

研究生英语通用系列教材

# 英语写作教程

AN ENGLISH WRITING COURSE

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## 前 言

本书系河南省教育委员会统一组织编写的供非英语专业硕士研究生使用的英语写作教材。编写的依据是国家教育委员会1992年11月颁布的《非英语专业硕士研究生英语(第一外语)教学大纲》中有关写作的规定和要求:“掌握基本写作技能(如文章结构,段落展开和起承转合等),能按具体要求,在一小时内写出250词左右的短文(如文章摘要和常用应用文等),正确表达思想,语意连贯,无重大语言错误。”

本教程分三个部分。第一部分为各种常用文体,讲解文章的整体结构和写法。第二部分讲解各种常用段落的展开方式。第三部分讲解各种句子功能和中国学生英语造句中常犯的错误类型。这三部分从宏观到微观,步步深入,阐明了英语写作中各方面的问题。

我们的指导思想是理论与实践并重,突出针对性和实用性,针对非英语专业研究生的实际英语水平,紧紧把握他们的学习目的和要求,给出足够的实用范文,讲清体例,便于模仿。

全书内容丰富,各部分之间可分可合。各校写作课时安排不尽一致,使用本教材时可灵活掌握,或全部讲授,或选择某一部分作为重点,其余由学生课外自修。本书也适用于英语写作自学者。

本书的编写思想和内容虽经反复讨论,但因时间紧迫,缺点在所难免,衷心希望使用本教材的广大师生不吝指教。

编 者

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# 目 录

前言 .....	( 1 )
第一部分 文 章 .....	( 1 )
第一单元 描写文 .....	( 3 )
第二单元 记叙文 .....	( 13 )
第三单元 说明文 .....	( 27 )
第四单元 议论文 .....	( 43 )
第五单元 科研论文 .....	( 56 )
1. 论文体例要求 .....	( 56 )
2. 自然科学论文 .....	( 83 )
3. 社会科学论文 .....	( 94 )
第六单元 文献综述 .....	( 109 )
第七单元 应用文——书信 .....	( 143 )
1. 英文书信的基本知识 .....	( 143 )
2. 邀请信 .....	( 154 )
3. 感谢信 .....	( 166 )
4. 介绍信 .....	( 172 )
5. 入学申请信 .....	( 177 )
6. 求职信 .....	( 181 )
7. 推荐信 .....	( 188 )
8. 简历表 .....	( 195 )
第八单元 其他应用文 .....	( 203 )

1. 论文摘要 .....	(203)
2. 演讲词 .....	(216)
3. 启事 .....	(239)
4. 通知 .....	(241)
5. 海报 .....	(243)
6. 电报 .....	(246)
7. 电传 .....	(249)
<b>第九单元 控制性作文</b> .....	(254)
1. 看图作文 .....	(254)
2. 主题句作文 .....	(264)
3. 提纲作文 .....	(270)
4. 情景作文 .....	(277)
5. 标题作文 .....	(281)
<b>第二部分 段 落</b> .....	(286)
<b>第一单元 引言段与结尾段</b> .....	(290)
1. 引言段 .....	(290)
2. 结尾段 .....	(296)
<b>第二单元 列举段与举例段</b> .....	(306)
1. 列举段 .....	(306)
2. 举例段 .....	(310)
<b>第三单元 比较和对比段</b> .....	(318)
1. 集中比较法 .....	(318)
2. 逐点描述法 .....	(321)
<b>第四单元 定义段</b> .....	(332)
1. 正式定义 .....	(332)
2. 非正式定义 .....	(334)
3. 扩展式定义 .....	(334)

