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吉林文史出版社

主编 张颖

曲晶

英语写作过关训练



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序

在世纪之交吉林文史出版社为广大英语学习者刊出了《英语语法过关训练》、《英语词汇过关训练》、《英语阅读过关训练》、《英语写作过关训练》系列丛书,这的确是一件很有意义的事。多极化的世界格局和世界经济一体化的大趋势使信息在国际交往和社会生活中起着越来越重要的作用。自然语言是结构最复杂使用最广泛的信息载体。英语是国际交流的主要语言。英语为官方语言的国家人口达 14 亿,这使英语居世界前 20 种主要语言的首位。英语为母语的人口为 3.5 亿,仅次于汉语为母语的人口数量。当今世界 85% 的文字出版物和音像出版物是用英语出版的。英国文化委员会刚刚结束一项在近百个国家进行的题为 English 2000 的大型调查。据其结果预测,英语在二十一世纪仍将是世界媒介和通讯的主要语言。帮助跨世纪人才掌握这门世界通用语言这一共同目的使吉林文史出版社的同志与东北师范大学外语学院几位教师默契合作,在繁忙的工作之余笔耕不辍,于是才有这套系列丛书及时与读者见面。

从琳琅满目的书架上将此书拿在手中浏览一番的读者定已在英语学习方面走过了一段比较漫长的路程,饱尝了外语学习的艰辛与快慰。或已拿到大学英语四级统考合格证书,或已取得英语大专文凭,这已是可喜可贺的成绩。然而要达到新的目标(过六级,通过国家 WSK 考试,通过研究生入学英语考试,等等)还必须努力攀登一段艰难的历程。外语学习过程常被划分为初级、中级、高级三个阶段,每个阶段有其侧重的学习任务。从语音、语法、语义这三大语言要素来说,初级阶段的首要任务是学好语音语调,中级阶段必须很好地掌握语法结构,高级阶段的重要任务是深入掌握庞大的词汇语义系统,培养综合运用语音、语法、语词、语境来正确理解意图和表达意图的能力。再从语言结构层次来说,初级阶段学习者主要在字、句层次上解构和建构,中高级阶段的学习者是要在语句、语篇层次上解构和建构。一个人的语言水平越高,他/她的思维越严密,表达越准确,理解越透彻。从这个意义上说,中高级阶段的外语学习也是思维方法的训练。

《英语过关训练丛书》针对中高级阶段英语学习者在学习常遇到的困难,采取了先讲解后练习、先单项训练后综合训练的方式帮助读者尽快提高英语水平,突出体现了学习方法训练这一编写宗旨。外语学习成功与否取决于两个最重要因素:一是学习动力;二是学习策略(或称方法。学习策略一词是从事外语学习研究的行家们之间通用的术语)。方法得当,事半功倍。外语学习者无时不在摸索有效的方法。然而摸索总避免不了有盲目的成分。某一方法灵与不灵只能通过自己的学习效果去检验,谁也不能先知先觉。经验是实践后的产物,可供他人借鉴。失败了,吸取教训,鼓起勇气再重头试来当然可以,但必须以宝贵的时间为代价。所以为了少走弯路,少付代价,必须向书本讨教,向前人、他人学习。

这套系列丛书的作者都是英语学习的“过来人”。他们不仅自己都是优秀的英语学习

者也是英语教学效果卓著的教师。凭自身的学习与教学经验他们胜任这套丛书的编著工作。然而个人的经验毕竟带有局限性。他们都是外语教学研究者,多数于不久前从英、美锦衣归故,获英语(作为外语)教学研究硕士学位(对于其中几位作者来说已是第二硕士学位)。他们在访学期间师从著名应用语言学家,潜心钻研外语教学和外语学习最新理论。相信以他们的切身经验和理论素养为底蕴的这套丛书定会帮助广大读者扫除障碍,尽快攀上英语学习的新台阶。

