..st enough to
.are mile on average
.th elephants in Africa
one-quarter of the Clovis
ho each killed a mammoth
.ammoths killed per four
vould have had to repro-
:eep up with the killing.
that take ten to fifteen
d few other large mam-
luce themselves in less
' that it would have
:nate the large
.d on to the.
.er.

.of game. Some h
.ll, but for ivory, bone, and hie
.iunted in modern times for fur and oi.,
meat ic.i .. ..ot. In New Guinea fishing villages I often .
discarded carcasses of large sharks with their flesh almost in.
They've been killed merely to provide the essential ingredie.
of shark's-fin soup.

At that dramatic moment when the first Clovis hunters
emerged from the ice-free corridor, they saw before them the
Great Plains stretching to the horizon, empty of humans but
teeming with herds of mammoths and other beasts. They had no
way of guessing that an entire hemisphere lay ahead, or that all
those beasts would soon be gone. Recent history suggests that the
Clovis blitzkrieg was duplicated many times in the next 10,000
years when hunters reached a land with large animals naïve about
humans. New Zealand's giant flightless birds, the moas, were ex-
.m. .ed by Maoris within a few centuries of their arrival. The
. .. .lonized Madagascar 1,500 years ago wiped
.s (the elephant birds), along with a
.f which were as big as the gorilla.
.ii exterminated numerous spe-

.n of extinc-
. .ll,

董启明　主编

中级英文写作教程

# 前　言

　　《中级英文写作教程》是为英语专业本、专科二年级学生所编写的教材。对中学英语教师、参加出国考试人员以及具有中等水平的英语自学者均具有一定参考价值。

　　本教材是根据国家教委颁布的《高等学校英语专业基础阶段教学大纲》和《高等师范专科学校英语专业英语教学大纲》中关于写作课的具体要求而编写的，旨在帮助学生更好地完成大纲中所提出的教学内容。本教材共分句子写作、段落写作、文章写作、总结写作、应用文写作、选词、标点与技巧以及论文写作等七部分，下分十八章，三十七节，供一学年使用。每个单元分别由论述、范例、注释和练习四部分组成。各章节长短因内容不同而有所不同，教师可根据实际情况适当增加或减少课时。

　　在本教材的编写过程中，我们参考了国内、外有关英文写作的专著、论著、教材几十种。在此，我们谨对这些专著的编者表示诚挚的谢意。另外，在教材编写的过程中，我们一直受到省教委、省高校外语教学研究会、河北师范大学外语系、河北师范学院外语系、唐山师范专科英语系、廊坊师范专科外语系、张家口师范专科外语系领导的大力支持，在此一并表示感谢。河北师范大学外语系的李方平同志承担了本教材绝大部分稿件的微机文字编辑处理工作，在此我们对她的辛勤工作表示真诚的感谢。

　　由于编者水平有限，编写时间短促，教材中疏漏、不妥之处在所难免，望各位专家、学者、同仁和广大师生批评指正。

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# Part one

# Sentence Writing
# Introduction

The sentence is the basic unit of English language, and to be able to manage the sentence is essential for anyone who wishes to write effectively. Thus the effectiveness of the essay depends on the effectiveness of the paragraphs which organize it; the effectiveness of the paragraph depends on the effectiveness of the sentences which compose it. To help the students to write clear, error-free sentences and develop correct writing style, this part, (Sentence Writing) represents some essential aspects concerning sentence writing: sentence structure, effective sentenes and sentence problems. Particular methods of writing a good-quality sentence are discussed in the separate units in this part.

# Chapter I
# Sentence Structure
# Unit One
## Elements of the Sentence and Types of Sentences

Ⅰ. Elements of the Sentence

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A sentence is a group of words that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts; a subject and a predicate.

Every sentence must have a subject and a verb. Even in a sentence like "Come early", it has a subject which is omitted, but can be well accepted as "you". The first letter of a sentence must be capitalized, and the sentence must end with a final punctuation mark in the form of a period (.), a question mark (?), or an exclamation point (!).

Study the following sentences which may be considered as basic sentence pattern types.

1) Subject+Verb

a. The slaves revolted.

b. People breathe, eat, and drink.

c. Tastes differ.

d. Prices rose.

e. The sun was shining.

2) Subject+Verb+Direct Object

a. Education makes a difference.

b. Cars clogged the streets.

c. Some plants will eat insects.

d. John has already had dinner.

e. Some people do not like cheese.

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3) Subject＋Verb＋Indirect Object＋Direct Object

a. We'll give the devil his due.

b. He offered her fame.

c. Our teacher gave us an English lesson.

d. Money can't buy you love.

e. Will you lend me ten dollars?

4) Subject＋Verb＋Object＋Objective Complement

a. He named his daughter Susan.

b. People elected him president.

c. You must get your hair cut.

d. Don't make yourself nervous.

e. Put it here.

5) Subject＋Linking Verb＋Predicative

a. Lyality is a virtue.

b. The leaves have turned yellow.

c. The results are not what we expected.

d. The weather was getting cold.

e. Please get ready to start.

