

CET

四级考试

Band 4

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四级考试 新高点

大学英语写作与范文

总主编 张鑫友  
主 编 丰国欣

华东师范大学出版社

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# 4



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# 前 言

**四级考试新高点**是根据新的《大学英语教学大纲》和新的《大学英语通用词汇表(1—4级)》以及全国大学英语四、六级考试委员会最近几年已公布的各种新题型而设计和编写的一套考试丛书。全套丛书共五册:《大学英语听力理解》、《大学英语阅读理解》、《大学英语词汇与结构》、《大学英语写作与范文》及《大学英语模拟试题及详析》。前四册书分别为大学英语四级考试几种题型的单项训练,最后一册书是前四册书的综合,即大学英语四级考试的综合模拟试题。

《大学英语写作与范文》遵循理论联系实际的原则,既论述了英语书面语写作的普遍原理,同时又十分注重写作实践。全书共分四个部分:第一部分系统介绍了写作的基本知识,首先介绍了句子和段落的特征及写作方法,其次介绍了各种体裁文章的写作方法,最后介绍了测试中如何考查写作,即应试写作;第二部分以文章体裁为线索,结合测试要求,提供了100个题例,供读者练习;第三部分提供了100篇范文,供读者模仿、阅读;第四部分为100篇写作范文提供了参考译文,这样便于考生学习和理解。

张鑫友

1999年4月

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## 第一部分 写作知识

写作是一项综合运用各种语言能力的活动。要写好一篇英语文章,必须具备以下条件:掌握一定的词汇、语法规则和文化规约;形成道地的英语思维习惯;具有敏锐的观察能力、严密的逻辑和深刻的思想;还要具备一定的写作基础知识。本部分将探讨句子和段落的特性,分析各种体裁文章的结构及其写作方法,介绍应试写作技巧,用必要的写作理论知识来指导写作实践,以达到事半功倍的目的。本部分所涉及到的内容对写作能力和阅读能力的提高无疑均极为有益。

### 一、从句子到段落

句子是文章的基本单位。要写好文章,首先得写好句子;要写好句子,则应弄清楚句子的写作特性。

#### 1. 句子的完整性

句子的完整性体现在两个方面:意义上的完整,即所表达的意思清楚明了;结构上的完整,即至少要包含主语和谓语这两个主要成分。例如:

Armed with such a precept, a number of doctors may slip into deceptive practices that they assume will “do no harm” and may well help their patients. (有了这样一个指导原则,一些医生可能渐渐习惯于采用他们认为对病人很可能有益而“无害”的骗人做法。)

She gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. (在我的印象中,她的牙齿又大又白又齐,并且数量也多于实际需要。)

上述两例不仅结构完整而且意义也完整,充分体现了句子的完整性。

但在实际写作中,句子并不总是这样在意义和结构上完整。在意义和结构之间的关系上,意义完整是首要的,结构完整是为意义的表达服务的。有时,意义完整,结构并不一定完整;反之,结构完整,意义并不一定完整。这种情况必须有上下文作为语境条件。例如:

I told her that I was going to be away a long time, and that if she couldn't stand it, if the kids kept asking questions, if it hurt her too much, well, ... (我告诉她我要离开家很长时间,要是她忍受不了,要是孩子们总是问起我的事,要是给她的伤害太大,那么,……)

此句似乎不完整,但读完全句,读者仍然能推测出未说完的话,即 just forget me (忘掉我好了)或 just get away from me (就离开我吧)之类的话。又如:

— Would you come and talk over my suggestions with my brother, the co-owner and manager of the factory? (你来和我的兄弟,即厂主兼经理,讨论我的建议,好吗?)

— Yes, I'd like to. (好的,我很愿意。)

此例的第二句似乎结构不完整,但在上下文中读者很容易明白全句是 I'd like to talk over your suggestions with your brother. (我很愿意和你的兄弟讨论你的建议。)这种不影响理解意思和结构的“不完整”实际上是省略句。在写作中适当地使用省略句可以收到言简意赅的效果。

然而,初学写作者由于对英语语言表达尚不熟练,常常在写作中出现下列影响表达和理解的不完整现象:

His ambition was to graduate at the head of his class. \* And to win a state scholarship. (他的雄心壮志是毕业时在班上名列榜首,并且获国家奖学金。)

此例中第二句误将不定式短语作句子,属结构不完整,应改为: His ambition was to graduate at the head of his class and to win a state scholarship.

