

江苏省高等学校重点教材
江苏省精品课程“英语写作”主干教材

简明大学英语写作教程

(第3版)

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前 言

《简明大学英语写作教程》的编者长期从事英语写作教学，具有丰富的教学实践经验。该书以高校英语专业教学大纲为依据，针对普通高校英语专业学生的实际情况编写，从基本写作技巧入手，重点讲授说明文、议论文和研究论文的写作，不仅具有科学性和系统性，而且重点突出、编排合理、内容新颖且浅显易懂，对增强学生的英语写作能力，使他们掌握英语写作的基本技巧以及学术论文的写作要领，都很有帮助，既可供英语专业学生使用，也可作为非英语专业学生和自学者学习英语写作的教材，应用范围广，实用价值高。

《简明大学英语写作教程》的第1版和第2版分别于2006年和2012年由北京理工大学出版社出版，此后一直作为江苏省精品课程“英语写作”主干教材在江苏师范大学（原徐州师范大学）外国语学院英语专业使用，亦在科文学院、宿迁学院、淮海工学院等苏北高校使用，取得了很好的教学效果，深受师生好评。2015年，《简明大学英语写作教程》（第2版）被评为江苏省高等学校重点教材（修订教材）。此次修订，编者根据自己在教学实践中发现的问题，重点修订了该书的第一、三、四部分，使其更趋于完善。

《简明大学英语写作教程》以现代语言学习理论为依据，以结合范文讲解进行写作训练为主要方法，按照循序渐进的原则编排，重点讲授说明文、议论文和研究论文的写作。全书由四部分组成，第一部分为说明文（Exposition）。该部分以段落写作为起点，由学习段落的基本结构开始，而后逐一介绍展开说明文段落的主要技巧，同时指导学生反复练习段落的写作，最后在段落写作的基础上进行各种技巧的短文写作训练。第二部分为议论文（Argumentation）。该部分首先介绍如何构思、准备议论文的写作，而后讲授如何运用描写、叙述和说明的技巧展开论证，并讲解论说的技巧，指导学生逐一运用这些技巧练习写作议论文，最后进行各种目的的议论文写作训练。第三部分为英语专业四、六级作文和非英语专业四、六级作文应试指南（Practice Writing），主要包括英语专业四、六级作文和非英语专业四、六级作文的写作技巧。第四部分为研究论文写作（The Research Paper）。该部分包括论文的准备阶段、论文的写作和论文写作中引用文献资料的两种常用体例（MLA 和 APA）的详尽介绍以及两篇研究论文写作范例。

《简明大学英语写作教程》的范文主要引自《The St. Martin's Guide to Writing》《American English Rhetoric》《Writing: A College Handbook》《From Sentence to Paragraph》《From Paragraph to Essay》《College Writing Skills with Readings》等国外写作教材（详见本书的参考书目），语言规范，符合英语写作的基本要求；每课以一种技巧为主，在范文讲解之后均有相应的作文题目及写作要求，便于训练学生的写作能力；第三部分对英语专业学生通过英语专业四、六级考试的作文写作，对非英语专业学生通过四、六级考试的作文写作，具有相当的实用价值；

研究论文写作体例也以最新版本为依据；此外，研究论文范例 **Sample 1** 使用了江苏师范大学2013届本科毕业生陈晓曦的毕业论文，该论文曾经获得江苏省普通高等学校本专科优秀毕业论文二等奖。在此，对以上作者表示感谢。

在本书的编写过程中，得到江苏师范大学教务处和江苏师范大学外国语学院的大力扶持和帮助，在此谨表示衷心的感谢。

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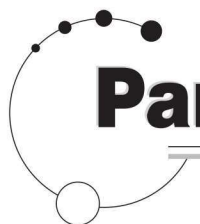
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Unit One Exposition

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Part I

Paragraph Writing

Lecture One Transitions

在英文写作中，过渡词语、从属关系和平行结构的运用是必不可少的技巧。在学习段落写作之前，我们至少应当初步掌握这些技巧。本讲首先讲解过渡词语的运用。

过渡词语 (transitions) 主要指用于连接句与句、段落与段落并提示它们之间关系的词或词组。过渡词语把上下文紧密联系起来，承上启下，疏通思路，搭桥补隙，理顺语气，使文章的表达更清晰、更紧凑连贯。下面的 pre-test 可以帮助我们了解什么是过渡词语。

Pre-test

Complete the following paragraph by choosing transitions from the words given below the paragraph.

