

本书得到“河南省高等学校青年骨干教师培养计划”（2016GGJS-025）资助”

英文写作的要素与实践

李继燕 李杰 庄会彬 编著



汕頭大學出版社

目 录

第一章 写作过程	1
第一节 写作目的、读者、写作语气	1
一、写作目的	1
二、写作对象	3
三、写作语气	6
第二节 预写构思	6
一、分析任务，确定题目	6
二、展开思路，收集资料	7
第三节 形成中心论点	14
一、论点与论点陈述句	15
二、怎么写论点陈述句	16
第四节 组织连接细节	21
一、列提纲	22
二、三段式结构	27
三、按照空间、时间或逻辑顺序组织细节	27
第五节 打草稿、修改、编辑与校对	32



英文写作的要素与实践

一、打草稿	32
二、修改	34
三、编辑与校对	36
四、案例分析	37
第二章 批判性思考、阅读与写作	46
第一节 批判性思考	46
第二节 批判性阅读	47
一、边读边写	48
二、预读	48
三、深入阅读	49
四、概括	50
五、形成批判性回应	51
第三节 批判性写作	61
一、案例分析	61
二、常见的论证错误	62
第三章 段落的要素	68
第一节 段落的统一性	68
一、段落主题句	69
二、主题句的位置	70
三、保证段落的统一性	73
第二节 段落的连贯性	77
一、有效组织细节	77
二、使用平行结构	80

三、使用过渡词	81
四、重复关键词	84
五、使用指代词	85
六、保持一致	86
第三节 段落论述的充分性	89
一、用事实来增强说服力	89
二、用理论来解释	90
三、用例证来阐述	91
四、段落结构	93
第四节 句子规范	96
第四章 段落的展开.....	98
第一节 段落的展开模式	98
一、记叙	98
二、描写	99
三、例证	100
四、因果分析	102
五、比较与对比	103
六、类比	105
七、分类与归类	106
八、过程	108
九、下定义	109
第二节 特殊类型的段落	114
一、引入段	114
二、结尾段	119



英文写作的要素与实践

三、过渡段	122
第三节 段落间的衔接与连贯	125
一、衔接与连贯的原则	125
二、案例分析	126
第五章 句子.....	129
第一节 句子的分类	129
一、按照句子功能划分	129
二、按照语法划分	131
第二节 句子的扩展	138
一、用单词扩展句子	138
二、用短语扩展句子	141
三、用复合结构扩展句子	143
四、用从句扩展句子	145
第六章 有力的句子.....	151
第一节 句子的语言	151
一、语言要恰当	151
二、语言要准确	152
三、语言要简洁	154
第二节 强调观点	160
一、用主动语态表达强调	161
二、通过词序表达强调	161
三、用累积句和尾重句表达强调	163
四、通过平行结构和对称句表达强调	164

五、通过重复关键词来强调	165
六、使用强动词	165
第三节 句式多样化	170
一、句子长度与结构多样化	170
二、句首多样化	172
三、语序多样化	174
四、句子类型多样化	176
第四节 并列结构与从属结构	179
一、并列结构	180
二、从属结构	182
第五节 平行结构	188
一、平行结构的构成	188
二、有效使用平行结构	191
第七章 常见的句子问题及修改	196
第一节 残缺句及其修改	196
一、残缺句的类型	196
二、残缺句的修改	197
第二节 逗号连接句与聚合句及其修改	200
一、逗号连接句与聚合句的产生	201
二、逗号连接句与聚合句的修改	202
第三节 错位修饰语、垂悬修饰语及其修改	205
一、错位修饰语及修改	205
二、垂悬修饰语及修改	211
第四节 不当转换句与混杂句	215



英文写作的要素与实践

一、不当转换句	215
二、混杂句	218
第八章 英语标点符号及其使用	225
第一节 句末标点	225
一、句点 (.)	225
二、问号 (?)	226
三、感叹号 (!)	227
第二节 句内标点	228
一、逗号 (,)	228
二、分号 (;)	237
三、冒号 (:)	239
四、破折号 (—)	241
五、引号 (“ ”)	242
第三节 其他标点	246
一、撇号 (’)	246
二、连字符 (-)	246
三、省略号 (...)	247
四、圆括号 (())	250
五、方括号 ([])	251
六、斜线 (/)	251
参考文献	254
后 记	256

第一章 写作过程

英语写作是重要的语言技能，是探索、学习、思考、反思的重要方式，也是英语演讲、报告、陈述等的基础。正如黄源深（2006）所说的那样，好作文是写出来的，也就是说写作的关键就是写，就是反复练习。当坐下来开始动笔时，就开始了写作过程。这是一个不断循环反复的系列活动，要考虑写作目的、读者、语气；布局谋篇，形成论点，论证论点；反复修改、编辑；直至最后形成完整的文章。但是这些活动并不是按顺序依次发生的，更多的时候是反复交叉的过程。

第一节 写作目的、读者、写作语气

写作过程中需要考虑的内容很多，可以用一个词来概括：START = self + topic + audience + reason (purpose) + tone，也就是作者自己、话题、读者、目的及语气。在这一节中我们将分别讲述这几方面。

一、写作目的

写作目的就是为什么写，写作的理由 (reason) 是什么。学生很有可能认为写作的目的就是要完成老师布置的作业。实际上，远不止如此。写作专家 James Kinneavy (1971) 提出写作有四个目的：自我表达、解释、



英文写作的要素与实践

说服、娱乐。在一篇文章中，可能交织着各种目的，但通常只有一种是主要目的。这一主要目的决定了作者如何去选择话题、细节及语言。大学英语写作中最主要、最常见的两种目的是解释和说服。

以解释为目的的文章 (explanatory writing) 通常是说明文 (exposition)，告知读者某些特定信息，常出现在教材、百科全书、专业报告、新闻杂志等中。作者是要传播某种信息，以此教育读者，让读者增加知识，不是说服、劝服、游说读者去相信某个信息。向读者解释信息时，必须做到完整、清晰、准确，经得起推敲，可以通过其他途径加以证实。欣赏下面这段说明文：

In 1941 in what is now Addo Park in South Africa, a hunter by the name of Pretorius was asked to exterminate a herd of 140 elephants. He killed all but 20, and those survivors became so cunning at evading him that he was forced to abandon the hunt. The area became a preserve in 1930, and the elephants have been protected ever since. Nevertheless, elephants now four generations removed from those Pretorius hunted remain shy and strangely nocturnal. Young elephants evidently learn from the adults' trumpeting alarm calls to avoid humans.

—— Carol Grant Gould, *Out of the Mouth of Beast*

段落的成功之处在于它将信息 (young elephants learning to avoid humans) 传达给了读者 (对话题感兴趣的人)。这段话的最后一句道出了中心思想，其余则从不同角度加以支持。

以说服为目的的文章 (persuasive writing) 常是议论文 (argumentation)，要通过摆事实、讲道理等方式说服读者改变原有观点，至少是接受或靠近作者的观点。通过写作来说服读者时，前提是讨论的问题是有争议的。比如：地球是圆形的，这个话题就没有争议，已成共识，不能写成一篇议论文。如何才能让主义论文文章有说服力呢？这就要求写作时不能简单地呈现观点，更需要有力的证据来说服读者，如例证、推理等。典型的例子是社论、广告、竞选演讲。欣赏下面的选段：

The search for some biological basis for math ability or disability is fraught with logical and experimental difficulties. Since not all math undergraduates

are women, and not all women are math-avoidant, poor performance in math is unlikely to be due to some genetic or hormonal difference between sexes. Moreover, no amount of research so far has unearthed a “mathematical competency” in some tangible, measurable substance in the body. Since “masculinity” cannot be injected into women to test whether or not it improves their math, the theories that attribute such ability to genes or hormones must depend for their proof on circumstantial evidence....

——Sheila Tobias, *Overcoming Math Anxiety*

作为议论文，这段很成功，因为它将信息（about the ability and disability）成功传达给了读者，试图说服读者相信 math ability or disability is not related to gender。段落开门见山，第一句是主题句，其余句子从不同方面加以论证。

二、写作对象

写作对象，也就是读者，一般在写作任务中体现。如：《物理实验报告》的读者是物理实验老师。不管读者是谁，了解他们的需要和期望可以帮助作者关注所要探讨的问题，收集信息，最终决定说什么，怎么说。因此作者需要尽可能深入地了解读者的信息，也就是说，在写作过程中，一定要具有读者意识。

作者要考虑读者的身份和期望，他们的特征、知识和态度，以及作品的用途和形式。具体内容如下：

有关写作对象的问题

身份和期望

- 读者是谁？
- 他们为什么要读我的文章？他们期望从中读到什么？
- 我希望读者了解什么？怎样向他们解释清楚？
- 我与读者什么关系？是正式还是非正式的？该站在什么样的角色



英文写作的要素与实践

上? 采用何种语气?

特征、知识和态度

· 读者的什么特征关系到话题和写作目的? 如性别、年龄、职业、社会经济地位、经济或教育背景、种族背景、政治宗教信仰、价值观、兴趣爱好等。

· 读者对这个话题了解多少? 有哪些信息是他们不知道的? 要告诉他们多少信息?

· 如果需要使用专业语言, 该怎么样使用它们? 如何定义?

· 会不会有哪些观点、论点或信息会让读者很吃惊? 激动? 抑或是冒犯他们? 该怎么处理这些观点、论点或信息?

· 对该话题, 读者可能有什么误解? 怎样才能消除误解?

用途与形式

· 读者会怎么对待这篇文章? 是期待读者逐字阅读? 还是大体浏览? 看重结论? 要不要写总结、各层次的标题, 或其他帮助?

每一位作者同时也是一位读者, 因此应了解读者的以下需要:

· 文章的语境, 语境是文章和读者自身知识和经历联系起来的纽带。

· 文章的可预测性, 就是要理解作者的目的及如何实现目的。

· 具体信息, 即让主题更清晰、具体、有趣且有说服力的具体事实、例子及其他细节。

· 对读者价值观、信念、背景及智商的尊重。

· 恰当真诚的语气和语调。

· 有清晰、流畅、正确的表达, 不至于干扰读者的理解。

对读者的了解程度会影响到写作中三个要素的选择:

· 用以吸引并保持读者注意力, 引导他们接受最终结论的具体信息, 包括具体细节、事实、例子或其他证据。所选择的信息应该让观点更清晰, 论证更加有力, 并符合读者的背景、已有看法及特殊兴趣。

· 在与读者的互动中所扮演的角色。作者对话题的态度和目的不同,

对读者理解方式的期待也不同。作者所扮演的角色可能是专家、故事的讲述者、报告者，等等。

·所使用的语气和语调。写作的语气和语调就像说话的语气和语调，能表现出深层次的信息。根据写作情景及对读者期望值的估测，语气可以是正式或非正式的，所表达的态度可能是严肃的或轻松的，是强势的或平和的，是愤怒的或高兴的。

如果读者不同，即使话题相同，传达信息相同，写作时所选择的信息、角色、语言、语气也会有很大不同。比较以下两段：

To coworkers

Ever notice how much paper collects in your trash basket every day? Well, most of it can be recycled with little effort, I promise. Basically, all you need to do is to set a bag or a box near your desk and deposit wastepaper in it. I know, space is cramped in these little cubicles. But, what's a little more crowding when the earth is at stake?...

To management

In my four months here, I have observed that all of us throw out baskets of potentially recyclable paper every day. Considering the drain on our forest resources and the pressure on landfills that paper causes, we could make a valuable contribution to the environmental movement by helping to recycle the paper we use. At the company where I worked before, employees separate clean wastepaper from other trash at their desks. The maintenance staff collects trash in two receptacles, and the trash hauler makes separate pickups....

第一段是写给同事的，而第二段是写给管理层的。由于读者不同，作者对自己的定位、采用的语气、选择的语言、选择的具体信息都不同。在第一段中，作者的定位是活泼的、容易相处的同事，语气非常随意，语言是非正式的（ever notice、well、you、I know、what's、space is cramped），选择的信息是员工怎样循环利用文具，没有提到公司的开支；在第二段中，



英文写作的要素与实践

作者的定位是严肃、深思熟虑、负责的管理员工，语气非常庄重，语言也很正式，采用较长较复杂的结构，选择了比较大的词，选择的具体信息包括公司的开支、其他公司的做法及费用问题，显得郑重，考虑周全。

三、写作语气

语气不是说什么的问题，而是怎么说的问题。写作语气对要表达的内容有重要影响，展现了作者对话题和读者的态度。所选择的材料和用词都会反映作者的气。写作中应避免以下类似的表达：

- 避免偏见的、不公正的词汇，而应选用公正、中性的词汇，如建议用 the politician being investigated for taking bribes，而不是 the corrupt、deceitful politician。

- 避免性别歧视的词汇，如应该用 police officer、he or she 或 they，而不用 policeman、he 等。

- 避免花哨、狂妄、华而不实的表达，因为这显得做作、浮夸、词不达意，而应选用直接的表达。

语气的正式程度也需要作者注意。在学术写作、商务报告、公函等的写作中，使用正式语气或中等程度的正式语气会显得正式、客观、严谨。无论选择什么样的语气，在一篇文章中一定要从一而终，不要中途发生改变。

第二节 预写构思

研究了写作目的、对象及语气后，接下来就要根据要求来构思文章，也就是要展开思路，形成观点，并以恰当的形式组织观点。这是整篇文章写作中最关键的步骤之一，作者必须仔细思考，认真对待。

一、分析任务，确定题目

动笔写作之前，务必要深入理解任务的具体要求，如是否有具体的时间、字数、页数、格式的要求，是开放式命题还是有具体的题目等。

以 2013 年 8 月雅思作文题目为例：

Some people think that in this modern world people are getting dependent on each other. Others think the modern world gets people more independent of each other. Discuss both views and give your own opinions.

该任务没有时间、字数、页数、格式的要求，是完全开放式的题目，任由作者发挥。

如果没有规定题目，作者就需要将题目细化、具体化。所谓具体化，就是找到这个宽泛的话题所包括的具体方面。所包含的具体方面可能有很多，但作者只需要考虑一点就够了。以以下任务为例：Identify and evaluate the success of one resource available to the homeless population of one major Chinese city。在这个任务中可以细化的方面有：one resource 与 one major Chinese city。

resources 与 city 有很多，只需分别考虑一个就可以。经过思考，题目可以细化为：The role of the Rescue Shelter in meeting the needs of the homeless people of Shanghai。在这个题目里，resources 细化为 the Rescue Shelter，而 one major Chinese city 则细化为 Shanghai，从而形成了具有可议论性的题目。

二、展开思路，收集资料

确定好题目后，下一步就是收集资料、整理思路了。这一步关系到写什么的问题。也就是说，在文章里可能出现的具体细节有哪些。文章的好坏在很大程度上取决于作者能否在具体细节和一般性陈述之间自由转换。

收集资料，也称为预写 / 准备写作（prewriting），可以有效帮助作者发现自己对这个题目的了解程度。常见的收集资料的方法如下，接下来将具体讲解：

常见的资料收集方法

- 记写作日记（Keeping a journal）
- 阅读和观察（Reading & observing）



英文写作的要素与实践

- 自由写作 (Free-writing)
- 展开模式 (Developing patterns)
- 列清单 (Making a list)
- 使用记者式提问 (Asking the journalist's questions)
- 聚类 (Clustering)
- 批判性思考 (Thinking critically)

1. 记写作日记

写作日记是写作材料的良好来源，它记录的不仅仅是每天的日常琐事，更多的是作者的想法和对周围事物的观察。写作日记不拘泥于形式，也无需考虑中心思想、结构、语法、拼写等方面的问题。不仅可以写在笔记本上，也可以写在电脑上。坚持记写作日记能让作者集中精力去思考问题，问题可能是对公共事件的反思、学期规划、某学科问题的研究等，从而积累丰富的写作资料。

这种方法最关键的就是随时有想法随时记录下来，不定期整理，不拘泥于形式、时间和内容。写作日记对 EFL (English as Foreign Language) 的学生尤其有帮助，能够帮助他们有效提高写作速度，丰富写作内容，熟练句型和词汇使用。

2. 自由写作

所谓自由写作 (freewriting)，就是在一定时间内 (自行设定)，尽可能快地想到什么就写什么，不考虑标点、语法、拼写。写什么并不重要，重要的是坚持写，在写的过程中找到观点和信息。不要回读，不要修正观点，也不要做任何修改。自由写作的物理过程会让作者原先模糊的想法更加清晰，甚至发现之前没有意识到的观点和想法。持之以恒的自由写作练习会帮助作者形成边写边思考的习惯，并对任何话题都有话可说。

设定时间结束后，浏览所写的内容，剔除那些无用的、不相干的、无意义的想法，标注那些比较有意义的想法。将其中几个有价值的想法作为有主题自由写作 (Focused free-writing) 的核心内容。

有主题的自由写作过程更加集中。作者根据自由写作中想到的核心想法或针对文章题目提出的问题入手,不间断地写一段时间,如10分钟。同样,不需要回读、修正或纠结,坚持写完就行。

从自由写作到有主题自由写作的过程,见以下例文。布置的任务是: write about some annoyance in everyday life。一个学生的自由写作是这样的:

There are lots of things I get annoyed by. One thing that bothers me are *people who keep complaining about everything*. If you are having trouble, do something just don't keep complaining and just talking. I am really *annoyed by traffic*. There are too many cars on the street and its not surprising. Everyone has a car, the parents have cars, the kids have cars, and they are coming and going all the time, and often driving too fast. We need a speed limit sign. I am really bothered *when I have to drive to the movies*, there are just too many cars at the mall. No space even though the parking lot is large it just fills up. *Movies* are a bother anyway because the people can be annoying who are sitting there with you in the theater, talking and dropping popcorn cups and acting like they were at home.

在自由写作的过程中,作者发现了4个令人讨厌的事(见斜体)。经过筛选,作者发现关于电影(movies)的信息比较多,因此决定以 go to the movies 为核心内容进行有主题的自由写作,增加细节,见下文:

I really find it annoying to go to see movies. *Even though I love movies*. Traffic to the theater is awful. *I hate looking for a parking place, the lot is not large enough*. You just keep driving to find a place and hoping someone will pull out and no one else will pull in ahead of you. Then I am in theater with the smell of popcorn all around. Sitting there smelling it and trying to ignore it and just wanting to pour a whole bucket of popcorn with melted butter down my throat. I can't stop thinking about the chocolate bars either. I love chocolate but I don't need it. The people who are there sometimes make me go wild. Talking and laughing, kids running around, who can listen to the movies? And I might run into my ex-boyfriend—the last thing I want to see happen. Also sitting through all two hours



英文写作的要素与实践

makes my back ache.

你会发现，段落里有语法、拼写或标点错误（见斜体部分）。但是这没关系，而且无需担心，此刻要做的就是把想法写下来。我们的最终目的是找到要写的内容而已。

3. 列清单

列清单跟头脑风暴（brainstorming）有相似之处，就是把所有与主题相关的想法和细节都列出来。这分为两步：一、把所有想到的点都列出来；二、根据某种模式或方式，将所列信息归类。将无法归类的信息单独列出。可以用单词、短语或句子。

继续以 go to the movies 所遇到的烦人的事情为例，可以列出很多相关的信息：

Noisy visitors	Ex-boyfriend	Running kids
On a diet	Two hours—backache	Parking problem
Tickets sold out	Too crowded	Ticket price
Uncomfortable smell	The air is not fresh	Long preview
Sticky, dirty things on the chair		
Traffic is bad between home and theater		
Teenagers laughing, shouting and showing off		
Can't pause or fast-forward as on a computer		
Too many temptations at the snack stand: cola, popcorn, chocolate		
People who had seen the movie before might give away the plot		

列完之后，根据共同点，可以将这些信息归为 6 大类烦人的事：people、traffic、ticket、temptation、parking、movie itself。

4. 聚类

与自由写作和列清单相似，聚类也是基于自由联想。聚类（clustering）也称为图示（diagramming）或映射（mapping），能非常系统直观地呈现观点之间的关系。用聚类的方法准备材料时，从主题向外辐射。聚类的方法强调两点：一，线性的，顺着—个观点往下走；二，自上而下的，想到的

观点从大到小，越来越具体。

一种方法是采用九宫格的形式，其方法是就某一主题列出以下9个方面的信息：people、place、things、events、processes、concepts、natural phenomena、problems、plans and policies。每个方面列出3~5条信息，寻找信息之间的联系。例如，你的九宫格列出来的信息可能是这样的：

People my father Yang Liwei Yao Ming	Places my hometown Three Gorges Hebei province	Things movies music basketball
Events marriage Olympic games graduation	Processes dreaming taking photos making decision	Concepts Buddhism multiculturalism feminism
Natural phenomena earthquakes mud-rock flow thundering and raining	Problems cyber crime lack of exercise divorce	Plans and policies developing solar power strengthening safety measures recycling

似乎列出来的许多内容都可以作为潜在的话题。如果不是，可以尝试把几个内容进行自由联想，找到写作的思路。如果找不到这种思路，可以把你认为最有趣、最有话可说的内容进行深入挖掘。多写一些单词或想法，激发思考，顺着思路写下去，边写边思考，直到找到思路。例如，有人认为 Movie 这个话题很有趣，于是他继续写下去，形成了以下子项：

Movie

Academy Awards

Prizes

Lotteries

Gambling

你看清楚他的思路了吗？想到 Movie，他就想到了 Academy Awards（奖项、奖金），想到奖金（prize），他想到了 lottery（彩票），然后意识到彩票是种 gambling（赌博）。突然，他灵光一现，想到了曾经看过的一篇赌博成瘾的文章。经过查找资料和反复思考，他的题目最终定为：观察周



英文写作的要素与实践

Gambling Addiction: Why You Can't Beat the Odds。从 movie 到 gambling, 这个过程看起来匪夷所思, 但是这就是聚类力量。

另一种方法是画聚类图, 具体操作: 先把文章题目写在一张纸的中央, 用圆或方框括起来; 然后用箭头或线段把想到的第一层主要观点联系起来, 然后是第二层更具体的观点, 以此类推。在一个主要观点结束后, 开始其他观点的思考。以“a behavior you might want to change in class”为例, 有人将其细化为“chronic lateness(迟到)”, 并作出了如图 1-1 所示的聚类图:

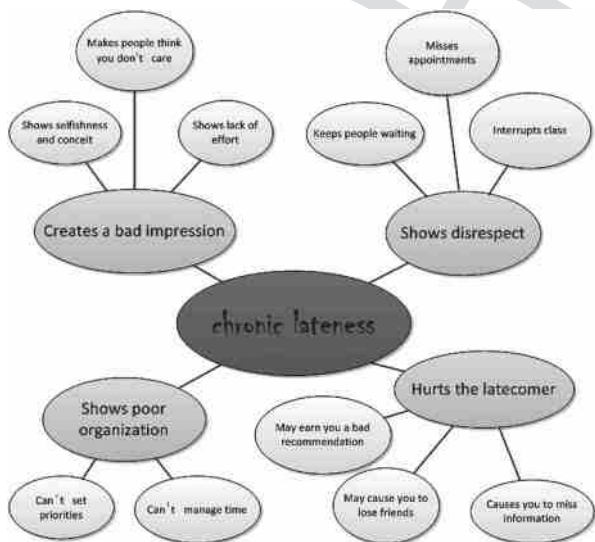


图 1-1 “Chronic Lateness” 的聚类

用这种图示法写下来之后, 你会发现思路一目了然, 内容也非常丰富, 作者可以根据自己的水平去选择想写的内容。

5. 阅读和观察

写作考试中一般不需要阅读材料, 但是写报纸评论、文学评论、学术论文等则需要大量的阅读。阅读可以将作者引向过去不了解的话题或扩充已经了解的话题, 帮助找到或展开话题。作者在阅读时不能消极被动, 纯粹为读而读, 而应该与文本积极互动, 不断思考, 边读边记, 不仅要记重点内容, 更要记自己对这些内容的思考, 这样才能不断产生思想的火花。

围环境是另一种收集资料的良好方式。这种观察不是漫不经心地有一搭没一搭的观察，而是通过全身心的观察。如果要求作者描写一个印象深刻的人，作者可以通过仔细观察老师、公交车司机、乘客、家庭成员、朋友等，找到可写的内容。有目的的观察总能激发作者的灵感，帮作者找到好的话题。为尽可能从观察中受益，要随时记录下有意义的细节和思考，帮助后期整理材料。

6. 展开模式

从日常生活到复杂的科学理论，在思考和理解各种问题时，我们都可能会问一系列的问题。常见问题如表 1-1 所示：

表 1-1 常见问题与展开模式

常见问题	展开模式	表达
它是怎么发生的？时间？地点？人物？	记叙	Narration
它看起来、摸起来、闻起来、听起来、尝起来是什么样的？	描写	Description
有哪些例子可以证明？	举例或支持	Exemplification
有哪些特征或部分？能否归为大类？	分析与分类	Division and Classification
与其他事物相比有什么相似或不同之处？	比较与对比	Comparison and Contrast
能否与人们熟悉的同类事物进行比照？	类比	Analogy
为什么会发生？有什么后果？	因果分析	Cause-Effect
它的发生过程是什么样的？	过程分析	Process analysis
它是什么？包括什么？排除什么？	下定义	Definition

每个问题都代表了一种展开模式，具体方法见第四章第一节“段落的展开模式”，在此不做赘述。

7. 使用记者式提问

新闻报道往往都事实清楚、逻辑紧密、说服力强，这要归功于记者们收集材料的方式有效、系统，这非常值得写作者学习。这些问题涵盖六个方面：Who、What、When、Why、Where、How。这些问题能使作者从不同角度进行了解，尽可能多的挖掘细节。

以下面题目为例：the Benefits of the Commercialization of Holidays in China。有个学生是这么通过六个“WH-”来打开思路收集材料的：

Who Who especially benefit from the commercial aspects of holidays?



英文写作的要素与实践

What	What specific benefits result from the commercialization of holidays?
When	When specially do beneficial holidays fall?
Why	Why specially do people object to the commercialization of holidays?
Where	Where can evidence of benefits be seen or felt?
How	How do specific commercial aspects of holidays create benefits?

8. 批判性思考

如果不愿意采用以上几种方法进行材料的收集，还剩批判性思考这个法宝。通过批判性思考，作者可以看到潜在的问题，刺激新鲜的想法，有条不紊地引出结论。批判性思考分为四步走，通过这四步，作者能将话题逐渐剖析，层层深入，最后得出有力的结论。四步走如下：

- 分析 (analysis)：分析主题的特点或要素是什么。
- 阐释 (interpretation)：阐释这些要素或特点有什么含义或重大意义。
- 综合 (synthesis)：要素间是如何连接起来的？该主题与别的主题有何关系。
- 评价 (evaluation)：讨论这个主题有什么价值或重大意义。

批判性思考是一项重要的能力，但对中国的英语写作者来说并不容易，写作者需要进行长期的练习。为了更好地讲解，我们将独立成章，具体内容参考第二章“批判性思考、阅读与写作”。

第三节 形成中心论点

收集完资料后，需要对资料进行筛选，将有用的资料组织成支持论点的论据。中心论点，是作者对所论述的问题的最基本看法，是作者在文章中所提出的最主要的思想观点，是全部分论点的高度概括和集中。

一、论点与论点陈述句

1. 论点与论点陈述句

论点 (thesis) 是全文的中心思想, 统领全文, 将论点用一句话来表达就是论点陈述句 (thesis statement)。论点陈述句多出现在引入段的段尾, 用中间的支撑段加以阐述和论证, 并在最后的结尾段得以印证、强化、拔高。也就是说, 所有的段落、论据和具体信息都要与论点有关联。如果某些材料偏离了论点, 必须将它删除, 否则就会使文章中心思想不清楚。一篇成功的文章必须首先有恰当的论点陈述句。

论点陈述句通常含有两部分: 一, 文章的话题; 二, 作者的评论、态度、意见、看法、观点等。同一个话题, 由于作者的评论、态度、意见、看法、观点等不同, 会形成不同的论点陈述句。

假设以 “cartooning” 为话题, 论点陈述句可以写为:

Contrary to what many people believe, cartooning is an art form that depends on technical skill, political and social awareness, and a consistently expressed viewpoint.

在这个论点陈述句中, cartooning 是话题, an art form 是作者的观点, 而 technical skill, political and social awareness, and a consistently expressed viewpoint 是需要用充分的事实细节等清楚有力地进行解释的具体内容。

论点陈述句还可以写为:

The cartooning industry in China is underdeveloped because of the immature industry environment, the lack of professionals and the conservative governmental policies.

这个论点陈述句将话题限为 the cartooning industry in China, underdeveloped 是作者的观点, the immature industry environment、the lack of professionals and the conservative governmental policies 是作者要展开论述的三个方面, 从而支撑作者的主要观点 underdeveloped.

2. 论点陈述句与简单陈述句

并不是所有的句子都可以作为论点陈述句。一定要将论点陈述句与简



英文写作的要素与实践

单陈述句区别开来。简单陈述句仅是对事实的陈述，不需要也无法进行进一步的解释、说明、论证，读者只能同意或不同意，没有讨论的余地。以下例子为简单陈述句：

• The dollar is a unit of currency in Australia, Taiwan, and more than twenty other countries.

• Martin Luther King's birthday is celebrated in January.

• Many sports stars are paid high salaries.

与简单陈述句不同，论点陈述句能激发读者提出问题、引起读者的点评或个人情感。论点陈述句要点明文章主题，并提出作者的观点、态度、意见、看法、思考等。在此以第三句为例，如果将话题限定为 sports stars' high salaries，论点陈述句可写为：

Sports stars' high salaries are bad for the game, for the fans, and for the values our children are developing.

其中 bad 是作者的观点、看法或意见，the game、for the fans、and for the values 是接下来要展开讨论的三个方面，通过这三方面的论述来支撑作者的观点 bad。

二、怎么写论点陈述句

恰当的论点陈述句要满足以下基本条件：一，既不能太宽也不能太窄；二，只能陈述一个主题；三，包含主题与作者的点评（comment）。

1. 论点陈述句既不能太宽也不能太窄

如果论点陈述句太宽泛，那么作者要么只能抓住了宽泛论点中的一个细节，无法涵盖整个论点；要么是面面俱到，却哪一面都不深入，缺乏说服力。如果论点陈述句太窄，则变成了事实陈述，没有展开论证的空间，无法拓展成一篇文章。见下例：

Technology has changed human history.

A person must have wealthy family background to apply for the job as the engineer in state-owned company.

第一句太宽，technology 与 human history 都是极其宽泛的话题，无法用几百字或几千字说明白，这时需要分别对其进行限定（narrow-down），使话题有一定的可论述性；第二句则太窄，简单直接地陈述了一个事实，读者只能选择同意或不同意这个陈述，无法展开论述，如果要作为论点陈述句则需要对其扩展。分别可改为：

Mobile technology has changed peoples' ways of education.

It is unfair and unreasonable to require that a person must have wealthy family background to apply for the job as the engineer in state-owned company.

修改后的论点陈述句将 technology 限定为 mobile technology，范围变小，有具体的针对性；把极其宽泛的 human history 限定为 peoples' ways of education；这样，论点陈述句就有了可论证性；第二句加了作者的观点 unfair and unreasonable，通过论点陈述句，读者知道要论述的就是为什么不合理、不公平。

2. 论点陈述句只能有一个主题

一篇文章只能论述一个主题，因此论点陈述句只能陈述一个论点。如果论点陈述句里出现两个或两个以上的主题，需要根据整体文章需要进行删减。如下句：

Attending the drama club in university is much better than doing nothing after class, and hanging out with friends makes me enjoy the university life better.

attending the club 与 hanging out with friends 是两个不同的论点，应该用两篇文章分别论述。这句话违背了上述原则，应该保留其一，论述 attending the club 的好处或者论述 hanging out with friends 的好处。可改为：

Attending the drama club in university is much better than doing nothing after class.

Hanging out with friends makes me enjoy the university life better.

3. 作者的观点或点评

论点陈述句有两个基本部分：话题（topic）与点评（comment）。点评又可以细分为作者观点（opinion）、写作目的（purpose）、组成部分（parts）。



英文写作的要素与实践

为了梳理话题，提出恰当的点评，写出有力的论点陈述句，作者可以提出以下五个问题：

- 大话题是什么（General topic）？
- 细化后的话题是什么（Limited topic）？
- 对细化后的话题持有什么观点（Opinion）？
- 写这个话题的目的是什么？是解释还是说服（To inform or to）？
- 这个话题可以细化成几部分，从而用两三个段落来论述（Parts）？

为了更具体形象地说明问题，我们以 U.S. government 为大话题举例说明：

大话题（General topic）：U.S. government

细化话题（Limited topic）：The three branches of the U.S. government

观点（Opinion）：Each branch has a different function and purpose.

目的（Purpose）：To inform the readers about the way the government works

组成部分（Parts）：Explain the function and purpose of each of the three government branches

将以上信息综合起来，就是我们要写的论点陈述句：

Thesis: The executive, legislative, and judicial branches of the U.S. government [topic] have different purposes and functions [opinion], which are designed to keep any one branch from taking too much power over others [parts].

有时，写作目的与作者观点、写作目的与具体部分会凝合在一起，但并不代表可以省略其中的某一部分。如果缺失了某一部分，论点陈述句则不完整，也就不成功。以 Success 为例，如果论点陈述句写成以下句子，则不太成功：

Self-control, time-management, and constant study are three important principles for success.

在这个论点陈述句中，success 是大话题，principles for success 是细化话题，important 是作者的观点，Self-control、time-management and constant study 是三个具体部分，但是缺少了写作目的。这样一来，读者就不能预判作者所持有的态度。可以将其改写为：

Self-control, time-management, and constant study are three important principles for success that can help people get well-prepared for possible opportunities.

修改后的论点陈述句多出了 that can help people get well-prepared for possible opportunities 这一部分,直截了当地说明了作者提出自己观点的原因。

练习题

一、下列每组句子分别含有两个论点陈述句,判断哪个是恰当的论点陈述句,不恰当的论点陈述句是太宽还是太窄。

1. There are more and more single-parent families in our country than ever before.

Financial pressure, lack of communication, complicated interpersonal relationship lead to the increase of single families in our country than ever before.

2. Advertising has bad effects on all of society.

TV advertisements teach children to be greedy, competitive and snobbish.

3. American abuse alcohol because it has become such an important part of our personal and public celebrations.

Consumption of wine, beer, and hard liquor increases in the United States every year.

4. Modern life makes people suspicious and unfriendly.

A frightening experience in my neighborhood has caused me to be a much more cautious person in several ways.

二、以下每个“论点陈述句”都有两个论点,将它们修改成为恰当的论点陈述句。

1. Although the most entertaining ads on TV today are often misleading, they can be very interesting.

2. My roommates and I get along well with each other, but we do sometimes have conflicts.



英文写作的要素与实践

三、判断以下句子是论点陈述句还是简单陈述句。如果是论点陈述句，找出哪些是论点，哪些是作者的观点、态度、意见。

1. Students can improve their performance in algebra by applying ten strategies for success in math courses.

2. I have been working as a teller at First Union Bank on Center Street for the last fifteen years.

3. Activists around the world have organized celebrations and educational events to explain the importance of information laws.

4. Parents should find a more beneficial activity to occupy their children on Saturday mornings than watching cartoons on TV.

5. I like my job as a firefighter because it is both personally rewarding and socially responsible.

四、从下面的大话题 (general topic) 中选择三个话题，参考写好论点陈述句的五个问题，将大话题细化，将点评分为作者观点、写作目的、具体部分，最后组织成论点陈述句。

1. College courses
2. After-class activities
3. Careers
4. Environmental protection
5. Travelling
6. Personal relationship

五、根据以下具体分论点，写出论点陈述句。

1. Thesis statement:

a) My first car was a rebellious-looking one that matched the way I felt and acted as a teenager.

b) My next car reflected my more mature and practical adult self.

c) My latest car seems to tell me that I'm aging; it shows my growing concern with comfort and safety.

2. Thesis statement:

a) All the course credits that are accumulated can be transferred to a four-year school.

b) Going to a two-year college can save a great deal of money in tuition and other fees.

c) If the college is nearby, there are also significant savings in everyday living expenses.

3. Thesis statement:

a) First, I tried simply avoiding the snacks aisle of the supermarket.

b) Then I started limiting myself to only five units of any given snack.

c) Finally, in desperation, I began keeping the cellophane bags of snacks in a padlocked cupboard.

4. Thesis statement:

a) The holiday can be very frightening for little children.

b) Children can be struck by cars while wearing vision-obstructing masks and dark costumes.

c) There are always incidents involving deadly treats: fruits, cookies, and candies that contain razor blades or even poison.

5. Thesis statement:

a) First of all, I was a typical “type A” personality: anxious, impatient, and hard-driving.

b) I also had a family history of relatives with heart trouble.

c) My unhealthy lifestyle, though, was probably the major factor.

第四节 组织连接细节

经过预写活动，在积攒了足够的材料、确定了论点陈述句后，接下来就需要考虑用一种或几种方式将这些材料和论点陈述句组织起来，形成衔接恰当、结构严谨的有机整体。

要组织材料，就需要区别一般性材料（general details）和具体材料（specific details），并理清观点之间的关系。如 life form—plant—flowering



英文写作的要素与实践

plant—rose—American Beauty rose—Uncle Sim's prize—winning American Beauty rose 就是按照从概括到具体顺序给出的。

在组织材料时，把最核心、概括性最强的材料专门标注出来，因为它们是论证论点陈述句的主要依据；要确保每个概括性材料与支持它的具体细节之间能建立恰当的联系。可以尝试用不同的方法来安排论点和论据。

一、列提纲

就具体方法而言，可以选择列提纲的方式组织材料。列提纲可以开拓和澄清思路，展示一般与具体的结构，显示文中一般性材料与具体材料的比例，并使文中的漏洞或重叠部分一目了然。

常见的列提纲方式有非正式提纲、正式提纲两种。不管是哪种提纲形式，一般都会把论点陈述句置于提纲之前。

很多文章，像大学英语四六级作文、英语专业四级作文、英语专业八级作文等结构都比较简单，只需要按顺序把论点及论据列出来，就可以进行下一步的写作，这就是非正式提纲。见下面例子：

Thesis statement: By lowering the barriers of physical appearance, the unique anonymity of Internet communication could build diversity into community.

其非正式提纲如下：

No fear of prejudice

Physical attributes unknown—age, gender, height, etc

Won't be shut out because of appearance

Unable to prejudge others

No assumptions based on appearance

Meeting of minds only

Finding shared interests and concerns

正式提纲结构更加严密详尽，不仅列出主要观点及其论据，也显示出文中所有要素的相对重要性以及各要素如何联系。正式提纲有一整套模式，来限制内容和形式。正式提纲可以是主题大纲（topic outline），也可以是

句子大纲 (sentence outline)。主题式大纲里的每个条目都是单词或短语，句子式大纲里的每个条目都是完整的句子。正式提纲里不会出现两者混合使用的情况，这跟图书或学位论文的目录一样。由于正式提纲结构严谨，在对草稿进行修改前，可以作为检查草稿结构是否完整的良好工具。正式提纲有其常规模式，如下所示：

Thesis statement:

I. First main idea

A. First subdivision of the first main idea

1. First reason or example
2. Second reason or example
 - a. First supporting detail
 - b. Second supporting detail

B. Second subdivision of the main idea

II. Second main idea

A. First subdivision of the second main idea

1. First reason or example
2. Second reason or example
 - a. First supporting detail
 - b. Second supporting detail

B. Second subdivision of the main idea

正式提纲和目录一样，有几个需要注意的事项：

第一，正式提纲的数字、字母、缩进都有固定要求。第一层用罗马数字，第二层用大写的 ABC，第三层用阿拉伯数字 123，第四层用小写的 abc。如果一条有两行文字，第二行应与第一行的第一个单词冲齐。

第二，每一层应有至少两条分支。如果只有一个分支，那么要么将其扩展成两个，要么直接删掉这个分支。也就是说，以下这种模式是不可接受的：



英文写作的要素与实践

A. Free weights

1. Safe lifting techniques

B. Weight machines

可改为以下两种模式：

A. Free weights

B. Weight machines

或 A. Free weights

1. Unsafe lifting techniques

2. Safe lifting techniques

B. Weight machines

第三，概括程度要一致。不能将主要观点与支撑细节平行并列。以下方式不可接受：

A. Free weights

B. Safe lifting techniques

第四，标题不可互相重复。

第五，每层内各条目在语法上要平行。如果要用名词，就都用名词；如果要用动名词，就都用动名词。

第六，注意大小写与标点。除专有名词外，只有第一个字母大写。句子式提纲都用句点结尾，而主题式提纲结尾不加标点。

以下两个提纲，内容一样，但一个是主题式，一个是句子式，可以对照参考。

主题式提纲举例：

Thesis statement: With the right training, women can also “pump iron” successfully for increased strength and vigor.

I. Avoiding massive muscle development

A. Role of women's biology

1. Not much muscle-bulking hormone

2. Muscles get longer, not bulkier

- B. Role of combining exercise types
 - 1. Anaerobic (weight lifting)
 - 2. Aerobic (swimming)
- II. Using weights safely
 - A. Free weights
 - 1. Unsafe lifting techniques
 - 2. Safe lifting techniques
 - a. Head alignment
 - b. Neck and back alignment
 - B. Weight machines (built-in safeguards)
- III. Individualizing the program based on physical condition
 - A. Role of resistance and reps
 - B. Characteristics considered for personalizing the program
 - 1. Weight
 - 2. Age
 - 3. Physical condition
- IV. Individualizing the program for other reasons
 - A. Upper body strength
 - B. Individual objectives
 - 1. Mine
 - 2. Car crash victim's
 - 3. Physical therapist's

句子式提纲举例:

Thesis statement: With the right training, women can also “pump iron” successfully for increased strength and vigor.

