

# Highlights

## 大学英语作文 语言与技巧

College Composition Writing: Language and Skills

汪福祥 著

重中之重，语言基本功！

强中之强，奇思加妙想！

解燃眉之急，增写作功力！

外文出版社

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[sales@flp.com.cn](mailto:sales@flp.com.cn)

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作 者 汪福祥

责任编辑 蔡 箐 李春英

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# 前 言

中国学生用英语写作所面临的困难,大体可归为以下三个方面:一是语言功底和语言意识,二是知识的广度和思想的深度,三是写作意识和语用技巧。谈到语言基本功,李赋宁教授的一句幽默倒很有意思:“不是我们中国学生无能,而是英语太‘狡猾’。”

首先来谈谈英语单词的“狡猾”。仅以 develop 和 nurse 两词为例。这两个词的语意范围很广,然而,这两个词让大多数中国学生“拿”到手的只不过是“发展”和“护士”之意。再以 communicate 或 snake 这样的熟悉词为例。学生们很难写出诸如 He is able to communicate all his ideas to his boss. 或 The river snakes down the valley and joins the other rivers on the other side of the mountains. 等的语句。坦率地说,中国学生的词汇量不小,但因对词义理解和把握的范围有限,运用水平也就十分有限。总之,吃不透词义,把握不准词义,都是影响学生语言基本功的重要因素。

在语言基本功方面,时态、句子结构也是学生不易掌握的难点。仅以现在进行时为例,在其功用的六个范围内,中国学生最多也只能用上一两个。至于其它时态的正确使用,学生仍存在程度不同的困难。英语的句子结构也是使人感到头疼的事。纵观大学生的英语作文,通篇的语句基本上是简单句,有的甚至把简单句都写错了。诸如主谓结构的“残疾”、谓语动词和宾语的搭配不当等现象也是随处可见。

除语言基本功外,拥有丰富的思想内容也是一件大事。我们假设让学生就 Disadvantages of Modern Advertisements 这样一个题目列出一个论据的详单,相信很多学生列出的论据仍很有限,有的举了一大堆的例子而缺乏严谨的归纳。“我不知道写什么”是学生

常说的。这表明,学生尚缺乏丰富的思想和知识。

当然,有了语言功底和思想内容,还得有良好的写作意识。所谓写作意识,实指思想的表达能力和表达技巧,其中包括:(1)句子的结构及结构变化,(2)句子与句子的有效衔接,(3)论点和论据的有机配合,(4)段落构思与设计,(5)篇章总体结构的设计,以及(6)思想或信息的组织,等等。特别是有关论点和论据的配合,学生尚缺乏应有的意识。

为了帮助学生解决上述三大问题,我们编写了这本《大学英语作文语言与技巧》。近四年来,笔者一直在辅导学生进行八级写作的模拟写作练习。从学生被辅导前和被辅导后水平提高的幅度来看,写作意识的培养是不可忽视的。笔者所在学校学生的作文平均分数从 11.2% (1999 年)增加至 12.3% (2000 年)和 13.6% (2001 年),排除学生的自身因素,写作技能的辅导和写作意识的培养是有明显收效的。这大概也就是笔者宁可牺牲有关学术论文的写作而坚持要使此书与学生见面的主要原因之一。

本书有以下三方面的特点:一是可操作性,二是引导性、启发性和实用性,三是重选材的广度和内容的充实。首先,本书具有很强的操作性。以第一章的内容编排为例。其中的“范文总览”不但为教师提供了较新的思路,而且也为学生自学提供了层次清楚的引导。除此之外,每章每节中都有相关的“提示”和“练习”。学生可以根据这些“提示”进行自研、自习,教师则可以根据练习内容做出自己的选择。第二,本书具有很强的引导性和启发性。书中每节内的“提示”主要用以启发和指导,而每节中的“范文”都具有某个方面的引导性。第三,本书内容较新、选材较广。书中绝大多数的范文都紧扣时代脉搏。以上这些对学生信息量的提取无疑都是大有益处的。

最后再强调一下使用本书的要点。第一,由于本书高度重视写作思路的引导性和启发性,因此,读者应特别注意书中“提示”部分的内容。第二,本书所提供的“范例”或“范文”均可用来进行模仿写作。若是读者能根据书中的提示深入领悟“范例”的写作方

