

ENGLISH

# 英语写作进阶

• — Learn to Write Better — •

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上海交通大学出版社

# 英语写作见进

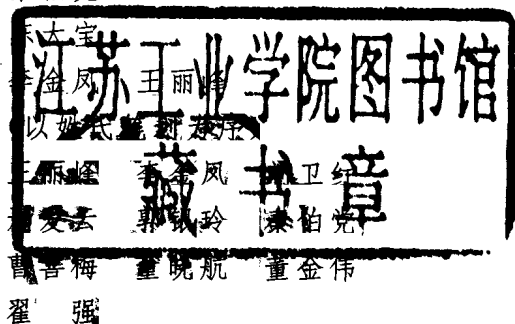
LEARN TO WRITE BETTER

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上海交通大学出版社

## 内 容 提 要

本书共分为五章。第一章概括介绍英语的十大词类在句子中的具体运用、词与词之间的修饰关系以及怎样措辞；第二章详尽介绍英语的句型、句子的扩大、怎样实现句子的多样化、造句时应注意的种种问题以及标点符号的使用。第三章全面探讨段落的写作技巧和展开段落的不同方法；第四章集中论述从段到篇的自然过渡和四种不同体裁的写作步骤；第五章着力分析大学英语四级考试写作的各种类型、提供评分依据和形式多样的参考样题并介绍求职答谢、咨询索赔等商业书信的写作。全书前后连贯，材料翔实，可作为非英语专业大学生的写作教材，也可供广大英语爱好者阅读参考。

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# 前 言

为了培养和造就大批既懂专业知识又能熟练运用一门外语的复合型人才，满足对外经济贸易的需要，国家教委英语四、六级考试委员会对原有的考试大纲作了若干重大调整，比如：听力理解一项可能增加听写，且形式不一；阅读理解一项可能在所给的段落中给出英译汉的内容；词汇和结构一项增大难度；作文设立基本分等。从所作的调整中我们不难看出，主观试题的份量在逐步加重，衡量英语学习的尺度开始转向重视考生对英语的实际运用能力，即在原有的听和读的基础上注重动手写的能力。我们认为，培养和提高广大学生写的能力是一项十分严峻的任务，必须从基本功抓起，而扎实的英语写作基本功则应集中体现在博学多记并熟练运用语法知识正确地遣词造句、顺理成章的能力上。为此，我们根据多年的教学实践，从学生的实际情况出发，用浅显的语言，大量贴切有力的例证，花费了相当长的时间编写了这本英语写作书。

本书共分为五章。第一章概括介绍英语的十大词类在句子中的具体运用、词与词之间的修饰关系以及怎样措辞；第二章详尽介绍英语的句型、句子的扩大、怎样实现句子的多样化、造句时应注意的种种问题以及标点符号的使用；第三章全面探讨段落的写作技巧和展开段落的不同方法；第四章集中论述从段到篇的自然过渡和四种不同体裁的写作步骤；第五章着力分析大学英语四级考试写作的各种类型、提供评分参考依据和形式多样的参考样题并在书信一栏中另辟蹊径，把同学们引向怎样书写商业信函的一席之地，为同学们习作求职答谢、咨询索赔助一臂之力。全书前后连贯，材料翔实。共有阅读段落 60 多个，短文和信件上百篇，均

经过认真筛选,并配有大量的练习。我们希望读者通过阅读此书增进语法知识,重视词的运用,熟悉写作技巧,明了篇章结构,用所学的理论指导自己的写作实践。我们也希望读者通过阅读此书扩大词汇,进一步深刻地认识句子,留心英语的表达习惯,坚持平时多写多练,用踏踏实实的劳动来提高自己的英语水平。书名称为“见进”,用意即在于此。

此书脱稿后,我院特邀加拿大籍语言教师 Ms. Gwenneth Maureen Hastie 在百忙中对此书字斟句酌,作了认真修改,提出了许多宝贵的意见,教研室其他老师也给予了大力支持和帮助,在此,我们向他们一并表示衷心的感谢!

