

主编 周领顺等

中美同题英语作文

Sino-American Compositions of Shared Topics

- 同题，互评，共进
- 东西合作，中美互评

河南人民出版社

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前 言

这本《中美同题英语作文》的编写可谓一波三折,其中甘苦自不必说,这主要表现在寻找国外优秀的合作者和对国外作文的取舍上。今得付梓,诚惶诚恐。

编写这样一本小书的想法已有两年之久了,虽然受到几家出版社的鼓励,但因上述原因,终未有实质性的进展。2001年初,河南人民出版社约笔者到郑州畅谈出版思路,我的想法又一次得到首肯。译文处原处长、恩师马怀松教授、刘玉军处长和好友张雨晗女士给了我许多指导,并与我一起谋划了编写思路。从我的原工作单位、母校河南大学到新的工作单位扬州大学,编写本书的想法并无一天废止。2001年10月刚来扬州,就巧遇国际知名学者、跨文化比较研究专家、哲学博士 Michael H. Prosser 教授,谈及写作,竟志趣相合。他主编过10本著作,因其知名度,还于2001年1月19日、2002年10月3日和4日三次接受中国中央电视台第9套节目的电视专访。他虽已从高校退休,但精力不减,思维敏捷。他主动联系了美国、加拿大、新西兰等国家的写作教师,还联系到了留学英语国家的亚洲等地方的留学生(本书因篇幅所限只收录了美国作者的作文,Michael序中仍能看出出版前的规模),并邀请他的研究生陆军老师加盟。所有这一切才使这本小书的写作和出版成为可能。

大学英语教学已经走过了恢复、发展和提高三个时期。全国范围内标准化考试,节省了大量的人力、物力和财力,完成了中国教育史上的一次革命。但由于选择题等客观试题的比重过大(75—85%),即使不懂英语的人也可以得到一定的卷面成绩,高分低能现象变得愈加严重,连李岚清副总理也多次在公开场合痛陈外语教育的弊端。这样的考试不能够完全体现出一个考生的真实水平,所以国家在历经阵痛之后加大了主观题的比重,比如增加复合式听写、英译汉等,现在又增加了英语口语考试。这在一定程度上减弱了题海战的冲击,也在一定程度上发挥了学生的主观能动性。主观题的常见题型是写作,英译汉只是间或出现。大学英语考试委员会为了保证写作的权威性并使之真正反映出考生发现问题、分析问题和解决问题的能力,特地规定了作文最低分制。据2002年在上海举行的“语言测试与教学国际会议”通气会透露:大学英语四、六级考试将注重开发高水平英语能力,作文等主观类题目在试卷中所占的分数将更多。因此,写作教学将更加任重而道远。但正是因为它的重要性,才又使这样的主观试题沦为新的套式:范文、万能作文接踵而至。

增加主观试题的初衷是为了检测考生的思辨能力,但在现阶段,考试的指挥棒作用仍不可低估,因一次考试决定人们命运的事屡见不鲜。因此,考生对优秀考试成绩的渴望是不言而喻的。为了迎合这样的需要,出版社出版了大量由中国英语教师写作的英语写作范文,供学生死记硬背,于是万能作文套式满天飞。多年来,中国的英语作文考试模式一直是三点式,甚至以猜题来满足侥幸心理。即使有些讲授写作的老师也不事写作,常让学生背一些套式以应付考

试之需。这样,学生的表达老面孔多,新面孔少,即使只为赢取高分也不容易,更难以使学生在走向社会时与真正的英语写作接轨。学生难以看到地道、规范的西方英语写作的真实面目。

中国的英语写作教学闭门造车的现象比较突出。在英语专业教学中,由外籍教师讲授英语写作要明显优于中国的英语教师,但在非英语专业教学中,由于缺乏外籍教师,并由于缺乏国外原版的英语写作教学书籍,学生往往很难看到英语国家真实的写作状况。即使在精读、泛读、快速阅读等教材中收入了国外的原作,但由于所选课文相对较长,生词量偏大,而且又完全不同于一般意义上的作文,所以学生在缺少专门的英语写作课的熏陶和教师的正确引导的前提下,很难看到纯正地道的英语作文的本来面目,即使应试教学的目标也很难达到,更谈不上我们国家所倡导的素质教育,成为复合型人才了。目前,除了市场上泛滥的英语写作范文和大多雷同的写作技巧书外,偶尔可以见到英语原版的写作指导用书(如牛津英语写作教材)和中国教师编写的国外优秀学生作文集,作中外写作比较的指导类用书却寥若晨星。而现存的各类写作用书都存在这样那样的问题:英语原版写作书和国外学生作文偏难,不切合我国非英语专业的实际;作中外比较的写作书因作文不是中外同题,可比性较差,也很难提高学生的兴趣。

