

An English Writing Course For College Students

朱菊芬 叶敏 高圣兵 编著

大学英语写作训练

南京

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内 容 提 要

本书根据大学英语教学大纲对写作的规定,参考了国内外有关写作的书刊,结合作者数年英语教学经验编著而成。内容以范例为线索,结合学生作文评析,重点探讨了段落的构成与发展方法、各种文体的写作特点、大学英语写作测试应试技巧等。论述简明扼要,范例指导性强,练习针对性强。书末附有全部练习答案。

本书适合在校各级大学生使用,尤其适合参加大学英语四、六级考试、研究生入学考试、TOEFL 考试的学生,并可作为广大英语教学工作者的教学参考书。

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朱菊芬 叶敏 高圣兵 编著

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序

《大学英语教学大纲》明确提出,要培养学生具有“初步的写的能力”,并规定学生“能运用学到的词汇、语法结构和功能意念按规定的题目和提示在半小时内写出100词左右的短文,基本上能表达思想,无重大语法错误”。如何在施教的全过程中努力达到上述目标?这是广大英语教师需要通过自己的教学实践才能回答的一个课题。朱菊芬等几位年轻教师,在这方面作了积极的尝试,取得了有益的经验。应该说,《大学英语写作训练》一书是他们几位辛勤劳动的成果。

该书的编写贯彻理论联系实际的原则,注意从学生的实际水平出发,着重解决初学写作的学生极易犯的通病,少讲多练,以练为主,适合了写作这一实践课的教学要求。写的本领,只能通过写才能取得。作者在贯彻大纲“基本上能表达思想,无重大语法错误”的具体要求方面,做了大量的工作。书中使用的大量文字正误对比、句式优劣对比,有助于提高初学写作者的笔头表达能力。相信该书的出版,定会受到广大英语写作研习者的欢迎。

王贵林

1995年3月11日

前 言

从历年大学英语四、六级统考成绩来看,写作是各项中学生得分最低的项目。究其根源是学生缺乏综合运用语言基本知识的能力。主要表现为偏题、思想表达不清楚、连贯性差、句型单调、用词不当,等等。

据学生自己反映,每当拿到作文题不知如何审题,如何展开主题句,如何清楚地表达思想,如何保持段落连贯,也不知自己写的作文好在哪里,差在哪里。针对这种现状,作者边从事教学,边探讨如何提高学生作文能力的方式和方法。经数年教学经验积累,结合目前学生实际水平,编写了这本实践性较强的英语写作书。

本书在编写体系、内容安排、选材用例等方面作了仔细研究,并努力通过以下几方面提高实用性:

(1) 重点论述如何写好段落,如何写好短文,大学英语写作测试应试技巧;

(2) 讲解简明扼要,练习针对性强,选例多样,强调语言的实践性;

(3) 结合学生写作现状,选编学生作文典型错误并加以修正,进一步提高作文指导性。

本书适用于非英语专业的高校学生以及具有同等英语程度的自学者,对广大英语教师也有一定参考价值。

本书编写分工主要如下:叶敏:第一章、第四章;朱菊芬:第二章、第六章、第七章;高圣兵:第三章、第五章。全书最后由朱菊芬、叶敏定稿。在编写过程中,我们曾得到武汉大学郭著章教授具体指导和鼓励;南京理工大学王贵林教授欣然为本书作序;孙桂香副教授、葛文宏讲师等曾给予大力帮助。在此谨向他们一并深表谢意。

因为我们对大学英语写作的教学与研究经验尚不足,书中疏漏、错误在所难免,敬请各方读者不吝赐教指正。

编著者

1995年3月

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第一章 主题句、推展句、结尾句

语言的习得来自不断的实践。作为语言表达的一种重要形式，写作更是如此。要把文章写好，应该多读多写。俗话说：读十篇不如写一篇，可见动笔练习多么重要。文章自有其章法技巧，要想从机械模仿过渡到自然表达，一条比较好的途径就是结合范文进行仿写，从遣词造句、联句成段以至联段成篇都可进行模仿。

