

# 大学英语写作理论与实务

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# 前 言

语言学习实践中,无论对于英语专业的学生还是非英语专业的学生,作为语言输出(Output)的主要手段——英语写作,都是一个难点。在多年的英语写作教学中,笔者感到需要一部既能给学生实用的写作理论知识,又能突出各种写作技巧、注重写作应用的书籍。虽然国内已出版了不少有关英语写作的书籍,但在使用过程中我们发现,大多数已出版的书籍编写模式要么是从词、句、段到章的模式,要么从各种实用的角度出发,真正既能关注学生的理论基础,又能从实用的角度探讨各种写作技巧的书籍并不多见。鉴于这种现状,在教学实践中迫切需要一本既能触及学生的写作难点、对写作理论进行深入浅出而又较为系统的讲解,又能让学生在 学习过程中获得启迪,使学生的写作基础逐渐获得提高的写作教学参考书。基于这种出发点,我们总结多年的教学实践经验,同时参考了大量的国内外的各种写作教学书籍,编写了一本真正符合学生实际情况、能够从一定程度上帮助学生提高写作能力的实用写作教材。

本书的编写主要是以在校大学生为读者对象,以点到面为编写提纲,以提高学生的写作能力为出发点,以深入浅出、循序渐进为宗旨,以精讲理论、多实践操作为特征。本书的编写框架为:写作理论基础→写作技巧→写作实战,全书贯穿理论和实践的有机结合。本书的编写思路是从学习者写作常见错误分析着手,着重对英语措辞、句子、段落、篇章的语言特点及结构和写作技巧特征进行讲解、分析,做到对问题讲解清楚,处理方法分析到位,让学习者知道错在哪里,为什么会错,更重要的是让读者知道怎么去解决问题,使他们在反复的、由浅入深的讲解和练习中,逐步提高自己的写作能力和语言的敏感度,最终打下牢固的写作基础,真正提高语言运用能力。

本书的主要特点:注重写作基础,强调理论和实践的结合,突出可读性和针对性,读者面广,着重学生写作思维能力培养。

本书的适用对象为英语专业和非英语专业学生、社会各界英语爱好者及其他相同水平的英语学习者。本书亦可作为教师的参考书。

由于编写时间有限,准备思考不够充分,本书不妥之处在所难免,敬请广大读者和同仁批评指正。

编著者

2010 年 4 月

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# 理 论 篇





# 第一章

## 措辞( The Diction)

### 第一节 词语选择的标准

词汇是写作的基本要素,是书面语言的最基本单位。学会选择、使用词(diction)是学习写作的一个重要环节。词汇的选择和使用关乎写作的成败、文章质量的优劣。在 *The Right Word at the Right Time* 的序言中,编者对词语的选择使用的重要性作一个很好的比喻 “Using the right word at the right time is rather like wearing appropriate clothing for the occasion : it is a courtesy to others , and a favor to yourself—a matter of presenting yourself well in the eyes of the world. ”可见,说话或写文章用词适当犹如衣着得体,才能恰到好处。因此,在写作过程中,词汇的选择应遵循“准确、得体、简明、生动”的基本原则。

#### 一、词的准确性

词的准确性,就是要根据使用场合选用确切的语言形式,恰如其分地表达意义。正如英语谚语所言: Do not write so that your words may be understood, but write so that your words must be understood. 对于中国学生来说,准确用词有四重含义:一是书写正确,即拼法和大小写等无误;二是词义正确,即所用的词确实能表达自己的意思;三是用法正确,包括词的语法搭配关系(比如动词类型)和意义搭配关系等;四是词汇的语言色彩和词汇的层次。四重含义具有一定的层次性,对于具有一定语言能力的学生的来说,应作为检验、判断自己作文水平的标准。但从学生的习作情况来看,四种用词问题都不同程度存在,尤其后两方面的使用不地道之处还是比较多的。

##### 1. 词的搭配

英语词汇浩瀚,怎样正确用词恰当表达自己的意思,确实需要英语学习者

平时加以积累。其实词的搭配关系不当主要有两种情况:一是对词的语法搭配关系没有掌握好;二是对词的意义搭配关系没有把握好;三是受汉语思维影响,想当然用词。

e. g. (1) If John needs a pencil, he can use one of me. (词类误用,属语法错误,me 应改为 mine。)

(2) The situation is not to be optimistic with. (语法不当,并受汉语习惯影响,应改 You have no reason to be optimistic about the situation。)

(3) To read each other's composition is a good way to avoid this defect. (意义搭配不当,应改 correct this defect。)