法,相信一定会有所“顿悟”。第三,本书所提供的“练习”是强化写作意识的必要途径,因此,读者应根据书中的“提示”静下心来把规定的练习做完、做好。

最后需要指出的是,本人原准备用英文撰写书中的所有内容,但考虑到我国读者的习惯还是“忍痛割爱”,把很多说明性的文字用中文表达。对于本人来说,这仍是个不小的遗憾。此外,尽管本人尽力使本书更完美,但书中仍不可避免地会存在这样或那样的问题。在此,笔者希望大家对此书中所存在的不足之处给予指正。

汪福祥

于北京第二外国语学院

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## 第一章

# 大学作文写作概览

## 导 言

根据心理学有关视觉的研究理论,人类视觉对物体信号的接收往往是从整体感知到局部感知。心理语言学有关信息提取的研究也表明,心理词汇的提取与信息场或“语境”密切相关。出于此因,我们在本章内首先向读者介绍作文全貌,加之每篇范文之后的分析,使读者对作文的轮廓获得一个总体印象,然后再通过相关的章节把有关的细节介绍给大家。

## 1.1 作文范文总览

### 范文 1

下面这篇题为 A Vote Against Computers 的作文是一篇较有代表性的大学作文。该文在论点的组织、句子的递进、段落的设计和整体的构思四个方面成功地论述了作文的主题并圆满结束了全文的讨论。请注意每段后面的中文提示,认真体会文中划线部分的语句在全文中各自发挥的作用。

#### A Vote Against Computers

[开篇段] I was excited when my English composition instructor announced that computers would be a major part of our writing course. I was even thrilled while touring the new computer lab to see all the magical-looking machines with their glowing green screens. The machines hummed as if they were alive. I thought to myself excitedly, "We're living in the middle of the computer revolution, and here's my chance to get on board." But three months later, I've had some second thoughts. I now believe that computers are by no means a good idea in the writing classroom. It does not help me plan a paper, it requires too much time and trouble to use, and it has changed our instructor from a teacher to a mere technician.

(注意此段中 But three months later ... 一句在全段中的作用以及在该句之前和之后的语言内容。特别注意该段结尾的三句话并体会这三句话与下面正文段的关系。)

[正文段 1] To begin with, the computer does not help me plan a paper. When I start an essay, I like to use a yellow pad and scribble out my ideas. I may write a couple of sen-

tences, scratch them out, and then write a few more. I may make a couple of outlines, and then cross out parts of them, and then combine those leftover parts to make a third outline. I may go back to some idea I rejected at first and write another idea in the margin. I may circle something from one part of the page and join it with something on another part. At any one time, I want to see everything I am doing in front of me. With a computer, however, I can't do all that. If I delete something, I can't look back at it later. If I write too much, I have to scroll back and forth, since not everything can fit on the screen at once. There's no room in the margin for questions. And I can't circle things on the computer screen and connect them the way I can on a sheet of paper. Our first impressions are sometimes very valuable and I can always use what I first write later in the writing process. But the computer deprives me of almost all the advantages, and a computer does not allow us to replan.

(体会该段第一句与开篇段的连接及在此段中的作用。)

[正文段2] Next, the mechanics involved in using a computer are complicated and time consuming. Before I can get down to some honest-goodness writing, I have to show the computer lab technician my student ID card and sign out the appropriate software. Then I have to find an open terminal, turn on my computer and monitor, insert the proper disks, create or find a file, and set the required format. When the writing is finished, I have to make sure that my work is properly saved, that there's paper in the printer, and that the printer is on-line. And at any point, when I have mechanical problems or questions about the

computer, I have to wait five or ten minutes or more for the teacher or a student technician to come to help me. Worse of all, I am not a good typist. I spend half of my time hunting and pecking for the proper letters on the keyboard. If I had wanted to get a lot of typing practice, I would have taken a typing course, but this is supposed to be a writing course.

(体会该段第一句与开篇段论点的关系及在该段中的作用。)

[正文段3] Finally, when we meet in the computer lab, the teacher spends most of the class walking around and helping students log on and off the computer, handing out and collecting software, and trying to locate and retrieve lost documents. I sat here the other day watching the class trying to write on computers, and my impression was that 75 percent of what the teacher did involved computers rather than writing. I've had other writing courses, before computers, where the teacher spent a lot of time going over students work on a one-on-one basis or in a class discussion. It was in this workshop setting that I believe my writing improved the most. Now, my professor has much less time to devote to individual help and feedback. She's too busy being a computer trouble-shooter.