\* If there is a ball game on television, when Tom was young, he often went to watch ball game.

此句中条件从句后意义不完整,造成整句逻辑混乱。

I would never forget the present. \* Which was given to me by father. (我忘不了我爸爸送给我的礼物。)

原句误将定语从句作独立句子使用,仍属结构不完整。

一般说来,结构上的不完整随着英语语言表达能力不断地提高容易克服;而意义上的不完整则属逻辑思维问题,相对来讲,较难克服,但只要坚持不断地练习写作,仍能克服。

## 2. 句子的统一性

句子的统一性包含两层意义:一是句子只能有一个完整的中心意思,所有的细节都是为中心意思服务的,即起着修饰、说明、解释、补充等作用;二是句子内部各成分之间的关系必须合乎逻辑、清楚明了。例如:

Studies show that, contrary to the belief of many physicians, an overwhelming majority of patients do want to be told the truth, even about grave illness, and feel betrayed when they learn that they have been misled. (研究结果表明,与许多医生的想法相反,绝大多数病人确实想知道真实情况,甚至是严重的病情,当他们了解到医生没有对他们讲真话的时候,他们感到自己被哄骗了。)

We are also learning that truthful information, humanely conveyed, helps patients cope with illness: helps them tolerate pain better, need less medicine, and even recover faster after surgery. (我们还获悉,将真实情况妥当地告诉病人,能帮助他们与病魔作斗争,有助于他们更好地忍受疼痛,减少用药,甚至在手术后更快康复。)

上述两例尽管都很长,但都有各自的中心意思:第一句是“应将病情真实情况告诉病人”;第二句是“病人得知真实情况的好处”。两句都遵循了句子的统一性原则。

但在一些习作中,我们经常会碰到逻辑性不强、思路混乱、主旨不集中、缺乏统一性的句子。例如:

\* When a student reads a book, they often have their own idea about it. (当一个学生读一

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\* 此星号表示该句或小段有语病。——责编注

本书时,他应该对这本书有自己的看法。)

应将 they 改为 he, 思路才不混乱。

\* He wanted work, which was the job in the first garage to open in town, and he wanted to earn his living.

若将原句改为 “He wanted work that would let him earn his living, so he got a job in the first garage to open in town. (他需要工作谋生,所以他在城里第一家开业的修车厂里找到了一份工作。)”则句子主旨更集中、更统一。

为了保持句子的统一性,写句子时,首先应确定句子的中心,并为这个中心选择和组织细节。最容易破坏句子中心的情况就是随意变换句子主语。例如:

\* We first discussed the plan to climb the mount, and the preparation began.

这样,句子便有两个中心: We 和 preparation。若改成下句,才是一个中心: We。

We first discussed the plan to climb the mount, and then began the preparation for the climb. (我们首先讨论了登山计划,然后开始准备登山。)

其次,尽量使用短语或从句来表示细节,以突出句子的中心;而且句子中的细节不宜过多,细节之间应有内在的逻辑关系。例如:

\* We left the cave about an hour later. We saw a sign. It mentioned the National Speleological Society. Our interest awakened.

此段句型单调且不连贯,如果用从句或短句将它改成一个句子,则连贯得多。试比较:

When we left the cave about an hour later and saw a sign mentioning the National Speleological Society, our interest awakened. (当我们一个小时候离开此洞,看见一个标有“国家洞穴学会”的牌子时,我们的兴趣立即被激起。)

再次,应避免使用不合逻辑的句子结构和长而松散的句子结构。例如:

\* I have an album. My brother gave me the album, and it is brown. I keep all my photographs in it.

此段中包含了不必要的细节: I have an album. 而且结构松散,缺乏统一性。应改成:

I keep all my photographs in my brown album which my brother gave me.

### 3. 句子的简洁性

相对汉语来讲,英语长句多,但长句并不等于啰嗦,令人感到佶屈聱牙,冗长费解。写作要求用最简洁的语言表达最丰富的意思,这就是句子的简洁性。要保持句子的简洁性,必须做到以下几点:

首先,应避免使用非实质性词语、不确切的词语和迂回手法;否则,要么表达不准确,要么冗长累赘。例如:

\* It is because of the fact that he is ill that we should look after him.

