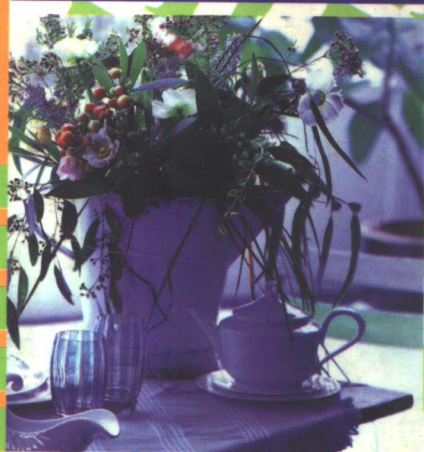


# 中国 大学生 英语 作文评改

★编著 毛荣贵  
Dorine S. Houston



上海交通大学出版社

# 中国大学生英语作文评改

**Student Compositions Examined**  
**English Compositions Written by Chinese University Students with**  
**Comments and Improvements**

毛荣贵 (美) Dorine S. Houston 编著

上海交通大学出版社

## 内 容 提 要

本书为中美学者借助“信息高速公路”倾力编写的大学英语作文教学的专著。荟萃了全国数十所大专院校 100 篇英语作文,本书对此有一分为二的点评、有细致入微的修改、有周到可信的说明。全书共分校园风景,老师您好,掩卷凝思,热点话题,江山多娇,思考人生,纵论横析,七彩生活,初涉尘世,人物素描,说爱谈情等 11 个专题,每个专题的单篇由三个部分组成:① 导读部分,由中美编者对作文作整体评价,准确扼要,辅以例句;② 正文部分,对作文中修改过的句子划线编号;③ 评改部分,对每一句经过修改的句子,提供原句,供读者比较,同时还提供“修改说明”。修改内容广涉冠词、时态、语态、语气、词汇、拼写、标点、大小写、惯用法、主题句的设定、同/近义词的选择、句子的衔接、段落的安排、乃至思想内容的商榷等等。本书还向读者忠实展示了美国教授对百篇作文所折射的形形色色的中国文化的反映与评价,中西文化在书中碰撞、交融。

本书可供英语爱好者选读。

## 中国大学生英语作文评改

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## **Dedication**

This book is affectionately dedicated to  
Yao Qiangzhen  
and  
Stuart S. Houston  
in gratitude for their love and patience  
during our long hours of work.

## **谨以此书献给**

——毛荣贵的夫人姚蔷珍  
和 Dorine S. Houston 的丈夫 Stuart S. Houston  
诚挚感谢他们的崇高爱心和倾力支持。

# 前言

## I. 题外之言

许许多多已知或未知因素在无序而又充满“假如”的交会、接触、碰撞中撮合某事的现象在生活中并不鲜见。事后，人们往往惊叹：在众多的“假如”中，只要其中的一个稍有差池，那么，一件办成的事则可能早已“泡汤”！

在《中国大学生英语作文评改》一书搁笔之际（严格说来，应是“撒手”之际，因为本书的写成全仗电脑，压根儿没用过笔），笔者油然而生此感慨：此书的面世似是一种天赐。假如我在横贯美利坚的九个城（镇）市之旅中“无幸”结识本书的另一位主编——Dorine S. Houston 教授，本书也许就完全不是现在这个模样了。而我与 Dorine S. Houston 教授的相识本身就极富戏剧性。

1996 年 10 月～11 月我应美国驻华大使 James R. Sasser 的邀请访美。费城是我访问的第二站。10 月 21 日费城国际访问者中心 (IVC of Philadelphia) 安排我参观该市的 Nationalities Service Center。该中心的 President, Mr. Michael Blum 向我详细介绍了该中心的 ESL 的教学情况。我参观了该校的教学设备，并饶有兴趣地听了两个班级的课。正当我与 Mr. Michael Blum 握手告别的时候，一位女教师从我们身边匆匆而过，这时，Mr. Michael Blum 叫住了她，并介绍说，她对作文教学颇有研究。而访美之前，我的《英语写作纵横谈》一书刚刚脱稿，交给上海外语教育出版社。当 Dorine S. Houston 教授邀请我去她的办公室一谈时，我便欣然同意。在她满是书籍的新办公室里，我们交流了对英语写作教学的看法，谈得十分投机。握别时，尚有许多问题不及细论，Dorine S. Houston 教授热情邀我晚上到她家去续谈。

