

A Guidebook to

**COLLEGE
ENGLISH
WRITING**

大学英语作文

怎样写

王 瑛 编著



中国国际广播出版社

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前 言

本书主要对象为高校参加英语四级及六级统考的学生，但就本书所概括的写作基本技巧和表达方法而言，它对准备托福考试的读者，以及广大的英语自学者，都是一本有实用价值的写作参考书。该书在教学中经过试用，效果良好。它具有以下特点：

1. 本书不以国内已出版的任何写作教材为蓝本，而是直接引进国外（主要是美国）八十年代英语写作教程之精华，注意洋为中用，使该书的编写原则、内容及练习安排等方面，符合成年人，特别是中国人学习英语写作的特点。

2. 本书旨在通过大量练习，首先是语篇水平上的段落写作实践，着重解决怎样写（而不是写什么）的问题，因此没有采用传统的“由句到段”的训练步骤。

3. 本书提供的写作技巧简明扼要，所介绍的表达方法直观具体，便于掌握，使读者能针对不同题目和写作形式（英语四级考试大纲规定了五种形式）运用自如。

4. 附录部分有英语四级考试例题分析及模拟试题练习，它们将帮助学生有效地进行考前准备。

5. 全书的作文练习及其他培养写作技巧的练习均附参考答案，便于读者自学对照。

全书的审校工作，还得到清华大学李相崇教授（审阅了书的前半部）和钟志斌副教授的热情关注。他们仔细阅读了原稿，

并提出了许多宝贵意见；北京第二外国语学院担任高年级写作课的外国专家保罗·罗斯 (Paul Ross) 先生阅读了全书，特别对书中的全部练习及答案进行了细致的审阅，在此谨向他们表示感谢。

本书虽已经过试用，但仍待进一步充实，提高和修改，诚恳希望广大读者指正并提出宝贵意见。

编 者

1988年12月

外国专家保罗·罗斯信件

16 Sept, 1988

Dear Sir,

This is an important book. Its importance lies not in its coverage of the basic elements of writing — which it does well — but in its treatment of two areas which are often neglected in the development of writing skills.

First, it recognises that the best method for teaching writing is one that places prime importance on the role of writing practice. Furthermore, it shows how 'complex' sentences and 'specific' words can be used to describe different subjects.

Second, its aim is to show students 'how' to write, not 'what' to write. Those people who have been subjected to the latter approach are restricted to those situations with which they are familiar. However, people who have been trained 'how' to write have the flexibility to deal with any subject matter.

I have no hesitation in recommending this book for publication.

Paul Ross

这是一本重要的书。其重要性不在于此书包括了写作的基本要素（对此，本书已做了很好的叙述），而在于此书对写作能力的培养，做出了人们常常忽略的两个方面的贡献。

其一，作者认识到，教写作的最好方法是把写作实践放在第一位。作者还进一步指明，怎样用“复杂”的句子和“特定”的词语来描写各种不同的题材。

其二，此书旨在教学生“怎样”写，而不是教写“什么”。有些人局限于教写“什么”，从而把自己的学生限制在写自己熟悉的题材范围内；而受过“怎样”写的训练的学生，则具有写任何题材文章的能力。

我无保留地推荐这本书出版。

保罗·罗斯

1988.9.16

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外国专家保罗·罗斯信件

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LESSON 1

WHAT IS GOOD WRITING

内容提要：本文介绍什么样的习作是一篇好的习作，它应具备那些基本特征；其目的在于使每个即将参加大学英语四级统考的大学生及所有初学英语写作的读者一开始就明确什么样的习作合乎英语规范，同时了解为什么要把初期的写作训练重点放在写好文章段落上。

Our goal is to develop skill in writing compositions; however, the writing instruction will begin with the paragraph — the basic unit in all college writing. Why practice the paragraph? A paragraph, although comparatively short, contains many of the basic elements to be considered in writing a composition. A paragraph is complete in itself and can also be part of a composition which usually contains several paragraphs or part of a chapter in a book. So it will be useful to keep in mind the relationship between a paragraph and a composition.

In this lesson we'll discuss "What is good writing?". Some people think good writing is writing which doesn't break the rules of grammar, vocabulary use, and spelling. However, it's far from enough for good writing. Four quali-

ties that are needed in good paragraphs are:

1. One central idea 一个中心思想
2. Unity 整体性 (指段落中所有句子紧紧围绕同一中心思想进行说明或补充。)
3. Coherence 连贯性 (指中心思想的叙述合乎逻辑地、一句接一句地、前后连贯地展开。)
4. Adequate development 充分展开 (指包含足够的信息、准确、清楚、透彻地表达中心思想。)

1. 为什么一个段落只能有一个中心思想? 中心思想和主题句的关系是什么?

