

新编实用英语 写作教程

NEW PRACTICAL
ENGLISH WRITING
COURSE

主编 张 松 刘志强



哈尔滨工业大学出版社
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内容简介

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内 容 简 介

本书主要包括两大部分:英语基础写作知识和实用文体写作,是一本适合广大英语学习者提高英语写作能力的实用性写作教材。基础写作知识部分包括:英语句子、标点、英语作文的写作过程以及不同类型的英语作文的写作。实用文体写作包括:求职应用文写作与日常工作文写作,其具体内容涵盖求职信、简历、电子邮件、通知、备忘录、便条、会议纪要等常用文体。

本书可作为大学英语专业写作课教材,也可作为毕业生求职和日常工作所需的英文写作参考书。

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前 言

本书主要是为高等学校英语专业学生编写的英语写作课教材,同时也适合旨在提高英语写作能力的广大英语学习者们使用。

本教材的目的是:提高学生基本写作能力和职场实用文体训练能力以满足学生英语书面交际及毕业之后步入职场的需求。

本教材编写的主要思路是英语写作的教与学的两个阶段。一是基础英语写作阶段:学习者从简单的英语句子与标点学起,然后进入写作过程的学习,最后了解并掌握不同类型的英语写作。二是实用文体写作阶段:学习者在积累了一定的写作知识和技巧后,可以从容应对从求职到就职过程中所要求的办公文体写作。通过这两个阶段的教与学,教师帮助学习者完成从学习积累到实践应用的过程。

本书的主要特点是:符合英语写作学习的自然规律,即从句子写作到语篇写作,有针对性地解决在英语写作过程中出现的常见问题。本书范文选材新颖、地道、有时代性。实用文体写作部分突出实用性,内容选取包括求职与办公文体写作,满足学生求职与就业所需的英语写作需求。

本书包括两大部分,共6章。其中第一部分的第1章、第3章、第4章由牡丹江大学张松编写,第一部分的第2章,第二部分的第1章、第2章由牡丹江大学刘志强编写。在本书编写的过程中,得到了牡丹江大学艾厚新教授和付亚力副教授的大力支持,他们为本教材的创作提出了积极的、有建设性的意见,在此一并表示诚挚谢意,同时也感谢本书在编写过程中参考其研究成果的专家学者们。

本书基于多年的英语写作教学实例和教案,参考与借鉴了国内外相关著作,并结合编者的教学实践编写而成。对于书中存在的疏漏之处,敬请读者给予批评指正。

编者

2013年6月

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Part I Basic Writing Skills

Chapter 1 Sentences

1.1 Finding the Subject and the Verb

To improve our writing, we should master the sentence and its two main parts, the subject and the verb. This section offers some useful tips for locating the subject and verb in every sentence. Once we have mastered this skill, we will be on our way to writing clear and effective sentences.

1.1.1 The Subject and the Verb in a Sentence

The **subject** of a sentence names a person, place, thing, or idea; it tells us *who* or *what* the sentence is about. The **verb** describes action or the subject's state of being; it tells us what the subject *does*, what the subject *is*, or what the subject *receives*. A sentence is a group of words that expresses a complete thought. Every sentence contains at least a subject (a noun or a noun plus its modifiers) and a predicate (a verb, or a verb plus its modifiers). For example:

Little **streams** *feed* big rivers.

He and I *are* old friend.

Mo Yan *received* the Nobel Prize for Literature in 2012.

The gray-haired **dog** *limped* slowly to its dog bed.

Each of the previous sentences contains a subject and a verb, and each makes a complete statement. In other words, they convey a sense of completeness. In conversations, sentences often lack stated subjects and verbs, but their contexts—the words and sentences that surround them—make clear the missing subject or verb. For example;

“Studying your Science of Law?”

“Yes. Big test tomorrow.”

“Ready for it?”

“Hope so. Flunked the last one.”

If this conversation were written in formal sentences, the missing subjects and verbs would be supplied, and the exchange might look something like this.

"Are you studying your Science of Law?"

"Yes. I have a big test tomorrow."

"Are you ready for it?"

"I hope so. I flunked the last one."

1.1.2 The Subject

The **subject** is one or more words that indicate *who* or *what* is doing the action of the verb. The subject can be a noun or noun phrase, a pronoun, a gerund phrase, or the implied *you* of a command. In the following sentences, the subjects are in bold font, and the verbs are in *italics*.