Mary likes traveling by bus better than traveling by airplane for four reasons. (1), it costs less. She can ride by bus from New York to Chicago for \$ 20. (2), the air fare between the two cities is \$78. (3), traveling by bus gives her a closer look at the cities and countryside than she could get from a plane. (4), she enjoys driving through the big cities of Philadelphia, Pittsburgh, and Fort Wayne. (5), Mary finds that the passengers on the bus are often closer to her own age. (6), they are easy to talk with on the shared travel adventure. (7), many airline passengers are businessmen who keep busy with their work while flying. (8), riding a bus allows Mary to explore any stop along the way. (9), once she got off the bus at a small town in Indiana and spent the night with a girlfriend. (10), the next day she took another bus to Chicago. (11), Mary usually prefers buses instead of planes unless she has to get somewhere in a hurry.

- (1) Thus, First, In fact
- (2) And, So, Yet
- (3) Nor, But, Second
- (4) Still, Next, For example
- (5) Third, Now, Indeed
- (6) Similarly, Instead, After all, So
- (7) In contrast, Finally, Otherwise

- (8) Therefore, Fourth, Accordingly
- (9) On the other hand, Moreover, For instance
- (10) So, Then, Yet
- (11) For these reasons, At last, Now

1. Transitions — adding coherence to writing

过渡词语能够增强上下文的连贯性，既可以运用于段落中，又可以运用于段落之间。

(1) Transitions within a paragraph

Passage 1

To many foreigners, the American word *family* is confusing. Foreigners often hear an American say “my family is coming to visit.” In **this** sentence, *family* means grandparents and perhaps other relatives. **However**, at other times, the same American might say, “I’m going to stay home with my family this weekend.” **In this case**, he is talking about his wife and children. **This** is a much narrower meaning than the first **one**. Using *family* in **this** way makes a foreigner wonder which term really describes an American family. The answer, **of course**, is that there are two meanings for the word *family* in the United States — a narrow **one** and a broad **one**. And there is another term — *immediate family* — to describe something in between.

(2) Transitions between paragraphs

Passage 2

When an American today says “my family is coming to visit,” he or she is using *family* in the broad sense to include cousins, uncles, grandparents, or any other relatives who do not live with him or her. That is, this person is using *family* the way it was used one hundred and fifty years ago when the majority of Americans were farmers. In that earlier time, of course, three or more generations lived under one roof — grandparents, their children, their children’s spouses, and their children’s children.

But *family* is a very vague word. It can mean, for example, the speaker’s parents, who do not live with him or her. Or it can mean uncles and aunts, nieces and nephews, first and second cousins, or even in-laws. As a result, the expression *immediate family* has come into use. It means something between the narrowest use of family and the broadest one: usually the grandparents, their children, and their children’s children.

2. Three basic groups of transitions

英语的过渡词语种类繁多，按其连接的上下文不同关系，大致可以分为以下三大类：

(1) Transitions showing logical relationships

根据不同的逻辑关系，我们可以把体现逻辑关系的过渡词语分为以下几种：

- A. **To introduce another item in a series:** first, second; first of all; to start with; in the first place, in the second place; for one thing..., for another...; next; then; furthermore; moreover; in addition; besides; finally; also; similarly; and; as well as, etc.

☞ Example 1

First, you mail in an application. **Second**, you ask for an appointment. **Third**, you send them three personal references.

☞ Example 2

They expected, **moreover**, to remodel their house.

☞ Example 3

She **also** asked for a recent magazine.

- B. **To introduce an illustration or other specification:** in particular; specifically; for instance; for example; such; that is; namely, etc.

☞ Example 1

For instance, a telegram often costs more than a telephone call.

☞ Example 2

Such an earthquake happened last year in China.

☞ Example 3

Peter, **in particular**, was impressed by the landscape.

- C. **To introduce a result or a cause:** consequently; as a result; hence; accordingly; subsequently; thus; so; therefore; then; because; since; for, etc.

☞ Example 1

As a result, the hospital hired three nurses.

☞ Example 2

Accordingly, she telephoned three different companies.

☞ Example 3

She was **therefore** unable to avoid an unwelcome marriage.

- D. **To introduce a restatement:** that is; that is (to say); namely; I mean; in other words; in simpler terms; to put it differently; as previously mentioned, etc.

☞ **Example 1**

He didn't go, **that is to say**, it is not recorded that he did.

☞ **Example 2**

He took the watch without permission. **In other words**, he stole it.

☞ **Example 3**

In simpler terms, a consulate offers more services.