(体会该段第一句与开篇段论点的衔接以及在该段中的作用。)

[结尾段] In conclusion, it may be wise to take another look at the use of the computer in college writing courses. At first glance the computer offers excitement and a world of promise, but I think there's a serious question about

whether it actually improves students' writing.

(注意划线部分的内容与该文主题的关系。)

分析:首先,该文在开篇段用 I was excited 的语句引导出一个背景,然后用 But three months later 的语句作为转折,引导出该文的主题。但是,由于开篇段谈到了 It does not help me plan a paper, it requires too much time and trouble, it has changed our instructor from a teacher to a mere technician 三个方面的问题,所以作者用了三个正文段分别论述这三个论点。第二,正文段对论点的论述是按照开篇段三个论点所出现的顺序依次安排的,而每段的主题句均出现在段首,其后的论据也是较详实的。第三,该文的结尾段有明显的结束提示(In conclusion),最后一句是对全文讨论的总结,也是作者最后提出的个人见解。无论是从篇章结构的设计,还是从论点和论据的有机结合,或是思想组织和语言表达等方面讲,该文基本上达到了大学作文的写作要求。

## 范文 2

下面的范文也分了五个自然段:第一段为开篇段,第二、三、四段为正文段,第五段为结尾段。请仔细阅读全文,注意作者在开篇段中引出全文论点的写作方法,然后体会三个正文段与开篇段论点的关系。最后注意各段划线部分的语句以及作者结束全文讨论的方法。

### The Benefits Of Television

[开篇段] We hear a lot about the negative effects of the television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful to listen to records or to eat too much. However, when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment, and education

(注意第一句和由 however 一词引出的句子在全段中所发挥的作用,然后找出该段的论点。)

[正文段 1] First of all, watching TV has the value of sheer relaxation. Watching television can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people are looking forward to a time when they can truly relax by doing something totally different. And watching TV can just help people attain that end. Of course, watching TV also helps reduce stress in some people. The benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours spent in watching TV.

(注意段首句与开篇段的衔接和该句在全段中所发挥的作用。)

[正文段 2] In addition to being relaxing, television is entertaining. Along with the standard operas, dramas, and games shows that provide enjoyment to viewers, television offers a variety of movies and sports events. Moreover, viewers can select a different channel and there are more than 30 channels now. And if the viewer does not like the TV program, he can also switch on his Video player, insert a disk and watch a film he prefers. All in all, television gives much fun, as there are sufficient programs that can entertain people with different likes.

(注意段首句和全段内容与开篇段论点的衔接方法。)

[正文段 3] More important, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street, that use animation and



puppets to make learning fun. Adults, too, can get education from courses given on television. Also, television widens our knowledge by covering important events and current news. Viewers can see and hear important people's speeches, state conferences, natural disasters and important events that are happening either at home or abroad. Finally, a television set hooked up to a home computer can help its owner learn how to manage the household budget, invest in the stock market, or master a foreign language.

(注意段首句与开篇段论点的衔接以及段首短语的变化。)

[结尾段] Perhaps because television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of television should not be ignored. We can use television to relax, to have fun, and to make ourselves smarter. This electronic wonder, then, is a servant, not a master.

(注意该段结尾的方法,特别要注意转折词 however 之后的内容。)

分析:第一,该文在开篇段用转折词 however 引出了三个论点,即: relaxation, entertainment, education,但在该论点的提出之前,作者用 Obviously 一词交待了“看电视”的弊端,这便是该段提出论点所采用的有效方法之一。第二,第一个正文段用 First of all 这样一个指示词引出该段的主题,relaxing,然后围绕这个主题用实例对此进行阐述。第二个正文段使用指示词 in addition to 引出该文的第二个论点,entertaining,而全文的论据有力地证实了看电视的“娱乐性”。第三个正文段一开始,作者用 More important 这样一个不同的指示词引出该段的论点,education,并用足够的论据论述了这一主题。该文正文段的成功主要取决于三个段落段首词的安