要模仿好作文，仅靠模仿好句子结构是远远不够的，关键的是要学会把一些意义相关的句子按照一定的逻辑关系合理地构成一个语义整体，写成段落和篇章。经过中学英语基础阶段的较扎实学习后，大学英语的写作重点在一定阶段可以转移到培养段落和短文的写作技能上，仿写的重点亦应随之转移到联句成段和联段成篇上，从而达到思想表达清楚、文字通顺连贯等基本要求。

在某种程度上，段落是文章的缩影，写好了段落，就能比较成功地写出较好的短文或文章来。因此，本书一开始就从段落的主题句、推展句、结尾句讲起，旨在为具有一定语言基础但未受过正规写作训练的英语习作者尽快掌握写作的基本知识和技能提供快捷之路。

什么是主题句？什么是推展句？两者关系如何？结尾句的功能是什么？在弄清楚这些问题之前，不妨先看看以下几个范例。

1. 范例简析

[范例 1]

[主题句] No one can avoid being influenced by advertisements. [推展句 1] Much as we may pride ourselves on our good taste, we are no longer free to choose the things we want, for

advertising exerts a subtle influence on us. [推展句 2] In their efforts to persuade us to buy this or that product, advertisers have made a close study of human nature and have classified all our little weakness.

Controlling idea: no one can avoid being influenced

简析: 以上这段由三句话组成。第一句是主题句,直截了当地指出无人不受广告影响这个主题,接着列举两个推展句(Supporting Statements)对其补充和支持,指出我们已无法自由选择我们所需的商品,理由是广告商已仔细地研究了我们的心理特征,并完全掌握了我们的弱点。句子衔接自然,步步紧扣主题。

[范例 2]

[主题句] Slavery in the United States existed almost unchanged for 250 years. [推展句 1] During this time, most slaves were not allowed to marry or to raise families. [推展句 2] Usually they were not allowed to learn to read. [推展句 3] It was very dangerous for a slave to travel, since even free Negroes could be kidnapped and sold at any time. [结尾句] Under these conditions, it was almost impossible for them to organize to help each other.

Controlling idea: slavery, unchanged for 250 years

简析: 主题句明确指出奴隶制在美国几乎未有丝毫改变达二百五十年。第二、三、四句从三个主要方面列举事实对第一句作进一步的补充和论述。最后一句在全段论述的基础上下结论,起到承接上文和总结全段的作用。

[范例 3]

[推展句 1] Americans might be embarrassed because their Japanese friends are so formal with them. [推展句 2] Japanese might feel insulted because American acquaintances greet them

casually. [推展句 3] Still, the forms of greeting in both countries only show respect for others. [结尾句兼作主题句] It just happens that Americans and Japanese have a different way of looking at human relationships and thus have a different way of showing respect.

Controlling idea: a different way of looking at human relationships and showing respect

简析: 前面三句说明美日两国不同的问候态度会引起双方各自不同的心理反映, 尽管如此, 都表达了对双方的敬意。最后一句是对上面两句的总结, 为该段的主题句。全段运用了对比和比较手法。

[范例 4]

[主题句] Reasons for the growing popularity of fast-food chains appear obvious enough. [主要推展句 1] For one thing, the food is generally cheap. [次要推展句 1] A hamburger at McDonald's, for example, costs about one-half as much as a similar meal at a regular 'sit down' restaurant. [主要推展句 2] Another advantage of the chains is their convenience. [次要推展句 2] For busy working couples who don't want to spend the time or effort cooking, fast-food restaurants offer an attractive alternative. [结尾句] And, judging by the fact that customers return in increasing numbers, many Americans like the taste of the food.

Controlling idea: growing popularity appears obvious enough

简析: 快餐连锁店日益普遍的原因非常明显, 这是段落的主题句。原因主要反映在快餐的廉价、方便两个方面, 这是段落的两个主要推展句。[次要推展句 1]和[次要推展句 2]分别隶属于[主要推展句 1]和[主要推展句 2], 作进一步的补充和说明。结尾句起到

与主题句相呼应,小结全段文字的作用。

[范例 5]

[过渡句 1] Californians and New Englanders are both American. [过渡句 2] They speak the same language and abide by the same federal laws. [主题句] But they are very different in their ways of life. [推展句 1] Mobility — both physical and psychological — has made a great impression on the culture of Californians; [推展句 2] Lack of mobility is the mark of the customs and morality of New Englanders.

