



A Breakthrough

in CET-4

突破四级

总主编 高云智 丁国声



英语写作

中国社会科学出版社

突破四级

英语写作

主 编
副主编
编 委

贾德江
李金实
孙月娥
单小燕
李 艳

兰 杰
李海燕
焦念芝
梁松鹤

中国社会科学出版社

(京)新登字030号

图书在版编目(CIP)数据

突破四级/高云智,丁国声主编. —北京:中国社会科学出版社,1999.8
ISBN 7-5004-2503-1

I. 突… II. ①高… ②丁… III. 英语—高等学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(1999)第 38819 号

中国社会科学出版社出版发行

(北京鼓楼西大街甲 158 号)

北京宏文印刷厂印刷 新华书店经销

1999 年 8 月第 1 版 1999 年 8 月第 1 次印刷

开本:787×1092 毫米 1/16 印张:47.75 字数:1 283 千字

定价:43.00 元(每本 12.00 元)

序

大学英语考试(CET)开始实施至今已有十多年了。随着它对大学英语教学的测量和指导,教学手段不断更新,教学水平一步步提高,取得的成绩和突破性进展有目共睹。

但是考试毕竟是手段,不是目的。虽然这一点在外语界乃至整个教育界都没有异议,但是不少院校重分数轻能力、以考试指导教学的应试教育倾向目前仍十分严重。中国目前学英语的人数在世界上最多,英语应试队伍最大,但教学测量管理手段和方法上的单一和滞后,在客观上造成了以应试教育为主的局面。

大学英语考试是在借鉴国外标准化考试理论和实践的基础上,结合国内实践建立起来,又随着我国英语教学实践一步步得到完善的。大学英语考试指导委员会从1995年起采取了一系列改革措施,推出了一些新题型,以期把学生的注意力转向掌握英语基础知识、训练英语基本功和获得英语语言运用的能力上来。进行深层次的调查研究,推出促使学生重视语言基础和语言运用能力的教学方法和新的测试管理方法,应该是教育管理部门和广大教师共同关心的问题。针对外语教学实践中应试教育的倾向,教育部将深入进行综合性的高教改革。外语教学由应试教育彻底转向素质教育,还有很多工作要做,有很多具体问题需要在教学实践中探索。

在20世纪的大幕即将落下时,世界各国都认识到,下个世纪面临的最大挑战是高等教育,而高等教育的关键是综合素质教育。因此不少国家已经投出巨资来加大高等教育改革的力度。随着高科技的发展,地球上不同民族、不同文化的人们之间的距离越来越小,具备外语能力已经成为下个世纪人才必备的能力。加强外语教学,促进国际交流,提高国际竞争力是高等教育的首要任务。重视外语教学已经被很多国家列入议事日程,连英国、美国这些英语国家都不例外。因此,用科学的方法指导研究外语教学,是最合理地利用教育资源,扭转长期以来高投入、低产出局面的关键。

高投入、低产出状态下的高分低能现象,是教育资源的浪费。21世纪需要的人才应该是复合型的,不但应该具有渊博的专业知识和相关学科的知识,而且还应该具有过硬的摄取知识、应用知识和创造知识的能力。这种摄取、应用和创造知识的能力当然包括综合外语能力。重视素质教育,并不是彻底抛开具有现代管理意识的标准化测试手段。素质教育离不开标准化的测量管理。多年的实践证明,标准化测试和管理并不意味着照搬国外的模式、套用全盘西化的ABCD客观性考试。在首创标准化考试的美国,有识之士对他们搞了几十年的产业可信度提出了质疑。他们的调查研究表明,标准化考试在教育界的威信正在下降。我们的实践表明,开发有利于培养学生创造力的多样化教学方法,加大鼓励学生发散性思维的主观性试题比例,这种教学和测试方法与客观化标准化的测试和教学管理并没有直接冲突。

掌握运用英语的语言能力,达到听、说、读、写、译五会,与培养必要的应试能力是两回事。辩证地讲,应试能力也是一种能力,只不过这种能力不是我们培养学生综合能力的最终目标。为了使大学生在国家四级考试前的短时间内对《大学英语教学大纲》规定的要求有进一步明确的认识,对国家四级考试标准及有关内容做到心中有数,把学到的知识系统地归纳并最大限度地运用自己的能力发挥出来,就需要立足于实际语言运用能力和应试能力相结合的理论和实践上的指导。中国社会