句中 of the fact that 完全是多余的,拟改为:

It is because he is ill that we should look after him. (正是因为他生病了,我们才照看他。)

\* There are ten boys joining in the game.

此句表达迂回曲折,拟改为:

Ten boys joined in the game. (有十个男孩参加了这场游戏。)



其次,应避免同义重复。同义重复指的是,由于对某词语的含义理解不全面,将词语本身已经明了的意思再用同义或近义表达法修饰或说明一遍。例如:

\* This is the most perfect article.

句中, the most 与 perfect 在意思上重复了,因为 perfect 本身就含有 the most (最)之义。此句应改为:

This is a perfect article. (这是一篇完美的文章。)

\* The city is full of tall skyscrapers.

句中 skyscrapers 本来就给人以 tall 的印象,所以再用 tall 来修饰就多余了。这一句话应改为:

The city is full of skyscrapers. (这个城市到处是摩天大楼。)

但是,同义反复(复用)不同于同义重复,它在写作中是一种词汇与语篇的纽带,起连接句子的作用。例如:

The boy is climbing the tree. The kid is going to fall.

第二句中的 kid 与第一句中的 boy 同义,两个词为复用式用法,起连接作用。

#### 4. 句子的多样性

句子的多样性是相对句子单调而言的。在实际写作中,由于文章所涉及的意思蕴含丰富,所以语言表达也就丰富多彩。若整篇文章或整段文章都使用同一句型,即使没有病句,也给人以千篇一律、单调乏味、不连贯的感觉。例如:

\* The Egyptians were warlike. They found time for peaceful games. They had developed a number of ball games. Each had its own set of rules. They play ball more for instruction than for fun. Ball playing was thought of mainly as a way to teach young men the speed and skill they would need for war.

此段虽无病句,但缺乏多样性,句子之间互不连贯,若改成下段就较好:

Even though the Egyptians were warlike, they found time for peaceful games. Before long they had developed a number of ball games, each with its own set of rules. Perhaps they played ball more for instruction than for fun. Ball playing was thought of mainly as a way to teach young men the speed and skill they would need for war.

实现句子的多样性可采用以下几种方式:

首先,简单句和复合句交替使用,使句子有长有短。例如:

One day, a young messenger went to deliver a tragic telegram to the house of Mrs. Rosa Sandoval. When he knocked the door to wonder whom this person would be, a Mexican woman opened the door. At that time he even could not turn over the telegram to the woman as usual not only because she could not read in English, but also she made him walk into her house for a moment. However, it was difficult for such a young man to comfort her. As everybody knows, the death news is too sorrowful to bear.

此段中,简单句和复合句结合使用,使段落意思层次分明。

其次,圆周句和松散句交替使用。圆周句(也称掉尾句)指句子主要部分在后,修饰部分在前;而松散句则指句子主要部分在前,修饰部分在后。例如:

{ As the young people shouted, the old con slowly rose from his seat and made his way to the front of the bus to go home. [圆周句]

{ The old con slowly rose from his seat and made his way to the front of the bus to go home as the young people shouted. [松散句]

{ (当这帮年轻人欢呼时,这位老囚犯慢吞吞地从座位上站起来,向车子前面走去,准备回家。)

{ Chichester covered 14,100 miles before stopping in Sydney, Australia. [松散句]

{ Before stopping in Sydney, Australia, Chichester covered 14,100 miles. [圆周句]

{ (在到达澳大利亚的悉尼之前,Chichester 已航行了 1.41 万英里。)

交替使用松散句和圆周句不仅可保持句子的多样性,而且还可以使句子前后部分在结构上相同,意义相互对照或并列。

再次,顺装语序与倒装语序交替使用,使句子强弱得当。例如:

{ On the ground lay an old goat. [倒装]

{ An old goat lay on the ground. [顺装]

{ (地上躺着一头老山羊。)

{ I have never seen such an interesting film. [顺装]

{ Never have I seen such an interesting film. [倒装]

{ (我从未看过如此有趣的电影。)