我们认为,作中外同题作文的比较是将来四、六级学习用书方面的一个新的开拓点。由外国人写的中国的大学英语作文直观、真实,具有感召力和说服力,能够激发中国学生新的学习热情。这是中国人和外国人实现真正联手以普及和强化英语的一条理想之路。

本书的具体做法是:从历年考试过的大学英语作文题目中挑选出71个中外作者所熟悉的作文题,除把个别汉语表述的作文题意译成英语外,大多维持原样。前52个题目的每个题目下,由中国作者写出1到3篇,中方作者的英语名前均冠以Chinese,外国作者写出2到4篇,然后附以外方简评(由Michael Prosser教授执笔)和中方简评(由周领顺执笔)。简评由繁到简,中评一般不对中方的作文作评。中西方视角不同,评语也就不尽一致,读者可比较学习。另外19个题目的作文只配中美作文,不作评论,留待学生自己学习分析。之后还有29篇自拟的作文题目,其中含有热门话题,由中美作者分别写出(美国作者占多数,以免因缺少评论将读者引入歧途)。本书还设“美国教授寄语本书读者”、“写作悟语”、“写作思路”、“写作模式”、“看图作文重在自圆其说”和“美国作者‘酷’语集锦”等部分。

外国作者的有些文章长了些,读者可以参考或节略其中的材料使用,甚至不妨把它们当做阅读材料来学习,以提高阅读理解能力。为方便读者阅读,我们对比较陌生的词汇都加注了汉语释义。

简评部分主要根据情况对文章的组织结构、语言表达和文化方面的差异做出评论,因此从某种意义上说,本书算得上是一本跨文化的读本。我们请外国专家以简明的英语作评,以期提高读者的英语阅读能力,可谓一举多得,若译成汉语,纯属蛇足,反为不美。

本书是大学英语写作考试书籍中的新生儿,虽衷肠可鉴,但稚嫩难免,祈望老师和读者给以多方呵护。

周领顺

2002年秋

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I. 美国教授寄语本书读者

By Michael H. Prosser, Ph. D.

It is not always easy for a native speaker to speak and write excellent English. Recently, I have met young Australian university students who were studying Chinese for a semester here in China. While there were some words that had a variation between American and Australian English, as there are with other cultural Englishes, I was struck by how many grammar mistakes these young men as native speakers also made in their ordinary oral English. Then, I had to reflect as well on how many American students and professionals make many grammar mistakes in oral English. Because I have had more than forty years of teaching experience in universities in the United States, Canada, Swaziland in Southeast Africa, and have been a founder in the US of the academic field of intercultural communication, many people ask me, "How many languages do you speak, Michael?" My response is always: "I speak English very well." This only partly evades the question, as I have studied old English, Greek, Latin, French, and German at some point in my life. However, among all of these languages, I only speak English, and speak it very well. It is a pity that I can't speak more than one language, as my Chinese friends often say. My ear for learning a language like Chinese is very poor. More importantly, perhaps, I have not been a really serious student of other languages, except Latin, and it is not one which I speak, since it is a dead language. When I have taught in Africa or China, I have made the decision to place my energy in other areas, such as the culture itself, rather than in learning the host language. I haven't really needed to learn the native language, as I am always teaching in English. Chinese is naturally the most spoken language in the world: here in China, in Taiwan, in Singapore, Malaysia, and several other countries. English is the most frequent and important written language in the world. In fact, at the United Nations where both French and English are the two official languages for all printed material, about 80% of all of the delegations request their documents in English, and only 20% in French. English is increasingly the language of diplomacy, international business and trade, international organizations, education, air traffic control, sport, fashion, and entertainment. Other world languages besides Chinese, English, and French include Spanish, Russian, Arabic, Swahili, Portuguese (because of Brazil), Hindi, and German. Presently, there are more than 3,500 languages and dialects, but every ten to twenty years, the least spoken languages are disappearing in a substantial manner. As my Chinese friends say, we all know that English is very important for the future development of China. With the accession of China to the WTO and other international organizations, international sporting events