杨 忠
1998年12月

前 言

目前,我国大学英语教学界出现一片生机勃勃的大好局面。四级英语考试的通过率逐年提高,越来越多的学生开始向六级考试冲刺。但是,我们同时也发现考生各项语言能力的发展尚不平衡,尤其是英语写作能力与六级考试的大纲要求尚有较大的距离,写作能力的提高不仅可以帮助考生顺利通过六级考试,而且可以使学生会用英语表达思想,使其英语水平达到更高境界,因此必须加强考生的写作训练。本书正是基于提高学生写作水平这一目的而编写的。

写作能力的提高主要取决于语言基本功和写作技能两个因素。本书从中国学生写作的实际水平和需要出发,将写作基本训练、不同文体的写作及应试写作三个方面系统地介绍、讲解给学生,使其掌握各种写作知识,包括如何写段落,如何开头结尾,如何写文章,如何应试等内容,并分析了写作中常见的语法结构错误,以便使学生一步一个脚印,扎扎实实地把握写作要领,最终达到能用书面形式有效地表达思想和提高应试能力的目的。

本书主要以参加全国大学英语六级考试的考生为对象,具有较强的针对性。内容安排循序渐进,由浅入深,讲解简明扼要,练习实用可行,范文语言规范,难度适中,可望可及,具有较强的可模仿性,所有的训练均附有参考答案。对参加研究生入学考试、EPT考试、英语专业四级考试的考生及广大英语自学者也极有帮助。

写作水平的提高不是一朝一夕的事。掌握了本书介绍的写作方法后,还必须在此基础上勤奋练笔,才能写出出色的文章。

本书具体分工如下:

周歌阳:第一章:(一)写好段落;

李素英:第一章:(二)1、开头的写法;

第二章:(五)应用文;

郭 蔷:第一章:(二)2、结尾的写法;

(三)避免语法与结构错误;

曲 晶:第二章:(一)描写文;

(二)叙述文;

(三)说明文;

(四)议论文;

张 颖:第三章:应试写作;

最后由张颖、曲晶通审全文。

在本书的编写过程中,我们得到了东北师大英语系闻兆荣老师的热情帮助,在此我们向她表示衷心感谢。

限于我们的水平,本书难免有疏漏与不足之处,敬祈广大读者批评指正。

编 者
1997 年 4 月

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第一章 写作基本训练

(一)写好段落

写作是一个作者用词组成句子,用句子组成段落,用段落组成文章的过程。我们将首先讨论段落的写法。

作为文章的基本结构单位,段落写作的好与坏直接影响整个文章的成功与否。因此,写好段落是写好文章的关键之一。如果你能写好每一段,写出一篇文章来并不困难。为了了解段落写作都包含什么,我们必须分别讨论三个小问题:1. 一个主题思想。2. 主题句。3. 段落的展开方式。

1. 一个主题思想(The Main Idea)

一个段落实质上是一组为发展和阐明一个主题思想而密切地组合在一起的句子。在写每个段落时,需要仔细地挑选你手中的材料及例证以避免写出偏离该段主要思想的句子。一个段落中如果出现了阐述不同思想的句子,你的读者会被这些句子弄糊涂。请看下面这个错误的段落。

As he crosses the parking lot, Dave notices two young men shouting and scuffling. When he opens the door to the athletic complex, he can smell the various refreshments. Once inside the gymnasium, he hears the familiar loud noises of the junior varsity basketball game. While undressing in the varsity locker room, he hears different noises.

在这个段落中,我们不知道作者究竟要表达什么。它所包含的四个句子每一句都表达了一个不同想法,而且每个思想都没有被充分地展开下去。它的第一个想法是年轻人在又喊又打,想法二是关于气味,想法三是少年篮球赛的喧闹声,想法四是更衣室里发出的喧闹声。为了有效地表达思想,应该把每一个想法展开,形成一个单独的段落。请看下面在其后两个想法的基础上发展而成的两个段落。

As he opens the door to the crowded gymnasium, Dave is blasted by the familiar noises of the junior varsity basketball game. Hundreds of voices blend together to form one huge roar, which reaches a peak whenever the home team makes a basket. Suddenly a shrill whistle silences the crowd, and then a stabbing buzzer signals a time out. With a break in the action, the pep band strikes up the school fight song. Trumpets blare to the thumping beat of the bass drum.