句子的多样性虽是重要的写作技巧,但不可盲目追求。它的使用取决于思想表达和上下文关系的需要。在一篇文章里要综合地使用各种多样性的句子。

### 5. 段落的主题句及扩展句

段落就是用一系列在逻辑和结构上有联系的句子来阐述一个中心思想。段落的实质性问题就是必须把中心思想表达清楚,至于句子的多少,则无关紧要。一般说来,段落由三个部分组成(过渡性段落除外),即主题句(阐述段落的中心思想)、扩展句(列举原因、事实、例子、数据或引语、理论依据来阐明中心思想)和结论句(即段落发展的结果)。

主题句是表示一个段落的中心思想的完整句子,这种句子是一种高度概括性的陈述,而不涉及具体细节。根据具体写作的需要,主题句可放在段首、段中、段尾,或段首段尾两次出现,或不明确写出,而是暗示出来。例如:

*Local time would no longer be important. On the surface, the tyranny of day and night cannot be avoided, and when it is morning in one place, it is noon in another, evening in still another and midnight in yet another. The rhythm of human life therefore varies from place to place. Underground, where there is no externally produced day, but only perpetual darkness, it would be artificial lighting that produces the day and this could be adjusted to suit man's convenience.*

此段开头第一句便是主题句。主题句位于段首是写作的最常用方法,它能使读者清楚知道其他各句都围绕这个主题句展开。

And that is exactly what reading a book should be: a conversation between you and the author. Presumably he knows more about the subject than you do; naturally you'll have the proper humility as you approach him. But don't let anyone tell you that a reader is supposed to be solely

on the receiving end. *Understanding is a two-way operation; learning doesn't consist in being an empty receptacle.* The learner has to question himself and question the teacher. He even has to argue with the teacher, once he understands what the teacher is saying. And marking a book is literally an expression of your differences, or agreements of opinion, with the author.

这段前半部分谈到读书即读者向作者请教;后半部分谈到读者应以在书上做标记的形式向作者提出质疑,发表自己的见解。段中斜体部分既总结出了本段的中心(即理解是双向活动;学习并不只意味着往空容器里装东西),又起承上启下的作用,所以位于段中。

Is it false respect, you may ask, to preserve intact a beautifully printed book, an elegantly bound edition? Of course not. I'd no more scribble all over a first edition of *Paradise Lost* than I'd give my baby a set of crayons and an original Rembrandt! I wouldn't mark up a painting or a statue. Its soul, so to speak, is inseparable from its body. And the beauty of a rare edition or of a richly manufactured volume is like that of a painting or a statue. *If your respect for magnificent binding or printing gets in the way, buy yourself a cheap edition and pay your respect to the author.*

作者在此段中谈到在书上做标记并不意味着不爱惜书的装帧,书的灵魂与书的装帧是不可分割的。如果对华美的装帧和精美的印刷的尊重妨碍读书,那就买一种便宜的版本看,将敬意献给作者——这是作者在段尾得出的结论,即本段的中心。主题句位于段尾往往给读者较深的印象。

*There are two ways in which one can own a book.* The first is the property right you establish by paying for it, just as you pay for clothes and furniture. But this act of purchase is only the prelude to possession. Full ownership comes only when you have made it a part of yourself, and the best way to make yourself a part of it is by writing in it. An illustration may make the point clear. You buy a beefsteak and transfer it from the butcher's icebox to your own. But you do not own the beefsteak in the most important sense until you consume it and get it into your bloodstream. *I am arguing that books, too, must be absorbed in your bloodstream to do you any good.*

作者在段首表达了本段的中心:即有两种拥有书的方式(财产的所有和营养的吸收);结尾时,又得出结论,强调书的营养必须吸收到血液里才对读者有作用,第二个主题句升华了第一个主题句,给读者以强烈的印象。

Dying patients especially — who are easiest to mislead and most often kept in the dark — can then not make decisions about the end of life: about whether or not they should enter a hospital, or to have surgery; about where and with whom they should spend their remaining time; about how they should bring their affairs to a close and take leave.