Controlling idea: different in their ways of life

简析:第一、二句指出加利福尼亚人和新英格兰人的相同之处。第三句以连接词语“but”起首,引起段落的主题,指出两者的生活方式非常不同。具体表现在加利福尼亚人的生活多变和新英格兰人生活缺少变化。

2. 主题句及其主导思想

顾名思义,主题句(Topic Sentence)是表达段落主题的句子。它是一个段落的中心,要求全段其它所有的文字都围绕它展开。它指出了该段内容的主导思想(controlling idea)。

主导思想是主题句的主要部分。它关于到段落该写什么,用什么方法来展开(如:例证法、因果法等)。它可以是一个词、词组甚至是整个主题句。

2.1 如何写好主题句

首先,一个好的主题句必须完整,即能表达一个完整的思想。例如:

Fragment: How to write a composition.

Complete: Anyone can learn how to write a composition.

Complete: How to write a composition is still a question for

school children.

其次,主题句要清晰,即只能包含一个中心思想,不能让读者感到模棱两可,产生误解。例如:

Unclear: To play a sport, a person needs to know something about it.

Clear: To play a sport requires good health.

Clear: To play a sport requires fair rules.

Clear: To play a sport, one needs to develop his good temper.

最后,主题句要具体,即把主题限制到能构成段落的程度。如果主题句包含太宽,也会显得含糊不清,并非一个段落能说清楚。例如:

Broad: Television is very important.

Specific: Television brings us a vivid world.

Specific: Television is playing an educational role in our daily life.

从以上可以看出,一个好的主题句必须完整、清晰和具体。试比较下列一组。

① Writing a good outline in a composition.

② Writing a good composition is not easy.

③ One needs to know how to write a good outline.

④ Six steps in writing a good outline should be followed by any college student.

可见,句子①不完整;②不够清晰;③概括面太宽;④适合作主题句。

2.2 主题句的位置

2.2.1 句首

主题句写在段落的开端,其特点是开门见山地摆出问题。便于

读者迅速把握主题,后面的推展句提供细节。初学者宜采用此法。
例如:

[主题句]Colonists came to America for many reasons. Some came for adventure. A few were political refugees. Many came for economical reasons and for political freedom. Not all of the colonists achieved these goals.

2.2.2 段尾

主题句出现在段尾,其特点是前面提供细节,最后一句起总结性的作用。例如:

It is fairly well known that wild animals survive from year to year by eating as much as they can during times of plenty, the summer and fall, storing the excess, usually in the form of fat, and then using these reserves to survive during hard times in winter when food is scarce. But it is probably less well known that even with their stored fat, wild animals spend less energy to live in winter than in summer. [主题句]These facts account for how wild animals survive from year to year.

上面主要介绍了主题句出现在段落的两种形式。主题句有时也出现在句中,请参见[范例5]。

2.3 如何写好主导思想

在主题句中,主导思想以关键词的形式来表现。写好主导思想的关键是具体明确。主要表现在两方面:一是要具体到能控制和限制段落的发展;二是要具体到能说明段落发展的方法。试看下列例句:

(1)Too General: He can fix a bicycle himself.

Comment:划线部分为主题句中的主导思想。实际上,它只是限制了段落发展部分内容,但并没有告诉读者段落该用哪种方法展开,是用因果关系方法?还是用分类法?

Improved: He can fix a bicycle himself in several simple steps.

Improved: There are several reasons why he can fix a bicycle himself.

(2) Too General: She tries to improve her looks.

Comment: 划线部分为主题句中的主导思想。她试着改善她的面容的理由是什么? 或者她采用什么方法来改善呢? 我们无法从主导思想得知。

Improved: She tries many ways to improve her looks.

Improved: There are some reasons why she tries to improve her looks.

练习 1

1.1 试改下列句子,使之适宜作主题句

- 1) How to carry a gun safely.
- 2) Learning to like grammar.
- 3) House painting should be approached with caution.
- 4) The rise in crime is worrisome.
- 5) Learning a foreign language is difficult.
- 6) The Irish have terrible tempers.