While the band is playing, Dave turns and walks toward the varsity locker room, where he is greeted by different noises. The mumbling and joking of the players mix with the muffled voices of the coaches discussing the game plan in the closed office. The clanging of steel lockers as they are opened and closed blends in. Aerosol cans of skin toughener hiss as the spray is applied to tender feet. Mouse-like squeaks are heard as the nervous players pace the floor. Final-

ly the coaches come out to give their last words of advice and encouragement.

从上面修改过的两段中我们可以看出,第一段中的所有句子都是为一个思想,即少年篮球赛的喧闹声服务的,而没有插入一些不相关的什么“气味”、“打仗”等其他细节。同样,所有第二段中的句子也都是为一个,但却是另一个不同的想法服务的,即更衣室里的喧闹。

2. 主题句 (Topic Sentence)

(1) 什么是主题句

主题句是一个段落中最重要的句子,用来明确地概括整个段落的中心思想。段落中的其他句子都是用来进一步解释、阐述、说明、证实这个中心思想的。请看下面的例子:

I really believe my husband thinks the two computers he works with are human. I suspect he is in love with one of them, Bertha, the big one. The other one, Sigmund, is much smaller than Bertha, and is the one that refuses to work properly, perhaps because he is jealous of my husband's attention to Bertha. When my husband comes home late at night, he tells me he has had to take care of Sigmund. He mutters that this cantankerous little fellow has pouted by "zapping his flipflops." Sometimes he wrings his hands and whimpers about Sigmund's drunken behavior after he has saturated his coils and thrown up his programs. When my husband works all night, he explains to me the next day that he was making sure that Sigmund felt right. But I often suspect he has been paying more attention to Bartha.

上面这个段落中,第一句话为主题句,它概括地引出了以下所要表达的主要思想内容,即她丈夫认定他工作时使用的两台计算机是两个人。然后,作者象描述人的特征一样分别描述了两台机器的“形态”、“性格”并以她丈夫与“他们”之间发生的事情为例进一步说明了主题。

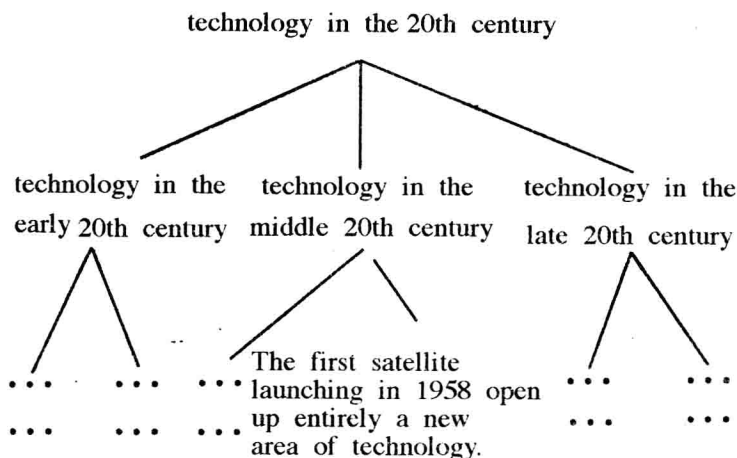
(2) 主题句的作用与要求

①通常说来,主题句可以起到两方面作用。一方面,它帮助作者本人确定在这一段中要容纳什么、排除什么。另一方面它帮助读者很快弄清楚这一段的内容以及与主要内容相关的一些信息是怎样被组合的。

②一个好的主题句应该避免所含内容太宽太广。例如下面这个句子:

There have been great advances in technology in the twentieth century.

