

新编  
英语写作教程

上册

主编  
陈立平

西安交通大学出版社

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A New English Composition Course

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# 新编 英语 写作 教程

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主 编 陈立平

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西安交通大学出版社  
· 西 安 ·

《新编英语写作教程》完全按照全国《高等学校英语专业英语教学大纲》的基本精神编写,同时综合英语专业四、八级考试大纲的要求,对学生进行英语写作的系统训练。本教程分上、下两册,共44单元,可供4至6个学期使用。上册包括句子写作技巧、技术细节和标点符号的使用、实用英语写作、摘要写作和谴词造句5部分。下册包括段落写作技巧、写作过程分析、各类文体的写作及学术论文写作4部分。每篇课文后有适量的针对性练习(练习答案另册)。

本教材是在参阅大量最新国内外优秀写作教材和网上资源的基础上,借鉴国内外写作教学理论,结合中国学生学习英语写作的特点编写的,顺应新形势的要求,其目的是帮助学生掌握并熟练运用英语写作基本知识和技巧,全面完成教学大纲规定的英语写作教学的内容和要求。

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随着新世纪的到来,以及《高等学校英语专业英语教学大纲》的问世,我国的英语教学进入了一个新的阶段。广大英语教师都在思考一个问题:如何使学生迅速适应所面临的挑战,更有效地提高他们的学习效率和学习成绩,不断地拓宽他们的知识面,提高他们独立思考和立意创新的能力。正是在这一思想的指导下,我们编写了这部《新编英语写作教程》。本教程具有以下特点:

### 1. 紧扣新教学大纲

《新编英语写作教程》完全按照全国《高等学校英语专业英语教学大纲》的精神编写,同时综合英语专业四、八级考试大纲的要求,对学生进行英语写作的系统训练,帮助学生掌握并熟练运用英语写作基本知识和技巧,写出符合英语表达习惯的句子、段落和篇章,做到语言通顺,表达准确,中心突出,文体得当,从而全面完成教学大纲规定的英语写作教学的内容和要求。

### 2. 内容丰富,安排合理,符合写作发展规律

本教材分上、下两册。上册包括句子写作技巧、技术细节和标点符号的使用、实用英语写作、摘要写作和遣词造句5部分。下册包括段落写作技巧、写作过程分析、各类文体的写作4部分。由此可知,本教材的内容是按由易到难的顺序编排的,符合写作的发展规律。当然,在宏观结构的范围内,也可作一些微观的调整。比如:摘要写作和实用英语的写作可以交换顺序;另外,在讲授句子写作技巧时,可由教师根据学生的实际情况自由调整章节顺序。

### 3. 内容新,实用性强

本教材是在参考大量最新国外优秀写作教材和网上资源的基础上,借鉴国内外写作教学理论,根据中国学生学习英语写作的特点而编写的。比如,我们引进了国内外最先进、最有成效的过程教学法,用了5个单元的篇幅专门同学生一起探讨写作过程的各个步骤,以培养学生主动思考的习惯,提高学生分析问题和逻辑思维能力,从而提高其独立写作的能力。在论文写作部分,我们引用了最新的网上资源,对现代化电子资源的援引方法做了详细的说明。本教材另外还配备了《范文精选手册》。范文全出自中外学生之手,题材广泛、结构完整、体裁多样、语言规范,适合学生参考模仿。

#### 4. 语言规范, 层次分明, 中文注解, 适用范围广

本教材编著者均为具有高级职称的英语教师, 有着多年的写作教学经验, 因此对英语写作有较深的造诣, 编写的课文语言规范、层次分明。为适合各层次读者的需要, 我们对专业术语和生僻的单词作了中文注解, 每篇课文还增加了中文的内容提要。本教材适用于从事英语教学的教师、英语专业学生、非英语专业的学生, 以及同等水平的自学者使用。

