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中学教师进修高等师范本科(专科起点)教材

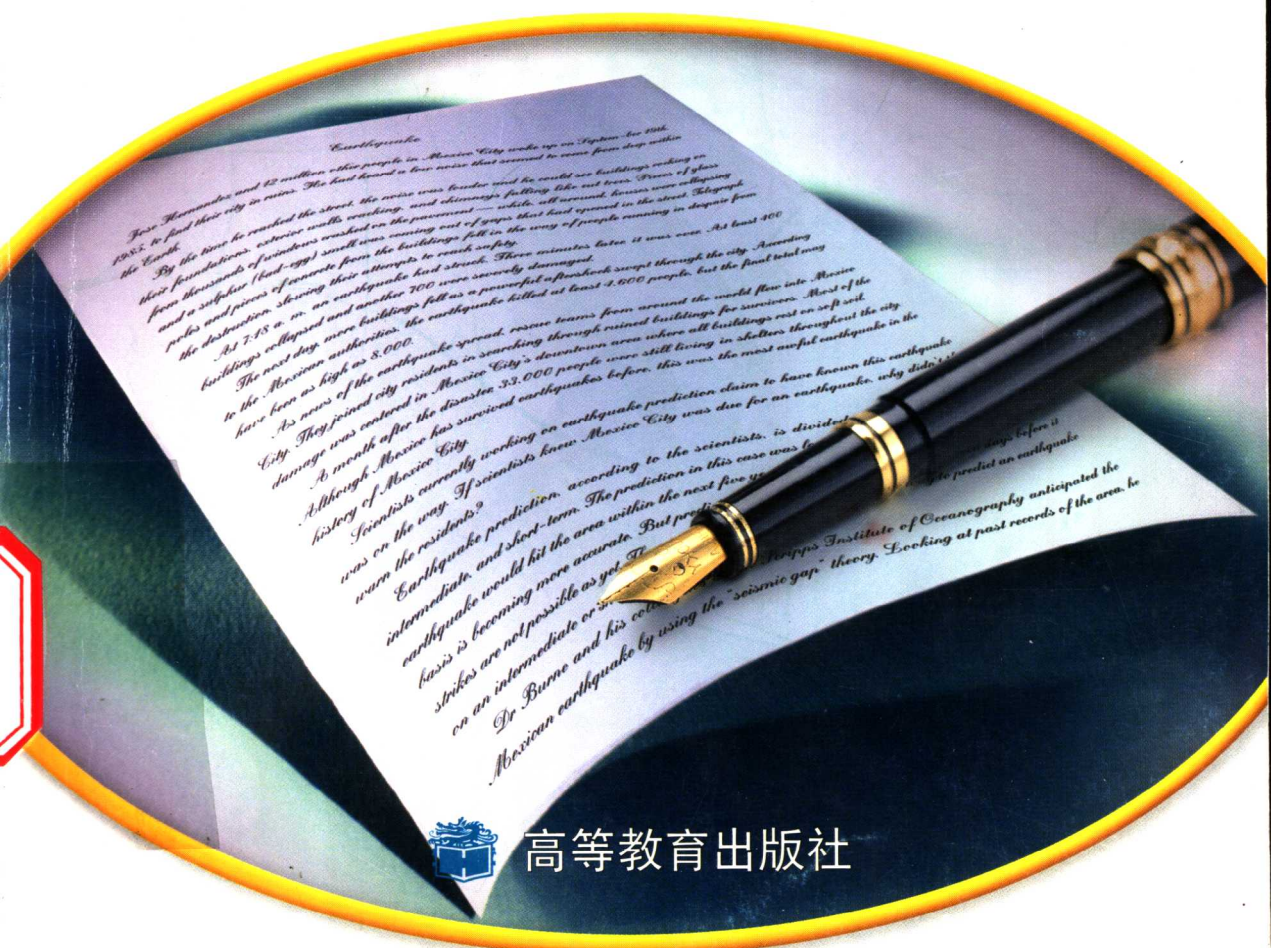
专升本

● 总主审 秦秀白

# 英文写作

## English Writing

刘家荣 主编



高等教育出版社

教育部规划教材  
普通高等教育英语专业基础阶段教材

第十版

主 编 李 冰

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第三版



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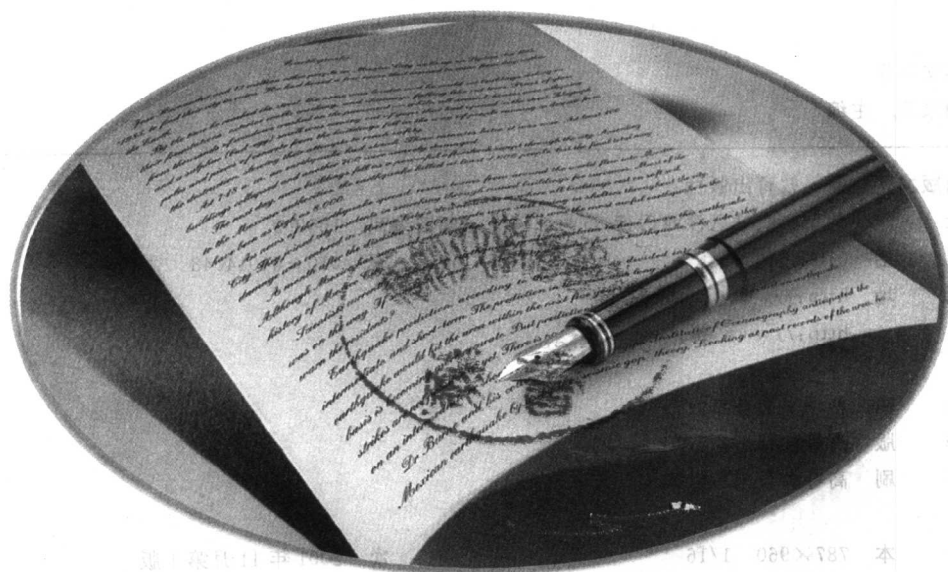
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# 英文写作