科学出版社组织编写并推出这套《突破四级》丛书是一件有意义的事情。

该丛书包括4个分册:《阅读与翻译》、《英语写作》、《关键词用法》和《模拟题精解》。本丛书的编写者们都是长期从事大学英语教学的高等院校教师,具有很高的理论水平和丰富的实践经验。他们从学生比较薄弱的环节出发,为了加强培养英语听读写译技能,结合国家大学英语考试大纲和考试题型对英语学习的重点难点都做过细致的分析和研究。本套丛书是他们在实践中的研究成果总结,每个分册都具特色并有所创新。他们摸索出来的一整套行之有效的方法和技巧对提高学生英语综合运用能力和应试能力都有指导作用,相信该丛书会对在校大学生和其他英语爱好者有一定裨益。

封宗信 博士后
北京外国语大学语言学教授
1999年8月

前 言

国家高等学校大学外语教学指导委员会于1998年提出的《大学英语教学大纲》修改稿明确指出:“大学英语教学目的是:培养学生具有较强的阅读能力,一定的听、说、写、译能力,使学生能以英语为工具交流信息。”这使《大纲》对学生的语言能力的要求从原来的三个层次改变为两个层次。现行的《大纲》规定的“初步的写作能力”已改为“一定的写作能力”。现行的《大纲》还规定:“修完英语四级的学生要能在30分钟内写出一篇不少于100词的短文;修完英语六级的学生要能在30分钟内写出一篇不少于120词的短文。”《大纲》修改稿则规定:“修完英语四级的学生要能在半小时内写出一篇120—150词的短文;修完英语六级的学生要能在半小时内写出一篇180—200词的短文。”《大纲》修改稿对大学生的英语写作能力要求显然大大提高了一步。为了适应这一新的要求,我们编写了《英语写作》一书,旨在帮助大学生进一步提高英语写作水平,努力达到修改后的《大纲》所规定的新目标。

本书分为两大部分,共四章。第一部分,即第一、二章,阐述了英文写作理论和技巧。主要以心理语言学和应用语言学理论为指导,阐明英文写作的定义、程序和各种文体的特征。作者没有采用传统的遣词造句的描述方法,而是着重从话语组织或篇章结构入手,阐述大学英语四、六级写作的要点、评分标准和应试策略。强调段落写作、语义连贯,用英语思维正确表达思想。同时还给教写作课的教师提供了批改作文的参考标准。第二部分,即第三、四章,属写作实践指导部分。具体介绍了大学英语四、六级写作的各种题型,如段首句作文、提纲式作文、图表和图画式作文等。同时,作者还对近十年来的四、六级考试作文题进行了分析归类,总结出肯定式标题作文、疑问式标题作文、图表图画式作文、谚语式标题作文四大类别,并分别列举了110篇范文供学生进行模仿写作实践。写作范文涉及的内容比较新颖、广泛,多半是一些社会文化生活的热门话题,所使用的语言力求通俗易懂,地道规范。每篇短文均达到150词或200词左右。

本书是近十年来编者教授本科生和研究生英语写作课的经验提炼和总结,实践证明具有很强的实用和指导价值。本书可作为大学本科生、研究生的英语写作教材或辅助教材,也可作为EPT和TOEFL考生以及大学外语教师的英文写作参考书。