I. The right training lets women who lift weights avoid developing massive muscles.

A. Women's biology plays a role.



英文写作的要素与实践

1. Women don't produce much of a specific muscle-bulking hormone.
2. Women's muscles tend to grow longer rather than bulkier.
- B. Combining exercise types play a role.
 1. Anaerobic exercise, like weight lifting, builds muscle.
 2. Aerobic exercise, like swimming, builds endurance and vigor.
- II. The right training shows women how to use weights safely to prevent injury.
 - A. Free weights require special precautions.
 1. Bending at the waist and jerking a barbell up is unsafe.
 2. Squatting and using leg and back muscles to straighten up is safe.
 - a. The head is held erect and faces forward.
 - b. The neck and back are aligned and held straight.
 - B. Weight machines make it easier to lift safely because they force proper body alignment.
- III. The right training includes individualized programs based on a woman's physical condition.
 - A. Progress comes from resistance and from repetitions tailored to individual capabilities.
 - B. Programs consider a woman's physical characteristics.
 1. Her weight is considered.
 2. Her age is considered.
 3. Her physical conditioning is considered.
- IV. The right training includes individualized programs based on a woman's personal goals.
 - A. Certain muscle groups are targeted to increase women's upper body strength.
 - B. Other muscle groups are targeted based on individual objectives.
 1. I wanted to strengthen muscles needed for lifting patients.
 2. An accident victim wanted to strengthen her neck muscles.

3. A physical therapist wanted to strengthen her fingers and hands.

二、三段式结构

这里所说的“三段式结构”并不是数字意义上的三个段落，而是指文章由三部分组成：引入、正文与结论。这与语文作文相似，两者都讲究凤头、猪肚、豹尾。

引入通常有一两个段落，引入议题。这部分充当“凤头”，最重要的是能吸引读者的兴趣，让读者有读下去的兴趣。多数以论点陈述句结尾，文章的其他内容围绕论点陈述句展开论述。详细论述可参考第三章第三节“段落论述的充分性”。

正文，就是通常所说的“猪肚”，是文章的中心，篇幅最长，要展开说明论点，最重要的是论述说明一定要充分。正文中的各个段落要说明或支持中心论点的具体论点。每个具体论点都由一个或多个段落构成，用细节、例子或理论加以支持，从而支持中心论点。

结论，就是通常所说的“豹尾”，就是说收尾要有力度。结论通常明确作者想要读者从文中获取的信息，如总结思想或提出行动方案等。需要注意的是，习惯西方写作形式的读者期望作者直截了当地提出观点和论据。

三、按照空间、时间或逻辑顺序组织细节

探索话题、收集信息为文章提供了至关重要的材料，但这些材料都是未经加工的，如果不经有效组织，这些材料就没有意义。在收集相关信息时，作者就应该思考如何将这些信息组织起来，从而让读者理解并信服。

组织细节的方式最终取决于写作话题、写作目的及写作对象。简单来说，作者组织细节信息的方式有三种：

按照空间顺序——材料是在哪里发生的；

按照时间顺序——材料什么时候发生的；

按照逻辑顺序——材料之间的逻辑关系是什么，是怎样联系到一起的。

1. 空间顺序



英文写作的要素与实践

如果收集的信息是描写性的，可以选择按照空间顺序组织材料。这种方式能让读者“看到”作者准备的材料，将其定格在某个空间中。举例来说，如果要介绍图书馆怎样方便坐轮椅的学生学习，可以逐个介绍各个房间或区域，并说明如何方便了这些学生，这就是按照空间顺序来组织材料。如：

From a distance, it looked like a skinny tube, but as we got closer, we could see it flesh out before our eyes....Standing ten feet away, we could marvel at ... inside, the tube was gloomy, ... Then a steep, narrow staircase took us up inside the pagoda....

2. 时间顺序

时间顺序，顾名思义，就是按照事件发生的先后顺序来呈现信息，经常应用于讲述故事、描述过程、使用说明等情景中，尤其适用于一步一步地描述过程。如果要检验按照时间顺序所组织的材料是否清晰准确，比较有效的方法就是让同学读一遍，看所描述的事件、故事、过程是否容易理出头绪。如：

We had a number of close calls that day. When we rose, it was late and we had to hurry so as not to miss breakfast; Then, when we had been driving in the desert for nearly two hours—it must have been close to noon ... ; by the time we reached the mountain, it was four o' clock ... not realizing the darkness came suddenly in the desert. By six we were struggling ... By nine ... it had been our lucky day.

3. 逻辑顺序

很多时候，根据逻辑关系来组织材料更适合大学阶段的英语写作。最常用的逻辑顺序有例证、下定义、分类与归类、比较与对比、因果关系、记叙、问题—解决方案。（更多例子，参见第四章第一节“段落的展开模式”。）

（1）例证

所收集的信息可作为例子来例证一个观点。如果一篇文章要说明小说家之间是如何相互影响的，完全可以引用作者之间如何在主题、角色、情节上相互学习、参考。如果用例证来说服别人，尽量用高潮式强调的方法来组织例证，也就是说，把最有说服力的例证放到最后。如下文中的例子：

Changes in technology have made it possible for doctors to work wonders that once seemed impossible. Roger Charter, for example, lost both his feet when they were crushed in a truck accident. Now he has new feet—made of a springy plastic alloy (合金) that duplicates a normal arch (足弓). Not only can he walk normally, but he can run and play sports again.

(2) 下定义

不少话题可以通过下定义的方式来展开：解释要讨论的对象是什么，或者不是什么，有时候需要鉴别与同类相似事物之间的区别性特征。如果一篇文章要探讨纽约市的“贫穷”，就必须特别注意“贫穷”的具体含义是什么，需要对拥有什么层次的收入、家庭资产或社会地位等指标做出说明。看以下例文如何将 pencil 定义为一种 instrument (工具)：

A pencil is an instrument for writing on paper. It is of cylindrical shape and can be held between the first two fingers of the hand. It is about 6 inches long and 1/4 inch wide. At the end there is usually an eraser attached to the pencil by a surrounding metal ban. Lead is the material which is used in making the marks on the paper and a sharpener is needed to keep the pencil in good working order. Pencils are made of various kinds of wood.

(3) 分类与归类

分类 (division) 与归类 (classification) 是一组比较难区别的概念。分类是把一个单一的事物分成几部分，判断各部分之间的联系；而归类是根据相似点把很多独立的事物归纳成几组。一篇文章如果要讨论美国的征军政策，就需要把军队分为海军、陆军、空军；这就是分类，就是把一个话题的几个部分进行分别探讨；如果准备写一篇关于 18 世纪女性地位的文章，在收集材料时可能遇到繁多的材料，这时就需要将与女性相关的信息归纳为女性的受教育程度、职业、法律地位等；这就是归类，把各种信息根据其共同点归纳为某一类。

(4) 比较与对比

比较与对比分别侧重的是相似之处与不同之处，但两者经常搭配使用。



英文写作的要素与实践

可以有两种使用方法：交互式比较与整体比较。如果就柏拉图和亚里士多德的交互思想展开对比，那就是交互式比较；如果在一节中分析柏拉图的交互思想，而在另一节分析亚里士多德的交互思想，这就是整体比较。下文对老年人和儿童进行了比较与对比：

A number of people have the feeling that they take care of their children easily, while they also will be subjected to their mothers' complaints although they take care of their mothers thoughtfully. In fact, there are some similarities and differences between old people and children.

First of all, old people and children have some similarities. In personality, old people have the same willfulness and the same love of coquetry as children, so we should learn these characteristics and also love them. In physical aspect, old people and children both need a sense of security and need to be given not only the meet to materials but also the more spiritual concern. So if you want to be friends with them, you should be a listener first. In wearing hobby, just as children, old people are also keen on bright clothes, so if you want to buy presents for them, bright red and bright yellow clothes will be a good choice.

Despite these similarities, old people and children have some significant differences.

In appearance, compared to children's smooth skin, bright eyes and young look, the old people have so much wrinkle, so dim eyes and so old look. So old people should be provided more nutrition to improve their body and keep young. In dealing with the things in our daily life, children prefer to childish and innovation. They can do with things in new forms and new ideas which bring people a surprise. Of course, the way they use may be wrong. But it doesn't matter. While old people will be more sophisticated to deal with the same thing, because they have much experience, they usually don't make a mistake.

(5) 因果分析

因果分析探究的是事情发生的原因或在一定条件下会产生什么样的结

果。一篇讨论农村小学缩减的文章可以集中论述农村小学缩减的影响，也就是会有什么后果，继而去探究产生这些后果的原因。下文分析了城市中野生动物变化的原因：

Several changes have brought wild animals to the cities. Foremost is that air and water quality in many cities have improved as a result of the 1970's pollution control efforts. Meanwhile, rural areas have been built up, leaving many animals on the edges of suburb. In addition, urban wildlife refuges have been created. The Greater London Council last year spent 750, 000 £ to buy land and build 10 permanent wildlife refuges in the city. As a result, many big birds are now living in the city. For peregrine falcons, cities are actually safer than rural cliff dwellings. By 1970, the birds had died out east of the Mississippi because DDT had made their eggs too thin to support life. That year, scientist Tom Cade of Cornell University began raising the birds for release in cities, for cities afforded plenty of food.

(6) 提出问题—解决问题

提出问题—解决问题或许是组织信息最自然、最直接的方式，在工程学、营销、经济学上经常需要这种组织策略。如一篇文章要求学生分析最近股市下滑的原因，并为股民提供生财之道，需要的恰恰就是这种方法。作者首先需要通过收集信息诊断股民面对的问题，然后提出可能的解决方案。看下文是如何就儿童看电视提出问题并解决问题的：

Sitting too much in front of the TV is too harmful for children. Watching too much TV reduces their learning abilities, academic achievement, and even the likelihood of the graduating from school.

It is usual for children to get attracted to TV. With their busy life, working parents find children watching TV a full-proof solution to their own inability to provide constructive pastime for the children. In this sense, TV is really a free babysitter. In addition, children sometimes stay at home alone without parents' supervision. They in fact make it a habit of doing even their homework while watching TV. Indulging in watching TV also reduces their time for exercise, for



英文写作的要素与实践

pursuing their hobbies or for other self-improvement activities.

There is no easy solution to this problem. You can limit the number of TV watching hours of your children by moving the TV out of your children's bedroom. Certainly the most effective way is regularly setting aside special hours to spend with your children to make them forget the temptation of TV.

(7) 记叙

记叙可能是写作者最早接触的写作方式。记叙需要作者将故事设定在读者能够理解的语境下，提供必须的背景信息、描述性细节、时间指示短语及过渡语，帮助读者理顺故事情节。

在更多情况下，作者会综合几种信息组织模式，如将记叙与描写结合，从而创造出更具有震撼效果的对比与比较等。

第五节 打草稿、修改、编辑与校对

前文所讲的是如何收集、整理、组织材料，接下来的内容就是如何把收集到的材料初步写成句子和段落并连接成篇章，这就是打草稿。打完草稿后还要对其进行修改，并进行编辑，直至最后定稿。

一、打草稿

打草稿的方法因人而异，适合自己的就是最好的。一般来说，越灵活，效果越好。打草稿是通过写作发现和传达意义，打草稿时要集中于自己要表达的意思，暂时不要担心出差错。

万事开头难。即使对写作老手来说，开始打草稿也需要一定的勇气。对新手来说，一定要相信草稿之所谓草稿，就是因为它不够完美，需要不断完善；好文章是写出来的，都需要作者反复耐心地修改，没有谁能一气呵成，是所谓“三分写七分修”；不要等待所谓的最佳状态，等是等不来的，开始动笔后就慢慢进入状态了；不要受单词拼写和语法的阻扰，可以把不会写的单词、不确定的语法做好标记，打完草稿后再查证；文章需要不断

打磨修改，也就意味着需要花费不短的时间，因此要给自己预留充分的时间，不要赶到最后才写。

将这些常识铭记于心，非常有助于初学者树立良好的写作态度。之后就要进入打草稿的正式过程了。这里介绍一些开始打草稿的方法：

- 把在预写阶段收集的材料，包括笔记、提纲等通读一遍，头脑中一有想法就赶紧开始动笔写。这是最行之有效的方法，也是最能充分利用预写阶段收集到的材料的方法。

- 以准备好的论点陈述句作为出发点。论点陈述句有强大的组织能力，控制并限制了行文的方向，是保证文章统一性和连贯性的标杆。

- 从理解最透的部分或最有话要说的部分开始写起。可以利用列提纲的方法，把文章分成几部分，从最有话说的部分开始，逐步延伸到其他部分。

- 先跳过开篇的引入部分，直接从中间开始写。开篇看似简单，实际上很难写好，如果没有把握，或无从下手，直接跳过。

- 假设你是在给自己或给朋友写信，信的内容是关于文章主题的，探讨你觉得写完后的文章会是什么样子。

一旦开始写了，思绪就会如泉水般喷涌而出。但是到一定阶段，作者还是会遇到阻碍，可以尝试一下其他方法，然后继续往下写：

- 给自己留出足够的时间，写一篇短文的草稿也得需要一两个小时，因此时间上要宽裕。

- 找一个不会受到干扰的地方，安静舒服地写作。

- 如果实在写不下去了，要停下来，一定要在旁边记好下一步想做什么，这样休息完之后能很容易继续写下去。

- 不要苛求自己，不用担心拼写、语法、风格、标点等问题。

- 硬着头皮继续写下去。当找不到合适的词划个空格或用差不多的词暂时替代；突然有的新想法，有时候不知道放在何处合适，可以另起一段，做好标记，修改时再看。

- 反复参考论点陈述句和提纲，提醒自己计划的写作目的、安排和内容，



英文写作的要素与实践

但不要被其困住。

草稿完成的标准是写到了规定的长度，没有新的想法了，有开篇和结论，已经不需要再添加新的内容了，并且只需要做文字上的修改就行了。接下来就需要对草稿进行修改了。

二、修改

修改对应的英语单词是 revision 或者 re-seeing，也就是检查一遍所探讨的思想和细节、它们之间的关系和安排以及在多大程度上能为论点服务。打草稿时，作者要集中力量把自己对某一话题的看法表达出来；而修改时必须要从读者的角度，考虑读者会如何去看待作者所表达出来的想法，也就是前文中提到的“读者意识”。

修改是整个写作过程中至关重要的环节。可以说，没有修改就没有成型的文章。问题是怎么进行修改呢？从哪些方面着手呢？简单来说，修改分为自检修改、同伴修改与指导教师修改三种。

1. 自检修改

自检修改就是要批判性地阅读自己的作品，发现问题，解决问题。自己发现问题不是一个简单的过程，作者需要与草稿保持一定距离，也就是说，写完初稿马上就修改可能难以发现问题。最好写完草稿后先放一下，过几个小时甚至一天或几天，让头脑清醒一下，能更客观地看待自己的文章，效果会更好。如果可能，可以对照所列的提纲检查是否有遗漏或重叠。

2. 同伴修改 (peer review)

同伴修改是一种合作式修改策略，能使作者和潜在读者（同伴或同学）之间形成良好的互动。作者根据读者（同伴或同学）的反馈评价进行修改，会更有针对性。如果选择同伴修改，就必须牢记自己是读者，不是作者；评论时要具体，要有针对性，不要泛泛而论；只提出最有意义的看法，暂时忽略拼写、标点等低价错误，以免打击对方的积极性；边读边写评论，以免最后有所遗忘。如果是纸质文章，可在空白处做评论，如果使用电子版，可以采用批注的形式随时标记；最后可以从总体上说

明优点和缺点各是什么。

3. 指导教师修改

指导教师修改具有高屋建瓴的指导性意义。指导教师一般不会直接对错误进行修改，而是用修改符号提示作者哪里出现了什么样的错误，如标点、语法还是风格等方面的错误，作者根据指导教师的提示自行修改。指导教师也会在空白的地方点评文章的内容或结构，可能要求作者增加支撑细节，重新组织段落，改变风格，甚至会质疑行文逻辑，重述论点陈述句，增加或改变过渡方式，提出新的论说方向等。

作者一定要认真对待同伴或指导教师的评论，看懂评论的具体内容，不要有戒备心理，记录下别人指出的优点和缺点，以便在以后的写作中扬长避短，仔细考虑同伴或指导教师的评论，但是具体如何修改、是否采纳修改意见取决于作者自己。

不管是自检还是同伴或指导教师修改，都要从共同的方面着手。笔者对要修改的内容进行了总结，参考下文：

文章修改内容汇总

· 目的：文章的写作目的是什么？这个目的符合要求吗？是不是整篇文章都围绕这个目的？

· 论点：文章的论点是什么？在哪里可以清楚地看出来？论点和文章是否匹配？文章的论述有没有偏离论点？对论点的论证充分吗？

· 结构：文章的要点有哪些？能清楚地列出来吗？如果能，把它们列出来。每个要点是不是很好地支撑了论点？对它们的安排是不是有效地为全文的写作目的服务？

· 论述：也就是展开，文章中出现的细节、例子和其他论据是不是很好地支撑了每个要点？有没有什么地方论据不足或者会给读者造成理解上的困难？如果有，在哪里？

· 语气：全文的语气是什么？这对写作目的、话题和读者是不是合适？文章中的哪部分语气最成功？哪部分最不成功？



英文写作的要素与实践

·完整性：每一句话、每一段都说明了论点的哪些方面？有没有跑题？应该删掉这些跑题的部分，还是重写？

·连贯性：文章的行文是不是清晰流畅？什么地方看起来跳跃性太强，与论点没有联系？是不是使用了恰当的过渡短语？

·题目、引入和结论：题目是不是精炼、有趣地反映了文章的内容？是不是过宽或过窄？引入能不能很好地吸引读者？结论是不是对全文的总结和提升？有没有给读者营造文章已经结束的感觉？

·句子规范：文章中是否有句子片段、逗号连接句、聚合句、杂糅句、不完整句？有没有不该出现的时态、人称、语气上的变化？是否有错置修饰语和垂悬修饰语？句子之间的逻辑关系清晰吗？是否采用了平行结构来增强表达效果？有没有不恰当的平行结构？句式结构是否丰富多样，并强调重点？

·用词：是否使用了准确恰当的词汇？用法是否正确？用词体现的正式程度恰当吗？有没有带有性别歧视的语言、俚语、口语，以及带有偏见的用语及华而不实的语言？

要检查的内容很多，初学者会感觉负担很重，但是只要形成了这种检查并修改的习惯，长期坚持下来，就能自然地进行这些方面的检查了。

三、编辑与校对

如果经过反复修改，文章的内容充实，组织结构清晰严谨，阐述充分、有理有据，句子结构正确丰富，那么接下来要做的就是对文章进行编辑和校对，形成终稿。编辑和校对是非常重要的步骤。不管计划、构思、打草稿、修改费了多少精力，如果忽视了蹩脚错误的地方，那么这篇文章在读者看来可能是失败的。

编辑与校对是检查写作的技术性错误，也就是语法、拼写、标点、大小写、数字、斜体、简写等方面的错误。这项工作需要作者极其耐心和细心，很多初学者可能觉得文章已经修改好几遍了，而忽视了这

一步。

编辑与校对不是对文章进行根本性的修改，不宜添加新的想法，而是针对文章的清晰性、有力性与正确性。参考以下三个方面：

清晰性：词句是否能够直接、有效地表达了作者想要表达的意思？哪些词句意义模糊？尤其要检查文章语言的准确性、并列结构、修饰语、句子的完整性、代词指代内容清楚。

有力性：词句是否能吸引并引导读者的注意力？有没有什么地方显得啰嗦、不连贯或乏味？特别要注意检查以下几项：主要观点是否得到了强调？过渡是否自然、清晰？句子长度与结构是否变化丰富？句子是否得体、简洁？

正确性：低级的表面错误在多大程度上阻碍了清晰、有力的表达？一定要检查拼写、代词形式（主格/宾格）、动词形式、动词时态、主谓一致、句子片段、逗号连接句、标点符号等方面的问题。

编辑与校对时，一定要多做几遍，发现和更正错误。为提高编辑与校对的准确性，可以尝试不同的方法，避免陷入自己的思维、节奏中，遗漏本来可以发现的错误。

四、案例分析

以下是某篇文章从初稿到修改〔批注〕到编辑校对形成终稿的示范，读者可以从例文中思考作者如何收集材料并形成论点陈述句的。

*Pumping Iron (力量训练)

It all [It all 在此何意?] began when my grandmother broke her hip. I couldn't lift [应该说明 why she needed lifting] her alone when I was helping taking care of her. I [可以增加 She doesn't weigh much, but she was too much for me.] needed strength, and [and 表达的逻辑关系不准确, 应该用更准确的关联词] I'm planning to be a nurse. Then I found out I could satisfy a physical ed requirement in college with a weight lifting course for women. I [I 太多了, 只有 I 这么想吗?] thought only big masculine man lift weights. But if



英文写作的要素与实践

she is trained well, any woman can “pump iron” well, just like a man. [thesis statement, 是否揭示整篇文章的主题?]

The first day of class we did not exercise. We talked about who we are and why we wanted to take the course. We heard about how to avoid [改为 Hoping for strength and endurance] injury by learning [改为 unless lifters learn] the safe use of free weights [增加 and weight machine] (barbells) [去掉] . To [增加 Free weights are barbells] be safe, no matter how little the weight, lifters must never raise a barbell by bending at the waist. Instead, they should squat, grab the barbell, and then straighten up into a standing position. Twist can lead to injury, so [To avoid a twist that can lead to serious injury,] lifters must keep head erect, facing forward, back and neck aligned. Lifters use weight machines sitting down, which is a big advantage of the Nautilus and Universal. [增加细节]

I was relieved [改为 happy] that I won't develop overly masculine muscle mass. We learned that we can rely on women's biology. Our bodies produce only very small amounts of the hormones that enlarge muscles in men. Normally, women's grow longer rather than bulkier. Weight lifting is a form of anaerobic [拼写错误] exercise. [合并句子] It does not make people breathe harder or their hearts beat faster, Aerobic [拼写错误] exercise like swimming [增加 running, walking and] build endurance, so I took up [太不正式, 改为正式用词] swimming.

After safety comes our needs for physical strength. [主题句需润色] A well-planned, progressive weight training program. You begin with whatever weight you [改为 It begins with whatever weight a person] can lift comfortably and then gradually add [增加 to the base weight as she gets stronger.] what builds muscle strength is the number of “reps” we do [改为 the lifter does], not necessarily an increase in the amount of added [改为 resistance from adding] weight. In my case, we ranged from 18 to 43, scrawny to fat, and lazy [Fat 改为

pudgy, lazy 改为 couch potato] to superstar, and we each developed a program that was OK [不正式] for us. Some women didn't listen to our instructor who urged us not to do more reps or [Our instructor 开头改写句子? not sure] weight than our program called for, even if it [改为 our first workouts] seemed too easy. This turned out to be good advice because those of us who didn't listen woke up feeling [增加 the next morning] as though our bodies had been twisted by evil forces.

After meeting [改为 in addition to] her physical capabilities, a weight lifter needs to design her personal goals. Most students in my group wanted to improve their upper body strength. Each student [改为具体例子] learned to sue specific exercises to isolate certain muscle groups, for example we might work on our arms and abdomen [拼写错误] one day and our shoulders and chest the next day. My goal is nursing, which I want to purse. I want to help others, but I'm also very interested in the science I'll learn. I hear there is a lot of memorization, which I am pretty good at. I also will have clinical assignment to give us hands on experience in hospitals. [偏题, 删掉] Because I had had such trouble lifting my grandmother, I added exercises to strengthen my legs and back. Another student added neck strengthening exercise. Someone else added finger and hand exercise.

At the end of the course, we had to evaluate our progress. When I started, I could lift 10 pounds [增加 over my head for 3 reps], but by [, 改为 . but 去掉 by 改为 By] the end, I could lift 10 pounds for 20 reps and 18 pounds for 3 reps. I am also proud of my accomplishments [前文有 swimming, 此处忘记了] that I work out three or four times a week. I am proof that any woman can become stronger and have more vigor. [结尾应该更有力]

以上标注内容为作者的自检修改, 修改完第一遍后, 作者将文章交给了老师, 老师进一步提出了修改建议, 多数是以问题的形式出现, 希望作者能够解释、拓展某些观点。



Pumping Iron [This title is very broad. Try again ?]

When my grandmother fell and broke her hip last summer, I wanted to help take care of her. She was bedridden, but I couldn't lift her and I was shocked [Interesting reaction—be more descriptive?]. My grandmother doesn't weigh much, but she was too much for me. [I like this sentence—good balance.] I'm planning to be a nurse, so I need my strength [Can you explain why to help the readers to understand your concerns?]. When I realized that I could satisfy one of my phy ed [Wrong spelling] requirement by taking a weight lifting course, I decided to try it. In spite of most people thinking that only men can “pump iron”, women can also do it successfully with the right training. [This thesis statement says you will discuss what most people think, but do you?]

Women who lift weights, I was happy to learn from the course, can easily avoid overly masculine muscle mass. Women can rely on their biology. [To do what?] Women's bodies produce only very small amount of the hormone that enlarge muscles in men. [Good for you! This information is instructive.] With normal weight training, women's muscles grow longer rather than bulkier. [With what result?] Also, women benefit most when they combine anaerobic exercise (weight lifting) [Why use parentheses for key information?] with aerobic exercise. Anaerobic exercise strengthens and builds muscles, but it does not make people breathe harder or their hearts beat faster. [Only for a few seconds or ?] Aerobic exercise like running, walking, and swimming builds endurance, not massive muscles. [Why? How?] Thanks to [Is there a better word?] my instructor, I balanced my weight-lifting workouts by swimming laps twice a week.

Hoping for strength and endurance can lead to [Can hope lead to injury?] injury unless lifters learn the safe use of free weights and weight machines. Free weights are barbells [I can't “see” these.]. To be safe, no matter how little the weight, lifters must never raise a barbell by bending at the waist. Instead, they

should squat, and then strengthen up into a standing position [The image seems incomplete. Help?] . To avoid a twist can [Mixed sentence] lead to a serious injury, lifters must do this: head erect and facing forward back and neck aligned. [Read this aloud to hear that the action to do is missing.] The big advantage of weight machine is that lifters must use them sitting down, so machines like the Nautilus and Universal pretty much force lifters to sit straight, which really does reduce the chance of injury. [Varying the sentence length. The sentence is too long.]

Once a weight lifter understands how to lift safely, she needs to meet her personal needs. No one needs to be strong to get started [Three “needs” . use one word so much?] . A well-planned progressive weight training programme. [Incomplete sentence] It begins with whatever weight a person can lift comfortably and gradually adds to the base weight as she gets stronger. What builds strength is the number of “reps” [Meaning?] the lifters does, not necessarily an increase in the amount of resistance [Meaning?] from adding weight. Our instructor helped the woman in our class, who range from 18 to 43, scrawny to pudgy, couch potato to superstar, [These adjectives are fun.] to develop a program that suited us. Our instructor urged us not to try more reps or weight than our programs called for, even if our first workouts seemed too easy. This turned out to be good advice because those of us who did not listen woke up the next morning feeling as though our bodies had been twisted by evil forces. [Fun again. Your voice/personality comes through.]

In addition to fitting a program to her physical capabilities, a weight lifter needs to design her personal goals [Does one design a goal?] . Most students in my group wanted to improve their upper body strength, so we focused on exercises to strengthen arms, shoulders, abdomens, and chests. [Good details.] Each student learned to use specific exercise to isolate certain muscle groups [Why important?] , for example we might work on our arms and



英文写作的要素与实践

abdomen one day and our shoulders and chest the next day [Comma slices, run-on sentences] . Because I had had such trouble lifting my grandmother, I added exercise to strengthen my legs and back. [Excellent example] Another student added neck strengthening exercises. [Why did she choose this?] Someone else, planning to be a physical therapist, added finger and hand-strengthening exercises.

At the end of the course [How long?] , we had to evaluate our progress. When I started, I could lift 10 pounds over my head for 20 reps and 18 pounds for 3 reps. Also I could swim for 20 sustained minutes instead of the 10 at first. I am so proud of my accomplishments [Can you communicate your enthusiasm to your readers more effectively?] that I still work out three or four times a week. I am proof that any woman can benefit from “pumping iron” . Not only will she become stronger and have more vigor, she will also feel very good. [Isn't this a bit flat?]

指导教师整体评语:

You have truly earned the right to feel proud of yourself. You also inspired me to consider weight training myself!

As you revise for your final draft, I'd urge you to get more voice (your personality) into the essay. To do this, you don't have to become too informal; instead, find how you felt about what you were doing and try to put that into words. Also, think about my questions, I will enjoy reading your final draft.

根据老师提供的建议，作者进行了第二次修改，经过编辑与校对，终稿如下文：

Women Can Pump Iron, Too	Title
<p>When my grandmother fell and broke her hip last summer, I wanted to help take care of her. Because she was bedridden, she needed to be lifted at times, but I was shocked to discover that I could not lift her with the help of others. My grandmother doesn't weigh much, but she was too much for me. My pride was hurt, and even more important, I began to worry about my plans to be a nurse specializing in the care of elderly people. What if I were too weak to help my patients to get around? When I realized that I could satisfy one of my Physical Education requirements by taking a weight lifting course, I decided to try it. Many people picture only big, macho men wanting to lift weights, but times have changed. With the right training, women can also "pump iron" successfully to build strength.</p>	Introduction
<p>Women who lift weights, I was happy to learn from the course, can easily avoid overly masculine muscle mass. Women can rely on their biology to protect them. Women's bodies produce only very small amount of the hormone that enlarge muscles in men. With normal weight training, women's muscles grow longer rather than bulkier. The result is smoother, firmer muscles, not massive bulges. Also, women benefit most when they combine weight lifting, which is a form of anaerobic exercise, with aerobic exercise. Anaerobic exercise strengthens and builds muscles, but it does not make people breathe harder or their hearts beat faster for sustained period. In contrast, aerobic exercise like running, walking, and swimming builds endurance, but not massive muscles, because they force a person to take in more oxygen, which increases lung capacity, improve circulatory health, and tones the entire body. Encouraged by my instructor, I balanced my weight-lifting workouts by swimming laps twice a week.</p>	Thesis statement Background information
<p>Striving for strength can end in injury unless weight lifters learn the safe use of free weights and weight machines. Free weights are barbells, the metal bars that round metal weights can be attached to at each end. To be safe, no matter how little the weight, lifters must never raise a barbell by bending at the waist, grabbing the barbell, and then straightening up. Instead, they should squat, grasp the barbell, and then use their leg muscles to straighten into a standing position. To avoid a twist can lead to a serious injury, lifters must do use this gesture: head erect and facing forward, back and neck aligned. The big advantage of weight machine, which use weighted handles and bars hooked to wires and pulleys is that lifters must use them sitting down. Therefore, machines like the Nautilus and Universal pretty much force lifters to keep their bodies properly aligned, which drastically reduces the chance of injury.</p>	Support: First aspect of training



<p>Once a weight lifter understands how to lift safely, she needs a weight-lifting regimen personalized to her specific physical needs. Because benefits come from “resistance”, which is the stress that lifting any amount of weight puts on a muscle, no one has to be strong to get started. A well-planned progressive weight training program begins with whatever weight a person can lift comfortably and gradually adds to the base weight as she gets stronger. What builds strength is the number of repetitions, or “reps”, the lifter does, not necessarily an increase in the amount of resistance from adding weight. Our instructor helped the woman in our class, who range from 18 to 43, scrawny to pudgy, couch potato to superstar, to develop a program that was right for our individual weight, age, and overall level of conditioning. Everyone’s program differed in how much weight to start out with and how many reps to do for each exercise. Our instructor urged us not to try more reps or weight than our programs called for, even if our first workouts seemed too easy. This turned out to be good advice because those of us who did not listen woke up the next morning feeling as though our bodies had been twisted by evil forces.</p>	<p>Support: Second aspect of training</p>
<p>In addition to fitting a program to her physical capabilities, a weight lifter needs to design an individual routine to fit her personal goals. Most students in my group wanted to improve their upper body strength, so we focused on exercises to strengthen arms, shoulders, abdomens, and chests. Each student learned to use specific exercise to isolate certain muscle groups. Because muscles strengthen and grow when they are rested after a workout, our instructor taught us to work alternate muscle groups on different days. For example, a woman might work on her arms and abdomen one day and her shoulders and chest the next day. Because I had had such trouble lifting my grandmother, I added exercise to strengthen my legs and back. Another student, who had hurt her neck in a car crash, added neck-strengthening exercises. Someone else, planning to be a physical therapist, added finger- and hand-strengthening exercises.</p>	<p>Support: third aspect of training</p>
<p>At the end of our 10 weeks of weight training, we had to evaluate our progress. How was I impressed! When I started, I could lift only 10 pounds over my head for 3 reps. By the end of the course, I could lift 10 pounds over my head for 20 reps and 18 pounds for 3 reps. Also, I could swim laps for 20 sustained minutes instead of the 10 I barely managed at first. I am so proud of my weight-training accomplishments that I still work out three or four times a week. I am proof that any woman can benefit from “pumping iron”. Not only will she become stronger and have more vigor, she will also feel energetic and confident. After all, there is nothing to lose—except maybe some flab.</p>	<p>Conclusion: outcome with call to action</p>

对比草稿、修改稿和终稿，可以发现文章的论点更加明确，结构更加清晰，论述更加充分，行文也更加流畅。

练习题

1. 一个完整的写作过程有哪几大步？
2. 预写构思有哪几种方法？你最喜欢哪种？自拟题目，用你最喜欢的方法预写，从而收集素材。
3. 怎么判断一个论点陈述句是好还是不好？论点陈述句与主题句的区别是什么？
4. 组织连接细节的方法有哪些？任意找一篇文章，仔细阅读，找出其中的连接方法。
5. 写草稿有什么需要注意的地方？修改时从哪几方面着手？找出自己以前的作文进行修改，注意修改的几大方面。



第二章 批判性思考、阅读与写作

不管是在学校读书还是走上工作岗位，都要批判性地思考、阅读和写作。“批判”并不是一个贬义词，没有否定的意思，也不是要挑刺，而是要“怀疑”“细究”和“创造”，也就是要质疑、验证别人所说的话，并在此基础上形成自己的想法。尽管每个人在生活中都会有批判性的行为，如看电影时会提出这样的问题：“What does she mean by that?” “Don’t you think the bad guy is too obvious?” 但是作为一种系统的技能，批判性思考、阅读和写作需要反复训练、下功夫。除了要保持好奇心、集中注意力、深入思索外，还需要咨询专家，并对其观点进行阐释和评价。

第一节 批判性思考

思考是自然而然的事情，但如何思考则不是。作为一种思考方式，批判性思考的关键是思考“思考”这个问题。批判性思考的本质是突破表面，深入内里，有助于控制有意识的思考过程，否则容易被别人的想法牵着鼻子走。

批判性思考是从充分理解到深刻反思再到做出回应的过程，是进行批判性阅读与批判性写作的基础。总体说来，批判性思考、阅读与写作过程

都要经历以下共同的步骤：

分析(analyzing)：整体上考虑事件，将其拆成几个组成要素，逐个分析，理解各要素间的联系。

概括(summarizing)：提炼并重述作者明确表达出来的主要思想或主要观点。

阐释(interpreting)：找出言外之意，推论出作者没有直说的寓意。

综合(synthesizing)：把分析、概括和阐述的内容放在一起，并将其与已有知识或正在学习的知识联系到一起。找到能帮助把握新内容、创造新整体的线索，也就是反映能否发现并解释观点之间联系的能力。

评价(evaluating)：评价材料的质量如何，确定它们是不是普遍适用且不琐碎，写成评语。

批判性思考、阅读与写作的这几个步骤并没有严格的顺序，分开来说只是为了便于理解，实际上几个步骤往往是相互交叉的。有时顺序的颠倒、合并及反复都是正常的。尤其是综合和评价多数是同时进行的，但是作者心里要明白这是两个不同的过程。作者特别需要注意概括和综合的区别。

第二节 批判性阅读

学生在学校读书期间，批判性阅读的对象主要是各种文本。跟所有值得进行批判性思考的事物一样，批判性阅读有三个层次：①字面上说的是什么，即字面意义(literal meaning)，关注的是关键事实、逻辑思路、主要细节等；②没有直接说明但暗示的是什么，即深层含义(implied meaning)，这需要读者推理信息、背景及写作目的，增加对文章的阐述力度；③怎么评价作者的字面含义和深层含义，即读者评价(evaluation)，评价作者语气是否恰当，是否存在偏见，并且要区别事实与观点。

要实现系统的批判性阅读的这三个层次，需要一定的技巧或者步骤。这些步骤与批判性思考一样，都需要分析、概括、阐释、综合与评价，除此之外还一些其他的技巧。常见技巧如下：



英文写作的要素与实践

边读边写：在整个阅读过程中记录自己的想法。

预读：了解背景知识，学会略读。

深入阅读：与文本互动并吸收文本，重读。

概括；提炼、理解内容，主要是第一层的意义，即字面意义。

形成批判性回应：分析、阐释、综合、评价。

这并不意味着每时每刻都会用上它们，也不是说它们的顺序就是固定的，阅读目的是决定批判性阅读技巧的重要因素。如果是为了娱乐，可以选择快速的非批判性阅读；如果是读书报告，则会用到写、预读、读及概括的技巧，但不需要严格意义上的批判性阅读；而如果是要评论一篇文章，如社论或评论员文章，则需要综合运用所有技巧。这就是要告诉读者，要因时因地制宜选择恰当的批判性阅读技巧。鉴于批判性阅读在学生读书期间的重要性，我们将详细讲述各技巧的具体含义及其应用场合，必要时举例说明。

一、边读边写

边读边写有两大益处：记录有价值的信息和观点供以后使用；更深入地理解作品。第二个益处对批判性阅读大有裨益。

批判性阅读是一种积极阅读。阅读时，读者与文章或作品不断互动，与自己的经历、已有知识和疑惑联系在一起，从而融入其中，更深刻地理解作品。阅读作品时，读者用笔或键盘记录下自己认为重要的内容，根据自己的理解将作品“翻译”成自己的话，为自己重构了一部作品或一篇文章。

读者可以选择记阅读日记的方式来记录阅读材料中的重要观点、自己的思考和想法。如果没有记阅读日记的习惯，可以选择记在所读材料的空白处，或者在另外的纸本或电脑上记录。总之，要坚持一个原则：便于记录，便于保存，便于查找。

二、预读

如果阅读材料是文学作品，那直接从头开始按照文本编排顺序读就行

了。但是如果是批判性地阅读其他作品时，应在逐字逐句阅读前先浏览文章内容，做出一定的预测，甚至提出初步问题再细读。预读会让阅读更有针对性，更有成效。

略读是一种行之有效的预读方法，用来寻找有关内容、作者及与作品互动的线索。略读并不是随意地翻翻书页，漫无目的地浏览，而是集中的有针对性地快速搜索信息。

略读时应关注文章的长度问题(确定阅读时间)、内容线索(题目、梗概、摘要、章节标题、插图等能告诉读者什么信息，会激发读者提出什么问题)、作者(作者简介所蕴含的研究兴趣、偏见、声誉等信息)、读者(内容的难点是什么，读者的偏见会否影响对文章的理解，如读者的焦虑感、好奇心、是否感到乏味，与作者的态度是相似还是相反)。

三、深入阅读

阅读本身不是一次完成的过程，需要经过两遍甚至三遍才能完成，其主要目的是了解文章的第一层意思，即字面意思，也就是作者明明白白说了什么。

第一遍阅读比预读要稍微深入一些，主要是了解文章的主旨和语气。这时要给自己足够的时间，不用匆忙，也不需要做笔记，只需要标注出哪些是理解上有难点的地方就可以了。还应该努力让自己喜欢上这篇文章，寻找与已有知识的联系，欣赏文章所表达出来的新信息、有趣的逻辑关系、有力的语言表达、幽默感及有力的例证等。

重读，即第二次阅读，是完整的、深入的阅读过程中不可缺少的环节。至少要慢慢仔细重读一遍文章，主要是把握文章的内容及结构。第一遍阅读时标注出来的难点一定要仔细重读，查找重点单词的意思。重读时尽量在空白处或其他纸上做笔记，注明自己的思考、意见或问题，并在完成重读后找出所提问题的答案。以下例子是某学生对 Student Loans 这篇文章的阅读注释选段：



英文写作的要素与实践

The first lesson of economics is scarcity: There is never enough of anything to fully satisfy all those who want it.

basic
contradiction
between economics
and politics

The first lesson of politics is to disregard the first lesson of economics. When politicians discover some group that is being vocal about not having as much as they want, the “solution” is to give them more. Where do politicians get this “more”? They rob Peter to pay Paul.

Biblical reference?

