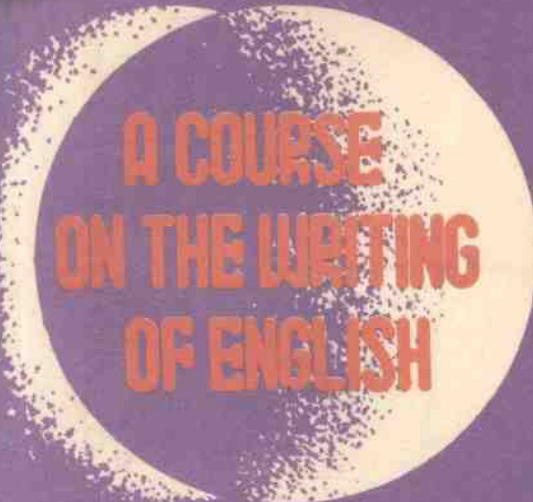


高等学校英语专业用书

陈德熙 主编

英语写作教程



A COURSE
ON THE WRITING
OF ENGLISH

西南交通大学出版社

高校英语专业用书

A COURSE ON THE WRITING OF ENGLISH

英语写作教程

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出版说明

本书供高等学校英语专业三、四年级写作课使用。同时，也可作为广大英语教师、成人高校学生及英语爱好者的参考书使用。

英语写作课教学的主要目的，在于使学生掌握英语写作的基础知识，并通过作文这一主要作业形式反复实践，获得运用英语书面表达思想的能力，以及运用书面语言进行交际的能力。本书就是根据这一教学要求编写的。全书的主要组成部分如下：

一、文章写作

文章写作部分，结合英语专业学生入学水平和入学后基础阶段提高的程度，遵循写作的基本规律，吸取国内外写作课教学的有效经验，按照“词—句—段—文（章）”的顺序编排。对于如何选材、怎样拟提纲、处理程序、转折过渡等，作了指导性阐述和举例，力图反映以下几个特点：

1. 段的撰写：通过实例阐述联结、从属、转折、平行等组句成段的方法，并提供 10 种最实用的撰段方法及范例，以此来说明段的整体性、连贯性及其开展方法。

2. 文章撰写：吸收了有关写作方面的当代研究成果，对各种文章体裁分类详列，并针对每篇范文开展的全过程进行系统描述。读者既可从中学学习各种文体的构思、结构，又可作为范文多加朗诵，潜移默化，增强语感，丰富自己的表达手段。

二、书信写作

这部分提供了用英语写信时应注意的事项、写法与范例，对于发展经济有密切关系的商贸信函的类别、写法、语言、结构等，讨论尤详。

三、应用文写作

英语应用文有其固定的格式，其语言具有公文事务语体特点，学生在校生活学习，以及将来进入社会工作，都要用到应用文。该部分介绍了日记、笔记、通知、便函和报告等写作方法及其范例，旨在进一步激发学生用英语写作的兴趣，坚持经常进行写作练习。

四、练习及范文

书中配有训练写作的练习和范文。练习功能明确，针对性强，有启发性；范文主题突出，文字浅近，易于吸收模仿。选材主要考虑到：第一、尽量吸收国内外最新成果；第二、教学中经常遇到的和学生急需解决的问题；第三、考题中经常出现的内容。

本书中的范例，大部分选自国外出版的书籍、杂志，为了编写、排印以及教学上的方便，所选材料大都没有在例后注明出处，而在书后“主要参考资料”中列出；在编写过程中，我们也参考了国内出版的有关专著，从中选用了不少材料，还从国内兄弟院校近年来的实际教学经验中获得不少启发和教益，特向以上作者及教师表示衷心的感谢。

本书分量较大，如果授课时间不够，教师可根据具体情况删节、选用。需要指出的是，写作课的教学也要特别重视“学生自己学习”这一环节，从教学的开始，就最大限度地调动学生用英语进行书面交际的积极性。

本书由宝鸡师范学院、西安交通大学、陕西师范大学、雷州师范专科学校、汉中师范学院、兰州铁道学院、西安统计学院合作编写；由陈德熙副教授任主编，施夫、洛渭副教授任副主编；由全国理工科英语教材编审委员会编委、西安交通大学潘能教授以及美国访华学者 W.V.恩吉尔教授任主审。

本书初稿作为教材试用时，承蒙来我国讲学的英籍教师 MICHEAL J. MARTIN 先生审读。初稿中语法修辞部分，这次出版时有所删节。

编写英语写作教材是初次尝试，缺乏经验，又因编者水平有限，书中定有不少缺点和错误，希望使用本书的同志不吝赐教指正。

编 者

一九八九年八月

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PART ONE

DICTION

Writing is a way of communicating something to somebody. Good writing depends on good diction. What we mean by good diction is the choice of words that best allows you to communicate your meanings to the reader. That choice is always made with reference to a particular sentence. A word may be used in a certain place quite correctly and yet somehow is not the exact, appropriate word. It is the situation or context that helps to show a reader or listener what meaning it is intended. When you ask what a word means you are asking in what way it is commonly used. For this reason no dictionary will give you the right word. All it can do is to tell you what meanings a word generally has. It is up to you to decide which, if any, of these meanings meets your needs. But, as background for that decision, it will be useful to consider the following three qualities: appropriateness, imagery, and exactitude. Dictionaries, of course, are of much help in this case.