I . Types of Sentences

1. Declarative,   Interrogative,   Imperative,   and Ex-
   clamatory Sentences.

According to their use or purpose , sentences can be divided into declarative, interrogative, imperative or exclamatory.

1) Declarative Sentences

A declarative sentence makes an assertion (1) or a statement.

    a. I'll speak to the boss today, (affirmative)

    b. The flowers look beautiful in the vase. (affirmative)

    c. I can' t swim. (negative)

    d. The classroom has not been cleaned yet. (negative)

    e. We had an exciting day. (affirmative)


2) Interrogative Sentences

An interrogative sentence asks a question.

    a. Why do you ask so many questions? (special question)

    b. Do you have your classes in the morning?(general question)

    c. Must we work hard at grammar? (general question)

    d. How will you complete these sentences? (special question)

    e. Was he a poet or a novelist? (alternative question)

    f. She doesn't have to go to School on sundays, does she? (disjunctive question)


3) Imperative sentences

An imperative sentence expresses a command, request, advice or entreaty (2). In form, it may be affirmative, or nega-

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tive, active or passive.

  (1) Affirmative:

a. Be always punctual (3)!   (advice)

b. Help me out of this difficulty!   (entreaty)

c. Workers of all countries, unite!   (request)

d. Get here on time!   (command)

  (2) Negative:

a. Don't be nervous, Nancy. (advice)

b.  "Do not take a single needle and piece of thread from the masses." (request)

  (3) Active:

a. Get rid of such a bad habit.

b. Let him alone.

  (4) Passive:

a. Get united!

b. Be prepared.


4) Exclamatory Sentences

 An exclamatory sentence expresses a strong feeling or e-motion, such as surprise, pain, joy, wonder, or anger.

a. What a day dream! (wonder)

b. How pleased we were to come back to our own country! (joy)

c. How strange (it is) that we should both arrive on the same day! (surprise)

d. How terrible the accident was! (pain)

e. What nonsense (it is)! (anger)

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f. "Ow!" he said, "You hit me." (pain)

g. "Aha! This is what I want." he shouted. (joy)

h. "Ah!" she said to me, "What a wonderful card!" (surprise)

2. Simple, Compound, Complex, and Compound-complex Sentences

1) Simple Sentences

A Simple sentence contains only one independent clause and no subordinate clauses, It may, however, contain a compound subject or a compound predicate and any number of modifers other than a subordinate clause.

a. The chicken crossed the road.

b. My friends and I play tennis and go bowling every weekend. (coordinate subject)

c. I enjoy playing tennis and look forward to it every weekend. (coordinate predicate)

d. Thomas and Clement often learn from and help each other. (coordinate subject and coordinate predicate)

e. They have had many trials (4) and many great joys. (coordinate object)

f. He was an honest and intelligent student. (coordinate attribute)


2) Compound Sentences

A compound sentence contains two or more independent clauses joined together in any of the following three ways.

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(1) By a coordinating conjunction

A compound sentence can be connected by a coordinating conjunction, such as *and*, *or*, *nor*, *but*, *for*, *so*, *yet*.

a. George has applied for a scholarship, *and* Diane has requested financial aid. (additional ideas related to first idea)

b. Students may live in the dormitories, *or* they may live at home. (choice of two possibilities)

c. Gerry has completed two math courses, *but* he must still take calculus (5). (contrast with first clause)

d. Ron completed his homework early, *so* he decided to go to the party. (result of first clause)

e. Foreign students must take English classes, *for* they must be able to communicate easily in speaking and writing. (reason for first clause)

f. I have taken two finals, *yet* I must take two more this week. (contrast to first clause)

g. Many students do not like to study for tests, *nor* do they like to write term papers.　　(negative choice in both clauses)

(2) By a sentence connector

The independent clauses of a compound sentence can also be joined by a sentence connector such as furthermore, however, otherwise, and therefore. Sentence connectors are used frequently in formal writing to connect long clauses.

The sentence connector used to link the ideas of the two independent clauses in a commpound sentence shows a logical relationship between the idea expressed in the first clause and

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the idea expressed in the second clause, In the following compound sentence, for example, the first clause expressing an idea about bicycles as a form of transportation will be given in the second clause

Some people are using bicycles for transportation; *furthermore*,

others are joining car-pools or taking public vehicles to get to their destinations.

The following are examples of sentence connectors that are used to connect compound sentences.

a. Junior colleges offer preparation for the professions, business, and industry, *moreover*, students may prepare for transfer to a university or college. (addition)

b. Many junior colleges do not provide a hospital; *however*, they provide a small clinic. (contrast)

c. Students must take the final exam; *otherwise*, they may be given the final grade of Incomplete. (choice)

d. You can receive individual guidance from your counselor, *therefore*, you should take advantage of this service. (result)

The follwoing is a table of coordinating conjunctions and sentence connectors that are used to form compound sentences;