(4) Welcome you to China. (汉语影响,表达不当,应改(You are) welcome to China。)

## 2. 词的感情色彩

由于受母语的干扰和词汇学习方法的不对,中国学生对英语词汇学习往往只知其一,不知其二,往往不注意词的感情色彩和词的本义(denotation)和引申意义(connotation)的掌握。英语很多词汇,或单用做褒义词,或用做贬义,还有的词既可用做褒义词也可以用做贬义词,这些词使用起来容易出错。

e. g. (1) May I have something cheaper? (cheaper 有价格便宜,但它隐含质量低劣,应改为 inexpensive。)

(2) I don't trust him; he likes boasting about his imaginary success. (boast 常指自命得意,但一般有根据吹大,往往令人信服,应改为 brag, 因 brag 带有庸俗、无聊的意思,指不知天高地厚、自命不凡或随意乱编意思,这样句子才能前后一致。)

## 二、词的简明性

准确性是用词简明的前提,也是提高简明度的基础。简明要求写作者在写作过程中选择简明的词汇,不使用冗长、繁复的词语或表达方式,做到言简意赅。能用词语表达的不用短语,能用短语表达的不用句子。学习写作时,尽量避免受母语表达方式影响,用词造句显得过于具体烦琐。

e. g. (1) The function of the section is the collection of information and the compilation of files. (名词词组过多,应改 This section collects information and compiles files。)

(2) He hurried to go across the road in front of a bus. (介词短语与动词连

用构成 tautology, 应改 He crossed the road in front of a bus in a hurry.)

### 三、词的得体性

得体是指词汇的选择和使用要合乎文体风格,要用于恰当的场合,用来修饰恰当的对象,要与上下文的用词风格一致。词汇虽有抽象与具体、正式与非正式、高雅与通俗、褒扬与贬抑等区别,但孤立地看,一个词语本身并无好坏之分,关键在于使用适当得体。词汇用得是否适当取决于该词是否与作者所写的内容、对象、目的等相吻合。比如,实用文体要求语言文字简洁明了,让人一目了然;文学创作讲究用词形象生动,令人浮想联翩;学术论文讲究逻辑严密、表述严谨;口头语言偏重于交际通畅和有效的信息交流。每一种语言文体,对于选词造句都有不同的要求,只有区分使用,才能最有效传递信息。

e. g. (1) I bet yuh got a punch in eider fist dat' knock'ém all silly! (句中“yuh、eider 和 dat”分别是“you, either 和 that”的非标准形式,只能适用于非正式场合,多见于文学作品中,用来描写那些没有接受过教育的下层劳动人民。这里作者主要想通过词汇的使用,来反映他的身份和所处的社会地位。)

(2) Unlike most underground petitions circulated in the Soviet Union recently, which deal with religious and intellectual freedom, the new document widely read in a number of enterprises by workers, young and old, is a far-ranging attack on Soviet failings in economic policy. (句中的 petitions 与 document 两词的使用,较好地适合文体的要求,达到了文章“求雅”的效果。)

### 四、词的生动性

词汇的生动性是指运用得体的、准确的词汇,以便给读者留下鲜明深刻的印象。它是建立在准确性和简明性的基础上。一般学生尽管在写作中难以做到,却可以在有限的范围内关注词汇的语义内涵和色彩,从而一定程度上避免用词上的重复和单一。如英语中美丽、漂亮常用词有: beautiful, pretty, graceful, nice, attractive, handsome, graceful, elegant, slim 等,如能依据不同情形、侧重点选用不同的词,就能较好传达意思,再比如“胜过、超过”,在英语中除了一般用词 surpass, exceed, go beyond 外,还有 outdo, outgo, outpace, outreach 等一系列近义词。如能依据具体的语境选择恰当的词汇,文章的语言表达就生动得多,含义也丰富。

e. g. (1) It is considered respected for one to receive a business card with

both hands. (respected 是令人尊敬的行为,用得不得体,应改 polite。)

(2) He had hardly achieved this vey uneasy gymnastic performance when Mr. Bumble brought him, with his own hands, a basin of gruel and the holiday allowance of two ounces and a quarter of bread. ——( He had hardly overcome the difficulty in putting on the clean shirt when his mother opened the door and stepped into his bedroom.) 以上两句画线部分都表述“刚刚艰难地穿上一件干净的 shirt”。但前句摘自狄更斯的《雾都孤儿》,是典型的文学语言,括号里的句子为普通表达方法。由于文本不同,其语言效果也迥然不同。在语言大师笔下,“艰难地穿上一件衣服”变成了“完成一套艰难的体操动作”,描写生动,给读者留下巨大的想象空间;相比较而言,后句描写简明,但毫无生动可言,这就是不同文体所产生的差异。