原本说定，当晚七点之前 Dorine S. Houston 教授会给我一个

电话。七点整了,可是,位于市中心的 Warwick Hotel No. 924 房间里的电话仍然沉默不语。美国人不都有守时的美德吗?此次聚会就这样取消了?我心里很纳闷。七点零五分,我打电话通知住在同一旅馆的美国陪同 Mr. James Lambert,准备和他一起去 Chinatown 用餐。陪同在电话里说,再等十分钟。七点十五分,正当我起身离开时,室内的电话铃突然响了。是她的声音!她喘着气,连声道歉,说遇到一点急事,电话打迟了。她请我马上去作客。那天晚上,她和她的丈夫以典型的美国晚餐招待我,并兴致勃勃地继续了上午的话题。餐毕,她热情地向我演示了电脑上 E-mail 的运作。当时我家的电脑尚未与国际“接轨”。这是我第一次目睹这现代通讯的杰作!深夜告别时,我补充道,等我的电脑连网后,第一个电子邮件是发给你们家的!

两个月后,我的电脑终于连网!我的第一封电子邮件就是从上海家中顺利发往他们家里的。始料未及的是,E-mail 不仅使我们通了信,而且使我们通出了这一本书。假如,10月21日上午我在同 Blum 先生告别时,Dorine S. Houston 教授没有从我们身边走过,假如,当天晚上 Mr. James Lambert 在电话里不是说“Let us wait another ten minutes”,而是说“Yes!”,假如,Dorine S. Houston 教授当天晚上再迟五分钟打来电话(注:我们行色匆匆,次日上午我们就从费城飞往 Ann Arbor, Michigan 了),假如……

## II. 言归正传之一

1996年第三期的《科技英语学习》刊登了一则征编《中国大学生英语作文选》的启事,结果,应者如云。面对众多的各地来稿,我亦喜亦忧。喜的是,其中佳作叠现,美文可餐;忧的是,百余篇作品,水平参差,须雕须琢。原封不动地编入“作文选”,显然欠妥。然而,谁来执此雕刀刻凿?尽管我已执教英语写作多年,精耕细作,不敢稍懈,批阅学生习作所写的文字超过习作本身的文字也是常事,尽管我研读了校图书馆里的所有中外版本的关于英语写作的专著,尽管我自己也“纵谈横论”英语写作近40万言,尽管……然而,我还是心“虚”得很。

此书的评改,最好有 native speaker 的参与,而且,不是一般意

义上的 native speaker,而是执教多年英语写作且又十分敬业的 native speaker! 天赐良机,我在秋天的访美中结识了 Dorine S. Houston 教授;而我的电脑又及时雨般地向国际“接轨”了!当我端坐在电脑前,轻按鼠标,在数十秒之内,将 100 篇应征习作只字不差,一点不漏地传送到地球背面的美国费城时,我曾望着头顶那根细细的电话线发愣良久:这是真的吗?这是真的吗!

笔者将这次与美国教授合编此书的过程视作一次再学习的良机。虽然,Dorine 教授有其独特的行文风格,但是,她的评改也在较大的程度上反映了美国英语的最新发展和变化。在评改的过程中,笔者时时感到自己对英语的种种传统的理解和认识受到冲击,需要更新。

庆幸和惊愕转瞬即逝,在 100 篇习作的往返传递和精评细改中,我始终抓住了一个主题:美国英语的新发展和中国学生的老毛病。

### 一、Topic Sentence 和“画龙点睛”

“主题句”是一个引进的概念。它是 topic sentence 一词的汉译。Webster's New World Dictionary 对 topic sentence 的释义为: the principal sentence, setting forth the main ideas and coming usually at the beginning, in a paragraph or section of a discourse, esp. of an expository nature.

这里的 usually at the beginning 几个字是我们必须睁大眼睛看清楚。国内有些英语写作的教材在言及 topic sentence 的位置问题时,轻描淡写、主观随意。给读者的印象是:主题句设在段/文首、段/文中、段/文末皆可,甚至隐含在文中也可。这就给我国的读者一个误导。这种说法显然与“usually at the beginning”相悖。笔者曾就美版的 Reader's Digest 和 Time 两本期刊的 100 篇短文做过调查,发现其中仅有两篇其 topic sentences 较为模糊,而有 68 篇的 topic sentence 均被置于文/段首,其余 30 篇已经将段落的 topic sentence 升格为小标题。比如 1996 年第 12 期的 Reader's Digest 中的 You Can Raise Your Child's I. Q. / In Search of the Perfect Pearl/ He's Shooting the Doctors! / Gain an Extra Hour Every Day/ History Hollywood Style/ Attack of a Giant Tusker 等文均设