<b>第五单元 分析段</b> .....	(342)
1. 演绎法 .....	(342)
2. 归纳法 .....	(343)
3. 因果法 .....	(345)
<b>第六单元 分类段</b> .....	(351)
1. 完全分类 .....	(351)
2. 不完全分类 .....	(352)
3. 分类注意事项 .....	(354)
<b>第七单元 描写段</b> .....	(358)
1. 艺术性描写 .....	(358)
2. 说明性描写 .....	(360)
<b>第三部分 句 子</b> .....	(370)
<b>第一单元 各类句子的功能</b> .....	(371)
1. 简单句 并列句 复合句 .....	(371)
2. 长句与短句 .....	(377)
3. 掉尾句与松散句 .....	(380)
4. 平衡句与平行结构 .....	(385)
5. 句式多样化 .....	(389)
<b>第二单元 句子的合并与压缩</b> .....	(398)
1. 句子的合并 .....	(398)
2. 句子的压缩 .....	(413)
<b>第三单元 英语句子的修辞原则</b> .....	(426)
1. 句子的统一性 .....	(426)
2. 句子的连贯性 .....	(432)
3. 句子的强调性 .....	(441)
<b>第四单元 文体与词汇</b> .....	(452)
<b>第五单元 如何连句成段</b> .....	(464)

1. 连句成段的原理 .....	(464)
2. 连句成段的纽带 .....	(465)
3. 连句成段的方式 .....	(468)
<b>第六单元 英语句子写作错误分析</b> .....	(477)
1. 主语中的错误 .....	(477)
2. 谓语中的错误 .....	(485)
3. 状语中的错误 .....	(492)
4. 定语中的错误 .....	(496)
5. 词法方面的错误 .....	(499)
<b>主要参考书目</b> .....	(510)

## 第一部分 文 章

英语文章和汉语文章一样,都有一定的章法,学写文章最重要的是要学会章法。章法好比是人的骨骼,文章的内容是血肉。因此,本教程把讲解文章的篇章结构放在第一位,读者一旦对此获得足够的认识,就会在阅读和写作中受益无穷。

英语文章的整体结构一般分为三个部分:开头(introduction),正文(body),结尾(conclusion)。文章的开头一般是用来说明主题并规定围绕主题展开文章的方式,换句话说,开头的功能是点题和启开下文。开头一般是一个自然段,有的也可能是两个自然段,短文章也可能没有一个段,只一两句话。文章的中间即正文,按开头的规定对主题进行阐述。正文视文章长短自然段多少不定。结尾应该照应开头和正文,使文章首尾连成一气。结尾一般是一个自然段,有时也可能是两个自然段,短文章也可能只一两句话。

文章的文体不同,章法也有差异。我们分几个单元给予介绍,详细分析每种文体的章法并配有若干优秀范文,希望读者能认真领会,在脑子里形成一些框架模式,自己写文章时可以按照这些模式仿写。当然,也要注意不要把文章的模式僵化,凝固。我们主张,初学者从模仿开始,尤如小学生描红,入门后才能有所突破,写出生动活泼优美传神的文章来。

英语文章和汉语文章的不同在于英语重形合,汉语重意合。英语不论词、句还是篇章,都具有形态标志,眉目清楚,脉络分明。汉语是非形态语言,不论词、句还是篇章,形态标志都不明显,结构较松散,但形散而神聚,故称为意合。英语的形态标志,从写作的角度

来看可以归纳为三个方面：第一是逻辑。英语的逻辑关系是通过关联词语表示出来的，故有形。汉语很少用这些词语，全在上下文中隐含着。这些逻辑关系常见的有时间、地点、因果、列举、例证、类比、对比、推测、归纳、总结、引证、转折等。第二是语法。英语句子以动词为中心，各句子成分关系分明，句子之间，甚至段落之间的一切省略、替代、照应等表示承接关系也同样严密，汉语中的这种结构词语很少，用得很少，故形态关系不清。第三是词汇。英语同义词极为丰富，人们在写作中十分注意同义词的使用技巧。汉语写作中同义词的使用不是突出的问题。

最后，我们还要特别指出，初学者学写英语文章时，由于受汉语思维的影响，容易出现下列问题：

(1) 对句子的概念不清楚，常有一“逗”到底的毛病。这在写英语文章时却是一个大忌。英语句子概念清楚，形式明白，大写字母开头，句尾有句号。中国人不顾这些，常把从句当作句子，或不用大写字母开始句子。

(2) 对自然段没有确定的概念，分段带有任意性，段落多过长。英语段概念明确，段的内容单一，多有主题句。初学者写英语文章分不好段，写不出主题句。

(3) 对英语文章的特点缺少领悟。中国人写文章讲究含蓄美曲折美，讲究简练，以简为退，以退为进，话不说完，让读者去体会，以达玩味无穷之效。当代英语文章表达讲究明白彻底，直截了当。不掌握英语文章的特点写出的文章就会使人觉得表达不清楚。