After a while, of course, they discover that Peter doesn't have enough. Bursting with compassion, politicians rush to rescue. Needless to say, they do not admit that robbing Peter to pay Paul was a dumb idea in the first place. On the contrary, they now rob Tom, Dick, and Harry to help Peter.

ironic
and dismissive language

The latest chapter in this long-running saga is that politicians have now suddenly discovered that many college students graduate heavily in debt. To politicians it follows, as the night follows the day, that the government should come to their rescue with the taxpayer's money.

politicians=fools or
irresponsible?

四、概括

概括 (summary) 是一种对原始文献或文章的基本内容进行浓缩而成的语义连贯的短文。它以迅速掌握原文内容梗概为目的, 不加主观评论和解释, 但必须简明、确切地表述原文的重要内容。它能使学生通过阅读原文, 吸收原文的文章结构与语言方面的长处, 写出内容一致、结构近似、语言简洁的短文。另外, 对培养学生善于抓住文章重点的能力也有很大帮助, 有利于他们在实际写作中避免面面俱到、事无巨细、一一罗列的不良倾向。这种写作既要准确理解原文, 又要能综合概括; 既能培养欣赏能力, 又能训练书面表达能力。

写概述时首先要仔细阅读全篇作品, 充分理解文章内容, 然后对作品

进行整体分析，掌握原文的总体意思和结构，再提炼全文的主题及各段的主要观点，最后用自己的话把提炼出的全文主题及主要观点组织成层次清晰、语言连贯的段落或段群。

写概述时要特别注意下面几点：

① 要包括原文中的主要事实；略去不必要的细节。

② 安排好篇幅的比例。概述应同原文保持协调，即用较多的文字写重要内容，用较少的文字写次要内容。

③ 注意概述的长度。概述应该用尽量少的词来陈述一段或一篇文章的主要观点，一般来说，篇幅不超过原文的 1/5。

④ 注意段落的连贯和句子的衔接。要用适当的过渡语贯通全文，切忌只简单地写出一些互不相干的句子。

以 Student Loans 前四段为例，其概括综述如下：

As their support of the government's student loan program illustrates, politicians ignore the economic reality that using resources to benefit one group (here is the students in debt) involves taking resources from another group (taxpayers).

五、形成批判性回应

以上所做的所有工作，包括预读、重读、概述等，都是为了更准确地理解文章内容，但是批判性阅读不应仅停留在理解的层次上，而是要更进一步，去参透作者没有直接说明但是暗示或蕴含着的内容。在进行批判性阅读时，读者关注的是写作目的及如何实现这个目的。根据阅读材料的内容及阅读目的，读者需要批判性地考察文章的论据、结构、组织、态度、语言及其他要素，从而形成自己的批判性回应。

实现批判性阅读，形成批判性回应包括四个互相关联、互有重合的过程：分析、阐释、综合和评价。尽管我们分别解释四个过程，但实际上四者有相互关联、互有重叠的部分。前三项（分析、阐释和综合）常被统称为分析，而评价是分析过程的必然结果。



英文写作的要素与实践

1. 分析

分析是把事物分成几个部分或要素，进行批判性阅读就是把一篇文章或一部作品拆分成相关的几个要素，提出几个关键的问题，从而更好地理解文章。为了明白所读文章的这些要素，可以从提出问题开始。所提出的问题应该反映出分析该文章的目的，如读者为什么对该文章感兴趣或想从文中了解什么。

所提出的问题是—种放大镜，能把读者的注意力集中到相关的信息上，忽略无关的信息。以 Thomas Sowell 的 Student Loans 为例，读者可能提出这样的问题：

What is Sowell's attitude toward politicians ?

How does Sowell support his assertions about the loan program's costs?

要回答第一个问题，读者会将注意力集中到对 politician 描述的内容、作者的用词和语气上；对第二个问题的分析需要读者将注意力集中到作者是—如—来用论据来论证的问题上，可能是数据或例子。

2. 阐释

确定事物的要素只是开始了第一步，接下来要做的是阐释这些要素及整体文章的意思或意义。阐释常需要读者推断作者没有直接说明的假定、观点或信念。要注意的是，推断必须是根据文章提供的论据来推理判断得出结论，否则就是不合理的推断。

假定，顾名思义，就是假设认定为正确的东西，是生活、学习、工作中普遍存在的，但是作者或说话的人通常并不直接说明白。或许他们认为读者已经理解并接受了这些假定，抑或是并没有意识到自己的话中蕴含着假定，也可能是怕读者或听者不同意而有意不陈述其假定。批判性思考的任务就是要阐释这些假定是什么。

仍旧以 Thomas Sowell 的 Student Loans 为例。这篇文章肯定是建立在某些假定的基础上的，有些假定是显性的，有些则是隐性的。如果要分析 Sowell 对 politician 的态度，读者会特别关注 Sowell 对 politician 的陈述。在对 politician 的陈述中，Sowell 用了以下句子 “disregard the first lesson of

economics” (Paragraph 2), 这暗示了 politician 无视重要的经济学原则 (知识背景: Sowell 是经济学家, 文章篇头有说明)。Sowell 还提到政客们 rob Peter to pay Paul, 同情心大爆发, bursting with compassion, do not admit robbing Peter to pay Paul was a dumb idea, 是 long-running saga 中的角色, 花纳税人的钱就像 as the night follows the day 一样自然 (Paragraph 2 ~ 4)。根据这些陈述, 自然可以合理地作出以下推断:

Sowell assumes that politicians become compassionate when a cause is loud and popular, not necessarily just, and they act irresponsibly by trying to solve the problem with other people's (taxpayers') money.

阐释假定能帮助读者更好地理解作者的意图, 但是这种阐释必须是建立在文本基础之上的, 也就是推断必须是根据文章内容作出的。如果一种推断是建立在读者自己对文章或主题的假定的基础上, 那么这种推断就是错误的, 不合理的。因此在进行批判性思考和阅读时, 千万不能将读者自己的观点和作者的观点混为一谈。如果认为 Sowell 对 politician 的态度如下, 那就是不合理的推断:

Sowell thinks that politicians should not be entrusted with running the country.

为什么说这种阐释不合理呢? 尽管在文章中 Sowell 没有陈述政客们不负责任的解决方案, 也暗含了一些对政客们的不满, 但是没有证据说明当前的政客们拿国家前途当儿戏, 不值得托付的地步。

3. 综合

分析和阐释帮助读者获得了一堆要素和潜在的含义, 但是如果没有综合这个过程, 读者很难看清楚整体。综合就是在各部分或各整体之间建立联系, 通过对关系和含意的总结形成新的整体认识。下面这个总结就综合了 Thomas Sowell 对 Student Loans 中关于政客的假定:

Sowell's view that politicians are irresponsible with taxpayers' money reflects his overall opinion that the laws of economics, not politics should drive government.

综合是个比较难懂、难以操作的概念, 很容易与概括混淆。概括是提



英文写作的要素与实践

取文章的主要信息、主要观点，不包括论据和细节，它是作者直接说明的内容的概要，不是读者对文章的反应。而综合是把各种观点交织在一起，把从文中吸取的观点与已有的知识联系起来，形成一个自己的全新的观点。如果从文章得到的观点不经综合这个过程，那么这些信息就像一堆线轴，可能很整齐有序，但是没有交织在一起，无法织成一个坐垫，也就无实际意义。

一定要警惕以下说法：通过概括来综合信息。概括仅仅是列举出作者说了什么，这不是综合。综合是在各种观点之间建立全新的联系。

在论文写作中，还经常把几个批判性阅读的结果综合到一起，得出一个结论。如果读者经常阅读各种时尚杂志，可能在概括、分析、阐释几种杂志的内容后，综合得出以下结论：

In People, Lifestyles, Vanity Fair, and other magazines aimed at consumers, the line between advertising and editorial material is sometimes almost invisible.

学术写作中，作者更频繁使用的是综合几篇或几种资料来源，进行资料的整合工作，从而得出新的观点，资料的综合会越来越详细、越来越完善。

为了更好地综合资料，读者仍旧可以采用边读边写的方法（见前文）。首先要记录对读资料的反应，是同意还是不同意作者观点？他/她的观点是阻隘还是拓宽了思路？有没有哪些信息需要阅读其他材料？是否刺激你提出了一些问题？

其次，要将资料串联起来，也就是说，一旦发现资料之间有联系，马上记录下来。两篇资料的理论框架或对事实的解读是相同还是不同？这篇资料是对另一篇的解释——可能是点评、说明或提供佐证吗？这两篇或几篇资料是否论证了你所读过的理论？

再次，要随时记录自己的见解。资料能激发读者提出一些问题，但是读者肯定有自己独立的想法，或者有别人没有想到的问题。这些想法、问题一旦出现，需要立刻将它们记录下来，因此最好有随手能用上的记录本。

最后，利用各种资料支持自己的观点。随着研究的进行，综合资料时所作出的反应、所看到的资料间的联系及自己的见解都将引导读者回答论

文的问题，支撑论点。

4. 评价

在多数批判性阅读中，如果理解了作者所明说的以及想说而没直接说明的内容，完成了分析、阐释及综合的过程，批判性阅读就结束了，但是有时候还需要进一步对文章的质量和意义进行评价。评价时，需要把阅读过程中形成的判断汇集起来，确保它们适用于整篇文章，而不是某个细节，并写成评语。

评价并不是简单的好或坏，而是要判断文章整体的质量和意义如何。读者可以从准确性、相关性、代表性、充分性四个方面入手。我们可以用几个简单的词来解释这四个方面的内容。

准确性：可靠、准确，没有曲解；要判断文章是否与读者所关注的主题相关，是否符合专业需求。

相关性：权威、恰当、通用；就是要检验文章的论据及论证是否是关于主题的权威论断；是否持有偏见；论述是否完整、连贯、没有逻辑错误。

代表性：代表总体情况；就是要验证作者的观点是否能代表某个团体、某个流派的理论、观点、想法等；读者是否同意作者的观点。

充分性：充足、具体；文章的主要观点是否有充分、具体的事实、例子、或数据等加以论证。

5. 案例分析

我们已经从理论上讲了分析、阐释、综合、评价的具体内容，接下来以有关传播媒体的论述为例，对其进行系统的批判性思考和阅读。

有关媒体的论述：

Every year sees the disappearance of more book publishers because the larger companies gobble up the smaller ones.

分析：

Why did the author make this statement? Certain words reveal the author's purpose: disappearance of more book publishers; because larger companies gobble up smaller ones.



英文写作的要素与实践

阐释:

More book publishers mean others have disappeared. Because specifies cause. Gobble up implies consumption, predator to prey. Author's assumption: Large publishers behave like predators. The predatory behavior of large companies causes the disappearance of small companies. The more publishing companies there are, the better.

综合:

The author objects to the predatory behavior of large publishing companies, which he or she holds responsible for eliminating small companies and reducing the total number of companies.

评价:

This biased statement against large publishers holds them responsible for the shrinking number of book publishers. But are the large companies solely responsible? And why is the shrinking necessarily bad?

练习题

一、以下这篇文章“Students Loans”是由著名经济学家 Thomas Sowell 撰写的报纸专栏文章，他在经济、政治、教育等领域颇有建树。至少将文章读两遍，直到彻底理解。然后根据要求做练习。

Student Loans

The first lesson of economics is scarcity: There is never enough of anything to fully satisfy all those who want it.

The first lesson of politics is to disregard the first lesson of economics. When politicians discover some group that is being vocal about not having as much as they want, the “solution” is to give them more. Where do politicians get this “more”? They rob Peter to pay Paul.

After a while, of course, they discover that Peter doesn't have enough. Bursting with compassion, politicians rush to rescue. Needless to say, they do not

admit that robbing Peter to pay Paul was a dumb idea in the first place. On the contrary, they now rob Tom, Dick, and Harry to help Peter.

The latest chapter in this long-running saga is that politicians have now suddenly discovered that many college students graduate heavily in debt. To politicians it follows, as the night follows the day, that the government should come to their rescue with the taxpayer's money.

How big is this crushing burden of college students' debt that we hear so much about from politicians and media deep thinkers? For those students who graduate from public colleges owing money, the debt averages a little under \$7000. For those who graduate from private colleges owing money, the average debt is a little under \$9000.

Buying a very modestly priced car involves more debt than that. And a car loan has to be paid off faster than the ten years that college graduates get to repay their student loans. Moreover, you have to keep buying cars every several years, while one college education last a life time.

College graduates of course earn higher incomes than other people. Why, then, should we panic at the thought that they have to repay their loans for the education which gives them their opportunities? Even graduates with relatively modest incomes pay less than 10% of their annual salary on the loan the first year—with declining percentages in future years, as their pay increases.

Political hysteria and media hype may focus on the low-income student with a huge debt. That is where you get your heart-rending stories—even if they are not at all typical. In reality, the soaring student loans of the past decade have resulted from allowing high-income people to borrow under government programs.

Before 1978, college loans were available through government programs only to students whose family income was below some cut-off level which was about double the national average income. But at least it kept out the Rockefellers. However, in an era of “compassion”, Congress took off even those limits.



英文写作的要素与实践

That opened the floodgates. No matter how rich you were, it still paid to borrow money through the government at low interest rates. The money you have set aside for children's education could be invested somewhere else, at higher interest rates. Then, when the student loan became due, parents could pay it off with the money they had set aside—pocketing the difference in interest rates.

To politicians and the media, however, the rapidly growing loans showed what a great need there was. The fact that many students wretched when time came to repay their loans showed how “crushing” their burden of debt must be. In reality, those who welsh typically have smaller loans, but have dropped out of college before finishing. People who are irresponsible in one way are often irresponsible in other ways.

No small amount of the deterioration of college standards has been due to the increasingly easy availability of college to people who are not very serious about getting an education. College is not a bad place to hang out for a few years, if you have nothing better to do, and if someone else is paying for it. Its costs are staggering, but the taxpayers carry much of the burden, not only for state universities and city colleges, but also to an increasing extent even for “private” institutions.

Numerous government subsidies and loan programs make it possible for many people to sue vast amount of society's resources at low cost to themselves. Whether in money terms or in real terms, federal aid to higher education has increased several hundred percent since 1970. That has enabled colleges to raise their tuitions by leaps and bounds and enabled professors to be paid more and more for doing less and less teaching.

Naturally all these beneficiaries are going to create hype and hysteria to keep more of the taxpayers' money coming in. But we would be fools to keep on writing blank checks for them.

When you weigh the cost of things, that's called “trade-offs” in economics.

In politics, it's called "mean-spirited". Apparently, if we just took a different attitude, scarcity would go away.

——Thomas Sowell

1. 阅读时要么在空白处，要么在另外的纸张上，标注出难点、提出的问题及对文章的思考。

2. 分析文章结构，形成从第五段至结尾的概述。

3. 复习本章所讲内容，对本文进行分析、阐释、综合与评价。

二、以下三个段落的主题相同，都是关于毒品的合法化问题。阅读三段，判读三个作者之间的观点有什么相似之处？有什么不同？综合三段的内容，从三个作者的观点出发，尝试写出自己关于毒品合法化的段落。

Perhaps the most unfortunate victims of drug prohibition laws have been the residents of America's ghettos. Their laws have proved largely futile in deterring ghetto-dwellers from becoming drug abusers, but they do account for much of what ghetto residents identify as the drug problem. Aggressive, gun-toting drug dealers often upset law-abiding residents far more than do addicts nodding out in doorways. Meanwhile, other residents perceive the drug dealers as heroes and successful role models. They are symbols of success to children who see no other options. At the same time, the increasingly harsh criminal penalties imposed on adult drug dealers have led drug traffickers to recruit juveniles. Where once children started dealing drugs only after they had been using them for a few years, today the sequence is often reversed. Many children start using drugs only after working for older drug dealers for a while. Legalization of drugs, like legalization of alcohol in the early 1930s, would drive the drug-dealing business off the streets and out of apartment buildings and into government-regulated, tax-paying stores. It also would force many of the gun-toting dealers out of the business and convert others into legitimate businessmen.

——Ethan A. Nadelmann, *Shooting Up: Crime and the Drug Laws*

Statistics argue against legalization. The University of Michigan conducts



英文写作的要素与实践

an annual survey of 12th graders, asking the students about their drug assumption. In 1980, 50% of those polled said they had used marijuana in the past 12 months, whereas in 2002 only 37% had done so. Cocaine use was halved in the same period (12% to 6%). At the same time, twelve-month use of legally available drugs—alcohol and nicotine-containing cigarettes—remained fairly steady around 75% and 55% respectively. The numbers of illegal drug users haven't declined nearly enough: those teenaged marijuana and cocaine users are still vulnerable to addiction and even death, and they threaten to infect their impressionable peers. But clearly the prohibition of illegal drugs has helped, while the legal status of alcohol and cigarettes has not made them less popular.

—Sylvia Runkle, *The Case Against Legalization*

I have to laugh at the debate over what to do about the drug problem. Everyone is running around offering solutions—from making drug abuse a more serious criminal offense to legalizing it. But there isn't a real solution. I know that. I used and abused drugs for two decades. Nothing worked to get me to stop all that behavior except just plain being sick and tired. Nothing. No threats. Not ten-plus years in prison. Not anything that was said to me. I used until I got through. Period. And that's when you will win the war. When all the dope friends are done. Not a minute before.

—Michael W. Posey, *I Did Drugs Until They Wore me Out. Then I Stopped.*

三、模仿案例分析中的例子，对以下简述进行批判性思考与阅读。尽量将分析、阐释、综合、评价的过程用文字写下来，最后形成批评性写作。

1. Newspapers and newsmagazines are better news sources than television because they demand reading, not just viewing.
2. Online communication threatens to undermine our ability to interact face to face.

第三节 批判性写作

首先，要牢记，批判性写作不是写概括。写概括有助于澄清作者所表述的内容，理清要点，但批判性写作不仅仅是记述作者所讲述的内容，更重要的是传达读者对文章的分析、阐释、综合和评价。既然是写作，就需要用上有关写作的过程（见第一章：写作过程）、段落（见第三、四章：段落的要素及展开）、句子（见第五、六、七章：句子、有力的句子、常见的句子问题及修改）的具体内容。后文中将有讲述，在此不做赘述。

一、案例分析

在此选择针对 Thomas Sowell 的“Student Loans”的批判性写作的片段。作者经历了本章所讲述的批判性阅读所需要的过程，收集组织具体信息，形成了自己的主要论点，并经过了修改和编辑校对，最终形成终稿。见下文：

Weighing the Costs	
<p>In his essay “Students Loans”, the economist Thomas Sowell challenges the US government’s student-loan program for several reasons: a scarce resource (taxpayers’ money) goes to many undeserving students, a high number of recipients fail to repay their loans, and the easy availability of money has led to both lower academic standards and higher college tuitions. Sowell wants his readers to “weigh the costs of things” in order to see that the loan program should not receive so much government funding. But does he provide the evidence of cost and other problems to lead the readers to agree with him? The answer is no, because hard evidence is less common than debatable and unsupported assumptions about students, scarcity, and the value of education.</p> <p>Sowell’s portrait of student-loan recipients is questionable. It is based on averages, some statistical and some not, but averages are often deceptive. For example, Sowell cites college graduates’ low average debt of 7000 dollars to 9000 dollars without acknowledging the fact that many students’ debt is much higher or giving the full range of statistics. Similarly, Sowell dismisses “heart-rending stories” of “the low-income student with a huge debt” as “not at all typical”, yet he invents his own exaggerated version of the typical loan recipient: an affluent slacker for whom college is a “place to hang out for a few years” sponging off the government, while his or her parents clear a profit from making use of the loan program. While such students (and parents) may well exist, are they really typical? Sowell does not offer any data one way or the other—for instance, how many loan recipients come from each income group, what percentage of loan funds go to each group, how many loan recipients receive significant help from their parents, and how many receive none.</p>	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Summary of Sowell’s essay 2. Robinson’s critical question 3. Thesis statement <p>First main point</p> <p>Evidence for first point:</p> <ol style="list-style-type: none"> 1. Paraphrases and quotations from Sowell’s text 2. Sowell’s omissions



<p>Another set of assumptions has to do with “scarcity” : “There is never enough of anything to fully satisfy all those who want it” . This statement appeals to readers’ common sense, but does the “lesson” of scarcity necessarily apply to the student–loan program? Sowell omits many important figures needed to prove that the nation’s resources are too scarce to support the program, such as the total cost of the program, its percentage of the total education budget... Moreover, Sowell does not mention the interest paid by loan recipients, even though the interest must offset some of the costs of running the program and covering the unpaid loans.</p>	<p>Transition to second main point Second main point Evidence for second point: Sowell’s omissions</p>
<p>The most fundamental and most debatable assumptions underlying Sowell’s essay is that higher education is a kind of commodity that not everyone is entitled to. In order to diminish the importance of graduates’ average debt, Sowell claims that a car loan is probably higher. This comparison between education loan and car loan implies that the two are somewhat equal products, and education is of no more value than a car. He overlooks the value of encouraging education, even the education of those who don’t finish college.</p>	<p>Third main point Evidence for third point: Paraphrases of Sowell’s text</p>
<p>Sowell writes with conviction, and his concerns are valid: high taxes, waste, unfairness, declining education standards, obtrusive government. However, the essay’s flaws make it unlikely to convince readers. He does not support his portrait of the typical loan recipient, fails to demonstrate a lack of resources fro the loan program, and neglects the special nature of education compared to other services and products. Sowell may have the evidence to back up his assumptions, but by omitting it he himself does not truly weigh the costs of the loan program.</p>	<p>Conclusion: 1. Acknowledging Sowell’s concerns 2. Summary of the three points 3. Returning to the theme of introduction: weighing cost</p>

二、常见的论证错误

初学者在写作中不可避免会出现逻辑上的混乱，导致论证错误。在进行批判性阅读时，读者也要小心作者是否存在论证错误。常见的论证错误分为两大类：偏离所要论证的问题（Evasions）与论证过于简化（oversimplification）。论证错误在各种文体中都会出现，尤其常见于议论文中。接下来我们分别用例子说明两大类论证错误有哪些具体表现。

1. 偏离论证问题

一篇文章首先要确定所要探讨的问题，如果文章在论述和论证过程中偏离了这个问题，那就是在逃避问题。常见的逃避问题的具体情况有以下几种：

(1) 循环论证

循环论证就是重述问题，而没有实际意义上的论证。如：

Wrestling is dangerous, because it is unsafe.

Dangerous 就等同于 unsafe，因此，这句话没有展开论证。再如：

Wrestling is a dangerous sport because wrestlers get injured. Anyone as big and strong as a wrestler would not get injured if the sport were safe.

看上去，第二句话是对第一句的论证，但仔细分析发现，第二句也是在重复第一句，这种论证方法也不可取。

把尚未有定论、尚待讨论的观点当作既定事实，强加给读者。如：

The fact is that the social welfare system is too corrupt to be reformed.

社保体系腐败到了什么程度？即使有很多腐败问题，真的已经连改革的余地都没有了吗？这就是典型的把有待探讨论证的问题当作既定事实强加给读者，不可取。

(2) 从逻辑上推不出结论

两个观点之间尽管有联系，但不存在逻辑关系，不能从一个观点推出另一个观点。如：

Peter Florrick will make a good major, because he has the best-run campaign organization.

有最好的竞选团队与做好市长之间没有逻辑关系，做好市长应该建立在责任感、个人品质、智囊团等基础上，而不是竞选团队上。

(3) 转移话题

转移话题就是用不相关的问题来干扰读者，偷换概念，把读者引到其他的问题上，分散读者的注意力。如：

Why worry about pandas becoming extinct while there are so many people homeless ?

关心濒临灭绝的熊猫与关心无家可归的人是两个不同的话题，作者试图把读者引到关心无家可归的人的问题上，而偏离了原先的保护大熊猫的话题。



英文写作的要素与实践

(4) 误用权威或所谓的权威与探讨领域不相关

所引用专家的权威性 or 专业性值得怀疑或不存在。现在铺天盖地的电视广告用电影明星代言医疗保健、家具家居等，都属于误用权威。写作中的例子如：

According to Helen Liebowitz, the Food and Drug Administration has approved sixty dangerous drugs in the last two years alone.

谁是 Helen Liebowitz？她有什么权利做出这种论断？

(5) 不恰当的诉求

有力的论证经常需要与读者的情感产生共鸣，但共鸣的产生必须基于翔实有力的事实、例子及其他论据。作者有时候为了刻意与读者产生共鸣，会采取一些不恰当的方式。利用读者的恐惧或怜悯；对人不对事，进行人身攻击；随波逐流，用多数人都同意的观点代表真理；利用读者对他人的崇拜或尊敬等都是不恰当诉求的表现方式。下面给出几个例子，请读者自己判断哪种属于不恰当诉求：

By selecting Jane Florrick as the major, you will prevent the city from economic collapse.

We could take her position on child abuse seriously if she were not so nasty to the children who live next door to her.

As everyone knows, marijuana use leads to heroin addiction.

Michael Jordan prefers this kind of shampoo, and so should you.

2. 简化论证

论证过于简化是指隐藏或忽略问题的复杂性，得出一个概括性很强但并不成立的结论。具体情况同样用例子说明。

(1) 草率概括

草率概括就是仓促得出结论，以极少的论据或不具有代表性的论据为基础做出论断。如下面的陈述：

It is disturbing that several of the youths who shot up schools were users of violent video games. Obviously, these games can breed violence and should be banned.

几个校园枪击案并不足以确定暴力游戏与暴力行为之间的关系，大多数玩暴力游戏的人并没有暴力行为。

(2) 过分概括

过分概括分为两种：一种是绝对化陈述，往往有 all、always、never、no one 等表示绝对化、没有例外的词汇。这种概括不给自己留有余地，往往让作者很被动，此时比较好的选择是用 some、sometimes、rarely、few 等能留下余地的词汇。另一种是成见 (stereotype)，也就是对某人群、某地区、某职业等具有固定化模式的描述，常见的地域成见、性别歧视、职业歧视就属于这一类，如：

Girls are fashion-crazy; Teachers are strict; Southerners are shrewd.

这些论断一概而论，只认可单一性，否定了丰富性。

(3) 简化因果关系

简化因果关系就是把原本复杂的的因果关系简化了，或把根本不存在因果关系的两个事件看成有直接的因果关系。如：

Poverty causes crimes.

如果真是这样，为什么不贫穷的人也会犯罪？为什么不是所有的穷人都都会犯罪？这中间缺少了论证的过程。poverty 与 crime 之间没有直接的因果关系。

(4) 把时间的先后关系错当作因果关系

因果关系在时间上的确是先有“因”后有“果”，但是先发生的事情并不一定是后发生事情的原因，反之亦然。把时间的先后关系错当作因果关系，就是错误地认为因为 A 在 B 之前发生，所有 A 是导致 B 发生的原因。如：

The city council erred in permitting the adult bookstore to open, for shortly afterward two women were assaulted.

句中并没有证据能够证明骚扰者去过或受成人书店的影响，成人书店的开放与女性受到骚扰只有时间上的先后，没有因果关系。

(5) 非此即彼的错误

非此即彼的逻辑认为一个复杂问题的答案只能是 A 或 B，没有中间状



英文写作的要素与实践

态，也没有其他选择，如：

City police officers are either brutal or corrupt.

实际上，多数警察 neither brutal nor corrupt。

(6) 自相矛盾

自相矛盾就是指两个论断放在一起时不可能同时为真。如：

Only when nuclear weapons have finally destroyed us will we be convinced of the need to control them.

如果人都死了，还怎么去控制核武器呢？类似的陈述都是前后矛盾。

(7) 类比错误

类比是为实现定义或举例的目的，在两个本质并不相同的事物之间做比较，寻找其相同点，只能用于阐明一个问题，而不能用于证明一个问题。不能因为两者在某一方面相似就说它们在其他方面也一定相似。在类比错误中，作者往往假定两者完全相同。如：

To win the war on drugs, we must wage more of a military-style operation. Prisoners of war are locked up without the benefit of trial by jury, and drug dealers should be, too. Soldiers shoot their enemy on sight, and officials who encounter big drug operations should, too. Military traitors may be executed, and corrupt law enforcers could be, too.

毒品 / 毒贩是我们的敌人，打击贩毒是一场战争，两者有相同点，可以进行类比，但毕竟与军事行动的战争不完全相同。在这里，作者完全把毒贩与敌人等同了起来，显然是不恰当的。

练习题

判断以下陈述有没有论证错误，如果有，请将其改正。

1. It is ridiculous to have spent thousands of dollars to rescue those two whales from being trapped in the Arctic Ice. Why, look at all of the people who were trapped in jobs they don't like.

2. Plagiarism is deceitful because it is dishonest.

3. UFO must exist because no reputable studies have proved conclusively that they don't.

4. Learning to manage a corporation is exactly like learning to ride a bike; once you learn the skills, you never forget how, and you never fall.

5. A successful marriage demands a maturity that no one under twenty-five possesses.

6. Students' persistent complaints about the grading system prove that it is unfair.

7. Every time my roommate has a math test, she becomes extremely nervous. Clearly, she is not good at math.

8. The local police league to protect the environment would get my support and that of many other people if its leaders do not drive cars that get poor gasoline mileage.

9. Racial tension is bound to occur when people with different backgrounds are forced to live side by side.

思考

1. 批判性阅读与写作需要哪几大步骤?
2. 批判性阅读与写作中概述与综合的区别是什么?
3. 批判性写作中常出现的论证错误有哪些? 怎样预防?



第三章 段落的要素

段落是文章的组成部分，它从某一个方面阐述、说明整篇文章的主题。一个段落由紧密相关的一组句子构成，通过某种谋篇方式，清晰、条理、有理有据地论证一个中心思想。写好段落是英语写作的基本技能。掌握了段落写作方法，就初步掌握了英语写作的基本原则和方式，进而进行短文甚至更长文章的写作方法。

段落既是文章的组成部分，又是相对独立的整体。一个段落犹如一篇微型文章，内容应该完整统一、连贯，论述充分，句子规范，四者缺一不可。

第一节 段落的统一性

段落是文章的一部分，从某一个方面说明文章的中心思想。然而，段落本身也要自成一体，它所涉及的内容都要围绕着段落的中心形成一个整体。这就是说段落必须要统一完整。段落的统一性或完整性（Unity）是指一个段落有且只有一个观点，且所有的细节都要支持、论述这一观点。任何与段落中唯一的中心观点无关或关联不大的内容都要删除，否则会引申出另一个中心，从而破坏段落的统一性。这个唯一的中心观点往往以主题句（topic sentence）的形式出现。

一、段落主题句

段落主题句体现了整个段落要探讨的中心观点，必须以某种形式体现出来。恰当的段落主题句的要求与论点陈述句是一样的，都应该满足以下要求：① 说明该段是关于什么的，即主题是什么；② 说明作者对该主题的看法或作者打算探讨该主题的哪个方面，即焦点；③ 既不能太宽也不能太窄，而且只能表达一个观点。看以下例句：

例 1: Everyone recognizes that pollution is a problem.

例 2: My uncle's shop was burglarized one week ago.

例 3: My parents helped me grow in important ways, although in other respects I was limited.

例 4: The watch program in our neighborhood has shown us how to discourage robbers.

例 1 表述太宽泛而不能作为主题句，因为它缺少焦点。尽管这种表述表达出了作者的观点，但是 pollution 是什么类别的 pollution，problem 是什么样的问题，这都不具体。

例 2 则太窄，也不能用作主题句，它只是陈述了一个事实，无法展开进一步的阐述。

例 3 蕴含了两个观点：parents helped me grow 与 in other respects I was limited。这是两个各自独立的观点，应该各自成一段。

例 4 既不是太宽也不是太窄，可以作为主题句。主题是 watch program，焦点是 how to discourage robbers，可以对 how 展开论述。

一个好的主题句必须体现出主题的焦点是什么，这样才能用例子或其他形式的论据来支持它。对初写者而言，主题句很重要，因为它决定了所选择的细节。

段落主题句与论点陈述句的区别在于前者是整段的中心思想，而后者是整篇文章的中心论点。段落主题句应该作为分论点为中心论点服务。



二、主题句的位置

根据引导读者的注意力的方式及中心思想的复杂程度，主题句与具体的支持细节可以有不同的安排方法，出现在不同的位置。

1. 主题句位于段首

主题句最常出现的位置是在段首，形成正三角形的段落模式，也是初学者应首先学习运用的方式。这种模式开门见山地点明中心思想，建立了一个初始语境，决定了作者对细节的选择，同时使得读者能够顺着主题句的思路理解细节。有时主题句前还会出现过渡句，其作用是承接，或提供必要的背景知识，使读者便于理解。主题句在段首的模式常见于说明性或议论性段落中。欣赏下面两段：

例 1: In the traditional dating pattern in the United States, much of the responsibility for a dating falls to the young man. In this pattern, the young man must first call the girl the wishes to date on the telephone. Usually, this call is made quite early in the week. Most girls in traditional dating relationships expect to get a telephone call from a young man by Wednesday. Most dating occurs on weekends. Many young people do not have to get up early for school or work on Saturday and Sunday mornings, so Friday nights and Saturday nights are popular nights for dates. They young man must ask the girl for a date, and suggest some things that they might do together. It is usually up to the young man to pay for all the evening's activities.

例 2: Another set of assumptions has to do with “scarcity” : “There is never enough of anything to fully satisfy all those who want it” . This statement appeals to readers' common sense, but does the “lesson” of scarcity necessarily apply to the student-loan program? Sowell omits many important figures needed to prove that the nation's resources are too scarce to support the program, such as the total cost of the program, its percentage of the total education budget and the total federal budget, and its cost compared to the cost of defense, medical care and

other expensive programs. Moreover, Sowell does not mention the interest paid by loan recipients, even though the interest must offset some of the costs of running the program and covering the unpaid loans.

例 1 的第一句 “In the traditional dating pattern in the United States, much of the responsibility for a dating falls to the young man” 开门见山，点明中心思想。后面的内容都是进一步说明男方是如何负责搞定约会的诸项事宜的。例 2 的主题句是 “This statement appeals to readers’ common sense, but does the ‘lesson’ of scarcity necessarily apply to the student-loan program?” 前面的第一句 “Another set of assumptions has to do with ‘scarcity’: ‘There is never enough of anything to fully satisfy all those who want it’ ” 与前一段的内容形成承接关系，同时提供关于 scarcity 的背景知识。

2. 主题句位于段尾

由于写作风格、写作目的、内容复杂程度的不同，主题句也可以出现在段尾的位置，形成倒三角形的段落模式。如果要呈现的观点很复杂或者难以理解，多采用这种模式，先用表达具体信息的支撑句进行充分论述，一步一步地进行推理，最后自然而然地得出结论，点明主题。这种模式能让读者明白复杂推理的过程，具有更强的说服力，尤其适用于议论文和说明文。

Burnout is a potential problem for many hardworking and preserving students. A preliminary step for preventing student burnout is for students to work in moderation. Students can concentrate on school every day, provided that they don't overtax themselves. One method students can use is to avoid concentrating on a single project for an extended period of time. For example, if students have to read two books for a midterm history test, they should do other assignments at intervals so that the two books will not get boring. Another means to moderate a workload is to regulate how many extracurricular projects to take on. When a workload is manageable, a student's immunity to burnout is strengthened.

这段的主题句是 “When a workload is manageable, a student's immunity



英文写作的要素与实践

to burnout is strengthened”。作者首先提出 burnout 是潜在的问题，接下来用各种具体细节来讲述解决 burnout 的各种困难的方法，具体细节逐渐叠加，最后道出主题句。

3. 主题句首尾呼应

主题句既在段首也在段尾，形成循环形段落。有的段落开门见山，在段首点明了主题句，但是内容相同、形式不同的句子又出现在了段尾，形成呼应。这种方式能起到突出强调的作用，让读者自始至终都将作者要表达的主题铭记于心。

Many of the difficulties we experience in relationships are caused by the unrealistic expectations we have of each other. Think about it. Women are expected to feel comfortable doing most of the sacrificing. They are supposed to stay fine, firm and forever twenty-two while doing double duty, in the home and in the workplace. The burden on men is no easier. They should be tall, handsome, and able to wine and dine the women. Many women for the glitter and then expect these men to calm down once in a relationship and become faithful, sensitive, supportive, and loving. Let's face it. Both women and men have been unrealistic. It's time we develop a new sensitivity toward each other and ask ourselves what it is we need from each other that is realistic and fair.

第一句“Many of the difficulties we experience in relationships are caused by the unrealistic expectations we have of each other”是主题句，最后一句“It's time we develop a new sensitivity toward each other and ask ourselves what it is we need from each other that is realistic and fair”重述了第一句的内容，呼应了第一句，提出了主题句，点明了问题的解决方案。

4. 隐含的主题句

阅读中经常有段落并没有明显的主题句，读者需要推测并归纳出段落的主要思想。初学者应谨慎使用这种方法，因为如果使用不当，会使段落没有中心思想，杂乱无章。阅读或仿写这样的段落时，应注意细节，多问自己“what is the whole paragraph about”或“which one single idea do all the

details explain” 这样的问题。看下段：

The turquoise water blends into the pale aqua sky at the horizon. From my seat at the table on the private porch outside my resort hotel room, I can see that it is going to be a hot, humid day just like the last three. I am beginning to like the luxury of having my breakfast brought to me, coffee poured from a silver teapot, an array of fresh tropical fruit from which to choose. A large blackbird shares my breakfast, pecking at the muffin I have tossed on the floor for his culinary pleasure. What will I do today? Take a swim in the Caribbean Sea? Visit a pineapple plantation? Check out the sidewalk market in Montego Bay for bargains? Whatever I do, I will not think of two days from now when I will be back at my desk day-dreaming about these quiet moments, wondering when they will come again.

尽管这一段没有明显的主题句，但最后一句话表明作者是在度假，其余的细节都在描述度假时旅馆的清晨是什么样子的。因此，我们可以将主题句归纳为：

Mornings are always the same on my Caribbean island vacation.

三、保证段落的统一性

不管主题句在什么位置，都要保证段落的统一性，也就是说，所有的支撑句都要围绕主题句展开论述。如果一句或几句与主题无关，段落的统一性就遭到了破坏，段落就偏题了，一定要对这些偏离主题的句子进行修改。下面段落的统一性就遭到了破坏：

One of the first problems I had as a college student was learning to use a computer. All students were required to buy a computer before school started. Throughout the first semester we took a special course to teach us to use a computer. *My parents were supportive of buying me a laptop, but they were concerned about the price. Tuition was high, and when they added in the price of the computer, it was almost out of reach. To offset expenses, I got a part-time job in the supermarket. I am determined to overcome “computer anxiety”, and*



英文写作的要素与实践

to master my computer by the end of the semester.

这段话主题句是“One of the first problems I had as a college student was learning to use a computer”，所以接下来所有的细节信息都应该探讨为什么使用电脑是我面对的一大问题。但是段中斜体部分描述的是父母对价钱的担心以及我是怎样做兼职减轻父母的负担，显然，斜体部分不符合主题要探讨的使用电脑的问题。修改时，要删除父母对价钱的担忧、作者的作为，并增加与主题相关的信息。修改之后文章如下：

One of the first problems I had as a college student was learning to use a computer. All students were required to buy a computer before school started. Throughout the first semester we took a special course to teach us to use a computer. *In theory this system sounded fine, but in my case it was a disaster. In the first place, I had never owned a computer before. The closest I had ever come to a computer was in the computer lab in high school. In the second place, I could not type well. To make things worse, many of my classmates already knew everything about operating a computer. By the end of the first week, I thought I would never catch up with them.*

段中斜体部分是修改后的内容，从三个方面讲述了为什么使用电脑对我来说是场灾难，从而支持主题“One of the first problem I had as a college student was learning to use a computer”。

练习题

一、阅读以下主题句，区分哪些内容是主题，哪些内容是焦点，并讲出为什么。

1. Fast food junkies can break the habit by following three simple steps.
2. Those who are against the building of a new city hall can think of better ways to spend the money it will cost.
3. Both the supporters and the detractors of the war in Iraq can present facts to defend their positions.

4. Cereal commercials are aimed at two main groups: children and nutrition-conscious adults.

5. Binge drinking among college students is a serious problem that should be treated like other addictions.

二、从以下话题中选取三个话题。参考以下例句，限定话题写一个主题句，确保所写句子有主题和焦点，既不宽又不窄。

E.g. Cellular phones

1. limited topic: cellular phone etiquette (礼仪)

2. topic sentence: When using your cell phone in public, several rules of good behavior apply.

a. Addictive behaviors

b. Roommates

c. Weight-loss programs

d. Voting

e. Reality TV

f. Types of music

三、找出以下段落的主题句。如果是隐含的主题句，将主题句总结出来。

1. Albert Einstein was more than just curious, though. He had the patience and determination that kept him at things longer than most others. Other children would build houses of card up to 4 stories tall before the cards would lose balance and the whole structure would come falling down. His sister Maja watched him in wonder as her brother methodically built his card buildings to 14 stories. Later he would say, "It's not that I am so smart, it's just that I stay with problems longer."

2. Good manners are important in all countries, but ways of expressing good manners are different from country to country. Americans say "Hi" when they meet, but Japanese bow. American men open doors for women, but Japanese men do not. On the surface, it appears that good manners in America are not good



英文写作的要素与实践

manners in Japan, and in a way this is true. But in a country, the only manners that are important are those involving one person's behavior toward another person. In all countries it is good manners to behave considerably toward others. It is only the way of behaving politely that differs from country to country.

