



21世纪立体化高等院校规划教材·英语系列

北京高等教育精品教材

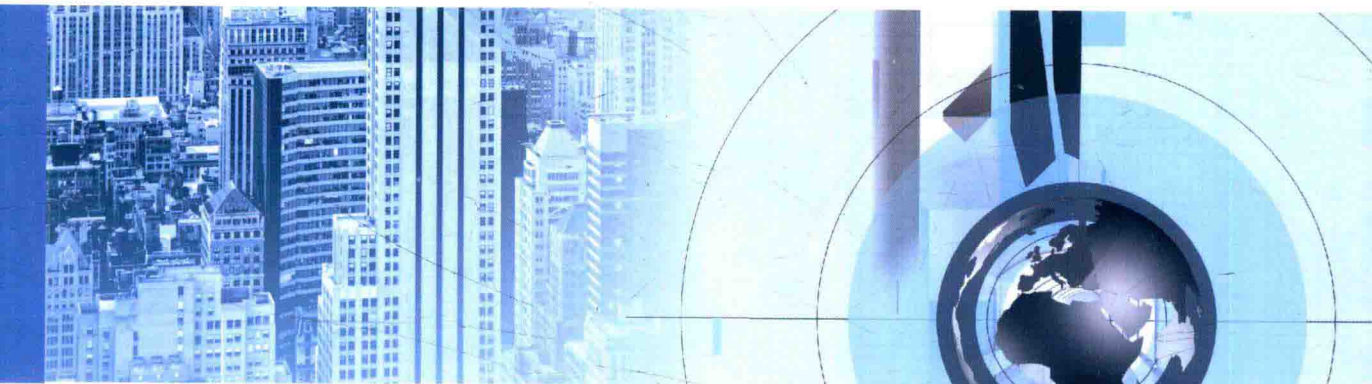
# 地道英语写作教程

(上册)

张清 主编

张洪芹 郝瑞丽 副主编

第2版



用地道的思维  
写地道的文章

ENGLISH

南京大学出版社



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南京大学出版社

## 内 容 简 介

在积累多年教学经验的基础上,根据教育部最新制定的《大学英语教学指南》(征求意见稿),以及《英语类专业本科教学质量国家标准》,为满足学生专业学习、国际交流、继续深造、工作就业等方面的需求,以及现阶段我国大学生在英语写作中所面临的瓶颈问题,加强学生的书面表达能力,我们特编写了《地道英语写作教程》(上、下册)。

本书是上册,主要介绍基础写作要素及写作体裁,包括第一部分和第二部分,共9个单元。第一部分为写作要素分析,内容包括单词、句式、标点、段落、修辞;第二部分为基本文体特点分析,内容包括记叙文、描写文、说明文、议论文。本书理论和实用(实践和应试)相结合,论述和丰富实例相结合。在中英对比的基础上,充分分析英语写作的特点;在详尽介绍写作要素和基本文体写作特点的基础上,进一步分析实践写作和应试写作的特点和注意事项。

本书可以作为大学英语的公共课教材,也可以作为英语专业写作课专用教材,还可以作为广大英语爱好者自学使用的教材。

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## 前 言

《地道英语写作教程》(上、下册)被北京市高等教育委员会评为2013年北京高等教育精品教材。为更好地体现本套书的地道性与实用性,我们进行了修订,旨在满足学生的实际需求、提升学生书面语的地道性与学生的书面学术交流能力。本套书第2版的修订内容主要包括:增加了学生习作中的典型错误解析;增加了原汁原味的英美本族语语篇;更新了考试原题分析,增加了最近几年的考试题,以体现时效性;应用写作部分,更新了例子,以体现时代性。

本套书第2版的修订特色之一是在继承第1版内容的基础上,完善和更新了原有内容,每一单元增加了“学习目标”(Learning Objectives),全书增加了兼顾时代性和经典性的英美语篇,供学生进一步讨论、分析、模仿和练习。

修订特色之二是提升了地道性,如第四单元(Paragraph Writing),例文均摘录自原汁原味的英美本族语语篇,以提升学生英语表达的地道性。

修订特色之三是提升了实用性和常用性,如删去了第1版下册第十四单元关于备忘录、字条、通知和海报的写作,增添了英语专业四八级考试单元;还增添了学生作业实例,让学生体验到本套书就是谈论学生自身的写作提高问题。