此段说明了病人了解不到自己病情的真实情况的种种危害。作者虽然没有明确写出主题句,但读者可以理解到所暗示的主题句为: *Lies do harm to patients, especially to the dying patients.*

总之,段首的主题句能开宗明义、提纲挈领;段中的主题句给人以藤蔓萦绕,花实其中之感;段尾的主题句能画龙点睛,令人豁然开朗;段首段尾同时出现的主题句给人以首尾呼应、高山流水之感;所暗含的主题句能使文章脉理丝丝相扣,令行文水到渠成。

扩展句就是用具体、真实和可靠的细节来发展主题句的句子,也叫支撑句。扩展句所涉及到的细节有原因、事实、例子、数据、引语及理论依据等等。例如:

①Spare-time learners are usually the best learners. ②Their rate of learning is helped, of course, by the fact that they want to learn and consequently try to learn. ③But they are also helped by circumstances — they are forced to take their learning by easy stages. ④Edgar Burchell, the janitor, who became a leading medical scientist and teacher, is an example.

此段共四句,①句是主题句;②至④句是扩展句,其中②句表示原因,③句用来说理,④句举例说明。

#### 6. 段落的单一性

段落的单一性指的是段落内容的一致性,即一个段落只能表达一个中心意思或中心思想,而这个中心意思最好限于用一至二个句子来表达,其余表示事实、范例、原因、论证等的扩展句必须为这个中心思想服务。例如:

The satisfaction of killing time and of affording some outlet, however modest, for ambition, belongs to most work, and is sufficient to make even a man whose work is dull happier on the average than a man who has no work at all. *Work is very important*. But when work is interesting, it is capable of giving satisfaction of a far higher order than mere relief from tediousness.

可见,这段是围绕着“大多数工作能给人带来消磨时光的满足感”这个中心表达的(第一句即主题句),其余扩展句都是为这个中心服务的;但是段中斜体字句 *Work is very important*. 显然与中心无关,必须去掉,全段内容才能保持一致。

#### 7. 段落的连贯性

段落的连贯性指的是段落所表达的中心合乎逻辑地发展。段落中的各个句子不是简单地、杂乱无章地堆在一起,而是按照一定逻辑关系结合一定的语言形式有机地组合在一起,从而自然、流畅地展开中心。这里所说的“一定逻辑关系”是指作者在具体写作中根据具体中心思想表达的需要而确定的表达思路,它具有特殊性,即不同作者、不同的中心思想,有不同的表达思路,不必千篇一律、公式化。但这并不意味着没有一定规律可循。段落的连贯性常常利用时间顺序、空间位置、因果关系、归纳与演绎、比较与对照等具体方法来体现,同时,还应注意,这些具体方法往往综合地使用在一个段落或一篇文章里。例如:

#### **My Job as a Waitress<sup>①</sup>**

While working my way through college, I have held some dull and difficult jobs. I have spent a summer picking tomatoes in hot and seemingly endless fields. I have sold toys during the Christmas rush to screaming children and harassed parents in the crowded basement of a large department store. I have worked through the night sorting mail in a cold and dreary post office. However, none of these jobs was as bad as a waitress in a combination restaurant and ice cream parlor (Thesis Statement). The work there was physically hard; the pay was poor; and most of

① 本文转引自王崇义:《大学英文写作》,湖南师范大学出版社,1995, pp. 418~421。

all, the working conditions were deplorable.

First of all, the job made great demands on my energy and endurance. From 4:30 in the afternoon until 1:00 or 2:00 in the morning, I spent most my time on my feet waiting on customers; walking from counter to kitchen to table; carrying trays heavy with plates of food and giant ice cream sundaes, sodas, and shakes. The restaurant was a popular hangout for teenagers, whose needs for another straw, another spoon, another glass of water kept me in almost constant motion. Families were also drawn to the place and overflowed the booths, their little ones spewing malted magic down the seats, often followed by broken glass-targets for the broom and mop that I wielded in my "spare" time. In fact, in the rare moments when business slowed down, I was expected to mop the entire floor and to clean down walls as well as to polish the extensive fountain area. In addition to waiting tables, I was required to work in the kitchen some of the time and to make the ice cream orders for all of my customers. My hands and arms ached by the end of the night from scooping hard ice cream. When I went home, I had to soak my sore body in a tub for at least a half hour before I could sleep.

The physical hardship might not have been so hard to bear if the pay had not been so poor. I was paid the minimum wage at that time, which was \$1.25 an hour, and on a good night, I made another two or three dollars in tips. Because of the low pay, I often worked overtime on weekends to increase my paycheck. I was naive and didn't at first realize that weekends attracted the "big spender", who promised substantial tips that rarely materialized in return for extra attention and faster service. Although I catered to them and flew as fast as I could, when I cleared their tables I might find a dime or a quarter and sometimes nothing at all as tip for a table of four and a bill of fifteen dollars or more. Of course, in addition to longer hours, weekends meant heavier traffic in the restaurant, but as a rule I made little more money on weekends than I did on my regular shifts. My take-home pay was usually under \$100 a week, including tips. I was promised a Christmas bonus of a two-pound box of candy, but I forfeited that by leaving the job the week before.