黑体字的段落小标题,十分醒目,有些小标题连在一起,整篇文章的内涵即“水落石出”。其中的一篇 Gain an Extra Hour Every Day 共设七个黑体字小标题(Use your peak hours wisely/Make a plan/Prioritize paper work the same way/ Discourage drop-ins/Tame the telephone/Work while waiting/Take a break),即使不读全文也能了解全文的要旨。

这种小标题的运用可以视为主题句的异化,更可视作为对主题句的改良。随着信息社会的空前发展,人们越来越需要形形色色的传媒(尤其是文章)的一目了然、重要信息的凸现以及阅读的省时高效。人们已渐渐不满足原有的主题句,于是,文章的小标题(包括电子邮件须拟定的 Subject)便应运而生。再回过头来看一下我们的汉语。

宋朝的严羽在《沧浪诗话·诗评》中写下了“太白发句,谓之开门见山”后,“开门见山”便演变成汉语的一个著名成语。现在人们用它比喻写文章或说话一开头就谈本题,不拐弯抹角。但是,此成语并不构成对写作的任何约束,充其量不过是一种赞许和提倡。

同时,我们不能忘记汉语另一个成语——“画龙点睛”,它常用于比喻说话作文,在关键上用一两句话点明要旨,使全篇精警得神。这两个成语暗示我们,“点明要旨”的所谓“睛”(不妨视作“主题句”)不是在前,而是在后。因此,这就与 topic sentence 的 usually at the beginning 的“位置概念”发生直接冲突。

如果我们把所谓 topic sentence 的位置问题放在两个大背景下去考虑——第一,当代英语的发展对文章主题句的设定、重要信息的凸现提出了更高的要求;第二,汉语写作对有无主题句以及主题句的位置并无特殊的要求,甚至“主题句”这一概念尚属“引进”——那么,我们就不难理解:为什么中国学生在英语写作中轻视甚至无视所谓 topic sentence 的设定及其局首的位置;为什么 Dorine 教授在主题句的问题上显得如此“顽固”。她对本书大约 30% 的习作中 topic sentence 的准确设定及其位置问题不厌其烦地提出了异议及修改意见,并代拟了不少 topic sentences。

以本书的 Applause on the Bus 为例,该文写一个女孩在公交车上为老人让座,不料在侧的三位男青年竟嗤笑女孩,更令人不解



的是,女孩的母亲也责怪了她。此时,“我”实在看不下去,就带头为女孩的行为鼓掌,车厢里响起了一片掌声。原文的开头:

In this world, we should think more of other people than of ourselves. By so doing, our world will be full of happiness. This, of course, is my personal view. But it is a lesson I have drawn from one of my own experience. So now, I would like to share that experience with you, my dear reader.

One day, on my way to school, I took a very crowded bus...

这样的开头,自然而又不俗,符合汉语写作的习惯。然而, Dorine 出乎意料地写道: This is essentially a solid essay. The writer uses an anecdote to make a point... Now we just need to give it a good, strong topic sentence using the writer's own ideas to form it. 接着, Dorine 还代拟了 topic sentence:

A little girl taught me, and a busful of people, an important lesson about the importance of thinking more of other people than of ourselves. One day I took a very crowded bus to school...

又如, English Corner 一篇的开头是这样的: It was a Monday evening. Linsay, a freshman, came to my dormitory and asked me if I could go with him to practise spoken English at the English Corner. I agreed with pleasure.

中国读者会觉得这样的开头叙事清楚,可以接受。可是, Dorine 认为: If a native speaker of English wanted to make the same point, it would probably be announced at the beginning, something like, "I learned from Linsay, a freshman, that even people who irritate us with their braggadocio can offer us valuable insights. One Monday evening he came to my dormitory and asked me..."

本文的主旨 (Even people who irritate us with their braggadocio can offer us valuable insights.) 被“硬性”拉到了“开门见山”的位置上! 在中国读者看来,这一点似可商榷,因为,层层剥笋,步步探旨的写作方法也别有韵致。然而,入境问俗,入乡随俗。 "the principal sentence, setting forth the main ideas and coming

usually at the beginning”这样一条基本原则在英语写作中是不容“讨价还价”的。

另一个与主题句息息相关的问题是文章的分段。笔者一而再地发现,中国学生写作喜欢分段,或可醒目,或可增加层次感。而美国教授却十分固执地坚持不分段,叙事的作文如此,说理的作文也如此。

本书的 On Honesty 属议论体。原文分两段,在大段说理之后,文章的结尾独立成段: Both for people and for governments, honesty is necessity and key to survive, develop and perfect — it is really the best policy.