A tree *has fallen* across the road. (noun as subject)

He *told* a joke but **it** *fell* flat. (pronoun as subject)

The old theater building *created* an old-fashioned feel to the neighborhood. (noun phrase as subject)

Grab the keys. (implied you as subject)

Smoking *is* bad for you. (gerund phrase as subject)

(1) The subject can be a noun, a noun phrase, or an infinitive.

1) Noun as subject:

A **noun** can be a person, place, thing, idea, or state of existence.

The team *are wearing* their new jerseys.

2) Noun phrase as subject:

A **noun phrase** is a noun plus its modifiers, the words that describe it.

Most people *sleep* at night. (The noun is *people*. The word that describes it is *Most*.)

3) Infinitive as subject:

Phrases beginning with *to* can be subjects.

To find your way *can be* a problem.

4) Nouns and noun phrases can be joined to form a *compound subject*:

A **compound subject** is made of two or more nouns or noun phrases joined with the word *and* or *or*.

Jane and Tom *are* absent.

Either Professor Wang or Professor Li *will teach* us English writing

next semester.

(2) The subject can be a pronoun.

A **pronoun** is a word that replaces a noun that was mentioned previously: *I, you, he, she, it, we, they, this, that, these, and those* are pronouns. Pronouns can also be indefinite, or a pronoun that refers to one or more unspecified beings, objects, or places: for example, *everyone, someone, anybody, both, few, and many*.

You are not far wrong.

Both of us passed the examination.

(3) The subject can be a gerund phrase.

Watching a film is pleasure; **making one** is hard work.

(4) All sentences must have a subject, but in commands, the subject you is implied.

The subject *you* is implied in a command or request directly stated to someone.

Please *return* all overdue library books by next Friday. (the subject you is implied.)

1.1.3 The Subject in Inverted Sentences

Most sentences follow the subject-verb pattern. In **inverted sentences**, however, the pattern is reversed: the subject generally comes *after* the verb. Read the following inverted sentences carefully.

Across the street *stood* the abandoned **schoolhouse**. (The abandoned schoolhouse stood across the street; schoolhouse is the subject, although street is in the subject position before the verb.)

On her desk *is* a new **computer**.

In sentences that begin with *here is, here are, there is, or there are*, the real subject follows the verb.

Here is a **map** of the subway route to the Bronx. (What is here? The subject, map, is here.)

There are **several reasons** to explain his refusal. (What are there? Several reasons, the subject.)

Task 1.1

Underline all of the subjects in the sentences of the following passage. Some sentences have more than one subject.

The daring life and unexplained death of an American pilot, Amelia Earhart, have intrigued people for decades. Her love affair with airplanes bloomed when Amelia attended an air show in California with her father. Amelia received a parade and a medal from President Herbert Hoover in 1932 after she became the first woman to fly alone across the Atlantic Ocean. Her most treasured goal, however, was to be the first pilot ever to circle the earth at the equator. Amelia, along with her copilot, Fred Noon, took off from Miami in June 1937. Articles and photographs for American newspapers, together with letters to her husband, were sent by Amelia throughout her journey. The public followed Amelia and Fred's progress eagerly. Everyone was stunned when their airplane suddenly vanished one month after their quest began. The two flyers had completed 22,000 miles of the mission. A final message from Amelia to a Coast Guard ship indicated that her plane was near New Guinea, in the South Pacific. Neither the plane nor its pilots were ever found, though squads of Army planes and Navy ships searched thoroughly. Numerous adventurers, scholars, and Earhart fans have launched their own unsuccessful searches. Rumors about the pilots' disappearance continue to circulate today. Some say that Earhart dove into the ocean deliberately, while others claim she was on a spy mission and was captured by the Japanese. Nevertheless, many modern female pilots cite Earhart's courage and achievements among their reasons for learning to fly.

1.1.4 The Predicate Verb

All sentences must have at least one verb or verb phrase. A verb is the action of a sentence it can be a physical action, a mental action, or a state of being.

(1) Action Verbs.

Action verbs tell what the subject does.

Neil Armstrong *landed* on the moon in 1969. (What action takes place in

this sentence? What did Neil Armstrong do? He landed. Therefore, the verb in this sentence is *landed*.)

