

大学英语写作

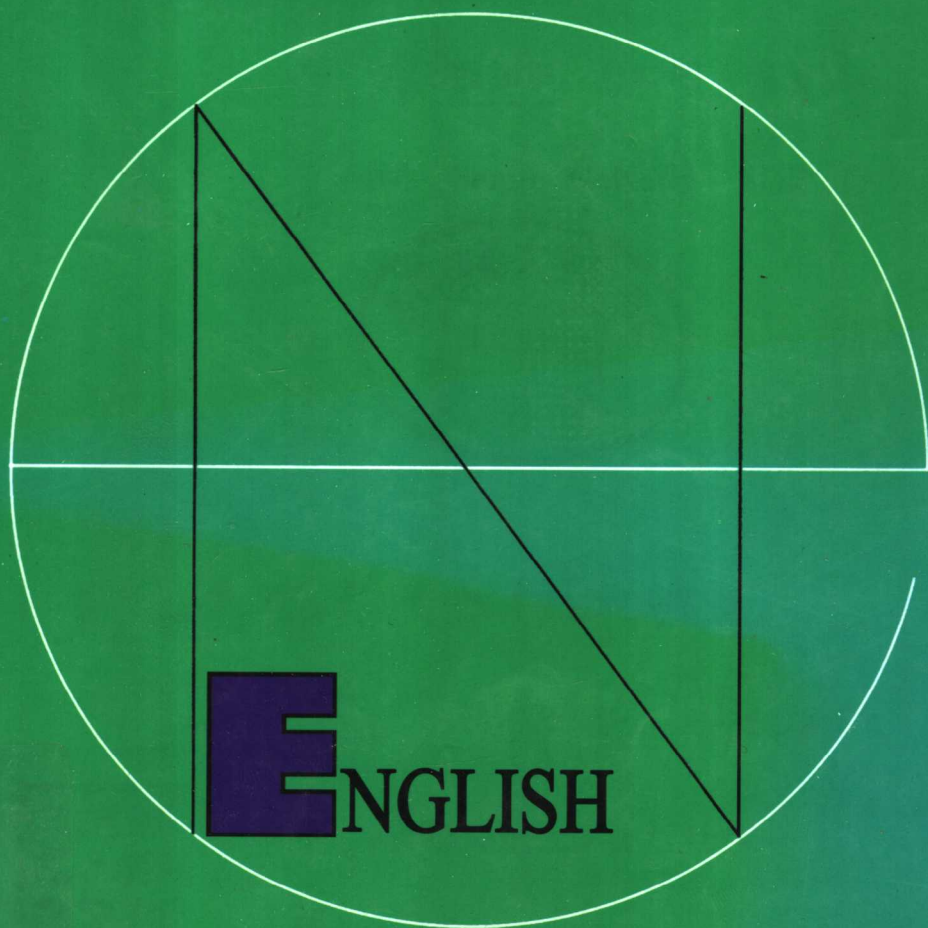
中级教程

陈 洪主编

陈 洪 穆林华 邢晓明 编著

何向明 SHAUN MCNALLY 审定

首都师范大学出版社



COLLEGE ENGLISH COMPOSITION
STEPS TO EFFECTIVE WRITING

大学英语写作中级教程

College English Composition:
Steps to Effective Writing

陈 洪 主 编

陈 洪 穆林华 邢晓明 编著

何向明 Shaun McNally 审定

首都师范大学出版社

(京)新 208 号

图书在版编目 (CIP) 数据

大学英语写作中级教程=COLLEGE ENGLISH COMPOSITION: STEPS TO EFFECTIVE WRITING/陈洪主编;陈洪等编著. —北京:首都师范大学出版社, 1994 (1998 重印)

ISBN 7-81039-002-3

I. 大… II. ①陈…②陈… III. ①英语-写作-大学-教材②写作-英语-大学-教材③大学英语-写作-教材 IV. H315-43

中国版本图书馆 CIP 数据核字 (94) 第 00328 号

首都师范大学出版社

(北京西三环北路 105 号	邮政编码 100037)
北京银祥印刷厂印刷	全国新华书店经销
1994 年 7 月第 1 版	2002 年 4 月第 3 次印刷
开本 787×1092 1/16	印张 18
字数 402 千	印数 6,001~16,500 册
定价: 14.50 元	

编者说明

《大学英语写作中级教程》是一本系统的英文写作课教材，供具有中级英文水平的学生使用。它可作为高校英语专业本科、专科二或三年级学生的写作课教材，也可供具有同等水平的高校其他专业学生、研究生及自学者使用。