作为全文的收尾,另启此段,可以突出主题,强调主旨。汉语写作对此独立段落绝不会持异议。然而, Dorine 教授却坚持将此段并入上段,认定: This is not a new paragraph. 并写下了以下的文字加以强调:

It is necessary to stress here that an English paragraph does not end until everything that the writer has to say about the topic sentence has been said. Many student writers in China have a habit of separating the topic and conclusion into separate paragraphs, which I can only think comes from the rhetorical patterns of Chinese. These things must be viewed differently in English. We only change the paragraph when we are introducing a new idea. Second and third points that support the topic do not qualify as new ideas.

这一段话令读者恍悟:为什么本书不少习作的段落被纷纷取消而合并入上段?这与 topic sentence 有涉!因为有段就应有 topic sentence——这就是英语写作的一个传统概念,而在信息化社会的今日,更是一个不容商榷的逻辑。

## 二、代词的困惑

与汉语相比,英语的一个显著特点是:大量使用代词以避免同一词语的重复出现。其量之巨,常令我们眼花缭乱。汉语却反其道而行之:不以代词替代而不厌其烦地重复同一词语。许多学生记取了英汉的这一差异,在习作中喜用英语代词。this 和 that, the

former 和 the latter 拿来就用。

然而,语言发展的普遍规律告诉我们:任何语言均讲究精练,但绝不会以表达的模糊含混为其最终代价的。比如有学生写道:

To learn English well, we need not only to learn its classics but also to read about its modern life.

此句出现两个 its,前者尚可理解,而后者就令读者不知所云。为了准确达意,我们不得不舍简而求繁,将上句改写为:

To learn English well, we need not only to learn its classics but also to read a lot about the modern life of its speakers.

本书有几处删除代词,复用名词的评改。因为,比较之下,使用名词能使表达更加明晰。现举一例:

... one piece of information relating to his or her problem is time-consuming.

上句被改为:

... one piece of information relating to the searcher's problem is time-consuming.

现代英语照样使用代词,但是,与传统的用法相比,使用代词似乎更强调与其指代对象的“距离”,更讲究“代”(pronoun)与“被代”(antecedent)之间的“紧靠”原则,以提高语言表达的清晰度和精确度。相反,我们的学生在使用英语代词时则常常“忘路之远近”,让代词与其指代对象彼此遥隔,这样的例子在习作中屡见不鲜,然均一一遭“痛改”:

a. If every student cherishes this idea and that puts it into practice, nothing can prevent him from improving his oral English. (改为: If every student cherished the idea of just speaking up without fear and put it into practice, nothing could prevent him from improving his oral English. )

b. The former gives confidence in life, the latter causes one to lose courage and strength. (改为: “Little Grass” gives confidence in life while “The Deep Sea” causes one to lose courage and strength. )

c. What is happiness? Everyone has a different response to it. (改为: What is happiness? Everyone has a different response to this

question. )

以上三句的修改意见几乎一致。即：

You cannot use a pronoun because it is too far away from its antecedent.

### 三、简与繁

受到种种传统语法书和词典的束缚,学生的遣词造句往往不敢越“雷池”一步。由于对英语的某些新变化新发展缺乏了解,行文累赘繁琐。

1. 介词 of 和 N's 形式常用于表示“所属关系”,但是,现代英语更加自如而又简洁地运用 Noun + Noun Construction; 用 Dorine 的话来说,那就是: We prefer to use the first noun as a modifier of the second. 如:

the science of computer 可简洁地写作 computer science,

as President of the Students' Union 可简洁地写作 as President of the Student Union。

又如: We should expand channels for attracting foreign investment, including foreign government's loans. 句中的 foreign government's loans 被简化为 foreign government loans。

2. 在传统的语法书里,现在分词短语作状语表示原因往往以 Being + Adj. 起句。因此,在学生的作文里就出现了这样的句子:

Being unable to find consoling words, I ached at heart more than he did.

当代英语则舍去 Being 而直接以形容词起句,以形容词短语取代现在分词短语。上句即被改为:

Unable to find consoling words, I ached at heart more than he did.