当然在英语写作中,遣词造句还要尽可能地避免不必要的用词重复,反复地使用同一个词,容易使文章单调乏味,缺乏表现力,而且会使读者感觉到写作者词汇量贫乏。为做到这一点,平时应多掌握一些近义词,从而用不同的单词或短语表达同样的概念。

## 第二节 词语使用错误分析

英语众多的词语中,从不同角度分析词的意义,有字面意义、隐含意义,还有正式用词、普通用词和非正式用词及词的搭配等,现结合实例,分析学生在写作中常犯的错误,以给读者启迪。

### 一、用词错误

由于受到汉语语言思维和表达方式的影响,在英语写作中,学习者经常会写出不符合英语习惯的中式英语。如中国学生常混淆可数与不可数名词,名词与介词搭配错误,代词指代不清,动词表现为时态、语态错误,主谓不一致,动词搭配错误,形容词修饰错误及介词、冠词的误用。

e. g. (1) I found an information about the enrollment in the newspaper yesterday. (information 是不可数名词,应改 a piece of information。)

(2) From these example, though some were direct, others were not, it could see the devil idea in Alec's mind. (复数名词未用复数,且存在语句与逻辑错误,应 From these direct or in direct examples, we could see the evil idea in Alec's

mind.)

(3) I like to analyse which factor lead to Tess's tragedy. (factor 未用复数, 应改 factors.)

(4) When he went by the dog pound, they rushed to the fence and barked at him. (they 指代不清, 应改 the dogs.)

(5) Last month, I have visited Chengdu and is greatly impressed by the rapid development I see. (谓语动词时态用错, 应改 I visited... was... I saw.)

(6) Tess can devote all of her love only one man, at last, she has no regret when she died. (动词搭配、时态错误, 应改 could devote all her love to only one man; ... had...)

(7) Unfortunately, Jane was sent to Lowood Orphanage where the situation was much worse than Reed's family. (比较对象错误, 应改 than in Reed's family.)

(8) He sent her several little red beautiful roses on Lover's Day. (形容词多级修饰系列错误, 应改 beautiful little red.)

## 二、赘词

作为信息传递的书面语, 写出来的每个词语、每个句子都应有实际意义, 既不应多用词, 也不宜少用词。可有可无的词, 令行文拖沓, 语义含混, 结构松散, 读之如同嚼蜡, 影响表达的效果, 这种情况称之为赘词现象 (wordiness), 或称之为废话 (deadwood)。主要有以下情况:

### 1. 同义重复、意义累赘

同义重复: e. g. repeat again, return back, attach together, collaborate / connect/join together. (但可说 join the army together.)

意义累赘: e. g. yellow (in color), round (in shape), at 9:45p. m. (that night), sweet (in taste), expensive (in cost), illegal (under the law), visible (to the eye), 有时整句存在同样问题: Rachel Carson (was a woman who) pioneered in ecological studies.

### 2. 赘加词

在许多场合下, 英语表达中的一个短语可以被一两个词所取代, 从而有效简化表达。

e. g. because of the fact that——because; at this point in time——now.

in a curious manner——curiously; bring all this to a conclusion——

conclude.

in many times——often; have the ability to sing——can sing.

during the same time that——while; on account of the fact that——because.

make contact by personal visits——visit; in the near future——soon.

这种情况有时出现在句中: e. g. (1) The reason why we honor Lincoln in these various ways is because he saved the Union. (应改为: We honor Lincoln because he saved the Union.)

(2) In the early part of the month of August there was a really mean hurricane with very high winds that was moving threateningly toward Qingdao. (应改为: In early August a vicious hurricane was threatening Qingdao.)

### 3. 重复词

学习写作者唯恐表达不周有所疏漏,往往不恰当或不必要地重复每一个词或短语。Redundancy 现象甚至会造成读者的思维混乱,读上数遍方略知其意。

e. g. (1) This interesting instructor knows how to make an uninteresting subject interesting. (应改为: This instructor knows how to make a dull subject interesting.)

(2) We had problems solving those problems. (应改为: We had a hard time solving those problems.)

### 4. 本义、隐含意义使用错误

意义相同的英语单词有本义和隐含意义之分,两种意义字典无法区分清楚,需在一定的上下文语境中进行体会,因此,因对单词的隐含意义理解不当而导致用词错误的情况就相对较多。如 storm( n. ) 的含义是: a rough weather condition with wind, rain, and often lightening. ( v. ) to be stormy; blow violently, rain, snow, etc.

e. g. (1) The islanders were warned that a storm was coming.

