

A New Compilation of
ENGLISH COMPOSITIONS

新编英语作文

● 程永生 著

● 北京工业大学出版社

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内 容 简 介

本书分两大部分。第一部分主要从修辞角度,介绍自然段与段落的结构、主题句与制约思想、衬托句的写作,以及演绎、归纳、时间、空间、对比、对照等文章组织方式。目的在于使学习者在了解一般写作知识的同时,获得一些构段知识,收到一石双鸟的效果,又为谋篇打下必要的基础。

第二部分为英文作文习作。前三节分别讨论了大学英语的命题方式,题型转换与步骤统一。后七节分别介绍了给句式、提纲式、要点式、改写式、给词式、图表式和看图式作文的具体写作步骤和方式。第二部分是重点,也是教学实践与理论探索的产物。

本书适用于四六级作文教学,也可作其他类型的英文作文教学。它既适用于课堂教学,也适用于自学。

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序

用五年时间写出《包法利夫人》的法国著名作家福楼拜(1821—1880)曾说过:“在所有的表现中间,所有的形体中间,所有的样式中间,只有一个表现、一个形体、一个样式能表现我的思想。”我国古人说:“吟安一个字,捻断数茎须。”贾岛说:“两句三年得,一吟双泪流。”^①由此可见,写作是十分艰辛的。教学中的作文虽然不可能要求达到作家作品的水平,但如何进行作文教学,尤其是作为外语的英语作文教学,也同样需要师生付出巨大劳动。要想很好地完成这项任务,必须从理论与实践两个方面下功夫。理论上,要研究和借鉴修辞学和语言学,尤其是这些科学的最新研究成果;实践上,要有自己的新路子,要有自己独特的解决问题的方法。程永生教授的《新编英语作文》,较好地解决了这两个问题。首先他将写作知识介绍与构段结合起来,介绍了与写作密切相关的修辞学知识,并对各种形式的构段写作的方式方法,提出了自己的见解。段,即自然段,是写作的基本单位,抓住了段,的确能收到举一反三的效果。

其次,程永生教授针对大学英语作文命题形式多样化这个棘手的问题,用统一写作步骤的方式,实现了各种题型的相

① 这句话有多种译法,我因一时找不到原文核对,只好暂时引用这一译法,尽管我对其中某些词的译法是否符合原文,持怀疑态度。

互转换,即将图表式、看图式等命题作文,先转换成提纲式,再转换成给句式。这样一来,既统一了教学步骤,也突出了教学重点。这是一条新路子,也是作者的创造。实际写作中,作者借鉴了系统功能语法和话语分析理论,运用语境(context of situation)、粘合(cohesion)和框架(frame)理论,解决了许多常见的实际问题。作者曾留学外国,对语言学的这些理论有较深入的了解,所以应用于实践,得心应手。

可以看出,程永生教授是想着力落实“新编”二字。是新的东西,就有待于进一步探索、发展和完善,有待于范围更为广泛的实践的检验与校正。我期待着作者作更深入的理论探讨,期待着解决更多的实际写作问题。

《新编英语作文》在北京工业大学出版社出版,我应邀作序,特以上面的文字,表示我的支持与祝愿。

北京师范大学教授

伍铁平

一九九三年十月一日

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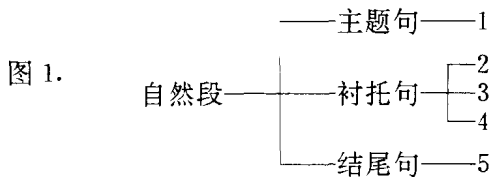
第一部分 写作知识介绍

1. 段落结构

我们用段落来指称自然段和大段,即大学英语作文的短篇。英语自然段,尤其是说明文与议论文的,常常为“三明治”式的,即用主题句(the topic sentence)开头,用结尾句(the concluding sentence)收尾,中间夹着具体的内容或事例。如:

例 1 English is favored on the following grounds. It is the official language of a number of countries. Of other countries, it is their second language. In still others, English is spoken as their major foreign language. That is why English is so popular in our present world.