这个句子所包含的内容很难有效地在一个段落里被阐述清楚。它有可能需要你写出一个文章甚至一本书才能把这个问题的各个方面讲透彻。这就需要作者把宽广义的主题分解成一个个含义狭窄的小主题。仍以上面这个句子为例。假设我们把它定为是一篇文章的全文中心思想,那么我们就或以时间为角度或以技术为角度将文章分成几部分,而段落的主题句则应该是每部分下属的用来支持该部分主题的一个分主题。如下图所示:



通过上图可以看出,第三层次中的例句是个很合适的段落主题句,是通过对第一层次的含义进行层层分解而得出的。它同该层次中的其他同级段落一起说明第二层次,又连同第二层次一起体现了第一层次内容的要求。

一个好的主题句还应该清楚、明确,句子结构简洁,并含有一个支配思想(controlling idea)。支配思想是主题句的焦点,它限制着写该段落时的角度和写作范围。这个焦点可以体现为一个单词。例如:My friend Martin is a hard-working man.在这个主题句中,焦点是 hard-working,也就意味着在该段落中作者应着重描述 Martin 是如何努力、勤奋的。焦点也可以体现为一个词组,又如:Television can play an educational role in our daily life.在这个句子中,焦点是 an educational role,这就要求作者在该段中要集中阐述电视在教育中所起的作用。另外,焦点也可能是个从句,比如:A program of space involves whatever a nation is willing to invest in order to bring it to a successful conclusion.在该主题句中,焦点是 whatever a nation is willing to invest 这个从句,它要求作者在段落中阐述一个国家都有可能投入些什么。

(3) 主题句的位置

主题句在段落中的位置并不是固定的,应视写作需要而定。但通常主题句的位置有四种。

① 位于段首。

许多作者经常把主题句放在段落的开头。这种方法既有益于写作又有益于读者马上掌握该段的主题,可谓是开门见山,一目了然。请看下面这个例子:

The fight against starvation in six West African nations is being hampered by the rainy season. Heavy rains are turning the dirt roads into muddy rivers. Relief will have to wait for a dry spell which seems nowhere in sight. The weather bureau is maintaining silence for fear of causing increased alarm.

上面这个段落中,主题句位于开头,跟随在其后面的三句话是主题句的论证句,从不同角度说明、证实了主题句。

② 位于段尾。

当一种观点不易马上向读者解释清楚或难以一下子为人接受时,可以先对这一观点

的细节由浅入深、由不重要到重要进行解释说明,然后在末尾点出主题。这种层层深入的办法不仅给读者留下深刻的印象,也会给正在参与边阅读边概括的读者留下悬念。请读下面这个段落:

Manufacturing a safe automobile is industry's concern. An automobile company can completely pad the inside of a car and produce a car safer than a piece of overstuffed furniture. However, all this is useless until the driver learns that the driver is the cause of 99 percent of the automobile accidents. The car doesn't get the driver drunk and cause itself to weave all over the road. The automobile doesn't speed or run through stop signs and red lights by itself. Part of the blame rests on our ineffective laws and under-staffed police force. But the major problem is to teach drivers that a car can kill as surely as a gun. Until a driver learns to respect the maiming and killing possibilities of a car and uses it strictly for transportation, no car is safe.

在上面这个段落里,作者从制造车、车本身以及法律和警力等多角度多细节入手,强烈呼吁这些都不是造成车祸的主要原因。最后在段落的结尾处给出主题句,即本段的主要思想,就是主要根源在于司机,如果司机不了解一辆车能够致残致死的可能性和应该严格地去驾驶它,那么就没有一辆车是安全的。

③位于段中。

所谓主题句位于段落中,并不是说丝毫不差地位于该段的中间位置。“位于段中”指的是主题句不在段落第一句和最后一句的情况。请看下面这个段落,它的主题句是该段落的第二句。

Despite the fact that cars from Germany and Japan are flooding the American market, Ford, General Motors and Chrysler are hiring more workers than ever before. The flood of cheaper foreign cars has not cost American auto workers their jobs as some experts predicted. Ford operates as far as Asia, and General Motors is considered Australia's biggest employer. Yet GM has its huge American work force and hires hundreds of people every day to meet the needs of an insatiable society.

