



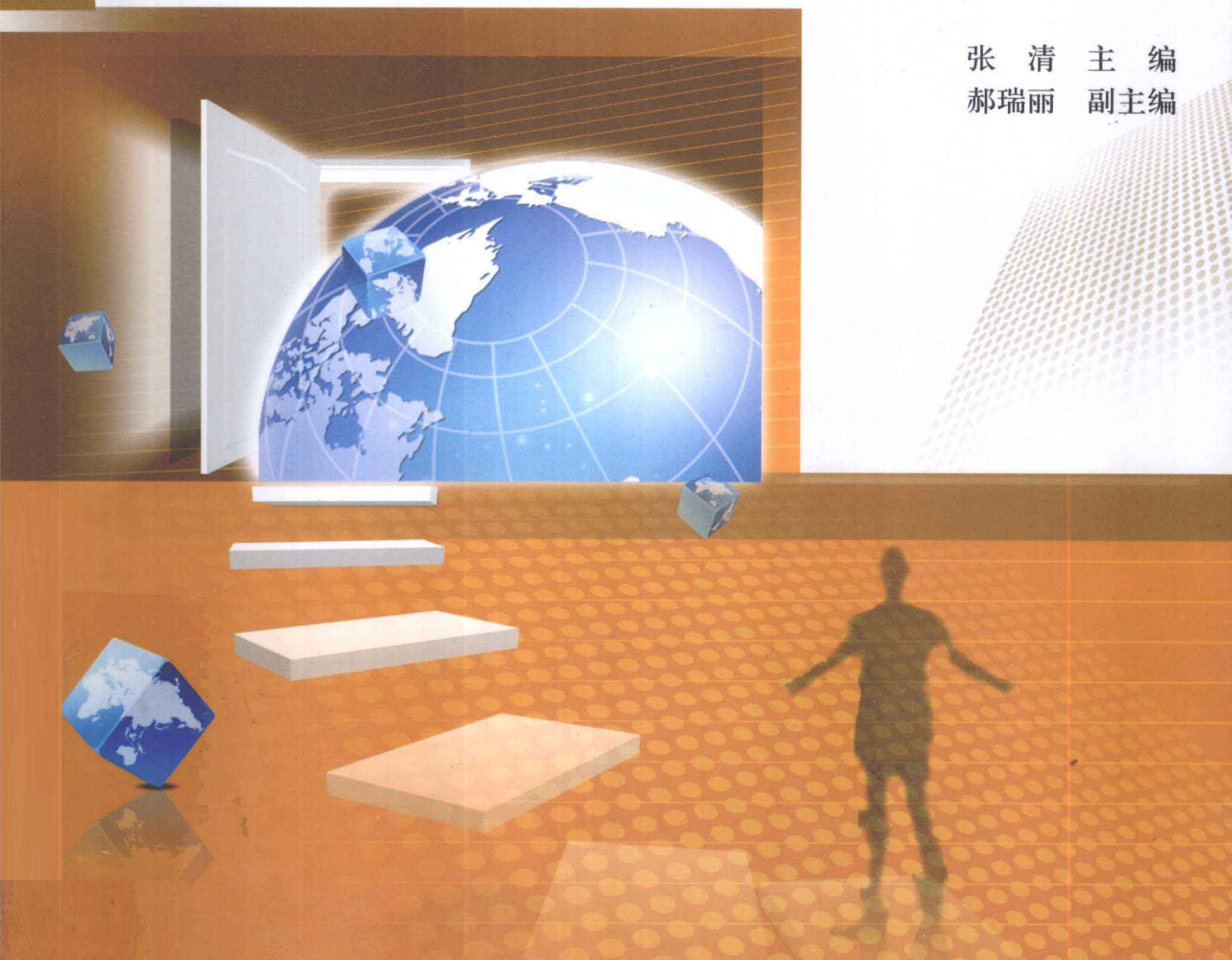
21世纪立体化高等院校规划教材 · 英语系列

用地道的思维 写地道的文章

地道英语写作教程

(上册)