such as the Universiade Games in China in 2001, the APEC meetings in Shanghai in 2001, the World Cup games in Japan and South Korea in 2002, the successful bid for the 2008 Olympics, and Shanghai's bid for the 2010 World Exposition, English is seen by the Chinese leaders as very important. Driving on Chinese expressways, we see directions both in Chinese and English. University students must now pass CET-4, the College English Test, and in the not too distant future all entering university students will also have to pass CET-6. The most frequently taught subject in Chinese universities perhaps is already English, to help prepare China's future educated citizens as it continues its opening up internationally and becomes increasingly a global leader. Since I have been in China, I have taught university juniors, seniors, and post graduates courses in English or about English. I have also taught oral English courses for students and adult learners, as well as for junior middle school students, senior middle school students, elementary students, and even kindergarten children. As do many other Americans teaching in China, I have a weekly Friday evening open house for students, which effectively becomes like an English corner or English club. It is much more difficult for a first language Chinese speaker to write in an effective native English language style. Many university students can pass CET-4 and CET-6, but do not speak, listen, read, or write English very effectively. Also, some patterns in writing vary greatly between Chinese students and native English speakers. In recent assignments for senior English major students completing their graduation paper under a Chinese tutor and for me, I was very alarmed at what I perceived to be a large number of students engaged in serious cheating. The papers looked very sophisticated and far above the vocabulary level of the students whom I had been teaching all year. Much material appeared to me to have been taken from an expert paper on the subjects which the students were engaged in. When I offered these students the opportunity to explain the situation privately in person to me, student after student came to me and said that since this was their most important paper as an undergraduate, their tutors had encouraged them to use large and complicated or clever words from the dictionary. Many paragraphs were indeed copied from the works of others without giving credit to the original authors, but the students said that this was a standard part of their educational process, as one should use authority figures as a part of their own writing. Culturally, it is a different pattern than I was used to in the United States. In fact, among 105 seniors, in the US, at least one third of them would have been under suspicion of very serious cheating. However, as I heard the students talking about the Chinese pattern of writing papers in English, I realized that this is also a cultural difference of significant proportions whether to use very sophisticated and clever language or to write simply. Personally, I believe that simple writing is more effective than complicated writing. I have often quoted for my Chinese students the following passage from George Orwell, the writer of *1984* (written in 1948), and *Animal Farm*. I certainly would argue for his concept in his essay in "Politics and the English Language" of simplicity; I think the following rules will cover most cases:

- (i) **Never use a metaphor, simile or other figure of speech which you are used to seeing in print.**
- (ii) **Never use a long word where a short one will do.**
- (iii) **If it is possible to cut a word out, always cut it out.**

- (iv) **Never use the passive when you can use the active.**
 - (v) **Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.**
 - (vi) **Break any of these rules sooner than say anything outright barbarous.**
- (Orwell, in *English Book 8*, 1992, p. 109).

There are many university texts in China aiding students to pass the CET-4 and CET-6 exams. All of them follow formula writing, that is a title, a topic sentence or paragraph, a main paragraph often with pros and cons on the topic, and a final paragraph with a summary, expression of one's own views, or the most likely solutions.

To date, however, there has not been a single book for Chinese university students such as this one, which offers a cross cultural perspective with both native and nonnative Chinese writers on the recommended essays as a guide to pass the CET-4 and CET-6 exams. This book has a unique cross-cultural advantage for Chinese students studying to pass these exams.

As an American professor of more than 40 years of teaching more than 6, 000 students, I have degrees in both English and communication. Additionally, I have been a founder of the academic field of intercultural communication since the early 1970's and have taught in four different countries. For this book, I have written 100 model essay topics. Our colleague Chinese Johnson, who teaches English at Yangzhou University in Jiangsu, China, has written 100 essays on the same topics. This already begins the process of your intercultural observations on writing by two professionals, one an older American professor, and the other a young Chinese teacher of English to non-English majors. Seventy-one of the essay topics were suggested by our editor Zhou Ling Shun, based on other books preparing university students to take these CET-4 and CET-6 exams. Chinese Johnson and I collectively developed 29 other essay topics to write on. You can easily compare our writing on the same topics as American and Chinese models for these exams.

In addition to our own comparative essays on these topics, we are pleased that we have several other model essays, including fifty essays each by young recent American university graduates teaching at Yangzhou University in China; Aaron Bloom and Emily Crawford, plus several essays by an American undergraduate university student teaching recently at Yangzhou University in China, Dylan. Four undergraduate Chinese students who have all passed both CET-4 and CET-6 have each contributed 50 essays. These include essays by Chinese Jack, Chinese David, Chinese Lucia and Chinese Rose.