All paragraphs have one basic aim: to communicate a single idea clearly and effectively. The single idea is the central thought of the paragraph. A paragraph, by limiting itself to only one center of interest, can develop its subject more fully. The idea is often (but not always) summarized in one sentence called the TOPIC SENTENCE.

2. 整体性强的段落中, 其他句子与陈述中心思想的主题句之间是什么关系?

In a unified paragraph the topic sentence and the sentences that provide supporting details are as closely related as a mother hen and her chicks. Almost every sentence can be shown to bear upon the topic sentence. In other words, a paragraph has unity when every sentence is relevant to the central idea. Anything that fails to support the statement made in the topic sentence is not suitable for the paragraph.

3. 段落的连贯性主要体现在前后各部分及句子之间意义的逻辑联系上。

Coherence means that the parts of the paragraph should be logically arranged and connected. A paragraph is coherent when its ideas are clearly related to each other in a logical order. Each sentence in a coherent paragraph naturally grows out of each earlier sentence in developing the central idea.

4. 段落的充分展开取决于提供的说明材料是否具体、确切和充足。

In an adequately developed paragraph things are discussed in definite, exact, precise details. In other words, good writers always develop the central idea of the paragraph with particulars or details that make the idea clear and meaningful.

Paragraphs will be clear and enjoyable to read if they have the above described qualities.

〔注〕本书没有采用从句到段，从段到篇的传统写作教材的编排原则，因为作者认为自始至终突出在语篇水平上的写作训练是至关重要的。因此从一开始就以段落为中心展开基本技巧的训练；也论述了对句子的要求，但也是从语篇的高度来讨论。一篇好的习作还必须具备句子结构和句型多样化的特点。这一特点作为第五个基本特征将在第七、九两课分别讨论。

Practice 1

For each pair of paragraphs below, circle the one that you think is MORE COHERENT or MORE UNIFIED or MORE ADEQUATELY DEVELOPED. Be prepared to explain why, using the materials provided in this lesson.

比较练习一中给出的三对段落。指出每对中较好的一段，并根

据本课给出的标准说明理由。

1. a. I want to talk about my father. He is strict with his children, especially me. He won't let me out of the house unless I've done all my homework. He is a tall and rather skinny man. Some people say he is good-looking. He has a nice streak of gray in his hair. He laughs a lot and enjoys life. My father is interesting.
b. My father's face is rough. His complexion is leathery and wrinkled. There are large pores in the skin that covers his nose and cheeks. His nose, broken twice in his life, makes him look like a boxer who has lost too many fights. His mouth, unless he smiles, looks hard and threatening. His chin is massive and angular. Shaved or not, my father's face is rugged.
2. a. Jennie was very nervous. Her mouth was dry. She had never held a gun before, but now, not only was she holding one, she might have to use it. Her hands were moist. Her arms and legs trembled. Her hands were unsteady.
b. Jennie was very nervous. Her mouth was dry; her hands were moist and unsteady. Her arms and legs trembled. She had never held a gun before, but now, not only was she holding one, she might have to use it.
- 3 a. City College is completely overcrowded. The lack of space is apparent in all parts of the campus. The

classrooms are so jammed that students feel like sardines, and some of them have to sit on the floor. The library and study rooms are so packed that many students must study in the halls and stairways. The cafeteria is always so full that students often go hungry or lose their appetites. Every inch of the campus is so overcrowded that it looks more like a marketplace than a place for higher learning.

- b. City College is badly overcrowded. The number of students increases from year to year; yet the number of classrooms remains the same. Students complain that they can hardly find a place either to study and relax in the campus, or to eat in the cafeteria.

Practice 2

1. Circle the letter beside the sentence that does not develop the central idea which appears in the topic sentence.

圈出不说明段落中心思想，因而与之无关的句子。

TOPIC SENTENCE: It is hard to travel to work by bus during the rush hour.

- a. You have to wait in long lines at the bus stop.
- b. When the bus arrives, someone always tries to push past you to get in first.
- c. After you pay your fare, you are shoved down the aisle by the rest of the boarding passengers.
- d. Sometimes you can read the morning newspaper during the ride.

