

ESSENTIALS OF ENGLISH COMPOSITION

A PROCESS
TEXTBOOK



英语写作基础

——写作过程法教程

张在新 编著

中国人民大学出版社

英语写作基础

——写作过程法教程

Essentials of English Composition
A Process Textbook

张在新 编著

中国人民大学出版社

图书在版编目 (CIP) 数据

英语写作基础/张在新编著.
北京: 中国人民大学出版社, 1997.10

ISBN 7-300-02478-5/H·136

- I. 英
- II. 张
- III. 英语-写作
- IV. H315

中国版本图书馆 CIP 数据核字 (97) 第 19713 号

英语写作基础

——写作过程法教程

Essentials of English Composition

A Process Textbook

张在新 编著

出版发行: 中国人民大学出版社
(北京海淀路 175 号 邮码 100872)

经 销: 新华书店

印 刷: 中国人民大学出版社印刷厂

开本: 850×1168 毫米 1/32 印张: 9.25
1997 年 10 月第 1 版 1997 年 10 月第 1 次印刷
字数: 220 000

定价: 12.00 元

(图书出现印装问题, 本社负责调换)

目 录

引言	1
第一篇 挖掘题材 (<i>Prewriting</i>)	11
一、挖掘题材技巧 (<i>Prewriting Strategies</i>)	11
1. 为什么要挖掘题材?	12
2. 挖掘题材技巧的范例	14
记叙文	33
1. 内容	33
2. 叙述视角	33
3. 叙述节奏	34
4. 时间顺序	34
记叙文相关词汇	34
学生范文	48
作文题	51
同伴评估	53
二、细节表达 (<i>Show More Than Tell</i>)	55
1. 什么是细节?	55
2. 细节范例	58
描写文相关词汇	62
描写文	71
学生范文	72

作文题	75
同伴评估	76
第二篇 具体写作 (Writing)	77
三、读者意识 (Addressing Audience)	77
1. 读者需求与写作内容的统一	77
2. 读者需求与写作风格的统一	80
讲述过程文	96
学生范文	99
作文题	105
同伴评估	106
四、篇题句 (The Thesis Statement)	107
1. 怎样写好篇题句?	107
2. 篇题句与文章内容	109
3. 怎样使文章紧扣篇题句?	111
(1) 词句联系法	111
(2) 车轮法	112
4. 怎样展开篇题句?	114
解决问题文	116
1. 因果关系	116
2. 篇题句扣题	118
专业范文	120
学生范文	124
作文题	128
同伴评估	132
解决问题文相关词汇	132
五、主题句 (The Topic Sentence)	140
1. 主题句的目的	140

2. 主题句的作用	140
3. 主题句段落的扩充形式	141
4. 主题句在段落里的位置	145
文章开头	154
文章结尾	164
评估文	166
1. 对比形式	166
2. 评估标准	168
3. 评估判断的连贯性	173
学生范文	176
作文题	181
同伴评估	182
评估文相关词汇	182
第三篇 文章修改 (<i>Revising</i>)	195
六、文字修改技巧 (<i>Revising Strategies</i>)	195
1. 句式变化	195
2. 强调语气	201
3. 修改词句	206
4. 连接词	211
七、议论文 (<i>Argumentative Essay</i>)	219
1. 辩题种类	219
(1) 事实辩题	219
(2) 因果辩题	220
(3) 价值辩题	220
(4) 政策辩题	221
2. 辩论布局	222
3. 罗杰斯辩论	223

4. 需求感召力	228
5. 辩论与逻辑	230
(1) 归纳与演绎推	231
(2) 三段论推理形式	232
(3) 形式逻辑错误	237
(4) 内容逻辑错误	240
学生范文	263
作文题	269
同伴评估	272
议论文相关词汇	272
参考文献	276
索引	279
致谢	284

引 言

编著者在美国路易斯安那州立大学英文系以及中国人民大学外语系教授过英语写作课程，本教材是在教这些课程中所积累的材料基础上编写而成的。虽然本书是为英语专业学生打好英语写作基础而设计的，它也可作为英语学习爱好者和英语写作教师的参考书，对各类英语考生，尤其是考研英语、英语四、六级、“托福”等考生了解英语写作的一般规律也有借鉴价值。本书着重介绍下面这些英语写作技巧：

- 篇题句
- 细节描写
- 文章开头
- 主题句
- 段落扩充
- 文章结尾
- 句式变化
- 准确用词
- 挖掘题材
- 读者意识
- 语言风格
- 逻辑思维
- 记叙
- 描述
- 讲述过程
- 解决问题
- 评估
- 辩论