We also have been fortunate in that through the kind assistance of Professor Prue Holmes in New Zealand, a number of her students have also each written one essay on several of the assigned topics. Some of these students are native English speakers and some are Chinese New Zealanders or overseas Chinese students at her University. This combination of essays on the selected topics, by an American professor, a young teacher of English to non-English majors in China, by three young Americans, by four Chinese students, and by an assortment of students writing single essays from New Zealand, really presents an extraordinary opportunity to see different essay models in action.

All of us approached the topics, not as researchers, but in offering our own opinions on the topics. We encouraged our writers not to try to find clever words in the dictionary but to use as much as possible their own vocabulary base. Some of the topics were hard for us to write about, because we ourselves didn't have enough knowledge about these topics to write very intelligently. Both Chinese Johnson and I have written long essays. Mine are about 300—400 words in length, and Chinese Johnson's essays are in the range of 250 to 300 words. The undergraduate students were encouraged to write about 120—200 words for their essays. Since all of the papers follow a sort of formula in which a topic was given, with a brief outline for development, there are some similarities in all of our writing. However, because this is a cross-cultural Sino-English composition project, there are also striking differences in our writing. Naturally, as I in my late sixties, Chinese Johnson is about thirty, and the undergraduates are in the age range of twenty-three to twenty-five (depending in part on whether we use Chinese age standards or western standards), there are both different levels of experience and also different cultural approaches to the topics. As the essays have been written by each of our writers and collected together all as they relate to a single topic, we can see the different models side by side. In my commentary on the essays as we proceed, I have made an effort to demonstrate these cultural differences, noting both positive and negative aspects, as well as vocabulary which you can pay attention to by defining the potentially unusual terms in the dictionary. In this way, instead of simply memorizing words from the dictionary as many Chinese students tend to do, you can identify words which we use in a natural way, and then check dictionary meanings for these terms as they are appropriate to your own study. Both Chinese Jack and Chinese David worked with me on their first drafts for the essays, and then presented a second essay draft. The other essays are more typically first draft prose.

There are many strong sentences, phrases, and words introduced in the essays, plus errors or bad grammar or spelling usage from my viewpoint as an American professor. We have kept most of the cultural differences, as well as both the strong usages and the weak or incorrect ones, including grammar, while correcting some of the spelling errors. We need to note that my commentary is that of an American professor and does not necessarily represent British, Canadian, Australian, or New Zealand English usage, nor that of the many other national Englishes.

Some of the Chinese writers use phrases that are typically Chinese English which might not be seen often in native American English. An example frequently seen is "nowadays," "it's a pity," These usually are not wrong from an American perspective, simply not often used by native American English writers. Chinese Johnson has written a good definition of "Chinglish," which we have seen often in some of the writing by the Chinese writers: "Chinglish expressions stem largely from the literal translation by combining the corresponding English words according to the Chinese counterparts of words. For non-English major students, it is really hard to avoid this kind of language phenomenon since they have to spend most of their time and efforts learning other courses. In fact, many grammatical rules also drive them to have this kind of expressions, for they do not know many exceptions to those general rules." (Chinese Johnson)

Hopefully, my following commentary will be helpful to you as you study in this cross cultural

context in preparing for the CET-4 or CET-6 exams which you will take before you leave your present university.

II. 写作悟语

从某种意义上说,这本书应属作文范文的教学范畴,我们引入了国外同题优秀作文,能够使读者更易看出中西方在英语表达等方面的差异。既然我们学习的是西方的语言,我们就需要向纯正的英语表达靠拢。

在我国,各类英语写作书籍汗牛充栋,而国外的优秀作文向来较少。偶尔见到的外国优秀作文汇集(比如王秋海主编的《美国大学生作文选》,世界知识出版社,1999)中,也是以长篇大论的作文居多。它们与我国目前的英语写作现状相比,似高山只可仰止,尤其与我国各类英语写作的考试模式相去甚远,难以满足我们目前的需要,不能不说是一件憾事。