④位于段首和段尾。

以主题句开头、又以含有同一思想的另一主题句去重复主题、总结全段,进而使该段中心思想得以加强,给读者留下一个首尾呼应的深刻印象。下面这个例子中运用的就是这种方法:

Leave the shadows of the city for the sunshine of the open land. Imagine yourself and your friends breathing the clean, fresh air and enjoying the benefits that only rural life provides. Make it possible for them to hear the sound of nature in the morning instead of the roar of the city. Be like the early American pioneers who ventured courageously out into the unpopulated regions of this great nation. Give free reign to the urge to return to the joys of country living. In the country, you and your friends will be away from the sickening exhaust fumes of automobiles and killing pace of the city. Let yourself derive strength, health, and vigor from a life close to the earth, close to nature. Move to the country.

一个熟练的作者偶尔会不把段落中的主题思想直接写出来,而是通过组成段落的句子暗示出来。这种隐含着的主题思想需要读者通过思考、推断才能总结出来。这种没有明显主题思想的段落很不易写而且给读者增加了额外要求,所以做为课堂写作和考试写作,最好的办法还是以明确表达出来的主题句为基础去展开段落。

3. 段落的展开方法 (Patterns of Developing a Paragraph)

所有的写作都使用一些写作方式。有字母组成词的方式,有词组成句的方式,有组成段落方式甚至整个文章也有组成方式。有关段落或文章的组成方式被称做发展方式。段落或文章通过它们将信息和思想组织起来以便使内容意义清楚,容易理解。

一篇文章或一本书可能要用上几种或全部的发展方式。但一个段落里可能只需要一两种你认为能最有效地表达信息、表达思想、表达目的的方式。下面我们就要对一些常用的段落的发展方式逐一进行讲解。

(1) 叙述法 (Narration)

叙述法是指按时间顺序将在一个单位时间内发生的相关事件组合在一起。用叙述法展开的段落主要包括一段时间内发生的系列事情,讲述事情的原状,以及它如何发生,发展和结束。在叙述法中,时间,而不是空间,起支配作用。时间长度可以任意,如几分钟,几小时,几天,几周,几个月或几年。使用叙述法应突出关键情节的陈述,切忌平铺直叙,面面俱到。

叙述法主要可以分为两种,一种是高潮叙述 (climactic narration),一种是直线叙述 (straight-line narration)。

①高潮叙述是指一系列导致高潮的事件的组合。叙述中的每一个事件都是一串事件中的一个使问题复杂化的事件,起着加重悬念的作用,直至危机发生,使事情中断并转向。那个导致最后转向的事件就是高潮。请看下面这个例子,它的高潮是“The car that hit him was crossing Ford Road”。

He was driving home that bleak November night. In his careful, methodical way, he had safely maneuvered through the rush hour traffic on the expressway from seattle. Now on Ford Road, he was eagerly anticipating being home with his family at the supper table. His speedometer was sixty-five, the speed limit, when he approached the intersection of sheldon Road. The car that hit him was crossing Ford Road; he didn't see it. He didn't arrive home for supper that night - he never came home again.

②直线叙述是指一系列并不导致高潮的而是沿一条线发展下去的事件的组合。请看下面这个例子:

The origin of the mechanical clock is still obscure, however, the invention of the escapement, the most essential part of all mechanical clocks, can be traced back to the end of the thirteenth century. Since a French architect, Villard de Honnecourt, described a primitive rope escapement in about 1250, we can assume that the mechanical clock was invented then. The escapement described by de Honnecourt enabled control of the rate of fall of a weight attached to a cord wound around a drum so that the drum rotated slowly and regularly as the

weight fell. By attaching a pointer to the rotating drum, the passage of time could be measured. This was not an accurate means to tell time, but it served adequately for a while. The first practical mechanical escapement turned up in a clock erected in Milan, Italy, in 1335. Replacement of the falling weight with a coiled spring within a drum occurred in the works of a clock sometime before 1500. The invention of the pendulum, one of the important improvements in clock making, did not occur until the second half of the seventeenth century.