3. 如何列举数条事实或理由? 英语的传统措辞是使用 Firstly, Secondly, Thirdly... Lastly. 入选本书的作文“恪守”此措辞的竟有五篇之多! 后查《英汉大词典》,见第 650 页上明明白白地写着:

firstly *ad.* 第一,首先(用于列举条目、论点等): Firstly we must..., secondly we must..., and lastly we must.... 首先,我们

必须……，其次，我们必须……，最后，我们必须……。

其实，当代英语已经将它们简化为：first, second, third, last. 而事过境迁，firstly, secondly (considered to be) inferior form.

相映成趣的是，该简的未简，而该繁的却不繁了。

现代英语的发展要求表达趋简避繁的同时，也越来越讲究表达的精细、精巧和精当，而这种效果的获得常常需要借助必要的词汇。中国学生尚缺乏这种语感，只因不够“繁”，缺少了起“润滑作用”的词，表达生硬僵化。试比较：

a. Look at that tiny white butterfly which is like a dancing snowflake, so tender as if it would melt away in the twinkling of an eye. (改为：Look at that tiny white butterfly which is like a dancing snowflake, so tender that it seems as if it would melt away in the twinkling of an eye.)

b. As a female fan, I don't want to conceal that I worship the fascinating appearance of the stars as well as their surprising skills. (改为：As a female fan, I don't want to conceal the fact that I worship the fascinating appearance of the stars as well as their surprising skills.)

c. However, there is still a great opposition that we don't need to attract foreign funds... (改为：However, there is still a great opposition claiming that we don't need to attract foreign funds...)

d. No happiness, no life. (改为：Where there is no happiness, there is no life.)

以上四句分别添加了 that it seems, the fact, claiming 和 Where there is/there is,乍看似不起眼，再读便可体味到更纯正的英语味！

#### 四、陈词与出新

现代英语的另一新趋势是：力避陈词，崇尚出新。现代英语的发展对“陈词滥调”cliché(法)一词本身也觉得是一种 cliché，从而又新造了一个词——MacDonaldized vocabulary。有一篇习作写了这样一句：

Let great hopes make great men. Anyhow, knowledge is

power. Only the hero deserves the fair.

对此, Dorine 教授竟发表了言辞激烈的评论:

Get rid of these tired, hackneyed clichés! In English, we have a very low opinion of people who write such weary rags of words, since it shows a pitiful lack of imagination on the part of the person who needs to resort to such MacDonaldized vocabulary. Think of your own images and speak your own thoughts in your own voice.

国内新版的《英汉词典》均未收入 MacDonaldized 一词, 因此, 笔者即通过电子邮件向 Dorine 教授作询, 其解答如下:

MacDonald's is the fast food hamburger joint that has come to represent — mostly for worse — American culture. There is a MacDonald's hamburger fast-food restaurant in every little town — except the ones that have passed an ordinance specifically prohibiting the building of fast food chains in their towns. MacDonald's has also invaded much of the rest of the world — Paris, Madrid, Seoul, even Moscow — and as I hear, even Beijing. Many people hold MacDonald's and its pervasive ubiquity in contempt (personally, I refuse to eat there), and the words macdonaldize, macdonaldization, refer to something that is cheapened and then made ubiquitous to the point of nausea. This word is not of my coinage; I first saw it used in Time and have since seen it in several major publications.

I wrote it to speak of language, words and phrases, that have been overused to the point of losing their meaning, just as a hamburger from MacDonald's bears pitifully little resemblance to a proper hamburger made at home on a home barbecue grill, or even a hamburger made by hand and served in a traditional diner.

而在这方面, 学生的作文给人一种明显的“落伍”感。有的套话连篇, 甚至给人一种硬凑字数的感觉。

以下两句中的陈词, 不仅凑不了字数, 而且弄巧成拙:

a. As far as I know, I hold the point of view that friendship also has its historic nature and functions.

b. In my opinion, I consider ads as very important things in our modern life.

这两句中的 as far as I know 和 in my opinion 确实常用,不少人开口少不了,动笔也爱用。先不必说此类套话无新意,在此上下文中,已成典型的“蛇足”。as far as I know 用来 refer to something one considers to be a fact, not to refer to an opinion. 而 in my opinion 和 I consider 两者语义重复,取一即足。

#### 五、歧义意识(consciousness of ambiguity)

我们知道,英语的歧义常令我们左右为难,啼笑皆非。Jacobs 和 Rosenbaum 合著的 English Transformational Grammar 一书曾提供了这样一句:

The seniors were told to stop demonstration on campus.