The newlyweds *boarded* the plane for Hainan. (What did the newlyweds do? They boarded. The verb in this sentence is *boarded*.)

Oceans *cover* three-quarters of the earth's surface. (What action takes place in this sentence? What do the oceans do? They cover. Therefore, the verb in this sentence is *cover*.)

Visitors to Disneyland *buy* souvenirs for their friends at home. (What do visitors do? They buy souvenirs. The verb is *buy*.)

(2) Linking Verbs.

Some verbs do not show action. Instead, they express a condition or state of being. They are called linking verbs, and they link the subject to another word that renames or describes the subject. Most linking verbs are formed from the verb *to be* and include *am*, *are*, *is*, *was*, and *were*. Several other verbs often used as linking verbs are *appear*, *become*, *feel*, *grow*, *look*, *remain*, *seem*, *smell*, *sound*, and *taste*. The verbs in the following sentences are linking verbs. They link their subjects to words that rename or describe them.

French *is* the language of the province of Quebec in Canada. (The linking verb *is* connects the subject French with the word that renames it; language.)

Helen's face *remained* expressionless. (The verb *remained* connects the subject Helen's face with the word that describes it; expressionless.)

His explanation *sounds* all right. (The linking verb *sounds* connects the subject explanation with the word that describes them; all right.)

When looking for the verb in a sentence, we should remember that it sometimes consists of more than one word. In such cases, it is called a verb phrase, and verb phrases consist of a main verb and a helping/auxiliary verb. Any helping/auxiliary verbs in front of the main verb are part of the verb, as in the following examples.

The child *is crying* because he's been stung by a bee.

The idea *was given up* years ago.

I wish he *hadn't gone*.

When *did* he go home?

Task 1.2

Circle the verbs in the sentences of the following passage, including any helping/auxiliary verbs. Some sentences have more than one verb.

Cheese rolling has been known as one of Britain's most unusual customs for centuries. Each year, Gloucestershire, England, is invaded by thousands of fans who can't wait for the contest. They are thrilled to watch perfectly sane men and women chase seven-pound wheels of Gloucestershire cheese that are rolled down Cooper's Hill. Once the spectators see the athletes line up along the crest of the hill, they begin chanting "Roll that cheese!" When the master of ceremonies has blown the whistle, the athletes give their cheeses a push and scramble after them. The hill is steep and lumpy, so contestants know that they might get injured; broken bones and sprains are reported each year. Some competitors win only by accidentally tumbling down the hill, past their more careful peers. At times, the cheese rolls into the crowd and strikes someone, but no one is hurt and the cheese is kicked back onto the course. The winner gets a fine prize: the cheese that he or she has chased. Cheese rolling may have evolved from early harvest or fertility rituals, and it may date back to the ancient Britons or Romans who lived in the area.

Task 1.3

Underline the subject and circle the verb in the sentences of the following passage. Some sentences have more than one subject or verb.

Many animals are friendly, helpful, or amusing, but others possess venom that can cause their victims pain or even death. Rattlesnake bites, for example, can cause severe pain, swelling, and temporary paralysis. Several old horror movies feature Gila monsters, a type of venomous lizard that frequents the southwestern United States and Mexico. Bites from Gila monsters can bring horrible pain and dangerously low blood pressure. Many people are allergic to bites from bees, wasps, hornets, and even ants. Allergic reactions can include swelling and rashes. Some victims are so allergic that they may die of shock within minutes of being bitten. Though most spiders' bites cause only itching and swelling, others are much more harmful. Black widow spider bites cause

severe pain, weakness, and convulsions, though survival from their bites is likely. The brown recluse spider is often called a “fiddleback” because of its oblong body.

1.2 Subject-Verb Agreement

We all know the simple rule that the subject and the verb in a sentence must agree in number and in person. Agreement in number means that a singular subject takes a singular verb and a plural subject takes a plural verb. Agreement in person means that a subject and its verb must both be in the same person (*first*, *second*, or *third*).

Here are three steps to ensure subject-verb agreement. First, find the subject of the sentence. Second, determine whether the subject is singular or plural. Third, select the appropriate singular or plural form of the verb to agree with the subject. The following suggestions will help you with these steps.

