Writing Made Easy (英文写作人门)

Press of Chengdu University of Science and Technology 成都科技大学出版社

Writing Made Easy (英文写作人门)

公司 使一条人门的健康。全书体

李五全 编著

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(川)新登字 015号

内容提要

本书旨在为大学生英文写作训练提供一条入门的捷径。全书分两大部分,第一部分培养造句能力,第二部分培养组句成段的能力,最终达到全面掌握短文写作的各种必备技能。全书通过实例分析和有指导的练习,把从句到段到篇的各种写作技能化难为易,使之可供欣赏、便于模仿、易于掌握,以快速提高写作水平,增强四、六级应试能力。

本书可供课堂使用,也便于学生课外自学。

逐 千全 编 著

Writing Made Easy (英文写作入门) 李五全。编著 责任编辑。卢奇勋

成都科技大学出版社出版发行 西南冶金地质印刷厂印刷 开本 787×1092 毫米 1/32 印张 7.0625 插页 2 1993 年 4 月第 1 版 1993 年 4 月第 1 次印刷 字数 157 干字 印数 1-1000 册 ISBN 7-5616-1845-x/H・185

定价:4.00元

健康意,可以分析、易于领会、易于掌握。

和大多数英文写作数程不同的是;本书贯彻了两个经

特,坚持利用现代偿辞等提供的方法,具体即微型分析范例,坚持指导性统习。该特做的目的我则高,就是让学生精

到來文寫作的技巧是看得见。物語意,可以被估、容易樂廳

到近天身中的女兄里和**言。** 前,将中大里帕费所但**言**!。可据期学生自然而然抽摄是

本书是借鉴现代英语修辞学的分析方法,结合当前大学英语写作教学的实际而编写的,力图为学生迅速提高英文写作能力提供一条入门捷径。

全书分两大部分,第一部分培养造句能力。学会写出准确表达思想的句子是英文写作的第一步,也是当前学生的最大困难之所在。本书从八个方面入手,通过具体的实例分析,指导学生认识各种句子的造句方法和表达功能,使学生首先学会欣赏,认识到同一个意思可有哪些可供选择的表达手段,并能分析其高下优劣,进而通过有指导的扩句、并向练习,自觉运用所学,找出自己的表达手段。第二部分培养组句成段的能力,逐步达到全面掌握短文写作必备的各种技能。这一部分着重讲解段落的结构、段落内句子问的逻辑联系和层次关系、各种段落的展开方式、以及句子问的逻辑联系和层次关系、各种段落的展开方式、以及句子问的过渡手段,使学生对英文的篇章结构及其表达手段有明确清晰的认识和熟练的掌握。实例的分析联系段落的整体,具体入微,落实到每一个句子。绝大多数练习是指导性的,重在模仿。在两大部分内,从句到段的各种写作技能的分析讲解,注意到了深入浅出,指导性练习力求化难为易,使之可

供欣赏、可以分析、易于领会、易于掌握。

和大多数英文写作教程不同的是,本书贯彻了两个坚持:坚持利用现代修辞学提供的方法,具体细微地分析范例;坚持指导性练习。这样做的目的很明确,就是让学生感到英文写作的技巧是看得见、摸得着、可以摸仿、容易掌握的。书中大量的摸仿性练习,可以帮助学生自然而然地提高欣赏水平和写作能力。

书中采用的材料部分来自几年前打印的旧稿,经过多次在不同类型的教学实践中试用和检验,结果令人鼓舞。这次成书,收集了许多新的资料,尤其在练习上作了重大改进。在编写过程中,编者受到了同事们的支持和鼓励,在此一并表示衷心的感谢。囿于编者水平,书中难免存在不当之处,敬请专家和广大读者不吝赐教。