张清 主编
郝瑞丽 副主编



南京大学出版社



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内 容 简 介

在积累多年教学经验的基础上,根据教育部《大学英语课程要求》中培养目标和教学内容的要求,以及现阶段我国大学生在英语写作中所面临的瓶颈问题,我们编写了《地道英语写作教程(上、下册)》。

本书是上册,主要介绍基础写作,包括第一部分和第二部分,共9个单元。第一部分为写作要素分析,内容包括单词、句式、标点、段落、修辞;第二部分为基本文体特点分析,内容包括记叙文、描写文、说明文、议论文。

本书理论和实用(实践和应试)相结合,论述和丰富实例相结合。在中英对比的基础上,充分分析英语写作的特点;在详尽介绍写作要素和基本文体写作特点的基础上,进一步分析实践写作和应试写作的特点和注意事项。

本书可以作为大学英语的日常教学教材,也可以作为英语学习者应试的辅导用书,还可以作为广大英语爱好者或工作人员进行实践英语写作的参考材料。

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前言

写作是英语学习的难点,也是中国广大英语学习者亟待提高的一项技能。在多年的教学工作中我们发现,很多英语学习者都会面临这样的窘境:背诵了大量的词汇,掌握了复杂的语法,却依然写不出地道的英语文章,在考试中得不到理想的分数,在工作中很难应用自如。造成这种局面的原因之一,往往是由于我们的教学工作忽略了中西文化差异和思维模式的不同。

《地道英语写作教程(上、下册)》力图从文化比较的角度出发,以思维认知层面的分析为基础,从用词、句法、标点、修辞表达和段落等五方面的基本写作要素入手,全面、具体地分析中英文表达在各个层次的差异及特点,有助于更好地掌握英语写作的技巧,迅速提高写作水平。同时将常见的写作类型体裁分类讲解,并结合当下英语考试中常考的写作题型,注重实用、实践性。

本书面向大学本科生、研究生以及中高级英语学习者,可以作为常规课堂教材来指导学生全面提高语言素质和写作水平,也可以作为实践性写作或写作应试指导教材的辅导用书。

1. 本书结构

本书包括第一部分和第二部分,主要介绍写作要素的特点和四大基本文体的写作特点。本书由点到面,由表及里,由理论到实践,由书本到实际,层层递进,安排合理。

具体内容安排如下:第一部分(第一至第五单元)对英文写作要素进行全面介绍,对中英两种文化在要素方面的差异做了详细对比;第二部分(第六至第九单元)分别介绍了记叙、描写、说明、议论四大文体的特点。本书在每一单元开头部分都设置了 Lead-in Question,一方面引发读者的思考,另一方面引出本单元的主要内容。书后附有参考书目,有利于读者自学或根据需要进一步查询相关资料。

2. 教材特色

- 中英对比:本书第一次从思维模式和文化背景的差异入手,对比分析中英文写作要素的特点,帮助读者从内隐思维和外显表达两个层面实现写出地道英语语句的目标。
- 内容全面:本书基本涵盖了各个层次的写作要素——从单词、句法、标点、段落、修辞这些最基本的写作要素,到记叙、描写、说明、议论这四大基本文体。基本可以满足不同类型读者多方面、多层次的需要。同时,本书不仅仅是教会读者进行正确的英语写作,更是在更高层次上教会读者进行地道的英语书面表达。
- 实用性:本书的实践功能和应试功能体现了较强的实用性。通过对各种应用性写作



的介绍,基本涵盖了学习、考试和工作中所面临的各种写作需求;通过对常见英语考试的分析,基本解决了读者所面临的实际写作问题。

- 举例丰富,练习充分:本书对于每一个写作特点的介绍都配备了丰富生动的例句或例文,有利于读者以生动、贴切的方式体会地道英语的特点,同时也使本书整体上显得生动活泼。每一章的最后提供了充分的练习,帮助读者巩固所学知识。
- 可操作性强:本书的章节设计层层递进,紧密相连,同时又充分考虑了实际教学需要,每一单元可以自成体系。在教或学的过程中,既可以从第一单元开始,循序渐进地学习,也可以根据需要,任意选取其中的一个单元。

