

卫生部英语培训系列教材

# 英语写作

总主编 陈慕竹  
邵循道  
陈维益

ENGLISH WRITING

人 民 卫 生 出 版 社

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总主编:陈慕竹 邵循道 陈维益

主 编:桑乃华

副主编:王晓青 李定钧 姚子然

编 者:桑乃华 王晓青 朱宏月 顾庭文 唐 伟

人民卫生出版社

## 英语写作

桑乃华 主编

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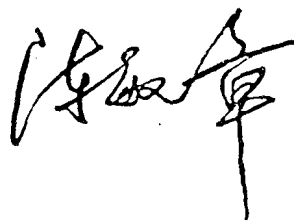
## 序

为适应改革开放深入发展的需要,进一步扩大对外合作与交流;学习外语、提高外语水平日益成为医务工作者、管理干部和各类人材的迫切要求。外语不仅是出国进修、学习和交流的必备工具,在国内进行外事接待、学术交流、医疗服务、科研教学中也是不可缺少的助手。英语在国际交流与交往中被视为主要的公用语言,因此,广泛开展英语培训、提高各类人材的英语水平是非常重要的。

现在国内各种类型、各种级别的英语培训班办得较多,但适应卫生系统专业需要的英语教材还不够充实和完善,为此部科技司交流处与国家医学考试中心考务部于1992年4月开始,共同组织了我国卫生系统在英语教学方面颇有造诣、教学经验丰富、从事考试工作多年的国内权威人士以及编写过多种教材、在国内外享有声誉的专家、学者、教授,参加编写了这套《英语培训系列教材》。

该套教材是在参考国外大量资料基础上,根据WHO/笹川医学奖学金考试的要求及成人学习英语特点,重新加工整理、设计编写并加进了考试模拟样题,较全面地体现了卫生行业的特色,将海内外培训融为一体,相信会受到广大医务工作人员和其它人员的欢迎。

经全体编辑委员会成员的艰苦努力,全套教材将在不到两年时间内陆续出版发行。我对为编写、出版本套教材,付出辛勤劳动的各位教授,同志们表示感谢并希望这套教材在实际应用中不断完善和进一步提高。



一九九三年十月

# 前 言

随着世界医学科学的迅速发展和国际交流的日益频繁,外语已成为医务工作者、管理干部和各类人材的“必需”,不但是出国学习和交流的需要,也是在国内进行国际学术交流、外事接待、科研医疗服务以及职称晋升的需要。因此进行英语培训,提高各类人材的英语水平,与促进四个现代化紧密相关。目前,从国家级、省级到其他很多单位,都在进行各种类型的英语培训,以提高人材的外语素质,但苦于没有一套合适的教材。为此,卫生部组织了“英语培训系列教材”编委会,由部属的湖南医科大学、西安医科大学与上海医科大学三个英语培训中心承担编写工作。由陈慕竹、邵循道、陈维益三位教授担任全套书的总主编。

本套教材编写目的是适应各级英语培训的需要,全面提高学习者的英语听、说、读、写能力,在打好英语基础的前提下,培养应试技巧,为参加 WHO/笹川、EPT、TOEFL、MELAB 等各种国内外英语水平考试作准备,同时也是职称晋升考试的重要参考书。

本套教材共分六种十二册。其中有:

英语阅读一、二、三册;

英语听力一、二、三册;

英语口语一、二册;

英语语法要点一册;

英语测试技巧一册,英语测试技巧详解一册;

英语写作一册。

全套书起点相当于大学生三级英语水平,最后可达到出国学习和参加各种国内外英语水平考试的要求。可供初、中、高级英语培训班和研究生教学之用,各册书都有注解,书后均附有该书练习答案,听力和口语还配有录音带,也可供自学之用。

经全体编辑委员会成员和编者的艰苦努力,本套教材在不到两年的时间内可全部完成并出版。我们认为这是一套较好的英语教材,该套书取材新颖,练习多样,体现了新的教学方法,很有特色。

限于水平,本书难免有错漏之处,希望读者批评指正。

编辑委员会

一九九三年十月

## Directions for Use

Writing is an instrument of both communication and self-expression. Most people, however, especially when writing in a foreign or second language, use it primarily to communicate with other members of their community or the wider world. Concentration in ENGLISH WRITING, therefore, is on functional writing skills rather than on creative self-expression. This book is a task-oriented writing book with the following features to its users.

As process is highlighted in this book, it is organized in a step-by-step fashion. In other words, this book moves from sentence level to paragraph level, and finally to a complete paper, catering to both elementary as well as more advanced learners.

It is understood that good writing is more than correct writing, however, incorrect writing will not be as effective. It is evident that students of a foreign language, even at advanced level, continue to have grammatical weakness. Therefore, the grammatical explanations and tasks in this book focus on those problems directly related to the production of written English.