(1) Remember that a verb must agree with its subject, not with any words that follow the subject but are not part of it. These include terms such as *as well as*, *including*, *such as*, *along with*, *accompanied by*, and *rather than*. If the subject is singular, use a singular verb; if the subject is plural, use a plural verb.

A tape-recorded confession by the suspects, as well as statements by eye-witnesses, *has* (not *have*) been read to the jury.

The ambassadors from the West African countries, accompanied by a translator, *intend* (not *intends*) to meet with the president this afternoon.

Professor Wang, together with his students, *was* (not *were*) present at the meeting.

(2) Do not confuse the subject with words that rename it in the sentence.

The referee's only reward *was* (not *were*) taunts and threats.

Transcripts of the senator's remarks *are* (not *is*) the basis of the article.

Automobile accidents *are* (not *is*) the chief cause of death on New Year's Eve.

(3) Do not be confused by sentences that are not in the usual subject-verb pattern.

Where *is* (not *are*) the box of paper clips that was on my desk?

Are (not is) cumulus clouds a sign of rain?

Under the sofa *were* (not was) the missing cuff links.

But: Under the sofa *was* (not were) the set of missing cuff links.

There *are* (not is) many reasons for her success.

There *is* (not are) one particular reason for her success.

(4) Subjects connected by *and* or by *both... and* usually require a plural verb.

Following the proper diet and getting enough exercise *are* important for maintaining one's health.

Both Brenda and her sister, Alice, *have been* to the Great Wall.

Exception: Use a singular verb when a compound subject refers to the same person or thing.

Fish and chips *is* a popular supper.

The best hunter and fisherman in town *is* Joe Patterson.

Exception: Use a singular verb when a compound subject is preceded by *each*, *every*, *many a*, or *many an*.

Many a fine man *has* died in that battle.

Every cable and pulley *receives* a monthly inspection.

Exception: Use a plural verb when a compound subject is followed by *each*.

The tenor and the soprano each *wear* different costumes in the final act.

(5) If the subject consists of two or more words connected by *or*, *either... or*, *neither... nor*, or *not only... but also*, the verb agrees with the subject that is closer to it.

Either you or your brother *is* in fault.

Neither the chief financial officer nor the marketing managers *were* able to convince the client to reconsider.

Not only the students but also their teacher *is* enjoying the film.

(6) Indefinite pronouns that are singular take singular verbs, and indefinite pronouns that are plural take plural verbs. Some pronouns may be either singular or plural in meaning, depending on the noun or pronoun to which they refer. An indefinite pronoun is one that does not refer to a specific thing or person.

When used as subjects or as adjectives modifying subjects, the following indefinite pronouns are always singular and take singular verbs.

Singular Indefinite Pronouns: *another, each one, everything, nothing, anybody, either, much, one, anyone, every, neither, somebody, anything, everybody, nobody, something, each, every one, no one, someone.*

Everybody *likes* to join this activity.

Much of the work on the engine *has* been done.

There *was* something vaguely familiar about him.

Each of these exercises *takes* one or two minutes to do.

When used as subjects or as adjectives modifying subjects, the following indefinite pronouns are always plural and take plural verbs.

Plural Indefinite Pronouns: *both, several, others, few, many.*

Few *survive* more than a week without water.

Many of the parts in an American car *are* manufactured in other countries; several *come* from Japan.

When used as subjects or as adjectives modifying subjects, the following indefinite pronouns may be singular or plural, depending on the nouns or pronouns to which they refer.

Pronouns that May Be Singular or Plural: *all, any, more, most, none, some.*

All of his bodyguards *are* big and strong.

All of the snow *has* melted.

Most of the food *tastes* too spicy for me.

Most of the houses in this village don't have indoor plumbing.

None is considered a singular pronoun in formal usage. According to informal usage, however, it may be singular or plural, depending on the noun to which it refers. Note the difference in the following sentences.

Formal usage: None of us *knows* for certain.

Informal usage: None of the others *have* lived.

(7) If the subject is *who, which, or that*, be careful: all of these pronouns can be singular or plural, depending on their antecedents. When one of them is the subject, its verb must agree with its antecedent in number.

Sergei is one of those musicians who are able to play music at first sight. (Who refers to musicians; several musicians are able to play music at first sight, and Sergei is one of them.)

Hoang *is* the only one of the musicians who has forgotten his music. (Who refers to one. Among the musicians, only one, Hoang, has forgotten his