

English Writing
Guided Writing

—Words, Sentences and Paragraphs

英语写作

——遣词·造句·组段

(第2版)

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【内容简介】 本书是英语写作的初级教材。内容涵盖英语句子的类型与写法、标点的使用与书写格式、词的风格与词汇的准确使用、段落的整体性及连贯性、铺陈段落的各种手法等英语写作的基本知识与技巧。其特点是语言简单,论述通俗,寓理论于实例中。

本书适用于大学英语专业、非英语专业初学写作的学习者,对参加各类写作测试的考生亦是一本极好的参考书。

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第1版前言

English Writing—Words, Sentences and Paragraphs English Writing—Words, Sentences and Paragraphs

《英语写作——遣词·造句·组段》(English Writing—Words, Sentences and Paragraphs)是一部教授英语写作知识与技巧并分析初级写作中常见错误的专业性教材。它与《英语写作——段落·短文》(English Writing—From Paragraph to Essay)、英语写作——论说问题·论文撰写·文稿演示(English Writing—Essay Questions, Thesis Writing and Paper Presentation)、《英语写作——信函·申请·证件》(English Writing—Letters, Applications and Certificates)组成系列英语写作教程,适用于大学英语专业及非英语专业初学写作的学生、中学英语教师以及广大英语爱好者和自学者;对于需要参加各类写作测试的人员,本书亦是一本极好的参考书。

写作是较难掌握却又日见重要的一种综合语言技能。在英语学习中,中国人因受母语思维与表达方式的影响,对英语写作尤感困难。多年教学的实践经验告诉我们,英语写作技能是可以传授与培养的,重要的是在于加强基础,突出实践。我们编写本书的目的就在于通过系统、循序渐进的练习,培养学生的写作能力。

本书内容涵盖英语句子的类型与写法,标点的使用与书写格式,词的风格与词汇的准确使用,段落的整体性、连贯性及铺陈段落的各种手法等有关英语写作的基本知识与技巧。本书的主旨决定了它具有语言简单,论述通俗易懂,寓理论于大量实例之中等特点,适用于具有初级英语水平的各类人员学习使用。书中配有大量练习,便于读者通过实践掌握所学的理论及技巧。书中某些章节专门论述了中国学生易犯的错误及改正的办法,针对性与实用性强。

本书由李晓宝教授任主编,王西玲副教授任副主编。参编人员及撰写的章节按姓氏笔画排列如下:

王西玲 第三、十二、十三章;

王建红 第七、八、九、十、十一章;

许群航 第一、二章;

张小玲 第四、五、六章。

在编写过程中,西安外国语学院英语系的王丰明同志协助进行电脑编排,在此谨表感

谢。同时对所参阅的大量国内外书籍的作者致以深切的谢意。

限于水平及其他客观原因，本书难免有疏漏之处，敬请各位同行和读者不吝赐教，予以指正。

编 者

1998 年 1 月

第2版前言

English Writing—Words, Sentences and Paragraphs English Writing—Words, Sentences and Paragraphs

一篇佳作，仍需反复推敲，不断修改，才有可能成为脍炙人口的上乘之作。《英语写作——遣词·造句·组段》自1998年3月问世以来，深受全国英语专业和非英语专业广大师生的厚爱，被越来越多的院校选作英语基础课写作教材。在实际使用中，本书的优点得到了充分肯定。同时，我们得到了读者朋友们的大力支持，收到不少很有价值的反馈意见。现根据时代发展的要求和使用中的进一步反馈意见，我们在保持本书原有特色和优点的前提下，对其进行了如下修订：

1. 对部分章节的理论概念、指导规则和例文分析进行了更新、规范与充实，并增添了所需例证，使本书提纲挈领的引导性文字、概念定义和例文分析部分更加标准规范、丰富多彩和有血有肉；

2. 删去了部分章节中内容相对过时和代表性欠佳的例文和练习，取而代之的是经实践证明广大师生更加喜闻乐见的例文和练习；

3. 对书中的文字、遣词用句、行文格式、练习答案以及引文标注等进行了进一步的润色和修改。

本书由王西玲副教授任主编。本次修订工作的参编人员分工如下：

王西玲 第三、十二、十三章；

许群航 第一、二章；

史燕燕 第四、五、六章；

雷茜 第七、八、九、十、十一章。

我们希望通过此次修订，能够使广大读者对本教材更加满意，并殷切期望读者能一如既往地给我们及时提出宝贵意见。

编者

2004年7月

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Part One The Sentence

Chapter One

Sentence Sense

A good writer should first of all know what makes an English sentence. He should develop sentence sense which is the ability to identify the basic grammatical elements in a sentence and the understanding of the relationships between these elements.

Elements of a Sentence

The basic parts of English sentences are subjects and predicates. Understanding them is an important step toward mastering a number of sentence skills.