本书内容包括：英文句式变换；段落推展方式；记叙文、描述文、论说文、应用文的写作；标点符号的应用等。全书可供一学年使用。

一 编写指导思想

本书在编写过程中力求体现以下原则：

1. 兼顾外语教学与写作教学的双重特点，本书在教学主导模式的选择上突出了结构教学法的原则，而在教学步骤的安排上体现了过程教学法的原则。与此同时，还按照功能教学法的原则来确定例文及写作练习的具体内容，并专门设有应用文写作的章节。

2. 突出成文性写作，寓写作知识、技能的学习于成文性写作中。为此，每课书基本都安排二项练习内容（Exercises 和 Writing Practice），使学生对本课所学内容既能在各项练习中得到操练，又有机会在成文性写作中实践运用。

3. 针对中国学生的特殊问题及需要，本书安排有对中国学生的特殊指导及典型错误分析（Tips for students）等内容。同时特别注意在写作题材的安排上结合我国的习俗和国情。

4. 在范文选材上力求体现文体典型性、知识性、趣味性相结合的原则，文字难度适中。每类文体均提供数篇精选范文，以供学生分析、模仿。

5. 突出实用性，方便教师使用。为此，本书安排了大量的练习及写作题材，既为学生提供多项实践机会，亦为教师提供多种选择。许多课文以问答方式出现，便于课堂操作及启发式教学。书后还附有练习答案，以供教师参考。

6. 满足学生应付标准化英文水平测试的需要。学生在学习本书后写作能力应能超过全国英语专业四级、非英语专业六级英文水平测试中写作项目的要求。

7. 满足自学者的需要。自学者可通过自学课文，做练习，然后核对参考答案的方式进修英文写作。

二 课文体例安排

本教材共分为六章。由于教学内容特点不同，各章篇幅亦不相等，但每课体例基本相同，包括以下几部分内容。

1. 本课内容提要
2. 课文（Text）
3. 练习（Exercises）
4. 写作实践（Writing Practice）

（写作实践包括 Writing on the Spot 和 Take-home Assignment 两部分）

三 使用说明

1. 本书在总体设计上，贯穿两条主线，一是句子、段落、各类文体结构的写法，二是对写作过程的指导（包括从写前的准备活动到拟稿、改稿、定稿的全过程）。教师应对这两方面

予以同等的重视，特别注意对学生写作过程的指导，以全面提高学生的写作能力。

2. 本教材练习量大，目的是为教师提供多种选择。教师可根据学生水平和实际需要，选做其中部分内容。

3. 许多课文中附有 Tips for students 一项内容，为学生提供有针对性地指导或常见错误分析。应要求学生认真阅读这部分内容，并学以致用，在写作中特别注意有关问题或避免出现类似错误。

4. 在有关段落和短文写作的章节中，多附有 Words and Expressions 一项内容，提供与本课文体相关的词汇和例句。由于本书不能对这些词或词组的用法一一举例，教师应提醒学生在遇到生词或不熟悉的词（组）时，要先查词典，搞清用法后再使用。

5. 为保证教学质量，教师应采取措施，使学生在学本书时不翻看答案部分，通过独立思考解答问题，完成作业。

6. 如为应试学生开办短期培训班，可选用部分有关章节进行教授，如二、三、四章，五、六章的部分内容。

四 各章学习要点简介

Chapter I 本章主要内容为句式变换。通过本章学习，学生应了解各类英文句式的达意特点和写作方法，在写作中根据需要要有意识地变换句式，达到较好的修辞效果，提高语言表达质量。同时在写作实践中练习记叙文和描述文的写作。

Chapter II 本章主要学习英文段落写作的基本原则，包括英文段落的组织，一致性、连贯性的原则，主题句的作用、位置及写法，连接词的应用等。

Chapter III 本章学习几种最常见的段落推展方式，包括列举、举例、时间顺序、空间顺序、过程描述五种方式。这些方法亦是英文短文写作常用的推展方式，因此掌握这些方法将为学习短文写作奠定基础。

Chapter IV 本章介绍英文短文写作，包括文章结构（主论句、首、尾段、推展段等）和写作过程（写前准备活动、写提纲、拟稿、改稿、定稿）的学习与实践。学生应在教师指导下，认真实践写作过程的每一环节。