经过排列和组合,它的含义竟可多达六种!歧义作为一种文字游戏,趣味盎然,然而,它同时却无情地挫伤了一种语言表达功能的缜密、科学和规范。现代英语的发展当然不会“坐视”歧义的负面作用和影响。而初学英语写作者对这种变化尚不熟悉,歧义意识淡薄。Dorine 教授的批改确令我们耳目一新。

Looking at the streets beneath the bridge extending in all directions, I felt as if I'd got trapped in a labyrinth. (改为: Looking at the streets extending in all directions beneath the bridge, I felt as if I'd got trapped in a labyrinth. )

为何将分词短语 extending in all directions 从 the bridge 后提前至 streets 后? Dorine 教授的一番说明值得我们深思,因为,这里隐现了当代美国人对于歧义的防范已经到了“如履薄冰”的程度:

Word order can create misunderstanding here. Since “extending in all directions” immediately follows “bridge”, it is understood that the bridge was extending in all directions, but pragmatically, we know that that is impossible. The streets are what extend in all directions. Therefore the modifying adverbial phrase has to immediately follow “streets”.

修饰成分与其被修饰成分彼此“紧靠”是消除歧义的办法之一。这个“紧靠”原则在现代英语中已经被举一反三地运用开去。请

读:

... the boy beside her is no longer found there, whom I took for the girl's friend, if not lover.

因为 whom 引导的从句同被修饰的名词 boy 相隔太远,故此句被改为:

... the boy, whom I had taken to be the girl's friend, or even lover, is no longer beside her.

#### 六、文体的错位和定位

这是一个非常有趣的语言现象,一方面,现代英语越来越多地利用文体的错位来追求别开生面的修辞(主要是幽默)效果,另一方面,又更加苛求文体的严格定位。初学者在英语写作的过程中需要顾及的方面实在太多,文体问题尚排不上号。而现代英语的发展却难以容忍,因此,读者可以发现几乎 1/3 左右的作文在文体上存在漏洞。例如:

1. 学生的作文亦可称为 essay,是一种较为正式的书面文体。所以,许多省略的书写方法均应避免。如以下常见的缩写(contraction):

a. I'd like to share my own experience with you. ( I would like to )

b. ... in addition, there're far more activities available here.  
(... in addition, there are far more...)

c. I'm filled with the anticipation of standing on the teaching place. (I am filled with ...)

Dorine 教授在以下的评论中使用了 look down upon 这样的字眼,足以引起我们的注意:

Do not use a contraction in formal writing. In English, we only use the contraction in informal and personal writing such as family and friendly letters, and look down upon their use in other writing, even though we use them in all our spoken interactions.

除了以上的缩写形式应在书面语中回避外,etc. (等等)这个词也应避免使用。如:

The islet's landscape include hills, water, rocks, caves,



temples, gardens, trees and flowers, etc.

全句优雅,句中的 etc. 被认为是 verbal garbage 而遭删,被改为: ... and other expressions of natural beauty. 因为: It is always desirable to avoid using "etc." but in the case of the description of a lovely scene, the word "etc." really is jarring and out of place. Here, only words as beautiful as the island itself will do.

2. 不适当地运用俚语(slang):

a. The jeans on him were very attractive, and its smart pattern conquered me at once.

smart 系 out-of-date slang word, 应改用 stylish (pattern)!

b. She is always annoyed by so many interested guys of hers, while so far, I haven't got a single one of mine yet.

guy 一词系俚语(slang), 拟改:

While she is always annoyed by all the men who are interested in her, so far, I have not yet had a single one show interest in me!

c. The tree is a terrific picture in spring, summer, autumn, and winter. (改为: The tree is a lovely picture in spring, summer, autumn, and winter.)

因为: "Terrific" is a slang word, hence unacceptable in this register.

3. 非正式的口语用词用于正式文体:

a. Encircled by the green, I do often have the inspiration to think. (注: 中国学生似乎已经习惯于在书面语中使用 do 来进行强调, 其实, 这是一种误解。"Do" is used in spoken-register English to emphasize the verb. Think of a wrongly accused child who protests, "But I do want to be a good girl!" Here the emphatic "do" is misapplied. "Often" is emphatic enough on its own.)

b. Everyone had wonderful, romantic and fantastic imagination, yet with which the reality is not always in agreement. (改为: Everyone imagines wonderful, romantic and fantastic things, with which reality, nonetheless, does not always agree.)

yet 一词置于从句之首显得生硬, 且不如 nonetheless 庄重, 此