Even worse than the physical strain and the low pay, what upset me about the job were the working conditions. My boss was a slave driver and a dirty old man who liked to pinch pennies as well as various parts of my anatomy. On the cook's days off, he did the cooking himself but expected me to help him out in the kitchen in addition to my regular work. While I cleaned vegetables, prepared salads, and made desserts, I also had to listen to his obscene jokes and fight off his amorous advances. Rejecting him put him in an ugly mood, and then he would find special jobs for me, such as cleaning the ovens and scraping down the grills. He would demand that I work harder, and he would criticize me when I sat down for the brief rest breaks that were due to me. During rush hours, his wife sometimes worked as cashier, and her raised eyebrows and insinuating remarks about my relationship with her husband made me furious. Finally, when she came right out and accused me of trying to seduce him, I told her what I really thought of him as well as the job. There was a terrible scene, and it wasn't clear at that point whether I quit or was fired. It was enough to know I would never work there again.

I had worked at that job for seven months, barely able to endure the work load, the poor pay, and the degrading working conditions. When the moment of my liberation came, I was too enraged to worry about how I would continue to support myself and pay for my education, but that miserable job made me even more determined to do so.

—Kathleen E. Sullivan

上述几种表示逻辑关系的具体方法在这篇文章中得到了较好地综合运用。

#### 8. 段落的过渡词

如果说段落的连贯性强调的是语言内在的逻辑关系,那么,段落的过渡词则强调的是语言表达形式上的衔接,它服务于逻辑关系的表达。段落的过渡词指的是段落中句子与句子间过渡的连接纽带。

段落的过渡词可以表示概括与总结(如: to sum up, finally, in a word, in brief, at last, in conclusion, in summary 等)、结果(如: as a result, it turns out, consequently, so, therefore, accordingly, otherwise 等)、让步(如: still, yet, clearly, after all, though, although, as, of course, nevertheless 等)、比较与对照(如: similarly, equally important, like, as, in the same way, in contrast, unlike, whereas, on the other hand, instead 等)、补充(如: also, furthermore, in addition, moreover, first, second, then 等)、举例说明(如: such as, thus, for example, for instance, such, next 等)、限定与转折(如: but, however, although, though, yet, except for 等)、强调(如: above all, indeed, certainly, surely, most important, first, first of all 等)和说明与解释(如: for, in this case, that is to say, i. e., in fact, now, in addition, furthermore 等)等逻辑关系。例如:

*In brief*, you must believe in yourself. (总之,一个人应该相信自己。)[总结]

*In conclusion*, he wanted to show that Christmas is the most important holiday. (结论是,他想表明圣诞节是最重要的节日。)[概括]

*As a result*, he was defeated in the game. (结果,他比赛失败了。)[结果]

*Although* he had the opportunity to hunt and fish with great Indian outdoorsmen, he was denied opportunity in other ways. (他虽然有机会与熟悉野外生活的印第安人一起狩猎、捕鱼,但其他方面的机会全给剥夺了。)[让步]

Studies show that, *contrary to* the belief of many physicians, an overwhelming majority of patients do want to be told the truth. (研究结果表明,与许多医生的想法相反,绝大多数病人确实想知道真实情况。)[对照]

*Similarly*, mother also missed us very much. (同样地,妈妈也很思念我们。)[比较]

Tom *also* asked for three books. (汤姆也要了三本书。)[补充]

That experiment, *for example*, was a total failure. (比如,那次实验就彻底失败了。)[举例]

*But* being born an Indian, his path was not so bright. (但由于生来就是一个印第安人,他的道路并不那么光明。)[转折]

*Surely* these Carlisle athletes would come charging off the train, one after another, like a Marine battalion. (不用说,这些卡莱尔的运动员抵达后,准会像一营海军陆战队样,一个接一个

个冲出火车。)[强调]

The problem, *in this case*, is hard to solve. (这样,问题就很难解决了。)[解释]