这一段共 5 个句子,第 1 句为主题句;第 2—4 句为衬托句(supporting sentences),具体充实第 1 句的内容;第 5 句为结尾句,从另一个角度重复了第 1 句的说法。这一段结构可图示如下:



当然,不是所有的自然段都有这样的结构。有的自然段有

主题句和衬托句,而没有结尾句。如:

例 2 Bettie Van Meter had good reason to hate the Civil War. One of her brothers was killed at Gettysburg, another taken prisoner. Then her young husband James, a Confederate officer, was captured and sent to an unknown prison camp somewhere.

(引自《大学英语》(精读)第三册 P. 20)

这一段共 3 个句子,第 1 句是主题句,第 2、3 句为衬托句,没有结尾句。

有的自然段,连主题句也没有。如:

例 3 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 of fat to survive during the hard times in winter when food is scarce. But, it is less well known that even with their stored fat, wild animals spend less energy to live in winter than in summer.

(引自《大学英语》(精读)第四册 P. 20)

这是两个对偶(antithesis)句,哪一个都不是主题句。但是,即使是这样的自然段,也有主题,即 The ways wild animals survive vary from season to season.

自然段的这种结构,在由几个自然段构成的大段中也体现出来了。如:

例 4 (1) I have left out, however, the most important reasons why I teach.

(2) One is Vicky. ...

(3) Another reason is George, who...

(4) There is Jeanne, who...

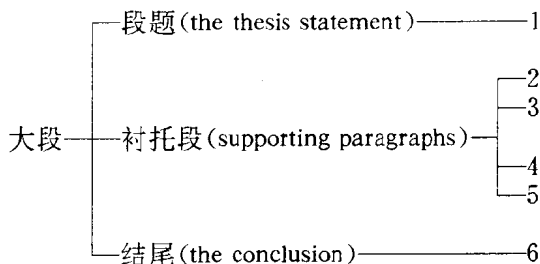
(5) There is Jacqui, a cleaning woman who...

(6) These are real reasons I teach, these people...

(全文见《大学英语》(精读)第三册 P. 40)

这是一个大段,由6个自然段构成。第1个自然段表达了主题,最后一个自然段从另一角度重复了主题,中间4个自然段是具体的例子。这个大段的结构可图示如下:

图 2.



这一大段的段题,虽然是一句话,但自成一段。也有用一句话附在第一段之中的。如:

例 5 (1) This acceleration is frequently dramatized by a brief account of the progress in transportation. It has been pointed out, for example, that in 6000 BC the fastest transportation available to man...

(2) So impressive was this invention, so difficult was it to exceed this speed limit that...

(3) It took only fifty-eight years, however, to go four times that fast, so...

(4) Whether we examine distances traveled, altitudes

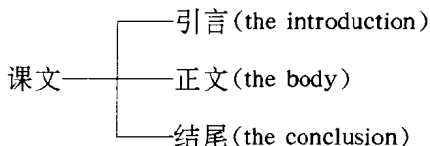
reached, or minerals mined, the same accelerative trend is obvious. The pattern, here and in...

(全文见《大学英语》(精读)第三册 P. 172—173)

这个大段由 4 个自然段构成,其中第 4 段是结尾,段题句只是一个句子,包含在第 1 段之中(见画底线的部分)。

如果我们分析几篇课文,就会发现,许多课文都具有下面的典型结构。

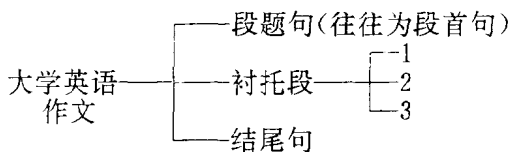
图 3.