3. The first thing to go wrong was that all the parking spaces were taken, so I had to park on the grass and I hope that I would not get a ticket. When I got to the admissions office, there was already a long line. By the time it was my turn to register, all of the sections for one of the courses I needed were filled, and I had to go back to my counselor and make out a whole new schedule. Although I did register for all my courses and pay my fees, I missed lunch. The next thing to go wrong was that the bookstore had sold out of one of the books I needed. As I was leaving, I wondered what else could possibly happen. Then I saw a campus cop standing beside my car and writing out a ticket.

4. Most people do not lose ten dollars or one hundred dollars when they trade cars. They lose many hundreds or even a thousand. They buy used cars that will not provide them service through the first payment. They overbuy new cars and jeopardize their credit, only to find themselves "hung", unable even to sell their shiny new toys. The car business is one of the last roundups in America, the great slaughterhouse of wheeling and dealing, where millions of people each year willingly submit to being taken.

四、判断以下段落中的哪些句子不能支持主题句，将其删除或修改，以增强文章的统一性。

1. American politics has always been a two-party system, but change seemed possible with the campaign of Ross Perot in the 1992 president election. Perot is a Texas billionaire who ran for president as the nominee of the independent party, a third party that has never aroused much interest or support. During the week of the Democratic National Convention, Perot announced that he would not run. Barbara Jordan and Jesse Jackson, both Clinton supporters, addressed the convention.

But Perot rejoined the campaign, debated the other two candidates, and then lost the election to Bill Clinton. The successful campaign of an Independent Party candidate proved, however, that the Republicans and Democrats were losing some of their influence over the American voters.

2. Though being a dental hygienist may not be everyone's idea of the perfect job, Kelly would not want to do anything else. For a brief time, she had thought she wanted to be a court reporter. One reason she likes her job is that she can schedule her hours so that she works four days a week and is off in the afternoons. This allows her to be at home when her children arrive from school. Since she does not work on Friday, she has a free-day weekend. Another reason Kelly likes her job is that the work is challenging and pleasant. For example, cleaning children's teeth is a challenging job because Kelly has to find ways to distract the children so that they will let her do what she needs to do without making a fuss. Her work is pleasant because almost everyone likes the way his or her mouth feels after a cleaning, and they compliment Kelly on what a good job she does. But Kelly's best reason of all for liking her job is that she gets to be with her family while she is at work. After all, the dentist Kelly is working for is her father, and her sister is the receptionist.

第二节 段落的连贯性

段中的句子如何论述同一中心思想，也就是句子间怎样相互关联而构成一个有意义的整体而不是胡乱堆砌的句群，关系到段落的连贯性。连贯的段落结构清晰、条理清楚、语言流畅。反之，则晦涩难懂。

实现段落连贯性的方法有：有效组织细节，使用并列结构，使用过渡词，重复关键词，名词、代词、动词要保持一致。

一、有效组织细节

实现段落连贯的一个基本要素是在细节的组织 and 安排必须能让读者跟



英文写作的要素与实践

上并符合读者的期望。基本的段落组织形式与篇章一样，可按照空间顺序、时间顺序和重要性顺序来组织。

1. 按空间顺序

按空间顺序组织的段落使读者的注意力聚焦在一个点上，再从该点细看一个人、事物或场景。这与现实中人们观察事物的方式相同：从上往下，从下往上，由远及近，从一边到另一边等。标志性词汇有 *in front*、*behind*、*near*、*far*、*above*、*below*、*right*、*north*、*under*、*sideways*、*distant* 等。描写性文章多数采用空间顺序。下面这段描写的是美国文明的发展演变历史，特别注意斜体部分表示的空间地理位置。

By the time Columbus reached *the New World* in 1492, the civilization of the native Americans had reached a level of culture that included personal wealth, fine buildings, expert craftsmanship, and religions. Continuing archaeological excavations tell us little about the extent of the earliest immigrants. The most advanced cultures developed in what is now Mexico and Peru. Many of the surrounding peoples *in Central America, South America, and North America* also reached complex states of civilization, but were largely isolated from each other and from greater civilizations of the continents. Widely separated peoples reached similar stages of development independently but during the same periods of time. For instance, the mound builders made burial and ceremonial sites in several places *in what is now the eastern U.S., Central Mexico, and on the Gulf of Mexico*, all at about the same time. Men settled down to plant crops, especially maize, *in Peru, Central America, and the eastern U.S.* again during the same period. But from the earliest archeological evidence of men in America, we know that they ranged over the entire hemisphere, from *Alaska to Tierra del Fuego*.

2. 按时间顺序

按时间顺序组织段落就是按照事情发生的先后顺序排列，用表示时间的连接词如 *first*、*second*、*before*、*after*、*next*、*then*、*finally*、*times*、*dates*、*yesterday*、*last month*、*tomorrow morning* 等表达事件发生的先后顺序，

适用于记叙文与过程讲解的组织。下面这段讲述了年轻的飞行员如何度过 34 小时飞行 3600 英里的故事，注意斜体内容里表示时间的短语。

On May 20th, 1927, just after ten to eight in the morning, Lindberg's "Spirit of St Louis" struggled into the air from a New York airfield. For several hours the weight of the petrol prevented the young pilot from flying more than a few feet above the wave-tops. Night came and thick fog covered up the stars. Lindberg flew steadily on, hoping that his course was the right one. He struggled to keep awake, checking the fuel all the time to keep his mind active. Throughout the next day the "Spirit of St Louis" flew on over the seemingly limitless sea. Then a fishing boat appeared, and an hour later, land. It was Ireland. Lindberg set a compass course for Paris. By ten o' clock the lights of France's capital were shining beneath him. Tired, unshaved, suddenly hungry, the flying hero came down to Le Bourget airport, and landed in front of a huge crowd of wildly cheering people. After 34 hours of continuous piloting, the flight of 3600 miles was over.

3. 按重要性组织段落，用结构突出重点

最常见的段落组织形式是开门见山，把最重要的主题句放在段首，先总体陈述，提出段落中心思想，然后再用具体论据论证主题句，也就是先总后分（general-to-specific）的模式。

如果要陈述复杂且难以理解的中心思想，可以先陈述具体细节，逐步论证，最后得出结论，就是把最重要的主题句放到最后，也就是由分到总（specific-to-general）的模式。

根据要陈述的观点的需要，还可以先提出一个问题，再提出或解释其解决方案；也可以从最不重要的或最不具有戏剧性的细节发展到最重要或最具有戏剧性的细节。为了让读者更容易理解，还可以从最熟悉的到最不熟悉的，最简单的到最复杂的等方式组织段落。

欣赏下面按重要性递增组织的段落：

Work is indispensable to man's existence. It provides the material things of life, the goods and services that make possible our ancient civilization and modern



英文写作的要素与实践

civilization as well. Man can't possibly survive without food, clothing and shelter which are fruits of his work.

However more psychologists have come to realize that work is more than a necessity for most people. It is the source of happiness and creativity.

A moderate amount of work is beneficial to man's health. Facts prove that the more one uses his brains, the more active and efficient he is in thinking. Of all workers of all trades, mailmen on bike have the longest life expectancy.

Above all, work offers ambitious people chances to realize their values. A writer or a scientist may conceive wonderful ideas or designs, yet their works or designs can't come into being without their creative work.

In this sense, we should regard work not only as means of making a living but also means of enriching our life.

这篇短文论述了工作的重要性。重要性体现在三个方面：一，生存（man's existence）；二，幸福和创新的源泉（the source of happiness and creativity）；三，实现个人价值（realize their values）。这三个方面从基本的生存需要上升到精神需求，重要性依次递增。

二、使用平行结构

平行结构（parallel structure, parallelsim or balanced sentences）表达一种相像事物的比较关系，用以描述相同或相似的状态、性质，表达相似性、对应性或类物性。它具有以下特点：一，包括两个或以上相似或相同的词汇、短语或句子；二，结构相近或相似；三，意义相同或相类似。简言之，就是段落的句子中采用相似或相同的语法结构，共同论述同一个中心思想。

最常见的形式是在表示并列关系的连接词，如 and 或 or 等的前后用名词对名词、形容词对形容词、动词不定式对动词不定式、分词短语对分词短语、从句对从句，等等。常用的并列连词或词组有：and、but、or、not only...but also...、either ... or ...、neither ... nor ...、as well as 等。

平行结构可以超越句子的范畴，扩展应用到段落中，从而实现段落的

连贯性，这主要是通过平行结构中相似或相同的那一部分语法结构的不断出现而实现的。

使用这种结构使得文章的结构整齐匀称，加深读者对作者观点的印象，提高文章表达的连贯性，增强文章的气势和感染力，使文章读起来铿锵有力。平行结构的构成参考第六章第五节“平行结构”。欣赏下面这个段落：

The silver medal he earned in Albertville, France, ushered the 27-year-old skater into a new existence. He was no longer a nobody who choked in big events like the 1988 Calgary Olympics, where he finished an unimpressive 10th. No longer the recipient of advice from judges who suggested he quit. No longer the target of loaded questions from reporters covering the 1991 Olympic Trials (“What are you doing here?”).

——*Never Give Up* (新体验大学英语第二册，第二版)

在这个段落中，三个由“no longer+ 名词”构成的名词短语贯穿于段落之中，形成了典型的平行结构，共同清楚、有力地表达了 he (Paul Wylie) 获得银牌生活如何发生了翻天覆地的变化 (a new existence) 。

三、使用过渡词

过渡词可以清楚地表达句子之间隐含的逻辑关系，起到承上启下的作用。恰当使用过渡词有助于层层展开论述，使段落及篇章表意清晰，流畅连贯。对比下面两段，就可以清楚感受到过渡词的重要性：

无过渡词：

Medical science has succeeded in identifying the hundreds of viruses that can cause the common cold. It has discovered the most effective means of prevention. One person transmits the cold viruses to another most often by hand. An infected person covers his mouth to cough. He picks up the telephone. His daughter picks up that telephone. She rubs her eyes. She has a cold. It spreads. To avoid colds, people should wash their hands often and keep their hands away from their faces.

有过渡词：



英文写作的要素与实践

Medical science has thus succeeded in identifying the hundreds of viruses that can cause the common cold. It has also discovered the most effective means of prevention. One person transmits the cold viruses to another most often by hand. For instance, an infected person covers his mouth to cough. Then he picks up the telephone. A while later, his daughter picks up the same telephone. Immediately afterwards, she rubs her eyes. Within a few days, she has a cold, too. And thus It spreads. To avoid colds, therefore, people should wash their hands often and keep their hands away from their faces.

这两段内容相同，区别就在于是否使用了过渡词。第一段没有使用过渡词，因此显得凌乱，没有逻辑；而第二段添加了相应的过渡词（下划线部分），使文章的因果关系（thus、therefore）、递进关系（also、and）、例证（for instance）、强调（the same、too）、时间关系（immediately afterwards、within a few days）等表达地更加清晰，读起来更加流畅，易于理解。

为了方便查找，常用过渡词总结如下：

常用过渡词一览

（1）表并列或递进

and, also, as well, as well as, or, too, not only ... but also, both ... and, either ... or ..., neither ... nor ..., besides, in addition, additionally, moreover, what's more, what's worse

（2）表转折对比

but, however, yet, instead, on the contrary, although, despite, in spite of, whereas, unlike, nevertheless, on the one hand ... on the other hand..., and yet, regardless, still, notwithstanding, in contrast, for all that, even so, though, although

（3）表原因或目的

because, because of, since, as, for, now that, thanks to, due to, in that, to this end, with this purpose, for this reason, so that, in order to, so as to

(4) 表结果

so, thus, therefore, as a result, so that, thereby, hence, so ... that, such ...
that, as a consequence of, accordingly

(5) 表条件

if, unless, on condition that (条件是), as/ so long as (只要)

(6) 表特定的顺序关系的过渡词

first, firstly, second, secondly, third, thirdly, above all, first of all, then,
next, finally, in the end, at last, afterward(s), meanwhile, thereafter, last,
finally, eventually

(7) 表进行举例或强调说明的过渡词

for instance, for example, like, such as, take... for example, take ... as
an example, certainly, indeed, above all, surely, most important, in fact, no
doubt, without any doubt, truly, obviously, in particular, specifically

(8) 表类比的过渡词

like, unlike, in the same way, similarly, similar to, the same as,
likewise

(9) 表重复、概述或下结论的过渡词

in other words, that is to say, to put it another way, namely, so to
speak, in a word, in general, in short, in brief, above all, after all, generally
speaking, to sum up, finally, in conclusion, at last, in summary, on the
whole

(10) 表时间

After a while, afterward, as long as, as soon as, at last, at length, at that
time, before, earlier, formerly, immediately, in the meantime, in the past,
lately, later, meanwhile, now, presently, shortly, simultaneously, since, so
far, soon, subsequently, then, thereafter, until, when



四、重复关键词

关键词常与主题句的主要内容密切相关，关键词的重复有助于句子之间的衔接，并随时与段落主题保持紧密联系。有意义的重复可增强表现力，但无谓的重复或重复过多会削弱表现力。

重复关键词时，可以是同一个词的重复，也可以是同义词、替代词或是代词在段中的出现。这些同义词、替代词和代词既实现了句子之间的衔接，又可在最大程度上避免因重复而导致的单调。

When I think about my childhood in the 1930s, life today seems like the greatest of luxuries. In our house, we had only a wood-burning cookstove in the kitchen to keep us warm. In the morning, my father would get up in the icy cold, go downstairs, and light a fire in the black iron range. When he called us, I would put off leaving my warm bed until the last possible minute and then quickly grab my school clothes. The water pitcher and the washing basin in my room would be layered with ice, and my breath would come out as white puffs as I ran downstairs. My sisters and I would all dress as quickly as possible in the chilly but bearable air of the kitchen. Our schoolroom, once we had arrived, didn't provide much relief from the cold. Students wore woolen mitts which left their fingers free but covered their palms and wrists. Even with these, we occasionally suffered chilblains. The throbbing swelling on our hands made writing a painful process. When we returned home in the afternoon, we spent all our indoor hours in the warm kitchen. We hated to leave it at bedtime in order to make the return trip to those cold bedrooms and frigid sheets. My mother made up hot-water bottles and gave us hot bricks to tuck under the covers, but nothing could legitimate the agony of that penetrating cold when we first slid under the bedclothes.

在这段话中，有下划线的部分表明：重复出现的关键词有 cold（四次）、warm（三次）；使用了 cold 的同义词 chilly 与 frigid；cookstove 的同义词 black iron range；chilblains 的同义词 the throbbing swelling；同时第二次提到

my father 时使用了人称代词 he。这统称为重复关键词，保证了段落的发展始终围绕着冬天的寒冷、生活的艰苦来展开，实现了段落内的连贯，起到了突出强调的作用。

有时关键词的重复还体现在反义词的使用上。以下这句通过 rich 与 poor 的反义重复，表明该段落是跟学生的经济状况相关的：

The trend is not restricted to rich students who have the money to travel, but is also evident among poorer students who choose to work and become economically independent for a period of time.

关键词的重复还可以表现为具有相互补充关系的词的出现。如下句中的 self-control、discipline 与 obey school rules：

When they get to school age they have not learnt any self control or discipline. They have less respect for their teachers and refuse to obey school rules in the way that their parents did.

五、使用指示代词

使用的指示代词包括人称代词、物主代词和一些特定的词语。这些词是前后互指的关系，自然可以把句子联系起来，增强连贯性。

1. 使用人称代词 (she、he、it、they、who) 或物主代词 (her、his、its、their、whose) 代替文章中重复出现的词

But I think the solution to the problem lies with the families, who need to be more aware of the future consequences of spoiling their children. If they could raise them to be considerate of others and to be social, responsible individuals, the whole community would benefit.

who、their、they 都是对 families 的复指，这些词的使用帮助实现了讨论对象的一致性。

2. 使用特定的词语来指代某一类事物

这些词包括 one、that、those、so、this、not 和 do 的各种形式。同时，被替代的可以是名词、动词，也可以是句子。



英文写作的要素与实践

(1) 替代名词

用 one、that、those 来替代某个名词，如：

I agree with the view that stars in the entertainment business are usually overpaid. However, it is also true that it is only those who reach the very top of their profession who can get these huge salaries.

(2) 替代动词

用 do 的各种形式来代替前面提到的动词，如：

When they get to school age, they have not learnt any self-control or discipline. They have less respect for their teachers and refuse to obey school rules in the way that their parents did.

(3) 替代句子

用 so、this 或者 not 来替代一个句子，如：

Of course, factors such as loving relationships, good health, the skills to earn a living and a peaceful environment all contribute to our happiness too. But this does not mean that people without these conditions cannot be happy.

六、保持一致

一致是实现段落连贯最微妙的手段，因为读者只有在不一致的时候才会意识到一致性的重要性。一致主要体现在时态、人称及数上。根据语义，可以有时态、人称和数的变化，但是不恰当的转换会阻碍读者对段落发展的理解。人称、时态、数的一致性参考第七章第四节“不当转换句”。

连贯性良好的段落一般不可能只有一种连贯手段，往往综合使用段落组织、平行结构、重复、一致及过渡词等多种手段，实现段落的连贯性。具体例子参考第四章第三节“段落间的衔接与连贯”之“A Picture of Hyperactivity”。

练习题

一、下面段落中的第一句是 topic sentence，但后面的内容不连贯。利

用 topic sentence 及隐藏的线索，将其余的句子重新排序，形成清晰连贯的段落。

We hear complaints about the Postal Service all the time, but we should not forget what it does right. The total volume of mail delivered by the Postal Service each year makes up almost half the total delivered in all over the world. Its 70, 000 employees handle 140, 000, 000, 000 pieces of mail each year. And when was the last time they failed to deliver yours? In fact, on any given day the Postal Service delivers almost as much mail as the rest of the world combined. That huge number means over 2, 000, 000 pieces per employee and over 560 pieces per man, woman and child in the country.

二、下面给出了一个 topic sentence 及支撑信息，根据重要性顺序组织支撑句，恰当使用代词及平行结构，注意关键词的重复及过渡语的使用，特别注意时态、人称、数的一致性。

主题句：

Hypnosis（催眠）is far superior to drugs for relieving tension.

支撑信息：

1. Hypnosis has none of the dangerous side effects of the drugs that relieve tension.
2. Tension-relieving drugs can cause weight loss or gain, illness, even death.
3. Hypnosis is nonaddicting.
4. Most of the drugs that relieve tension do foster addiction.
5. Tension-relieving drugs are expensive.
6. Hypnosis is inexpensive even for people who have not mastered self-hypnosis.

三、阅读以下段落，找出其中使用重复关键词和平行结构的地方。

I would like to go back to school so that I can become economically independent, support myself, and if need be, support those dependent upon me. I want a wife who will work and send me to school. And while I am going to



英文写作的要素与实践

school I want a wife to take care of my children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine, too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the children's clothes and keep them mended. I want a wife who is a good nurturing attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It may mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.

——Judy Syfers, *Why I Want a Wife*

四、找出以下段落中人称、数、时态不一致的地方，进行修改，以保证段落的连贯性。

The Hopi tihu, or kachina likeness, is often called a “doll”, but its owner, usually a girl or women, does not regard them as a play-thing. Instead, you treated them as a valued possession and hung them out of the way on a wall. For its owner the tihu represents a connection with the kachina's spirit. They are considered part of the kachina, carrying a portion of the kachina's power.

五、下面段落中应有的过渡连接词已被移除。参考文中提到的过渡词，在空格处分别填上恰当的过渡连接词，起到对比、强调、增强效果的作用。

All over the country, people are swimming, jogging, weightlifting, dancing, walking, playing tennis—doing anything to keep fit. (1) this school has consistently refused to construct and equip a fitness center. The school has (2) refused to open existing athletic facilities to all students, not just those playing organized sports. (3) students have no place to exercise except in their rooms and on dangerous public roads.

第三节 段落论述的充分性

一个论述充分的段落首先是一个完整的段落，也就是得有中心思想及细节论证。中心思想一般是以主题句的形式出现，可能出现在段首、段尾、段中，甚至是隐含在段落之中。段落中其他的句子都是支持句，用以解释或证明该中心思想。

决定段落论述是否充分的并不是段落的长度，而是写作对象、写作目的及段落的中心思想。读者对这个主题了解多少？应该陈述概况还是具体细节？他们的阅读目的是什么？该段落是要告知信息还是要说服读者？中心思想是决定论述是否充分的关键因素。如果中心思想很复杂，涵盖面广，就需要用广泛的理论、示例或事实来进行解释论证。如果中心思想很简单，或许一句话就足够了。

那么怎样才能做到论述充分呢？我们可以用事实来增强说服力、从理论上进行解释或用示例来进行阐述。

一、用事实来增强说服力

事实指可以通过研究、观察、思考得以证伪的任何事物，可以是数据、感官感受、书面材料、权威论断等，也可以是普遍接受的事实，用事实论证可以增强说服力。下面的两个例子分别用事实来证明主题句：

例 1: Julia Roberts is a versatile actress. In *Pretty Woman* she plays a likeable prostitute. In *Notting Hill* she plays a famous actress who fell in love with an ordinary man. In *Mona Lisa Smile*, she plays an unconventional professor at a traditional women's college in the 1950s.

例 2: Public officials have done a poor job of solving our city's traffic problems. The city's main highway is operating at four times its intended capacity. Rush "hour" lasts from 6:45 a.m. to 8:30 a.m. and from 4:45 p.m. to 6:30 p.m. Traffic accidents, according to the highway patrol, have more than doubled in the past five years.



英文写作的要素与实践

第一段中用 Julia Roberts 在三部电影中扮演的角色来说明她是一个多产的演员 (a versatile actress)，而第二段中用具体的数字 (四倍的负载量, 堵车的具体时间 6:45 a.m. ~ 8:30 a.m., 4:45 p.m. ~ 6:30 p.m.) 及权威的论断来说明主题句。例子中出现的具体事实给读者提供了自行判断主题句是否得到充分论述的基础。

二、用理论来解释

理论可以解释为什么事情会发生或为什么事情是这样发生的。像 because、since、the causes are、the purpose is 等都可以表明原因。但同一个现象或事物会有多种原因, 不同的人对同一事物的原因也会有不同解释, 因此需要仔细思考用以论述中心思想的理论, 尤其是有歧义的理论。看以下两个例子:

例 1: To overcome math failure, you must first understand why so many students fail. Math anxiety afflicts many students who have a “fear of failure”. A fear of success can also affect students’ performance in math. Equating math grades with self-esteem can lead to negative feelings that direct attention away from the task. Procrastination is the reason many math students get behind and never catch up.

例 2: So far, our community has remained safe even though we live near a high-crime area. One reason is that the city has installed quartz halogen bulbs in the street lights to make it harder for criminals to hide. Police make regular neighborhood patrols. Also, we have a successful neighborhood watch program. Besides, our school board approved a crime-prevention program for several years.

这两段各自的第一句是主题句, 也就是要论证的中心思想。第一个例子中作者共用了四个理由来解释数学考试不及格的原因: math anxiety、fear of success、equating grades with self-esteem 及 procrastination。在第二个例子中作者用了 community’s lighting、police patrols、neighborhood watch program 及 crime-prevention program 四个理由来论证主题。

三、用例证来阐述

举例是另一种论述中心思想并解释观点的方法，因为它往往迎合了人们的感官——听觉、嗅觉、味觉、触觉、视觉，这非常容易让读者形成清晰生动的画面，从而准确地论述观点。可以用 such as、for example、to illustrate 等引出例子。举例来说：

例 1: Some people name their car after people, but I call mine “unreliable”. Sometimes it will not start. The gas gauge gives incorrect readings. The oil light comes on even though I have just added oil. The tires will not stay balanced. This morning the brakes failed. For the last year it has been in the shop at least once a month.

例 2: My job as a volunteer firefighter is a rewarding experience. I have earned the respect of my male coworkers by proving that I am willing to work as hard as they do. I know I am making an important contribution to my community because of the commendations our department has received. I have felt the gratitude of the people I have helped to safety during a fire. I have developed new confidence in myself because I am doing a job that in the past women were not supposed to be able to do.

在第一个例子中，作者举了汽车在 gauge、oil light、tires、brakes and trips to shops 等方面的表现作为例子来说明为什么给它取名 “unreliable”（不靠谱）。第二个例子中，作者用 the respect of male coworkers、the contribution to the community、the gratitude from the people 及 personal confidence 四个方面的例子来说明为什么她的工作是 rewarding 的经历。所举的例子让读者的感官感受产生共鸣，增强了说服力。

例证所用的例子可以是简例、详例或假设的例子。简例，顾名思义，就是用一两句话简单概括例子的内容，用以论述观点，如：

Personal history, educational opportunity, individual dilemmas—none of these can inhibit a strong spirit committed to success. No task is too hard. No amount of



英文写作的要素与实践

preparation is too long or too difficult. Take the example of two of the most scholarly scientists of our age, Albert Einstein and Thomas Edison. Both faced immense obstacles and extreme criticism. Both were called “slow to learn” and written off as idiots by their teachers. Thomas Edison ran away from school because his teacher whipped him repeatedly for asking too many questions. Einstein didn't speak fluently until he was almost nine years old and was such a poor student that some thought he was unable to learn. In the end, both Einstein and Edison overcame their childhood persecution and went on to achieve magnificent discoveries that benefit the entire world today.

——*Never give up* (新视野大学英语第三版, 第三册)

这一段中用了 Albert Einstein 和 Thomas Edison 两个具有共同特点的简例共同论述了主题句:

Personal history, educational opportunity, individual dilemmas—none of these can inhibit a strong spirit committed to success.

详例, 顾名思义, 就是用比较生动、具体的语言详细描述一个事物, 同样还是论述主题句, 如:

Consider also the heroic example of Abraham Lincoln, who faced substantial hardships, failures and repeated misfortunes in his lifetime. His background was certainly not glamorous. He was raised in a very poor family with only one year of formal education. He failed in business twice, suffered a nervous breakdown when his first love died suddenly and lost eight political elections. Later in life, he suffered profound grief over the tragic death of three of his four children. Yet his strong will was the spur that pushed him forward, strengthening his optimism, dedication and determination. It intensified and focused his efforts and enabled him to triumph over the overwhelming failures and profound difficulties in his life. A hundred years later, people from around the world commend Abraham Lincoln as the greatest American president of all time.

——*Never give up* (新视野大学英语第三版, 第三册)

这一段与上一段是同一篇文章中前后相邻的两篇, 两段都共同论述同

一主题句:

Personal history, educational opportunity, individual dilemmas—none of these can inhibit a strong spirit committed to success.

仔细阅读就会发现, Albert Einstein 和 Thomas Edison 与 Abraham Lincoln 三个例子之间的区别。如上文分析, 前两者的例子概括性很强, 并没有展开论述, 而后者则充分详细说明了 Abraham Lincoln 的困难历程和艰苦奋斗, 最后成为最伟大的美国总统, 以此来论述主题句。

假设的例子, 顾名思义, 不是真实发生的, 是为了论述主题而虚拟假设出来的。这种例子具有针对性强、说服力足的优点, 但是要注意, 使用假设的例子一定要切合主题。例如:

Imagine this. Your father has been stricken with serious heart attack. At the hospital, you learn he has a chance to survive—if he can receive a heart transplant. But there are no heart donors available. Your father is one of the 1.5 million Chinese each year who need an organ transplant but cannot get one because of a shortage of donors.

四、段落结构

不管论述中心思想用的是事实、理论还是示例, 一定要结构清晰。为了让结构更清晰, 信息更具体, 可以采用三层 (three-level) 论述的模式。第一层是总体陈述 (general statement), 提出主题思想, 多以主题句 (topic sentence) 的形式出现; 第二层是主要证据 (primary evidence), 就是主要的细节 (major details); 第三层是次要证据 (secondary evidence), 就是更详细的细节 (minor details)。例如:

总体陈述 Level 1

My health club has become more a social gathering place than a fitness center.

主要细节 No.1 Level 2

For one thing, people come here to see and be seen.



英文写作的要素与实践

次要细节 No.1 Level 3

The men and women wear skimpy outfits that show off their bodies.

次要细节 No.2 Level 3

The women wear makeup, and their hair is attractively styled as if they were going on dates

次要细节 No.3 Level 3

The men seek to impress the women by trying to outdo each other lifting weights.

主要细节 No.2 Level 2

Also, some people use the health club as a meeting place.

次要细节 No.1 Level 3

Men and women join because they have heard it is a safe place to meet people.

次要细节 No.2 Level 3

They can observe each other's behavior and get to know each other before going out.

练习题

一、下面这个段落的展开采用了三层论述的模式 (three-level development) : 总体陈述—主要细节—次要细节。读完这一段, 按照给出的层次填充三层式结构。

Getting a college education has not been easy for me. One thing that makes it difficult is that I am a working mother of two children who are still in school. I have to get up early to make their breakfast and see them off. Also, I try to arrange my schedule to be at home when they arrive. Helping them with their homework is important to me but leaves me less time to do my own studying. My job is another thing that makes

it hard for me to get an education. I work as a receptionist in a doctor's office in the mornings from 8 : 00 A.M. until 11 : 30 A.M. If a class I need is scheduled at these time, then I have to postpone taking it until it is offered at a more convenient time. Because of my job, it will probably take me a long time to get my degree. Studying adds to these difficulties. It has been a while since I attended school, and my skills are a little rusty. Though getting a college education is a difficult, the struggle is worth it, not only for me but also for the good example I set for my children.

Level 1 I. Topic Sentence

Level 2 A. One thing

- Level 3
- 1.
 - 2.
 - 3.
 - 4.

Level 2 B.

- Level 3
- 1.
 - 2.
 - 3.

Level 2 C.

- Level 3
- 1.
 - 2.

Level 1. II. Concluding Sentence

二、判断以下三个段落各自采用什么方法来进行充分论述。

1. As a matter of fact, the whole history of discovery is filled with people who used erroneous assumptions and failed ideas as stepping stones to new ideas. Columbus thought he was finding a shorter route to India. Johannes Kepler stumbled onto the idea of interplanetary gravity because of assumptions which were right for the wrong ideas. And, Thomas Edison knew 1800 ways not to build a light bulb. We can learn from the experience of these predecessors that sometimes a



英文写作的要素与实践

series of apparent failures is really a precursor to success. The voluminous personal papers of Edison reveal that his inventions typically did not spring to life in a flash of inspiration but evolved slowly from previous works.

2. These sorts of problems are the ones that spring the failings and foibles that are part-and-parcel of human nature. Our problems involving interpersonal relationships with people of the opposite sex stem from basic differences between the two sexes. The social problems of prejudice and discrimination know no chronological bounds because it is our nature to fear and mistrust people who are different from us. War and crime stem from the male aggressive instinct and innate desire for power. We have never been able to solve social problems such as homelessness and hunger because we are driven by self-interest.

3. The language problem that I was attacking loomed larger and larger as I began to learn more. When I would describe in English certain concepts and objects enmeshed in Korean emotion and imagination, I became slowly aware of nuances, of differences between two languages even in simple expressions. The remark “Kim entered the house” seems to be simple enough, yet, unless a reader has a clear visual image of a Korean house, his understanding of the sentence is not complete. When a Korean says he is “in the house”, he may be in his courtyard, or on his porch, or in his small room! If I wanted to give a specific picture of entering the house in the Western sense, I had to say “room” instead of house—sometimes. I say “sometimes” because many Korean entertain their guest on their porches and still are considered to be hospitable, and in the Korean sense, going into the “room” may be a more intimate act than it should be in the English sense. Such problems!

第四节 句子规范

句子是段落的基本组成成分。要写出好的段落来，至少要保证句子在语法上正确，并尽可能做到句子优美、简洁、有表现力。

为保证句子的正确性，写作时要特别注意避免出现错误的语法结构，常见的注意事项如下（其中①至⑧项参考第七章“常见的句子问题及修改”；⑨至⑩参考第八章“英语标点符号及其使用”）：

- ① 检查句子是否完整，避免残缺句；
- ② 检查句子是否是逗号连接句或聚合句；
- ③ 使用正确的动词形式；
- ④ 确保主谓、代词的搭配一致；
- ⑤ 检查是否有错位修饰语，避免插入性修饰语、垂悬修饰语等；
- ⑥ 名词的单复数是否正确；
- ⑦ 去掉俚语、陈词滥调及做作夸张的表达；
- ⑧ 避免拼写错误；
- ⑨ 正确使用标点符号：逗号、句号、问号、感叹号、分号、冒号、撇号、括号、连字符；
- ⑩ 恰当使用大写字母。

句子不仅要在语法上正确，一篇好的文章更需要有力而精彩的句子。修改句子时特别注意以下几个方面的问题，有助于写出有力的句子（具体内容参考第六章“有力的句子”）：

- ① 句子的语言是否准确、生动、简洁，避免使用啰嗦、空洞、花哨、含义模糊的词；
- ② 句子是否通过词序、主动语态、重复关键词、强动词、累积句或尾重句等手段来突出中心思想，强调重点；
- ③ 句式是否丰富多样，在句子长度、开头、语序、结构、功能上体现丰富性；
- ④ 句子是否使用了并列结构及从属结构，表达复杂的思想；
- ⑤ 句子是否使用了排比结构，增强气势；
- ⑥ 是否保证了人称、时态、语气、数的一致性。



第四章 段落的展开

段落不是句子的随意拼凑，而是有意义的紧密结合。在多数情况下，段落的展开遵循了一种模式或糅合了几种模式，开篇的引入段、最后的结尾段及中间的某些过渡段会有特定的要求。在这一章中，我们将详细讲述常见的段落展开模式、特殊类型的段落、段落之间的衔接等内容。

第一节 段落的展开模式

了解段落的组成要素后，下一步就需要根据中心思想的需要和材料的实际情况，用适当的展开方法把材料有机地组织起来，形成完整、连贯、论述充分的段落。写作时往往采用某种固定的模式，常见的段落展开模式有记叙、描写、举例、下定义、划分与分类、比较与对比、类比、因果、过程。

一、记叙

记叙 (narration)，回答的是事情是怎样发生的问题，因此常按事件发生的顺序来重述一件事情。多数是按从前往后、从开始到结束的时间顺序。但值得注意的是，作者不仅要关注事件发生的先后顺序，还要关注事件的结果，以及对整体的重要性。因此，记叙的过程与事件发生的过程并

非完全吻合，需要强调有特殊意义的情节。有时会采用倒序等方法对事件进行再安排，常用有时间标志词的短语，如 in 1991、two years later、after that 等以及表达时间的过渡词或短语，如 meanwhile、eventually、soon、later、first、second、then、finally、also、besides、furthermore、moreover、in addition、too 等。下面这段英文记叙了作者钓鱼的有趣经历：

Around two o'clock in the afternoon, I was fishing by the river. A man came over and sat beside me. Then he began to talk about how good he was in fishing. He also offered to help me land the fish. I just couldn't refuse him. Half an hour passed. Suddenly, I had a big fish hooked. I pulled the line quickly. When I had the fish close to the shore, I told the man to grab it quickly. He grabbed the line instead! Within a second, the hook became out of the fish's mouth and it swam away. From then on, I never trusted any stranger when fishing.

这段记叙文中有表示时间的短语 around two o'clock in the afternoon，也有表示过渡的表达方式，如 then、half an hour passed、when、within a second、from then on。这些表达方式很自然地将段落中的细节衔接为一体，使得记叙非常流畅自如，让读者看清楚发生了什么事情。

二、描写

描写 (description)，解决的是事物看起来、听起来、摸起来、闻起来、尝起来怎么样的问题，提供关于一个人、地点、事物或感情的细节，读者希望通过作者的描写看到一幅画面。为了尽可能让描写的画面生动真实，作者必须用能满足读者感官（视觉、听觉、触觉、嗅觉、味觉）的具体细节来描写。描写性文章或段落比其他任何文章 / 段落模式都需要准确丰富的细节，因而需要生动、具体、准确的用词。比较以下两句话：

In the window was a fan.

The blades of the rusty window fan clattered and whirled as they blew out a stream of warm, soggy air.

第一句话是最简单的描写，没使用任何触及感官的词，只能说明“是



英文写作的要素与实践

什么” (What is it?) 的问题, 不会给读者呈现画面感。而第二句的用词触及了视觉 (rusty)、听觉 (clattered and whirled)、触觉 (warm、soggy), 能够说明“是什么样子的” (What is it like?) 的问题, 会形成强烈的画面感, 给读者留下深刻印象。请欣赏下面一段:

The air in the ore factory tasted like dirt and jackhammers roared steadily. Workers stared at me as I passed. I climbed the torn hillside above the factory, the dust settling dry in my throat, and then the path swung west into another cross valley and I had entered the countryside. The Wu (乌江) was bordered by high white cliffs of limestone, and crops in the lower valley were terraced atop walls of rock. Wheat stood in neat rows, nearly ready for harvest, and the hills were sprinkled with the yellow of rapeseed coming into season.

—— Peter Hessler, *River Town: Two Years on the Yangtze*

这一段描写非常生动, 画面感很强, 让读者能想象出一幅画, 一个动态的场景, 这是因为作者采用了一系列能刺激感官的短语, 如 tasted like dirt、roared steadily、dry in my throat、swung west、high white cliff、neat rows、sprinkled。这些短语强烈地刺激着读者的味觉、听觉、视觉, 能给读者留下深刻生动的印象。

三、例证

例证 (exemplification), 顾名思义, 就是用例子来论证主题。这种模式常见于议论文和说明文, 用例子说明或支持中心思想, 从而准确解释观点或依据。例证法所举的例子可以是简例、详例或假设的例子 (见第三章第三节“用例证来阐述”)。

在例证式段落里, 一般采取主题先行、例证随后的结构。为了说明概括性较强的主题, 往往需要两到三个例子, 如果只有一个例子, 应该充分展开。所选取的例子一定要有代表性、典型性、具体性, 而且要按一定的顺序组织, 不能随意堆砌。根据例子特点, 可以采用时间顺序, 也可以是重要性顺序, 从最不重要到最重要, 或从重要到最不重要。例子可以来源

于个人经历、周围人的经历或历史名人。

举一个简短的段落作为示例：

The first day of school was frustrating. My sociology course was canceled. Then, I couldn't find the biology lab. And the line at the bookstore was so long that I went home without buying my textbooks.

这小段用了作者自身的三件小事（课程取消，找不到实验室，没买上教材），采用时间顺序，说明了开学第一天是多么倒霉！

Personal history, educational opportunity, individual dilemmas—none of these can inhibit a strong spirit committed to success. No task is too hard. No amount of preparation is too long or too difficult. Take the example of two of the most scholarly scientists of our age, Albert Einstein and Thomas Edison. Both faced immense obstacles and extreme criticism. Both were called “slow to learn” and written off as idiots by their teachers. Thomas Edison ran away from school because his teacher whipped him repeatedly for asking too many questions. Einstein didn't speak fluently until he was almost nine years old and was such a poor student that some thought he was unable to learn. In the end, both Einstein and Edison overcame their childhood persecution and went on to achieve magnificent discoveries that benefit the entire world today.

——*Never give up*（新视野大学英语第三版，第三册）

这一段则是用两个历史名人（Albert Einstein and Thomas Edison）的人生故事来说明主题句。

如上文所述，也可以用篇幅较长的一个详细的例子来深刻地探讨一个相对复杂的观点，见下例：

In January 2003, voting activist Bev Harris was holed up in the basement of her three-story house in Renton, Washington, searching the Internet for an electronic voting machine manual, when she made a startling discovery....

“There was a lot of stuff that shouldn't have been there.” Harris said

Harris discovered that she could enter the vote database using Microsoft



英文写作的要素与实践

Access—a standard program often bundled with Microsoft Office—and change votes without leaving a trace. Diebold hadn't password-protected the file or secured the audit log, so anyone with access to the tabulation program during an election—Diebold employees, election staff or even hackers if the county server were connected to a phone line—could change votes and alter the log to erase the evidence.

“It was getting scarier and scarier,” Harris said, “I was thinking we have an immense problem here that's much bigger than me.”

Over the past year, doubts about the accuracy and integrity of e-voting equipment have been growing, thanks to Harris' discovery.

——Kim Zetter, *How E-voting Threatens Democracy*

这几段用 Bev Harris 发现网上投票数据库容易遭到入侵这个单一的但详细的例子来探讨网络投票是怎样影响民主的。

四、因果分析

因果分析 (cause-effect analysis) 解决的是为什么发生, 或会发生什么结果的问题。在探讨社会、经济、政治事件或问题时, 因果分析尤其重要。因果分析可以侧重原因分析, 也可以侧重结果分析。不管侧重点是什么, 都需要用一个主题句概括整段的中心思想, 再用举例、描写、列举等方式分析原因或结果。

因果段落必须有严密的逻辑推理。不管是分析原因还是结果, 都必须遵守以下基本模式:

原因 A (cause) — 导致 — 结果 B (effect)

基于因果关系的推理必须谨慎判断因与果的联系。要在因与果之间建立严谨的关系, 需要考虑以下三个问题:

- 事件之间是否有直接显著的关系? 因果关系总是先因(A)后果(B), 但并不是 B 发生在 A 之后就说明 A 是因, 导致了 B 这个结果。

- 是否会重复发生? 要形成 A 导致 B 的因果关系, 必须保证每次有 A

都会发生 B；或没有 A 这个条件，B 就不会发生。

· 是否有多个原因 / 结果？一定要避免过分简单化。单因单果的模式往往不全面，必须仔细分析一个原因是否会产生多个结果，或一个结果是由多个原因造成的。

看下面这个例子：

Television's contribution to family life has been an equivocal one. For while it has kept the members of the family from dispersing, it has not served to bring them together. By its domination of the time families spend together, it destroys the special quality that distinguishes one family from another, a quality that depends to a great extent on what a family does, what special rituals, games, recurrent jokes, familiar songs, and shared activities it accumulates.