此外,代词、同义词、反义词和重复使用一个词也可以起到过渡词的作用。例如:

Though Jim Thorpe had brought great glory to *his* nation, though thousands of people cheered *him* upon *his* return to the United States and attended banquets and a New York parade in *his* honor, he was not a citizen. (尽管吉姆·索普为他的国家赢得了伟大的荣誉,尽管他回到美国时,数千人前去热烈欢迎他,并参加了为他举行的宴会和纽约游行,然而他并不是一个美国公民。)[代词作为过渡词]

He looked at me with an *air* of surprised disapproval, an *expression* I had never seen before. (他以一种吃惊的、不赞成的神态看着我,这种表情我以前从未见过。)[同义词作为过渡词: *air* 在此与 *expression* 同义]

Were it left me to decide whether we should have a *sound body* without *money* or *money* without a *sound body*, I should not hesitate a moment to prefer the former. (倘若让我来决定,我们是应该拥有健康的身体而没有金钱呢,还是应该拥有金钱而没有健康的身体,我会毫不犹豫地选择前者。)[关键词的重复]

*Everybody* says he is *foolish*; *nobody* says he is *clever*. (人人都说他蠢,没人说他聪明。)[反义词作为过渡词]

再看上述各种过渡词综合使用的一个例子:

From industrial beginnings in the nineteenth century, *plastics* have struggled through a hundred and twenty years of glory, failure, disrepute and suspicion on the slow road to public acceptance. *Now, at last, one* can positively say that *plastics* are appreciated and enjoyed for what they are; that they make modern life richer, more comfortable and convenient, and *also* more fun. *Plastics* are warm materials, sympathetic to the human touch, and their transformation into things that come into contact with human beings is entirely appropriate.

## 二、常见体裁文章的写作

体裁指的是文章的表现形式。从表达手段来分,文章可分为记叙文、描写文、说明文、议论文和应用文。

### 1. 记叙文

记叙文就是记叙人物的行为、经历和事件发生、发展、变化的过程的文章。它常常包括“5W 和 1R”六要素,即 when (时间)、where (地点)、who (人物)、what (事件)、why (原因)和 result (结果)。

记叙文常常包括三个部分:开头、发展和结尾。在开头部分里,作者常交待要记叙的事件发生的时间、地点、人物及人物之间的关系,即交待一定的情景,以帮助读者对要记叙的内容有一定的了解。发展部分是记叙主体,包括经历和事件的各种发展细节,如产生、发展、激化、高潮等。在结尾部分里,作者往往会记叙事件的结果,所产生的影响、意义,总结全文,点明主题。

记叙文的叙述方式常有三种:顺叙、倒叙和插叙。顺叙法指文章的层次跟事件发展过程基本一致,按照事件产生、发展、高潮和结尾的顺序写。这种表达方式有头有尾、清楚明白。倒叙

法就是把事件的结局或某个突出的片断提到前面先叙述,然后再从头按顺序叙述。这种表达方式若用得好,能使文章生动有趣,给人以较深的印象。插叙法指在叙述事件发展的主线时,插入其他情节,然后再接着叙述前面的主线。这种表达方式能使情节变化曲折,产生悬念,妙趣横生。但应注意的是,插入的情节一定要与主线有关系,并且为主线服务,而不可是与主线无关的内容。

在写记叙文时,应注意以下几点:①叙述清楚明白,记叙文所涉及到的六要素(5W 和 1R)都要交代明白;②选择好恰当的叙述方式,根据主题或中心思想的需要,哪种叙述方式(即顺叙、倒叙、插叙)最有利于主题或中心思想的表达,就用哪种叙述方式;③安排好主次线索,叙述应抓住主要线索,处理好主次线索之间的关系,使叙述层次井井有条;④处理好主要情节和次要情节的关系,使情节叙述得详略得当,只有这样,文章的主题才会鲜明突出。例如:

### Campus Life

As the radio station begins to broadcast at 6:00 a.m., I get up. I slip on my jacket, leave the room and run to the playground to do morning exercises. Back at 6:30 I tidy the dormitory with my roommates while listening to the morning news. After breakfast I read English as most of my classmates do since there is still some time to go before classes.

I have classes the whole morning, physics in the first two periods and English in the second two periods. I always try to follow the lectures and busy myself in taking notes. We are not dismissed until 11:30.