在本书编写过程中,得到了美籍专家杰克先生的热情关心和大力支持,在此表示诚挚的感谢。

因编者水平有限,书中错误或遗漏之处在所难免,敬请读者批评指正。

编者

1999年5月

目 录

第一章 英文写作概论	(1)
第一节 英文写作定义.....	(1)
第二节 英文写作程序.....	(1)
1.2.1 大脑思维(Brainstorming)	(1)
1.2.2 信息加工(Information Processing)	(2)
1.2.3 篇章组织(Discourse Organization)	(2)
1.2.4 行文写作(Composing)	(2)
1.2.5 修改(Revision)	(3)
第三节 英文写作文体.....	(4)
1.3.1 记叙文(Narration)	(4)
1.3.2 描写文(Description)	(6)
1.3.3 说明文(Exposition)	(8)
1.3.4 议论文(Argumentation)	(11)
1.3.5 应用文(Practical Writing)	(13)
第四节 英文写作评价标准	(24)
第二章 大学英语四、六级考试写作概要	(28)
第一节 大学英语四、六级考试写作简介.....	(28)
第二节 怎样写好大学英语四、六级作文.....	(29)
2.2.1 如何审题和构思主题句?	(29)
2.2.2 如何组织篇章和扩展主题句?	(30)
第三节 大学英语考试作文题评分标准	(36)
第四节 大学英语写作应试策略	(40)
第三章 大学英语四、六级考试写作指导	(45)
第一节 段首句作文	(45)
第二节 提纲式作文	(48)
第三节 关键词作文	(49)
第四节 看图表作文	(52)
第五节 看图画作文	(56)
第六节 情景作文	(59)
第四章 大学英语四、六级考试写作范文	(62)
第一节 肯定式标题范文	(62)
第二节 疑问式标题范文	(89)
第三节 图表、图画式范文	(108)

第四节	谚语式标题范文.....	(129)
附录 I	大学英语四、六级考试最新写作仿真题范文	(135)
附录 II	练习答案.....	(139)

第一章 英文写作概论

第一节 英文写作定义

何谓英文写作？简单地说，英文写作就是作者用英文书面符号表达自己的思想，与他人进行书面交际。语言学专家 Hennings 和 Grant 认为：写作是让人的思想流传永久的一种方式，它实际上是将口语译为结构更严谨的书面语。因此，写作需要作者具备听、说、读和思考的能力。

美国语言学会专家 Rebecca Neufield 认为，写作就是表达思想，是一种比说话更为正式的信息加工程序。书面语言是语言功能的最高层次。书面交流可反映出作者的思维方式，而写作技能则可显示作者掌握语言的熟练程度。

语言教学专家 Zamel 对写作做了较精辟的论述：写作是不断发现意义的过程，也就是说，写作涉及到作者绞尽脑汁寻找自己想要说的东西。因此，写作行为是一种不断发现意义的创造性活动，而不是一种机械性地组织思想的行为。

根据上述语言学专家们的观点，笔者认为，英文写作应被视为作者用书面语进行有意义的信息加工过程，完成这一过程需要作者把注意力集中在话语或语篇意义的表达上，而不是放在语法结构或文体上。

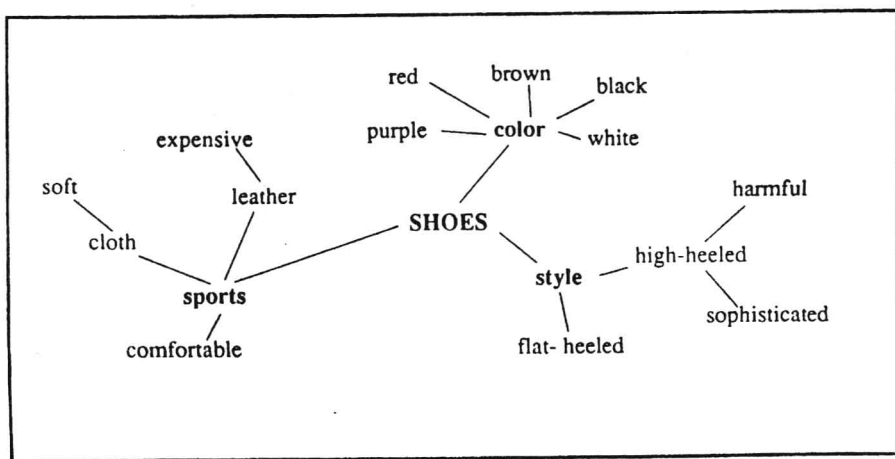
第二节 英文写作程序

Flower 和 Hayes (1981)两位语言学家认为：写作常被视为具有三个主要阶段：预写(pre-writing)，行文(writing)和重写(rewriting)。Tierney 和 Pearson (1983)则认为：写作至少有五个步骤：计划(planning)，初写(drafting)，组合(aligning)，修改(revising)和监控(monitoring)。Rebecca 根据英文写作教学的经验得出如下的结论：写作应包括七大步骤：(1) 作者拥有生活经验；(2) 写作前的思维活动；(3) 构建写作提纲；(4) 行文写作；(5) 与他人交流初稿；(6) 修改初稿；(7) 对作文进行评价。