陈立平(《从阅读与写作的关系看写作教学中的范文教学》,外语与外语教学,2001,4)认为,既然阅读和写作是两项相对独立但又相互依赖、相辅相成的技能,写作教学就不应忽视或排斥以范文为中心、以写作为目的的阅读教学,更何况范文阅读不同于一般的阅读,它是把阅读和写作教学相结合的最好途径、更具有针对性和指导性。通过研究,作者认为应多给学生提供一些针对性较强、来自各类渠道的各类典型的范文,引导学生以积极的态度赏析范文,从中学习写作技巧,开阔思路,获取写作经验和素材,学会用英语运思行文,表达中国人思想的技巧,进而达到在不知不觉中提高英语写作的实践能力和水平。Waston(*The Use and Abuse of Models in the ESL Writing Class*, *TESOL Quarterly*, Vol. 16, No. 1, 5—13, 1982)说:“如果学生把范文当作一种资源而不是一种目标,如果他们能相互之间以及同教师一起探讨范文,如果他们在写作的各个阶段能轻松地将自己的作品同专业作品进行比较,那么异域的作品也就真正地使他们投入到独创性的(写作)过程中去了。”基于此,我们适时邀请外国专家加盟,正是由于他们的优秀同题作品的介入,才使中国读者更加清楚地看到中西英语作文之间的区别,尤其是组织和表达方法的不同,为我国这方面的研究人员得出科学的研究结论提供了直接的帮助,从而为我国的外语教育做出了应有的贡献。国内有研究者就因国外的优秀作文难觅从而导致可比性较差这一事实表示过惋惜(见徐伟成《大学英语作文中的衔接、连贯和质量》,《大学英语·增刊》1995)。

读者通过本书的阅读,应该对以下一些方面有所注意:

1. 美国作者的作文在组织方法上灵活多样,虽不乏直线型的组织方式,但更多的时候是多种方式在一篇作文里的交叉运用。甚至有以对话方式出现的,生动而不板滞。中国作者更多的时候是千篇一律的直线型,一段一个主题句,缺乏新意和生气。
2. 通过对比发现,中国作者的用词和句法变化比较少,重复的地方比较多;美国作者用词灵活,喜爱长短句交替,以保持句子的平衡美。
3. 美国作者的作文发展比较充分,内容比较丰满。虽然我们的作文只要求写100多个

词,但有血有肉的文章还是普遍受到青睐的。美国作者中的个别作文较长,我们可借鉴其中的素材或把它们作为阅读材料使用,但即使那些偏短偏小的作文,内容也并不空洞,适宜诵读。总的看来,使内容得到充实才是上策。如果除了作文套式之外,内容极其贫乏,那么,这样的作文一般是不会取得理想的成绩的。作文就应该首先是有内容可以表达的文章,不然和造单句就没有什么大的不同了。尽管有人认为,写作测试应着眼于评价考生运用语言进行书面表达的能力,而不应过分强调创造力、想像力及逻辑思辨能力等(吴可明等《关于全国硕士研究生〈非英语专业〉入学考试英语试题作文命题的思考》,《国外外语教学》2001,2),但等于变相承认目前的作文考试是重视以上这些能力的。而事实上,既然是作文,“写作水平的正常发挥”就不应该仅仅表现在语句的组织上。体现创造力、想像力和逻辑思辨能力的文章应该是一篇好文章的主要要素。

4. 美国作者具有怀疑态度,譬如就一篇图表作文中的所给数字提出自己的看法。我们一般都采取接受的态度。事实上,不管正论还是反论,只要能够自圆其说便是恰当的。以反论组织的作文至少能给人们提供一个崭新的视角。
5. 美国作者的文章里也使用格言,但从不滥用。适时适地,恰到好处;旁证有力,衔接自然。我们有些读者经常爱引用格言,但除了格言外,剩下的就只有空洞的套话和结构的空壳了。格言只是别人(前人)经验的总结,不是自己实践的结晶或科学的统计,说服力并没有想像的强。美国作者使用格言很灵活,比如用“Rome wasn't built in day”来证实“Haste makes waste”言之非虚;用格言“If you want, you can win”来解释 confidence 的词义。
6. 我们引用的格言经常都是些老面孔,千人一面。譬如只知“A friend in need is a friend indeed”,不知还有“No man is an island”;我们知道“All work and no play makes Jack a dull boy”,这里又学到了“I have no time to stop and smell the roses”。
7. 美国作者的表达不俗,纯正地道,我们应该学习。除了那些陌生的表达外,更多的是那些我们熟知却未必知道怎样派上用场的表达方法。如我们常说 give up smoking,美国人说 quit smoking;我们说 for a week,美国人常说 on a weekly basis。并非说我们讲的英语不正确,只是说,我们说的英语未必地道,不是英语国家常见的用法。或至少说,我们应该更新旧的面孔,换些不同用词的表达,以实现变化求新的目的。其他如:all over the world 代之以 globally;in my opinion 代之以 personally;I think 代之以 I feel, I believe; everyone 代之以 individual;a lot of time 代之以 a block of free time。
8. 美国人的有些表达,如果之前不知是出自他们之手,甚至听起来有些像 Chinglish,如 using tobacco; selfishly use people。
9. 我们的套式表达应纠正。不少教师和作文书让读者背一些简练的习惯表达法,认为是有意义的。殊不知,当我们使用“as you know”,“as we all know”,和“as is known to all”时,英语国家的人会反问:How do you know that I know? 这样的表达显得说话太绝对化、太武断了。Michael 说,像 must, ought to, should 等等,诱劝性过强 (highly persuasive),主观色彩太浓。例如本书中的一位作文作者 Emily 就尽量减少个人色彩 (less personal),她这样写:City planners must take the decreasing amount of vegetation into consideration,从而避免人称代词过多,即不把读者作为直接的讲话对象。Michael 就对“If