#### 5. 理论联系实际, 可操作性强

本教材既有理论、概念的阐述、又有实际范例的讲解, 每篇课文后还有适量的针对性练习(练习答案另册), 以帮助学生巩固课文所学内容。教师上课时, 可将课文内容和练习结合起来, 边讲边练。因此本教材既能满足自学者的需求, 又给教师上课留有发挥的余地。全套教材共44单元, 可供4至6个学期使用。每单元上课时间一般为2学时, 但有个别单元(如上册的第12和第13单元、下册的第3, 第4, 第20和第21单元等)内容较多, 可视不同情况用4至8学时完成。

总之, 这是一套特色鲜明的现代英语写作教程。我们相信, 对于有意提高自己英语写作能力和写作水平从而获得写作测试高分的读者, 对于立志成为21世纪复合型外语专业人才的读者, 定会有较大的帮助。

在教材的编写过程中, 我们得到了解放军外国语学院写作教学的老前辈冯翠华教授和薛汉荣教授的指点, 薛汉荣教授审阅了全稿, 并提出许多宝贵意见; 解放军外国语学院的部、系领导李绍山教授、李经伟教授、程工教授等也为本教材的编写给予了热情的关怀和大力的支持; 西安交通大学出版社的编辑谭小艺更是为我们出谋划策, 使我们获益匪浅。在此, 我们向他们一并致谢。

由于编者水平有限, 教材中错误在所难免, 希望广大师生提出宝贵意见。

编者

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# Part I Sentence Skills

## Unit 1

### Sentence Fundamentals

#### 内容提要

完整的英语句子以大写字母开始,以句号、问号或感叹号结束。构成句子的基本成分有主语、谓语、直接宾语、间接宾语、主语补语和宾语补语。一个合乎语法的句子必须包含一个主语和一个谓语。

英语句子大部分遵循五种基本句型:①主语+谓语动词,②主语+谓语动词+主语补语,③主语+谓语动词+直接宾语,④主语+谓语动词+间接宾语+直接宾语,⑤主语+谓语动词+直接宾语+宾语补语。扩展这五种基本句型有两种方法:添加形容词或副词修饰语及并列使用多个句子成分或修饰语。

英语句子可以有不同的分类方法。根据一个句子有多少个主谓结构及主谓结构的性质,英语句子可以分为:

- (1) 简单句:由一个主语和一个谓语动词构成;
- (2) 并列句:由两个以上的简单句用并列连词或关联连词连接而成;
- (3) 复合句:由一个简单句和至少一个以从属连词开始的主谓结构构成,这两个部分分别叫做主句和从句;

- (4) 并列复合句:由两个以上的简单句和一个或多个从句构成。

根据不同的交际功能,英语句子可以分为:

- (1) 陈述句:主语始终出现,并通常位于动词前面,主要用于传递信息;
- (2) 疑问句:通常主谓倒装,也以陈述句升调形式出现,主要用于询问信息;
- (3) 命令句:省略第二人称主语的祈使句,主要用于下达指令;
- (4) 感叹句:由“what”和“how”引导的句子,主谓不倒装,主要用于表达强烈的感情。

根据主谓结构在句子中的位置,英语句子可以分为:

- (1) 累积句:也叫松散句,以主谓结构开始,修饰性细节描写结尾,属英语中最常用的句型,节奏感强,便于阅读理解。
- (2) 圆周句:以修饰性细节描写开始,主谓结构结尾,用于创造悬念、突出重点。

## 1.1 Recognize the Sentence

The writer's most basic tool is the sentence. A sentence is a complete statement made up of a group of words that begins with a capital letter (大写字母), ends with a period, question mark, or exclamation point (感叹号), and makes sense by itself. The elements that comprise (构成) sentences mainly include subjects (主语), predicates (谓语), direct objects (直接宾语), indirect objects, subject complements (主语补语), and object complements. A grammatically complete sentence normally must contain a subject and a predicate. The subject states whom or what the sentence is about; it identifies the focal point of the sentence. The *simple subject* consists of (由……构成) one or more nouns or pronouns; the *complete subject* consists of the simple subject with all its modifiers (修饰词). The following example shows the complete subject in italics (斜体字), with the simple subject underlined (划下划线):

*Those who sit in the sunshine* have the most fun.

A *compound subject* contains two or more nouns or pronouns joined with a coordinating conjunction (并列连词) (*and, but, or*) or a correlative conjunction (关联连词) (*both... and, either... or, neither... nor, not only... but also*). It may or may not take modifiers.