根据 Rita Skuja 关于 ESL 学生学习写作的论述，笔者认为，英文写作应包括下列五大步骤：(1) 大脑思维(Brainstorming)；(2) 信息加工(Information Processing)；(3) 话语组织(Discourse Organization)；(4) 行文写作(Composing)；(5) 修改(Revision)。现分别叙述如下：

1. 2. 1 大脑思维(Brainstorming)

大脑思维活动一般指写作前的活动，旨在搜寻与写作主题或关键词相关的词语，为下一步的信息加工提供原料，扩展思维空间。例如：围绕 Shoes (鞋子)这一主题，可写出下列词串：



1. 2. 2 信息加工(Information Processing)

所谓信息加工,意指从大脑思维活动后产生的词串中筛选出部分与主题密切相关的信息,采用分类归纳法,构建出写作的逻辑程序大纲。例如,根据对 Shoes 这一主题进行大脑思维后产生的信息,我们可拟定出下列写作大纲:

1. Shoes have different colors.
2. Shoes have different styles.
3. Shoes have lots of varieties.

根据上述写作纲要,我们便可进行话语组织。

1. 2. 3 话语/篇章组织(Discourse Organization)

话语或篇章通常具有两大显著特征:一是结构上的粘着性(cohesion),指段落之间或句子之间在结构上的联结;二是意义上的连贯性(coherence),指前后各部分及句子之间意义上的逻辑联系。简单地说,话语就是在交际中实现的语义整体。例如:根据 Shoes 主题的写作提纲,我们可进行段落的话语组织和思想认识的进一步扩展。

1. Shoes have different colors. Different people wear different colored shoes. The reason is that people have different tastes and characters.
2. Shoes have different styles. Different age groups or sex groups wear different styles of shoes. The reason is to show their own personalities or social status.
3. Shoes have lots of varieties. People wear different types of shoes for different purposes to suit occasions or seasons.

1. 2. 4 行文写作(Composing)

行文写作时的关键在于:作者要紧扣作文的中心思想,注意整体性,围绕段落的主题句进行一步一步地展开;同时要注意语篇意义上的连贯性,重在意义的表达合乎逻辑。此外,作者还要开动脑子,运用所拥有的语言知识和经验常识,使自己的思想不间断地流露表达出来,最好一气呵成。请看有关 Shoes 一文的初写稿。

Shoes have different colors: Such as brown shoes, black shoes, white shoes and pur-

ple shoes. Different people like to wear different colored shoes. Some people like to wear black shoes, other people like to wear brown shoes. People wear different colored shoes because they have different tastes and characters.

Shoes have different styles. Such as flat-heeled shoes and high-heeled shoes. People with different age or sex often put on different styles of shoes. Men and women like to wear flat-heeled shoes and girls like to wear high-heeled shoes. People wear different shoes so as to show his personality or social status.

Shoes have lots of varieties. We have got sports shoes, leather shoes, plastic shoes and cloth shoes. People wear shoes to suit occasions or seasons. For example, a man going to a party must wear leather shoes. A traveller must wear sports shoes which are more comfortable. In winter, people must wear warm shoes.

In conclusion, people wear shoes for psychological, social and physical needs.

1. 2. 5 修改(Revision)

一篇好的文章往往需要经过多次修改。语言教学专家 Michael 认为:作文修改本身是一件十分复杂且在认知上要求很高的事情。Beason(1993)则认为,作文修改可分为三类:1) 表层水平修改(Surface Level Revision),指原文意义基本不动的修改;2) 局部意义修改(Local Meaning Revision),指微观结构上修改原文含义;3) 全局意义修改(Global Meaning Revision),指在宏观上改变语篇的原意。一般来说,第一类和第二类作文修改占比例较大,第三类修改占比例较小(不足 10%)。

根据 Beason 有关作文修改分类的观点,我们可对 Shoes 一文的初稿做表层水平和局部意义修改,被修改部分划上横线“_____”,修改过的部分加上括号“()”。

Shoes have different colors: Such (such) as brown shoes, black shoes, white shoes and (even) purple shoes. Different people (may) like to wear different colored shoes. Some people like (love) to wear black shoes (while) other people (others) like (prefer) to wear brown shoes. People wear different colored shoes (This is mainly) because they (different people) have different tastes and characters.