(2) 描写法 (Description)

描写法可表达作者对一个人、一个地方、一个物体或一个思想的感觉、感情和印象。它讲述的是作者所看到、听到、感觉到或尝到的东西,还包括作者对某经历的情绪反应、身体反应。请注意下面这个例子中作者是如何描写一些用眼睛可以看到的苏珊的特征的。

My friend Susan is a walking advertisement for designer clothes. Her powder blue T-shirt is designed by Ralph Lauren, with a Polo insignia decorating the front. The blue jeans she's wearing are neatly pressed and fashionably faded – and display a Calvin Klein label on the back pocket. The low-heeled, brown leather sandals that complete the outfit unfortunately don't have a label. You have to wait until she puts her feet up to see Evan Picone stamped on the soles. Even Susan's perfume is designer created. When I admired the pleasant floral scent, she murmured, "Geoffrey Beene."

描写法可以分为一般描写 (general) 和特定描写 (specific)。

一般描写是指作者选择能体现某种物体主要特征的几个典型特点进行描述。请看下面这个例子:

The quarter horse is really three horses in one. Originally, this horse was bred in the southwest by ranchers who needed a working horse which could outrun, outmaneuver, and outthink the wiry, hardnosed longhorn steers. Quarter horse ancestors were small, tough, surefooted Mustang mares crossed with sleek race studs imported from the East. A quick burst of speed was what the cowboys needed, and the quarter horse is the fastest thing under saddle on a quarter mile track, hence the name "quarter horse." The cowboy also required a horse that would "use"; that is, turn, stop, back, switch ends, pay attention, and loving doing it. It is the undisputed champion in this kind of maneuvering because in "horse sense" it is rated second to none. Along with its speed and maneuverability, the quarter horse is a good companion for the lonely job of herding steers. This horse is good-natured, devoted, gentle, and sensitive to affection, qualities much desired, but not always found in other breeds.

与上个例子不同,下面这个例子是一个特定描写。参照上面的例子,我们可以看出在这个段落中作者集中描写的是一个具体的夸特马,不仅描写了该马所具有的典型夸特马的特征,也描写了该马自己独具的明显个性。

Joe, the little chestnut quarter horse colt, with his ears pointing forward, stood near his mother under a majestic elm sniffing the air. The smell of morning tickled his nose and the brisk wind stirred the hairs in his ears. He tossed his head,

snorting and squealing. He kicked up his heels and with a flick of his tail scampered off across the pasture. His mother looked up and neighed as if telling him to be careful not to run into the fence up ahead. With a shake of her head, she galloped after her frisky colt, overtaking him in a long easy stride.

描写法在某种程度上讲相当于在画一个静止的或有生命的东西。它与叙述法不同。叙述法则是一个移动的画面,是对一系列相关事件的叙述。描写法可能需要用少许动作描写来表达一个突出的印象,而在叙述法中动作本身起支配作用。

(3) 过程法 (Process)

当你想说明如何去做某事时,你就要依照先后顺序一步一步地进行描述,这种方法就是过程法。请看下面的例子:

To get to my house from Main Street, take a number 32 bus west on Elm Street to Crawford Street; it's about a 15-minute ride. Walk south on Crawford Street for three blocks until you reach Fulton Place. Turn right on Fulton Place, and walk about half a block to number 179; it's on the right-hand side. Push the button for apartment 5C, and I'll come down and let you in.

上面这个例子是作者对一个行为进行的指导。过程法可以用来指导不同行为,大到如何发射飞船,小到如何找到朋友的家。过程法还可以用来解释自然科学和社会科学现象,请看下面这个例子:

Amending the Constitution of the United States involves several steps. First, a member of Congress must officially propose the amendment. Then both houses of Congress must approve it by a two-thirds majority, usually after lengthy hearings in their judiciary committees. Finally, three-quarters of the states must ratify the amendment by votes in the state legislatures.