这些属于思维方式方面的问题，我们只能在多读英语文章中，有意识地提高认识，在写作英语文章时提醒自己，努力写出地道的英语文章。



## 第一单元 描 写 文

描写文(descriptive essay)就是用语言再现人的外貌或景物。从描写方法上讲,描写文可以分为客观描写(objective description)和印象描写(impressionistic description)两种。客观描写是对描写对象的如实报告,即用客观朴实的语言将描写对象的实态作完整的、客观的描写。印象描写是对描写对象的艺术造型,即用生动形象的语言在再现描写对象的同时表述作者的主观思想情感。简单地说,前者是原形的忠实再现,有一说一,一般不加作者的主观评论,而后者是对原形的艺术加工,写景寄情,状物言志。

从描写对象上讲,描写文可以分为人物描写(description of character)和景物描写(description of view)两种。人物描写主要有肖像描写(包括容貌、姿态、神情、服饰等),语言描写,行为描写和心理描写。景物描写包括自然环境描写,社会环境描写和活动场面描写。无论是人物描写还是景物描写,首先应注意的是选材。描写文要再现描写对象的原貌,并不等于说要将看到的或感受到的一切细节全部写出来。这样写出来的文章纷然杂呈,松散无力。

要抓住表现主题的主要特征去写。这些特征可以通过仔细观察而获得,而观察可以从下列几方面入手。写人时要观察外貌、语言、行为和心理;写物时要观察形状、大小、色彩、变化和环境;写景时要观察远、近、高、低不同角度,晨、午、晚、夜不同时间,阴、晴、雨、雪不同天气以及春、夏、秋、冬不同季节。

材料选定之后,还要对文章的结构作出合理安排,描写文的结构安排是多种多样的,或从左到右,或从上到下,或从前到后,或从里到外,或由远景到中景再到近景;或者先写整体印象再写局部细节,或者先写局部细节再写整体印象。无论如何写,文章必须有明

显的层次和清晰的脉络,描述有简有繁,这样才是一篇好的描写文。

## 范文 1

### MY STATISTICS LAB TEACHER

It was near two p. m. ; everybody was waiting with curiosity in the statistics lab classroom. Whenever a person came in, everyone turned his head to observe, suspecting that that was the teacher. Since he was the assistant of our black statistics teacher, it was very possible that he was not a white and it greatly increased the curiosity about what the assistant would look like.

At one minute to two, a chubby young man about 5'7" with short, curly brown hair and profound, big blue eyes, walked into the classroom, holding a few books and pieces of chalk. "He is quite punctual," I thought. I glanced at his eyes, and I was puzzled by them. His eyes were charming and full of warmth, so that when they were looking at you, it seemed as if they were talking to you and telling you of his strong love.

As soon as he saw so many students sitting there and waiting for him, he hesitated for a while; then he bowed his head, walking quickly toward a table in the classroom. It was regrettable that I couldn't see the beautiful, shining eyes any more, but it was also fortunate because otherwise I was going to "view" him instead of listening to him. Putting his books on the table, he paused for a long time, his head still bowed. I saw his hand trembling and his face muscles stiffening. Some students started giggling and I saw him blush all of a sudden.

Eventually, after a deep breath, he raised his head bravely

and mumbled, "Hi. My name is..." I believed that nobody actually knew what his name was because a lot of students frowned and leaned forward to "catch" the words he had just spoken. Realizing the reaction and expression we had, he smiled as shyly as a child caught stealing candies hidden in a kitchen cabinet by his mother. I guessed that he was from Europe because of his accent.

While he explained problems, his voice trembled, babbled and stuttered; he went up and down the platform, opened, closed, poled, and separated his books, turning his papers frequently. He changed his position a great deal unconsciously, sometimes with his right foot in front and sometimes his left. He kept his face toward the blackboard and it seemed as if he were talking to the blackboard.

After solving all the homework problems, he sighed and relaxed like a loosened balloon. Slowly piling his materials together, he walked out of the classroom as weakly as a beaten boxer. I picked up the chalk he was using and then I laughed. It was wet and sticky with sweat.

I left the classroom and watched him disappear around a corner. "May God bless him and help him. Let him do better next time," I prayed sincerely.