As the writing process is the heart of this book, activities, questions and exercises are abundant and varied. For example, the breaking-down of paragraph composing makes it easy for students to follow, serving as an essential step to bridge the gap between the understanding of a skill and the student's full grasp of that skill.

ENGLISH WRITING falls into two parts: PART ONE and PART TWO. PART ONE consists of two chapters: Chapter One and Chapter Two. Chapter One helps readers get familiarized with some skills of sentences. Chapter Two deals with various functions involved in sentence level writing. PART TWO is made up of two chapters: Chapter Three and Chapter Four. Chapter Three is mainly concerned with some basic principles of paragraph writing, which include the topic sentence, kinds of order for paragraph arrangement, types of paragraphs and outlines. Chapter Four focuses on specific writing skills through different patterns of paragraph development -- process description, comparison, contrast, comparison & contrast, cause & effect, division & classification, illustration, definition, and argument. In each unit of Chapter Four, four or five stages are presented. First, transitional expressions are explicitly reviewed. The following two stages deal with the way to organize and outline paragraphs. The fourth stage is usually devoted to the discussion of guided



writing. A sample paragraph is also presented at the end of each unit. As to all the exercises provided in this book, the suggested keys will be seen at the end of the book.

In the appendix, four styles of resumes are presented, which will be most helpful to those who want to study or live abroad.

In a word, this book will help you learn, practise and apply the writing skills you need to communicate effectively, which is a powerful factor leading to your success in college as well as in career.

Finally, we avail ourselves of this opportunity to express our sincere gratitude to Christine Moe, a senior editor from the Medical Magazine Office in Seattle of U.S.A., who checked some rewritten paragraphs. We owe special thanks to Wu Huiying and Hong Chungda, who also provided assistance with this book. We are also very grateful to Wang Xiaoyu from China Textile University, who drew pictures for PART ONE of this book.

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# **PART ONE THE SENTENCE**

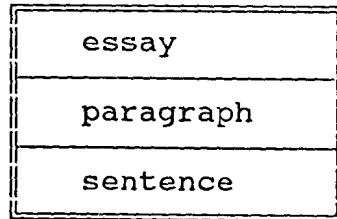
## **Chapter I Review of Sentence Skills**



# One Unit Complete Sentences

## Stage One

### 1.1 Simple Sentences



As is known, an essay is made up of paragraphs. A paragraph consists of sentences. And a sentence must have a subject and a verb to express a complete thought.

#### 1.1.1 Identify the subjects and verbs in the following sentences.

- A) The apple tree is in bloom.
- B) Every Saturday, Janet babysits for Mrs Brown.
- C) Jogging bores me.
- D) A black duck and two ducklings approached the car.
- E) Record albums were scattered all over the floor.
- F) Taking pictures and buying clothes are her two passions.
- G) A blue backpack lay on the bed.
- H) Walking to work keeps me in shape.

#### 1.1.2 Rearrange the following words into complete sentences.

- A) the cooks for son my family dinner often
- B) are and I not husband my satisfied solution with the
- C) blind years been has for grandfather my many
- D) on ago I a umbrella some my train time lost
- E) he keeps knows what wife happy his
- F) natural on we going are to history of Saturday museum the
- G) expected than they more got had they
- H) claimed was for good they losing this weight

## Stage Two

### 1.2 Avoiding Run-ons and Comma-Splices

When we have two sentences, we need to find some ways to connect them. Let's look at the following two sentences. Do you think they are good sentences or bad ones? What is missing in each of them?

- A My grandfather is seventy years old he plays tennis every Saturday afternoon.
- B My grandfather is seventy years old, he plays tennis every Saturday afternoon.

1.2.1 Look at the following sentences. Some of them are good, but some of them have problems. Identify the bad ones and try to improve them.

- A) Keith started wearing a new dress, everyone complimented her on how beautiful she looked.
- B) Jean thought it was a ghost it was only a tree in the fog.
- C) Solar energy may solve the energy crisis, and many home owners are beginning to use it.
- D) The meeting will not begin for two hours let's take a walk.
- E) You go on sulking like that you will make yourself unhappy.
- F) After I cashed my paycheck, I treated myself to dinner.

### Stage Three

#### 1.3 Avoiding Sentence Fragments

When we write a simple sentence, we must put in both a subject and a verb. When we write a compound sentence, we must remember to put in both a main clause and a subordinate clause (or very often, more than one) to make it a good compound sentence.

Look at the following two sentences.

A Kirk decided to major in psychology.

B Since human behaviour has always fascinated me.

A is a complete simple sentence, expressing an independent idea. B is a sentence fragment.

What are the two ways to combine them? Look at the following models.

A Kirk decided to major in psychology since human behaviour has always fascinated him.

B Kirk decided to major in psychology. Human behaviour has always fascinated him.

Note:

*As you can see, either we use a conjunction to join them, or we make them two simple sentences.*