的研究。

《梦山丛书》是我们一个阶段研究的记录,更是我们深化研究、扩展研究的行动宣言。我们坚信,继她之后,老师们会有更多更新更可喜的成果问世,这,也就是《梦山丛书》出版的最大愿望。

《梦山丛书》编委会

2006年9月

前 言

多年的专升本英文写作教学工作使我产生了编写本书的愿望。教学中我使用过不同的教科书,虽然不同的写作教材都有各自的特点,但我发现许多写作教程不适合学生群体的需要,其一是教材的内容太难,有的作文实例生词多、结构复杂,很难模仿;其二是教材章节内容单一,每个单元围绕一个话题及练习,教学效果不很理想。例如,在某一写作章节讲解之前或讲完之后,学生一般不接触或不再接触这一章节的内容,结果学生的练习就很有限。如果一开始就给学生提供各种类型的写作练习(当然,课堂教学还是有侧重点的),学生经过一年的写作训练,写作水平就可能有明显的提高。例如,当课堂教学涉及段落写作技巧时,学生已经写过许多段落,对段落已经有了初步的了解;当段落讲解完之后,学生仍继续练习段落写作,这有利于学生不断提高写作能力。有人说,写作不是学出来的,而是练出来的(Writing cannot be studied; it must be learned.),本书就是出于这种目的和需要而编写的。

本书的结构仍沿用大多数写作书的结构,从局部到整体,共分为三大部分。第一部分是句子写作技巧,由十三个单元组成;第二部分是段落写作,由六个单元组成;第三部分是篇章写作,也由六个单元组成。每个单元由三个 section 组成,第一个 section 为写作技巧概述及练习,系统讲练句子、段落和文章的写作技巧,第二个 section 为综合练习,包括造句、组段和作文,第三个 section 为应用文写作,包含书信、备忘录、请柬、广告等实用内容。综合练习和应用文写作的目的是给课堂教学活动提供多样性,给不同层次的学生提供更多的练习机会。

本书根据专升本学生的实际情况选用内容,尽量做到结构清楚、易于模仿;写作理论浅显易懂、循序渐进;课堂活动丰富、有趣、充满活力;写作内容难易适当,适合专升本学生的特点,有利于提高学生的学习兴趣。

在本书编写过程中,参阅了国内外许多专家学者编写的英语写作教材,从

中选用了许多精彩的内容;加拿大籍教师 Louise McNeil 对本书进行了审阅,提出许多修改意见;同时还得到本系同事的帮助,在此一并给予感谢。

由于编写时间短,本书仍存在许多错误和不足之处,敬请读者批评指正。

编 者

2006 年 4 月

CONTENTS

总 序 前 言

Part One Sentence Skills

Unit One	(3)
Section A: Ineffective Sentence Fragments	(3)
Section B: Integrated Exercises	(5)
Section C: Practical Writing	(7)
Unit Two	(9)
Section A: Fused Sentences or Comma Splices	(9)
Section B: Integrated Exercises	(11)
Section C: Practical Writing	(14)
Unit Three	(17)
Section A: Incorrect Use of Punctuations	(17)
Section B: Integrated Exercises	(23)
Section C: Practical Writing	(26)
Unit Four	(29)
Section A: Misplaced and Dangling Modifiers	(29)
Section B: Integrated Exercises	(31)
Section C: Practical Writing	(34)
Unit Five	(38)
Section A: Ambiguous, Weak or Broad Pronoun Reference	(38)
Section B: Integrated Exercises	(40)

Section C: Practical Writing	(43)
Unit Six	(46)
Section A: Faulty Parallelism	(46)
Section B: Integrated Exercises	(48)
Section C: Practical Writing	(51)
Unit Seven	(54)
Section A: Unnecessary Shifts	(54)
Section B: Integrated Exercises	(56)
Section C: Practical Writing	(59)
Unit Eight	(63)
Section A: Wordy Sentences	(63)
Section B: Integrated Exercises	(65)
Section C: Practical Writing	(67)
Unit Nine	(71)
Section A: Sentence Emphasis	(71)
Section B: Integrated Exercises	(73)
Section C: Practical Writing	(76)
Unit Ten	(78)
Section A: Sentence Variety	(78)
Section B: Integrated Exercises	(80)
Section C: Practical Writing	(83)
Unit Eleven	(88)
Section A: Using Exact Words and Standard English	(88)
Section B: Integrated Exercises	(90)
Section C: Practical Writing	(93)
Unit Twelve	(95)
Section A: Using Fresh Words and Figures of Speech	(95)
Section B: Integrated Exercises	(98)
Section C: Practical Writing	(101)
Unit Thirteen	(105)
Section A: Using Appropriate Levels of Words	(105)
Section B: Integrated Exercises	(107)
Section C: Practical Writing	(110)

Part Two Paragraph Development

Unit Fourteen	(115)
Section A: Basic Structure of a Paragraph	(115)
Section B: Integrated Exercises	(118)
Section C: Practical Writing	(121)
Unit Fifteen	(125)
Section A: Unity	(125)
Section B: Integrated Exercises	(127)
Section C: Practical Writing	(130)
Unit Sixteen	(135)
Section A: Coherence	(135)
Section B: Integrated Exercises	(140)
Section C: Practical Writing	(143)
Unit Seventeen	(147)
Section A: Completeness	(147)
Section B: Integrated Exercises	(150)
Section C: Practical Writing	(153)
Unit Eighteen	(156)
Section A: Development	(156)
Section B: Integrated Exercises	(163)
Section C: Practical Writing	(168)