*Tom and Jerry* are my friends.

*Both Tom and Jerry* are my friends.

In imperative sentences (祈使句), which express requests or commands, the subject *you* is implied but not stated:

(You) Mind your own business.

In English sentences, the subject usually comes before the predicate, or verb, but not always. Sometimes writers reverse (颠倒) the order for effect. In questions, the subject usually appears between the auxiliary verb (助动词) and the main verb. In sentences beginning with *there* or *here* followed by a form of the verb *be* (*is, are, was, were, have been, will be*, and so on), the subject always follows the verb. For example:

High were the *hopes* of the football fans. [Inverted order for emphasis]

Did you say "yes"? [A question]

There is a *dog* in the house. [A sentence introduced by *there*]

In addition to a subject, every grammatically complete sentence must have a

predicate which asserts (断言) or asks something about the subject or tells the subject to do something. It may tell us what the subject does, or what the subject is, or what condition the subject is in. The *simple predicate* of a sentence is the main verb and any auxiliaries(助动词); the *complete predicate* also includes any modifiers of the verb with or without any objects or complements and their modifiers. In the following examples, the simple predicates are underlined, and the complete predicates are italicized:

Rocky is a good cook.

We are planning to have a picnic.

Most English sentences follow one of five basic patterns (基本句型): ① subject/verb (S V), ② subject/verb/subject complement (S V SC), ③ subject/verb/direct object (S V DO), ④ subject/verb/indirect object/direct object (S V IO DO), ⑤ subject/verb/direct object/object complement (S V DO OC). For example:

1. S V

David cried.

2. S V SC

David looks tired.

3. S V DO

David loves his mother.

4. S V IO DO

David gave me the book.

5. S V DO OC

David makes his mother angry.

Sentences stripped (剥离) to their basic patterns give us only a minimum (最少量) of information, but they provide the skeleton (基干) for more fully developed sentences. We use two kinds of material to build up sentences. First, attributive or adverbial modifiers develop or narrow the meaning of the basic sentence elements. A modifier may be a single word, a phrase, or a clause:

Basic: The woman stood.

Expanded: *The short, wrinkled old woman who was wearing a jacket stood behind the counter reading a fishing magazine.*

Second, we develop basic sentences by *compounding*—using more than one of the basic sentence elements or a set of similar modifiers (modification and compounding are usually combined in building a sentence). Notice the three

compound nouns of the direct object in the following example:

Basic: He enjoyed dances.

Expanded: He enjoyed *dances*, *parties*, and *concerts*.

## 1.2 Classify the Sentence

Sentences can be classified in several different ways: grammatically, functionally (按功能), or rhetorically (按修辞手法). Grammatical classification groups sentences according to how many and what types of independent statements they contain. Functional classification groups them according to whether they make a statement, ask a question, give a command, or express an exclamation. Rhetorical classification groups them according to where in the sentence the main idea is located. Understanding these methods of classification can help you analyze and evaluate your sentences as you write and revise (修改).

### 1.2.1 Classifying sentences grammatically

Grammatically, sentences fall into one of the following types: *simple sentences*, *compound sentences*, *complex sentences*, and *compound-complex sentences*.

#### 1. Simple sentences

A simple sentence(简单句) has a single subject-verb combination (组合).

Students studied hard.

The lake has been polluted by several neighboring streams.

A simple sentence may have more than one subject or more than one verb:

Father and mother love each other.

The children smiled and waved at us.

Most simple sentences are rather short and easy to understand. They can add force to your writing, but, if overused, can also make your writing sound childish and may waste words.

The audience was young and friendly. It was responsive (易起反应的). It cheered for each speaker.

Combined into a single simple sentence, the information is easier to follow and more interesting to read:

The young, friendly, responsive audience cheered for each speaker.

## 2. Compound sentences

A compound sentence(并列句) is made up of two or more simple sentences. The complete statements in a compound sentence are usually connected by a comma (逗号) plus a coordinating conjunction (*and, but, for, or, nor, so, yet*), by a comma plus a correlative conjunction (*either... or, neither... nor, not only... but also*), or by a semicolon (分号).

