

# *Practical Writing Skills of English*

## 实用英语 写作技巧

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## 编者前言

《实用英语写作技巧》的对象是大学（非英语专业）一、二年级的学生以及相应水平的自学者。本书的目的在于以循序渐进的方式引导学生掌握英语写作构思过程和语言组织过程的一般规律，从而提高写作的能力，使他们的写作水平能够达到大学英语教学大纲所要求的四级水平。

本书共分两部分三十五个单元。第一部分包括第1—20单元，其中第1—5单元为句子阶段，指导学生掌握段落的各要素以及如何写好主题句、推展句和结论句；第6—20单元为段落阶段，指导学生按照主题推展不同类型的段落，以及掌握段落中句子与句子之间的连接技巧。第二部分为篇章阶段。第21—27单元指导学生如何应用统一性、支撑性、连贯性和一致性等原则推展篇章。第28—33单元根据大纲及四级英语考试的要求介绍了几种常见的写作类型。第34单元分类介绍了常用的连接词和词组的用法。第35单元提供了充足的篇章写作练习。

每单元均简洁地介绍了该单元写作类型的定义，提供范文分析，并附有相应的练习，以便学生通过具体的写作练习掌握该单元的写作方法。

虽然本书主要为课堂使用设计，但由于本书各单元自成系统，也可用作参考书，学生可参看目录表找到自己需要的章节。

本书的第一部分由庞彤心编写，第二部分由许海萍编写。

本书的编写得到湛江海洋大学任教的加拿大籍专家巴巴拉·基泽女士 (Barbara Kieser) 大力支持和帮助，她在百忙之中，审阅本书的草稿，并提出非常宝贵的、有建设性的意见；初稿完成后还承蒙广东医学院任教的美籍专家杰拉德·劳伦斯博士 (Dr Gerald C. Laurence) 的审阅。在此，谨向他们致以深切的谢意。

编者学识浅薄，水平有限，书中难免存在疏漏及错误之处。诚望同行及读者不吝赐教。

庞彤心

许海萍

1997年5月于广东医学院

## Preface

**Practical Writing Skills for English** is based on the principle that writing is a purposeful process involving precision in thought and language.

**Practical Writing Skills for English** offers careful guidance in the process of writing and provides ample material for independent writing practice. It is designed to be mainly used by college students who are preparing for CET - 4. Therefore, the manual emphasizes how writers think and organize their thoughts in clearly structured sequences and addresses the constituent elements of sentence, paragraph and the complete essay. The manual also discusses crucial problems like determining the purpose of writing, the generation of ideas and the arrangement of the material. The student is invited to read the units in sequence in order to gain a systematic orientation to the process of writing and to the skills necessary for writing a successful composition.

**Practical Writing Skills for English** is divided into two parts. Part One (Unit1—20) deals with the aspect of writing sentences and paragraphs; thereby function, form and content of opening-, supporting-, and concluding sentences resp. paragraphs are dealt with in detail. Part Two focuses on the development of the complete essay. In Units 21—27 the principles of unity, support, coherence

as well as sentence skills are discussed. Units 28—33 introduce the most frequently used types of composition as laid out in the English teaching syllabus for college students and as followed in CET - 4 examination practice. In Unit 34, students can find a functionally arranged list of the most commonly used connective and transitional devices. Unit 35 offers ample revision exercises in all previously discussed types of composition. Each of the 35 units in the

**Practical Writing Skills for English** is subdivided into numbered sections, which sequentially deal with the following aspects of the items under discussion: 1) general definition of the subject matter; 2) writing model and supporting examples; 3) analysis of the model; 4) the student exercises at the end of each unit are designed to help students understand and practise the principles discussed.

**Practical Writing Skills for English** is primarily designed to be used as a classroom text for an English composition course; however, it should be stressed that the manual can also be used as a reference and self-study guide, since each unit is self-contained. The student may refer to the table of contents to locate quickly the major topics.

Pang Tongxin is responsible for Part One (Unit 1—20), and Xu Haiping for Part Two (Unit 21—35).

Special acknowledgement must be made to Barbara Kieser,

from Canada, now teaching EFL at the Zhanjiang Ocean University. She revised the second draft, and contributed invaluable comments and constructive suggestions. Our thanks are also due to Dr Gerald C. Lawrence from the U. S. A., now working at the Guangdong Medical College, who kindly read and revised our first draft.

The compilers take final responsibility for any errors and inadequacies in this book. Comments and criticism will be heartily welcome.

Pang Tongxin

Xu Haiping

May, 1997

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# 第一单元 段落简介

## 1.1 段落

段落是构成文章的一组句子。段落必须表达完整的意思：或描写事物 (describe something)，或争论某事 (argue about something)，或对某事提出疑问 (question something)，或要求什么 (demand something)，或给事物下定义 (define something)，或驳斥某观点 (reject something)。

## 1.2 典型段落的构成

一个典型的段落通常由三部分组成：(1)主题句 (the topic sentence)；(2)说明或支持主题的推展句 (supporting sentences)；(3)结论句 (the concluding sentence) (有些段落没有该部分)。

示范段落 1-1

We all know that cigarette<sup>3</sup> smoking is a dangerous habit because it causes health problems. Doctors say it can be a direct cause of cancer of the lungs and throat and can also contribute to cancer of other organs. In addition, it can bring about other health problems such as heart and lung diseases. It is clearly identified as one of the chief causes of death in our society.

这

identify /ai'dentifaɪ/ u  
in 3.

### 1.3 示范段落分析

这是一个典型的段落，可概括提纲如下：

主题句：We all know that cigarette smoking is a dangerous habit, because it causes health problems.

推展句：1. Doctors say it can be a direct cause of cancer of the lungs and throat and can also contribute to cancer of other organs.