以上写作技能中的头八项，即篇题句、细节描写、文章开头、主题句、段落扩充、结尾、句式变化、以及准确用词，构成一篇作文的基本要素，学习英语写作离开这些基本要素就没有更

高标准可言了。篇题句阐明中心思想，细节使内容充实、生动，好的开头能抓住读者的注意力，主题句使文章富有条理，段落扩充控制内容的深度，结尾呼应全文，句式变化避免句型呆板，准确用词增强文字力度。在谈更高的要求之前，如果一篇作文在这八个方面都体现不足，就不能称之为一篇好的文章。先看看下面这篇范文：

As early as the 8th century, exchanges between China and Japan were already frequent and fruitful, though tourism might be too modern a word for contacts at that time. These exchanges laid a solid basis for mutual understanding and cultural appreciation. Historically speaking, travelling and visiting between China and Japan enhanced both cultures and enriched their heritages. Tourism is widely considered to be an important means of economic development. Economic development can never be divorced from cultural progress in any given society. China's past decade has witnessed the flourishing of tourism. Tourism itself has become an inalienable part of the Chinese national economy. It is popularly called a "smokeless industry" and has been a significant contributor to the country's incredible economic development. And Sino - Japanese tourism is a major part. Tourism not only draws massive tides of tourists, but offers invisible opportunities as well as tremendous economic benefits. To both Chinese and Japanese people, the two countries are close neighbors separated only by a strip of water. This sense of closeness and intimacy comes from historical exchanges and contacts. Modern tourism further strengthens the long forged links. Various non - governmental contacts were in full swing before the establishment of diplomatic relations between China and Japan. This

aspect is often ignored since people habitually detach politics from either culture or tourism, oblivious of the fact that politics is an inseparable part of culture. Tourism serves as a "pull" to draw tourists, along with investment and social recognition. A more important fact is that it generates a "push" to cultivate a culture - awareness in people's minds. This awareness invariably gives birth to the preservation of cultural relics. This may be neglected, but has far-reaching historical benefits for Chinese culture in the long run. It's not only Chinese culture that benefits from Sino-Japanese tourism. Exchanges are mutual. Tourism offers a chance for the two cultures to mingle together. The creation of a new culture may be too big a term here, yet there are desirable consequences of the mingling of the two. The fusion may not be conspicuous or dramatic, but its underlying effects upon overall culture must not be underestimated.

这篇范文的文字虽然显得比较干净，没出现语法错误，但用以上八项要素来衡量它却显得严重不足。看完后读者不能马上明白文章的主要意思，也就是说，作者没有用一句篇题句("It is necessary to promote tourism between China and Japan"之类的话)来概括中心思想。除一些粗略的观点外("Historically speaking, travelling and visiting between China and Japan enhanced both cultures and enriched their heritages" "It is popularly called a 'smokeless industry' and has been a significant contributor to the country's incredible economic development" 等等)，文章缺乏细节进一步阐述。既然只有一个段落，文章就不可能有开头、结尾、主题句和段落扩充。本文至少可以有五个段落：开头和结尾加上中间三段从历史、经济和文化交流等三个不同的方面论述主题。在句式方面也不理想，绝大部分的句子都是英语基本的主语

+ 谓语的结 构 (“Tourism is widely considered to be…” “Tourism not only draws massive tides of tourists…”), 味如嚼蜡, 显得有点枯燥。最后, 文章用词也没有力度, 如关键动词名词化 (“China’s past decade has witnessed the flourishing of tourism”)、可避免的 “There + Be” 句式 (“…yet there are desirable consequences of the mingling of the two”)、用词拖泥带水 (“A more important fact is that…”) 等等。

当然, 我们并不是要求每篇文章在各个方面都无懈可击, 尤其是开头几篇作文更不要求面面俱到。练习技能需要时间, 而且需要逐一练习。因此, 每篇作文只着重练习一、两个技能, 这样一步一个脚印直到最后较全面地掌握所有基本写作技巧。这就需要强调一个写作过程, 而不光注重写作形式的学习。

