



# 大学英语写作指南

## A Guide to College English Writing

卢喆  
赵秀兰  
李翔 / 编著



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藏书章

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# 前言

在国际交往日益频繁的今天,英语写作已成为必不可少的基本技巧之一。本书作者在多年的教学实践中发现,中国大学生的英文写作存在着很多问题,英文写作已成为最令学生们头疼的一项技能。造成中国学生英文写作困难的原因有很多,除语言基础知识不扎实外,母语的思维方式的影响,以及缺乏系统的写作技巧训练都是造成中国学生英文写作困难的重要因素。从写作的要求来看,由于中国大学生在中学阶段已经受到较好的汉语写作训练,他们对于写作的篇章结构也基本了解,对他们来说,英文写作最大问题在于掌握的语言材料还不够丰富,运用语言材料的能力还不够成熟,因此也就不能用英文的思考方式来思考要写的问题,并熟练地用笔头表达出来。实际上,写作过程是一个思维和认识的过程,在写作技巧的训练中首先要培养的是学生们用英语思考的习惯。

针对中国大学生的这些特点,本书在讲解写作基本道理的基础上还选入了许多国内外的优秀文章供读者研究、欣赏。范文除了有助于说明各类体裁文章的特点外,还非常具备可学性,其中不少篇章都出自一代英语大师之手,值得我们反复研读,用心模仿,以提高我们用英语表达思想的能力。

全书由三部分组成。第一部分是句子写作,句子讲究精练,句型有变化,重点突出,务求避免弊病。在这一部分中,还包括标点符号的使用,这也是学生学习写作中必须要重视的方面。第二部分是段落写作,段落讲究统一、连贯和完整。第三部分是篇章写作,包括描写文、叙述文、议论文等各种不同体裁的写作,在每一章里既详细解释该体裁的结构特点和写作策略等,又筛选该体裁的名家名作数篇,以利模

仿欣赏。

在编写本书过程中,编者曾参阅多种国内外教材和文选读本,引用其中一些材料,在此一并致谢。本书后附有参考书目,收录了编者参阅的一些国内外出版物。

由于编者学识和水平有限,虽经努力,疏漏之处在所难免,尚请读者不吝指正。

编者

2006年3月

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## Section One Sentence Writing

### Chapter 1 Expanding basic sentence writing

#### 1.Coordination

##### 1.1 Coordinating conjunctions( 并列连词 )

The coordinating conjunctions include:

| Conjunction | Relationship           |
|-------------|------------------------|
| and         | connection             |
| but         | opposition or contrast |
| yet         | opposition or contrast |
| or else     | choice                 |
| nor         | negation               |
| so          | effect                 |
| for         | explanation            |

##### **Examples**

1.Sentences: The weather is unusually dry this year.

That is fortunate.

Combined: The weather is unusually dry this year, and that is fortunate.

2.Sentences: I will not go there.

She will not come here.

Combined: I will not go there, nor will she come here.

Note: a. "nor" requires inversion(倒装) and the deletion (omission) of the word "not" in the sentence that comes after.

b. A comma is often used between the joined sentence(s) unless the sentences are very short and very closely linked in meaning.

3. sentences: Chill the mixture.

The egg it will curdle.

Combined: Chill the mixture or the egg in it will curdle.

In the above examples, the joined ideas are of equal importance.

## 1.2 Correlative conjunctions(相关连词)

The correlative conjunctions include the paired connectors “either or ...”, “neither ...nor ...”, “not only ...but(also) ...” “both ...and ...”

### **Examples**

1. Sentences: You must improve your work.

I will dismiss you. (either ...or)

Combined: Either improve your work or I will dismiss you.

2. Sentences: Shakespeare was a writer.

He performed regularly on the stage. (Not only ...but also)

Combined: Not only was Shakespeare a writer, but he(also) performed regularly on the stage.

1. In the structure “not only ...but also ...”, the element “also” is optional and often omitted. “not only” requires inversion when used at the beginning of a sentence.