E. *To introduce a conclusion or summary:* in conclusion; in summary; in brief; in short, on the whole; finally; all in all; evidently; clearly; actually; to sum up; altogether, etc.

☞ **Example 1**

In brief, recreation is a big business.

☞ **Example 2**

To sum up, Christmas is the most important holiday in the West.

☞ **Example 3**

Finally, the country agreed to issue more work permits.

F. *To introduce an opposing point:* but; however; yet; nevertheless; on the contrary; on the other hand; in contrast; conversely; otherwise; still; instead; unlike; whereas; while, etc.

☞ **Example 1**

In contrast, the red fluid does not lose its color.

☞ **Example 2**

The husband wanted a boy, **whereas** the wife wanted a girl.

☞ **Example 3**

On the other hand, a student needs time to relax.

G. *To introduce a comparison:* like; likewise; in the same way; in a like manner; similarly; too; also; equally, etc.

☞ **Example 1**

In the same way, we look for a good doctor.

☞ **Example 2**

Similarly, the Thais enjoy spicy foods.

☞ **Example 3**

Equally important, the car drives thirty miles on a gallon of gas.

- H. **To introduce a concession or to resume the original line of reasoning after a concession:** certainly; naturally; clearly; of course; it is true; to be sure; granted; after all; nonetheless; nevertheless; all the same; although; though; even though; even if; still, etc.

👉 **Example 1**

He planned, **nevertheless**, to ask for a promotion.

👉 **Example 2**

Still, a winter vacation can be pleasant.

👉 **Example 3**

After all, you learn to cook many foods in this job.

- (2) Transitions showing temporal relationships

除了体现逻辑关系，过渡词语还可以标示时间上的顺序和进展。我们可以把标示时间关系的过渡词语分为以下几类：

- A. **To indicate frequency:** frequently; hourly; usually; often; occasionally; rarely; now and then; at times; day after day; at intervals, etc.

👉 **Example 1**

He **frequently** falls asleep in class.

👉 **Example 2**

At times, I feel that I want to leave this school.

- B. **To indicate duration:** during; briefly; for a long time; for a short time; all day long, etc.

👉 **Example 1**

He went abroad **during** the vacation.

👉 **Example 2**

Mary stayed at the beach **all day long**.

- C. **To indicate a particular time:** now; then; nowadays; at present; at that time; in those days; in the past; at the beginning of; first thing in the morning; two months ago, etc.

👉 **Example 1**

At the beginning of November, our students will have the mid-term examination.

👉 **Example 2**

Nowadays people are becoming increasingly aware of the importance of health.

D. *To indicate the beginning*: at first; in the beginning; since; before then, etc.

☞ **Example 1**

At **first**, he would not believe the news.

☞ **Example 2**

They were pessimistic **in the beginning**.

E. *To indicate the middle*: in the middle; (in the) meantime; meanwhile; as it was happening; at that moment; next; then, etc.

☞ **Example 1**

She was **in the middle of dinner** when her mother telephoned.

☞ **Example 2**

The astronomer measures mean time and **meantime** watches several instruments.

☞ **Example 3**

I'll call you on Sunday, but **in the meantime** say nothing.

F. *To indicate the end and beyond*: eventually; finally; at last; in the end; later; afterwards, etc.

☞ **Example 1**

The soldiers were ordered to fire first and ask questions **afterwards**.

☞ **Example 2**

Eventually they found the lost box in the cabinet.

(3) Transitions showing spatial relationships

在写作中，我们还可以用体现空间关系的过渡词语帮助读者确定某个场景中的方位。体现空间关系的过渡词语可以分为以下几类：

A: *To indicate closeness*: close to; near; next to; alongside; adjacent to; facing, etc.

☞ **Example 1**

The land rose **alongside** Highway 34.

☞ **Example 2**

Near the stateline stood a couple of statues.

B. *To indicate distance*: in the distance; far; beyond; away; there, etc.

☞ **Example 1**

Beyond the hill there is the Chattahoochee River.

☞ **Example 2**

We saw the ancient ruins **in the distance**.

C. **To indicate direction:** up; down; sideways; along; across; to the right; to the left; at left; at right; in front of; behind; above; below; inside; outside, etc.

☞ **Example 1**

The man looked **sideways** at Tom.

☞ **Example 2**

At left, the three-acre parking lot was jammed with cars and trucks.

3. Other words as transitions

英语中的过渡词语大多为副词或副词短语，但代词等其他词性的词也可以起到过渡作用。

(1) Pronouns as transitions

Within a sentence:

☞ **Example 1**

He asked what **that** meant.