——Marie Winn, *The Plug-in Drug: Television, Children, the Family*

显然，这段话的主题句是“Television's contribution to family life has been an equivocal one”。后文中用 For 来引出了一个原因。

五、比较与对比

比较与对比 (comparison and contrast) 回答的是跟其他事物有什么相同或不同之处的问题。比较 (comparison) 是找相同之处，而对比 (contrast) 是找不同之处。比较与对比往往搭配使用。

比较与对比的段落有两种组织方式。一种是逐点比较 (point-by-point comparison) 或交互式比较 (alternating comparison)，把比较对象的几个点逐个来回比较与对比；另一种是整体比较 (block comparison) 或对象比较 (subject-by-subject comparison)，先逐个分析一个比较对象的几个点，再分析另一个对象。其基本模式分别为：

逐点比较 (point-by-point comparison)

Point A: subject A, subject B

Point B: subject A, subject B



英文写作的要素与实践

Point C: subject A, subject B

整体 / 对象比较 (block/subject-by-subject)

Subject A: point A, point B, point C

Subject B: point A, point B, point C

欣赏以下两段，理解两种不同的比较模式：

逐点比较 (point-by-point comparison) / 交互比较 (alternating comparison) :

There are two Americas. One is the America of Lincoln and Adlai Stevenson; the other is the America of Teddy Roosevelt and the modern superpatriots. One is generous and humane, the other narrowly egotistical; one is self-critical, the other self-righteous; one is sensible, the other romantic; one is good-humored, the other solemn; one is inquiring, the other pontificating; one is moderate, the other filled with passionate intensity; one is judicious and the other arrogant in the use of great power.

——J. William Fulbright, *The Arrogance of Power*

整体比较 (block comparison) / 对象比较 (subject-by-subject comparison) :

First, it is important to note that men and women regard conversation quite differently. For women it is a passion, a sport, an activity even more important to life than eating because it doesn't involve weight pain. The first sign of closeness among women is when they find themselves engaging in endless, secretless rounds of conversation with one another. And as soon as a woman begins to relax and feel comfortable in a relationship with a man, she tries to have that type of conversation with him as well. However, the first sign that a man is feeling close to a woman is when he admits that he'd rather she please quiet down so he can hear the TV. A man who feels truly intimate with a woman often reserves for her and her alone the precious gift of one-word answers. Everyone knows that the surest way to spot a successful long-term relationship is to look around a restaurant for the table where

no one is talking. Ah ... now that 's real love.

——Merrill Markoe, *Men, Women and Conversation*

第一段中, There are two Americas 是主题句, 然后用 one is ... , the other ... 的方式把两个 America 的具体体现逐点交替进行比较, 这就是交互式比较。第二段中, men and women regard conversation quite differently 是主题句, 然后整体讲述 women 对 conversion 的理解, 如果与 men 建立亲密关系会采取什么样的谈话方式; 再整体描述 men 是如何看待对话的, 与亲密的 women 会采用什么样的谈话方式。这就是整体比较。

六、类比

类比 (analogy) 是一种特殊形式的比较 (comparison)。它比较的是不同范畴的事物, 比如河流和生命, 它们属于不同范畴, 但有不断流逝、一去不返的共性。解释陌生的事物可以用熟悉、具体的事物来类比, 用已知讲未知, 通俗易懂。类比段落常用明喻或暗喻来开始这种比较。见下段:

Casual dress, like casual speech, tends to be loose, relaxed and colorful. It often contains what might be called “slang words”: blue jeans, sneakers, baseball caps, aprons, and the like. These garments could not be worn on a formal occasion without causing disapproval, but in ordinary circumstances they pass without remark. “Vulgar words” in dress, on the other hand, give emphasis and get immediate attention in almost any circumstances, just as they do in speech. Only the skillful can employ them without some loss of face, and even then they must be used in the right way. A torn, unbuttoned shirt or wildly uncombed hair can signify strong emotions: passion, grief, anger, despair. They are most effective if people already think of you as being neatly dressed, just as the curses of well-spoken persons count for more than those of the customarily foul-mouthed.

——Alison Lurie, *The Language of Clothes*

casual dress (休闲装) 与 casual speech (日常谈话) 并不是同类事物, 但由于其相似性 (loose、relaxed 和 colorful), 两者可以进行类比。此处将



英文写作的要素与实践

casual dress 里的 jeans、sneakers、baseball caps 等类比成 casual speech 里的 slang words；将 casual dress 里 torn、unbuttoned shirt or wildly uncombed hair 类比成 casual speech 里的 Vulgar words。

七、分类与归类

分类 (division) 也称为分析 (analysis)，是把某事物分成组成要素，解释有哪些组成部分或特征。分类 / 分析段通常先给定一个事物，然后解释事物的不同部分。如下段：

We all listen to music according to our separate capacities. But, for the sake of analysis, the whole listening process may become clearer if we break it up into its component parts, so to speak. In a certain sense we all listen to music on three separate planes. For lack of better terminology, one might name these: ① the sensuous plane; ② the expressive plane; ③ the sheerly musical plane. The only advantage to be gained from mechanically splitting up the listening process into these hypothetical planes is the clearer view to be had of the way in which we listen.

——Aaron Copland, *What to Listen for in Music*

这是一个分类段，把 listening process 分成了三步：the sensuous plane、the expressive plane，以及 the sheerly musical plane。

但这种分析往往并不是简单地识别罗列要素，而是一种批判性思考，还要分析解释要素的意思、意义和关系。看下段：

The surface realism of the soap operas conjures up an illusion of “liveness”. The domestic settings and easygoing rhythms encourage the viewers to believe that the drama, however ridiculous, is simply an extension of daily life. The conversation is so slow that some have called it “radio with pictures.” Advertisers have always assumed that busy housewives would listen, rather than watch. Conversation is causal and colloquial, as though one were eavesdropping on neighbours. There is plenty of time to “read” the characters’ faces; close-ups establish intimacy. The

sets are comfortably familiar: well-lit interiors of living rooms, restaurants, offices, and hospitals. Daytime soaps have little of the glamour of their prime-time relations. The viewers easily imagine that the conversation is taking place in real time.

——Ruth Rosen, *Search for Yesterday*

在这段中，要分类讨论的话题是 how “liveness” appears to be an extension of daily life，而将 “liveness” 分成的几个要素是：slow conversation、causal conversation、intimate close-ups、familiar sets、absence of glamour、appearance of real time。从要素的构成能看出要素之间不是无意义的堆砌，而是相互关联的。

归类（classification）是对事物进行归纳总结，根据一个或几个标准或原则将事物分成几组、几类或几种。归类时要坚持以下原则：

- 归类标准要单一且统一；
- 归类后的分类相互间不得有重合，不得必须互斥；
- 严肃正式的归类不得遗漏明显的种类；
- 归类时避免范围不同，如 Japan、Thailand、Beijing 就犯了范围不同的错误。例如：

Charles Babbage, an English mathematician, reflecting in 1830 on what he saw as the decline of science at the time, distinguished among three major kinds of scientific fraud. He called the first “forging” by which he meant complete fabrication—the recording of observations that were never made. The second category he called “trimming” ; this consists of manipulating the data to make them look better, or, as Babbage wrote, “in clipping off little bits here and there from those observations which differ most in excess from the mean and ins sticking them on to those which are too small” . His third category was data selection, which he called “cooking” —the choosing of those data that fitted the researchers’ hypothesis and the discarding of those that did not. To this day, the serious discussion of scientific fraud has not improved on Babbage’ s typology.



——Morton Hunt, *New York Times Magazine*

这是一个典型的归类段，作者将 scientific fraud 归为三类：forging、trimming、cooking。这三者都是 scientific fraud 的某种形式。

八、过程

过程（process）描述了做某件事情的一系列步骤和动作，通常按照时间顺序展开，告诉读者怎样完成一项任务。详尽有力的过程描述应包括所有的步骤，但具体到什么程度取决于作者是想告诉读者做某件事的具体步骤还是仅仅作一般性概述。下面的段落就告诉读者如何一步一步地 change oil of the car。

As a car owner, you waste your money when you pay a mechanic to change the engine oil. The job is not difficult, even though you know little about cars. All you need is a wrench to remove the drain plug, a large, flat pan to collect the draining oil, plastic bottles to dispose of the used oil, and fresh oil. First, warm up the car's engine so that the oil will flow more easily. When the engine is warm, shut it off and remove its oil-filler cap. Then locate the drain plug under the engine and place the flat pan under the plug. Remove the plug with the wrench, letting the oil flow into the pan. When the oil stops flowing, replace the plug and, at the engine's filler hole, add the amount and kind of fresh oil specified by the owner's manual. Pour the used oil into the plastic bottle and take it to a waste oil collector, which any garage mechanic would recommend.

——Anthony Andreas, *Do-It-Yourself Car Care*

为了使过程的各个步骤更有条不紊，可以借助图表、图片或其他图形来帮助描述。常见的流程图就是很好的例子。图 4-1 是腌菜（pickled vegetables）的流程，读者一眼就能看明白该怎样做：

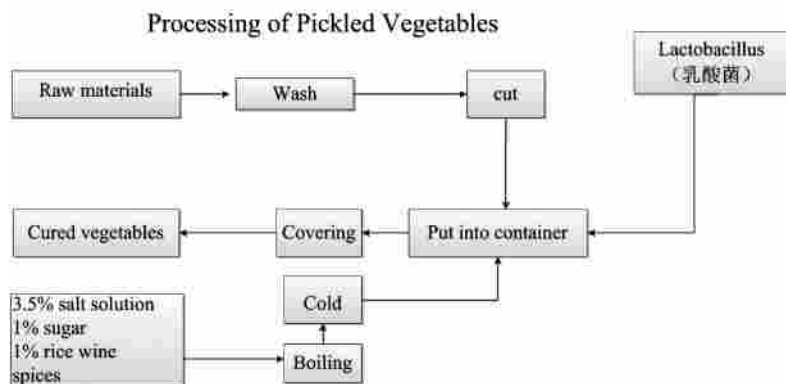


图 4-1 腌菜 (pickled Vegetables) 的制作流程

九、下定义

下定义 (definition) 是说某物是什么, 不是什么, 指明某物与同类事物的区别性特点。具体、没有争议的术语, 如 desk、knife 等, 很容易定义, 一句话就能解释明白。但复杂、有争议、抽象的术语则需要扩展定义 (extended definition), 不能像词典里词条的解释那么简单抽象, 可能需要一个段落甚至一篇文章来进行解释。同时, 不能用抽象的术语来定义抽象的术语, 否则读者会陷入不断猜测新抽象术语的困境。可以用本章中提到的其他模式, 如举例、归类、类比、比较与对比等来进行定义。欣赏下段:

A gadget is nearly always novel in design or concept and it often has no proper name. For example, the semaphore which signals the arrival of the mail in our rural mailbox certainly has no proper name. It is contrivance consisting of a piece of shingle. Call it what you like, it saves us frequent frustrating trips to the mailbox in winter when you have to dress up and wade through snow to get there. That's a gadget!

这段话是要给 gadget 下定义, 给出的定义是 A gadget is nearly always novel in design or concept and it often has no proper name。但是这样的定义并不能让读者有一个清晰的概念, 于是作者就用了举例的方法, 用生活中常见的物品 (something that signals the arrival of the mail) 来举例说明什么是



gadget。

练习题

一、根据所提供的话题及指定的段落展开模式，至少写出三个统一、连贯、论述充分的段落，所选择的段落展开方式不要重复。

1. 记叙

An experience of public speaking

A disappointment

Leaving home

2. 描写

Your room

A crowded or deserted place

An intimidating person

3. 举例

The best sports event

Usefulness of a self-help book

Why study

4. 下定义

Humor

Fear

Authority

5. 分类

A television news show

A piece of music

6. 归类

Factions in a campus controversy

A web site

Types of websites

Kinds of teachers

7. 比较与对比

Connection between tension and anger

Causes of failing a course

Connection between debt and credit cards

8. 因果

Surfing the web and watching TV

School life and career life

Movies on TV and in a theater

9. 类比

Paying taxes and donating blood

Graduating from high school and released from prison

The constitution of a country and the foundation of a building

二、根据逻辑顺序重新对以下句子进行排序，使这些句子形成连贯的段落，然后判断这个段落采用的是什么展开模式。

1 Numerous benefits can come from cloning technology.

The resulting child and its descendants would carry the corrected gene in every cell.

One of these is a treatment for infertility.

Cloning technology can also help “perfect” gene treatment, the actual correction or replacement of defective gene sequences.

Human cloning can offer a chance of success to infertile people who want to have children.

Twelve million Americans are infertile at child bearing age.

It would allow scientists to take a cell and have its genome modified.

Research on the basic processes of cell differentiation can lead to dramatic new medical interventions.

三、以下句子出自一篇参观窗户玻璃制造工厂的日记，第一句已经给



英文写作的要素与实践

出, 请对其他句子进行重新排序, 确保段落的连贯性。重新排序形成段落, 判断这个段落采用的哪种展开模式。

___ 1 Last week, we visited a large factory where they make window glass.

___ Special rollers took hold of the sheet at either side and carried it upwards.

___ Here some men lowered a metal frame into the liquid.

___ They then fed the mixture into a big hot oven.

___ Our guide told us that at this stage it was necessary for the glass to cool slowly as this would make it very strong.

___ At a height of 30 feet, the sheet of the glass became cool and another machine cut it into big pieces which workmen stored away together.

___ Then they added some broken glass to the mixture as this helps it to melt.

___ We first saw workmen mixing sands and other materials together in the right amounts.

___ At the far end of the oven, a stream of liquid glass came out.

___ As the frame came up, it pulled away a hot sheet of glass.

___ Finally the glass was ready for use.

四、以下方框中是表示对比与比较的过渡词和过渡短语。选择恰当的过渡词和过渡短语, 将下面的段落补充完整。

表示比较:	accordingly	at the same time	first, second, third, etc	for one thing
	furthermore	in addition to	in fact	likewise
	for another	besides	equally	important
	then	moreover	then	too
表示对比:	different from	in contrast	on the contrary	in spite of
	on the other hand	nevertheless	although	but
	despite	whereas	yet	

There are both similarities and differences between the tourist-attracting

countries Italy and Greece. , both the Italians and Greeks are friendly people. , the cultural relics of both countries are fascinating: Rome's Colosseum and Athens' Parthenon are two of the world's greatest sights. Both countries offer comfortable tourist accommodations likewise. , the luxury hotels in Rome and Athens are excellent. , there are important contrasts between Italy and Greece: dining in Italy can be a memorable experience, food in Greece tends to wholesome but plain. And the look of each country is different. The Italian countryside is green and lush. , the Greek terrain is dry and desert-like. the elegant Italians, the Greek citizens dress and live more simply. all these differences, a tourist can expect a delightful holiday in either country.

五、阅读以下段落，判断导致考试失利的因果关系。

Many of my students have difficulty taking tests. For some, the test situation causes great stress and tension. The minds of these students “go blank” when they receive the test paper. Others do not know how to study and, thus, come to the test ill-prepared to answer the questions. Some students study correctly but do not follow the directions on the test. They are usually unable to finish the exam on time. These are some of the factors that contribute to the poor performance of certain students on tests.

1. The first group of students' problem on tests:

The cause:

The effect:

2. The second group of students' problem on tests:

The cause:

The effect:

3. The third group of students' problem on tests:

The cause:

The effect:



英文写作的要素与实践

六、阅读以下段落，首先分析采用的是哪种展开模式，其次根据要求回答问题。

For many people considering higher education, it is a challenge just to sort through the different kinds of educational programs available for adults. Vocational or technical schools are for people who want to get to work right away in a technical or service-oriented field such as nursing, electronics, automotive service and repair, dental or medical assisting. A community college can offer courses in these fields as well but can also provide students with courses in the variety of academic disciplines necessary to obtain an AA, or associate's degree. An undergraduate college usually offers a large variety of courses in various academic disciplines for students who want to obtain a BA or BS. And a university education can provide students with bachelor's, master's, and doctoral degrees.

1. How many types does this paragraph divide the higher learning institutions into? What are they?
2. What is the similarity between a technical school and a community college?
3. What is the difference between an undergraduate college and a university?
4. If you want to be a computer technician, where should you take the courses?
5. If you want to learn an MBA program, where should you be educated?

第二节 特殊类型的段落

特殊类型的段落常因其特殊的功能，不受段落完整性、连贯性、阐述性的限制，通常指的是引入段、过渡段及结尾段。

一、引入段

引入段奠定基调，把读者引入到作者的思路中，与文章的主体内容保持一致。一个好的引入段首先要能吸引读者的注意力，激发他们继续读下

去的兴趣；提供相应的背景知识；同时要点明主题，暗示作者态度；通常包含论点陈述，常出现在开篇段末。

引入段会使用一种或几种手段来达到以上效果，引出论点陈述。有效利用这些手段可增强引入段的说服力，常见手段如下：

- ① 先总体陈述后缩小主题；
- ② 简单讲述事件、故事等；
- ③ 提出问题；
- ④ 恰当生动的引用；
- ⑤ 解释选题的重要性；
- ⑥ 列出所要驳斥的观点；
- ⑦ 提供背景信息；
- ⑧ 创造生动的意象。

1. 由总及分

最常见的引入方法是由总及分，也就是说先总体陈述话题，然后将话题逐渐缩小至论点陈述句。作者以一个关于主题的论断或问题开头，从而在读者的经历或知识与选定主题之间形成一种过渡，用一句或几句话明确或缩小话题，最后提出论点陈述句，点明文章中心思想。看下段：

The United States has seen many changes in its economy during the last hundred years. Among these changes is the organization of workers. Unions were formed in the late 19th and early 20th centuries to battle against long workdays and bad working conditions. It was not uncommon then for a worker to be required to work 12 or more hours a day, 6 days a week, in hazardous and often deadly conditions. The workers organized against their employers and won their battle. Today it is very uncommon to find such oppressive conditions in the workplace. Why, then, do unions still exist? When we examine many of the labor battles of recent years, we find that unions exist only as bargaining units through which workers can gain higher wages—at any cost.

这段中，第一句引入一个非常宽泛的话题：the changes in the US



英文写作的要素与实践

economy。接下来的句子探讨得更加具体：the unions。最后一句道出论点陈述句：Unions exist only as bargaining units through which workers can gain higher wages—at any cost。

下面这个关于 The Declaration of Independence 的段落采用的也是这种由总及分的策略：

The Declaration of Independence is so widely regarded as a statement of American ideals that its origins in practical politics tend to be forgotten. Thomas Jefferson's draft was intensely debated and then revised in the Continental Congress. Jefferson was disappointed with the result. However, a close reading of both the historical context and the revision themselves indicates that the Congress improved the document for its intended purpose.

2. 简述故事

故事具体天然的吸引力，能抓住读者的好奇心。故事可以是作者亲身经历的、听到的或者读到的，但是一定要简练，且与所要讲的主题密切相关。看下段：

On an early Sunday morning, the young mother dressed her little girl warmly and gave her a candy bar and a well-worn stuffed rabbit. Then they drove downtown to a Methodist church. There the mother told the little girl to wait on the stone steps and she would go to buy a coca. But the mother never came back, because she couldn't cope with being a parent anymore. This is one of the thousands of cases of child neglect and abuse that occur annually. Perhaps the automatic right of being a parent should no longer exist. Would-be parents should be forced to apply for parental licenses for which they would have to meet three important conditions.

这段的开头描述了一个年轻妈妈抛弃小女孩的骇人故事，以此引出做父母应该有准入制度的观点。

3. 提出问题

提出问题可能是为了激发读者的思考，也可能是作者自问自答，在后

文的讲述中给出答案。如下段：

例 1: Why are Americans so terrified of using nuclear power as a source of energy? People are misinformed, or not informed at all, about its benefits and safety. If Americans would take the time to learn about what nuclear power offers, their apprehension and fear might be transformed into hope.

例 2: Isn't owning a private car a dream that is deeply rooted in any Chinese for years' time? Isn't it true that in developed countries, cars have already become an indispensable part of everyone's life? I think we are all familiar with the scene in the western movies when the whole family goes out on a car trip. When the parents sit at the front and the children at the back, isn't it indeed a very harmonious picture?

其中，例 1 是自问自答，问题后面紧跟着答案；例 2 则并没有给出答案，但是提出的问题恰是人们之前的真实想法，激发了读者的共鸣，读者自然会给出答案。

4. 恰当引用

引用的话可以是读到的句子、名人名言、俗语、谚语、广告语、周围的人的口头禅等。选择引用的话时一定要切合写作的主题。如：

“Fish and visitors,” wrote Benjamin Franklin, “begin to smell after three days.” Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days of their visit, I was thoroughly sick of my brother-in-law's corny jokes, my sister's endless complaints about her boss, and their children's constant invasions of our privacy.

本段中，作者的切身经历完美地验证了“Fish and visitors begin to smell after three days”这句话。

5. 解释所选话题的重要性

如果作者能说服读者相信所探讨的话题对他们都有用或者是他们应该了解的，也能吸引读者继续读下去。如下段论述了导致儿童死亡的重要因



英文写作的要素与实践

素是什么：

Disease like scarlet fever and whooping cough used to kill more young children than any other cause. Today, however, child mortality due to disease has been almost completely eliminated by medical science. Instead, car accidents are the number one killers of our children. And most of the children fatally injured in car accidents were not protected by car seats, belts, or restraints of any kind. Several steps must be taken to reduce the serious dangers car accidents pose to our children.

6. 列出与所持观点相反的情况

如果开篇的观点与作者所持的论点相反，会形成显著的冲突，吸引读者继续往下读。下面这个引入段先说自己对 35 岁上大学很有信心，但是实际情况与设想相反，形成了剧烈的冲突：

When I decided to return to school at 35, I wasn't at all worried about my ability to do the work. After all, I was a grown woman, who had raised a family, not a confused teenager fresh out of school. But when I started classes, I realized that those "confused teenagers" sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had to learn how to locate information in a library, how to write a report, and even how to speak up in a class discussion.

7. 创造生动的意象

通过创造生动的意象，可以为论点陈述做铺垫。有时是水到渠成，有时与论点相反，形成冲突，如下面这个段落：

Canada is pink. I knew that from the map I owned when I was six. New York was green and brown, which was as true as far as I could see, so there was no reason to distrust the map makers' portrait of Canada. When my parents took me across the border and we entered the immigration booth, I looked excitedly for the pink earth. Slowly it dawned on me; this foreign, "different" place was not

so different. I discovered that the world in my head and the world at my feet were not the same.

8. 提供相应的背景知识

背景知识为读者理解段落提供了环境，但是作者所交待的背景知识一定要与论述的主题相关，否则会误导读者。下面一段是论述夏威夷作为旅游胜地的背景知识：

Hawaii has been a popular tourist destination since the 1920s. In the early days, tourists travelled to Hawaii aboard steamships to experience first hand the romantic beauty that had been popularized in Hawaiian songs of the teens. And by the 1940s, Hollywood films like *Waikiki Wedding* featuring scenes shot on location, drew thousands more tourists to the growing number of hotels along Waikiki Beach. Today, Hawaii is the number one American tourist destination.

9. 常见误区

由于缺乏写作练习或阅读量较少，初学者在写作引入段时，会用到一些不恰当的表达方式，常见的不恰当表达见下文。学习者应以此为鉴，尽量避免。

- ① 模糊的概括或真理。不要夸大表述，如 Throughout the world 等；
- ② 陈词滥调，滥用的表达，如 Love is grand；
- ③ 平淡的陈述，如 The purpose of this essay is ...; In this essay I will...
- ④ 重复文章题目，如 The topic of this essay is ...; sth is a big problem;
- ⑤ 道歉，不自信，如 I' m not sure if this is right, but ...; I don' t know much about this, but this is my opinion.
- ⑥ 不宜过分使用疑问句。“Why is there such an obesity epidemic in America?” 不如它的答案 “The obesity epidemic in this country has several causes, but the worst is our fast-food culture” 更有力度。

二、结尾段

结尾，即结语（conclusion），是对前文的自然总结，也是读者记忆最



英文写作的要素与实践

深刻的部分。恰当的结尾应是对前文的归纳总结，深化提高，从而强化作者观点，增强说服力。文章结尾可以只有一句话，也可以是一段话，独立成段。

好的结尾要归纳总结中心思想，而不是简单重复前文的要点，更不能把前文的话照抄一遍。如果可能，参照批判性阅读中对综合的讲述，形成最后的结语。结尾段也有些常见的策略，引入段的策略基本上都可以用在结尾段中。

在结尾的策略中，最常见的是由分及总。由分及总的结尾方式与由总及分的引入段方式遥相呼应。这种方式通常先重述论点陈述句（当然不能是一字不差的重复，而是重申或强调），然后过渡到几个概括性较强的陈述。下面这段就采用由总及分的方式，先用一句话陈述两个人的不同，然后分别表述不同的具体体现，最后以概括性更强的句子结束段落。

Lastly, and perhaps greatest of all, there was the ability, at the end, to turn quickly from war to peace once the fighting was over. Out of the way the two men behaved at the Appomattox came the possibility of a peace of reconciliation. It was a possibility not wholly realized, in the years to come, but which did, in the end, help the two sections to become one nation again After a war whose bitterness might have seemed to make such a reunion wholly impossible. No part of either man's life became him more than the part he played in this brief meeting in the Mclean house at Appomattox. Their behavior there put all succeeding generations of Americans in their debt. Two great Americans, Grant and Lee, very different, yet under everything are very much alike. Their encounter at Appomattox was one of the great moments of American history.

—— Bruce Catton, *Grant and Lee: A Study in Contrasts*

其他常见的结尾方式还有以下几种：

① 恰当引用，表明作者的观点能引起共鸣，有广泛的关注群体。如：

Despite the celebrity that accrued to her and the air of awesomeness with which she was surrounded in her later years, Mill Keller retained an unaffected personality, certain that her optimistic attitude toward life was justified. "I believe that all

through these dark and silent years God has been using my life for a purpose I do not know,” she said, “But one day I shall understand and then I will be satisfied.”

—— Alden Whitman, *Helen Keller: June 27, 1880–June 1, 1968*

② 首尾呼应，提出新的观察，重申论点，思考它的含义。实现结尾段与引入段的呼应，同时也是实现连贯的有力手段。

The Declaration of Independence has come to be a statement of this nation’s political philosophy, but that was not its purpose in 1776. Jefferson’s passionate expression had to bow to the goals of the Congress as a whole to forge unity among the colonies and to win the support of foreign nations.

③ 展望未来，预测可能出现的问题，警示可能出现的危害。

Because propaganda is so effective, it is important to track it down and understand how it is used. We may eventually agree with what the propagandist says because all propaganda isn’t necessarily bad: some advertising, for instance, urges us not to drive drunk, to have regular dental checkups, to contribute to the united way. Even so, we must be aware that propaganda is being used. Otherwise, we will have consented to handing over our independence, our decision-making ability, and our brains.

——Ann McClintock, *Propaganda Techniques in Today’s Advertising*

④ 号召激发读者行动起来，采取措施，解决当前问题。但要注意，语气和人称不可突然转变。

Until we get the answers, I think we had better keep on building power plants and growing food with the help of fertilizers and such insect-controlling chemicals as we now have. The risks are well known, thanks to the environmentalists. If they had not created a widespread public awareness of the ecological crisis, we wouldn’t stand a chance. Flaming manifestos and prophecies of doom are no longer much help, and a search for scape-goats can only make matters worse. The time for sensations and manifestos is about over. Now we need vigorous analysis, united effort and very hard work.



英文写作的要素与实践

—Peter F. Drucker, *How Best to Protect the Environment*

与引入段相同，初学者写结尾段时也常用到以下不恰当的表达方式，应该避免：

- ① 引入新的观点或事实；
- ② 简单重复引入段的内容；
- ③ 昭告文章所讲内容，如 *In this chapter, I have explained the drop in oil prices;*
- ④ 绝对化的断言，如 *I have proved that oil prices do not affect gasoline prices;*
- ⑤ 表达歉意，如 *Even though I am not an expert, I feel my position is correct.*

三、过渡段

文章的内容从一个观点、一个方面过渡或转变到另一观点、另一方面时，表示这种过渡或转变的段落就是过渡段。过渡段常由一两句话组成，且独立成段。过渡段有承上启下的功能，对前文的论述进行简要总结，并提示下文要讲述的内容。看下面的例子：

These, then, are the causes of the current contraction in hospital facilities. But how does this contraction affect the medical costs of the government, private insurers, and individuals?

显然，该段中 *these* 是承接上文而言，而提出的问题则是接下来所要探讨的内容。这种过渡段恰当地起到了总结上文、承接下文的作用。但是过渡段应该出现在有显著过渡变化的地方，否则就会画蛇添足，多此一举。如下段：

Now that we have examined these facts, we can look at some others that are equally central to an examination of this important issue.

练习题

一、下面是一些非正式提纲，列有题目、论点陈述句、每段主题句的

主要内容，根据这些信息，写出相应的引入段和结尾段。

1. Reading for fun

论点：People read many kinds of books for pleasure.

要点 1: murder mysteries and thrillers

要点 2: romances and westerns

要点 3: science-fiction

2. Using credit cards

论点：Although credit cards can help people manage their finances wisely, they can also offer too much temptation.

要点 1: convenience and safety

要点 2: tracking purchases

要点 3: overspending dangers

二、以下是六种常见的引入段方法和三种常见的结尾段方法。下面每组段落所表达的内容相同，但是采用的引入或结尾方法不同。找出各自的引入或结尾方法。

Introductions:

A. General to specific

B. Starting with opposite

C. Stating the importance of topic

D. Incident or story

E. Question (s)

F. Quotation

Conclusions:

G. Summary or final thought

H. Question (s)

I. Prediction or recommendation

Pair 1

Shortly before Easter, our local elementary school sponsored a fund-raising event at which classroom pets and their babies—hamsters, guinea pigs, and chicks—were available for adoption. Afterward, as I was driving home, I saw a



英文写作的要素与实践

hand dropped a baby hamster out of the car ahead of me. I couldn't avoid running over the tiny creature. One of the parents had taken the pet, regretted the decision, and decided to get rid of it. Such people have never stopped to consider the several real obligations involved in owning a pet.

A pet cannot be thrown onto a trash heap when it is no longer wanted or tossed into a closet if it begins to bore its owner. A pet, like us, is a living thing that needs attention and care. Would-be owners, therefore, should think seriously about their responsibilities before they acquire a pet.

Pair 2

What would life be like if we could read each other's minds? Would communications be instantaneous and perfectly clear? These questions will never be answered unless mental telepathy becomes a fact of life. Until then, we will have to make do with less perfect means of communication. Letters, telephone calls, and e-mail messages do have serious drawbacks.

Neither letters, phone calls, nor e-mails guarantee perfect communication. With all our sophisticated skills, we human beings often communicate less effectively than howling wolves or chattering monkeys. We always seem to find some way to foul up the message.

Pair 3

"Few things are harder to put up with," said Mark Twain, "than the annoyance of a good example." Twain obviously knew the problems faced by siblings cursed with older brothers or sisters who are models of perfection. All our lives, my older sister Shelley and I have been compared. Unfortunately, in competition with my sister's virtues, my looks, talents, and accomplishments always ended up on the losing side.

Although I always lost in the sibling contests of looks, talents, and accomplishments, Shelley and I have somehow managed not to turn into deadly enemies. Feeling like the dud of the family, in fact, helped me to develop a drive to

succeed and a sense of humor. In our sibling rivalry, we both managed to win.

第三节 段落间的衔接与连贯

一篇好文章不仅每个段落内要有紧密的连贯性，段落之间也必须有衔接，才能形成完整、连贯、充分论述的文章。从形式上看，段落间的衔接与连贯可以通过一个词、一个句子或一个段落来实现，告诉读者要转向另一个话题，或用具体事例等手段对总观点的陈述转让进行阐述。段落间的衔接与连贯是为了表明文章不同段落间的内在关系，同时要保证段落上下文连贯、顺畅，保证读者能自然而然地跟随作者的思路。

一、衔接与连贯的原则

段落间的衔接与连贯要遵循以下几个基本原则：首先，要确保每个段落都是为整篇文章的中心论点服务；其次，每个段落都可以有自己的展开模式，但是总体上要服从全文的展开模式；再次，段落的组织要有清晰连贯的顺序。

段落间的衔接与连贯与段落内的衔接与连贯方法类似，可以通过使用重述和重复来强调和连接关键词，使用过渡词和过渡句标明次序、方向、对比或其他关系，使用平行结构来强调或对比，由前一段的最后一句或下一段的第一句完成过渡等。除最后一种外，其他方法在“段落的连贯性”（第三章第二节）中已经讲到，不再重述。就最后一种方式举例，尤其注意划线部分是如何实现段落之间的衔接的：

This is not to say that Antinori will fail, only that if he succeeds it is likely to be at an unacceptably high price. Hundreds of eggs and embryos will be wasted and lots of women will go through difficult pregnancies resulting in miscarriage or abortions. A few years from now techniques will have improved and the wasteful loss won't be as excessive. But right now there seems to be little anyone can do to keep the cloners at bay.



英文写作的要素与实践

And it is not just Antionori and his team who are eager to go. A religious group called the Raelians believes cloning is the key to achieving immortality, and it, too, claims to have the necessary egg donors and volunteers willing to be implanted with cloned embryos.

二、案例分析

下面这篇文章 A Picture of Hyperactivity 整体上采用了分类/分析 (division/analysis) 的展开幕式, 按照重要性依次递增的顺序来安排要点, 句子/段落之间采用了用关键词或人称代词进行重述/重复 (用加粗斜体表示)、连接词 (用方框表示)、平行结构 (下划线表示) 及过渡句 (右侧文字) 来实现衔接, 最终达到连贯的目的。你看出来了吗?

A Picture of Hyperactivity	
<p><u>A hyperactive committee member can contribute to efficiency.</u> <u>A hyperactive salesperson can contribute to profits.</u> When a child is hyperactive, though, people—even parents—may wish he had never been born. A collage of those who must cope with this disorder in children is a dark picture of frustration, anger and loss.</p> <p>The first part of the collage is the doctors. In their terminology the word hyperactivity has been replaced by ADHD, attention-deficit hyperactivity disorder. They apply the term to children and adults who are inattentive, impulsive and excessively restless or busy. But doctors do not fully understand the problem and thus differ over how to treat it. For example, some recommend a special diet; others, behavior - modifying drugs; and still others, who do not consider ADHD to be a medical problem, a psychiatrist for the entire family. The result is a merry-go-round of tests, confusion and frustration for the parents and the child.</p> <p>As the parent of an ADHD child, I can say that ADHD means to the parents who form the second part of the collage. It means worry that is deep and enduring. It means despair that is a companion on dark and sleepless nights. It means fear that is heart twisting and constant, from the ADHD child is more destructive toward himself. It means a mixture of <u>frustration, guilt and anger.</u> And finally, since there are times when that anger goes out of control and the child is in danger from the parent, it means self-loathing.</p>	<p>Thesis statement</p> <p>Transitional topic sentence</p> <p>Paragraph developed by definition, example, and cause-and-effect analysis</p> <p>Transitional topic sentence</p> <p>Paragraph developed by definition and cause-and-effect analysis</p>

<p>The weight of ADHD, <u>however</u>, rests not on the doctors or the parents but on the child. For his is reserved the <u>final</u> and darkest part of the collage because he is most affected. From early childhood, he is dragged from doctor to doctor, is attached to strange and frightening machines, and is tested or discussed by physicians, parents, neighbors, teachers, peers. <u>His</u> playmates dislike him because of his temper and his unwillingness to follow rules. <u>Even</u> his pets fear and mistrust him because he treats them erratically, often hurting them without meaning to. <u>As time goes on</u>, he sees his parents more and more often in tears and anger, and he knows that he is the cause. He is highly intelligent, but he does poorly when he enters school because of his short attention span. He is fond of sports and games, but he never joins the other children on the playground because he has an uncontrollable temper and poor coordination. <u>By the time</u> he reaches age seven or eight, he is obsessed with one thought: “Mama”, my son asked me repeatedly, “why do I have to be this way?”</p>	<p>Transitional sentence Topic sentence Paragraph developed by narration and cause-effect analysis</p>
<p><u>At last</u> the collage is completed, and it is dark and somber. ADHD, as applied to children, is a term with uncertain, unattractive, and bitter associations. <u>But</u> the picture does have a bright spot, for inside every ADHD child is a loving, trustful, calm person waiting to be recognized.</p>	<p>Transitional sentence</p>

练习题

下面这篇文章 The Benefits of Television 的连贯性非常好，仔细阅读分析，找出文章所使用的衔接手段，并分析段落的展开模式。

The Benefits of Television

We hear a lot about the negative effects of television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful as to listen to CDs all the time or to eat constantly. However, when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment, and education.

First of all, watching TV has the value of sheer relaxation. Watching television can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people look forward to a new episode of a favorite show or yet another showing of Casablanca or Anchorman. This period of relaxation leaves viewers refreshed and ready to take on the world again. Watching



英文写作的要素与实践

TV also seems to reduce stress in some people. This benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours of television.

In addition to being relaxing, television is entertaining. Along with the standard comedies, dramas, and game shows that provide enjoyment to viewers, television offers a variety of movies and sports events. Moreover, viewers can pay a monthly fee and receive special cable programming or Direct TV. Viewers can watch first-run movies, rock and classical music concerts, and specialized sports events, like international soccer and Grand Prix racing. Viewers can also buy or rent movies and TV shows on DVD. Still another growing area of TV entertainment is video games. Play Station, Xbox, and Nintendo consoles allow the owner to have a video-game arcade in the living room.

Most importantly, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street, that use animation and puppets to make learning fun. On the Discovery Channel, science shows for older children go on location to analyze everything from volcanoes to rocket launches. Adults, too, can get an education (college credits included) from courses given on television. Also, television widens our knowledge by covering important events and current news. Viewers can see and hear presidents' speeches, state funerals, natural disasters, and election results as they are happening.

Perhaps because television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of television should not be ignored. We can use television to relax, to have fun, and to make ourselves smarter. This electronic wonder, then, is a servant, not a master.

第五章 句子

句子是思想的基本单位，由具有特定词形和功能的单词按照特定的方式排列组成。鉴于组成句子的单词的词性、词形及功能在中学已经学过，这里就不赘述。

第一节 句子的分类

根据不同的划分标准，句子有不同的类别。按照句子的功能，句子可分为陈述句、疑问句、祈使句与感叹句。按照语法，句子可分为简单句、并列复合句、复合句、并列复合-复合句。

一、按照句子功能划分

1. 陈述句

陈述句说明一个事实或陈述一个看法，有肯定式和否定式，语序是主语在前，谓语在后。如：

She arrived early.

She cannot have arrived now.

2. 疑问句

疑问句分为一般疑问句、特殊疑问句、选择疑问句、反义疑问句。



英文写作的要素与实践

(1) 一般疑问句

一般疑问句用来询问一件事，答案通常是 yes 或 no，需要注意语序。

Have you anything to say?

Did someone phone me last night?

——Haven't you been to the UK?

——No, I haven't.

(2) 特殊疑问句

特殊疑问句以特殊疑问词开头，对句中某一成分提问，疑问词有 who、whose、what、which、where、when、why、how 等。可以有陈述语序和倒装语序。

Who was the first man in space? (陈述语序)

Who are you talking about? (倒装语序)

(3) 选择疑问句

选择疑问句是指提出两个或两个以上可能的答案供对方选择的句式，是以一般疑问句为基础或者以特殊疑问句为基础。

Is he a teacher or a doctor or a policeman?

Shall I help you or can you manage? (以一般疑问句为基础)

Which do you like, red wine or white?

How shall we go there? By bus or by train? (以特殊疑问句为基础)

(4) 反义疑问句

反义疑问句也称附加疑问句。它表示提问人的看法，提问人对答案没有把握，需要对方证实。反义疑问句由两部分组成：前一部分是一个陈述句，后一部分是一个简短的疑问句，两部分的人称和时态应保持一致。

其主要形式为：陈述部分肯定式 + 疑问部分否定式或陈述部分否定式 + 疑问部分肯定式，有时带有感情色彩，表示惊奇、愤怒、讽刺、不服气等。如：

You call this a day's work, don't you?

3. 感叹句

感叹句由 what 或 how 引导的，表示惊奇、愤怒、赞赏、喜悦等感情。

其构成形式有以下几种:

- ① What + a / an + 形容词 + 可数名词的单数形式 + 主语 + 谓语

What a beautiful girl she is!

- ② How + 形容词 + a / an + 可数名词的单数形式 + 主语 + 谓语

How beautiful a girl she is!

- ③ What + 形容词 + 可数名词的复数 + 主语 + 谓语

What beautiful girls they are!

- ④ What + 形容词 + 不可数名词 + 主语 + 谓语

What fine weather it is!

- ⑤ How + 形容词或副词 + 主语 + 谓语

How interesting the dog is!

- ⑥ How + 主语 + 谓语

How time flies!