Shoes (also) have different styles, such as (There are) high-heeled shoes and flat-heeled shoes. People with (of) different age or sex often put on (wear) different styles of shoes. (Generally), men and (old) women like (tend) to wear flat-heeled shoes and (whereas) girls (and young women) like to wear (are fond of wearing) high-heeled shoes. People wear different shoes so as to show (The style of shoes a person wears may show their) personality or social status.

(In addition,) Shoes (shoes) have lots of varieties (as well). We have got sports shoes, leather shoes, plastic shoes and cloth shoes. People wear (different) (kinds of) shoes to suit (different) occasions or (the changing of) seasons. For example, a man going to a (formal) party must (should) wear leather shoes. A traveller must (have to) wear (comfortable) sports shoes which are more comfortable. In winter, (many) people must (should like to) wear warm shoes (that keep warmth).

In conclusion (short), people wear shoes (for different purposes), (mainly out of their) psychological, social and physical needs.

Shoes 一文修改稿具有下面四大特征:

1. 用词的多变性和确切性。初稿中 like 一词先后重复使用了四次。修改稿中,作者用近义词 love, prefer, tend, be fond of 替代了 like,既避免了重复,又使词义表达更加确切。
2. 一般概念和具体概念陈述更加贴切。初稿中有这样一句话:“男人和妇女喜欢穿平跟鞋,而女孩子喜欢穿高跟鞋。”这一观点并不符合实际。修改时,作者将其改为:“男人和老年妇女一般喜欢穿平跟鞋,而女孩子和年轻妇女一般爱穿高跟鞋。”使观点更加明确,符合实际。
3. 语篇结构上的粘着性和语义上的连贯性。修改稿中,第二段的主题句中插入“also”,第三段落的主题句中加上“In addition... as well”,结尾处用“In short”这些信号联接词,使全文结构紧凑、语义连贯。
4. 文章结尾与主题呼应,简洁有力。修改稿的结尾采用归纳法,清楚地阐明:“人们之所以穿鞋,是因为心理、社交和生理的需要。”从而使读者对文章主题的认识进一步升华。

第三节 英文写作文体(Style of Writing)

英文写作通常可分为四种文体:1. 记叙文(Narration);2. 描写文(Description);3. 说明文(Exposition);4. 议论文(Argumentation/Persuasion)。但在实际运用中,这四种文体往往交替使用,不能截然分开。

Richard(1992)认为,英文写作文体的分类是相对的,而不是绝对的。记叙文常含有情景描写、解释甚至议论;描写文在描写人物、场景的同时,也含有解释和作者的感受成份;说明文往往含有记叙或描写成份;议论文也涉及说明以及作者个人观点等。因此,在教学生英文写作时,不宜过份强调文体的分类,应培养学生自己的自由写作风格(Free-writing style)。

本节将对四种常见的英文写作文体作粗浅的概述,并对应用文中的两种形式——书信便函和摘要——作简要的说明。

1.3.1 记叙文(Narration)

记叙文又称为叙述文,主要用来记叙过去所发生的事,重点写事,也可写人。叙事时,一般按事情发生的时间顺序来叙述事情发生的过程,有时也涉及事情发生的背景或前因后果;记人物时,重点介绍人物的身世、经历和事迹等。常见的记叙文形式有:故事、历史传记、游记、新闻报道、回忆录等。记叙文的写作方法灵活多变,可采用顺叙、倒叙和插叙。从英文写作角度看,一般采用第一人称或第三人称(很少用第二人称);英文时态一般用过去时、含一般过去时、过去进行时、过去完成时和过去将来时。下面将举例说明:

例一

An Unforgettable Accident

It was a rainy and windy morning. The sky was gloomy, the temperature was low, and the street was still deserted. I was on my way to school. A little school boy came out of a house, walking hurriedly along. When he passed me, I heard him reciting the multiplication tables. He was still reciting when he started to cross the street.

He was too preoccupied in his study, and did not look before he crossed. Suddenly, a speeding car came around the corner. I was terrified and shouted at him to stop. But it was too late. The car ran straight towards him. Bang! He was knocked down.

I rushed towards the boy, crying for help. But the driver of the car continued his journey, ran away from his responsibility, without a further look at the unconscious boy.

The boy was still bleeding when the police, who had been informed by a passer-by, arrived with their ambulance. The police began to investigate. I had witnessed the accident, but did not have a look at the license number of the car. So I was no help, and they let me go back to class.