1.2 划出下列各句的关键词,并思考这些关键词是如何体现支配思想的

- 1) The space program has been a great expense to America.
- 2) A spring in California can be very exciting.
- 3) In the early 1970s many public schools faced doubtful survival.
- 4) Throughout his life Edgar Poe faced a series of disappointments.

5) Jefferson was a good and tireless writer.

3. 推展句

在写好主题句后,下一步就是选择跟主题相关的素材,围绕主题句来逐步发展段落。从范例 1~5 可见,推展句(supporting statements)是主题句的延伸,起着辅助主题句,推展段落中心的作用。

3.1 主要推展句

主要推展句(major supporting sentence)是指围绕主导思想的每一个推展句本身都不要求作进一步说明或证明,句与句之间的关系是相互独立的,又是相互衔接的。参见范例 1~3。

有的段落只含有主要推展句。

[例 1]

[主题句]It is bad manners in the schoolroom, as elsewhere, to talk while anyone else is talking. [推展句 1]If you have something to say that is on the subject, wait till you have a chance and say it to the whole class. [推展句 2]If it is not on the subject, keep it till the class is over. [推展句 3]Who has not been annoyed by having his attention taken from something interesting he really wants to hear! [推展句 4]And it is especially rude to the teacher, making it very difficult for him to continue the lesson. [结尾句]Thoughtlessness of others is bad manners at any time and in any place.

有的段落除了主要推展句外,还含有次要推展句。参见[范例 4]。

3.2 次要推展句

次要推展句(minor supporting sentence)是指对主要推展句作进一步的事实分析和举例说明。它从属于某一个或某几个主要

推展句。让我们举例看一看次要推展句是怎样来对主要推展句作进一步的展开。

[例 2]

[主题句] I don't teach because teaching is easy for me. [主要推展句 1] Teaching is the most difficult of the various ways I have attempted to earn my living; mechanic, carpenter, writer. [主要推展句 2] For me, teaching is a red-eye, sweaty-palm sinking-stomach profession. [次要推展句 1] Red-eye, because I never feel ready to teach no matter how late I stay up preparing. [次要推展句 2] Sweaty-palm, because I'm always nervous before I enter the classroom, sure that I will be found out for the fool that I am. [次要推展句 3] Sinking-stomach, because I leave the classroom an hour later convinced that I was even more boring than usual.

从属于[主要推展句 2]的三个次要推展句起着解释说明作用,分别解释 red-eye, sweaty-palm, sinking-stomach 的含义,更加形象生动地证明了“teaching is not easy”这个主题。

3.3 写好推展句的一种方法

主题句及主导思想确定之后,开始选择跟主题有关的信息和素材。实质上,针对主导思想测试每一个所选择的素材就是一个分类的过程。有一种常用的方法就是在句子展开前加以设问,然后解答,即设问-解答(why - because)方法。下面我们通过举例来看一看这种分类过程是如何完成的。

[例 3]

假设(suppose) Topic sentence: English is an international language.

设问(why) Why can we say English is an international language?

解答(because)

—because: English is spoken by pilots and airport control operators on all the railways of the world.

—because: Over 70 percent of the world's mail is written in English.

—because: More than 60 percent of the world's radio programs are in English.

—because: Pakistan was once one of the British colonies.

—because: Many members of the International Language Society are selected from English-spoken countries.

从上面可以看出,最初的三个推展句是跟主导思想 an international language 一致的。第 4 句跟主题不统一,尽管第 4 句可能会成为另一主题句(Many Pakistanis Speak English)的一个很好的推展句。第 5 句说服力不强。

当然,在写成段落时,没有必要在每个句子开头写上“because”,但是,在你动笔展开句子时,你头脑里要想着“because”这个词。这种检验方法能帮助你把注意力集中在某个重心,围绕主导思想层层展开。

有时,主题句中的主导思想明确指出需要几个推展句,如下面所示。

[例 4]

假设(suppose) Topic sentence: The Treaty of Versailles had three outstanding effects.

主导思想

设问(why) Why can we say The Treaty of Versailles had three outstanding effects?

解答(because)

—because: First, a League of Nations was formed.

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