为节省篇幅,不再举例,可参考《大学英语》(精读)第三册第一单元、第三单元和第四册第二单元等课文。这里之所以引用或参考《大学英语》(精读)课文,是因为写作与阅读可以结合起来,可以从写作的角度来分析阅读材料,也可以用分析别人作品的方法来指导自己的写作。

大学英语作文,一般只要求写 100 个单词左右,从自然段的角度看,往往写上 2—4 个自然段就行了。在教学实践中,多半要求写 3 个自然段。换言之,大学英语作文,就是写一个大段。如果每个句子平均 10 个单词左右,那么写上 10—15 句就达到了篇幅要求。分散到各个自然段中,每段 3—5 句就行了。也就是说,大学英语作文的结构一般可体现为:

图 4.



小结: (1)自然段、大段和课文具有相应的结构;
(2)大学英语作文为大段写作,多为3个自然段,每段3—5句,每句平均10个单词左右。

Exercises

1. Analyse the paragraph below, telling: (1) which is the topic sentence? (2) which are supporting sentences? and (3) which is the concluding sentence?

The three sisters favor three different subjects. One of them likes maths better than anything else. Another is fond of medicine and hopes that someday she will become a surgeon. The one loves people more than things and is now working hard at Chinese literature. Their choices show that their interests differ from one another's.

Special work:

- 1) In what way the concluding sentence restates the topic?
- 2) Which particular word in the topic sentence do the supporting sentences support?

2. Analyse the paragraph below and draw a diagram to show

its structure.

Diligence in a sense means success. If you are an average student, or in other words, if you are not intelligent enough, you can succeed by working hard. Hard-working, for one thing, can make up for the insufficient intelligence. For another, it can help your intelligence develop. So a hard-working person with average intelligence can get the upper hand over a highly intelligent but lazy man.

Special work :

Can you add a sentence to the paragraph?

3. Analyse the paragraph below and draw a diagram to show its structure.

Mr. Zhang is a man of few words, especially in face of strangers. Mrs. Zhang, on the contrary, is a talkative woman who can make acquaintance with a stranger in a few minutes.

Special work :

Can you supply topic sentence?

4. Organize the following sentences into a paragraph, and put in some conjunctives such as the "first, second, ..., finally" series.

Zhang Hua, on the other hand, hits on the idea that they should go to the seaside and spend the holidays there.

Li Ming and Zhang Hua are in the classroom, talking about how to spend the coming summer vacation.

Li Ming suggests staying in the university and preparing themselves for the next English Band 4 Test.

He tries to persuade Li Ming to give up by saying that summer vacation is the time for relaxation.

Zhang Hua doesn't want to give up the good chance to have a good time on the beach.

5. The following can serve as the topic sentence. Try to write a restatement to be used as the concluding sentence and then supply three to five supporting sentences.

1)The topic sentence;

Modern industry much depends on modern technology.

2)The restatement;

3)Supporting sentences;

a. _____

b. _____

c. _____

d. _____

e. _____

6. Analyse the following paragraph complex, underline the thesis statement and the concluding sentence, and then draw a diagram to show the structure of the paragraph complex.

A Good Lesson

In my first test, I succeeded by ticking all A's. For before the test I didn't work hard enough. On seeing the test paper, I was at a loss which of the four choices I should tick. Suddenly I hit on the idea that I should try my luck by ticking all A's. And it so happened that most of the correct answers to the questions were A's. I turned out to be successful.

When the second test came, I ticked all A's again but failed. The reason is that the correct answers were evenly distributed. As a result, I got only 25 percent right, and, of course, I failed in the test. The failure forced me to think over the matter a lot.

From the two tests, I concluded that trying one's luck is not a safe way to success. It is just like gambling for one success will lead to two failures. Learning is a scientific process, so we should be honest and work hard in a scientific way.

7. Try to find a paragraph complex in COLLEGE ENGLISH (intensive reading), Book 1—4, analyse its structure and copy the thesis statement and the concluding sentence (or paragraph) below.

1) The paragraph complex is found in Book _____, P(p).