3. 编写队伍

本书由具有多年大学英语教学经验的7位教师编写。张清教授任主编,负责整体策划、规划、分工、统稿和审稿工作。具体章节分工如下:郝瑞丽负责第一单元;第二单元和第六单元;王芳负责第三单元和第五单元;谢芹负责第四单元;蔺玉清负责第七单元;刘艳负责第八单元;张文娟负责第九单元。在各单元的编写过程中,各位编者对彼此单元的编写都提供了丰富的资源和宝贵的意见。此外,具有多年讲授写作课程经验的外教林嘉旭(Joseph Minicello)老师对本书的语言表达和内容进行了通读、把关。

本书在编写过程中参考了国内外的大量写作教材。在此,我们对这些书的编者和作者表示感谢。

由于编者水平有限,书中难免有不足之处,敬请读者批评指正。

编者

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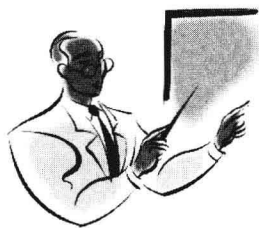
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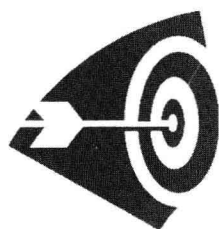
Part I

Basic Elements of English Writing



Unit One

Words



Lead-in Question

How many words do you know? How many words can you use in writing practice?

Generally speaking, a Chinese university student has a vocabulary of about 5,000 words, but to write an article of several hundred words is a great difficulty for him. One reason is that most of the words in his mind are passive words (words that can only be recognized in reading and listening but not used in writing). Another reason for this phenomenon is that overemphasis is put on the quantity of the remembered words, the detailed and thorough understanding of which is ignored. So in practice, words can not be used properly.

In the preface of *The Right Word at the Right Time*, the author says, "Using the right words 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." This unit will mainly explain how to use right words at the right time, i. e. the aspects that an excellent learner should know about a word.

In order to use words correctly, the differences between Chinese and English words can not be ignored. The clear distinction between Chinese and English words mainly lies in word form and cultural connotation. Since the differences in form are grammatical and have been learned in the initial period of English study, the focus of this part will be on the cultural connotations of words.

In Chinese and English, because of the differences in cultural background, the same word or thing may represent different cultural connotations. Lion is the king of animals in English culture and represents "bravery" and "stateliness". The English people take lion as the symbol of their country. The "British Lion" is used to refer to England. And in English, there are a lot of idioms related with lion. However, in Chinese, tiger is the king of the animals and is used to represent "bravery" and "courage". So when the English idioms with lion are translated into Chinese, the "lion" should be changed to "tiger": "play oneself in the lion's mouth (置身虎穴)", "come in like a lion and go out like a lamb (虎头蛇尾)", "like a key in a lion hide (狐假虎威)", "a lion in the way (拦路虎)", etc.



Another example is the animal dragon. In Chinese, dragon is respected and is the symbol of the king. However, in the west, dragon is an evil animal. Also, owl is the symbol of wisdom in English but the omen of bad news in Chinese.

This kind of words are numerous in English. The writer should be very careful in using them. Otherwise, serious misunderstanding may occur.

1.1 Meanings of a word

In the world of English words, there are two phenomena: polysemy (一词多义性) and monosemy (多词一义性). In order to understand the English words thoroughly and put them in practical use, the learners should know this "double nature" of English words first. In this section, we will put emphasis on polysemous words and their meanings in different contexts. And the nature of monosemy will be introduced in Section 1.3.

1.1.1 Polysemy of words

In order to make full use of one word, a writer should know its multi-layer of meanings.

1. One word with multi-meaning and the same part of speech

Read the following sentences and pay attention to the meanings of the words **count**, **match** and **communicate**.