When I picked up the evening newspaper, my eyes were caught by one of the headlines—"Schoolboy Killed In Car Accident." These words sent me into a sorrowful mood, and have since remained in my memory after all these years.

本文记叙了一位上学的男孩,因全神贯注地背诵乘法口诀,在穿过马路时被一辆急驶而来的车子撞倒,成了一场车祸的无辜牺牲者。作者亲眼目睹了这场血淋淋的事故,留下了终生难忘的印象。文章描述了事故发生的背景和必要的细节。文章内容的展开是按事故发生的时间顺序进行的。作者先运用第一人称,后转用第三人称,突出主题思想。从英文时态上看,作者使用了一般过去时、过去进行时和过去完成时,时态选用准确。此外,文章还指出了事故发生的原因,无形中痛斥了那位在事故发生后见死不救、迅速逃跑的小车司机。

例二

An Absent-minded Mother

春日的傍晚,我在北海边一家室外的冷饮店闲坐,看着波光粼粼的水面,嗅着枝叶的清香,觉得空气中充满了生命气息。

斜对面坐着一对母女,自顾自吃冰淇淋的小女孩有着翘翘的小鼻子,大约七八岁的样子,十分可爱。母亲则抱着孩子的衣服,坐在一边轻声地对她说什么。

一阵小风吹过,孩子打了个喷嚏,妈妈连忙拿出一一直抱着的孩子外套给她穿上,又忙不迭地扣扣子。随手扣了几个,才发现扣歪了,于是马上又解开重扣。如此微小的疏忽,却被那孩子看个正着,她大声笑道:“妈,你缺心眼儿呀?嘻嘻。”那位母亲顿时面有愠色,坐在一旁的我也心想:这孩子竟如此出言不逊,定讨一顿好骂。然而尴尬的几秒钟之后,却听那母亲柔声说:“是啊。妈妈原来有两颗心,后来分了一颗给你呀!”说着,用手指轻轻戳了戳小女孩稚嫩的胸膛。小女孩似懂非懂地眨了眨眼睛,随即不好意思地将头埋进了妈妈怀里。母亲则伸出

手臂把孩子轻轻搂住，脸上浮现出欣慰的表情。

霎时间，这母女温情竟深深地打动了旁观的我。然而更让人赞叹的是母亲教育孩子的方法，因为有许多人似乎都忘记了，与呵斥、讲大道理、娇惯比起来，爱才是更美好、更有效的方法。

It was late on a spring afternoon. I was sitting idle at a cold drink stall near Beihai Lake enjoying the sight of shining ripples. The faint fragrance of the foliage in the air awoke me to a full sense of life.

A little aslant opposite me sat a mother and a daughter. The latter, a lovely girl of seven or eight with a small upturned nose, was occupied with an ice-cream while her mother, holding the child's coat, was whispering to her.

The child was affected by a sudden breeze and sneezed. Her mother immediately put the coat on her and began to button it up for her. In her hurry the buttons were wrongly matched, which was unnoticed by her until several had been done. The mother at once unbuttoned the coat and did it again. Such a careless slip, however, did not escape the child. "Ha-ha, Mum, see how your mind has wandered!" said the girl with loud laughter, which brought a sullen look to the mother's face. As an on-looker, I anticipated a good dressing-down for the little girl because of the insolent remark she had made. But there was only an embarrassing interval of a few seconds. Then I heard the mother's gentle voice. "Yes, Mum certainly has, for my heart has gone out to you!" said the mother, pointing a kind finger at the girl. The child blinked in bewilderment, hiding her blush in the bosom of her mother who hugged her gently in her arms. A smile of gratification spread over the mother's face.

I was deeply struck by this moving scene of motherly love. What was more impressive is her way of treating the child's misbehaviour, for quite a few people seem to forget that the best way to educate a child is not indulging or blaming, nor even moral lecturing, but tender enlightening with love.