过程法常用于说明文,一般按进行的顺序或时间发生的先后介绍各步骤内容。

(4) 举例法 (Example)

显而易见,举例法就是指作者运用具体生动的实例来证实自己的主要思想或说服读者同意自己的观点。举例法可以使书面表达生动活泼,给读者带来真实感受,使论点具有一定的说服力。请看下面这个例子:

Buffalo ranchers, those who raise buffaloes, cite only one disadvantage of the buffalo—they are ornery critters. When a buffalo raises his tail, he is warning you that he is angry. One buffalo rancher likes to tell the story that one summer an angry buffalo picked up a visitor by the seat of his pants, swung him over his head three or four times and then set him down and just walked away. Another relates that once when herding a big bull and his harem with a truck, he wanted the bull to go faster, so he blew the horn and went up close to try to prod him with the truck. The bull stopped, turned around, and charged, banging the front end.

在运用举例法时,例子的数目可以说是一个关键。有的时候一个例子就够了,有的时候则需要几个。例子太多会使读者厌烦,而例子太少又可能造成说服力不强,使读者糊涂并难以理解你的观点。

作者所举的例子可能仅仅是单词,比如:

Leonardo da Vinci was the most versatile of all the famous sons of Florence. Painter, sculptor, architect, engineer, scientist, musician, inventor, mathematician, and cartographer, he is much more famous for his skill today than he was in his own time.

作者的例子也可能是词组。又如：

The television program had many of the standard ingredients of a typical western. It had sneaky outlaws, mean Indians, heroes with white ten gallon hats, black hatted horse thieves, covered wagons, beautiful saloon owners, smoking pistols, and hard liquor.

当然，句子也可以成为例子的表现形式，比如：

The transportation of birds and animals from India and Africa has caused many new problems for the airplanes. Crocodiles must be given a shower daily. Elephants must be fed hay or sugarcane, depending upon whether they came from Africa or Asia. Reptiles must be kept in a temperature of 67 degrees and above, and birds must have lighted cages. These problems make animal transportation hazardous for the animals as well as for the plane crew.

(5) 因果法 (Cause and Effect)

因果法是用来展示事件之间的关系，或说明原因，或引导结果。它与叙述法不同。叙述法只是用来讲述一系列事件，而因果法则是试图说明为什么各个事件被关联在一起。“因”是指产生事件的原因。“果”是指由因而引发出来的结果。请看下面的例子：

The moon may have been formed before the earth, a team of NASA scientists implied here Monday (effect). Rocks brought back from the Sea of Tranquility—a geologically “younger” area of the moon than the highlands—showed ages of between two billion to three and one-half billion years. Later explorations of the highland may produce rocks older than anything known on earth (cause).

在上面的例子中，首先叙述的是事情的结果，即科学家推断月球比地球形成的早。然后倒举了得出该结果的原因，即从月球上取回的岩石比地球上的任何东西都“老”。

在解释一个较复杂的事情时，一定要注意辨别直接原因和间接原因。因为时常一果可以有多个因。反之，一因也可以有一个或几个结果。例如：

Ellen has overslept (果) because she was up late working on a term paper and forgot to set her alarm clock (直接原因)。但工作很晚并非是睡过头的唯一原因。可能还因为她 had to put off starting the working because of a family problem (间接原因)。当然，家庭问题的产生也是会有其原因的，这个原因就是睡过头的更间接的原因。以此类推。请看下面这个例子：

Tornadoes are formed (果) when warm, moist air spreads northward, meeting with cold air flowing from the north and west above it (更间接原因)。This meeting of cold and warm air starts the characteristics of circular motion (间接原因)。This circular motion quickly builds up and becomes forceful (直接原因) enough to tear buildings apart and uproot trees.

使用因果法时，应合乎逻辑，或以事实和证据为依据，切不可牵强附会。

(6) 定义法 (Definition)