### 评析

描写人物的文章重在刻画人物的形象,而人物形象的刻画既要有介绍性的概括,更要有对人物外貌、言行、心理的具体描写,使人物形象血肉丰满。

本文第一段是对代课教师的概述。第二段具体描写教师的外

貌。对眼睛的刻画更是传神,人物写得呼之欲出。从这些描写中,读者不难看出这是位和蔼、热情的教师。第三、四段具体生动地描绘了教师上课时的一举一动,他首次上讲台时紧张、腼腆的神情跃然纸上。第五段描写教师讲完课后疲惫不堪的神态,可见当教师的艰辛与不易。结尾段表达了作者对代课教师美好的祝愿。

这篇文章像轻淡的素描,线条简洁,层次分明,画面清新,描写了一位初次登台讲课教师的形象。

## 范 文 2

### THE SEASONS

The year is divided into four seasons: spring, summer, autumn and winter. In spring, Nature awakens from her long winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and meadows are covered with fresh green grass. The woods and forests are filled with the songs of the birds. The sky is blue and cloudless. At night, millions of stars shine in the darkness.

When summer comes, the weather gets warmer still and sometimes it's very hot. It's the farmer's busy seasons — he works in his fields from morning till night. The grass must be cut and the hay must be made while the dry weather lasts. Sometimes the skies are overcast with heavy clouds. There are storms with thunder, lightning and hail.

Autumn brings with it the harvest-time, when the crops are gathered in and the fruit is picked in the orchards. The days get shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees, and the ground is

covered with them. The skies are grey, and very often it rains.

When winter comes, we're obliged to spend more time indoors because out of doors it's cold. We may get fog, sleet and frost. Ponds, lakes, rivers and streams are frozen, and the roads are sometimes covered with slippery ice or deep snow. The trees are bare. Bitter north winds have stripped them of all their leaves.

### 评 析

本文抓住了景物的特征。不同时令赋予大地不同的特征。春天地郁郁葱葱,天空蔚蓝无云;夏日农民整日忙碌,割草晒柴,天空有时乌云密布,雷电交加;秋天农民忙于收获,秋雨绵绵,满地落叶,天空灰蒙蒙的;冬日冰天雪地,寒风过后,草木凋零。本文对四季的写法不尽相同。写春、冬两季用直接描绘自然景物的方法,夏、秋两季主要写农民的活动,这样就显得变化多姿了。如果都用直接描写景物的方法,手法雷同,难免显得呆板。

文章还使用了一些语音修饰手段和成对词,增添了语言的韵味,读起来音调和谐,富有诗意与音乐感。成对词有 fields and meadows, woods and forests, blue and cloudless, yellow and brown 等。使用头韵法的,如 green grass 中辅音 [g] 相同, weather gets warmer 中辅音 [w] 相同等;使用脚韵法的,如 sleet and frost 中辅音 [t] 相同, ground is covered 中辅音 [d] 相同等;使用半谐音法的,如 Nature awakens 中元音 [ei] 相同, summer comes 中元音 [ʌ] 相同等。

本文语言简洁朴实,虽无华丽的词藻,然四季景色的描写不乏明丽的色彩。

### 范 文 3

#### CHESTNUT STREET

Just outside our office window is fire-escape with a little iron balcony. On warm days, when the tall windows are wide open, that rather splendid platform is our favorite vantage ground for watching Chestnut Street. We have often thought how pleasant it would be to have a pallet spread out there, so that we could do our work in that reclining posture that is so inspiring.

But we can tell a good deal of what is going on along Chestnut Street without leaving our desk. Chestnut Street sings a music of its own. Its genial human sympathy could never be mistaken for that of any other highway. The various strands of sound that compose its harmony gradually sink into our mind without our paying conscious heed to them. For instance, there is the light sliding swish of the trolley poles along the wire, accompanied by the deep rocking rumble of the car, and the crash as it pounds over the cross-tracks at Sixth Street. There is the clear mellow clang of the trolley gongs, the musical trill of fast wagon wheels running along the trolley rails, and the rattle of hoofs on the cobbled strip between the metals. Particularly easy to identify is the sound every citizen knows, the rasping, sliding clatter of a wagon turning off the car track so that a trolley can pass it. The front wheels have left the track, but the back pair are scraping along against the sets before mounting over the rim.