we have a car, our life will be more convenient”等很多用 we 的地方表示不理解。自己无权代表别人。这里的 we 包括“你”在内,你真的同意这样的观点?学生常被要求在写作结尾时使用“in conclusion”“in a word”、“in brief”、和“in summary”之类的信号词,以表明文章该结束了。在本书这么多美国人的作文中,没有一篇作文是这样做的。他们更愿以带有警示性的、启发性的语言,甚至用一些活泼的方式结尾,给读者留下广阔的想像空间,或让读者回味无穷。表示结尾的用词只满足了结尾的形式。Michael 说,“In a word, the world is getting smaller and smaller”就是中国大学生常用的套式。

10. 东西方的理解有出人。我们将 grain 理解为广义的“粮食”,而美国人则理解为狭义的“谷物”;当我们说到跨世纪的人才时,心目中就倾向于普遍认可的中国现在的概念,很少有从世界的范围看问题的。cross century talents 也不一定就是从 20 世纪跨越到 21 世纪的人才,美国作者理解为能跨越一个世纪以上的、具有影响力的世界级人物。而且,美国不把 talents 直接指人;我国的“熟能生巧”与 practice makes perfect 也不完全等值,所以在美国人的作文中会出现一些异样的例子。根据作文的内容,我们可将 practice makes perfect 译为“做了,就完美”。
11. 文化的不同体现在很多方面。我们是不会把醉汉醉酒呕吐叫“拜瓷神”(worship the porcelain god)的;中国的双休日是政府规定的,美国大学是根据个体的情况调节的。Michael 还对中国人所说的会开卡车就会开汽车表示不理解,这就如同说会骑大象就一定会骑马。
12. 作者不同,写作风格也不同。比如 Michael 是研究跨文化交际的,他的文章平易近人,少有生词;作者 Aaron 是研究哲学的,道理深奥,生词也较多。
13. 美国作者给我们提供不少新鲜的表达,比如“If you have never traveled, you have never opened a book”;“The closed mind is a terrible waste”;“We should live simply so that others might simply live”;talent fairs;market oneself;pirated software, transworld corporations 等。
14. 中国作者文中的中文式英语现象难以避免。有的是我们常见的英文,却被美国专家评为 Chinglish,如我们常说的“that is to say”。
15. Michael 根据 Orwell 的告诫,坚持在能用主动语态的地方以尽量不用被动语态为好,看来,并非我们过去认为的英语喜用被动语态。Michael 还要求作者 Dylan 文章中的几处被动语态改用主动语态。
16. Michael 说自己的评论只说明英语在美国的使用情况,不代表其他英语国家。如,美国人不说不说 nowadays,而说 presently;不说 in a word,而说 in short, finally。英美人在语法上有差异,比如美国人说“I am going to the hospital”时,英国人就要去掉 the。
17. 外评中,Michael 还经常设置一些问题考问读者,并非评讲人对作者的文章有疑问。
18. 有些说明性或议论性的文章在立论时需要下一个定义,这样就能有效和科学地展开。如定义什么是 read intensively or extensively, cross century talents 等。
19. Michael 说,美国人经常在一般性(non-scientific)的写作中结合自己的经历和感受,而欧洲的教授们却不喜欢这样做。
20. 中国作者的作文中经常出现叙事人称的不断转换,这一点应留意避免。
21. 就语法错误而言,Michael 承认,美国人的口语中语法错误也经常出现。Michael 还批