本套书分为上下两册,主要有四个部分的内容,上册包括第一部分和第二部分,下册包括第三部分和第四部分。

第一部分(上册)为写作要素分析,分为五个单元,内容包括单词、句式、标点、段落、修辞,重在体现写作的基础。该部分单词单元(Unit One)、句式单元(Unit Two)侧重学生写作的语法基本功。在使用时,学生可以依据需求灵活选用,不必按部就班地学习,可以把其作为学习过程中的参考。一般情况下,大学生基本上已经掌握了一定的语法知识。但是作为写作要素的组成部分,我们编写在此,供学生自选使用。第三单元(Unit Three)侧重书面语表达中标点符号的使用技巧。标点符号是学生学习中易忽略的内容,导致多种语言问题。标点符号类型的分析均以高校大学生书面语表达错误为语料,从真实数据中解释标点符号的用法,旨在强化学生英语标点符号的使用能力,尤其是英语逗号的使用方法。标点符号部分所囊括的类型及例子均以学生作业语篇数据为依据。第三单元课后练习亦均源于学生语篇,以体现实用性。第四单元(Unit Four)段落写作是写作的概念基础与理论基础。其中,主题句陈述整段中心,体现论点或论题功能;发展句阐释论点,体现论据功能。该单元列举了八种作文方法,列举法、例证、定义、比较与对照、因果、分类、过程及整合法。第五单元(Unit Five)修辞部分阐释理论,同时注重学生的运用,

拟在增加学生写作语言的闪光点与文采。上册第一部分对英文写作要素进行了全面介绍，对中英两种文化在要素方面的差异做了详细的比较。

第二部分（上册）为基本文体特点分析，分别介绍了记叙、描写、说明、议论四大文体的特点，旨在提升学生的语体意识，满足不同文体的表达需求。该部分针对学生作业的实例进行分析，此外还选用了一些经典作品供学生学习与模仿。

第三部分（下册）是在前两部分的基础上，介绍实用性的写作，涉及大学阶段各类专门体裁的写作，如信件、大学入学申请材料、个人简历和求职信、文章摘要和学习报告等应用性写作。这些体裁是大学生在高年级常用到的。

第四部分（下册）是大学生应试体裁写作，涉及大学英语四六级考试、英语专业四八级考试、研究生入学考试、托福考试及雅思考试等。这些考试写作类型及体裁贯穿整个大学阶段，编写此类型写作旨在满足学生的实际需求。这两部分的举例均取材于学生写作考试的真实语料。

本套书的主编是张清教授，负责整体策划、协调及审稿工作。副主编是张洪芹、郝瑞丽副教授，负责全书的统稿、校对等工作。参与编写的教师均有多年大学英语教学经验。本套书的修订工作具体分工如下：上册由张洪芹负责第一单元、第二单元、第三单元、第五单元和第六单元；谢芹负责第四单元；蔺玉清负责第七单元；刘艳负责第八单元；张文娟负责第九单元；下册由李昕负责第十单元；刘艳负责第十一单元；蔺玉清负责第十二单元；孙晓磊负责第十三单元和第十六单元；张洪芹负责第十四单元和第十五单元；李丹负责第十七单元；谢芹负责第十八单元。在各单元的编写过程中，各位编者对彼此单元的编写都提供了丰富的资源和宝贵的意见。为了提升本套书的质量，我们还特地邀请了李立教授、田力男副教授审校把关，在此表示感谢。

本套书在编写过程中参考了国内外大量相关写作文献。在此，我们对这些文献的编者和作者表示感谢。由于编者水平有限，书中难免有不足之处，敬请读者批评指正。

本套书系中国政法大学优秀中青年教师培养支持计划资助项目。

编者  
2016年7月



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**Part I**



**Basic Elements of English Writing**

# ***Unit One***

## **Words and Phrases**

- ☞ 1.1 Correct Uses of Words
- ☞ 1.2 Precise Uses of Words
- ☞ 1.3 Terse Uses of Words
- ☞ 1.4 Identification of Phrases



## Unit One

# Words and Phrases



### Lead-in Question

How many words do you know and how many words can you use in your writing practice?



### Learning Objectives

After learning this unit, you will be able to:

1. know the correct usages of words;
2. learn the distinction of similar words; and,
3. master the types of phrases.

Generally speaking, a Chinese university student has a vocabulary of about 5,000 words, but to write an article of several hundred words is a great difficulty for him/her. One reason is that most of the words in his/her mind are passive words (words that can only be recognized in reading and listening but not used in writing). Another reason for this phenomenon is that overemphasis is put on the quantity of the remembered words, the detailed and thorough understanding of which is ignored. So in practice, words cannot be used properly.

In the preface of *The Right Word at the Right Time*, the author says, “using the right words at the right time is rather like wearing appropriate clothing for the occasion; It is a courtesy to others, and a favor to yourself—a matter of presenting yourself well in the eyes of the world.”<sup>[1]</sup> This unit will mainly explain how to use right words at the right time, i. e., the aspects that an excellent learner should know about a word.

In order to use words correctly, the differences between Chinese and English words cannot be ignored. The clear distinction between Chinese and English words mainly lies in word form and cultural connotation. Since the differences in form are grammatical and have been learned in the

[1] Safire William. *The Right Word in the Right Place at the Right Time* [M]. Simon & Schuster, 2004.

initial period of English study, the focus of this part will be on the cultural connotations of words.