Every sentence has a subject and a verb. Who or what the sentence speaks about is called the subject; what the sentence says about the subject is called the predicate. In the following sentences, the subject is underlined once and the verb twice:

People laugh.

The bus stopped.

He waved at me.

She is short.

That woman is a professor.

Kinds of Sentences

Sentences can be divided into four basic groups according to the number and kinds of clauses they contain. These four basic types are *simple*, *compound*, *complex*, and *compound-complex sentences*.



The Simple Sentence

A simple sentence contains only one independent clause and no dependent clause.

- The game ended early.
- My bike was repaired three times last week.
- The lake has been polluted by a chemical factory.
- He stood up and closed the window.
- The children smiled and walked towards us.

The Compound Sentence

A compound sentence is made up of two (or more) simple sentences. The two complete sentences in a compound sentence are usually connected by a comma plus a joining word (*and, but, for, or, nor, so*).

A compound sentence is used when you want to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called *coordination*.

Following are some compound sentences. Each sentence contains two ideas that the writer considers equal in importance.

- The rain increased, so the officials canceled the game.
- Martha wanted to go shopping, but Fred refused to drive her.
- Tom was watching television in the family room, and Marie was upstairs on the phone.
- I had to give up running in the morning, for I had got a sore throat.

The Complex Sentence

A complex sentence contains a simple sentence (a complete statement) and a statement that begins with a dependent word. Here is a list of common dependent words:

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after	if, even if	when, whenever
although, though	in order that	where, wherever
as	since	whether
because	that, so that	which, whichever
before	unless	while
even though	until	who
how	what, whatever	whose

A complex sentence is used when you want to emphasize one idea over another in a sentence. Look at the following complex sentence:

Because I overslept, I missed the final exam.

The idea that the writer wishes to emphasize here: *I missed the final exam* — is expressed as a complete thought. The less important idea — *Because I overslept* — is subordinated to the complete thought. The technique of giving one idea less emphasis than the other is called *subordination*.

Note

The two parts of a complex sentence are sometimes called an independent clause and a dependent clause. A *clause* is simply a word group that contains a subject and a predicate. An *independent clause* expresses a complete thought and can stand alone. A *dependent clause* does not express a complete thought in itself and “depends on” the independent clause to complete its meaning. Dependent clauses always begin with a dependent or subordinating word.

Following are some other examples of complex sentences. In each case, the part starting with dependent word is the less emphasized part of the sentence.

- a. *While* my granny was eating breakfast, she began to feel sick.
- b. I checked my money *before* I invited Tom for lunch.
- c. *When* Arthur lost his temper, he also lost his job.
- d. *Although* I practiced for three months, I failed my driving test.



The Compound-Complex Sentence

The compound-complex sentence consists of two (or more) simple sentences and one (or more) dependent statement. In the following examples, a solid line is under the simple sentences and a dotted line is under the dependent statements.

- a. When the power line snapped, Jack was listening to the stereo, and Linda was reading in bed.
- b. After I returned to school following a long illness, the math teacher gave me make-up work, but the history teacher made me drop her course.

General Idea About Coordination and Subordination

Coordination and subordination are ways of showing the exact relationship of ideas within a sentence. Through coordination we show that ideas are of equal importance. When we coordinate, we use the words such as *and*, *but*, *for*, *or*, *nor*, *so*, *yet*. Through subordination we show that one idea is less important than the other. When we subordinate, we use dependent words like *when*, *although*, *since*, *while*, *because*, and *after*. A common list of dependent words has been given in the second part of this chapter.

Exercises

I . Directions: In each of the following sentences, draw one line under the subject and two lines under the verb.

1. The police questioned him about his whereabouts last night.
2. Jim turned on the radio.
3. The warm sunshine felt good on my bare legs.
4. Our backyard is knee-deep in weeds.
5. She cut the colorful paper into pieces with the scissors.
6. One lonely neon light glowed in the distance.
7. The kite soared into the sky at the end of a taut, vibrating string.
8. The squirrel leaped from one tree branch to another.
9. The top of my pen always disappears after a day or two.

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10. On Friday night, the Gammons visited their friends, the Browns, and they all played cards.

II. Directions: On separate paper, write.

Three sentences with a single subject and a verb.

Three sentences with a single subject and a double verb.

Three sentences with a double subject and a single verb.

In each case, underline the subject once and the verb twice.

III. Directions: Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word (*and*, *but*, *for*, *so*) to connect each pair.

Example: We hung up the paint.

The wall still looked bare.

We hung up the paint, but the wall still looked bare.

1. I am studying computer science.
My sister is majoring in communications.
2. The children started hitting each other.
I made them turn off the TV.
3. Sally put masking tape on her forehead at night.
She wanted to stop wrinkles from forming.
4. I was sick with the flu.
I still had to study for the test.
5. She felt faint.
She grabbed the metal lamppost.

IV. Directions: Use logical dependent words to combine the following pairs of simple sentences into complex sentences. Place a comma after a dependent statement when it starts the sentence.