本文为混合文体的记叙文。作者叙述了在北海边亲身经历的一件事，详细地描述了事情发生的地点、时间、背景和发生的过程，同时还描述了人物的行为及心理活动。作者触景生情，谈了自己的感想。本文既有叙述描写，又有说明和评论，给读者留下强烈的读后感受。文章的结尾处才阐明主题：教育孩子最有效的方法是爱心，而不是打骂。文章的标题“分心”为一语双关，既有“分散注意力”，又有“分一半心给他人”的含义。因语文文化差异，英文标题未能体现出原文的味道。

1.3.2 描写文(Description)

描写文是对人物、事物、事件、地点和场景进行生动刻画或描绘的文体。描写文所描写的对象一般是作者自己耳闻目见、亲身体验和观察到的具体事实。描写文的关键在于重要细节部分的描写。由于描写文使用的文字具有强烈的、色调鲜明且富于感觉的色彩，因此它们能帮助读者看到、听到、触摸到、嗅到，甚至品味到作者所描写的一切。描写文中也含有叙述成分。下面针对人物外表描述、心理描述、事物的客观描述和情景描述作粗浅的介绍。

例一 人物外形描述

Before the table sat a man unlike an ordinary human being. It was a skeleton, with tight-drawn skin and a shaggy beard. The color of his face was yellow, the cheeks were sunken, the back long and narrow, and the hand upon which he leaned his head was so lean and skinny that it was painful to look upon. His hair was already silvering with gray, and no one who glanced at his face would have believed that he was only forty years old.

tight-drawn skin 紧皱的皮肤 sunken cheeks 凹陷的双颊 shaggy beard 粗浓蓬乱的胡须 lean and skinny hand 瘦成皮包骨的手 yellow color 发黄的颜色

上文采用了一串富有感官细节色彩的词语,生动逼真地描绘出一位骨瘦如柴的男子。这位男子年仅四十,却如此衰老,令读者惋惜。

例二 人物心理描述

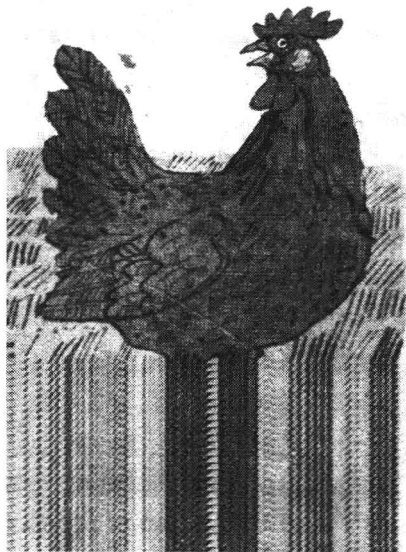
(Now suddenly she began to sob, holding herself in as if weeping were a disgrace.) Homer wanted to get up and run, but he knew he would stay. He even thought he might stay the rest of his life. He just didn't know what else to do to try to make the woman less unhappy; and if she had asked him to take the place of her son, he would not have been able to refuse because he would not have known how. He got to his feet, as if by standing he meant to begin correcting what could not be corrected and then he knew the foolishness of this intention and became more awkward than ever. In his heart he was saying over and over again, "What can I do? What the hell can I do? I'm only the messenger."

(You Go Your Way, I'll Go Mine)

作者围绕霍姆想给因丧子而感到无限悲痛的母亲一点安慰,却不知如何是好这一主题,对人物进行了深入细致的心理活动描写,从而生动地刻画出霍姆是一位心地十分善良的小伙子。

例三 客观事物描述

The domestic hen has short wings which it rarely uses because it has a heavy body and lives on the ground. It is clumsy in flight and can cover only short distances. Its feet are designed for scratching the ground to find seeds and worms. It has a short beak adapted for eating this kind of food although it will also eat almost any other kind of food. Hens nest on the ground. They have been bred for egg production and can lay up to 300 eggs a year.



作者围绕家养母鸡这一主题,详细客观地描述了母鸡的外形,各种器官的作用及母鸡本身的价值。若要进一步描写鸡蛋,我们还可联想到下列词语:egg shell, 蛋壳, egg white, 蛋白; yolk, 蛋黄; hatch chickens, 孵小鸡。

例四 情景描述

A Spring Morning

It was early in the spring morning. The sun was just rising out of the eastern horizon, emitting streaks of red hue through the clouds and across the sky. Soon the campus was bathed in the first rays of the sun. The lake, the trees and bamboo looked as if they were all gilded. The ground was covered with tender grasses and the beaded dewdrops stood on their tips and reflected the sunshine. Birds flew about in the woods twittering restlessly. Some boy students who were absorbed in reading leaned against trees with buds peeping out from within the grey bark. A couple of girls read English aloud while walking up and down the gravel path around the lake, where a sort of steam rose, forming a thin mist.