参加本书编写的人员具体分工如下:邢爱云(第一章第Ⅰ部分的1~6);刘卫红(第一章第Ⅰ部分7~10及第Ⅱ部分);郭银玲(第二章第Ⅰ、Ⅱ、Ⅴ、Ⅵ部分);曹喜梅(第二章第Ⅲ、Ⅳ部分);董晓航(第三章第Ⅰ、Ⅱ部分);董金伟(第三章第Ⅲ部分);翟强(第四章第Ⅰ、Ⅱ、Ⅲ部分及第Ⅳ部分第4节);李金凤(第四章第Ⅳ部分);王丽峰(第五章第Ⅰ部分及第Ⅱ部分的第8节);秦伯党(第五章第Ⅱ部分)。

给同学们送上一本开卷有益、爱不释手的书,确非易事。我们力求这样做,但水平有限,教学任务繁重,难免挂一漏万。不当之处,深望同行同仁和热心读者批评指正。

编 者

1998年8月

# 目 录

<b>Introduction 引言</b> .....	1
<b>Chapter One The Word 词</b> .....	3
I. The Parts of Speech 词类 .....	3
1. The Noun 名词 .....	3
2. The Pronoun 代词 .....	7
3. The Adjective 形容词 .....	10
4. The Adverb 副词 .....	13
5. The Verb 动词 .....	17
6. The Preposition 介词 .....	31
7. The Conjunction 连词 .....	37
8. The Article 冠词 .....	41
9. The Numeral 数词 .....	45
10. The Interjection 感叹词 .....	47
II. The Choice of Words 措词 .....	48
1. Using Exact Words 用词精确 .....	49
2. Using Fresh Words 用词新颖 .....	59
3. Using Words Economically 用词简练 .....	62
4. Using Figurative Language 使用形象语言 .....	69
<b>Chapter Two The Sentence 句子</b> .....	75
I. Sentence Sense and Sentence Patterns 句子意义和句型 .....	75
1. Sentence Sense 句子意义 .....	75
2. Sentence Patterns 句型 .....	75
2.1 Expansion by Modification 用修饰方式扩大句子 .....	76
2.2 Expansion by Substitution 用替代方式扩大句子 .....	77

2.3 Expansion by Coordination 用合并方式扩大句子	77
Ⅱ. Agreement 一致关系	79
1. Agreement of Subject and Verb 主谓一致	79
2. Agreement of Pronoun and Antecedent 代词和先行词一致	88
Ⅲ. Characteristics of an Effective Sentence 恰当句子的特点	92
1. Correctness 正确	92
1.1 Dangling Modifiers 悬垂修饰语	92
1.2 Misplaced Modifiers 错置修饰语	95
2. Unity 统一	96
2.1 The Choppy Sentences 非连贯句	96
2.2 Stringy Sentences 连串句	97
3. Clarity 清楚	98
3.1 Wrong Pronoun References 代词错指	98
3.2 Vague Comparison 比较不明	100
3.3 Lack of Necessary Details 必要细节欠缺	101
3.4 Confusing Shifts 转移混乱	101
4. Coherence 连贯	104
4.1 Parallelism 平行结构	104
4.2 Subordination 从属关系	106
5. Emphasis 强调	109
5.1 Positioning 词位摆放	109
5.2 Using the More Appropriate Voice for the Verbs in the Sentence 使用恰当的语态	110
5.3 Using Climatic Order 使用渐升法	111
5.4 Using the Rhetorical Question 使用修辞问句	111
5.5 Using Parallelism and Balanced Sentences 使用平行结构和对称句	112
5.6 Using Repetition 使用重复手法	112

IV. Sentence Variety 句子多样化 .....	115
1. Vary Sentence Beginnings 变化句子开头 .....	115
2. Vary Sentence Patterns and Kinds of Sentences 变化 句型 and 句子种类 .....	116
3. Vary Sentence Length 变化句子长度 .....	119
V. Sentence Combining 句子合并 .....	120
1. Subordinating Ideas 从属概念 .....	120
2. Combining Sentences to Avoid Repetition 合并句子 避免重复 .....	121
VI. Punctuation 标点符号 .....	122
1. The Comma 逗号 .....	122
2. The Period 句号 .....	124
3. The Question Mark 问号 .....	124
4. The Quotation Mark 引号 .....	125
5. Italics 斜体 .....	125
6. The Semicolon 分号 .....	126
7. The Colon 冒号 .....	126
8. The Exclamation Mark 叹号 .....	127
9. The Dash 破折号 .....	128
10. The Parenthesis 圆括号 .....	129
11. The Bracket 方括号 .....	129
<b>Chapter Three The Paragraph 段落</b> .....	133
I. Paragraph Sense 段落意义 .....	133
1. General Remarks about the Paragraph 段落总论 ...	133
1.1 The Structure of a Paragraph 段落结构 .....	134
1.2 The Topic Sentence 主题句 .....	134
2. A Paragraph Must Be Unified 段落必须统一 .....	141
3. A Paragraph Must Be Coherent 段落必须连贯 .....	145
3.1 Coherence through Transitional Words 通过过渡	