Sample 1.1

Count:

- ① She can count up to 10 in Italian. 她可以用意大利语从1数到10。(count: 数数)
- ② She began to count up how many guests they had to invite. 她开始计算她们要邀请多少位客人。(count: 算出总数)
- ③ We have invited 50 people, not counting the children. 不算小孩, 我们邀请到了50人。(count: 包括)
- ④ It is the thought that counts. 贵在心意。(count: 重要)
- ⑤ Applications received after July 1 will not be counted. 7月1日以后收到的申请书将不予受理。(count: 正式接纳)
- ⑥ I count him among my closest friends. 我把他看做我最亲密的一个朋友。(count: 看做, 认为)

分析

在这6句话中, count 的意思各不相同, 但均为动词。



Sample 1.2

Match:

- ① to strike a match. 划火柴。(match:火柴)
- ② They will play an important match on Saturday against Liverpool. 星期六他们要和利物浦打一场重要的比赛。(match:比赛)
- ③ I am no match for him in tennis. 打网球我根本不是他的对手。(match:旗鼓相当的人)
- ④ The curtains and carpet are a good match. 窗帘和地毯非常相配。(match:相配的人或物)
- ⑤ I've found a vase that is an exact match of the one that I broke. 我找到了一只花瓶,和我打碎的那只一模一样。(match:非常相似的东西)

分析

在这5句话中,match的意思各不相同,但均为名词。



Sample 1.3

Communicate:

- ① You must be able to communicate your ideas to all the leaders. 你必须把你的想法传达给所有的领导。(communicate:传达)
- ② The company communicated the incident to all the department heads. 该公司把这一事件通报给所有的部门经理。(communicate:通报)
- ③ Any such happenings must be promptly communicated to the upper authorities. 所有类似的事件发生必须立即上报给上级主管部门。(communicate:上报)
- ④ You don't have to communicate all the details to all the guests. 你不必把所有的细节都介绍给所有的客人。(communicate:介绍)
- ⑤ Of his purpose of doing that, I have nothing to communicate. 至于他这样做的目的,我无可奉告。(communicate:奉告)
- ⑥ You don't have to communicate that news to him. 你不必把那条消息告诉他。(communicate:告诉)
- ⑦ Her determination and bravery communicated themselves to every person around her. 她的决心和勇敢感染了她周围的每一个人。(communicate:感染)
- ⑧ She can now communicate fluently with native speakers of English. 她现在已经可以顺利地 and 母语是英语的人进行思想交流了。(communicate:进行思想交流)

分析

在这8句话中,communicate的意思各不相同,但都是动词。



2. One word with multi-meaning and different parts of speech

Read the following sentences and pay attention to the meanings and parts of speech of the words **break**, **command** and **spring**.



Sample 1.4

Break:

- ① All the windows broke with the force of the blast. 爆炸的巨大能量震碎了所有的窗户。(break: 破碎, 动词)
- ② My watch has broken. 我的手表坏掉了。(break: 坏掉、出故障, 动词)
- ③ He has broken his promise. 他违反了他的诺言。(break: 违反, 动词)
- ④ Let's break for lunch. 让我们休息一会儿去吃午饭。(break: 暂停, 动词)
- ⑤ She wanted a career break in order to have children. 她想暂时放下工作去生孩子。(break: 暂停, 名词)
- ⑥ He needed a complete break with the past. 他得与过去彻底告别。(break: 中断, 名词)
- ⑦ I got my lucky break when I won the competition. 我在那场竞赛中取胜后就时来运转了。(break: 机遇, 名词)

分析

在这7句话中, break 的意思各不相同, 在前4句中做动词, 在后3句中做名词。



Sample 1.5

Command:

- ① Begin when I give the command. 我发出命令时开始。(command: 命令, 名词)
- ② He has command of 1,200 people. 他掌管着1200人。(command: 管辖, 名词)
- ③ Applicants will be expected to have a good command of English. 申请人必须精通英语。(command: 掌握、运用, 名词)
- ④ The commission commanded that the work on the building should cease. 委员会下令, 那栋大楼必须停建。(command: 下令, 动词)
- ⑤ She was able to command the respect of the whole class. 她赢得了全班的尊敬。(command: 应得、值得, 动词)
- ⑥ The hotel commands a fine view of the valley. 从这家旅馆俯瞰, 下面的峡谷一览无余。(command: 俯瞰, 动词)