## English Writing

刘家荣 主编

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贾志高



高等教育出版社

## 内 容 简 介

本书是教育部师范司组织编写的“中学教师进修高等师范本科(专科起点)”规划教材。全书共8章,按照由小到大,词、句、段、篇的次序安排。

本书可作为中学英语教师进修高等师范英语专业本科之用,亦可供非英语专业人员和广大英语爱好者自学英语之用。

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## 前 言

目前社会上为高等院校学生编写的英语写作教材已有数种,但尚缺一本专门为专科起点的中学英语教师进修高等师范本科而编写的英文写作教材。为了填补这一空白,由教育部师范司和高等教育出版社发起和组织,我们编写了这本教材。

本书编写的指导原则是:(1)以具有大专学历的中学英语教师为主要对象,为他们进修高等师范本科英语专业提供英语写作方面的训练。(2)重点放在写作技巧方面的培养,将理论阐述和问题说明控制在最低限度,并力求简明扼要,通俗易懂。(3)为了培养学生用英语思维的能力,克服汉语思维方式和汉语写作习惯对英语写作的干扰,在第二章使用了少量汉语例句,通过对比,提醒学生的注意。(4)考虑到教学对象的职业特征,特设专章讨论各种类型的英语写作练习的设计。

本书各部分是按照由小到大,词、句、段、篇的次序安排的。第八章则自成体系,可作教师和学生的参考,不必都进入课堂。

根据《中学教师进修高等师范本科(专科起点)教学计划》(试行)英语专业对本课程教学课时的规定并依据专升本教学的实际情况,建议师生在使用本教材时参考如下的课时分配方案:

教 学 内 容	课 时 分 配					
	脱 产			函 授		
	授课	自学	合计	面授	自学	合计
第一章 选词与修辞	6	6	12	4	8	12
第二章 写出正确与合适的句子	8	8	16	4	8	12
第三章 段落的组织与发展	10	10	20	8	16	24
第四章 文章的谋篇与布局	10	10	20	8	16	24
第五章 实用写作训练	8	8	16	4	8	12
第六章 论文写作	8	8	16	6	12	18
第七章 格式规范与标点符号	4	4	8	2	4	6
总 计	54	54	108	36	72	108

参加本书编写工作的有:刘家荣(第六章)、贾志高(第四章、第七章)、林文治(第二章)、刘承宇(第一章)、张凤英(第三章)、蒋宇红(第五章)和张俊(第八章)。由教育部师范司和高等教育出版社安排,特聘华南理工大学秦秀白教授为

本书主审, 在西南师范大学任教的美籍教师韩子瑞(Zachery Hany)通读了原稿并提出许多意见。在此, 特向他们表示感谢。

编 者

2000.11.2

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# Chapter

## *Using Appropriate Words and Rhetorical Devices*

### **□ Using Appropriate Words**

The English language has a large vocabulary: over 400,000 entries are collected in *The Oxford English Dictionary*. The social and technical progress is contributing new words and expressions to this large vocabulary each year. As a learner of English, it is impossible and unnecessary for you to master all of them. Instead, you should develop an awareness of the uses of various types of English words so that you can learn to use the words that are most useful and most often used to express yourself and learn to put into proper use the words which are restricted to certain purposes or occasions.

#### ***1 Types of words***

##### **1) Common words, technical words, and nonstandard words**

In the English vocabulary, only a few thousand words are used by ordinary people in daily communication. These are the most useful words, or *common words*. They form the core of the English vocabulary which can be used on all occasions. As a learner of English, you must learn and remember these words. Most of the words in the paragraph you are reading now belong to this group, such as *in, the, are, use, these, ordinary, occasion* and many others.

In contrast, *technical words* denote technical concepts and are generally associated with certain fields. For example, you may use words like *chromosome* and *clone* in talking about genetic engineering; *Internet* and *e-mail* in computer science; *arthritis* and *hepatitis* in medicine. A good knowledge of such technical



words enables you to communicate effectively in the related fields.

Some words are only used in dialect or by illiterate speakers. They are not used in standard English and are thus termed *nonstandard words*. You should never use these words in your writing unless you are recording the speech of dialect or illiterate speakers. For example, *I ain't got nothing* may mean *I haven't anything*; in daily speech *terrific* is the colloquial word for *wonderful*, *marvelous*, or *excellent*.

## 2) Formal words and informal words

In terms of stylistic effect, English words fall into two categories: *formal* and *informal*. For example,

INFORMAL	FORMAL
blow up	explode
cut down	reduce
fire	dismiss
job	position
leave	depart
same	identical
tired	fatigued

## 3) Commendatory words and derogatory words

The difference between commendatory words and derogatory words lies in tone: the former type of words speak of somebody or something favorably whereas the latter in an attempt to damage or take away one's credit. *Famous* and *notorious* both indicate "being widely known," but they differ in tone: *famous* implies a favorable sense while *notorious* bears an unfavorable flavor, e.g.

- (1) He is *famous* for his fine arts.
- (2) Hitler was a *notorious* aggressor.

A careful choice of commendatory words and derogatory words can effectively convey the writer's attitudes. A good example is Winston Churchill's diction of a series of derogatory words when referring to Hitler and the Nazi army in his famous "Speech on Hitler's Invasion of the U. S. S. R.":