Chapter V 本章继续学习英文写作推展方式，集中介绍比较、对比、定义、分类、因果分析五种方法在段落及短文写作中的应用，同时还介绍了推展方式综合运用的写法。

Chapter VI 本章学习几种应用文，包括商业信函、私人信函、个人简历的写法，着重格式与语言两方面。针对中国学生对英语语体的正式程度缺乏语感，容易混淆的特点，本章特意安排了帮助学生提高区别正式文体、非正式文体、口语体能力的内容和练习，使学生在应用文写作中不但做到格式正确，语言亦能得体。

《大学英语写作中级教程》由首都师范大学英语系教师合作编著。陈洪副教授担任主编，承担编写工作的有陈洪、穆林华副教授和邢晓明老师，何向明副教授和我校美籍专家 Shaun McNally 先生负责全书的审定。

本书承北京外国语大学吴冰教授和首都师大韩志先副教授审阅并提出宝贵意见。在编写过程中，我们还得到首都师大英语系曹贞敏教授，张瑾副教授和沈一中副教授的帮助，在此特致谢意。

PREFACE

Having worked as a “foreign expert” on three occasions since 1980 at different Chinese institutions, I have had the chance to work closely with Chinese students in composition classes. Somehow it turned out that the problem of teaching Chinese students how to write was often handed over to foreign teachers. The reasons my Chinese colleagues usually offered to justify this situation were that only native speakers are capable of explaining the finer points of writing and that it requires too much work on their part. For “us” it is easy. I have always disagreed with these objections because they belittle the competence of Chinese EFL teachers and they serve to somehow mystify the writing process. In most universities, Chinese teachers are solely responsible for their students’ progress. They take pride in their achievements in reading, listening and speaking. If we consider what some refer to as the “four skills,” however, quite a few Chinese teachers seem willing to teach only three-fourths of a standard EFL curriculum, neglecting the essential skills of writing. It is clear that the majority of students will use English primarily in written form. This entails a direct connection with what they learn in their reading courses. Reading and writing need to be related in a meaningful way so that students can progress from reception or understanding to production or expression. That is one strong point of this textbook. Interacting with others across the globe, Chinese students will need to communicate in effective written English. Whether compiling and summarizing reports, reading English and responding to it in everyday work situations or translating effectively, they will need to know the conventions of written English. Given the needs of the country, it is imperative that students learn to write well.

At present most university programs emphasize speaking, listening and other areas to the detriment of the development of communicative competence in writing, which entails critical reading as well. Foreign teachers’ work has been hampered by the fact that they generally do not have a contrastive knowledge of Chinese and English to assist their students, and the fact that they often teach one year and leave. There is rarely any carryover in terms of content and skills development and little connection between the work they do and the specific objectives of Chinese curriculum planners. Chinese teachers of writing have also encountered problems because in most cases they are obliged to teach lessons from materials designed for foreign students in intensive EFL programs in Britain or the U. S. Such textbooks are poorly suited to Chinese students and the difficulties they pose in terms of culture, language and methodology are hard to overcome.

It is obvious that tertiary English programs in China need to assume responsibility for the “neglected skill” —writing. There are many trained Chinese teachers who are capable of

teaching English composition but what is needed is a systematic course for them to follow. **College English Composition: Steps to Effective Writing** was conceived with Chinese teachers and students in mind. It has been tested in the classroom and revised numerous times by teachers familiar with Chinese-English language interference problems. Their understanding of the ways in which Chinese students learn has been incorporated into the organization of the instructional activities in each lesson. There are clear models to follow as well as passages to analyze and exercises to practice specific subskills. This text will help to fill a major gap in Chinese EFL programs. It is a Chinese solution to the problem of how to teach writing, and it is a very effective one indeed.

Shaun McNally
Capital Normal University
December 1, 1993

TABLE OF CONTENTS

编者说明.....	(1)
PREFACE	(3)
 CHAPTER I WRITING EFFECTIVE SENTENCES	(1)
Lesson One Coordination	(2)
Lesson Two Subordination (I)	(10)
Lesson Three Subordination (II)	(19)
Lesson Four Parallelism	(29)
Lesson Five Emphasis of Main Ideas	(34)
Lesson Six Sentence Variety	(43)
 CHAPTER II WRITING PARAGRAPHS	(52)
Lesson Seven Paragraph Unity	(53)
Lesson Eight The Topic Sentence	(59)
Lesson Nine Paragraph Coherence	(66)
 CHAPTER III PARAGRAPH DEVELOPMENT	(75)
Lesson Ten List & Example Paragraphs	(77)
Lesson Eleven Chronological & Spatial Paragraphs	(84)
Lesson Twelve Process Paragraphs	(90)
 CHAPTER IV WRITING SHORT ESSAYS	(97)
Lesson Thirteen Short Essay Organization	(99)
Lesson Fourteen Writing Thesis Statements	(107)
Lesson Fifteen Writing Beginning & Ending Paragraphs	(113)
Lesson Sixteen Revising and Editing	(120)
 CHAPTER V PARAGRAPH & ESSAY DEVELOPMENT (CONTINUED)	(127)
Lesson Seventeen Comparison Paragraphs	(129)
Lesson Eighteen Contrast Paragraphs	(138)