Every street has its own distinctive noises and the attentive ear accustoms itself to them until they become almost a part of

the day's enjoyment. The deep-toned bell of Independence Hall bronzing the hours is part of our harmony here, and no less familiar is the vigorous taptap of Blind Al's stick. Al is the well-known newsdealer at the Corner of Chestnut and Fifth. Several times a day he passes along under our windows, and the tinkle of his staff is a well-known and pleasant note in our ears. We like to imagine, too, that we can recognize the peculiarly soft and easy-going rumble of a wagon of watermelons.

### 评 析

作者细致入微地摹绘了不是他看到的而是他听到的 Chestnut 街生气勃勃的景象,形象化地描写了繁忙的车水马龙的各种声响,仿佛谱写了一部优美的交响乐。全文蕴含着作者热情奔放的赞美之情。

本文第一个特点是大量使用象声词,如 swish(嗖嗖声),rumble(隆隆声),clang(铿锵声),rattle(格格声)等。

第二个特点是大量使用各种语音修饰手段,增添了文章语言的情韵。使用头韵法的,如 rocking rumble 中辅音[r]相同,strands of sound 中辅音[s]相同。运用尾韵法的,如 musical trill 中辅音[l]相同,pleasant note 中辅音[t]相同等。使用半谐音法的,如 light sliding 中元音[ai]相同,clatter of a wagon 中元音[æ]相同。运用辅音韵法的,如 Chestnut Street sings a music of its own. 其中辅音[s]多次重复;There is the clear mellow clang of the trolley gongs. the musical trill of fast wagon wheels running along the trolley rails, and the rattle of hoofs on the cobbled strip between the metals. 其中辅音[l]多次重复。

### LAUGHING KOOKABURRA

The Laughing Kookaburra is one of the commonest and best known of all Australia's birds.

The raven-sized male and female Laughing Kookaburra look very much alike, but close observaton shows two distinct differences. First, the male bears a bright blue rump patch, in contrast to the female's brown one. Secondly, the patch over the eye is white on the male and buffcoloured on the hen. Young kookaburras appear to be similar to their mothers.

Without a doubt the most distinctive thing about the Laughing Kookaburra is his laugh. Most often the laugh is uttered in a sunrise or sunset serenade. Usually, it is a danger of territory defence call. The laugh may be uttered by a bird sitting alone and may or may not be answered by another lone bird. The laugh may become a chorus of two lone birds. At other times, one to four birds may utter the sound singly or in chorus in the same tree or side by side on the same limb.

The call itself almost suggests insanity in sound. It consists of two parts—though not always. It begins with a rattle, gurgle or chuckle through a closed beak. Then the call changes into a laugh. With the mouth open and the beak pointed skyward a long series of "Ha Ha Ha Huh, Ho Ha Huhs" comes forth in an almost deafening sound. At the conclusion of most calls are long, drawn-out rasping gurgles.



## 评 析

本文具体而生动地描写了笑鸟的外形和习性。先从笑鸟的形体、羽毛等方面写它的静态的外形特点,使我们能如见其形。接着从笑鸟的笑声,用细笔描写的方法,写出它的动态特点,使我们能如闻其声,这是全文的重点。

文章描写顺序井然,且文笔鲜明,富有特色,值得反复诵读玩味。

## EXERCISES

1. Read the following descriptive essay, and answer the questions listed below.

### THE OLD MANSE

Between two tall gate-posts of rough-hewn stone (the gate itself having fallen from its hinges at some unknown epoch) we beheld the gray front of the old parsonage terminating the vista of an avenue of black ash-trees. It was now a twelvemonth since the funeral procession of the venerable clergyman, its last inhabitant, had turned from that gateway towards the village burying-ground. The wheel-track leading to the door, as well as the whole breadth of the avenue, was almost overgrown with grass, affording dainty mouthfuls to two or three vagrant cows and an old white horse who had his own living to pick up along the roadside. The glimmering shadows that lay half asleep between the door of the house and the public highway were a kind of spiritual medium, seen through which the edifice had not quite the aspect of belonging to the material world. Certainly it had little in common with those ordinary abodes which stand so imminent upon