Examples: I obtained a creditcard.

I began spending money recklessly.

When I obtained a creditcard, I began spending money recklessly.

Alan dressed the turkey.

His brother greased the roasting pot.

Alan dressed the turkey while his brother greased the roasting pot.

1. The movie disgusted Karen.
She walked out after twenty minutes.
2. The house had been burglarized.
Dave couldn't sleep soundly for several months.
3. My vision begins to fade.
I know I'd better get some sleep.
4. The boy was in a motorcycle accident.
The boy limps.
5. I can save enough money.
I'll go to Australia next summer.

V. Directions: Read through each sentence to get a sense of the entire meaning.
Then insert a logical joining word (*and, but, for, or so*) and a logical dependent word (*because, since, when, or although*).

1. _____ working at the construction site all day, Tom decided not to meet his friends at the dinner, _____ he was too tired to think.
2. _____ the projector broke for a second time, some people in the audience hissed, _____ others shouted for a refund.
3. Nothing could be done _____ the river's floodwaters receded, _____ the townspeople waited helplessly in the emergency shelter.
4. _____ you are ever sent damaged goods, the store must replace the items _____ it must issue a full refund.
5. Sears had the outdoor grill I wanted, _____ the clerk wouldn't sell it to me _____ it was the floor sample.

Chapter One Sentence Sense

VI. Directions: Use coordination or subordination to combine the groups of simple sentences into one or more longer sentences in the following.

Example: My car is not starting on cold mornings.

I think the battery needs to be replaced.

I already had it recharged once.

I don't think it would help to charge it again.

Because my car is not starting on cold mornings, I think the battery needs to be replaced. I already had it recharged once, so I don't think it would help to charge it again.

1. Gina had worn glasses for fifteen years.
She decided to get contact lenses.
She would be able to see better.
She would look more glamorous.
2. The children at the day care centre took their naps.
They unrolled their sleeping mats.
They piled their shoes and sneakers in a corner.
3. Jack dialed the police emergency number.
He received a busy signal.
He dropped the phone and ran.
He didn't have time to call back.
4. My car developed an annoying rattle.
I took it to the service station.
The mechanic looked under the hood.
He couldn't find what was wrong.
5. The pipes had frozen.
The heat had gone off.
We phoned the plumber.
He couldn't come for two days.
He had been overwhelmed with emergency calls.



Chapter Two

Effective Sentences

Unity

Unity is one of the fundamental qualities of effective writing. Unity in sentences helps to make ideas clear. A unified sentence means that all its parts should directly relate to a single complete thought or impression. That is to say everything in the sentence should contribute to making one clear idea. If any parts of the sentence, such as clauses, phrases or even words are not closely related in expressing a complete thought, it is a violation of the unity principles.

1. Bring into a sentence only related thoughts; put unrelated thoughts in another sentence or sentences.

Unrelated: We paid a porter two dollars for taking our luggage to our rooms, and the hotel lobby was very elegant.

Related: We paid a porter two dollars for taking our luggage to our rooms. We found that the hotel lobby was very elegant. (If the parts are not sufficiently related to making one sentence, you can divide them into two separate sentences.)

Unrelated: I was nervous, and I combed my hair a dozen times and I looked in the mirror over and over to make sure my false eyelashes hadn't come unglued.

Related: I was really nervous before my first date. I combed my hair a dozen times and I looked in the mirror over and over to make sure my false eyelashes hadn't unglued. (The relationship of the two ideas is made clear by the addition of the phrase, *before my first date.*)

Chapter Two Effective Sentences

Unrelated: Last Friday Tom sprained his ankle, and he could not find his favourite T-shirt anywhere.

Related: Accident-prone all day last Friday, Tom not only sprained his ankle but also lost his favourite T-shirt. (The relationship of the two ideas is made clear by the addition of the opening phrase.)

2. Do not allow the central thought of a sentence to become obscure because of too many details.

If the detail of an overloaded sentence is important, it should be developed in separate sentences; otherwise, it should be omitted.

Excessive Detail: In 1788, when Andrew Jackson, then a young man of twenty-one years who had been living in the Carolinas, still a virgin country, came into Tennessee, a turbulent place of unknown opportunities, to enforce the law as the new prosecuting attorney, he had the qualifications that would make him equal to the task.

Adequate Detail: In 1788, when Andrew Jackson came into Tennessee as the new prosecuting attorney, he had the necessary qualifications for the task.

3. Avoid awkward or obscure sentences. Complete every construction clearly and sensibly.

Obscure: An example of discrimination is a cafe owner, especially after he has refused to serve foreigners. (It is the refusal, not the cafe owner, that is an example of discrimination.)

Clear: An example of discrimination is a cafe owner's refusal to serve foreigners.

Awkward: Banishing a man is where he is driven out of his country.

Better: Banishing a man is driving him out of his country. (In defining words, careful writers tell what a thing is, not where or when it is.)