词实现连贯 .....	147
3.2 Coherence through Repetition of Key Terms 通过重复关键词实现连贯 .....	149
3.3 Coherence through Synonyms 通过同义词实现 连贯 .....	151
3.4 Coherence through Substitution 通过替代实现 连贯 .....	151
3.5 Coherence through Logical Arrangement 通过 逻辑安排实现连贯 .....	152
I. Three Special Paragraphs 三种特殊段落 .....	158
1. Opening Paragraphs 开头段落 .....	158
2. Closing Paragraphs 结尾段落 .....	160
3. Dialogue Paragraphs 对话段落 .....	163
II. Paragraph Development 段落展开 .....	166
1. Planning a Paragraph 段落拟写 .....	167
2. Ways of Developing Paragraphs 展开段落的方法 ...	169
2.1 Developing the Paragraph by Time or Chronologically 以时间顺序展开段落 .....	170
2.2 Developing the Paragraph by Process 以过程 展开段落 .....	171
2.3 Developing the Paragraph by Detail 用细节展 开段落 .....	173
2.4 Developing the Paragraph by Examples 用示例 展开段落 .....	174
2.5 Developing the Paragraph by Cause and Effect 用因果关系展开段落 .....	177
2.6 Developing the Paragraph by Generalization 用概括展开段落 .....	179
2.7 Developing the Paragraph by Space 以空间顺序	

展开段落 .....	181
2.8 Developing the Paragraph by Comparison/ Contrast 用比较/对比展开段落 .....	183
2.9 Developing the Paragraph by Classification 用归类展开段落 .....	185
2.10 Developing the Paragraph by Definition 用定义 展开段落 .....	187
2.11 Developing the Paragraph by a Combination of Methods 用组合方法展开段落 .....	189
<b>Chapter Four The Whole Essay 篇章</b> .....	197
I. Introduction 总论 .....	197
1. What Is an Essay? 什么是篇章? .....	197
2. The Basic Parts of a Short Essay 篇章的基本结构 .....	198
2.1 The Title 标题 .....	198
2.2 The Introductory Paragraph and the Thesis Statement 开头段落和主题表达 .....	198
2.3 The Developing Paragraphs 展开段落 .....	199
2.4 The Concluding Paragraph 结尾段落 .....	199
II. From Paragraph to Essay 从段落到篇章 .....	200
1. Unity 统一性 .....	200
2. Coherence 连贯性 .....	201
2.1 Repetition 重复 .....	201
2.2 Connectives 连接 .....	202
2.3 Transitions 过渡 .....	203
III. Steps in Writing an Essay 篇章写作步骤 .....	206
1. Gathering Information and Planning 素材的搜集和 拟写 .....	206
1.1 Strategies for Gathering Information 素材的搜 集方法 .....	206

1.2 Examine and Select Your Information or Material 素材的审查与精选·····	209
1.3 Weigh and Arrange Your Information or Material 素材的权衡与安排·····	210
2. Outlining 拟写提纲 ·····	210
3. Writing the First Draft 打草稿 ·····	212
3.1 Using the Writing Space 利用写作空间 ·····	212
3.2 Getting Started 开始写作 ·····	212
3.3 Keeping Going 保持思路不断 ·····	213
4. Revising and Making the Final Copy 修改与定稿 ···	213
N. Different Types of Writing 不同体裁的写作 ·····	218
1. Narrative Writing 记叙文的写作 ·····	218
1.1 What Is a Narration? 什么是记叙文? ·····	218
1.2 How to Write a Narration? 如何写记叙文? ···	219
1.3 The Introduction and the Conclusion of a Narrative 记叙文的开头与结尾 ·····	223
1.4 Summary 总结 ·····	224
2. Descriptive Writing 描写文的写作 ·····	229
2.1 What Is a Description? 什么是描写文? ·····	229
2.2 How to Write a Description? 如何写描写文? ···	229
2.3 Four Types of Description 四种类型的描写文···	230
2.4 Summary 总结 ·····	232
3. Expository Writing 说明文的写作 ·····	235
3.1 What Is an Exposition? 什么是说明文? ·····	235
3.2 How to Write an Exposition? 如何写说明文? ···	236
4. Argumentative Writing 议论文的写作 ·····	257
4.1 What Is Argumentation? 什么是议论文? ·····	257
4.2 How to Write an Argumentation? 如何写议 论文? ·····	258