Linking sentences:

☞ **Example 2**

We watched the hikers. **They** climbed slowly.

☞ **Example 3**

It is the most talked-of subject in town. Every family in the community discusses **it** a half-a-dozen times a day. You mention **it** to at least one of your friends before you came into the room today. You think about **it** at least once during every class. **Its** passage is steady. **It** touches everyone. What is **it**? **It** is time!

(2) Synonyms as transitions

☞ **Example 4**

Community **colleges** are like the two-year colleges called junior colleges, or “j.c.’s.” Both **schools** prepare students for four-year colleges. J.c.’s offer all the courses most four-year colleges ask their freshmen and sophomores to take. Community colleges also give such required courses. But community colleges are also like other **institutions** called **trade schools**. Both schools offer **technical training**. Trade schools give courses in such areas as carpentry, nursing, television repairing, or photography. Community colleges have complete **technical courses** for students who do not plan to go on to a university.

(3) Coordinating conjunctions as transitions

Example 5

On Thursday I had to decide what I wanted to do over the weekend. **For** school was starting in two weeks, and I would soon be studying full time. I wanted to go skiing. **But** I had spent most of my money, so I couldn't travel out of town. I might go to a movie. **Or** I might just listen to music. **And** that is what I ended up doing — listening to music.

Assignment

1. Choose from the following transitions to fill in the blanks in the paragraph.

But, Consequently, Yet, In contrast, First, Fourth, Third, Finally, Instead, Similarly, Although, Second

European universities and universities in the United States are different in many ways. _____, European students enroll in fewer courses each term than United States students do. _____, European students seldom live at a university. _____, they live at home and travel to classes. _____, most European courses are given by professors who lecture to their classes. _____, United States professors often ask their students questions or allow their students to form discussion groups. _____, European professors ask students to write fewer papers than United States professors do. _____, European students' final examinations are usually oral, whereas American students take written final examinations. _____, a European university is mainly a place to study. _____ at most United States universities, social activities take up a large part of the students' time.

2. Add Transitions that correctly move the idea forward.

Foreign cars are often more expensive to own in the United States than American-made cars. _____, there are reasons for this. _____, foreign cars cost more to buy since the quality of workmanship that goes into making them is very high. _____, high tariffs on many foreign models have raised prices. _____, foreign cars often cost more to register. _____, insurance rates can be higher. _____, parts and repair costs are much greater than they are for American cars. _____, there are some financial advantages to owning a foreign car. _____, many of them get better gas mileage, and they need new tires less often than American cars do. _____, their resale value is higher. The price of a year-old foreign car may be only \$300 less than what it cost new. _____, the price for a year-old American car will be around \$1,000 less.

3. Write out the following paragraph, adding transitions where they will improve the flow of ideas. Underline the transitions you add.

Luis and Mario are different in three ways. Luis studies a lot. He wants to get all A's. He

wouldn't be admitted to medical school when he graduates. Mario rarely studies. He doesn't care about grades. He just wants a B.A. Luis never has time for sports. He doesn't have time to play. He sometimes watches a game. Mario spends most of his time playing soccer or basketball. Luis doesn't like parties. They usually last until two. He needs a lot of sleep. Mario loves parties. He gets to bed very late. He doesn't seem to need as much sleep as Luis does. In spite of their differences, Luis and Mario are good friends.

Lecture Two Subordination

从属关系是非常重要的写作技巧之一。从属关系往往要借助于从属关系连词来表达。以从属关系连词连接起来的两个或者更多的句子称为主从复合句。当我们要表明一个句子的内容比另一个句子的重要时，应当借助主从复合句式把次要的内容置于从属位置。

Pre-test

Complete each sentence by adding a subordinate clause. The first one is done as an example.

- (1) The man _____ was missing.
The man **who escaped from the prison** was missing.
- (2) Nobody ever tells me _____.
- (3) Pay close attention to _____.
- (4) The lie _____ cost Paul his job.
- (5) He is an example _____.
- (6) The woman _____ writes mystery novels.
- (7) _____, she wept with joy.
- (8) The sports car driver _____ is my friend.
- (9) This year he worked harder _____.
- (10) The science fiction movie _____ was entertaining.

1. Subordinating the secondary idea to the main idea

在写作中，有时需要把两个关系紧密但重要程度又不相同的内容放在一起，通过从属关系表明孰轻孰重。

Example 1

IDEA 1: He drove home. (main idea)

IDEA 2: He was tired. (secondary idea)

Subordinator: because

Because he was tired, he drove home.

OR: He drove home **because** he was tired.