_____.

2) The thesis statement;

3) The concluding sentence (or paragraph);

8. Try to supply the missing parts to the following.

An Unforgettable Visit

As soon as the summer vacation began, I made an appointment to meet Zhang Yun, one of my best friends. I told her through the phone that I would like to see her _____ later at about _____ o'clock, but I made a terrible mistake for I didn't tell her _____ I would like to meet her.

That day, I reached her door to find that she was on her way to my house. For she thought that I would like her to meet me at _____. On the contrary, what I _____ was that I was going to _____.

On my way back home, I realized that I should have told her that it was _____ where I would like to see her, but instead I only told her that _____ at home that would mean "my" home for the subject _____.

2. 主题句与制约思想(1)

主题句(the topic sentence),顾名思义,是用来说明主题的句子。

例 6 A picnic serve to refresh both your body and mind after a period of hard working. It works like refueling that provides energy now and then for the ever running machine. If it does not, the machine will be tired out and may break down. The same is true with the working man. If he keeps on working for a long period without a good relaxation, the man will be too tired to go on working. The picnic is a form of relaxation that will enable you to forget your work and enjoy yourself for a moment. Then you will

feel refreshed and energetic again.

上段中,第1句是主题句,它不但是这一段的开头,更重要的是它为这一段的写作定下了基调,其余各句都是围绕这个主题句来展开的。

它是如何为这个自然段的写作定下了基调的呢?它是通过 to refresh 来实现的,它制约了这个自然段的发展方向。正是在这个意义上,我们将这类词或词组(短语)称为制约思想(the controlling idea)。

主题句和制约思想一般起开宗明义的作用,因此多出现在段首;从意义上看,主题句和制约思想,一般说来,比起其他的句子和词或词组(短语)更具有一般性。

例 7 (1)The last test is perhaps the decisive. (2)If a student has been successful, the last success will ensure the overall success. (3)If on the other hand he should fail, the student would get into trouble even though he has been successful. (4)If a student has lost one or two tests, the last success will make for the loss. (5)It is in this sense that the last test will affect a student's overall success.

上例第1句是主题句(第5句是结尾句),第2、3、4三句都是具体回答 why do we say the last test is perhaps the decisive 这个问题的。为说明这个问题,我们可以用下面的方式来重新组织上例。

例 8 We say that the last test is perhaps the decisive because if a student has been successful, the last success will ensure the overall success; because if on the other hand he should fail, he would get into trouble even though he has been successful; because if a

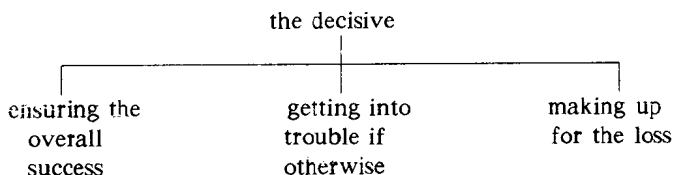
student has lost one or two tests, the last success will make up for the loss.

或者换言之：

例 9 We say that the last test is perhaps decisive
our first reason is that if...
our second reason is that if...
our last reason is that if...

这充分说明，第2、3、4三句从三个具体方面衬托了主题句，充实了主题句所要表达的内容。正是在这个意义上，第2、3、4三句才称为衬托句。那么，它们衬托了主题句那方面的内容呢？答案是非常明显的。它们具体衬托了 the decisive 这个制约思想。请看下图：

图5.



如果从另一个角度看，即写好了第1句之后如何往下写时，我们会发现 the decisive 这个词组限定了我们的思路和写作范围。换言之，我们的写作必须用具体的例子来解释为什么说 the last test is perhaps the decisive。如果将写作过程看成是一个不断选择的过程的话，the decisive 被选定之后，后面的选择就必然要受到它的限制。正是在这个意义上，我们将这类词或词组（短语）称之为制约思想。下面再看一例。

例10 He is a diligent student. In the morning he gets up as early