4.3 Summary 总结 .....	264
<b>Chapter Five Guided Writing 指导性写作 .....</b>	<b>270</b>
I. General Remarks 总论 .....	270
1. The Purpose 目的 .....	270
2. The Grading Criteria 评分标准 .....	270
II. Different Forms of Writing 不同形式的写作 .....	274
1. Writing on Given Topic Sentences 主题句写作 .....	275
2. Writing on Given Situations 情景写作 .....	280
3. Writing on Title Given 命题写作 .....	283
4. Writing on Given Outlines 给定提纲写作 .....	288
5. Writing with Given Words and Expressions 关键词 写作 .....	291
6. Writing a Summary 摘要写作 .....	296
7. Writing Based on Visual Information of Pictures, Tables, Etc. 图(表)等写作 .....	304
8. Writing a Letter 书信写作 .....	309
8.1 Envelope Format 信封格式 .....	310
8.2 Personal Letters 私人信件 .....	311
8.3 Business (or Official) Letters 商务信件 .....	313
<b>Suggested Answers to Exercises 参考答案 .....</b>	<b>335</b>
<b>A Selected Bibliography 参考书目 .....</b>	<b>362</b>

## Introduction

According to the Syllabus of College English Test (Band 4) issued in 1985, testees are asked to write compositions concerning their daily life and commonly discussed subjects. The guidance given may be various. The testees may be given an assigned topic with a topic sentence for each paragraph, or a situation, or some pictures, and even some key words, etc. From the requirements we can see that the students are not normally asked to write free compositions but guided ones. In spite of this, it is obvious that college English learning is no longer limited to reading only. Emphasis has begun to be laid on the actual use of the language. More than a decade has passed since then, and our country has now entered a new historical period with the deepening of the reform. More and more professionals with higher ability of English are needed. So several changes have been made to the C. E. T. in recent years in order to keep up with the changing situation. One of the changes is writing. Stricter requirements have been put forward. Therefore, how to help the students write compositions with as few errors as possible is obviously a great task confronting the teaching and learning of English. It is just out of this consideration that we have compiled this book.

Briefly speaking, this book has been prepared with three objectives in view: First, it is designed mainly to meet the needs of non-English majors who are preparing for the College English Test. Second, it aims at providing non-English majors with a coverage of what they need the most in their actual use of the language. For example, they can learn how to write a business letter. From years of our teaching experience, we know clearly that the reason why

quite a few students cannot write pretty good compositions is that they fail to employ sentence patterns in writing and that they cannot put proper words into proper places in a sentence. They know what to write, but they do not know how to make use of their words to express their ideas correctly and effectively. As a result, mistakes are often made here and there, and it is very difficult for teachers to read the so-called written passages. Therefore, we make efforts to give students as much basic information and guidance as is possible about the uses of words, phrases and sentences before we try to deal with common techniques and strategies in paragraph and composition writing in this book. Lastly, it is meant to be a practice manual, one that is suitable both for work in class and for students working on their own. Thus plenty of exercises, suggestions and models are provided. As we all know, writing is no easy matter. It is not easy to write even in one's native language, not to mention in English. There is also no magic formula that will guarantee instant success. So, writing well takes time and effort. Just as Mr. Yang Xiahua, professor of East China Normal University pointed out in his book *Composition and Rhetoric*, "All that you need for the first step is an active and responsive attitude towards writing: be confident, because you are not starting from scratch; but don't be over-optimistic, for the road to effective writing is long and arduous." Long and arduous as it is, we still hope that this little book will bring to you the pleasure, the help and the confidence in writing all types of articles in English.