2. It can bring about other health problems such as heart and lung diseases.

结论句：It is clearly identified as one of the chief causes of death in our society.

从以上提纲可见，主题句提出了一个问题：What kind of health problems does cigarette smoking cause? 随后的两个推展句回答了这个问题，结论句总结了推展句并再一次强调主题句。

#### Exercise 1-1

Directions: Read the following paragraphs and find out the topic sentence, the supporting details and the concluding sentence, if there is one.

#### (1)

The need for wildlife protection is greater now than ever before. About a thousand species of animals are in danger of extinction, and (the rate at which they are being destroyed) has increased. With mammals, for instance, the rate of extinction is now about one species every year; from A. D. 1 to 1800, the rate

was about one species every fifty years. Everywhere, men are trying to solve the problem of preserving wildlife while caring at the same time for the world's growing population.

Topic Sentence: \_\_\_\_\_

Details: 1. \_\_\_\_\_

2. \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

(2)

The Americans and the British <sup>not</sup> only speak the same language but also share a large number of social customs. For example, in both America and England, people shake hands when they meet each other for the first time. Also, most English men will open a door for a woman or offer their seat to a woman, and so will most Americans. (Promptness is important both in England and in America. That is, if a dinner invitaion is for 7 o'clock, the dinner guest either arrives close to that time or calls up to explain his delay.)

Topic Sentence: \_\_\_\_\_

Details: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

**(3)**

Birds use many different materials to build nests. Some birds use bits of grass. The tailor-bird of Africa and India uses grass to sew leaves together. Other birds find twigs and pebbles useful.

Topic Sentence: \_\_\_\_\_

Details: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

## 第二单元 主题句简介

### 2.1 主题句

作者的首要任务是让读者知道所写段落要谈的是什么，这就是每段的主题句的作用。因此主题句应该阐明段落的主要思想，所有支持主题句的细节和描述都与这一主要思想有关。

### 2.2 主题句的形式

主题句通常有以下三种形式：

#### 1) 肯定句 (Affirmative Sentence)

Example: The need for wildlife protection is greater now than ever before.

#### 2) 反诘句 (Rhetorical Sentence)

Example: How do you think people will solve the problem of wildlife protection?

#### 3) 不完整句 (Fragments)

Example: And the workingman?

初学者最好使用肯定句作为主题句。

### 2.3 主题句的位置

主题句出现的位置有以下四种情况：

#### 1) 段首 (At the beginning)

主题句经常居于段首，以便读者浏览主题句就可掌握文章的概要。这个位置适用于写提供信息或解释观点的段落。

2) 段末 (At the end)

用推理方法展开段落时，主题句往往位于句末。

3) 段中 (In the middle)

有时为了使段落多样化，主题句也可以居于段中。

4) 隐含 (Implied)

有时候，尤其在写叙述性或描写性段落时，当所有的细节都围绕着一个显而易见的主题时可以用不用主题句。

**Exercise 2-1**

Directions: Read the following paragraphs and identify the topic sentence. If it is implied, summarize it yourself.

(1)

But no matter what it is called, all polyester has certain good points. It does not wrinkle easily. It dries quickly after it is washed. It holds its shape. It is strong and keeps its colors well.

Topic Sentence: \_\_\_\_\_

Position: \_\_\_\_\_

(2)

Black is the colour of mourning. Red symbolizes danger,

violence, or bloodshed. If you are afraid, you are yellow. None of these sayings is true outside the English speaking world. In China and Korea, white is the color of mourning. In Russia red stands for beauty and life. In Italy and Germany you are yellow with anger, not with fear.

Topic Sentence: \_\_\_\_\_

Position: \_\_\_\_\_

### (3)

Our chief source of fresh water is rainfall that collects in lakes, rivers, and reservoirs. Recently, however, we have discovered a new source, aquifers, which are rock formations containing water. Even under deserts, vast aquifers may be waiting to be tapped. Companies drilling for oil in the Middle East have sometimes struck aquifers, which provide unexpected water supplies for arid regions.

Topic Sentence: \_\_\_\_\_

Position: \_\_\_\_\_

### (4)

Suppose you're playing a game. You make a silly mistake and lose. Do you become angry? Or can you laugh at yourself and hope to do better next time? Suppose you are at a special dinner. You accidentally spill some food. Why keep worrying about how clumsy you look? Why not laugh it off and enjoy yourself anyway? If you can, it's a good sign you've really grown up.

Topic Sentence: \_\_\_\_\_

Position: \_\_\_\_\_

(5)

Young men sometimes bring edelweiss back for their girl friends. The girls think of the flowers as a proof of true love. Mountain climbers, guides, and hunters pick edelweiss too. They wear it on their hats. To them it is a sign of courage and daring.

Topic Sentence: \_\_\_\_\_

Position: \_\_\_\_\_



## 第三单元 如何写好主题句

### 3.1 关于写主题句的建议

#### 1) 要写合乎语法的句子

Example 1: Two causes of the American Civil War.

这个句子是个不完整的句子，不合乎语法，因此不能用作主题句。

Example 2: There were two causes that led to the American Civil War.

重写后的句子合乎语法，是个较好的主题句。

#### 2) 要使用限写词限定主题

为了正确表达观点，好的主题句经常使用关键词或词组，即限制词 (controllers) 限制这一观点。

Example 3: Air travel is more convenient than train for at least three reasons.

从上例主题句我们得知作者将要写“air travel”(topic)，他将要写“train”(aspect)和“air travel”作比较，并且陈述“reasons”。由此可见，作者在“aspect”(方面)和“reason”(原因)两方面限制他的主题。

#### 3) 要注意主题的可写性

所定的主题不能太笼统，也不能太具体。