Lesson Nineteen	Comparison & Contrast Essays	(146)
Lesson Twenty	Definition Paragraphs	(153)
Lesson Twenty-one	Classification Paragraphs	(160)
Lesson Twenty-two	Definition & Classification Essays	(166)
Lesson Twenty-three	Cause-effect Paragraphs and Essays	(172)
Lesson Twenty-four	Short Essay Development by Various Means	(180)
CHAPTER VI WRITING LETTERS AND RESUMES		(185)
Lesson Twenty-five	Business Letters	(186)
Lesson Twenty-six	Personal Letters	(197)
Lesson Twenty-seven	Resumes	(206)
APPENDIX I THE USE OF PUNCTUATION MARKS		(212)
APPENDIX II ANSWERS TO DISCUSSION QUESTIONS AND EXERCISES		(237)
Bibliography		(278)

CHAPTER I

WRITING EFFECTIVE SENTENCES

Sentences are the essential components of writing. You have learned various ways to write correct sentences, but correct sentences do not necessarily make up good writing. In good writing, all the sentences must communicate effectively. For instance, you often need to combine several ideas or facts into one sentence according to their relative importance. In some sentences ideas need to be equally emphasized, while in others one idea needs to be more emphasized than the rest. Thus, to learn how to write well in English, you need to learn how to write effective sentences. In the six lessons of this chapter, you will learn the major ways to structure effective sentences.

Lesson One Coordination

- * *Using coordinating conjunctions*
- * *Using correlative conjunctions*
- * *Using conjunctive adverbs*
- * *Using the semicolon*
- * *Writing Practice: Description by space order*

Text

Coordination is a technique of writing to show that in a sentence two or more ideas are equally important. You can coordinate single words or phrases, and you can coordinate clauses. In this lesson, you will learn four ways to link two or more main clauses together in a single sentence. These sentences will add variety to your writing if you mix them with other sentence structures.

I. Using coordinating conjunctions:

You may use a Coordinating conjunction to connect two main clauses. There are seven coordinating conjunctions: **and**, **but**, **yet**, **or**, **nor**, **so**, and **for**. They can be easily remembered as "A. B. Fonsy," a memory code which contains the first letter of each word. Each conjunction signals a relationship between ideas:

- | | |
|------------|--------------------------------|
| and | (similarity, addition) |
| but | (opposition or contrast) |
| yet | (opposition or contrast) |
| or | (choice) |
| nor | (addition of a negative point) |
| so | (consequence) |
| for | (an explanation) |

A. Coordinating conjunctions can be used to join two or more main clauses to form **compound sentences** (sentences containing two or more main clauses). A comma often precedes a coordinating conjunction. Study the following examples to see how a coordinating conjunction works. Note "nor" requires inversion in sentence structure.

Sentences: John has an advanced degree in journalism.

He has never learned to spell or punctuate properly.

Combined: John has an advanced degree in journalism, **yet** he has never learned to spell or punctuate properly.

Sentences: We did not feel comfortable sitting in the empty restaurant.

We could not decide what to order.

Combined: We did not feel comfortable sitting in the empty restaurant, **nor** could we decide what to order.

Note the comma can be omitted when the two main clauses are very short and very closely linked in meaning. (e. g. John finished his exam and Mary corrected it.)

B. When a coordinating conjunction is used to join two or more sentences which have the same subject, only one subject is used. In such a case, the sentence is not a compound sentence and the conjunction in fact connects two or more verbs or verb phrases, or other kinds of phrases. Notice that the words or phrases connected by a coordinating conjunction should be parallel; that is, they should be similar grammatical elements.

Sentences: Henry Hudson sailed into a great bay in what is today's northern Canada.

He thought they could spend winter there.