分析

在这6句话中, command 的意思各不相同, 在前3句中做名词, 在后3句中做动词。



Sample 1.6

Spring:

- ① She was in beautiful spring clothing. 她身着漂亮的春装。(spring: 春天, 名词)
- ② The spring water is very sweet. 山泉水非常甜。(spring: 泉水, 名词)
- ③ Playing with children is her happy springs. 和孩子们玩耍是她快乐的源泉。(spring: 源泉, 名词)
- ④ After hearing the news, tears of excitement sprang to her eyes. 听到消息后, 兴奋的泪水夺眶而出。(spring: 涌出, 动词)
- ⑤ Tom sprang from a poor and deprived section of the American working class. 汤姆出身于美国工人阶级中贫困潦倒的阶层。(spring: 出身于, 动词)
- ⑥ John sprang on his boss and gave him a punch on his face. 约翰扑向他的老板, 给了他一耳光。(spring: 扑向, 动词)

分析

这6句话中, spring 的意思各不相同, 在前3句中做名词, 在后3句中做动词。

1.1.2 Extension of word meaning in different contexts

For some English words, although their literal meanings are very limited, their connotation can be extended in different contexts. Read the following sentences and pay attention to the meanings of the word "take" in these sentences.



Sample 1.7

Take:

- ① He excitedly took hold of my hand and didn't know what to say. 他激动地握住我的手, 不知道该说些什么。(take: 握住)
- ② The scene took her attention and she began to be concerned about the poor. 那一幕引起了她的注意, 她开始关心穷人。(take: 引起)
- ③ We were quite taken with his kindness and humor. 我们都被他的善良和幽默打动了。(take: 打动)
- ④ Take the medicine, please. 把这些药吃了。(take: 吃药)
- ⑤ The box will not take too much space. 这个箱子不会占用太多空间。(take: 占用)
- ⑥ The government will take any possible action to avoid the danger. 政府将采取一系列可能的行动来避免危险。(take: 避免)
- ⑦ Taking care of children takes patience, love, time, effort and certain skills. 照顾小孩需要耐心、爱心、时间、努力和一定的技巧。(take: 需要)
- ⑧ That journey takes me a lot of time. 那次旅行花费了我很多时间。(take: 花费)



⑨ Measures must be taken to deal with the present situation. 必须采取措施应付当前的局势。(take:应付)

分析

take 在词典中并没有如此多的释义,但是当它在不同的语境中时就可以产生不同的意思。上面列举的 10 项意思只是 take 在语境中诸多词义变化的冰山一角,随着语境的变化,take 的含义可达数十个。只有在平时的学习和阅读中注意积累,才能达到运用自如的境界。



Tips

了解一个词的用法首先要查词典。然而,仅仅查词典还是不够的,要通过广泛的阅读,把词放到具体的语境中去学习,才能学到词的真实含义和确切用法。

1.2 Use words correctly

To use words correctly means to be grammatically correct in word usage, which mainly includes accident(词法), collocation and tenses. Since this is a writing book instead of a grammatical one, we will mainly introduce the aspects in which the Chinese students tend to make mistakes.

1.2.1 The singular and plural forms of a special group of nouns

Here we do not intend to explain the grammatical rules for the change of the word forms, but instead focus on a special group of nouns. These nouns can be both countable and uncountable, and have different meanings in these two cases. The writer should be very careful in using this kind of nouns.

Read the following sentences and pay attention to the meanings and forms of the boldfaced nouns.



Sample 1.8

Wood:

- ① Furniture made of wood is good for health. 木质家具有益健康。(wood:木材)
- ② He lived in a wood and depended on himself. 他住在一个小树林里,自给自足。(wood:树林,森林,林地)

Copper:

- ① The copper wires are good conductors. 铜线是很好的导体。(copper:铜)
- ② He has collected more than one hundred valuable coppers from the country. 他已从那个国家搜集了一百多枚铜币。(copper:铜币)