5. 祈使句

祈使句表达命令、要求、请求、劝告等,用动词的原形形式。祈使句因对象(即主语)是第二人称,通常都省略主语。祈使句的动词都为一般现在时,句末则多使用感叹号来表示结束。如:

Be quiet, please. Don't make any noise!

You call a taxi. Don't you forget it. (强调)

Let's not say anything about it.

二、按照语法划分

按照结构,句子可分为简单句、并列复合句、复合句、并列复合-复合句。其中后三种都可以在简单句的基础上扩展而来。句型差异最直接体现在谓语上,也就是说,谓语动词与其他词之间的不同关系造就了不同的基本句型。

1. 简单句

简单句由一个主句构成,没有从句,是一切句子形式的基础。英语简单句有五种基本句型,涵盖了简单句的主要形式,五种句型及例句如下:



英文写作的要素与实践

① 主语 (S) + 不及物谓语动词 (IntrV)

The earth trembled.

② 主语 (S) + 谓语动词 (TrV) + 宾语 (O)

The earthquake destroyed the city.

③ 主语 (S) + 系动词 (LV) + 表语 (Pred)

The result was chaos.

④ 主语 (S) + 谓语动词 (TrV) + 间接宾语 (IO) + 直接宾语 (DO)

The government sent the city aid.

⑤ 主语 (S) + 谓语动词 (TrV) + 直接宾语 (DO) + 宾语补足语 (OC)

The citizens considered the earthquake a disaster.

实际上,我们平时读到、写到或说到的句子结构更加复杂,意义更加丰富,也更有趣味。大多数句子都包括下列几项中的一项或多项:① 修饰语;② 词串,也就是短语或短句;③ 两个或多个同类词或词串的组合。也就是说,如果在简单句的基础上增加修饰语、词串、词串组合或连接词,就可以形成更复杂的并列复合句、复合句、并列复合-复合句。

2. 复合句

复合句由一个主句和一个或多个从句构成。从句可以是定语从句(也叫形容词性从句)、状语从句(也称为副词性从句)或名词性从句(主语从句、宾语从句、表语从句、同位语从句)。主句是全句的主体,通常可以独立存在;从句则是一个句子成分,不能独立存在。从句不能单独成句,但它也有主语部分和谓语部分,就像一个句子一样。主句和从句的不同在于,从句须由一个关联词引导。

(1) 定语从句

定语从句中被修饰的词叫先行词。定语从句不同于单词作定语的情况,它通常只能放在被修饰的词(即先行词)之后。定语从句由关系词(关系代词、关系副词)引导,关系代词、关系副词位于定语从句句首。关系代词有 who、whom、whose、that、which 等;关系副词有 when、where、why 等。

关系代词所代替的先行词是人或物的名词或代词,在句中充当主语、

宾语、定语等成分。关系代词在定语从句中作主语时，从句谓语动词的人称和数要和先行词保持一致。如：

Those who remained were able to start anew because the government came to their aid.

关系副词可代替的先行词是表示时间、地点或理由的名词，在从句中作状语。如：

There are occasions when / on which one must yield.

Is this the reason why / for which he refused our offer?

(2) 副词性从句

副词性从句是在句中起副词作用的主谓结构，它可以修饰主句中的动词、形容词和副词或整个主句。

① 时间状语从句

时间状语从句表示时间，其引导词众多，包括 when、while、as、until、not until、before、after、whenever、as long as、every time、each time、next time、last time、once、as soon as、the moment (that)、the instant (that)、the minute (that)、directly、immediately、instantly、since、ever since 等。如：

While John was watching TV, his wife was cooking.

Preparation alone is not enough, especially when your preparation consists of memorizing without understanding.

② 地点状语从句

地点状语从句表示地点、方位，这类从句通常由 where、wherever、anywhere、everywhere 引导。如：

You should have put the book where you found it.

They will go where they are happy.

③ 方式状语从句

方式状语从句常见的引导词有 as、as if、as though 等，有时也用 the way、A is to B what C is to D 等结构。如：

She behaved as if she were the boss.



英文写作的要素与实践

Please pronounce the word the way I do.

Nine is to three what three is to one.

④ 原因状语从句

引导原因状语从句的从属连词有 because、as、since、now (that)、when、seeing (that)、considering (that)、given (that) 等。如：

Now that everybody has come, let's begin our conference.

⑤ 让步状语从句

让步状语从句的引导词主要有 though、although、while、as、even if 等。as 引导的让步状语从句必须以部分倒装的形式出现，though 也可用于这样的结构中，但 although 不可以这样用。even if 引导的让步状语从句含有强烈的假定性，可用来表示与事实相反的假设，但不能用来描述已经发生的事实。而 even though 引导让步状语从句时，是以从句的内容为先决条件的，即说话人肯定了从句的事实，表示已经发生了的事情。

The old man always enjoys swimming even though the weather is rough.

Although you may not realize it, deaths from tobacco-related illnesses outnumber deaths from drug abuse two to one.

⑥ 目的状语从句与结果状语从句

目的状语从句可以由 in order that、so that、lest (免得，唯恐)、for fear that (生怕，以免) 等词引导，结果状语从句可以由 so...that 或 such...that 引导，要注意区分这两种从句。如：

The boss asked the secretary to hurry up with the letters so that he could sign them.

They were so careless about the good chance that they missed it.

⑦ 条件状语从句

引导条件状语从句的常用词有 if、unless、on condition that、supposing、provided 等。

You will certainly succeed so long as you keep on trying.

Supposing anything should go wrong, what would you do then?

(3) 名词性从句

在句子中起名词作用的从句叫名词性从句 (Nominal Clauses)。名词性从句的功能相当于名词词组,它在复合句中能担任主语、宾语、表语、同位语、介词宾语等,因此根据它在句中不同的语法功能,名词性从句又可分别称为主语从句、宾语从句、表语从句和同位语从句。

① 主语从句

主语从句在复合句中充当主语成分,引导词有 that、who、what、whatever 等。有时为了考虑句子平衡,在主语从句处使用形式主语 it,而将真正的主语从句移至句末。如:

Whether we will go for an outing tomorrow remains unknown.

It remains unknown whether we will go for an outing tomorrow.

② 宾语从句

在主从复合句中充当宾语,位于及物动词、介词或复合谓语之后的从句称为宾语从句。宾语从句分为三类:动词的宾语从句、介词的宾语从句和形容词的宾语从句。如:

I have often wondered why these attacks on accountants continue at a time when numerous other professions would make equally suitable targets.

I didn't listen to what my mother said because my brother was making a noise.

We are fully convinced that John was the winner of the speech contest.

③ 表语从句

在一个复合句中,表语从句充当主句的表语成分。连接表语从句的连接词有 that、what、who、when、where、which、why、whether、how、whoever、whomever、whichever、whatever 等,还有 because、as if、as though 等。如:

The question is when he can arrive at the hotel.

It sounds as if someone is knocking at the door.

④ 同位语从句

同位语从句在复合句中充当同位语,同位语从句用来对其前面的抽象名词进行解释说明,被解释说明的词和同位语在逻辑上是主表关系。可以



英文写作的要素与实践

跟同位语从句的名词通常有 news、idea、fact、promise、question、doubt、thought、hope、message、suggestion、words(消息)、possibility 等(一般的“抽象”名词都可用)。引导同位语从句的词通常有连词 that、whether, 连接代词 what、who。连接副词 how、when、where 等(注: if、which 不能引导同位语从句)。如:

The girls were surprised at the fact that ocean ships can sail up the Great Lakes.

I've come from Mr Wang with a message that he won't be able to see you this afternoon.

有时同位语从句可以不紧跟在其所说明的名词后面,而被别的词隔开。如:

The thought came to him that maybe the enemy had fled the city.

3. 并列复合句

并列复合句是由两个或多个主句构成,同样没有从句。其基本结构是“简单句+并列连词+简单句”,并列连词有 fanboys (for、and、nor、but、or、yet、so),也可以用分号或冒号连接,也可以用一个连接副词加一个分号连接:

In the fall the war was always there, but we did not go to it any more.

Either he left his coat in his locker, or he left it on the bus.

Theodore Roosevelt was president after the Spanish-American War; Andrew Johnson was president after the Civil War.

They thought they knew the outcome: the experiment would be a success.

Aerobic exercise can help lower blood pressure: however, people with high blood pressure should still limit salt intake.

All we can do is to place the opportunities within your reach; it rests with you to grasp and improve them.

并列复合句中的各简单句意义同等重要,相互之间没有从属关系,是平行并列的关系。

4. 并列复合 – 复合句

并列复合 – 复合句既有并列复合句的特点（有两个或更多的主句），也有复合句的特点（至少有一个从句）。从长度上看，句子更复杂，因此有时候也被称为复杂句。如：

High school football is something most community members take for granted, and surely the students will be losers if they do not have the experience of cheering their teams to victory.

When small foreign imports began dominating the US automobile industry, consumers were very responsive, but American autoworkers were dismayed.

第一句话中，and 连接两个主句形成并列复合句，而第二个主句则包含 if 引导的条件状语从句。第二句话中，but 连接两个主句形成并列复合句，但第一个主句包含 when 引导的时间状语从句。因而，这两句话都是并列复合 – 复合句。

值得注意的是，句子的长度并不是判断句子类型的标准，有的句子很长，但可能就是个简单句，也有的句子很短，但是却包含了不止一个主句和一个从句。分析以下三个句子：

I stil remember the feeling I had the first time I did Ecstasy（摇头丸）。

Global Financial Integrity's director says developed nations must take the lead to reduce the massive extraction of capital that keeps some states and their people impoverished.

Repetition involves the use of the same word or phrase at the beginning or end of successive clauses or sentences, or in different parts of the speech.

这三句话长度各不相同，句子类型也各不相同，前两句是复合句，而第三句是简单句。第一句话尽管非常短，但是结构却比较复杂，包含三层句子。第一层是主句 I stil remember the feeling；第二层是 I had，作为 the feeling 的限定性定语从句；第三层是 I did Ecstasy，是 the first time 的定语从句。第二句话看起来非常长，也是三层句子，Global Financial Integrity's director says 是主句，developed nations must take the lead to reduce



英文写作的要素与实践

the massive extraction of capital 是宾语从句, keeps some states and their people impoverished 是 capital 的定语从句。第三句看起来也挺长,但是却是简单句,因为只有主谓宾结构 Repetition involves the use of,其余的要么作为of的宾语,要么作为地点状语。

第二节 句子的扩展

句子的扩展是在简单句的基础上进行的。可以是增加单个单词,也可以是增加短语或短句。具体来说,有以下几种常见的方法来扩充简单句,形成复合句、并列复合句或并列复合-复合句。

一、用单词扩展句子

1. 用形容词、副词来扩展

最简单的句子扩展方式是给名词和动词分别加上修饰语进行描述或限制,增加细节。如:

Recently, the earth trembled.

The earthquake nearly destroyed the old city.

带有下划线的词代表两种不同的词性:形容词和副词。形容词描述或修饰名词和代词,具体说明是哪一个、什么质地、数量多少。副词描述或限制动词、形容词、其他副词及整个词串,说明何时、何地、如何及何种程度。如:

Jenny and her younger sister Victoria almost immediately fell hopelessly in love with the very mysterious Henry Oldman.

其中,形容词修饰名词的是:

younger-sister; mysterious-Henry Oldman.

副词修饰或限制的词是:

almost-immediately (adv. + adv.)

immediately-fell (adv. + v.)

hopelessly—fell (adv. + v.)

very—mysterious (adv.+ adj.)

2. 用名词和某些特殊形式的动词来扩展

根据之前所学的知识，名词显然可充当形容词来修饰其他名词。在这些组合中，如 office building、Thanksgiving prayer、grocery store，第一个名词显然是充当了后面名词的修饰语。

某些特殊形式的动词，可以作名词或修饰语使用，但这类动词不能单独作谓语使用。可以说，一个词的词性取决于它在句子中的功能。看下列句子：

Smoking is dangerous. (动名词作 n.)

All the living presidents attended the funeral. (现在分词作 adj.)

The hidden money was found by the son accidentally. (过去分词作 adj.)

The last one to arrive will treat others a meal. (不定式作 adj.)

The dream was impossible to realize. (不定式作 adv.)

值得注意的是两个比较容易混淆的术语：动名词与现在分词。从形式上看，两者都是 v-ing 的形式。区分两者的唯一方法就是看它们在句子中所实现的功能。如果用作名词，那这个 v-ing 形式的词就是动名词；如果用作形容词修饰名词，那么这个 v-ing 形式的词就是现在分词。

3. 用介词短语扩展

介词起到联系的作用，从来不会有形式的变化，表示句子中名词与名词之间的关系，如时间、空间、附加、比较、对照、因果、让步、条件、从属、来源等。介词把名词与代词或别的词联系起来，由此连接起来的名词或代词成为介词的宾语。介词加上它的宾语及修饰语就构成了介词短语 (Prepositional Phrase)，可在句子中充当形容词 (修饰名词) 或副词 (修饰动词、形容词、句子或其他副词)。作为修饰语，它们增加了细节，使句子更清楚、更有趣。

Pi's life on the raft was an opportunity for adventure.

介词短语充当形容词，分别修饰 Pi's life 与 opportunity。



英文写作的要素与实践

The Madeira River flows into the mighty Amazon.

介词短语充当副词，修饰动词 flows。

According to the newspaper and other sources, the governor has reluctantly decided to resign because of the scandal.

在这句话中，划线的两个介词短语各自充当副词，分别修饰后面的句子与动词 resign。

为了方便查找，特将常见的介词整理如下：

常见介词一览				其他关系 (附加、比较、从属等)	
时间 / 空间 (位置或方向)					
about	above	across	after	according to	as
against	along	along with	among	aside from	because of
around	at	before	behind	concerning	despite
below	beneath	beside	between	except	except for
beyond	by	down	during	excepting	in addition to
for	from	in	inside	in spite of	instead of
inside of	into	near	next to	like	on account of
off	on	onto	on top of	regarding	regardless of
out	out of	outside	over	unlike	with
past	since	through	throughout	without	within
till	to	toward	under	as for	
underneath	up	upon			
until					

介词所表达的关系根据它们在短语中所起到的作用不同而不同。如 by，既可以表示时间 (by the end of last year)，还可以表来源 (by the professor)，还可以表方式 (by bike)。

4. 用非谓语动词扩展

非谓语动词包括分词、不定式和动名词。所有动词都有两种分词形式：现在分词与过去分词，都可以用作形容词来修饰名词和代词。

Shopping malls sometimes frustrates shoppers. (现在分词修饰名词 malls)

Shoppers may feel trapped. (过去分词修饰名词 shoppers)

不定式短语由动词原形前加 to 构成，可用作名词、形容词或副词。如：

The question to answer is why shoppers endure mall fatigue.

(to-do 作 adj., 修饰 question)

The solution for mall fatigue is to leave.

(to-do 作 n. 修饰 the solution)

Still, shoppers find it difficult to quit.

(to-do 作 adv. 修饰 difficult)

动词的 -ing 形式用作名词时，称为动名词。从构词形式上看，动名词与现在分词完全相同。区别两者的方法是看它们在句子中的功能。充当名词，则是动名词；充当形容词，则是现在分词。

Even to many experienced teachers, teaching is difficult.

Mary has gone through a lot of difficulties to get the teaching degree.

两句话都出现了形式完全相同的 teaching，但是鉴于第一句中 teaching 充当主语，因此是动名词；而第二句中，teaching 是做了 degree 的修饰语，因此是现在分词。

二、用短语扩展句子

1. 用非谓语动词短语扩展

非谓语动词，包括分词、不定式及动名词，都可以有自己的主语、宾语或补语，也可能用副词来修饰。非谓语动词加上所跟的主语、宾语、补语或副词修饰语，就构成了非谓语动词短语。与非谓语动词的功能一样，分词短语总是用作形容词，修饰名词或代词；动名词短语总是用作名词；而不定式短语则可用作名词、副词或形容词。见以下例子：

Fascinated by the story, they waited anxiously for the next installment.

(过去分词短语作 adj., 修饰代词 they)

The American labor movement has helped millions of workers, winning them higher wages and better working conditions.

(现在分词短语作 adj., 修饰 the American labor movement)

Making a living is not always easy.

(动名词短语作 n., 充当主语)

It wasn't the ideal time to make the life commitment.

(动词不定式短语作 adj., 修饰 time)



英文写作的要素与实践

Malls are designed to make shoppers feel safe.

(动词不定式短语作 adv., 修饰 designed)

To design a mall is to create an artificial movement.

(不定式短语作 n., 分别充当主语和表语)

2. 用同位语扩展

同位语通常是一个名词或名词短语, 复指附近的名词, 通常是紧挨在它前面的名词或代词。所有的同位语都可以取代所复指的词。

A noted French philosopher, Descartes is best known for his famous declaration, “I think, therefore I am” .

其中, A noted French philosopher, “I think, therefore I am” 分别是 Descartes 与 declaration 的同位语。

3. 使用独立主格结构

独立主格结构由一个名词或代词加一个分词构成, 可以加上任何修饰成分。下面例句中画横线的部分是独立主格结构:

Many ethnic groups, their own place established, are making way for new arrivals.

之所以称为“独立主格结构”, 是因为它们与句中其他的名词、动词或其他成分都没有具体的语法联系。它们修饰的是句子的其余部分, 起到增加信息和明确意义的作用。这种结构的构成总是含有一个主语, 之后跟分词、不定式、动名词或形容词等形式构成, 但是要与分词短语区别开来:

For many immigrants learning English, the language introduces American culture.

The immigrants having been learning English, their opportunities widen largely.

第一句划线部分是分词短语, 修饰名词 immigrants; 而第二句则是独立主格结构, 含有自己的主语 immigrants。

需要注意的是, 独立主格结构总是与句子的其他成分分隔开来, 通常用逗号隔开。

三、用复合结构扩展句子

复合结构包括复合词、复合词组或子句，是紧密相连且同等重要的两个或以上的词的组合。由于把相关信息组合在一起，复合结构的使用使得句子更加清晰而简洁。复合结构能充当主语、谓语、补语、修饰语。下面两组句子中的第二句分别使用了复合结构：

Headaches can be controlled by biofeedback. Heart rate can be controlled by biofeedback.

Headaches and heart rate can be controlled by biofeedback. (复合主语)

Without medication, biofeedback cures headaches. It steadies heart rate. It lowers blood pressure. It relaxes muscles.

Without medication, biofeedback cures headaches, steadies heart rate, lowers blood pressure, and relaxes muscles. (复合谓语)

要形成复合结构，常见有三种方法：

1. 用逗号“，”

例如：

He took a long, loving look at his wife.

2. 用并列连词(coordinating conjunctions)或关联连词(correlative conjunctions)

其中，并列连词数量有限，且从没有形式的变化。常见的并列连词可以缩写为“fanboys”，具体如下：

常见并列连词一览

and (递进) nor (选择) for (原因) yet (转折)
but (转折) or (选择) so (结果)

在这些并列连词中，and、but、nor 及 or 总是连接同一词性的词或词组，也就是连接两个或更多并列的名词、动词、形容词、副词、短语、从句或主句。而 for 与 so 只连接主句，也就是说 for 与 so 后面的句子是从句。for 表原因，



英文写作的要素与实践

so 表结果。yet 则比较灵活，既可连接同一词性的词，也可连接句子。

Mario and Frank studied quietly and diligently.

The work will begin after the spring term ends but before the fall term begins.

Biofeedback can be costly, for the training involves technical equipment and specialists.

Relaxation can be difficult to learn alone, so many people turn to specialists for help.

The mirror is functional yet decorative.

有一些并列连词和其他词连到一起，就形成了关联连词。关联连词可以连接并列的名词、动词、形容词、副词、句子等，是形成复合句及并列复合—复合句的常见形式。常见的关联连词及其表达的关系如下：

常见的并列关联连词一览

both ... and ... (递进)	neither ... nor ... (两者皆否)
not only ... but also ... (递进)	whether ... or ... (选择)
not ... but ... (替代)	as ... as ... (比较)
either ... or ... (选择)	

以下列举了两个例句，划线部分分别采用了关联连词：

The headache sufferer learns not only to recognize the causes of headaches but also to control those causes.

Neither the twentieth-century poet Sylvia Plath nor the nineteenth-century poet Emily Dickinson achieved recognition during their lifetime.

3. 使用连接副词

另一种连接词是连接副词，只连接主句，不能连接词、短语或从句。常见的连接副词如下：

常见的连接副词一览

表递进：also, besides, further, furthermore, in addition, moreover

表强调: certainly, indeed, in fact, still, undoubtedly

表比较或对比: however, in comparison, in contrast, instead, likewise, nevertheless, nonetheless, otherwise

表因果: accordingly, as a result, consequently, hence, similarly, therefore, thus

表时间: finally, meanwhile, next, now, then, thereafter, every time, each time, next time, the instant that, the moment that, the minute that, directly, immediately

区分连接副词和连词（并列连词和关联连词）非常重要，因为它们要求使用的标点符号不同。连接副词是副词，位置比较灵活，可以变动。但是要特别注意的是，连接副词连接的两个主句仍然是独立的两个单位，因此，两个主句必须由分号隔开；同时，连接副词后一般会紧跟逗号。

Interest rates rose; therefore, real estate prices declined.

The decline was small; some investors, however, were badly hurt.

四、用从句扩展句子

英语中，根据独立性，句子可分为独立主句（简称主句）和从属子句（简称从句）两种。主句作完整的陈述，可以独立存在；从句，是对主句意义的支持，起修饰或限定的作用，必须依附于主句，不能独立成句，总是以从属词开始。通过一组例句来理解两种句子的不同：

Some parents avoid their children's schools. They are often illiterate.

Parents who are illiterate often avoid their children's schools.

第一组的两个句子分别是独立的主句；而第二句 who are illiterate 是从句，parents avoid their children's schools 是主句。

引导从句的词有两种：从属连词与关系代词。从属连词像并列连词及介词一样，从来没有形式上的变化。从属连词独立表达意义，不可以再与其他功能词（如并列连词）连用。与从属连词不同，关系代词通常在从句



英文写作的要素与实践

中充当主语、宾语、表语，且有形式变化。下面分别总结了常见的从属连词及其所表达的关系及常见关系代词：

常见从属连词一览

表因果	as	because	in order that	since	so that	now that
表让步	although	as if	even if	even though	though	
表条件	even if	if	if only	provided	since	unless
	when	whenever	whether			
表目的	in order that	so that	that	for fear that	lest	
表转折或对比	as	as if	as though	rather than		
	than	whereas	whether	while		
表时间 / 空间	after	as long as	before	now that		
	once	since	till	until	when	whenever
	where	wherever	while			

有些从属连词如 as if、while、in order that 等在不同语境中会有不同含义，因此出现在不同分类中。

常见关系代词一览

which	what	that	whatever
who (whose, whom)	whoever (whomever)		

如前文所说，由从属连词和关系代词引导的句子必定是从句。既然是从句，就不能独立存在，而是在整个句子中起到形容词、副词或名词的功能，所引导的句子往往被称为形容词性从句（也叫定语从句）、副词从句（也叫状语从句）或名词性从句。

定语从句起形容词的作用，在整句中修饰名词或代词，通常以关系代词 who、whom、whose、which、that 开头，有时也以 when、where 或 why 开头（代替 in which、on which、at which、for which）。从句通常紧跟在所修饰的名词或代词后面。

Schools that involve parents are more successful with children.

Officials watched the storm, which threatened to destroy the town.

The university is in the rural area where the illiteracy rate is high.

That's the reason why so many parents avoid their children's school.

状语从句，起到副词的作用，在句中修饰动词、形容词、其他副词及整个句子，通常说明如何、为什么、在哪里、什么情况、有什么结果，总是以从属连词开头。

After the town was evacuated, the hurricane began.

At first the program was not as successful as its founders had expected.

I was extra annoying, since I would always explain where the word ciao (再见) comes from.

When I wasn't feeling suicidal about my divorce, I was actually feeling kind of delighted about all the compartments of time and space.

状语从句在句中的位置比较灵活，常常可以变化，而不会影响句意，造成误解。如上面的句子完全可以写成：

I was actually feeling kind of delighted about all the compartments of time and space, when I wasn't feeling suicidal about my divorce.

名词性从句，在句中用作主语、宾语、表语和同位语，以 that、what、whatever、who、whom、whoever、whomever、when、where、whether、why、how 开头。与形容词性从句不同，名词性从句不是起修饰作用，而是直接在句中代替一个名词。

Whether the program would succeed depend on door-to-door advertising.
(主语从句)

Every day she assured me that she was doing her best, and that she would telephone immediately if the deal was signed.
(宾语从句)

That is why he didn't come to the meeting.
(表语从句)

Do you have any idea what is actually going on in the classroom?
(同位语从句)



英文写作的要素与实践

She always thinks of how she can work well. (宾语从句)

练习题

一、按照要求分析句子成分。分析1~3句的主语、谓语、直宾、间宾、主补及宾补；分析4~6句含有的短语；分析7~9句中含有的从句；分析10句中的形容词和副词。

1. The young writer researched scientific principles to make his stories more accurate.

2. Tony Blair became Prime Minister.

3. The class elected Bridget the monitor.

4. They discussed the ethical implication of the animal studies.

5. Encouraged by the voter turnout, the candidate predicted a victory.

6. Taking it easy always makes sense.

7. The television series *The Proud Wife*, which depicted the life of the state counselor's wife as a mother, a wife and a lawyer, ran for several seasons.

8. Exhausted after the match was over, Kim decided to take a long nap.

9. What you see is what you get.

10. Marge listened secretly to the quiet conversation at the next table.

二、按照要求将下列句群重新合并成一个单句，使1~2句要含有几个修饰语，3~7句分别含有介词短语、动词性短语、同位语，8~9句要含有复合谓语或修饰语。

1. The ship landed. The ship was from space. The ship was tremendous. The ship landed quietly.

2. The dog and the alien walked. They walked silently. They walked carefully. They walked toward each other.

3. America's drinking water is being contaminated. Toxic substances are contaminating it.

4. The American labor movement has helped millions of workers. It has won them higher wages and better working conditions.

5. Many mill workers joined unions. They did this to fight exploitation by their employers.

6. Wendy appreciated Tom. Tom was very honest.

7. Catgut is a tough cord generally made from the intestines of sheep. Catgut is used for tennis rackets, for violin strings, and for surgical stitching.

8. Successful rock bands give concerts. They record albums. They make videos. They license merchandise bearing their names and likeness.

9. Sports superstars such as Tiger Woods and Michael Jordan earn additional income by making personal appearances. They earn money by endorsing products.

三、按照括号中的要求，将以下每组句子用并列连词、关联连词或连接副词连接成一个并列复合句。要保证句子原来的含义、结构、语法、标点准确。

1. The American population is aging. People seem to be increasingly concerned about what they eat. (用并列连词)

2. The average American consumes 129 pounds of sugar each year. Most of us eat much more sugar than any other food additive, including salt. (用连接副词)

3. Many of us are determined to reduce our sugar intake. We have consciously eliminated sweets from our diets. (用连接副词)

4. Processed foods like puddings and cake contain sugar. Foods like ketchup and spaghetti sauce do too. (用并列连词)

5. We are trying to cut down on sugar. We find limiting sugar intake extremely difficult. (用并列连词)

6. Processors may use sugar in foods for taste. They may also use it to help prevent foods from spoiling and to improve the texture and appearance of food. (用关联连词)

7. In his nineties, the philosopher Bertrand Russell spoke vigorously for international peace. He spoke for nuclear disarmament. (用关联连词)



英文写作的要素与实践

四、把下列句子中的主句和从句标注出来。识别这些句子是简单句、并列复合句、复合句还是并列复合-复合句。

1. The police began patrolling more often when crime in the neighborhood increased.

2. Joseph Pulitzer endowed the Pulitzer Prizes.

3. Although the first prizes were for journalism and letters only, Pulitzers are now awarded in music and other areas.

4. For example, Berke Breathed won for his *Bloom County* comic strip, and Roger Reynolds won for his musical composition *Whispers Out of Time*.

5. Although only one prize is usually awarded in each category, in 1989 Taylor Branch's *Parting the Waters* won a history prize which is shared with James M. McPherson's *Battle Cry of Freedom*.

五、把下列各组简单句按括号里的要求组合起来。如有必要，可以增删词汇、改变词序或调整语序。

1. Recycling takes time. It reduces garbage in landfills. (并列复合句)

2. People begin to recycle. They generate much less trash. (复合句)

3. White tissues and paper towels biodegrade more easily than dyed ones. People still buy dyed papers. (复合句)

4. The cans are aluminum. They bring recyclers good money. (复合句)

5. Environmentalists have hope. Perhaps more communities will recycle newspaper and glass. Many citizens refuse to participate. (并列复合-复合句)

第六章 有力的句子

表达有力的句子具有的共同特点是意义明确、语言简练、重点突出、句式丰富、结构清晰。本章将针对这些方面分别展开讲述。

第一节 句子的语言

一、语言要恰当

写作语言要符合写作情景，包括写作主题、写作目的、读者。写作主题、写作目的及读者不同，所要使用的语言也不同。总体说来，有以下四个方面需特别注意：

慎重使用方言和俚语。像汉语一样，英语也有很多方言和俚语。方言（dialect）是某特定区域内特有的表达或语法，因此若针对此特定区域的读者，使用方言能增强现实感，但若针对普通读者，则应尽量避免使用方言。俚语（slang）是在某特定群体内流行的表达，比较生动有力。但多数俚语较轻率而不准确，因此在正式的学术、商务、法律写作中应避免俚语。中国的英语学习者比较难判断方言和俚语，这就需要学习者在学习单词时注意字典里的标注。方言一般标注为（dialect），俚语一般会标注为（sl.）。

慎重使用口头语和专业术语。口头语适用于日常口语表达，在词典中



英文写作的要素与实践

会标注为“非正式 (informal)”或“口头语 (colloquial)”，不适用于正式文体写作；特别注意不能混用措辞，即不要混用标准用语和口头语或非正式用语。专业术语是每个学科和行业内特有的表达方式，业内人士可以据此进行简洁有效的交流，但对外行而言，如果没有特别解释这些术语，则没有意义。因此，如果读者是行业外人士，应尽量避免使用专业术语。不得已使用时，必须要解释清楚。

避免使用带偏见的语言。语言会反映出对某个群体的偏见，如人种、民族、宗教、性别、年龄等，写作时要避免将其格式化。所谓格式化就是缺乏充分证据但对某群体作出简单的泛化，如 *White people are rich*。要特别注意避免使用带有性别偏见的语言。避免职业、能力、行为、性格上的偏见，避免用 *man*、*he*、*policeman* 等男性至上的词汇代指所有人或整个行业的从业人士，而应选择代表所有人的词，如 *humankind*、*he/she*、*policeperson* 等。

修改迂回做作的表达。应当采用常见词、直白的词、小词，不用古词、新词或废词，少用过分华丽的词、模棱两可的词、大词。一种常见的方法是用“委婉语”，比如用 *pass away* 代替 *die*，但是只有非常明确不使用委婉语会伤害感情的时候才采用这种方式。在正式文体的写作中，夸大其词、委婉表达、矫揉造作都要谨慎使用。

二、语言要准确

好的句子或文章用词应准确而不能宽泛，清楚而不能模糊，具体而不能抽象。准确、清楚、具体的词能描绘出生动的画面，抓住读者的兴趣，使意义表达更清晰。对比以下三组句子：

第一组：

She walked down the street.

Anne wandered slowly along Rogers Lane.

第二组：

Animals came into the space.

Hungry lions padded silently into the snow-covered arena.

第三组:

The man signed the paper.

The history teacher hastily scribbled his name on the course registration card.

比较而言, 每组中的第二句话更生动形象, 富有画面感。原因在于每组中第二个句子描写了具体的细节, 让读者身临其境。这并不是说要描述所有的细节, 而是说重要的细节一定要描写到位。如何让句子更准确生动呢? 有四种方法:

① 用具体准确的名字。对比:

He sold his car.

Vince sold his Lamborghini.

② 用鲜活、生动、具体的动词, 而不是泛泛而谈的词。对比以下两句:

The flag moved in the breeze.

The flag fluttered in the breeze.

③ 用描述性的词来修饰名词。

A man strained to lift the box.

A heavyset, perspiring man strained to lift the heavy wooden box.

④ 用与感官相关的词, 也就是说尽量采用能表达视觉、味觉、触觉、嗅觉、听觉的词。

That woman jogged five miles a day.

That fragile-looking, gray-haired woman jogged five miles a day. (视觉)

A noise told the crowd that there were two minutes left to play.

A piercing whistle told the cheering crowd that there were two minutes left to play.
(听觉)

When he returned, all he found in the fridge was bread and milk.

When he returned, all he found in the fridge was stale bread and sour milk.
(味觉)



英文写作的要素与实践

Neil stroked the kitten's fur until he felt its tiny claws on his hand.

Neil stroked the kitten's silky fur until he felt its tiny, needle-sharp claws on his hand. (触觉)

Fran placed a sachet (香囊) in her office drawer.

Fran placed a lilac-scented sachet in her office drawer. (嗅觉)

三、语言要简洁

简洁意味着只包含必要的词。简洁也不仅仅是简短，而是要删除冗余的词语，保留细节和新意。在意义表达充分的前提下，用词越少越好。应尽量避免用词啰嗦、含糊其辞及句子松散。

实际上，很多中国的英语写作者对写作认识有一种误区。他们往往把啰嗦冗余的表达方式当作固定短语，或比较新颖、比较有价值的短语而倍加崇拜，舍简求繁，能用简短的表达方式时却选择比较长、比较复杂的表达方式，以为这样能够写出更高水平的作文。其实不然。好的文章，语言一定是简练的。

为做到语言的简洁，常常需要做到以下几点：

1. 去掉或缩短空洞的词或短语

这类空洞的字词只凑字数，白占空间，却不能增加意义，应将其精简或直接删掉，从而使文章节奏变得轻快，增强表现力。

为了使语言更加简洁，很多短语可直接删掉，常见的有：

there be in one's opinion as far as I'm concerned

for all purposes in a manner of speaking all things considered

for the most part last but not least I feel/ believe/ think...

it seems for the purpose of in nature

in the case of in the event that the point I am trying to make

举例来看：

Wordy: As far as I am concerned, discrimination against women continues to

exist in medicine for all intents and purposes.

Revised: Discrimination against women continues to exist in medicine.

另外一些空洞的短语可精简为一个词，常见的有：

for all time = always	at the present time = now
at this point of time = now	in the nature of = likefor
the purpose of = for so as to = to	until such time as = until
due to the fact that = because in order to = to	
in the event that = if by means of = by	in the final analysis = finally
for the reason that = because	by virtue of the fact that=because
because of the fact that = because	

举例来看：

Wordy: At this point of time, the software is expensive due to the fact that it has no competition.

Revised: The software is expensive now because it has no competition.

2. 去掉不必要的重复

有意的重复能突出重点，增强连贯性，使表达更有力。不必要的重复则让句子拖沓累赘。如：

Wordy: Many unskilled workers without training in a particular job are unemployed.

Revised: Many unskilled workers are unemployed.

Unskilled 暗含 without training 的意思，两个短语同时出现，形成不必要的重复。类似的短语，如 repeat again、return back、large in size、cooperate together、habitual custom，划线部分已经暗含在主要词语之中。查词典记单词时要准确，并不断积累。

3. 去掉 there be 和 it be 结构

there be 和 it be 结构可以推迟主语的出现，起到强调主语的作用（尤其是主语首次出现时）或表示思想发展方向上的变化。但它们常常只是增加了词语，把本来可以更有活力的句子变得松散无力。



英文写作的要素与实践

Wordy: There were delays and cost overruns that plagued construction of the Channel Tunnel. It is the expectation of investors to earn profits at last, now that there are trains passing daily through the tunnel.

Revised: Delays and cost overruns plagued construction of the Channel Tunnel. Investors expect to earn profits at last, now that trains pass daily through the tunnel.

4. 把短语缩减为单词，把从句缩减为短语

单词可以扩展成短语，短语可以扩展成句子，反之亦然。到底是扩展还是压缩取决于想要的表达效果。如果要使语言简洁，则应在能充分表达含义的前提下，用词越少越好，能用单词则不用短语，能用短语则不用从句。

很多介词短语可以缩减为相应的形容词或副词，如：

in a confident manner = confidently of value = valuable

很多动词短语或名词短语可以精简为相应的强动词，如：

Wordy: We've made the decision to postpone the meeting until the appearance of all board members.

Revised: We've decided to postpone the meeting until all board members appear.

如果一个句子中有两个或以上的定语从句，那就得考虑把某个或某几个从句缩减为更精炼的短语。

Wordy: *Moby-Dick*, which is a novel about a white whale, was written by Herman Melville, who was friendly with Nathaniel Hawthorne, who urged him to revise the first draft.

Revised: *Moby-Dick*, a novel about a white whale, was written by Herman Melville, who revised the first draft at the urging of his friend Nathaniel Hawthorne.

5. 合并句子

一系列独立主句堆砌起来时，不管是用句点隔开，还是用逗号加 fanboys (for、and、nor、but、or、yet、as) 并列连词连接起来，结构都非常松散，体现不出重要性的差别。为更好地表达句意与逻辑，应辨别重点

与次重点，写作时可以把次重点用从属连词、关系代词或分词连接起来，缩短为从句或短语，形成辅助性修饰语。这样既可以减少不必要的字词的出现，又会使意义更加紧密。从下面两个例子中可以发现合并句子的有效作用：

Wordy: An unexpected problem with the Channel Tunnel is stowaways. The stowaways are mostly illegal immigrants. They are trying to smuggle themselves into England. They cling to train roofs and undercarriages.

Revised: An unexpected problem with the Channel Tunnel is stowaways, mostly illegal immigrants who are trying to smuggle themselves into England by clinging to train roofs and undercarriages.

Wordy: Macbeth was very ambitious. This led him to wish to become the king of Scotland. The witch told his that this wish of his would come true. The king of Scotland at this time was Duncan. Encouraged by his wife, Macbeth murdered Duncan. He was thus enabled to succeed King Duncan.

Revised: Encouraged by his wife, Macbeth achieved his ambition and realized the prediction of the witch by murdering Duncan and succeeding to the throne.

练习题

一、修改以下句子，用准确生动的词来代替含糊宽泛的词，尤其注意划线部分。

Example:

Several of our appliances broke down at the same time.

Our washer, refrigerator, and television broke ...

1. Salty snacks are my diet downfall.
2. I swept aside the things on my desk to spread out the road map.
3. Our neighbor's family room has a lot of electronic equipment.
4. Several sections of the newspaper were missing.



英文写作的要素与实践

5. The doctor examined various parts of my body before diagnosing my illness as bronchitis.

二、参考以下例子，改写句子的主语、动词及空洞的词，力求句子的简洁。

Example:

I made college my destination because of many factors, but most of all because of the fact that I want a career in medicine.

I came to college mainly because I want a career in medicine.

1. Gerrymandering refers to a situation in which the lines of a voting district are redrawn so that a particular party or ethnic group has benefits.

2. The name is a reference to the fact that Elbridge Gerry, the governor of Massachusetts in 1812, redrew voting districts in Essex County.

3. On the map one new district was seen to resemble something in the nature of a salamander.

4. Upon seeing the map, a man who was for all intents and purposes a critic of Governor Gerry's administration cried out, "Gerrymander!"

5. At the present time, changes may be made in the character of a district's voting pattern by a political group by gerrymandering to achieve the exclusion of rival groups' supporters.

三、参考以下例句，特别注意划线部分，去掉不必要的重复，让句子更加简洁。

Example:

Because the circumstances surrounding the cancellation of classes were murky and unclear, the editor of the student newspaper assigned a staff reporter to investigate and file a report on the circumstances.

Because the circumstances leading to the cancellation of classes were unclear, the editor of the student newspaper assigned a staffer to investigate and report the story.

1. Some Vietnam veterans coming back to the United States after their tours of duty in Vietnam had problems readjusting again to life in America.

2. Afflicted with post-traumatic stress disorder, a psychological disorder that sometimes arises after a trauma, some veterans had psychological problems that caused them to have trouble holding jobs and maintaining relationships.

3. Some who used to use drugs in Vietnam could not break their drug habits after they returned back to the United States.

4. The few veterans who committed crimes and violent acts gained so much notoriety and fame that many Americans thought all veterans were crazy, insane maniacs.

5. As a result of such stereotyping of Vietnam-era veterans, veterans are included into the same antidiscrimination laws that protect other victims of discrimination.

四、参考例句，特别注意划线部分，将以下句子修改得更加简洁。

Example:

A creative idea, says psychologist Robert Epstein, can be like a rabbit. The rabbit runs by fast. We glimpse only the rabbit's ears or tail.

A creative idea, says psychologist Robert Epstein, can be like a rabbit that runs by so fast that we glimpse only its ears or tail.

1. There is evidence that suggests that there is only one difference between creative people and the rest of us. It is creative people who are always poised to capture the new ideas we might not catch right away.

2. Creative thinking has to do with seizing opportunities. Creative thinking has to do with staying alert. Creative thinking has to do with seeking challenges and pushing boundaries.

3. The goal is that the idea be caught first and that the idea be evaluated later. A fleeting thought is captured by the alert person by writing it down at once. The goal is not to worry whether the thought will have eventual value.



英文写作的要素与实践

4. There is an important part of creativity, and that is daydreaming, which is an activity allowing thoughts to bubble up spontaneously. These creative thoughts surprise us with their freshness.