2. Unlike the other pairs listed, “both ...and ...” can be used to connect words or phrases, not sentences.

## 1.3 Conjunctive adverbials(连接副词)

Conjunctive adverbs or adverbial phrases can be used to join

sentences of equal importance. The most frequently used conjunctive adverbials include:

however, instead, on the other hand, nevertheless, otherwise are used to connect contrastive ideas

therefore, consequently, thus, hence, as a result used to signal a conclusion or result

furthermore, moreover, in addition, used to indicate an additional idea or to put forward additional arguments or evidence.

Indeed, in fact are used to indicate emphasis.

Actually is used to contradict the reader's expectation.

### **Examples**

1. Food here is cheaper than in Beijing.

Clothing is more expensive.

Combined: Food here is cheaper than in Beijing; on the other hand, clothing is more expensive.

2. Sentences: The documents were not ready.

We could not sign (签字) the contract.

Combined: The documents were not ready; consequently, we could not sign the contract.

3. Sentences: The price is too high.

The house is not in a very attractive neighborhood.

Combined: The price is too high; moreover, the house is not in a very attractive neighborhood.

Note:

When a conjunctive adverb is used to join sentences, a semicolon not a comma, is required before the verb, and a comma after. This is a major problem among Chinese learners of English.

## 1.4 Semicolon(分号)

Sentences of equal importance can also be joined with a semicolon. Sentences combined with semicolons express related ideas. Sometimes the second sentence explains the first sentence or offers further information. Sometimes a group of sentences present a series of actions.

Writers who use semicolons instead of periods (句号) usually do so because they want their ideas to flow smoothly and quickly, without the interruption created by a full stop (period).

### **Examples**

1.Sentences: The sun was setting.

The shadows were long.

Combined: The sun was setting; the shadows were long.

2.Sentences: Lucy was listening to the radio.

Her brother was doing his homework.

Combined: Lucy was listening to the radio; her brother was doing his homework.

## 2. Subordination

### —Connecting Ideas of Unequal Importance

In a passage, some ideas may be more important than others. Subordination is a technique that helps to emphasize important ideas and downplay less important ones.

Compare the following examples:

1.The girl cried, and she threw the gift out of the window.

A compound sentence (复合句) or coordination (并列句) gives equal importance to both ideas.

2.The girl cried as she threw the gift out of the window.

The subordinate clause (从句)downplays the girl's throwing of the gift out of the window and show how the action of throwing the gift out of the window relates to the action of crying.

3.The girl cried,throwing the gift out of the window.

The participle phrase (分词结构) further subordinates the girl's throwing of the gift out of the window.

4.Crying, the girl threw the gift out of the window.

The participial phrase makes the action of crying less important. And emphasizes the action of throwing the gift out of the window.

5.The crying girl threw the gift out of the window.

Adjectives(形容词)give the least emphasis to the girl's crying.

## **2.1 Subordinate clauses(主从复杂句)**

The idea in a subordinate clause is less important than that in the main Clause (主句);a subordinate clause can therefore be used to emphasize an important idea. There are three types of subordinate clauses:

Adverbial clauses(副词性从句、状语从句),adjective clauses(形容词性从句、定语从句),and noun clauses(名词性从句).

### **2.1.1 Adverbial clauses(副词性从句,状语从句)**

An adverbial can be used to connect two sentences that contain ideas of unequal importance. Connectors used in adverbial clauses can be divided in to eight groups:

time: before, after, until when, as soon as, whenever, since, as, while , just as

Place: Where, wherever

Reason/cause: because, since, as

Result: so that, so ...that ..., such ...that

Purpose: so that, in order that, with the result that

Condition: if unless, as long as, provided that

Concession: although, though, even though, even if, while, no matter whether

Manner: as, as if, as though

1. Sentences: Rush hour is my favorite time to drive.

I enjoy the challenge of heavy traffic. (because)

Combined: Rush hour is my favorite time to drive because I enjoy the challenge of heavy traffic.

2. sentences: She was deeply hurt by his disrespect to her.