In the afternoon at about 1:30, I go to the laboratory to do some experiments. Afterwards, I go to see my tutor to get some advice about my study. At 3:30 I participate in a football match. We always get thrilled to play it. One and a half hours later, we finish the match exhausted but excited.

From 7:00 to 9:30 in the evening I stay in the library reading newspapers and some reference books. Having had a shower, I seat myself to keep a diary in English and write to my family or friends, telling them everything here is going well.

The light turns off automatically at 10:30 p.m., marking the end of one of my university days. This is the way my campus life goes on.

以上是一篇非常简单的记叙文,但写得很清楚,“六要素”也交代得明白;文章以一天从早到晚的时间为主线进行记叙,层次清楚。

### 2. 描写文

描写文(或称描述文)指的是用生动的语言把情景、事件、人物等描绘出来的文章。描写文所描写的对象可以是人物(包括人物的外貌描写、语言描写、心理描写等),也可以是景物(包括动态描写和静态描写),还可以是场面描写。描写时,根据描写对象和文章主题的具体需要,可以用鲜明逼真的照相方式描写,也可以选择一种特性或某个侧面作深入细致的描绘。

写描写文时,应注意以下几点:①所描写的内容应能表现主题;②描写时应抓住最能表现主题的侧面或特征作重点、深入描绘,而不能泛泛而写;③描写时应抓住最能代表事物或人物或景物的特征来写,那些次要的特征则一笔带过。例如:



Looking out of your window, you'll see the earth rapidly falling away, and the light blue sky progressively turning blueblack. You'll now be about 30 miles up, traveling at about 3,000 mph. Within minutes, the sky will appear jet black, and only the blurred curve of the earth will be visible. Then, at perhaps 130 miles above the surface of the earth and traveling at greater than 17,000 mph, engines will shut down and — if the shuttle is in orbit with the planet and not accelerating — you'll become weightless.

Looking out of the window, you will see the best sights of the trip. Because there is no up or down in space, earth may loom either above or below you, but in any case, you'll see the blue of the oceans covered with swirls and patches of white clouds. You might even see the brown-green fabric of a continent or too. And, if the sun goes behind the earth, there will be a billion clear, bright, nonflickering (because there is no distorting atmosphere in space) stars.

这是一个描绘在太空看地球的片断,读来让人感到十分逼真,如临其境。

### 3. 说明文

说明文指的是用说明性质的语言来解说事物的形状、特征、成因或人物的经历、性格等或阐明事理之类的文章。写说明文常用以下几种方法:①解释或下定义,即用简单明了的语言把一个事物的本质属性表达出来,以形成一种明确的概念;②举例与引用数字,即用具体事例或具体可靠的数字来说明一般原理、原则或特征,使抽象的东西具体形象化,便于读者接受;③比较与对比,即通过比较事物间相同点和对比事物间不同点来说明事物;④比喻与比拟,即用一个事物来说明另一个事物的办法写文章,使说明生动、活泼;⑤分类与分析,即根据事物的某一特征将不同事物进行分类说明,然后再加以分析。例如:

#### **The Sun — a Great Source of Energy**

At the center of our solar system is a star called the Sun. It is a ball of very hot gases. Its diameter is more than 100 times as big as that of the Earth. It gives off powerful rays of light in the form of radiant energy. This energy travels to the Earth at a speed of approximately 300,000 kilometers per second. This means that sunlight takes 8.33 minutes to get to the Earth.

The temperature on the surface of the Sun is about 5,520°C, and it is much hotter inside. Scientists now believe that the heat of the Sun comes from natural atomic energy. In this process, hydrogen is believed to be changed to helium with an enormous amount of energy given off. The mass (matter) is changed to energy. This energy is in the form of heat, light, and other forms of radiation.

### 4. 论说文

论说文(也称议论文)指的是运用议论的方式,通过一定的事实或理论依据将自己的立场、观点和态度表达出来的文章。论说文常包括三要素,即论点、论据和论证。

论点就是作者提出的观点。所提出的观点一定要做到科学、严密、有新意、有针对性。

论据就是用来证明作者观点(论点)的材料和依据。它主要包括表示人证、物证、事例、资料、经验、数字等的事实论据和表示定义、原则、法则、定理、警句、格言等的理论依据。