Combined: Henry Hudson **sailed into a great bay in what is today's northern Canada** and **thought they could spend winter there.** ("and" connecting two verb phrases)

Sentences: Politicians today face the difficult task of solving urban problems.

They also face the difficult task of finding the money without raising the taxes.

Combined: Politicians today face the difficult tasks of **solving urban problems** and **finding the money without raising the taxes.** ("and" connecting two gerund phrases)

II. Using correlative conjunctions:

The correlative conjunctions—**either... or...**, **neither... nor...**, **both... and...**, and **not only... but also...**—can be used to join sentences of equal importance.

In the following examples, you can see how sentences can be combined by correlative conjunctions. Like the coordinating conjunctions, the correlative conjunctions can connect clauses to form compound sentences or connect words or phrases. Notice that the words or phrases after each pair of correlative conjunctions should also be of the same structure.

Sentences: You will have to turn up the heat in this building.

I will be forced to complain.

Combined: **Either** you will have to turn up the heat in this building, **or** I will be forced to complain. (“either... or” connecting two main clauses)

Sentences: This new diet will do wonders for your health.

It will make you look and feel better.

Combined: This new diet will **not only** do wonders for your health **but also** make you look and feel better. (“not only... but also” connecting two verb phrases)

Note that, when used at the beginning of a sentence, the conjunction “not only” requires inversion:

Not only **will this new diet** do wonders for your health, **but** it will also make you look and feel better.

III. Using conjunctive adverbs:

Conjunctive adverbs are adverbs or short phrases that also show equal relationship between the joined clauses, as coordinating conjunctions do; but they are more emphatic and formal than the latter.

Unlike a coordinating conjunction, a conjunctive adverb, when used to join two main clauses, demands a semicolon instead of a comma between the two main clauses. In addition, the adverb is usually followed by a comma. The following are some most frequently used conjunctive adverbs:

however, instead, on the other hand, nevertheless, otherwise, in contrast (indicating contrast)

therefore, thus, hence, consequently, as a result, for this reason (indicating cause and effect)

besides, moreover, furthermore, in addition, similarly (indicating a similar idea follows)

indeed, in fact, in particular, for example, for instance (indicating emphasis and illustration)

then, meanwhile, at the same time, afterward, later (indicating time)

Sentences: Six inches of snow fell last night.

Chris and I will have to clear the walkway this morning.

Combined: Six inches of snow fell last night; **Consequently**, Chris. and I will have to clear the walkway this morning.

Sentences: The visitor came to the door.

It was too late for him to get in.

Combined: The visitor came to the door; **however**, it was too late for him to get in.

Note:

1. No comma is needed after some conjunctive adverbs, such as **then** and **thus**:

The ice cracked and split; **then** we sank into the bone-chilling water.

2. Although the most common position for a conjunctive adverb is between two main clauses, many conjunctive adverbs can also be put in the middle of the second main clause. Occasionally, a conjunctive adverb can be even put at the end of the second main clause:

The old bridge can no longer support heavy traffic; at the town meeting, **therefore**, the selectmen ask voters to approve the construction of a new one.

Blue jeans have become fashionable throughout the world; the American originators, **however**, still wear more jeans than anyone else.

Blue jeans have become fashionable throughout the world; the American originators, still wear more jeans than anyone else, **however**.

IV. Using the semicolon:

You can also use the semicolon alone to join main clauses in a compound sentence. The use of the semicolon is usually more emphatic than the use of a coordinating conjunction. It often gives emphasis to 1) two similar ideas, 2) two opposite ideas, or 3) strong cause-effect relationship.

Sentences: John is a beggar.

His father was a tramp.

Combined: John is a beggar; his father was a tramp. (two similar ideas)

Sentences: John is a beggar.

His father was a millionaire.

Combined: John is a beggar; his father was a millionaire. (two opposite ideas)

Sentences: The storm swept the country.

Two thousand people were left homeless.

Combined: The storm swept the country; two thousand people were left homeless.
(strong cause-effect relationship)

Tips for students:

This lesson mostly deals with compound sentences in which there are two or more main clauses. When you write compound sentences, you must pay particular attention to the correct usage of punctuation. Many Chinese students fail to notice the difference between coordinating conjunctions and conjunctive adverbs; thus they often use a comma before a conjunctive adverb. Or even worse, they simply use a comma to separate two main clauses without using a connecting word. Both of the problems mentioned above can be summed up as comma splices. This is a big problem among the Chinese students. To avoid the problem, you must remember the following:

1. Do not use a comma to join two main clauses unless you use a coordinating conjunction;

Faulty: Mary will be coming for a visit next fall, we will have some real parties again.