5. Creativity can be unlocked in us by trying something different. It is possible to turn pictures sideways or upside down to see them in new ways. We can mold clay while we think about a writing problem that is difficult.

6. It is stressed by the psychologist Robert Epstein that there are many exciting advances in everything. The advances are in fields from astrophysics to car design to dance. The advances creatively combine ideas that are from widely different sources.

7. Epstein gave his students the assignment of a problem. The problem called for the retrieval of a Ping-Pong ball. It was located at the bottom of a vertical drainpipe that was sealed at the bottom.

8. Some of the tools that the students had been given by Epstein were too short to reach the ball. Other tools that the students had been given were too wide to fit into the pipe.

第二节 强调观点

不管是一个句子、一个段落，还是一篇文章，突出和强调中心思想都是基本要求。只有强调了中心思想才能保证所讲述的内容有意义，也只有这样才能抓住并引导读者的注意力。要做到强调主旨大意，需要一定的策略和方法，常见的方法有：

- ① 用主动语态表达强调
- ② 通过词序表达强调
- ③ 用累积句和尾重句表达强调
- ④ 通过重复关键词或关键短语
- ⑤ 通过平行结构和对称表达强调

⑥ 有效使用动词

一、用主动语态表达强调

一个句子的核心是主语和动词。主语指明了施动者是谁，动词指明主语做出了什么样的动作。主动句直截了当地指明了施动者和动作，因而更加清晰有力，往往比被动语态更能表达强调。因为被动句弱化甚至省略了施动者，强调受动者和动作，读者不得不去别的地方寻找施动者，这样就违背了句子的核心是主语和动词的原则，湮没了重点信息，导致句子模糊不清，表达无力。看以下一组例句：

被动句：The 1990 law is seen by most businesses as fair, but the cost of complying have sometimes been exaggerated.

主动句：Most businesses see the 1990 law as fair, but some opponents have exaggerated the cost of complying.

尽管应该尽量用主动语态表达强调，但是在动作发出者不明确或不重要时，还是应该使用被动语态。如在商务信函、公文、学术报告、科研论文等文体中，一般不需要知道是谁发出了这样的动作，只需要知道结果和动作是什么就够了，在这种情况下，一般采用被动语态。

二、通过词序表达强调

句首和句尾是表达强调的最佳位置，因为读者往往特别关注句子的开头和结尾，人的思维习惯也是如此。根据行文顺序，读者看到句子时首先看到的是句首信息。如果句首包含了重要的新信息，那么读者的后续阅读就会一直围绕这个信息展开，因此可以起到强调其重要性的作用。重要信息位于句首以示强调，这尤其适用于需要直接陈述的情景中，如实验报告、商业信函等，常把最重要的信息放在句首，修饰语随后。对比以下两句，感受所强调重点的不同：

Treating cancer with interferon (干扰素) has been the subject of a good deal of research.



英文写作的要素与实践

A good deal of research has studied the subject of treating cancer with interferon.

两句话要表达的基本含义相同，但第一句强调的是 treatment，而不是 research，后续的讨论很有可能围绕 treatment 展开；而第二句强调的是 research，后面很有可能要讨论具体做了哪些研究。

英语中有“saving the best till last”的说法，就是说把最重要的、最好的放到最后。一般情况下，读者期待句首包含已知的旧信息，而句尾提供新信息。这样可以造成悬念，吸引读者一直读下去，而且读者记住的信息往往也是最后读到的信息。对比以下两段：

修改前：

Education almost means controversy these days, with rising costs and constant complaints about its inadequacies. But the value of schooling should not be obscured by the controversy. The single best means of economic advancement, despite its shortcomings, remains education.

修改后：

Education almost means controversy these days, with rising costs and constant complaints about its inadequacies. But the controversy should not obscure the value of schooling. Education remains, despite its shortcomings, the single best means of economic advancement.

第一段里三句话的话题在不停变换，第二句与第三句的主语在不停地引入新的信息（下划线处），而老话题（education）又出现在了句子的末尾，读者难以循序渐进地找到句子与句子之间的联系，找不到段落的重点。第二段里的句子以旧信息（education、controversy）开头，以新信息结尾（single best means of economic advancement），段落逻辑清晰（A-B、B-C、C-D）。

要实现把重要信息放在句尾的目的，可以使用冒号或破折号，然后紧跟最重要的成分，将其单独放在句尾；或按照重要性的顺序，把最重要的信息放到最后。看以下例句：

Beth had always dreamed of owning one special car: a 1953 Corvette.

The elderly need a good deal of special attention—they deserve it.

The storm knocked down many trees, blew the roofs off several buildings, and killed ten people.

三、用累积句和尾重句表达强调

1. 累积句

英语中最常见的句子是把重要信息放在句首，以主句开始，再用修饰语或从句来解释详述或举例说明，这叫累积句（cumulative sentence），因为这种句子在展开过程中不断累积各种的信息。累积句也称为松散句，因为句子结构不紧凑。累积句首先呈现最主要的信息，然后逐渐展开讲述，不断积累信息。这种展开方式比较符合人们的思维习惯，往往比较直接清楚。如在下面两句话中，信息逐渐展开：

The storm caused extensive damage, blowing roofs off buildings, knocking down many trees, and severing power lines.

The American mosaic is continually changing, with people coming from all over the world—Korean grocers, Jamaican cricket players, Vietnamese fishers, Haitian cabdrivers, and Chinese doctors.

2. 尾重句

英语中还有些句子先用修饰语或从句描写具体细节，然后逐渐引出主句，表达主要思想，这叫尾重句（periodic sentence），也叫圆周句或紧凑句。尾重句悬念不断加深，把重要信息都留到句尾，到句子结尾时点明主题，给读者造成悬念。但读者应该已经对句子的主语有所了解，因为在这之前的句子已经讨论或引入过了，所以读者应该知道句子开头的修饰语描述的是什么。上文的两个累积句可以改写为以下尾重句：

Blowing roofs off buildings, knocking down many trees, and severing power lines, the storm caused extensive damage.

With people coming from all over the world—Korean grocers, Jamaican cricket players, Vietnamese fishers, Haitian cabdrivers, and Chinese doctors, the



英文写作的要素与实践

American mosaic is continually changing.

有些尾重句的修饰语或从句出现在主句主语和谓语之间。如：

Columbus, after several discouraging and unsuccessful voyages, finally reached America.

四、通过平行结构和对称句表达强调

平行结构跟汉语中的排比很像，是由语法上相同或相似、意义上相对称的词、词组或句子构成，具有句式均匀、层次清晰、内容紧凑、节奏感强的特点，常由 and、but 等并列连词或特定的标点符号连接。平行结构一般按照重要性递增的顺序排序，也就是说，把最重要、最需要强调的信息放到最后。对比以下两句：

The storm blew the roofs off some buildings, killed ten people, and knocked down many trees.

The storm knocked down many trees, blew the roofs off several buildings, and killed ten people.

两句话从形式上看都是三个并列的动词短语形成的平行结构，但第一句短语没有按照重要性递增的顺序排列，导致重点没有得到突出。而第二句则按照损害越来越严重的顺序排列，把最为严重的“10人丧生”放到最后，起到了强调的作用。

如果一个主句的几个从句在语法上平行对称，长度上大体相当，那么就构成了平衡句或对偶句。平衡句能让读者强烈感受到两种思想的碰撞，因此能突出强调含义。纯粹的平衡句需要两个主句完全平行，且每个成分都对称。如：

Ask not what your country can do for you, ask what you can do for your country.

——John F. Kennedy, *Inaugural Address in 1961*

It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity; it was

the season of light, it was the season of darkness; it was the spring of hope, it was the winter of despair; we had everything before us, we had nothing before us; we were all going direct to Heaven, we were all going direct the other way.

——Charles Dickens, *A Tale of Two Cities*

在实际的写作或阅读中，我们碰到的多数对称句只是大致平行或部分平行。如：

White chickens lay white eggs, and brown chickens lay brown eggs; so if white cows give white milk, do brown cows give chocolate milk?

But if thought corrupts language, language can also corrupt thought.

——George Orwell

五、通过重复关键词来强调

简单的、不必要的重复会使句子冗长乏味，但恰当使用重复却会突出重点，使文章更连贯有力。这种重复常与平行结构一起使用，可以出现在一个段落的一系列句子中，也可以出现在一个句子的一系列短语或从句中。例：

But the most important needs of all are what we need in ourselves—a need to be seen, a need to be known, a need to be recognized, a need for achievement, a need to enjoy our world....

重复可以是同一个词的多次出现，如上句；也可以是同义词的反复出现，如下句：

The good old days were gone forever, could never come back again.

值得一提的是，重复关键词并不是简单意义上的重复表达，而应在前一层的意思上进一步加深加强。以上两例中，be known、be recognized、achievement、enjoy our world 的层次逐步提高，把意思往前推进了一步。Were gone forever 与 never come back again 互相解释，后一个短语使句意更直接明白。

六、使用强动词

初学者有时因想不起该用哪个具体的词而选择使用 make、get、have、



英文写作的要素与实践

be 等含义模糊的动词。这类词属于弱动词，因为它们不能表达准确的意义，只增加句子长度，却湮没了关键动词，没能表达出具体的含义。写作时要尽量使用强动词，也就是具有实际意义的词。

弱动词：The company is now the leader among businesses in complying with the 1990 Disabilities Act. Its officers make frequent speeches on the act to business groups.

强动词：The company now leads other businesses in complying with the 1990 Disabilities Act. Its officers frequently speak on the act to business groups.

有些强动词会有名词形式，如 decide—decision, intend—intention, propose—proposal, expect—expectation, construct—construction, argue—argument, include—inclusion, persist—persistence 等。这些强动词的名词形式往往会搭配其他动词，形成动词短语，表达与强动词相同的含义。中国的英语写作者更习惯使用这类动词短语，因为可以增加字数，显得词汇量丰富。实际上，在这种情况下应尽量选择强动词形式，而不是其他动词 + 该动词的名词的形式，因为这削弱了动作含义，意义不再干脆利落。

名词：After the company made a decision to hire more disabled workers, its next step was the construction of wheelchair ramps and other facilities.

动词：After the company decided to hire more disabled workers, it next constructed the wheelchair ramps and other facilities.

练习题

一、自行确定以下句子中的重点是什么，然后改写句子，将要强调的信息放在句首或句尾。

1. Police want to upgrade their firepower because criminals are better armed than ever before.
2. A few years ago, felons used so-called Saturday night specials, small-caliber six-shot revolvers.
3. Now, semiautomatic pistols capable of firing fifteen to twenty rounds, along

with paramilitary weapons like the AK-47, have replaced these weapons.

4. Police are adopting such weapons as new fast-firing shotguns and 9mm automatic pistols in order to gain an equal footing with their adversaries.

5. Faster reloading and a hair trigger are two of the numerous advantages that automatic pistols, the weapons of choice among law-enforcement officers, have over the traditional 38-caliber police revolver.

二、参考例句，分别用累积句和尾重句两种方法改写下列句子。

Example: More women than ever before are running for office. They are encouraged by the success of other female candidates.

累积句: More women than ever before are running for office, encouraged by the success of other female candidates.

尾重句: Encouraged by the success of other female candidates, more women than ever before are running for office.

1. Some politicians opposed the prescription drug program. They believed it was too expensive. They felt that a smaller, more limited program was preferable.

2. Smoking poses a real danger. It is associated with various cancers. It is linked to heart disease and stroke. It threatens even non-smokers.

3. Infertile couples who want children sometimes go through a series of difficult processes. They may try adoption. They may also try artificial insemination or in vitro fertilization. They may even seek out surrogate mothers.

4. The Thames is a river that meanders through southern England. It has been the inspiration for such literary works as *Alice's Adventure in Wonderland* and *The Wind in the Willows*. It was also captured in paintings by Constable, Turner, and Whistler.

5. Black-footed ferrets are rare North American mammals. They prey on prairie dogs. They are primarily nocturnal. They have black feet and black-tipped tails. Their faces have raccoon-like masks.

三、将以下句子改成主从复合句，确保具体细节用以支持强调的观点。



英文写作的要素与实践

如果要把强调的内容放在前面，就用累积句；如果要把强调的信息放在后面，就用掉尾句。

1. Today's college students are under a good deal of stress. Job prospects in some fields are not very good. Financial aid is not as easy to come by as it was in the past.

2. Education has grown very expensive. The job market has become tighter. Pressure to get into graduate and professional schools has increased.

3. Family ties seem to be weakening. Students are not always able to count on family support.

4. College students have always had problems. Now, college counseling centers report more—and more serious—problems.

5. The term student shock was coined several years ago. This term describes a syndrome that may include depression, anxiety, headaches, and eating and sleeping disorders.

6. Many students are overwhelmed by the vast array of courses and majors offered at their colleges. They tend to be less decisive. They take longer to choose a major and to complete school.

7. Many drop out of school for brief (and extended) periods or switch majors several times. Many take five years or longer to complete their college education.

8. Some colleges are responding to the pressures that students feel. They hold stress-management workshops and suicide-prevention courses. They advertise the services of their counseling centers. They train students as peer counselors. They improve their vocational counseling services.

四、修改以下段落，用平行结构突出相应的成分，用重复关键词的方法来加强强调。

Many readers distrust newspapers. They also distrust what they read in magazines. They do not trust what they hear on the radio and what television shows them, either. Of these media, newspapers have been the most responsive to

audience criticism. Some newspapers even have ombudsmen. They are supposed to listen to readers' complaints. They are also charged with acting on these grievances. One complaint that many people have is that newspaper is inaccurate. Newspapers' disregard for people's privacy is another of many readers' criticisms. Reporters are seen as arrogant, and readers feel that journalists can be unfair. They feel that reporters tend to glorify criminals, and they believe there is a tendency to place too much emphasis on bizarre or offbeat stories. Finally, readers complain about poor writing and editing. Polls show that despite its efforts to respond to reader criticism, the press continues to face hostility. (Adapted from *Newsweek*)

五、参考例句，改写下列句子，恰当安排平行对称的成分，使之更好地突出重点。

Example:

The campers were stranded without matches, without food or water, and without a tent.

The campers were stranded without matches, without a tent, and without food or water.

1. Remembering her days as a "conductor" on the Underground Railroad made Harriet Tubman proud, but she got angry when she remembered her years as a slave.

2. Tubman wanted freedom regardless of personal danger, whereas for her husband, John, personal safety was more important than freedom.

3. Tubman proved her fearlessness in many ways: she led hundreds of other slaves to freedom, she was a spy for the North during the Civil War, and she disobeyed John's order not to run away.

4. To conduct slaves north to freedom, Tubman risked being returned to slavery, being hanged for a huge reward, and being caught by Southern patrollers.

5. After the war Tubman worked tirelessly for civil rights and women's suffrage; raising money for homes for needy former slaves was something else she



英文写作的要素与实践

did.

六、修改、润色以下段落，找到其中的被动语态，将其修改为主动语态。

Ben is angry with Cloudy Vale Utilities Company because he feels that he is not getting satisfactory service. His bills keep going up and up, yet the service gets worse and worse. Every day the power goes off for a few seconds. It can happen at any time; for example, one day the power may go off at 3 : 30 P.M., and the next day it may go off at 6 : 00 A.M. Although the electricity stays off for only a short time, a lot of trouble is caused by it. Ben's daughter's homework is done on a computer. When the power goes off, everything on the screen is lost, and it has to be rewritten from memory.

第三节 句式多样化

在段落或文章中，句子之间应该是紧密相连的。为了让各个句子共同有效地表达意义，需要变化句子的长度、结构、词序等，使段落或文章生动有趣，吸引读者，突出重点。如果段落或文章的一系列句子长度相似，结构相同，则缺少表现力，单调乏味，难以表明句子之间的逻辑关系以及信息在重要性上的差别。因此，写作时应尽可能地丰富句式。常见的方法有：

- ① 句子长度与结构多样化；
- ② 句首多样化；
- ③ 倒装语序；
- ④ 句子类型多样化。

一、句子长度与结构多样化

文采斐然的文章，其句子的长短、主语及修饰语的安排都会有明显的变化。短句一般语气较重，有力度，表达强调；长句一般用于解释观点、理论或描写复杂细节，可以准确地表达复杂的思想与严密的逻辑。

但是一个段落或文章如果全是短句，则所有的句子看起来意义同等重

要，不能突出重点，且单调乏味。在这种情况下，需要用并列、从属或嵌入的方法合并其中一些短句，强调重要信息，弱化辅助信息，增加句子变化，如下例所示：

修改前：

The moon is now drifting away from the earth. It moves away at the rate of about one inch a year. This movement is lengthening our days. The increase a thousandth of a second every century. Twenty-seven of our present days will someday make up a month. We might eventually lose the moon altogether. Such great planetary movement rightly concerns astronomers, but it need not worry us. It will take 50 million years.

修改后：

The moon is now drifting away from the earth about one inch a year. At a thousandth of a second every century, this movement is lengthening our days. Twenty-seven of our present days will someday make up a month, if we don't eventually lose the moon altogether. Such great planetary movement rightly concerns astronomers, but it need not worry us, because it will take 50 million years.

显然修改后的段落比修改前的段落更能突出重点。修改前每句话都是简单的“主+谓+宾”或“主+系+表”结构，句子的复杂度没有区别，句意重要性的差异也得不到体现；修改后的段落把原文中的某些简单句变成了介词短语，用从属连词将前后句连接成了主从复合句，从而使得结构紧凑，错落有致，突出了 the moon's movement、the lengthening days 等需要强调的信息。

长句多表达复杂的思想与严密的逻辑，但是如果通篇是一系列长句，会让读者的思维得不到休息，一时间难以理清句子之间的逻辑思路，句子也极其枯燥乏味。尤其是，如果这些长句是用并列连词连接而成的并列复合句，那作者就难以准确表达这些句子之间的关系，也难以讲清楚哪些观点是最重要的，哪些是次重要的，表现力如一系列短句一样薄弱。在这种情形下，就需要把某些长句改写成短句，把某些并列句改成主从复合句，



英文写作的要素与实践

以强调重点。详见下例：

修改前：

Physical illness may involve more than the body, for the mind may also be affected. Disorientation is common among sick people, but they are often unaware of it. They may reason abnormally, or they may behave immaturely.

修改后：

Physical illness may involve the mind as well as the body. Though often unaware of it, sick people are commonly disordered. They may reason abnormally or behave immaturely.

第一段用了三个并列连词：for、but、or，形成并列复合句，但没法体现出重点与非重点的区别。而修改后的段落把一些独立主句简化成了短语或修饰语，句意更清楚，重点也更突出。

二、句首多样化

多数英语句子以主语开头。但如果整段或整篇都以主语开头，很快就让人感到单调了。因此可以打破主语开头的常规模式，在主语之前添加修饰语或其他成分，打破“主语+谓语(系动词)+宾语(表语)”的基本结构。常见的方法有：用形容词或副词开头；用短语修饰语开头；用从句开头。

1. 用形容词或副词开头

形容词，包括分词和分词短语，可以修饰名词和代词，有时可以出现在句首，做主语补足语。如：

Curious, he decided to give it a try.

Exhausted from the hard driving, the manager decided to take subway to work.

Having no money but not wanting anyone to know, Alicia simply said she would go without dinner.

这三句中划线部分分别是形容词或形容词(分词)短语，补充说明主语。

副词可修饰动词、形容词、其他副词或整个从句，句中位置比较灵活。如果置于句首，则可奠定整句的基调，起到强调整句的作用。比较以下三句：

The defendant's lawyer ruthlessly cross-examined the stubborn witness for a week.

Ruthlessly, the defendant's lawyer cross-examined the stubborn witness for a week.

Ruthlessly, for a week, the defendant's lawyer cross-examined the stubborn witness.

这三句话用词完全一样，只是副词的位置不同。第一句平铺直叙，陈述事实；第二句 ruthlessly 位于句首，奠定整句的基调，强调整个事件残忍；第三句的 ruthlessly、for a week 两个成分位于句首，形成了掉尾句，不断积累信息，在句尾点明主题，强调意味更显著。

需要注意的是，英语中某些副词置于句首时，需用倒装语序。最常见的是表否定含义的副词，如 seldom、rarely、in no case、not until、hardly、little、only 等。

Seldom would a defendant's lawyer cross-examine the witness so ruthlessly.

Hardly had the parents realized it when the children grew up.

2. 用短语修饰语开头

置于句首的短语可以是分词短语（现在分词或过去分词短语）、介词短语、不定式短语、独立主格结构。置于句首的成分是被强调的信息。以下分别举例：

Exhausted from the cross-examination, the witness refused to cooperate again.

For a week, the defendant's lawyer ruthlessly cross-examined the witness.

To dig out the truth, the defendant's lawyer ruthlessly cross-examined the stubborn witness.

The witness exhausted from the cross-examination, the defendant's lawyer couldn't get any more words.

以上四句，分别用分词短语、介词短语、不定式短语、独立主格结构作为句子的开头，分别起到了强调状态、时间长度、目的及原因的作用。



英文写作的要素与实践

3. 偶尔用虚词结构开头

偶尔把虚词结构放在句首，可以推迟主语的出现，从而强调主语。常见的是应用 *it is... that/who...* 的强调结构。如：

His judgment seems questionable, but not his intention.

It is his judgment that seems questionable, not his intention.

但是 *it is... that/who...* 这种强调结构使用得谨慎，频次不能太高，否则就会出现审美疲劳，不仅无法起到强调的作用，反而冲淡了句子的力量。

4. 用从句开头

置于句首的句子多为状语从句，由 *when*、*after*、*because*、*although*、*if* 等从属连词进行连接；或者句子主语是由特殊疑问词或 *that* 引导的主语从句。如：

Since the witness had been exhausted from the cross-examination, he refused to cooperate any more.

That different countries have different cultures is reflected in their respective language.

三、语序多样化

英语的主语、谓语、宾语或表语等句子成分的顺序基本上是固定的。所谓语序多样化就是打破常规的主系表结构，偶尔采用倒装语序，或单独列出要强调的成分。

1. 倒装语序

倒装语序就是把表语或直接宾语放在谓语动词之前，或者把动词放到主语之前，会让读者耳目一新，特别关注位置不同寻常的部分，从而起到强调的作用。英语中有些固定的倒装结构，可以起到强调的作用。常见的情况有：

① 表地点的介词短语或表方向的副词置于句首，用全部倒装结构，起到强调地点或方位的作用。

② *if* 虚拟语气句中省略 *if* 形成的半倒装结构，起到强调条件的作用。

③ as 引导的让步状语从句中，如果把副词、动词、形容词、名词置于句首，形成半倒装结构，可起到强调半倒装部分的作用。

④ 具有否定意义的副词或连词（not、hardly、no sooner、not until、seldom、not once、at no time、never、little 等）置于句首时，句子（主句）采用部分倒装。

⑤ only 修饰句子的状语（从句）位于句首时，要用部分倒装。

⑥ so... that 结构中，可将 so 连同它所修饰的形容词或副词一起提到句首，用倒装结构，强调 so 所修饰的形容词或副词。

⑦ 非固定的倒装结构，为了起到强调的作用，突出重点，还可以根据行文的需要，采用倒装结构。如下列三句：

The north wall he painted red; the other walls he painted white.

Crucial to the agreement is a clear understanding of the issues.

Seldom would a defendant's lawyer cross-examine the witness so ruthlessly.

以上三句话的划线部分分别是直接宾语、表语和助动词放置在了主语之前，会让读者感受到强烈的强调含义。

如果后句是在前句的基础上发展起来的，那么后句采用倒装句会让读者强烈感受到前后句之间的紧密关系。如：

Voters once had some faith in politicians. But now all politicians, voters seem to detest.

上例中，后句重复前句中的 politicians，不仅形成紧密的承接关系，更能让读者感受到强烈的对比。

2. 单独列出插入性成分，表示强调

除倒装语序外，主语和动词之间可插入一些成分，前后用逗号隔开，强调单独列出的成分。对比以下两句：

Dada was an artistic and literary rebellion that defied the conventional values of the 20th century.

Dada, an artistic and literary rebellion, defied the conventional values of the 20th century.



英文写作的要素与实践

第二句中，an artistic and literary rebellion 独立出来，读到此处时，读者肯定会停顿，从而加深了印象，突出了重点。

四、句子类型多样化

根据结构，句子可分为简单句、并列复合句、复合句、并列复合-复合句。并列复合句就是在原句的基础上添加另一个能表达完整思想的句子，并由逗号和并列连词连接起来，两句同样重要（具体构成见第一节）；复合句则是在原句的基础上添加一个辅助思想，并由从属连词或关系连词连接，强调从属关系，即一个思想比另一个更重要（构成见上）；并列复合-复合句则由两个或两个以上由并列连词连接的句子及由从属连词或关系连词连接到一起的句子。根据功能，句子可分为陈述句（declarative）、疑问句（interrogative）、祈使句（imperative）、感叹句（exclamatory）。大多数句子都是陈述句，而疑问句、祈使句、感叹句的偶尔出现会增加变化，增强可读性。

一篇好的文章需要交替使用简单句、并列复合句、复合句、并列复合-复合句，避免单调乏味。同理，如果在文中偶尔使用疑问句、感叹句或祈使句，增加句型变化，会加强文章的丰富性与趣味性。句子类型的变化还可以体现在累积句与尾重句的搭配使用、对称句的使用等方面上。欣赏下段：

Local television newscasts seem to be delivering less and less news. Although we stay awake for the late news, hoping to be updated on local, national, and world events, only about 30 percent of the newscasts is devoted to news. Up to 25 percent of the typical program—even more during “sweeps weeks”—can be devoted to feature stories, with another 25 percent reserved for advertising. The remaining time is spent on weather, sports, and casual conversation between anchors. Given this focus on “soft” material, what options do those of us wishing to find out what happened in the world have? Critics of local television have a few suggestions. First, write to your local station’s management voicing your concern and threatening to boycott the news if changes are not made; then try to get others

who feel they way you do to sign a petition. If changes are not made, try turning off your television and reading the newspaper!

从句子功能上说,这一段涵盖了四种句式:陈述句(无划线)、疑问句(下划线)、祈使句(虚线)、感叹句(波浪线)。读起来此起彼伏,节奏感很强。

练习题

一、下面的段落中全部都是零散的简单短句,用并列、从属或嵌入的方式,将其修改成句式丰富且有趣的段落。

The first modern miniature golf course was built in New York in 1925. It was an indoor course with 18 holes. Entrepreneurs Drake Delaney and John Ledbetter built 150 more indoor and outdoor courses. Garnet Carter made miniature golf a worldwide fad. Carter built an elaborate miniature golf course. He later joined with Delaney and Ledbetter. Together they built more miniature golf courses. They abbreviated playing distances. They highlighted the game's hazards at the expense of skill. This made the game much more popular. By 1930, there were 25000 miniature golf courses in the United States. Courses grew more elaborate. Hazards grew more bizarre. The craze spread to London and Hong Kong. The expansion of miniature golf grew out of control. Then, interest in the game declined. By 1931, most miniature golf courses were out of business. The game was revived in the early 1950s. Today, there are between eight and ten thousand miniature golf courses. The architecture of miniature golf course remains an enduring form of American folk art.

二、下面段落中的句子都是复合句,体现不出句意重要性的区别。根据自己的理解,修改段落中的复合句,使得句子结构更丰富,确保要强调的重点和观点之间的关系清晰明了。

Dr. Alice I. Baumgartner and her colleagues at the Institute for Equality in Education at the University of Colorado surveyed two thousand Colorado schoolchildren, and they found some startling results. They asked, "If you woke



英文写作的要素与实践

up tomorrow and discovered that you were a (boy)(girl), how would your life be different?” and the answers were sad and shocking. The researchers assumed they would find that boys and girls would see advantages in being either male or female, but instead they found that both boys and girls had a fundamental contempt for females. Many elementary school boys titled their answers “The Disaster” or “Doomsday”, and they described the terrible lives they would lead as girls, but the girls seemed to feel they would be better off as boys, and they expressed feelings that they would be able to do more and have easier lives. (Adapted from *Redbook*)

三、下段中的句子全部是陈述句，为了让段落更丰富，在段落中插入三句话，包括一个感叹句、一个反问句、一个祈使句，位置不限，但要保证与段落的目的与语气相符合。

When the Fourth of July comes around, the nation explodes with patriotism. Everywhere we look we see parades and picnics, firecrackers and fireworks. An outsider might wonder what all the fuss is about. We could explain that this is America's birthday party, and all the candles are being lit at once. There is no reason for us to hold back our enthusiasm—or to limit the noise that celebrates it. The Fourth of July is watermelon and corn on the cob, American flags and sparklers, brass bands and more. Everyone looks forward to this celebration, and everyone has a good time.

四、以下五句都是传统的主谓宾或主系表的语序，用以下两种方法修改句子：一，倒装；二，在主语和动词中直接插入成分。句子修改完成后，把所有句子连接成一个段落。

1. The Dada movement first appeared in 1915 and effectively ended in 1925 with the rise of Surrealism.
2. The name Dada, French for “hobby horse”, was selected at random from a dictionary.
3. The Dadaists ultimately rejected all traditional cultural values, and their

goal became to destroy art as an aesthetic cult and replace it with “antiart” and “nonart” .

4. The Dadaists rejected traditional art, and they substituted the nonsense poem, the ready-made object, and the collage.

5. The most notorious example of Dada art is the sculpture *Fountain* (1917), which was a urinal Marcel Duchamp found and signed R. Mutt and then entered into a gallery exhibit.

第四节 并列结构与从属结构

有力的表达需要明晰的句子，也就是说各个意思之间的关系清晰明了，也主次分明。要做到这点，可以有两种方法：并列和从属。并列，就是说句中两个或多个成分在意义上同等重要，用 and、but、or 等并列连词或分号加连接副词表达。从属，表示句子中的某些成分在意义上不如另外一些成分重要，主要信息出现在主句中，而次要信息出现在单词、短语或从句中，常用从属连词、关系代词或短语来连接。

并列结构和从属结构表达的重点不同。并列结构传递出同样重要的信息，而从属结构表达重点与次重点之分。分析下面这组句子：

Kit went through the new part of the library to the old part.

He walked around for a while.

Then he went to the periodicals section.

He started looking at *The Times* on the microfilm.

如果用并列结构组织这四句话，可以组成以下段落：

Kit went through the new part of the library to the old part, and he walked around for a while; then he went to the periodicals section and started looking at *The Times* on the microfilm.

如果用从属结构组织这四句话，可以形成以下段落：

After going through the new part of the library to the old part and walking



英文写作的要素与实践

around for a while, Kit went to the periodicals section, where he started looking at *The Times* on microfilm.

使用并列结构的段落，四个动作（going through the new part of the library to the old part、walking around、going to the periodicals section、looking at *The Times*）用三个独立的主句连接起来，因而被赋予的重要性是相等的。使用从属结构的段落表明 Kit 的目的地，也就是文中的 periodicals section 是最重要的，去 periodicals section 的动作作用了一个主句，而其余的三个动作都是附属成分，重要性偏低，因此用的是短语和定语从句。

一、并列结构

1. 并列结构的构成

并列结构可以使用并列连词、关联连词、连接副词等将各个概念连接起来，表示递进、对比等关系。具体方法如下：

① 用逗号加并列连词连接主句，并列连词缩写为 fanboys: for、and、nor、but、or、yet、so。

② 只用分号或用分号加连接副词连接主句。常见的连接副词参考第五章第二节“句子的扩展”。

③ 用关联连词连接主句、短语或单词，如 both ... and, not only ... but also ... 等，常见的关联连词参考第五章第二节“句子的扩展”。

2. 有效使用并列结构

并列结构能将简单的短句连接起来，但是不可以滥用。如果段落里含有一系列的并列成分，尤其是并列主句，产生的效果与一系列的简单短句是一样的，同样分不清楚主次，各概念和细节之间的相对重要性体现不出来。如下段就需要修改：

The weeks leading up to the resignation of President Nixon were eventful, and the Supreme Court and the Congress closed in on him, and the Senate Judiciary Committee voted to begin impeachment proceedings, and finally the President resigned on August 9, 1974.

这一段由四句话组成，除第一句外，另外三句全部是由并列连词 and 连接起来的，读者无法厘清句子之间重要性的差异。在这样的情况下，就需要对段落进行修改，可以采用主从复合句来强化重点，弱化次重点。修改后的段落如下：

The weeks leading up to the resignation of President Nixon were eventful, as the Supreme Court and the Congress closed in on him, and the Senate Judiciary Committee voted to begin impeachment proceedings. Finally the President resigned on August 9, 1974.

同样的内容，只不过修改后的段落采用了从属连词 as 引导的从句，从句中用 and 连接了两个重要性相等的事件。因此，修改后的段落强调了 the weeks were eventful 与 the President resigned。

并列的句子成分应该在逻辑上是平等而且相关的，而且它们之间的关系应该是关联词所表达出来的关系。如果违背了这两个原则中的任何一个，就会产生逻辑错误。

*Computers came into common use in the 1970s, and they sometimes made costly errors.

and 连接的两个独立主句各自都是正确的，但是在这里使用 and 作为连接词则不恰当，因为两句之间的关系不够紧密。电脑普及的时间与运行错误不相关，违背了关联词应表达出并列成分间的关系的原则，可以改为：

Computers came into common use in the 1970s, and they are now indispensable for conducting business.

Modern computer systems are often very complex, and they sometimes make costly errors.

有时，出现错误的并列结构是因为某些必须有的信息被省略了：

*My dog barks, and I have to move out of my apartment.

Because my dog's barking disturbs my neighbors, I have to move out of my apartment.



二、从属结构

1. 从属结构的构成

上文中提到，如果简单句或并列结构过多，则没法区分重点与次重点。这时，就可以用从属结构来表达重要性的区别。从属结构由一个强调中心思想的主句和一个或几个包含次要内容、处于从属地位的修饰语构成。修饰语可以以多种形式出现，包括从句（形容词性从句、副词性从句及名词性从句）、短语（如同位语、分词短语、独立结构、动名词、不定式、介词短语等）、标点符号（如破折号、冒号、括号等）。具体方法如下：

（1）用从句构成从属结构

可以是以下属连词（如 because、when、while 等）或关系代词（如 who、which、that 等）开头的句子（详细列表参考第五章第二节“句子的扩展”）。从句较长，语法结构上比短语或标点更像主句，因此，相对而言，用从句的形式更能突出从属的信息。形容词性从句、副词性从句及名词性从句分别举例如下：

Albert Einstein, who was also a philosopher and humanitarian, profoundly changed and deepened basic concepts of space, time, matter and energy.

Rush hour is my favorite time to drive because I enjoy the challenge of heavy traffic.

Whoever stole the town clock from the church should be punished.

The fact that the supervisor has asked Carolyn to handle the special projects suggests she will get the promotion.

四句话中，划线部分是从属结构，分别是形容词性从句 / 定语从句，由关系代词 who 引导；副词性从句 / 状语从句，由从属连词 because 引导；名词性从句 / 主语从句，由关系代词 whoever、that 引导。

值得一提的是，如果副词性从句 / 状语从句位于句首，则从句后需要用逗号与主句断开，如果位于句尾，则可以省略。如果形容词性从句 / 定语从句的先行词是身份明确的专有名词，从句前后要用逗号与先行词和主

句断开，形成非限定性定语从句。

(2) 用短语构成从属结构

除从句外，各类短语，如同位语、分词短语、独立结构、动名词、不定式短语及介词短语都可以构成从属结构，为主句的中心思想增加辅助信息。短语的构成具体参考第五章第二节“句子的扩展”。分别举例如下：

Beijing, once the center of imperial power, has the best historical trademarks in China.

Straightening his tie, buttoning his coat, Robert walked into the manager's office.

Delayed by the heavy traffic, I was late for the appointment with an important client.

The office closed and the phone off the hook, Jenny finished her report without interruption.

Our leaving the noisy party was a good idea because some of us had got fainted there.

She felt disappointed to lose the opportunity to visit England as the deputy of the company.

Like most national monuments, Independence Hall is protected by the National Park Service.

这些句子中，划线部分分别是由同位语、现在分词短语、过去分词短语、独立结构、动名词、不定式短语及介词短语构成的从属结构。较之于从句，短语对所表达的从属信息的突出作用更弱。

(3) 用标点符号构成从属结构

破折号、冒号及括号也可以用来连接两个句子，但两个句子的分量不一样，其中一句包含了对中心思想的进一步说明或重申。

Jack could have prevented the accident—he should have checked his breaks last week.

I knew why Julius had slipped out of the party: he was afraid to meet his ex-



英文写作的要素与实践

girlfriend.

The high ticket price (180 ~ 880 RMB) made most students think twice about going to the concert.

标点符号对所表达的从属信息的突出作用最弱，有时需要谨慎考虑。

我们已经知道，从属结构可以表达因果、条件、让步、目的、时间/空间等不同的意义。实际上，同样的意义可以由不同的从属结构来表达。

举例来说：

Because Jones had been out of job for six months, he was having trouble paying his bill.

Having been jobless for six months, Jones was having trouble paying his bill.

Whenever forecasters predict a mild winter, farmers hope for an early spring.

With forecast for a mild winter, farmers hope for an early spring.

Although the horse looked gentle, it proved hard to manage.

The horse, a gentle-looking animal, proved hard to manage.

以上三组句子的第一句分别是由 because、whenever、although 引导的状语从句，表示原因、时间、让步；第二句分别用的是现在分词短语、介词短语、同位语来表达相同的含义。因此，使用从属结构时，可以用不同的结构替换，增加结构的丰富性。

2. 有效使用从属结构

从属结构对组织信息和强调信息非常有效，可以在一句话内涵盖丰富的信息。但是如果一个句子用了太多的从属结构，尤其是从属结构里套从属结构，那么句子结构就太松散了，显得杂乱无章，读者一时难以理清句子之间的逻辑关系，造成阅读负担，从属结构所应有的强调作用也就不复存在了。如下面这句话：

The boats that were moored at the dock when the hurricane, which was one of the worst in three decades, struck were ripped from their moorings, because the

owners had not been adequately prepared, since the weather service had predicted that the storm would blow out to sea, which storms do at this time of year.

这一句话很长，因为包含了大量的从属结构，显得极其混乱，令人难以理解。简单的主句 *The boat were ripped from their moorings* 包含了三个形容词性从句/定语从句（分别由 *that*、*which*、*which* 引导，见划横线部分）、三个副词性从句/状语从句（分别由 *when*、*because*、*since* 引导，见划波浪线部分）、一个名词性从句/宾语从句（由 *that* 引导，见划虚线部分）。

实际上，这样的句子通常有不止一个意思值得强调，也就是值得用独立主句表达，所以最好改写成几个句子，形成逻辑畅通的段落：

Struck by one of the worst hurricane in three decades, the boats at the dock were ripped from their moorings. The owners were unprepared because the weather service had said that the storm at this time of year blew out to sea.

改写后的句子有两个主句（划线部分），强调 *the boats were ripped* 与 *the owners were unprepared* 两个成分，其余作为附属成分。句子结构一目了然，清晰易懂。

从属结构的使用同样需要注意从属连词或关系代词是否表达了主句与从句之间的关系，也就是说，一定要选择意义恰当从属连词或关系代词，否则就出现了逻辑错误。如下句：

Because Beethoven was deaf when he wrote his final symphonies, they are musical masterpieces.

贝多芬耳聋与杰出的作曲之间不可能形成因果关系，因此就不能用从属连词 *because*。可以选择 *although*，形成转折关系。上句可改为：

Although Beethoven was deaf when he wrote his final symphonies, they are musical masterpieces.

练习题

一、下列句子中，有的并列结构不合乎逻辑，有的滥用并列结构。将它们找出来，修改成恰当的并列结构。如果没有不当的地方，将句子标出来。



英文写作的要素与实践

1. As depicted in movies, fencing sometimes appears to be reckless swordplay, and fencing requires precision, coordination, and strategy.

2. The first fencing competitions in the fourteenth century were small, and because it was very popular, fencing was one of the few sports included in the first modern Olympic Games in 1896, and fencing has been part of the Olympics ever since then.

3. Fencing equipment includes a mask, a padded jacket, a glove, and one of three weapons—foil, epee, or saber—and a fencer's technique and targets differ depending on the weapon used and the fencer's experience.

4. Generally, a fencer specializes in one of the three weapons, but some competitors are equally skilled with all three.

5. The object of fencing is to be the first to touch the opponent five times, and a “president” who is sometimes assisted by a number of judges, officiates at competitions.

二、合并下列段落中的句子，用最有效的方法把相关观点并列连接起来。需要用到并列连词或连接副词时，加相应的标点。

1. Many chronic misspellers do not have the time to master spelling rules. They may not have the motivation. They may rely on dictionaries to catch misspellings. Most dictionaries list words under their correct spellings. One kind of dictionary is designed for chronic misspellers. It lists each word under its common misspellings. It then provides the correct spelling. It also provides the definition.

2. Henry Hudson was an English explorer. He captained ships for the Dutch East India Company. On a voyage in 1610, he passed by Greenland. He sailed into a great bay in today's northern Canada. He thought he and his sailors could winter there. The cold was terrible. Food ran out. The sailors mutinied. The sailors cast Hudson adrift in a small boat. Eight others were also in the boat. Hudson and his companions perished.

