

大学英语系列教程

大学英语 简明写作教程

College English
Concise Practical Writing

北京航空航天大学出版社

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何秀兰 王龙弟 编著

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前 言

《**大学英语简明写作教程**》是一本可供非英语及英语专业的本科和专科学生使用的写作教材,也适合有志于改进英文写作能力者。这部教材旨在提供一种非常适合现代学生使用的写作方法,使学生对英文写作的句子与段落有一个全新的概念及了解。同时还介绍一些实用性强的写作技巧,从而使学生能够较为容易地写出高质量的,而且也为人们普遍接受的英文句子及段落。因此介绍英文的句子组合法就成为本书的首要重点和最为突出的一大特色。

在过去的许多年里,句子组合法作为一种能有效改进学生运用句子结构能力的方法与手段,已经在国际上得到了普遍的认可,也常被当成一种比较科学的方法来代替传统而繁琐的语法式写作教学。因此,《**大学英语简明写作教程**》的解说部分简明扼要,避免过多使用语法术语。

《**大学英语简明写作教程**》一书还通过范文实例介绍了目前极为流行的实用商务信函及一般公文的写作格式及其要点,可以满足学习者在工作及社会交往中的写作需求。

写好英文需要练习。我们真诚地希望通过《**大学英语简明写作教程**》及书中的大量写作练习,学生们的英文写作能力能够在较短的时间内得到显著的提高,并从中获得乐趣与满足。

1999年8月

PREFACE

College English Concise Practical Writing is a writing textbook intended for English majors, science students and those who wish to write successfully. It aims at providing a new and effective approach to good writing that works well with today's students, at enabling students to achieve a completely new concept and understanding of the English sentence and paragraph writing, and at introducing practical writing strategies, in the hope that students can write with ease quality English sentences and paragraphs that are generally accepted. Sentence Combining, therefore, constitutes the primary focus and one of the most prominent features of *College English Concise Practical Writing*.

Over the past years, Sentence Combining has come to be accepted internationally as an effective way of improving the student's ability to manipulate sentence structures and has often been viewed by many as a scientific alternative to the complicated traditional grammar instruction approach. Therefore, great efforts have been made in *College English Concise Practical Writing* to avoid successfully many of the grammatical terms in instruction. As a result, instruction in *College English Concise Practical Writing* is concisely simple for students to follow easily.

Efforts are also made in *College English Concise Practical Writing* to introduce, with practical writing samples, the necessary formats and writing essentials of popular business

letters to accommodate, hopefully, the urgent needs of students with varying backgrounds and writing demands posed to them in work and in social communication.

Successful English writing takes practice. But, practice does not have to be drudgery. It is genuinely believed and also hoped that ***College English Concise Practical Writing***, with its carefully designed comprehensive writing assignments and exercises, can give students great pleasure and satisfaction of seeing the remarkable improvement of their power at the English sentence and paragraph construction and of their English writing ability.

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CHAPTER ONE

SENTENCE CONSTRUCTION

第一章 学习造句

1. 1. Introduction to Sentence Combining 句子组合法介绍

Sentence combining is a useful technique to help you improve your writing skills in English. It means exactly putting two or more short sentences together to make a third, longer sentence. It will help you in a number of ways. First, it will allow you to practice writing error-free sentences. In addition, by directing your attention to the different parts of English sentences and the different kinds of word-groups that go into them, sentence combining will help you to become more aware of the ways in which English sentences are put together. This greater awareness will aid you in expressing your own ideas and feelings in written English.

Consider the following model to see how sentence-combining works:

John is learning how to skate.

Lily ~~is learning how to skate.~~

Combine: *John and Lily* are learning how to skate.

John and *Lily* are both performing the same activity and so it is possible to combine the two sentences into a new and interesting one that retains the meaning of the two original sentences. For this purpose, you must cross out the words in the second sentence that repeat the words in the first sentence. *John* and

Lily must be linked together with the conjunction AND.

Also, it is possible to combine the predicates. Observe the following model:

George values loyalty.

~~George values~~ courage.

~~George values~~ honesty.

Combine: George *values loyalty, courage and honesty.*

The phrase *George values* was crossed out in the second and the third sentences because it repeats the same phrase found in the first sentence. The periods at the ends of the first and the second sentences were replaced with commas. Finally, the conjunction AND was added. Look at another model:

Christ sold his farm.