写作过程教学法是沿着写作过程的三个阶段进行教学的方法, 这三个阶段分别为: (1) 挖掘题材、(2) 具体写作和 (3) 修改文章。写作过程教学法在西方已风行了近 20 年, 跟传统方法相比, 该教学法的主要特点是重视写作内容并教授挖掘题材的技巧, 这也是本书的特色之一。本方法认为写作内容不完全是在写作过程之前形成的, 作者动笔写作之前头脑里的信息都直接决定写作内容的质量, 但这些信息不是孤立不变的, 有一个在写作阶段中不断扩充、自我完善、取舍发展的过程。作者的经历与阅历不能自动为写作提供素材, 这需要一些技巧来不断挖掘。因此, 不要以为英语写作只是被动反映头脑里固有的思想, 通过运用挖掘题材技巧, 它可以帮助你把记忆里鲜明的观点和依稀可见的思路联系起来, 也可以让忘却的念头重新复苏, 这样可以确保更充实的写作内容。

我们可以实验一下。假设你想写一篇有关一盆花草的英语作文, 题目是 “A Potted Plant”, 先细想一段时间 (约 20 分钟), 把想到的内容用英文记下来, 直到你写出了你能想到的所有内容

时停笔。然后，翻到本书第一章，看看用“立体思维”(Cubing)的方法挖掘同一题材对你是否有帮助，也许你会发现在刚才的构思里，你没有从“立体思维”中六个不同的角度去考虑题材内容。现在，你试着用一下“立体思维”的方法重新挖掘题材，先不用去考虑文章的组织结构，也不必担心语法错误或措辞不当，约20分钟后，你会发现你挖掘出了用该方法之前没有想到过的写作素材。当然，你也可以用本书第一章里介绍的其它技巧，总之，是否用挖掘题材技巧与否的结果大不一样。

本书所采用的写作过程教学法将写作过程中的三个阶段贯穿于整个教程，以写作内容的要求来带动写作基本技巧的全面训练，从着重讲解挖掘题材技巧入手，进而讨论各种具体的写作技巧，最后分析文章修改技巧。在这全过程中要求学生写六篇作文，每篇作文的要求都是根据不同阶段写作技巧的特点而设计提出的，由此学生可以通过作文集中练习所学的技巧：(1) 记叙文便于起步练习挖掘题材技巧，(2) 描写文适合于细节技巧的练习，(3) 过程讲述文有利于培养读者意识，(4) 解决问题模式要求有准确的篇题句，(5) 评估文体现主题句段落和功能段落的差别，(6) 议论文讲究严谨的逻辑思辨和准确的遣词造句能力。

虽然我们在教学时把写作过程的三个阶段分开讲述，但在每一篇作文的写作过程中的三阶段是连贯的，而且可以是交错进行的。无论如何，我们始终突出写作内容，即使到了文章的最后阶段(修改文章阶段)，除了修辞和文字方面的润色，我们还要求学生考虑内容的修改。以下面的描写文为例：

Student Essay

Description

First Draft

Back to Little Creek Park

1. I used to walk to Little Creek Park on a small road flanked by poplars, enjoying every step on the shady road with the ever-changing scenery of vegetable farms, fish ponds, rows of farmers' houses, and the woods. Instead of cars and buses, I felt happy to have donkeys, horse-drawn carts, and bicycle-riders as my companions.
2. The sight of the rusty iron park railings, covered by the dark green Boston Ivy, and the front gates often made me happy. Purple and white flowers of morning glory among the Boston Ivy were in blossom. Some trees in the park stretched out their branches above the railings to wave their greetings to me. Inside the gates, there was a narrow and long road leading north, lined with dozens of oaks standing still like faithful guards. The uniforms on their trunks had the mixed colors of dark green and brown. Their luxuriant crowns provided shade for people in the scorching summer and shelter on the rainy days.
3. After giving a salute to the oak tree guards, I had the honor to see Lady Lake lying on her side gracefully in front of me. She wore the usual turquoise dress with a white marble waist belt, the marble arch bridge. Her loose and long hair—the willow twigs—reached her feet. I would sit by her for hours, appreciating her display of beautiful clothes. In the early morning before the sun rose, she draped over her shoulders a large piece of white gauze. After the sun came out, she took off the gauze and revealed her light green dress with brightly twinkling stars. She

wore a gray shawl when it was cloudy, and she also had a dark blue gown for the night and a white fur coat for the snow in winter. All her clothes were woven and dyed by nature. I also loved talking with Lady Lake. She was a patient listener, sharing all my happiness and sadness. In the wind, I could hear the words she murmured to me. I could even feel her breath, the cool humid fresh air. In the summer, I would dip my feet in the water, playing with her, or put my hand in the water, touching her and moving slowly back and forth to feel her tenderness and flexibility. What a pity that I could not always stay with her. At last I had to say good - bye to her.