A compound sentence is used when you want to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called *coordination* (并列关系).

Here are some examples of compound sentences. Each sentence contains two ideas that the writer considers equal in importance.

The rain stopped, so we continue our journey.

Either George was lying or I was going crazy.

John can't go to sleep; he is too excited.

## 3. Complex sentences

A complex sentence(复合句) is made up of one simple sentence (a complete statement) and at least one statement that begins with a dependent word (从属连词). The two parts of a complex sentence are sometimes called the independent clause (主句) and the dependent clause (从句). An *independent clause* expresses a complete thought and can stand alone. A *dependent clause* does not express a complete thought in itself and "depends on" the independent clause to complete its meaning. Dependent clauses always begin with a dependent or subordinating word. For example, the italicized parts in the following sentences are dependent clauses:

Many people believe *that anyone can earn a living*.

He left *before I arrived*.

Those *who do not like to get dirty* should not go camping.

A complex sentence is used when you want to emphasize (强调) one idea over another in a sentence. The emphasized idea is expressed as a complete thought, and the less important idea is subordinated to the complete thought. The technique of giving one idea less emphasis than another is called *subordination* (从属关系). Look at the following complex sentences:

While I watered the grass, I talked with Liz.

I watered the grass while I talked with Liz.

The first sentence emphasizes the talk with Liz, the second watering the grass.

Furthermore, complex sentences signal *how* ideas relate. Note the various relationships in the following sentences:

Tom is taller *than I*. [Extent]

*While I wash my clothes*, I listen to the radio. [Time]

*Since many students were absent*, we decided to put off the meeting.

[Reason]

Notice that when a dependent clause comes before the independent clause, as in the last two examples above, it is usually set off with a comma.

#### 4. Compound-complex sentences

A compound-complex sentence (并列复合句) is made up of two or more simple sentences and one or more dependent clauses. Here are two examples with the dependent clauses italicized and the independent clauses underlined:

*When father returned home*, Mary was preparing dinner, and Jane was lying in bed.

*If you are to communicate properly*, your thoughts must be clear and correct; thoughts are wasted *when language is muddled* (使混乱).

Compound-complex sentences allow writers to present more intricate (复杂的) relationships than do other kinds of sentence. In the following example, three sentences—one compound and two simple—have been rewritten as a compound-complex sentence. Notice how subordination improves the compactness (紧凑性) and smoothness (流畅性) of the final version.

Original: Mary hated to be seen in ugly clothing, but she wore an ugly dress with red dots. She had received the dress as a Christmas present. Her Aunt Bess had given it to her.

Revised: Although Mary hated to be seen in ugly clothing, she wore an ugly red-dot dress that her Aunt Bess had given her for Christmas.

The second version condenses (压缩) thirty-five words to twenty-six.

## 1.2.2

### Classifying sentences functionally

According to different communicative functions, sentences may be divided



into four major syntactic (句法的) classes: statements (陈述句), questions, commands (命令句) and exclamations. They are also called declarative, interrogative, imperative and exclamatory sentences respectively (分别). Of these four classes, the statement is by far the most important, and the exclamation the least important.

### 1. Statements

Statements are sentences in which the subject is always present and generally appears before the verb. They are mainly used to convey information:

*John* is afraid of closed places.

### 2. Questions

Questions are sentences marked by one or more of these three criteria:

(1) The placing of auxiliaries in front of the subject [Yes-no type]:

*Do* the students study hard?

(2) The initial positioning of an interrogative or wh-element [Wh-type]:

*What* are you doing?

(3) Rising “question” intonation [Declarative type]:

You understand me?

Questions are primarily used to express lack of information on a specific point, and (usually) to request the listener to supply this information verbally.

### 3. Commands

Commands are sentences which normally have no overt (明显的) grammatical subject, and whose verb is in the imperative mood (语气). They are used to instruct somebody to do something:

Give him the book.

### 4. Exclamations

Exclamations, sentences introduced by *what* or *how* without inversion of subject and operator (功能词), are used primarily for expressing the speaker's strong feelings and emotions:

What lovely weather!

How I hate that woman!