~~He~~ bought a sailboat.

~~He~~ set out to discover the island.

Combine: Christ *sold his farm, bought a sailboat, and set out to discover the island.*

In this model, the word *He* was crossed out in the second and third sentences because that word referred to Christ in the first sentence. Again, commas replaced periods; the conjunction AND *was* added to the combination.

As you can see, combining strategies are used to build new sentences.

To find out what sentence combining involves, consider this short Sentence Building exercise, and see in how many ways you can combine the two short sentences into one longer sentence:

My uncle never believed in banks.

My uncle kept thousands of dollars under his mattress.

By rearranging certain words, changing their forms, cutting out repetitious words and phrases, and adding new words to make clear connections, you should be able to create two or three combinations, such as the following:

My uncle, who never believed in banks, kept thousands of dollars under the mattress.

Because my uncle never believed in banks, he kept thousands of dollars under the mattress.

Never believing in banks, my uncle kept thousands of dollars under the mattress.

Identify one or two of the combinations that you like best. "Best" can mean that the sentence pattern you choose has the emphasis that you intended, that it expresses your meaning more precisely and clearly, or that it has the most pleasing rhythm.

1. 2. Building Sentences 造句

1. 2. 1. With Descriptive Words (使用描述性词汇)

A. Descriptive Words: Adjectives 形容词

In the following combinations, you will be concentrating on the use of adjectives in English sentences. Adjectives are descriptive words that change or modify our understanding of nouns. In English, an adjective most often occurs in two positions. It is sometimes placed before the noun it modifies:

the *hungry* shark

Adjectives can also be placed after the noun, particularly if the noun is modified by more than one adjective and if we want to call attention to them. For example:

The old gentleman, *tired and hungry*, pulled his coat over his head and walked slowly away from the bus stop.

Note: When two or three adjectives are used before the noun and belong to different classes (size, age, etc.), it usually is not necessary to separate them with commas; however, when they are of the same class, they should generally be separated with commas:

a *big red European* automobile

a *deep, peaceful* sleep

the *savage, hungry* sharks

The model that follows will show you how to add adjectives

when you combine sentences.

The sharks swam beside the diver.

The sharks *were hungry*.

The diver was *nervous*.

Combine: The *hungry* sharks swam beside the *nervous* diver.

Exercise 1-1

Try the following combinations. Remember to use commas to separate two adjectives that occur before the same noun.

1. The sailors saw a light in the sky.

The sailors were *weary*.

The light was *strange*.

Combine: _____

2. A fever threatened the lives of infants

The fever was *sudden*.

The infants were *newborn*.

Combine: _____

3. The engineer noticed a flaw in the design of the building.

The engineer was *careful*.

The flaw was *serious*

The building was *new*.

Combine: _____

4. Discoveries are often made by men and women.

The discoveries are *important*.

The men and women are *unknown*.

Combine: _____

5. A bar of soap solved the problem.

The bar of soap was *simple*.

The bar of soap was *inexpensive*.

The problem was *terrible*.

Combine: _____

6. The pensioners waited submissively in the hallway.

The pensioners were *confused*.

The pensioners were *scared*.

The pensioners were *destitute*.

Combine: _____

7. I watched the seagulls hovering above the water.

The seagulls were *graceful*.

The water was *blue*.

The water was *foamy*.

Combine: _____

8. The birds are looking for fish for their meals.

The birds are *hungry*.

The fish are *small*.

The fish are *tasty*.

Combine: _____

Exercise 1-2

Add adjectives to the incomplete sentences below. Then combine

them.

1. The astronomers were searching for a star.

The astronomers were _____.

The star was _____.

Combine: _____

2. The fever was transmitted by the hands of physicians

The fever was _____.

The hands were _____.

Combine: _____

3. The voyager crossed the Pacific alone in a lifeboat.

The voyager was _____.

The voyager was _____.

The lifeboat was _____.

Combine: _____

4. The Lawtons sailed their ships across the sea.

The Lawtons were _____.

Their ships were _____.

The sea was _____.

Combine: _____

5. Behind the water, the rock was covered with a moss.

The water was _____.

The rock was _____.

The moss was _____.

The moss was _____.