4. I would then climb the small hill by the lake. Looking back at Lady Lake, who seemed so clam and quiet, I was reluctant to part from her. Having put her away deep in my heart, I passed an abandoned children's playground, which reminded me of past innocent and happy days, and quiet woods. Thus, I came back to the front gates of the park.
5. Little Creek Park, a seemingly small park, means a lot to the local people. Early in the morning, the elderly go there to do exercises or have a walk. In the afternoon, students from the junior high school nearby fly there in groups, laughing and talking all the way. In the evening, it becomes a haven for courting couples.
6. In Little Creek Park, my imagination flies. I find tranquillity, serenity, and close communication with nature. I hope I can go back there again sometime.

这篇文章有两个最大的弱点：(1) 文中注入了作者的感受，

而描写文一般是强调通过对人物、事件或地点的描写来让读者自己感受到文章的总体印象 (dominant impression), 也就是说, 作者的角色要从文章里撤出来, 把笔墨完全集中在描写对象上。

(2) 描述过于松散, 恨不得把公园的各个方面都能写进去, 既写了公园大门, 又写了淑女湖, 还写了儿童游乐场, 最后又提到公园在周边区域的重要性, 总之描写范围铺得太广, 内容不集中。下面是修改后的文章, 它不仅在文字上做了进一步加工, 更重要的是它在内容上克服了以上两个弱点, 把笔锋转移到了公园的一个方面——淑女湖, 这样文章便更富有深度。因为文章的笔墨更集中了, 作文题目也相应做了改动。

Student Essay

Description

Revision

The Unforgettable Lady Lake

1. Lady Lake, situated in Little Creek Park in my hometown, wears her usual turquoise dress with a white marble waist belt, the marble arch bridge. The willow twigs, just like her loose and long hair, reach her feet and dance with the wind. With the foggy haze in the early morning before sunrise, she drapes over her shoulders a large piece of white gauze. You feel the dew particles land on your skin in the wake of a breeze, giving you a sheer sense of satin sliding down your face and limbs. After the sun comes out, she takes off the gauze and reveals her light green dress scattered with twinkling stars. She wears a gray shawl when it is cloudy, and after sundown she has a dark blue night

gown, so flimsy that you could almost see the quiet tenderness underneath.

2. You can also feel her tenderness and flexibility when you dip your hands into the lake, and you can caress her almost sensual body movement and watery rhythm as you slowly glide your fingers back and forth in the water. If you tease her by skimming little pebbles over the lake, she will always smile at you until the ripples gradually calm down. Best of all, you can have a nice chat with her, to unload all your secrets on her. Quiet and calm, she is a patient listener and never deserts you. You can hear the words she murmurs to you and even feel her sweet breath in the cool humid fresh air.
3. Then, you climb the small hill by the lake, which is dotted with thick patches of evergreen pines and cypresses. All kinds of grass and wild flowers grow vigorously under the trees; mauve chrysanthemums, yellow dandelions and the mature white ones, and many other kinds of unknown flowers. You may gather some of these flowers, make a colorful garland, put it on your head, and be the prince or princess of the forest. You may also pick up a white dandelion, say your wishes silently and give a puff. Dozens of white little umbrellas with dandelion seeds will disperse and fly high in the air until at last, when the wind is right, they find their new homes on the lake.
4. At the top of the hill, you can sit down on the soft green grassy bed and watch the sunset reflected on the lake. The sun falls reluctantly behind the distant mountains, releasing its final rays of fire in the western sky. The marble arch bridge and the willow leaves are all painted with a golden hue. And all these

glories are mirrored in the lake. After the sunset, all is quiet, tranquil, and serene. The lake turns dark slowly and gives all the brightness away as if she has no need to treasure the glories of today, because she can recapture them once again tomorrow.

由于本教材采用的是写作过程教学法，因此在每一个作文题之后都安排有同伴评估（peer evaluation）的练习，这样一来可以帮助学生在写作过程中修改文章，二来可以互相学习对方是怎样处理同一类型的作文题，同时还可以增强作者的读者意识。评估都是围绕着特定的作文题要求和所学的写作技巧而进行的。更具体一点，就是把写好的第一稿带到教室来，并找一个同伴做相互评估，根据评估结果再重新审视文章进行修改。

在后面的章节里，我们将沿着写作过程的方向，按照挖掘题材、具体写作和修改文章这三大步骤，对与之相关的写作技巧逐一讲解。