Part Three Essay Writing

Unit Nineteen	(173)
Section A: Basic Structure and Characteristics of an Essay	(173)
Section B: Integrated Exercises	(181)
Section C: Practical Writing	(184)
Unit Twenty	(187)
Section A: Steps for Writing an Essay	(187)
Section B: Integrated Exercises	(197)

Section C: Practical Writing	(200)
Unit Twenty-one	(203)
Section A: Narration	(203)
Section B: Integrated Exercises	(209)
Section C: Practical Writing	(212)
Unit Twenty-two	(215)
Section A: Description	(215)
Section B: Integrated Exercises	(222)
Section C: Practical Writing	(227)
Unit Twenty-three	(229)
Section A: Exposition	(229)
Section B: Integrated Exercises	(234)
Section C: Practical Writing	(239)
Unit Twenty-four	(241)
Section A: Argument	(241)
Section B: Integrated Exercises	(245)
Section C: Practical Writing	(248)
Bibliography	(250)



Part One

Sentence Skills

Unit One

Section A: Ineffective Sentence Fragments

Sentences are the basic units of the English language. A sentence is a complete thought that usually has a subject and a predicate. It is independent. Phrases, dependent clauses, appositives, infinitives, gerundial or participial phrases, prepositional phrases, and similar group of words are not sentences. They are just parts of a sentence, or sentence fragments. In some cases, sentence fragments are legitimate and acceptable. Thus they can be written as an independent unit in the paragraph. For example, an imperative sentence is not a complete sentence, but it is completely acceptable. Some sentence fragments are written for stylistic purposes, that is, for gaining emphasis or special effects. They can be written as an independent unit, too. But sentence fragments that are written out of ignorance or carelessness are ineffective, and should not be written as a sentence.

Fragment: The reason for Johnson's disappointment being that his mother wasn't there to comfort him.

Revised: The reason for Johnson's disappointment was that his mother wasn't there to comfort him.

An ineffective sentence fragment can be corrected by one of the following three ways: (1) joining the fragment to another sentence, (2) supplying a subject and/or a predicate, and (3) rewriting the passage in which the fragment occurs.

To write a sentence is easy, but to be able to write a good sentence needs the efforts of those who wish to become a better writer. For good sentences are the building blocks of good paragraphs and good essays.

What is a good sentence then? A good sentence has four characteristics: unity, clarity, coherence and emphasis. Any lack of these qualities might result in ineffective or unemphatic sentences.

Exercises

1. Discuss the following questions.

- (1) What is a sentence?
- (2) What are the basic types of sentences?
- (3) What are the characteristics of a good sentence?
- (4) What is a sentence fragment?
- (5) What sentence fragments are legitimate?
- (6) What sentence fragments are ineffective?
- (7) How can ineffective sentence fragments be revised?

2. Revise the following, removing ineffective sentence fragments.

- (1) It is hard to travel to work by bus during the rush hour. Because there is a lot of traffic on the road.
- (2) A dense forest humming with sounds of insects and teeming with animal life.
- (3) The next afternoon we came to the waterfall. The most beautiful sight on our journey.
- (4) He talked for fifty minutes without taking his eyes off his notes. Apparently not noticing that half the class was asleep.
- (5) I cite these examples to show you how interesting accounting can be. And to give you an idea of the kind of problems an accountant has to solve.
- (6) You might think people would resent such a talkative boy, but they do not. The reason being Steve's poise and appearance.
- (7) I thought she was dressed for a masquerade(化装舞会). But soon changed my mind.

- (8) They tried to console the mother for the tragic death of her son.
Although they soon realized that no words they could utter would comfort her.
- (9) If you have to drive on rocks and mud. You need a heavy-duty tire.
- (10) After I learned the price of new cars. I decided to keep my old Lada.

Section B: Integrated Exercises

1. Make sentences.

discourage. from: _____

round the corner: _____

be content: _____

free from: _____

come up with: _____

involve: _____

in advance: _____

stretch from: _____

make sure: _____

nothing but: _____

2. Using exact words is important in writing. Read the following sentences and choose one of the words provided in each bracket to complete the sentence.

- (1) There is no _____ (assess, access) to the house from the main road.
- (2) You will see this product _____ (advertised, advertise) wherever you go.
- (3) In Africa, educational costs are very low for those who are _____ (fortunate, ambitious) enough to get into universities.
- (4) The hopes, goals, fears, and desires _____ (move, vary) widely between men and women, between the rich and the poor.
- (5) To our _____ (relieve, relief), Geoffrey's illness proved not to be as serious as we had feared.

(6) A lot of ants are always invading my kitchen. They are a thorough _____ (nuisance, nonsense).

(7) A peculiarly pointed chin is his most memorable facial _____ (appearance, feature).

(8) Niagara Falls is a great tourist _____ (attention, attraction), drawing millions of visitors every year.

(9) If people feel hopeless, they don't bother to _____ (acquire, require) the skills they need to succeed.

(10) I didn't _____ (hope, mean) to take a taxi, but I had to as I was late.

3. This translation practice is to provide ideas as well as the structure of a paragraph. The topic sentence is given. Finish the rest of the paragraph.

At Christmas I get many presents, but the present that I especially like to get is a book.

(1) 不管什么书都没关系, 可以是小说、诗集、戏剧, 所有我都喜欢。

(2) 我有时候从公立图书馆借书, 我们镇里有个挺好的公立图书馆。

(3) 图书管理员给我文学方面的建议, 帮我找到好书。

(4) 我也买书, 尤其是我以前读过并且喜欢的那些书。

(5) 我把那些书放在书架上, 可以反复地读。

4. Write a composition of about 120 words on the topic: Do "Lucky Numbers" Really Bring Good Luck? You should base your composition on the outline (given in Chinese) below.

(1) 有些人认为某些数字会带来好运。

(2) 我认为数字和运气无关。