析。指导等生成以各种同手的查询可提和发达如底,使学生 专生单点,但到底是这个意思的有概如可提供探索关

世上具各餘部分所其為下於常、进而通过有指导的扩包。并

新心而二第。竞手应集的与自由处,举行1993年2月15日

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亚联系和层张关系。各种民族的展开方式。以及似于间的过

便手段,使单生对英文的能靠结构及其表达手段有明確情

斯的认识和到练的生涯。英树的处外成系就等的整体,具体人能需要到每一个句子。他大多数流为是指导性的。重在

模仿。在两大部分内,从前到限的各种写作技能的分析员

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CHAPTER ONE

Part One Sentence Skills

feetive same these teters to the collics to recognize an elfeetive same and the skill as construct ariginal seatences. As you have been expected to English for several years, you have probably acquired some English seatence sense. For example, your sense sees tells you district to a sentence, a word group mast contain a subsect acid a very and must express a dominate thought;

The student stedler hard-

A sentunce may have more than one outper and

by prother and histor a tended the concert.

Some sentences have governlinets of subjects and verte

CHAPTER ONE

Sentence Sense

L Sentence Sense Statistics and and off

Sentence Sense refers to the ability to recognize an effective sentence and the skill to construct original sentences. As you have been exposed to English for several years, you have probably acquired some English sentence sense. For example, your sentence sense tells you that to be a sentence, a word group must contain a subject and a verb and must express a complete thought:

Some sentences express complete thoughts, although the

The student, studies hard, why cannot have allegabeth

they are known as a laint taning.

A sentence may have more than one subject and more than one verb as in the following examples:

My brother and sister attended the concert.

Those men worked and laughed.

Some sentences have several sets of subjects and verbs

joined together: SINO STATAAHO

Those men worked, but because they laughed, the job was finished late.

Some sentences express complete thoughts, although the subject does not actually appear in the sentence:

Walk ! Go down the steps quikly!

(In both these sentences, the subject is understood to be the word to sentence and the skill to constitut, will brow and tences. As you have been exposed to English for several

Exercise 1.1 Read each item aloud; then, using your sentence sense, write S after each word group that makes a complete se tence and NS after each word group that is not a complete sen tence. For each NS you write, explain how you would make the word group complete so that it qualifies as a sentence.

- 1. Across an empty field.
- 2. Jim fed the chickens before dawn.
- 3. Singing and laughing in loud voices.
- 4. The instructor and her students held class on the lawn and dis cussed the question heatedly.
- 5. Based on important facts. I later but rethord vivi
- 6. They complained about all both boxtow from score
- 7. Stop!
- 8.1 A very intelligent child; se latevas avad sometimes emos

- 9. Who was here yesterday?
- 10. The kind of music I most enjoy.

Exercise 1.2 Find the subjects and verbs in each sentence be low. Underline the subjects once and the verbs twice.

19. In 1928, worn out by her work and weakened by her expe

- 1. Into the classroom walked students.
- 2. One of my mother's pies is missing.
- 3. Call the team together for a meeting maine? size!
- 4. Where is Chengdu in relation to Xi'an?
- 5. Telling lies is a bad habit.
- 6. There are not enough textbooks in the bookstore.
- 7. My sister's birthday falls on Tuesday this week.
- 8. Near the schoolyard were several tennis courts.
- 9. Skiing and ice skating are my favourite winter activities.
- 10. While growing up, children naturally use both hands for quite a long time.
- Always revise your writing, or your paper may contain several grammatical errors.
- 12. Before Mary had finished her song, the director clapped his hands and another girl came on stage, ready for singing.
- 13. The children were yelling so loudly outside that Elizabeth and Ray could not study for their final exams.
- 14. After I had fallen, an old man helped me to my feet.
- More than two volunteers are needed for next week's project.

 TOURSE TOURS OF THE PROPERTY OF THE PR
- 16. As for paper money, that was a Chinese invention, too.
- 17. In some societies the extended family may all live together, share their property and operate as a unit, in which case they are known as a joint family.
- 18. Brought up among progressive thinkers of this kind, Emme

line attended her first suffrage meeting at the age of four-

- 19. In 1928, worn out by her work and weakened by her experiences in prison, Mrs Pankhurst died.
- Hanging on the line, the red sweater flapped lazily in the summer breeze as Pedro put out the rest of the clothes.

Where is Changdu in relation to XI'an?