In Chinese and English, because of the differences in cultural background, the same word or thing may represent different cultural connotations. **Lion** is the king of animals in English culture and represents “bravery” and “stateliness”. The English people take lion as the symbol of their country. The “British Lion” is used to refer to England. And in English, there are a lot of idioms related with lion. However, in Chinese, **tiger** is the king of the animals and is used to represent “bravery” and “courage”. So when the English idioms with lion are translated into Chinese, the “lion” should be changed to “tiger”, so “play oneself in the lion’s mouth (置身虎穴)”, “come in like a lion and go out like a lamb (虎头蛇尾)”, “like a key in a lion hide (狐假虎威)”, “a lion in the way (拦路虎)”, etc.

Another example is the animal **dragon**. In Chinese, dragon is respected and is the symbol of the king. However, in the west, dragon is an evil animal. Also, **owl** is the symbol of wisdom in English but the omen of bad news in Chinese.

These kinds of words are numerous in English. The writer should be very careful in using them. Otherwise, serious misunderstanding may occur.

## 1.1 Correct Uses of Words

To use words correctly means to be grammatically correct in word usage, which mainly includes accidence (词法), collocation and tenses. Since this is a writing book instead of a grammatical one, we will mainly introduce the aspects in which the Chinese students tend to make mistake.

### 1.1.1 The singular and plural forms of a special group of nouns

Here we do not intend to explain the grammatical rules for the change of the word forms, but instead focus on a special group of nouns. These nouns can be both countable and uncountable, and have different meanings in these two cases. The writer should be very careful in using this kind of noun.

Read the following sentences and pay attention to the meanings and forms of the boldfaced noun.



#### Sample 1.1

##### Wood

- ① Furniture made of **WOOD** is good for health. 木质家具有益健康。(wood: 木材)
- ② He lived in a **WOOD** and depended on himself. 他住在一个小树林里, 自给自足。(wood: 树林, 森林, 林地)

**Copper**

- ① The **copper** wires are good conductors. 铜线是很好的导体。(copper: 铜)
- ② He has collected more than one hundred valuable **coppers** from the country. 他已从那个国家搜集了一百多枚铜币。(copper: 铜币)

**Rubber**

- ① The sole of the shoe is made of **rubber**. 鞋底是橡胶做的。(rubber: 橡胶)
- ② Please erase the mistakes with a **rubber**. 请用橡皮擦掉错误的地方。(rubber: 橡皮)

**Justice**

- ① They are demanding equal rights and **justice**. 他们在要求平等的权利和公正。(justice: 公正)
- ② He is a **Justice** in the Supreme Court. 他是最高法院的法官。(justice: 法官)

**Youth**

- ① He has been a talented musician in his **youth**. 他年轻时很有音乐天才。(youth: 青年时期)
- ② The fight was started by a gang of **youths**. 这场打斗是一伙青年挑起来的。(youth: 青年男子)

**Brass**

- ① The frying pan is made of **brass**. 那个煎锅是黄铜做的。(brass: 黄铜)
- ② He likes a **brass** more than the other musical instruments. 他喜欢铜管乐器胜过喜欢其他乐器。(brass: 铜管乐器)

**1.1.2 Abstract nouns**

Abstract nouns in English may derive from adjectives or verbs. They form a very important part in English, a language which puts much emphasis on nouns. Read the following sentences and pay attention to the use of abstract nouns in them.

**Sample 1.2****ambitious→ambition**

**Ambitious** people usually have very high aims, but their **ambition** will be changed to despair when they are bogged down in difficulties. 雄心勃勃的人通常都有很高的目标, 但是当陷入困境时, 他们的雄心很容易变成绝望。

**cautious→caution**

He is a **cautious** man and does everything with great **caution**. 他是一个谨慎的人, 做什么都小心。



**reject→rejection**

The boss **rejected** the clerks' demand for a raise of salary, but didn't expect that his **rejection** led to the final strike. 老板拒绝了职员们加薪的请求, 但是没有想到他的拒绝导致了最后的罢工。

**intend→intention**

I **intend** to give you a lesson, but it is not my **intention** to quarrel with you. 我打算给你个教训, 但是和你吵架并不是我的目的。

**grateful→gratitude**

I am very **grateful** to your kindness, and my **gratitude** is beyond words. 十分感谢你的好意, 我的感激无以言表。

In a broad sense, abstract nouns are mostly uncountable or can only be used in singular forms. The writer should pay special attention to this point, especially when the abstract noun serves as a subject.

**1.1.3 Collective nouns**

When collective nouns serve as the subject, the verb can be in plural or singular form. When the collective noun emphasizes the concept of "the whole", the verb should be in singular form. When the collective noun refers to the members of the collectivity, the verb should be in plural form.

 **Sample 1.3****Staff**

- ① The diligent **staff** are all working hard to display their spirit. 那群勤奋的人都努力展示他们的精神。
- ② The nursing **staff** was sent to the frontier. 全体护士都被派往了前线。

**Family**

- ① The **family** is a happy one. 这是一个幸福的家庭。
- ② The **family** are all very fat. 这个家里的所有人都很胖。

**Crew**

- ① The **crew** were all hurt. 全体人员都受伤了。
- ② The **crew** was praised by the chairman. 全体机组受到了主席的表扬。

**1.1.4 Synonyms**

In English, there are abundant synonyms. Proper use of synonyms can avoid unnecessary  
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