# Chapter One The Word

Words to an essay are bricks and stones to a building. They are the basic units of language and human communication. It is the words that compose the English language or any other language. Apart from the correct usage of words, there can be no effective writing. So to learn how to write a good essay, we must first of all begin with words. In this chapter we will explore the parts of speech, their grammatical functions in sentences and the choice of words as well.

## I . The Parts of Speech

As we speak or write, we express our thought in words. Sometimes we may use only one word, such as *Quiet!* or *Hello*. Usually, however, we use groups of words that make statements, ask questions, or give instructions or directions. Every word we speak or write has a definite use in expressing a thought or idea. The way the word is used determines what *part of speech* that word is. There are ten *parts of speech* in the English language:

### 1. The Noun

- 1) A noun is a word used to name a person, place, thing, or idea. It can be used as subject, predicative, object, attributive, appositive or adverbial in a sentence, e. g.

**Light** travels faster than **sound**. (as subject)

Do you have **lights** in **the corridor**? (as object of a verb or a preposition)

**Policemen** are **the guardians of the law**. (as subject, predicative and the object of a preposition.)

Did **Mr. Johnson** give you **a book yesterday afternoon**? (as subject, direct object and adverbial)

**The Parents** consider **the child a genius**. (as subject, object and object complement)

Our **mathematics** teacher, **Mr. Franklin**, also coaches our **football** team, **the Williamstown Wildcat**. (as attributive and appositive)

- 2) Nouns may be classified in four ways: *proper or common; abstract or concrete; collective or compound; and unit or material*.

A *proper noun* is the name of a particular person, place, or thing. Proper nouns are capitalized, e. g. Tom, Miami, White House.

A *common noun* is a noun that does not name a particular person, place, or thing. Common nouns are not capitalized, e. g. person, city, building.

An *abstract noun* names a quality, a characteristic, an idea, e. g. beauty, strength, love, courage.

A *concrete noun* names an object that can be perceived by the senses, e. g. hat, desk, book, box.

A *collective noun* names a group, e. g. crowd, team, class, family.

A *compound noun* is made up of two nouns with or without a hyphen in between; newspaper, railway, tooth-brush.

A *unit noun* denotes the individuality of uncountable nouns, e. g. a piece of, a pair of; while a *material noun* denotes some particular kind of matter and substance, e. g. sand, mutton, rock, water.

When using a noun, attention should be paid to whether it is countable or uncountable.

To change a noun into its plural form, you must keep in mind some basic rules.

- 3) A noun can also form into a phrase. It has the following types:



- (1) adjective (or pronoun or numeral) + noun, e. g. a scientific instrument, every two weeks, my books
  - (2) noun + noun, e. g. school factory, mass unit, speed limit, apartment house
  - (3) a + unit noun + of + noun, e. g. a certain amount of oil, a piece of information, a whole body of knowledge, a wide range of application, a complete set of equipment
  - (4) noun + the infinitive, e. g. a policy to carry out, an example to follow, a plan to improve one's work, years to come, a meeting to be held tomorrow, a good opportunity to learn from others
  - (5) noun + adverb, e. g. the problem today, the tasks ahead, the conclusion above
- 4) A noun phrase, though larger than a single word, also functions as a noun. It is mainly used as subject, object, predicative, attribute and adverbial in a sentence, e. g.
- A **plan to improve teaching** is being discussed now. (as subject)
- We need **a lot of information** to make **a sound decision**. (as object)
- Is **a woman worker** responsible for **that difficult task**? (as subject and object of a preposition)
- He goes home to see **his parents every two months**. (as object and adverbial)
- They awarded Tom **the first prize**. (as direct object)
- What they need is **two more jobs**. (as predicative)
- The World Cup** Soccer Tournament is being held in that country. (as attribute)
- They found her **a suitable person** for the job. (as object complement)
- She was found **a suitable person** for the job. (as subject complement)
- 5) A noun also has its possessive form. It is mainly used as attribute, or as a fixed expression, e. g.
- The fall of one leaf is enough to tell of **autumn's** arrival.
- China's** food production is going up rapidly.
- Where is the **dean's office**?
- He is a friend **of my brother's**.

### Exercise 1

A. Point out the nouns in the following sentences. State the number and the