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II. Basic Sentence Patterns todagot mast add list

There are five basic sentence patterns in English:

My siner's hirthday fulls on Tuesday this week.

15.1 More, than two well-lifeting view needed 1th heat, week's pro-

A. SUBJECT+VERB+SUBJECT COMPLEMENT

- 1. The sky became cloudy.
- 2. The roses smell sweet.

B. SUBJECT+VERB sand but food that ben great probate At

- 1. The flowers bloomed.
 - 2. Tom studies hard. Atoms, nelist had I work . M

C. SUBJECT+VERB+DIRECT OBJECT

- T. I study English.
 - 2. Cats eat mice.

D. SUBJECT + VERB + INDTRECT OBJECT + DIRECT OB

- 1. Ted wrote Mary a letter.
- 2. The mother bought the girl a dress.

E. SUBJECT+VERB+OBJECT+OBJECT COMPLEMENT

- 1. We believed George honest.
- 2. They elected him chairman.

If you observe carefully, you can see clearly that verbs play the most important role in determining what basic sentence pattern must be used. In pattern A you use link verbs or verbs having a similar grammatical function, in pattern B you use intransitive verbs, in C you have to use monotransitive verbs (those that take one object), in D you have to use ditransitive verbs (those that must be followed by an indirect and a direct object), and in E the verbs needed are called complex transitive because they take a direct object and an object complement. Because it is the verb that controls the sen tence structure, you must pay special attention to it whenever you try to construct an effective, complete sentence.

Exercise 1.3 Combine each of the following group of words

into an effective sentence, paying attention to the verb tenses, subject-verb agreement and the basic sentence patterns.

- 1. the leaves on the trees, be, green
- 2. the lady's voice, sound, harsh
- 3. the cake, taste, delicious
- 4. the flowers, smell, sweet
- 5. the young woman, look, beautiful
- 6. the waitress, serve, her customers, free coffee
- 7. Tom, buy, Mark, a present
- 8. Susan, give, Mary, her old clothes
- 9. I, paint, she, a picture that the best have it.
- 10. My aunt, design, I, beautiful dresses
- 11. the sheep in the pasture, eat, the grass
- 12. a friend of mine, attend, the concert
- 13. the voters, elect, Mr. Green, the Mayor
- 14. I, find, the detective story, boring
- 15. the party, nominate, Kennedy, their candidate
- 16. the team, choose, Charlotte, captain follog or appoint
- 172 the scientist, prove, the theory, wrong see of sound new
- 18. writing an effective sentence, require, sentence sense
- 19. the lights on the Christmas tree, shine, brightly
- 20. the rough sea, make, they, seasick

■ Modifying Basic Sentence Patterns

From your own reading you have noticed that not all Enghish sentences are as simple as the five basic sentence patterns you have reviewed. In everyday writing the basic sentence patterns are often modified (changed)

by adding necessary details that answer one or more of the questions below; its annual of a sold one to have the policy of the p

5. The woman moved toward Tomi. (Which woman? How?)

When? Where?

How?

Why?

Suppose you have the pattern SUBJECT+VERB+DI RECT OBJECT and your simple sentence is this one:

I wrote a letter.

You may easily expand the sentence by answering some of the questions:

Yesterday evening, after supper (when), I wrote a letter hastily (how) to my sister (to whom) to congratulate her on having passed the examination (why).

Exercise 1.4 Add details to answer the questions that follow the sentences.

- 1. The student failed the course. (Which course and why did he fail it?)
- 2. She plans to take a vacation. (When? Where?)

- 3. Joan served Mark dinner. (When? Why?)
- 4. Polly did not give Joe a Christmas gift. (Why?)
- 5. The woman moved toward Tom. (Which woman? How?)

Where?

How?

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Suppose you have the pattern subject + vers. of rect object and your simple sentence is this open.

I wrote a letter with the parties of the Prette a town

You may easily expand the sentence by answering some of the questioners and when the contract of the contract

Vesterday evening, after supper (when), I wrote a letter hastily (400) to my sister (40 whom) to congratulate not on having passed the examination (44w).

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