She continued to help him.

combined: Although she was deeply hurt by his disrespect to her, she continued to help him.

note: An adverbial clause is usually set off from the main clause by a comma when it appears at the beginning of a sentence, but it is usually separated from the main clause if it comes at the end.

### **2.1.2 Adjective clauses**(形容词性从句、定语从句)

Adjective clauses (also attributive clauses, or modifying clauses) describe a person, a thing, a place and time, and show possession. For example:

The house that they just built last week will have to be torn down as an illegal building.

Adjective clauses can be used as another strategy to emphasize main ideas. Connectors of adjective clauses include:

|                 |                    |
|-----------------|--------------------|
| that, who, whom | relating to people |
| whose           | possession         |
| that, which     | things             |
| where           | place              |
| when            | time               |

When the adjective clause is not essential to the meaning of a sentence, it is set off by a comma or paired commas; in this case, it is called an on-restrictive adjective clause.

Example: My sister who used to be an architect went abroad last week.

(attributive: I have more than one sister.)

The non-restrictive adjective clause is explanatory. A restrictive adjective is essential to the meaning of a sentence; it is not set off by commas.

Example: My sister, who used to be an architect, went abroad last week.

(non-attributive, explanatory: I have only one sister.)

Here are two other examples:

1. Sentences: The staff of the department will meet in the room.

They met in the room last week.

Combined: The staff of the department will meet in the room here they met last week.

Sentence: Frederick Warren designed the building.

Frederick Warren was a world-famous architect 80 years ago.

Combined: Frederick Warren, who was a world-famous architect 80 years ago, designed the building.

### **2.1.3 Noun clauses(名词性从句)**

Noun Clauses function as nouns in a sentence.

subject (主语): That the invading troops have been withdrawn cannot fail to improve the economic prospects of the whole region.

Subject complement (主语补足语): My assumption is that interest rates will soon fall.

object (宾语): I noticed that he spoke English with Chinese

accent.

appositive (同位语): Your complaint that Professor Owens does not know how to teach is fully justified(证明...正当或正确).

Adjectival complementation(形容词补语): We are glad that they will be able to join us for our wedding ceremony and the reception afterwards.

Note:

1) In formal writing, you should avoid using contractions because contractions can make the statement sound informal.

2) "That" can not be omitted in a subject clause, Since without the subordinate marker the clause would be initially misinterpreted as a main clause.

For example: You do not know China firsthand is a great pity.

Revised: That you do not know China firsthand is a great pity.

However, the subject that-clause is usually postponed by the formal subject it.

For example: It is a great pity that you do not know China firsthand.

In the following examples the base sentence contains the cues "something" or "someone". The words in parentheses must be used to attach the noun clause to the base sentence. Notice that the word order may change when a noun clause is inserted.

**Examples:**

1. Sentence: "Something" was as much a mystery as "someone."

He was killed. (why)

Someone killed him. (who)

Combined: Why he was killed was as much a mystery as who killed him.

2. Sentence: "Something" does not seem to affect his plan.



She comes. (Whether ...or not)

Combined :Whether she comes or not does not seem to affect his plan.

## 2.2 Punctuations(标点符号)

Certain punctuation marks can be used to join sentences of unequal important. A colon,a dash Or parentheses (Br. brackets) can be used to join two sentences when one explains or restates the other.

### 2.2.1 Colons(冒号)

a. A colon is used after a main clause where the following statement illustrates or explains the content of that clause. It may be replaced by a semicolon or a period(句号).

For example: The garden had been neglected for a long time: it was overgrown and full of weeds.

b. A colon can also be used before a long list, and often introduced by phrases like “such as”, “for example”, “for instance”, “in the following examples”, “as follows”.

#### **Examples:**

1.Sentences: My vacation plan includes the flowing activities.

The activities are reading a good book, visiting my grandparents and swimming.

Combined: My vacation plan includes the flowing activities: reading a good book, visiting my grandparents and swimming.

2.Sentences:The overseas cargo carrier brought goods from all over the world.

It brought cloths, furniture, household applies and heavy machinery.