It was really a morning of beauty, of vigor and of hope.

上文描述了校园里某个春天清晨的自然景色。柔和的阳光,绿色的草木,清新的露水,可爱的小鸟,薄薄的晨雾,构成了春天清晨的一幅美丽而又充满希望的图画。

1.3.3 说明文(Exposition)

说明文是用言简意赅的文字说明事物的特点、解释原理的一种文体。说明文主要用于说明或解释客观事物的性质、特征,或介绍某种操作的程序,或解释某些抽象概念,或阐明某种科学原理等。说明文与描写文和叙述文的不同之处在于:说明文需回答:“what”,“why”,“how”这类问题。说明文的范畴包括词典、教材、论文、实验报告及广告等。

说明文最大的特点是语言简炼、条理清楚、层次分明、逻辑性强,能给读者留下清晰的印象。说明文常用的写作方法有:例证法、定义法、分类法、比较——对比法和因果分析法等。这些方法在实际使用中可交织在一起运用。

写说明文时应注意下列几点:

1. 人们认识事物的合理顺序,如时间顺序、空间顺序等。
2. 材料要充分,用词要简明准确。要避免使用模棱两可或华丽的词藻,引用数据也不要夸大或缩小。
3. 限制主题的范围,变换方式揭示主题,点出解决的问题。可适当运用比喻、拟人等修辞手法,尽可能将文章写得生动。

例一 定义、例证法

What Is Language?

A language is a signalling system which operates with symbolic vocal sounds, and which is used by a group of people for the purposes of communication. Let us look at this definition in more detail because it is language, more than anything else, that distinguishes man from the rest of the animal world.

Other animals, it is true, communicate with one another by means of cries. For example, many birds utter warning calls at the approach of danger; apes utter different cries,

such as expressions of anger, fear and pleasure. But these various means of communication differ in important ways from human language. For instance, animals' cries are not articulate. This means, basically, that they lack structure. They lack, for example, the kind of structure given by the contrast between vowels and consonants. They also lack the kind of structure that enables us to divide a human utterance into words.

We can change an utterance by replacing one word in it by another: a good illustration of this is a soldier who can say, "tanks approaching from the north," or he can change two words and say "aircraft approaching from the west"; but a bird has a single alarm cry, which means "danger!"

This is why the number of signals that an animal can make is very limited. The Great Tit is a case in point. It has about twenty different calls, whereas in human language the number of possible utterances is infinite. It also explains why animal cries are very general in meaning.

上文首先给语言下了一个较确切的定义,指出人类与动物的根本区别在于语言。随后,层层举例说明动物运用喊叫声进行交流与人类使用语言进行交际的差异。不仅采用了定义法和例证法,而且运用了对比法。文章结尾段指出:动物的喊叫声信号数量是有限的,而人类发出的语言声音信号量则是无限的。读者应注意文章中划线部分的词语,它们均是举例说明时常用的表达方式。

例二 分类法

Drinks are necessities in people's daily lives. With the ever-increasing living standards, drinks are playing a more and more important role. An understanding of the types of drinks may prove helpful to you when you want to make a choice.

As you may know, a drink may be classified according to whether or not it contains alcohol. Therefore, basically, there are two types of drinks: alcoholic and non-alcoholic. Alcoholic drinks are spirits, wine, beer and the like. Non-alcoholic drinks may be sub-divided into hot drinks and cold drinks. Hot drinks are drinks like tea and coffee. Cold drinks may be further sub-divided into aerated and non-aerated drinks, which are changed with carbonated water. Fruit juices and others, such as milk, are non-aerated drinks.

Usually people choose drinks according to their health conditions and personal likings.

本文围绕“饮料”(Drinks)这一主题,进行分类举例加以说明。文章开头指出:饮料是人们日常生活中的必需品,因此有必要了解饮料的类型。接着将饮料分为两大类:酒精类和非酒精类;非酒精类又分为热饮料和冷饮料;冷饮料再分为加汽体和未加汽体的饮料。文章结尾时指出:人们根据自己的健康状况和个人爱好来选用饮料的种类。举例贴切,层次分明。

例三 因果分析法

Fast-food Restaurants in the United States

Most Americans eat breakfast and lunch quickly, unless it is a business luncheon or