Right: Mary will be coming for a visit next fall, and we will have some real parties again.

Or: Mary will be coming for a visit next fall; we will have some real parties again.

2. Do not use conjunctive adverbs in the same way as coordinating conjunctions. Remember the semi-colon is used with a conjunctive adverb. The best way to distinguish the two kinds of connectors is to learn the seven coordinating conjunctions by heart.

Faulty: We were ready to buy the house, moreover, we had sold our old one.

Right: We were ready to buy the house; moreover, we had sold our old one.

Exercises

I. Combine the following sentence sets with proper coordinating conjunctions:

1. Should we harvest the wheat now?
Should we take a chance on fair weather next week?
2. The people were desperately poor.
They could find no way to make the soil more productive.
3. We wanted to see the movie.
We were reluctant to drive on the icy roads.
4. The workers accepted the contract.
It was in their best interests.
5. Many people were outside the stadium.
I knew there was little chance of my getting a last-minute ticket.
6. Lisa was not satisfied with her performance.
She knew she could have done much better.
7. Elizabeth did not want to marry Mr. Collins.
She did not want to marry Mr. Darcy.
8. Tom wants to attend one of the local universities.

First he must study the programs each offers.

9. Requirements for this job include the ability to read two languages other than English.
Requirements for this job include extensive travel experience.
10. Mrs. Smith was unable to decide whether to order the sea food salad.
She was unable to decide whether to order the steak with tomato sauce.
She was unable to decide whether to order the special turkey dinner.
11. Whenever Martin feels depressed, he goes for long walks along the river.
Whenever Martin feels depressed, he hums quietly to himself.
Whenever Martin feels depressed, he tries to think of cheerful, pleasant things.
12. Ancient Greece gave the world the foundations of democracy.
It gave the world an unsurpassed architecture.
It gave the world great works of literature and music we study yet today.

II. Use correlative conjunctions to join the following sentence sets:

1. The scholarship offered her a chance to attend the college of her choice.
It did a world of good for her self-respect.
2. The weather forecasters made a huge mistake in their forecast.
What I see falling from the sky is not snow.
3. New sources of income will have to be found.
Local governments will have to increase taxes.
4. We will have to raise money by working over the weekends.
We will have to ask each member to pay more.
5. Michelangelo was a great painter.
He was a sculptor, poet and architect.
6. We must find a way to feed the world's growing population.
We must face a worldwide famine.
7. A man should have courage.
He should have political consciousness.
8. She missed the chance to go abroad.
She was expelled from the college.
9. You agree to his terms.
You will have to look for another job.
10. He has a passion for music.
His son has a passion for music.
11. The plane brought them food and medicine.
It brought them the concern of the Party and people.
12. We should pay attention to industry.
We should pay attention to agriculture.

III. Join each set of the following sentences with a conjunctive adverb (you may refer to the

list of conjunctive adverbs given in the text):

1. Rose argued that she did not drive her car over fifty miles an hour.
The officer gave her a ticket.
2. This apartment building is too old.
People have decided to pull it down.
3. Chemical wastes in the environment can seriously endanger people's health.
The chemicals dumped in Love Canal caused sickness, genetic damage, and even death.
4. Nuclear war is the greatest threat to humans.
Its potential effects were more destructive than any recorded natural disaster.
5. Men in the Middle Ages gave women few political rights.
They idolized women in literature.
6. Diana had all her brother's notes from the previous year.
She thought the course to be rather simple.
7. The river maintains many forms of life.
It provides children with a safe place to swim.
8. The center offers a variety of exhibits and events.
Students can see paintings by French Impressionists, attend a performance of *Othello*, and hear music by Mozart.
9. Woody Allen is out favorite director.
We have seen all of his films.
10. Charlotte Bronte was the author of *Jane Eyre*.
She wrote a novel entitled *Shirley*.

IV. Combine the following pairs of sentences with a semicolon; then try to use one of the three other ways to achieve coordination:

1. Daniel is entering the army in June.
He will train in California.
2. I need a ride home after school.
My sister can't pick me up.
3. Mary wants to buy a car.
She begins driving lessons tomorrow.
4. Jane wants to study law.
Her friend Maria wants to be a social worker.
5. Michael has completed all the assignment for the course.
Tomorrow he will take the final exam.
6. The gray whale is an endangered species.
Several countries still hunt the animals commercially.