1. Appropriateness

Words are appropriate when they are suited to the writ-

er's purpose, situation, and the readers for which they are used. The subject may be the same, but the situation, the readers and the purpose may be so different that they will affect the content, the manner, the language of the speaker, and the writer's choice of the words. Some words are appropriate to some situations but not to others. To show this distinction, you should study four types of words: popular, learned, colloquial, and slang.

1.1 Popular and Learned Words

Popular words are the words common to the speech of educated and uneducated speakers. These words are the core or the basic elements of the language, and belong to the whole populace.

Learned words are the words more widely used by educated than by uneducated people, and more likely to be used on formal than on informal occasions. These words you read more often than you hear, and write more often than you speak.

Here is a list of learned and popular words which have roughly the same meaning:

<i>Popular</i>	<i>Learned</i>	<i>Popular</i>	<i>Learned</i>
agree	concur	behead	decapitate
clear	lucid	end	terminate
fat	corpulent	make easy	facilitate
prove	verify	secrete	cryptic
truth	veracity	wordy	verbose

1.2 Colloquialisms

Colloquialism is a word or phrase appropriate to conversation and other informal situations. Colloquialisms are not "incorrect" or "bad" English. They are the kinds of words that people, educated and uneducated alike, use when they are speaking together quite informally. In writing they are used to give impression of talking directly and intimately with the reader.

Study the following list of typical colloquialisms:

awfully (very)	fellow	over with (complete)
it's me	mad (angry)	sure (certainly)
kind (sort) of	math	
movie (film)	lot(s) of	
exam	back of (behind)	

However, in writing technical papers, colloquialisms should not be used.

1.3 Slang

Slang is casual language, more often met in speech than in writing, though writers of fiction often use slang expressions to mood or establish a character. Slang might also be called a novelty language; and like most novelties, slang expressions are likely to grow tiresome by too much repetition. By its nature, slang is transitory: some of it (like *sheik* for a romantically alluring man) are dying out; others (like *cop* for policeman) are accepted as popular words.

Slang words may be vivid, cheerful, and interesting (like

cancer-stick, apple-polisher, cut-class, baby-sitter). However, they may, when used inappropriately, make the writer or speaker sound offensive or funny.

On hearing that his mother *had kicked the bucket*, we wrote him a letter to express our deep sympathies.

(The sentence does not sound sympathetic because of the slang expression "kicked the bucket.")

The above four types of diction can be arranged on a scale showing decreasing formality:

most formal learned popular colloquialism slang least formal

1. 4 Consistency

One of the principles for effective writing is to use words that are in keeping with the writer's purpose, with the occasion, and with the readers you are addressing. Many of the essays you write in college are informal; some are formal (The terms informal and formal, of course, are relative—not absolute). But the degree of formality you use in your essays will be closer to the middle of the mentioned above range than to either extreme. In general, therefore, your best choice will be popular words.

Unfortunately, some students have the mistaken idea that in an English class formality is a virtue, and that big, fancy words are preferred to short, common ones. This error is compounded when a student cannot maintain the formality, and the style of his writing becomes obviously

inconsistent.

The following little thank-you note after a party provides an illustration of this kind of inconsistency:

Note A

It was a wonderful party. I haven't had so much fun in a long time.

Note B

Please let me express my gratitude for having been a guest at your house last Saturday night. I enjoyed the evening enormously, more than almost any other I can remember.

The second note you may have enjoyed, but nobody would think so from the way you said it, for it sounds so awkward and stilted.

1.5 General and Specific Words

General words name classes or groups; specific words name individual persons, objects, or qualities that compose the group. It is easy for you to recognize the difference between general and specific words by looking at the following examples:

<i>General</i>	<i>Specific</i>
move	strie, amble, creep, glide, lope, climb, slip
laugh	smile, grin, beam, giggle, titter, snigger, chuckle, chortle, guffaw
clothing	jacket, raincoat, overalls, parka, uniform, skirt, apron, waistcoat, blouse, overcoat, bathrobe, blue jeans

large bulky, spacious, brawny, hulking,
 kingsized, jumbo, huge, gigantic

The terms **general** and **specific** are to some extent relative: *furniture* is a class of things; *chair* is more specific than *furniture*, more general than *armchair* or *rocking chair*.

Effective writing requires both general and specific words. But broadly speaking, specific words make things more vivid, colorful, and impressive to the reader. Chinese students of English tend to use too many general words partly because of their limited vocabulary and partly because they are likely to complete their writing in haste. A beginner is advised to seek a specific word that does not come quickly to his mind and substitute an ineffective general term.

Study the following examples:

General Flames were reaching the gasoline tanks.

Specific Flames licked over the gasoline tanks.

General I have seen an excellent Indian bazar.

Specific The vegetable and fruit and flower merchants are surrounded by baskets of purple eggplant, green peppers, strings of tiny silvery onions, heads of bitter Indian spinach, and a dozen Indian vegetables for which I don't even know the English names. I had forgotten about the profusion of fruit in India—it is only during the brief, intense summer that you see much variety of fruit in Moscow. In Russia, as win-