- e. A passenger standing next to you might shove his or her elbow in your ribs, step on your toes, or even drop cigarette ashes on you.
 - f. It certainly is a relief when you finally reach your stop.
2. Arrange the following group of sentences in right order so that they make sense.

按句子意义的逻辑关系正确排列下面的句子。

- a. Then you will come to a hall way leading to the library's music room.
- b. Walking around the information desk to the left, you will pass a children's reading room on your right.
- c. The sign reads, To the Music Room.
- d. As you enter the main door of the library, you will see the information desk directly in front of you.
- e. At the end of the hallway you will see a sign.

Practice 3

Read the following paragraphs carefully. Give your opinion on each one that you think is better or poorly written.

仔细阅读下面两个段落，根据本课对文章段落的要求，提出你的看法。

1. I prefer summertime to the winter. In the summer there is no school, and I am not under the same pressures that I face in winter. The summer offers more opportunity for outdoor exercise — swimming, tennis, baseball, just to name

a few summer sports. In the summertime, also, one can travel. I prefer to see America first. In short, I think of summer as a time for rest and recreation, while winter is a time for work.

2. When you want to build a fire, the first thing to do is to get some logs, some kindling, and some paper. Then strike a match. Be sure to arrange the logs closely together on top of the kindling before you light the paper. After wadding up the paper, put it on the ground and scatter the kindling on it.

WORD LIST

- | | |
|---------------------------------------|----------------------------------|
| 1. instruction <i>n</i> 指导 | * * * |
| 2. limit oneself to 限制在 | 1. skinny <i>a</i> . 极瘦的, 皮包骨的 |
| 3. fully <i>adv</i> . 充分地 | 2. streak <i>n</i> . 条纹; 色线 |
| 4. topic sentence 主题句 | 3. complexion <i>n</i> . 面色; 肤色 |
| 5. unified 整体性强的; 统一的 | 4. leathery <i>a</i> . 似皮革的 |
| 6. supporting details 说明或补充主题的细节材料 | 5. wrinkle <i>vi</i> . 起皱纹 |
| 7. chick <i>n</i> . 雏鸡 | 6. pore <i>n</i> . 汗毛孔 |
| 8. be relevant to 与……有关; 与……相呼应 | 7. boxer <i>n</i> . 拳击手 |
| 9. coherent <i>a</i> . 连贯的; 有条理的; 紧凑的 | 8. massive <i>a</i> . 粗大的 |
| 10. be related to 与……有联系 | 9. angular <i>a</i> . 有棱有角的 |
| 11. in logical order 按逻辑顺序 | 10. rugged <i>a</i> . 粗犷的; 粗糙的 |
| 12. meaningful <i>a</i> . 富有意义的 | 11. overcrowded <i>a</i> . 过分拥挤的 |
| 13. enjoyable <i>a</i> . 愉快的; 有趣的 | 12. campus <i>n</i> . 校园 |
| | 13. jam <i>vt</i> . 使挤满; 使塞满 |
| | 14. sardine <i>n</i> . 沙丁鱼 |
| | 15. stairway <i>n</i> . 楼梯 |

16. cafeteria *n.* (美) 顾客自取饭菜的食堂(或餐馆); 自助食堂
17. marketplace *n.* 交易市场; 集市
18. rush hour (公共车辆的) 高峰时间; 拥挤时刻

19. shove down 猛推
20. aisle *n.* 通道
21. hallway *n.* 过道
22. recreation *n.* 娱乐; 消遣
23. kindling *n.* 引火物(总称)
24. wad up 把……卷成卷

LESSON 2

PARAGRAPH UNITY:

THE TOPIC SENTENCE AND THE CONTROLLING IDEA

内容提要：本课介绍什么是段落主题句，什么是作者的致力点，两者之间有什么关系，以及作者明确自己的致力点对写好文章段落有何实际意义。

“给出段首句要求续写”是大学英语四级统考要求掌握的重要写作形式之一。只有明确主题句中表达作者致力点的关键词语，才能紧扣中心思想展开段落，写出整体性强的文章。写文章要扣题，这也是对每个初学写作者的第一个基本要求。

1. 什么是段落主题句？它表达段落的中心思想。它概括地提供中心思想发展的线索，并规定段落展开的范围。因此它具有概括性、指向性及限定性。它可以放在段落中的任何位置，但对初学者，建议将主题句置于段首。

What is a topic sentence?

A topic sentence expresses the main idea concerning the topic of the paragraph. A topic sentence is usually a general sentence. It states the main idea briefly, gives clues to the development of the main idea of the paragraph, and controls