(2) It stormed so hard that all the electricity went out.

试比较: (1) But his last words brought on another storm.

(2) Their only hope of victory was to storm enemy camp at night.

可见前两句 storm 用的是本义,后两句 storm 用的是引申意义。对于词的引申意义和本义的掌握,要求英语学习者平时多查字典,注意词使用的语势、感情色彩、出现场合和使用目的,逐渐培养起对于所学语言的语感,增加对语

言使用的鉴别力。

### 三、具体词和概括词使用不当

在进行英语写作时,会碰上具体词和概括词,何时使用具体词,何时使用概括词,是学生经常遇到的难题。事实上,概括词和具体词都很重要,对于写作者来说,应该尽可能地掌握并较多地使用具体词,这是因为具体的词能够提供更多、更具体的信息,从而使文章条理清楚、表达准确、语言生动。

e. g. (1) When I was waiting for the doctor, I read a magazine. ( doctor, magazine 不够具体,应改为: When waiting for my dentist, I thumbed through an old issue of Love&Family and scanned an article on What makes a good girlfriend.)

(2) If a person is reading his love letter, you must not lean over his shoulders to read it. ( read 不够具体,应改为 share.)

(3) An elderly man had collapsed while crossing the street, and an ambulance took him to a hospital. ( took 不够具体,应改为 rush.)

通过对上面句子的分析,可以看出,词汇的选择对于增强句子的信息表达效果是很有帮助的,从一定程度上决定文章可读性。作为英语学习者,平时应注意词汇的积累和练习使用,并在平时的阅读与写作实践中注意一般意义词和特定意义词,抽象词和具体词及词的内涵意义和外延意义,形成仔细“推敲”和“体会”的好习惯,同时根据需要将他们运用于自己的写作中,这样我们的用词就必然会显得比较丰富多彩。

#### 思考与练习:

I. 下面每个句子都有两个同义词(或近义词),请选择你认为更确切的词,并解释原因。

1. The country was facing a serious unemployment **question\problem** when the new government came to power.

2. What the minister has said **implies\infers** that there will be a change in the economy policy.

3. By cutting down the trees we **damage\injury** the natural habit of birds and animals.

4. Most women began to become **fat\stout** in their thirties.

5. When returning to hometown, he was **surprised\stunned** to find that his little sister had become a pretty, **slim/skinny** young lady.

6. Although he was on a diet, the food **inspired\tempted** him enormously.

7. There is no **reason\point** in applying for that job, as you are not properly qualified.

8. All my colleagues felt **sympathy \pity** for the little boy who has got blood cancer and made donation without any **hesitation\indecision**.

9. He does morning exercises for the **benefit\profit** of his health.

10. The house that they used to live in is in a way **neglected \ neglectful** state.

## II. 分析下列句中不准确的用词。

1. The city's income relies mainly on the auto industry.

2. The most despised task bestowed on the driver is changing a flat tire.

3. The dog went bounding down the steps, ating whelps at every leap.

4. The money contributed will be given to a child inflicted with leukemia.

5. Don't expect me to be so credible as to believe everything he said.

6. They all felt a more consistent policy was what the government should play.

7. A teacher should handle emotionally disturbed children without bias and ill – favored feelings.

8. The school has lost much of the prestige local people used to have for it.

9. The situation has become drastic and requires immediate action.

10. In his speech, the mayor suggested several ways of helping the traffic problem.

11. Terrorist activities are a constant fear to innocent people.

12. In an emergency, some drivers become a panic and freeze to the steering wheel.

13. Competence alone should be the judge whether a teacher should be allowed to teach or not.

14. The author explained how her early environment had cultivated her toward a love of literature.



15. In exposing the apathy of some people toward the poor, the newspaper has gone too far.

16. If what you say is true, our whole concept of truth should make a drastic change.

17. The support I received from my fellow students aided greatly to my success.

18. The authorities contributed the low attendance to inadequate publicity.

19. Mother complained that the floor was not tidy enough.

20. The tragic love story ended in sad beauty.

### III. 请适当地改动下面的几个句子,使其描写更加具体生动。

1. The man walked down the street. Along the way, he saw some peddlers.

2. I have a good friend. She is a very beautiful girl and she is very smart.

3. She pins a flower on her coat.

4. The mother can't help crying when she saw her baby.

5. Every morning, I go to school on bus.

6. My mother is the greatest mother in the world.

7. The old woman is selling the roast potato at the school gate.

8. He is a kind person.

9. This is a newly built street.

10. It is windy in spring in Beijing.