三、合并以下句子，用状语从句或定语从句将句子合写成主从复合句，

形成从属结构。每个句子都使用两种改法。

1. In 1888, two cowboys had to fight a dangerous Colorado snowstorm. They were looking for cattle. They came to a canyon. They saw outlines of building through the snow. Survival then seemed certain.

2. Shoes can be colorful, glamorous, or even witty. They are meant to protect the foot from some of the dangers of walking.

3. Sandals are worn primarily to protect the sole of the foot. They are also worn for comfort and style.

4. Aristides was an ancient Greek Politician famous for his honesty and judgment. He was known as Aristides the Just.

5. Aristides' reaction demonstrated that the nickname "the Just" was well deserved. His reaction was to write his own name on the voter's ballot even though that person's vote helped banish Aristides.

四、阅读下列段落，找出其中不合逻辑的从属结构或从属结构泛滥的地方，并将其修改。修改时，尽可能采用从属结构和并列结构，但是要保证逻辑正确且不滥用。

Because too many young ape mothers in zoos were rejecting or abusing their infants, zookeepers decided to stop their usual practice of separating mother and infant from the rest of the ape community, which was done so that the infant would supposedly be safe from harm from other apes. In the new arrangement, group settings were established that included older, experienced, loving ape mothers as well as other infants and young mothers so that the abusive mothers could learn from good role models how to love and care for their infants and so that each mother would have child-rearing support from the equivalent of aunts and cousins. The experiment was successful, and some pediatricians, who are doctors who specialize in child care, tried a similar program for abusive human mothers, which worked well even though the human mothers took far longer than the ape mothers to learn and use good mothering techniques.



英文写作的要素与实践

五、用平行结构和从属结构来改写下面的段落。

Few people have ever seen a manatee. Only about two thousand of these seagoing mammals are left in the world. In the South Pacific, manatees are known as dugongs. They are smaller than sea lions and bigger than seals. They bear an uncanny resemblance to humans. They are thought to be the source of sailors' mermaid legends. Researchers are trying to preserve and protect the dying manatee population in every way they can. Divers at the Sea World amusement park in Florida rescued one female manatee they named Fathom. She was severely injured, possibly by a boat's propeller. She would have died in the wild. She was unable to float or breathe properly. At Sea World, Fathom was given a tailor-made wet suit. She recovered nicely.

第五节 平行结构

平行结构是指两个或多个成分具有相似的语法形式，能够加强和突出各种成分之间的密切关系，包括词、短语、从句，甚至是主句。这可以帮助读者轻松地从一个概念过渡到另一个概念，并看清楚这些概念之间的内在联系。

一、平行结构的构成

平行结构可以体现在不同的句子成分中，可以是句子、短语，甚至是单词。但是平行成分在结构上并不是逐字对应的。

1. 用并列连词连接句子成分，构成平行结构

并列连词，顾名思义，就是连接平行并列成分的连词。因此，凡是并列连词出现的地方，肯定需要平行结构。如：

Recommended exercise includes running, swimming, and cycling.

Exercise enables people to maintain healthy bodies and to handle mental pressures.

People exercise because they want to look healthy, because they need to have stamina, or because they hope to live longer.

Industrial workers were understandably disturbed that they were losing their jobs and that no one seemed to care.

如果并列连词连接的成分在结构上不对称，那么句子就会生硬别扭，意义不清。如：

* Three reasons why steel companies kept losing money were that their plants were inefficient, high labor costs, and foreign competition was increasing.

* The duties of the job included baby-sitting, house-cleaning, and the preparation of meals.

这两句话在语法结构上并不平行，有句子，有短语；有动名词，有名词。这样就违背了平行结构的构成原则，应改成：

Three reasons why steel companies kept losing money were inefficient plants, high labor costs, and increasing foreign competition.

The duties of the job included baby-sitting, house-cleaning, and meal-preparing.

语法要求必须有的成分，出现在平行结构中时，则必须保留，不得省略：

* Given training, workers can acquire the skills and interest in other jobs.

skill 与 interest 需要不同的介词，因此这句不符合语法结构，必须改为：

Given training, workers can acquire the skills for and interest in other jobs.

有时，为了避免产生歧义，需要重复某个词：

* Thoreau stood up for his principles by not paying his taxes and spending a night in jail.

这句话表达不清楚 Thoreau 到底有没有 spend a night in jail，到底是 by not spending a night in jail 还是 by spending a night in jail，因此，需要重复介词 by，让意思更清楚：

Thoreau stood up for his principles by not paying his taxes and by spending a night in jail.



英文写作的要素与实践

2. 用关系连词构成平行结构

关系连词是成对出现的连接词，如 both ... and、neither ... nor、not only ... but also、not ... but、whether ... or、either ... or 等。它们比并列连词更强调句子成分之间的平等和平衡。

It is not a tax bill but a tax relief bill, providing relief not for the needy but for the greedy.

——Franklin Delano Roosevelt

如果用关系连词构成平行结构出现了错误，那么错误多数是由于第二个连接词之后的成分与第一个连接词之后的成分不匹配导致的。如：

*Huck Finn learns not only that human beings have an enormous capacity for folly but also enormous dignity.

这句试图用 not only ... but also... 形成平行结构，但是 not only 后面是从句，而 but also 后面是名词短语，显然两者之间是不平衡的，可改为：

Huck Finn learns that human beings have not only an enormous capacity for folly but also an enormous capacity for dignity.

3. 列表、大纲或标题构成平行结构

列表或大纲中的各项目是并列的，结构上应该平行。文章中的标题以及正式提纲中的标题在结构和语法上也必须都是平行的。

* Changes in Renaissance England

1. Extension of trade routes
2. Merchant class became more powerful
3. The death of feudalism
4. Upsurging of the arts
5. The sciences were encouraged
6. Religious quarrels began

Changes in Renaissance England

1. Extension of trade routes
2. Increased power of merchant class

3. Death of Feudalism
4. Upsurge of the arts
5. Encouragement of the sciences
6. Rise of religious quarrels

第一个提纲不合乎要求，因为里面既有名词短语，也有句子，还有分词短语，杂乱无章；而修改后的提纲更正式规范，统一使用名词短语，构成显著的平行结构。

二、有效使用平行结构

① 平行结构可以帮助作者实现强调的目的。看下面这句：

I would like to promise her that she will grow up with a sense of her cousins and of rivers and of her great-grandmother's teacups, would like to pledge her a picnic on a river with fried chicken and her hair uncombed, would like to give her a home for her birthday, but we live differently now and I can promise her nothing like that.

一句话连续使用三个 would like to 形成了平行结构，但是前两个平行结构是第三个平行结构中所描述的 home 的具体细节，这是把最重要的信息放到句子最后的描写方法，以强调最后一个平行结构。作者本可以用总分的形式，首先提出 give her daughter a home 这一总体观点，接下来再描述具体细节，但这样就没有强调的效果了。

② 除了强调，平行结构还可以产生节奏感，或强烈或舒缓。如下句：

Most police work is concerned with scared people who have been bitten by dogs, frantic people whose children have run away from home, old people who have no one to talk to, and impatient people whose first response to any situation is to "call the cops".

这句话用 scared people、frantic people、old people、impatient people 加各自的定语从句，形成了平行结构，读起来朗朗上口，节奏感强烈。再欣赏下句：



英文写作的要素与实践

At work, he may have time to gulp down a cup of coffee if the dining halls are running smoothly, if all the workers show up, and if the boss is not asking questions.

这句话用三个并列的 if 从句，成功塑造了一种紧迫的感觉。

③ 平行结构除了可以用在一个句子里表示强调，丰富句子风格外，还可以用在一段落里连接几个相关的句子，用以加强连贯性。

Lewis Mumford stands high in the company of this century's sages. *A scholar* of cosmic cultural reach and conspicuous public conscience, a distinguished critic of life, arts, and letters, *an unequalled observer* of cities and civilizations, he is secure in the modern pantheon of great men. He is also an enigma and an anachronism. *A legend of epic proportions* in intellectual and academic circles, he is surprisingly little known to the public.

—Ada Louise Huxtable

这段话在两个层次上使用了平行结构，让句子非常紧凑。首先是四个句子的主谓结构，第一次出现用 Lewis Mumford stands ...，接下来使用三个平行的 he is ...，让读者清楚地明白整个段落都是在讲述 Lewis Mumford 的，把整个段落都紧密地连到一起。第二层是第二句中并列的三个同位语（横线、斜体），加强了气势。

练习题

一、以下句子均采用了平行结构，判定以下句子中的平行结构是如何形成的。

1. Satisfaction is also increased by a sense of responsibility for and loyalty to a team.

2. It is widely believed that mobile phones are indispensable in the case of accidents, or when other difficult situations arise, and that everyone should have the right to the protection they offer.

3. Even when children use a computer for other purposes, such as getting

information or emailing friends, it is no substitute for human interaction.

4. Some offenders need to be imprisoned, both for their own safety and for that of others.

5. Animals may be dangerous, not only because of the disease they can carry, but also because of the direct physical injuries they can inflict.

6. She has neither the professional technique to find a good job, nor money that is offered by her father or brother to do the business.

7. Some essay is hard to understand, not because the loan but because they're obscure.

8. They will certainly be the first to help children learn what is important in life, how they're expected to behave and what role they will play in their world.

二、修改下列句子，使得句子内的并列、对比或列举的成分形成平行结构，如果有必要，可增减词汇或替换词汇。

1. Competitors participated in running sprints, spectacular chariot and horse races, and running long distances while wearing full armor.

2. The purpose of such events was developing physical strength, demonstrating skill and endurance, and to sharpen the skills needed for war.

3. At the Olympic Games, the spectators cheered their favorites to victory, attended sacrifices to the gods, and they feasted on the meat not burned in offerings.

4. As a way of getting ahead, to keep their self-respect, and for simple survival, wise employees handle problem bosses with a variety of strategies.

5. Employees who take the trouble to understand what makes their boss tick, engage in some self-analysis, and staying flexible are better prepared to cope with a difficult job environment than suffering in silence like some employees.

三、以下每组句子都含有并列或对比的成分，合并以下句子，使句子内部形成平行结构。

1. A married couple met at Juniata College in Huntingdon, Pennsylvania.



英文写作的要素与实践

They are both left-handed, and they have set up a scholarship for needy left-handed students attending Juniata.

2. Writers who specialize in humor bankroll a student humor writer at the University of Southern California in Los Angeles. A horse-racing association sponsors a student sportswriter. The student sportswriter must attend Vanderbilt University in Nashville, Tennessee.

3. The Rochester Institute of Technology in New York State is choosing 150 students born in June 12, 1979. Each one is to receive a grant of \$1500 per year. These awards are to be given to select students to honor the school's 150th anniversary, which was celebrated on June 12, 1979.

4. The College of Wooster in Ohio grants generous scholarships to students if they play the traditional Scottish drums and those who excel in Scottish folk dancing also qualify.

5. In return for their scholarships, Wooster's bagpipers must pipe for the school's football team. The terms of the scholarships also require the drummers to drum for the team. The dancers have to cheer the athletes from the sidelines.

四、段落里使用平行对称结构可以形成强烈的对比。欣赏下段，划出段落中的平行结构成分。

You ask me what is poverty? Listen to me. Here I am, dirty, smelly, and with no "proper" underwear on and with the stench of my rotting teeth near you. I will tell you. Listen to me. Listen without pity. I cannot use your pity. Listen with understanding. Put yourself in my dirty, worn-out, ill-fitting shoes, and hear me.

Poverty is getting up every morning from a dirt-and-illness-stained mattress. The sheets have long since been used for diapers. Poverty is living in a smell that never leaves. This is a smell of urine, sour milk, and spoiling food sometimes joined with strong smell of long-cooked onions. Onions are cheap. If you have smelled this smell, you did not know how it came. It is the smell of the outdoor privy. It is the smell of young children who cannot walk the long dark way in the night. It is

the smell of the mattresses where years of “accidents” have happened. It is the smell of the milk which has gone sour because the refrigerator long has not worked, and it costs money to get it fixed. It is the smell of rotting garbage. I could bury it, but where is the shovel? Shovels cost money.

——Jo Goodwin Parker, *What is Poverty?*

五、修改以下段落，确保尽可能多得使用平行结构，同时增减词汇，保证段落的语法正确，语言准确，用词恰当。

Growing up in a large city provides a very different experience from a suburban childhood. Suburban children undoubtedly enjoy many advantages over those who live in a city, including lawns to play ball on, trees for climbing, and often the schools are better. However, in recent years many people raised in the suburbs but who moved to large cities as young adults are deciding to bring up their own children in an urban setting. Their reasons for doing so include what they consider the cultural advantages of the city, the feeling that they will be able to spend more time with their children if they do not have to commute so far to work, and also they want to expose the children to a greater diversity of social and economic groups than most suburbs offer. Just as their own parents left the city for the space and calm of suburbia, so crowds and excitement are why today's parents are returning to it. Wherever they bring up their children, though, parents have never nor will they ever find utopia.



第七章 常见的句子问题及修改

写作时，尤其是初学者，不可避免会遇各种问题。常见问题有：句子残缺不全，用逗号连接两个主句，主句间既无标点也无连词，修饰语错置，修饰语垂悬，句意混乱等。如何避免这些问题，出现了这些问题时该如何解决？本章将一一论述。

第一节 残缺句及其修改

一、残缺句的类型

顾名思义，残缺就是不完整，残缺句就是说句子缺少了某些成分。具体而言，它是指一个脱离了主句的短语或从句，缺少完整的句法结构，在英语中不能独立存在或表达完整的思想。完整的句子必须包含主语和动词，也不能是以 who、because 等连词开头的从句。由此可推出残缺句可能缺少主语，或谓语动词，或既缺主语又缺谓语，或本身是个从句。以下例句均为残缺句：

*He loved getting her wedding presents. But hated writing the thank-you letter. (缺主语)

*John neglecting his duties and spending time on independent research.

(缺谓语)

*Researchers are engaged in a variety of studies. Suggesting a link between alcoholism and heredity.

(suggesting 是非谓语动词, 不能充当谓语动词。因此既缺主语, 又缺谓语)

*I won't leave the house. Until I hear from you. (本身是个从句)

简而言之, 要验证句子是否完整, 只要检查主语、谓语, 确保句子不是从句就可以了。

二、残缺句的修改

修改残缺句有两种方法: 一, 把残缺句粘连到相邻的主句中; 二, 把残缺句改成一个单独的句子。以下将分别举例说明如何修改从句残缺句及残缺短语。

1. 从句残缺句的修改

从句既有主语, 也有谓语动词, 但总由从属连词(如 since、if)或关系代词(who、which、that)来引导, 可以起到名词、副词或形容词的作用, 但是不能独立成句。修改从句残缺句的最佳方式是将其附着到相邻的主句上, 形成复合句。如:

*The United States declared war. Because the Japanese bombed Pearl Harbor.

The United States declared war, because the Japanese bombed Pearl Harbor.

另外一种方法是将引导从句的从属连词或关系代词删掉, 首字母大写, 把从句改成一个完整的句子。这种方法只能保证句子在语法上正确, 但容易形成割裂句, 句子零散不紧密。

*The United States declared war. Because the Japanese bombed Pearl Harbor.

The United States declared war. The Japanese bombed Pearl Harbor.

2. 动词性短语形成的残缺句及修改

动词性短语由不定式、过去分词、现在分词或动名词加上相应的宾语



英文写作的要素与实践

及修饰语组成。动词性短语可以用作名词、副词、形容词，但不能充当主句的谓语动词。修改动词性短语的最佳方式仍旧是将其附着到相关的主句上。如：

*In 1948, India became an independent country. Divided into the nation of India and Pakistan.

Divided into the nation of India and Pakistan 既缺主语又缺谓语，是残缺句，将其附着到意义相关的主句上，形成复杂句，见下句：

In 1948, India became an independent country, divided into the nation of India and Pakistan.

另外一种方法是把动词性短语改成动词短语，再加上相应的主语，形成一个独立的主句。这种修改方法同样只能保证句子在语法上是正确的，潜在的问题就是句子总体结构松散，不够紧凑。上句还可改为：

In 1948, India became an independent country. It was divided into the nation of India and Pakistan.

3. 介词短语形成的残缺句及修改

介词短语由介词加宾语和修饰语组合而成，充当修饰语，不能单独存在。要修改由介词短语形成的残缺句，需要把该介词短语附着到含有被该介词短语所修饰的单词或短语的主句上去。如：

*In a squeeze between valuable asset and little income. Eventually many elderly people sell their homes.

In a squeeze between valuable asset and little income, eventually many elderly people sell their homes.

4. 其他形式的残缺句及修改

其他形式的残缺句可能出现在名词与修饰语、名词与同位语，及复合结构上。名词后常有修饰语，用来进一步描述名词。但不管名词和修饰语多长，都不可独立成句，必须紧跟在被修饰成分之后。如：

*People waving flags and cheering. Lined the streets for the parade.

People waving flags and cheering lined the streets for the parade.

同位语是名词或名词短语，用以解释或描述邻近的名词或代词，也不能单独成句。要修正同位语残缺，可以把同位语附着到含同位语所解释的名词或代词的主句中。如：

*Brian was the star forward of the Blue Devils. The team with the best record.

Brian was the star forward of the Blue Devil, the team with the best record.

The team with the best record 是用来解释 the Blue Devils 的，也就是它的同位语，因此修改时将其附着到所修饰的主句上去。

句子中可能用到复合谓语、复合宾语或复合补语，统称为复合结构。既然是复合结构，就不可以把最后一部分单独分出来，而要把独立出来的复合谓语、宾语及补语片段回归到所属的句子中去。如：

*They took only a compass and a canteen. And some trail mix.

some trail mix 是 took 的复合宾语的一部分，应该回归到原属的句子中，不能独立存在，上句应该改为：

They took only a compass and a canteen, and some trail mix.

练习题

一、识别和改写残缺句。用书中提到的方法，检验下列句子是否是残缺句。如果是，将其改写成完整的句子，可以附着到主句上，或使用连词加相应成分，改成独立句子。

1. Human beings who perfume themselves. They are not much different from other animals.

2. We were thankful for a hot shower. After a week in the wilderness.

3. One might say that rebellion is normal. Because the young generation often reject the ways of its elders.

4. When Rick was in the fifth grade. His parents often left him with his babysitter.

5. Some sources say that humans began using perfume to cover the smell of burning flesh. During sacrifices to the gods.



英文写作的要素与实践

二、找出以下段落中所含有的残缺句并进行修改。有时可合并词串形成完整的句子，有时需要根据语境添加某些成分，有个别句子不需要修改。

An English inventor has developed a portable radio that needs no batteries. And plays when it is wound up by hand. This wind-up radio designed to be sold in Africa, where many villages have no electricity. Also, batteries being expensive and hard to find in parts of Africa. The radio playing for half an hour or more. Before its owner has to spend a few seconds winding it up again. For a portable radio, it is bulky, and its sound is not of top quality. In countries with few newspaper or books, however, a radio seen as an important tool. To provide information on health and other practical matters. Besides, where most people are poor, a radio is a much-desired luxury. So it has become a status symbol. In poor African villages, a radio ranking number three in prestige after a motorcycle and a bicycle. These three status symbols able to make an unmarried man into an eligible bachelor. According to some people, at least.

第二节 逗号连接句与聚合句及其修改

在英语中，两个连续的主句可用句号、分号、冒号或逗号加并列连词来连接，形成的是并列复合句。但是如果只用逗号来连接而没有相应的并列连词，就会形成逗号连接句。如果两个主句间没有任何标点停顿，也没有任何并列连词，就会形成聚合句。如下面两句分别是逗号连接句与聚合句：

*Charles Dickens created the character of Mr. Micawber, he also created Uriah Heep.

*Charles Dickens created the character of Mr. Micawber he also created Uriah Heep.

由于逗号连接句与聚合句的区别在于一个是只有逗号，一个是没有任何标点符号，接下来的例子，我们都以逗号连接句为例。

一、逗号连接句与聚合句的产生

逗号连接句与聚合句的产生常有以下六种情况。

① 第一个主句是否定句，而第二个是肯定句。例：

*Salvia is not my friend, she is my teacher.

② 第二个主句用来阐述或解释第一个主句。如：

* A lot of children in the mountainous regions don't go to school at the proper age, they can't afford it.

③ 前后两个主句的主语所指相同。如：

* Salvia is an excellent lawyer, she practices in a national law firm.

④ 为了把相关思想联系起来或者使不连贯的句子顺畅，而生硬地进行拼凑或糅合。如：

* She is very committed to her career, she devotes all her time to the law practice.

⑤ 第二个主句开头有连接副词或过渡性短语，如 however、nevertheless、therefore 等。

* The mountainous regions are underdeveloped, however, there are abundant natural resources.

⑥ 交待说话人的词语把直接引语中的两个完整句子分开了（参考第八章第二节“引号的用法”）。如：

* “Medicine is a human frontier,” one doctor says, “The boundaries are unknown.”

逗号连接句和聚合句给读者传递了错误的信号——句子所表达的完整思想没有结束，读者常常得返回去重读才能准确地断开句子，理清作者所表达的意思，从而造成阅读障碍。写作时必须避免逗号连接句及聚合句。

二、逗号连接句与聚合句的修改

对逗号连接句和聚合句的修改，应该根据两个句子之间要建立的关系



英文写作的要素与实践

进行。常见方法有如下四种：

1. 用句号

句号可以把逗号连接句或聚合句拆分成两个并列的独立句子。这种方法至少保证了句子的正确性，尤其适用于句子很长或句子关系比较松散时，适合初学者表达简单的句子关系。如：

*Chemistry has contributed a lot to our understanding of foods, many foods such as wheat and beans can be produced in the laboratory.

Chemistry has contributed a lot to our understanding of foods. Many foods such as wheat and beans can be produced in the laboratory.

2. 用分号

如果两个主句之间的关系很密切，表达或平行或对比的意思，可以用分号将逗号连接句或聚合句改写成一个并列复合句。如：

*In pre-World War II western Europe, only a small elite had access to a university education, this situation changed dramatically after the war.

In pre-World War II western Europe, only a small elite had access to a university education; this situation changed dramatically after the war.

如果第二个句子含有 however、for example 等连接副词或过渡语，过渡成分前面必须有分号或句号，后面必须有逗号。不同于并列连词和从属连词，连接副词或过渡语仅仅从意义上描述前后句的关系，不能从语法上将其连接到一起。因此，它们的位置比较灵活，不像连接副词和过渡语那样固定。然而，不管位置如何，过渡成分前必须有分号或句号。

*Most Americans refuse to give up unhealthful habits, consequently our medical costs are higher than those of many other countries.

Most Americans refuse to give up unhealthful habits; consequently, our medical costs are higher than those of many other countries.

Most Americans refuse to give up unhealthful habits. Consequently, our medical costs are higher than those of many other countries.

3. 插入一个并列连词

如果几个逗号连接句的关系很紧密，且同等重要，可在两个主句之间插入表达相应关系的并列连词加以修正。并列连词前多数需要有一个逗号。

*The Vitamins are adequate, the flavor is deficient.

The vitamins are adequate, and/but the flavor is deficient.

4. 用从属连词或关系代词

如果两个句子中，一个句子的意义比另一个更重要，那么可以用能反映句子关系的从属连词或关系代词引导次要的句子，形成从句，从而突出主句。

*The Vitamins are adequate, the flavor is deficient.

Even though the vitamins are adequate, the flavor is deficient.

练习题

一、下列句子有的是逗号连接句，有的是聚合句，用文中讲到的方法进行修改。

1. A research paper reports an amazing finding, cats that fall five to nine stories are more seriously hurt than cats that fall much farther.

2. Lovecraft wanted his invented historical backgrounds to sound factual so he often cited impressive-sounding reference works; of course, he simply made most of them up.

3. A South African naturalist examined eighty years of records from ostrich farms where more than 200000 of the birds were reared, he found that no one reported a single case of an ostrich burying its head.

4. Lincoln called for troops to fight the Confederacy, four more Southern states seceded as a result.

5. The music lifted her spirits she stopped sighing and began to sing.

二、合并下面的句子，一定要注意不要写成逗号连接句或聚合句。尽量把各组句子写成并列复合句（可以用逗号、分号、并列连词或关联连词）



英文写作的要素与实践

或复合句（用从属连词）。有的句子可能需要增加或删除某些单词，重新排序，改变用词或标点。

1. Several recent studies indicate that many high school students have little knowledge of history. This is affecting our future as a democratic nation and as individuals.

2. Surveys show that nearly one-third of seventeen-year-olds cannot identify the countries we fought against in World War II. One-third think Tang Dynasty was at the same historical period with Xiongnu（匈奴）.

3. Several reasons have been given for this decline in historical literacy. The main reason is the way history is taught.

4. This problem is bad news. The good news is that there is increasing agreement among educators about what is wrong with current methods of teaching history.

5. History can be exciting and engaging. Too often, it is presented in a boring manner.

6. Students are typically required to memorize dates, facts, and names. History as adventure—as a good story—is frequently neglected.

7. One way to avoid this problem is to use good textbooks. Textbooks should be accurate, lively and focused.

8. Another way to create student interest in historical events is to use primary sources instead of so-called comprehensive textbooks. Autobiographies, journals, and diaries can give students insight into larger issues.

9. Students can also be challenged to think about history by taking sides in a debate. They can learn more about connections among historical events by writing essays than by taking multiple-choice tests.

10. Finally, history teachers should be less concerned about specific historical details. They should be more concerned about conveying the wonder of history.

第三节 错位修饰语、垂悬修饰语及其修改

在阅读中，读者主要依靠词序来了解词与词之间的关系。写作中，同样要依靠词序来表达词语间的关系。如果修饰语与被修饰语的位置错乱，就会造成混乱，令读者难以明白。最常见的后果是错位修饰语及垂悬修饰语。以下将分别讲述。

一、错位修饰语及修改

1. 错位修饰语

错位修饰语，简单说来，就是修饰语的位置错了。如果一个单词或短语的位置表明了它应该修饰某一个词或短语，但实际上作者想修饰的是另一个词或短语，在这种情况下，读者难以把修饰语与修饰对象联系起来，这就会形成错位修饰语。错位修饰语会使句子别扭，句意令人费解，甚至可笑。

形容词、副词、介词短语、动词性短语、定语从句、状语从句等都可以作为修饰语，修饰名词、动词、形容词、副词、短语或句子。根据人们的思维习惯，读者往往把这些修饰语与最近的一个可修饰的词联系起来。如果修饰语远离修饰对象，就会造成理解障碍。因此修饰语要尽可能地靠近修饰对象。以下例句的修饰语没有紧跟在被修饰对象后面，给读者造成了理解上的困扰：

* The waitress served steak to the customer on paper plates.

* Many dogs are run over by cars on the street roaming unleashed.

* We went to see a movie after dinner which really scared me.

这三句话，读完之后都会让读者很迷惑。因为根据思维习惯，读者会认为 on paper plates 修饰 customer，roaming unleashed 用来修饰 street，which really scared me 是在修饰 dinner。但是根据人们的常识，这些都是讲不通的。on paper plate 修饰的对象应该是 steak，roaming unleashed 修饰的应该是 dogs，which really scared me 修饰的应该是 movie，after dinner 修饰



英文写作的要素与实践

的才是 went。

2. 避免错位修饰语

为更清楚地表达意义，写作时应遵循修饰语要靠近修饰对象的基本原则。具体做法如下：

(1) 介词短语应置于恰当的位置，以明确其修饰对象

介词短语一般起定语或状语的作用。做定语时，应该紧跟所修饰的名词或代词。如：

The waitress served the customer steak on paper plate.

做状语时，可置于被修饰词之后或者在不影响句意的前提下放置于句子的其他位置。如：

The house is being repainted despite the weather.

或：Despite the weather, the house is being repainted.

介词位置不当会引起意义的含混不清。如：

* The teacher said that she expected us to do well on the exam during her lecture.

during the lecture 这一介词短语既可以修饰主句动词 said，也可以修饰从句动词 expected，为避免句意含糊，可改为：

During her lecture, the teacher said that she expected us to do well on the exam.

(2) 修饰性从句要放在恰当位置，明确修饰对象

定语从句要紧跟在被修饰语之后，否则也会使句意不清。如：

* We went to see a movie after dinner which really scared me.

这个句子让读者产生疑问：到底是 dinner 让我很害怕，还是 movie 让我很害怕？应该改为：

After dinner, we went to see a movie which really scared me.

和定语从句相比，状语从句，包括时间状语从句、地点状语从句、方式状语从句、让步状语从句等，位置比较灵活。既可以紧随被修饰的词，也可以放在句子开头或结尾。但无论如何，都以不引起歧义为原则，所以

最好离被修饰词近一些。如：

She returned to her studies when her children reached the school age.

When her children reached the school age, she returned to her studies.

在这两句话中，when 引导时间状语从句，无论位置在哪里，都只能修饰主句的谓语动词 returned，因此可以放在主句前，也可以放在主句后。对于时间状语、地点状语和方式状语（不管是短语还是从句）来说，句首往往是个安全的位置。

如果多重修饰语修饰同一个对象，不能只修改错置修饰语的位置，而要全面考虑，调整各修饰语的位置，使语义清晰。下面例句的划线部分全部用以修饰说明同一个词：lecture。如：

Major R. E. Joyce will give a lecture on Tuesday evening in Bailey Hall, to which the public is invited on “My Experiences in Mesopotamia” at 8:00 P.M.

On Tuesday evening at 8:00 P.M., Major R. E. Joyce will give a lecture in Bailey Hall on “My Experiences in Mesopotamia”, to which the public is invited.

对比两句可以发现，第一句中所有的修饰语都简单地堆砌到了一起，而第二句的修饰语相对分散，有一定的组织安排，意义更清晰。

（3）注意副词的位置

修饰语错位的另一种情况是副词位置不当。英语中，多数副词的位置比较灵活。只要能清楚表明修饰对象，副词可以出现在不同的位置。但是有些副词的位置比较特殊，不能随便放置。这类副词包括限定性副词、频率副词、程度副词、状态副词。

① 限定性副词

所谓限定性副词，就是经这些副词修饰之后，修饰对象的外延变小，如 almost、even、exactly、hardly、just、only、nearly、merely、scarcely、simply 等。这些副词总是出现在修饰对象的前面，对其进行限制性强调。如果将它们置于句子中不同的位置，句子意义的重心就会发生变化。如果错位就会造成误解或逻辑不通，应当谨慎使用。下列几句都是以 Professional coaches say that high salaries motivate players 为基本内容，只是



英文写作的要素与实践

only 位置不同，具体含义也不同：

Only professional coaches say that high salaries motivate players.

(其他人没这么说)

Professional coaches only say that high salaries motivate players.

(说说而已，不一定当真)

Professional coaches say only that high salaries motivate players.

(没说其他的内容)

Professional coaches say that only high salaries motivate players.

(除高薪外别无他法)

Professional coaches say that high salaries only motivate players.

(高薪除激发球员外没其他作用)

Professional coaches say that high salaries motivate only players.

(高薪激发的只有球员，激发不了教练、经理、队医等人)

② 频率副词

常见的频率副词有 always、never、often、rarely、seldom、sometimes、usually 等。它们一般出现在句子开头，单个动词之前，动词短语和助动词之后，或 be 动词之后。如：

*Robots have put sometimes humans out of work.

Sometimes robots have put humans out of work.

Robots have sometimes put humans out of work.

③ 程度副词

程度副词包括 absolutely、almost、nearly、certainly、completely、especially、extremely、hardly、only 等，常用在被修饰对象的前面，修饰形容词、动词、短语、句子或者另一个副词。

*Robots have been useful especially in making cars.

Robots have been especially useful in making cars.

④ 状态副词

状态副词包括 badly、beautifully、openly、gracefully、tightly、well 及其

他描述事情如何完成的词语，通常紧跟着动词之后。

*Robots smoothly work on assembly lines.

Robots work smoothly on assembly lines.

(4) 避免歧义修饰语

歧义修饰语是修饰语错位的另一种具体形式。在英语中，一个修饰语只能修饰某一特定的语法成分。如果一个修饰语从语法上既可修饰这个又可修饰那个，就会造成歧义，给读者带来理解上的困难，因而被称为歧义修饰语。为避免歧义，必须要确保每个修饰语只能修饰一个语法成分。同样，避免歧义修饰语的方法就是修饰语要尽可能靠近所修饰的对象。

*The girl who had been dancing gracefully entered the room.

Gracefully 到底是修饰 dancing 还是 entered 呢？从语法上看，两种都有可能，这就造成了理解困难。为明确起见，根据句意可以改写为：

The girl who had been gracefully dancing entered the room.

The girl who had been dancing entered the room gracefully.

(5) 避免插入性修饰语

插入性修饰语把一个句子的主语与谓语、动词短语、动词不定式、宾语与补语不恰当地拆分开来，阻断了语流，分散了读者的注意力，导致句子难以理解。基本的修改原则就是把意义相关的词放到一起。

① 主语和谓语要放在一起

一般情况下，句子的主语和谓语之间不应插入短语或从句。插入较长词串作为修饰语，就会导致句子语流受阻，削弱句子的力度。如果必须要插入相应的短语或从句，应该放在句首或句尾。

* Spock with lust in his eyes and a dream in his heart to fulfill his desire and obtain his obsession drank a Pepsi.

* A dog, if you fail to discipline him, becomes a household pest.

第一句中中间的修饰语太长，等读到谓语 drank 时，读者已忘记了主语。因此，应把主谓放到一起。以上两句可改为：

Spock drank a Pepsi with lust in his eyes and a dream in his heart to fulfill his



英文写作的要素与实践

desire and obtain his obsession.

Unless disciplined, a dog becomes a household pest.

② 谓语与直接宾语不宜分开

谓语动词和直接宾语的关系非常紧密，应放在一起。如果在两者之间插入修饰语，同样阻断了语流，让句子很别扭。例如：

* The war had damaged badly many of Kuwait's oil fields.

在动词 *damage* 与宾语 *many of the oil fields* 之间插入了副词 *badly*，应将副词 *badly* 放于所修饰的动词 *damage* 前。改为：

The war had badly damaged many of Kuwait's oil fields.

③ 动词短语插入修饰语要特别谨慎

动词短语由助动词加主要动词构成，如 *have been using*。常在助动词后插入单个副词修饰主要动词，如 *have recently been using*。如果有多个助动词，可以放在第一个助动词之后。如上句所示：

Scientists have lately been using spacecraft to study the sun.

如果插入到动词短语之间的副词是较长的词串，句子就会很别扭。如：

*The spacecraft Ulysses will after travelling near the sun report on the sun's energy fields.

After travelling near the sun, the spacecraft Ulysses will report on the sun's energy fields.

*I have on a regular basis been using PowerPoint.

I have been using PowerPoint on a regular basis. / I have routinely been using PowerPoint.

④ 动词不定式本身不加副词

动词不定式由 *to* 加动词原形构成，如 *to go*。一般来讲，动词不定式是固定的语法单位，不能在中间插入副词，如 *to boldly go* 是不允许的，应该改为 *to go boldly*。

⑤ 可接受的插入性修饰语

尽管插入性修饰语的使用受到种种限制，但这并不意味着完全不可以将主谓、动宾、动词短语等拆开。定语从句一般紧跟在先行词的后面，尽管把意义相关的成分隔开了，但这不会产生歧义。如：

A stir that suggested disapproval swept the audience.

尾重句 / 掉尾句会有意把某些信息单独列出来，形成悬念，强调位于句尾的中心思想：

With these hopes and in this belief I would urge you, laying aside all hindrance, thrusting away all private aims, to devote yourself unswervingly and unflinchingly to the vigorous and successful prosecution of this war.

同位语可能会出现在先行词和定语从句之间，但是这样也不会造成误解，如：

The Duke of York, his brother, who was regarded with hostility by the Whigs, actually was a nice guy.

二、垂悬修饰语及修改

如果一个修饰语无法修饰句子中的任何成分，与主句的主语无逻辑关系或逻辑关系错误，就会形成垂悬修饰语。垂悬修饰语通常出现在句首，偶尔也出现在句尾。往往含有动词（可能以分词形式出现），隐含主语。最容易发生垂悬现象的修饰语是分词短语、不定式短语、介词短语和省略句。试看以下例句：

*Running down the mountain, my hat flew off.

*To impress the interviewer, punctuality is essential.

*At the age of 12, several colleges had already accepted the boy genius.

*While reading the newspaper, my dog sat with me on the couch.

以上四个例句的修饰语分别是分词短语、不定式短语、介词短语和省略句。但由于这些修饰语与主句的主语没有逻辑关系，因此为垂悬修饰语。

要修改垂悬修饰语，首先得确定修饰语的逻辑主语是什么。在例句1中，从行文上看，running的主语是my hat，但这显然不是作者想表达的意思，



英文写作的要素与实践

逻辑也是不合常理的。能 running 的只能是有生命的人，根据句意 running 的逻辑主语应该是 I。在例句 2 中，根据句意，应该是“某人”想留下深刻的印象，而不是 punctuality。也就是说，to impress the interviewer 的逻辑主语是“某人”。在例句 3 中，12 岁是用来说明“boy genius”的，而不是“several colleges”，因此 at the age of 12 的逻辑主语应该是 the boy genius。在例句 4 中，“读报纸”的应该是“我”，而不是“我的狗”，因此 while reading the newspaper 的逻辑主语应该是 I。

确定好逻辑主语后，可以有两种方法修改垂悬修饰语。方法一，给垂悬修饰语加上恰当的主语，再加上相应的从属连词，使垂悬修饰语变成具有明确主语和动词的从句。方法二，修改主句主语，把主句主语改成修饰语所能修饰的成分。

根据以上两种方法，以上病句分别可改为：

When I ran down the mountain, my hat flew off.

Running down the mountain, I lost my hat.

If you want to impress the interviewer, punctuality is essential.

To impress the interviewer, you have to be punctual.

When the boy genius was at the age of 12, several colleges had already accepted him.

At the age of 12, the boy genius had already been accepted by several colleges.

While I was reading the newspaper, my dog sat with me on the couch.

While reading the newspaper, I sat with my dog on the couch.

练习题

一、以下句子中的修饰语有错置的成分，可能是歧义修饰语、不当插

入性修饰语、副词位置不当等，将其找出来并进行修改。

1. The Navajo, even though their beliefs and practices differed strikingly from those of the Mormons, began burying their own dead there, too.

2. Doctors recommend a new test for cancer, which is painless.

3. The collector who owned the painting originally planned to leave it to a museum.

4. Bookstores sold, in the first week after publication, fifty thousand copies.

5. Bradwell was determined that no other woman would, if she were qualified, be denied entrance to a profession.

6. Now with gasoline ample supplies, consumers are returning to American large cars.

7. Doctors tell sunbathers when they are older they risk skin cancer.

8. *The Prince and the Pauper* is a novel about an exchange of identities by Mark Twain.

9. He loaded the bottles and cans into his new car, which he planned to leave at the recycling center.

10. The manager explained the sales figures to the board members using a graph.

二、改写下列句子，去掉其中的垂悬修饰语，每个句子可以有两种或更多的改写方法。

1. After accomplishing many deeds of valor, Andrew Jackson's fame led to his election to the presidency in 1828 and 1832.

2. By the age of fourteen, both of Jackson's parents had died.

3. To aid the American Revolution, service as a mounted courier was chosen by Jackson.

4. Though not well educated, a successful career as a lawyer and judge proved Jackson's ability.

5. Winning many military battles, the American public believed in Jackson's



英文写作的要素与实践

leadership.

6. While preparing several orders at once, kitchen utensils and ingredients have to be located at a moment's notice.

7. Although often hard to keep straight, a long list of orders and recipes must be remembered by the cook.

8. Crammed with food and utensils, an inexperienced cook may see a diner's small kitchen as a stressful place to work.

9. A waiter's job can become very stressful when faced with a busy restaurant full of hungry people.

10. Dreams are somewhat like a jigsaw puzzle; if put together in the correct order, organization and coherence become obvious.

三、把下列每组中的两个句子合并成一个句子，把其中一个改写成修饰语。确保修饰语能起到修饰的作用。如果有必要，可以增减词汇，调整语序，答案可能不止一个。

1. Evening falls in the Central American rain forests. The tungara frogs begin their croaking chorus.

2. Male tungara frogs croak loudly at night. The "song" they sing are designed to attract female frogs.

3. But predators also hear the croaking. They gather to feast on the frogs.

4. The predators are lured by their croaking dinners. The predators include bullfrogs, snakes, bats, and opossums.

5. The frogs hope to mate. Their nightly chorus can result in death instead.

四、改写下列段落，去掉其中的错位修饰语和垂悬修饰语。

Central American tungara frogs silence several nights a week their mating croaks. When not croaking, the chance that the frogs will be eaten by predators is reduced. The frogs seem to fully believe in "safety in numbers". They more than likely will croak along with a large group rather than by themselves. By forgoing croaking on some nights, the frogs' behavior prevents the species

from “croaking” .

第四节 不当转换句与混杂句

一、不当转换句

不当转换是指句内或句群内人称与数、时态、语态、语气及直接引语和间接引语突然的、不必要的变化。这种转换会破坏句子的连贯与逻辑，导致句意混乱。写作时要从一而终，如果用第一人称的视角，那就通篇用第一人称，而不能半路转换成第二或第三人称；如果用一般过去时，就不可随意转换成一般现在时，等等。

1. 人称和数的转换

人称表明是谁在说话（第一人称：I、we），对谁说（第二人称：you），关于谁（第三人称：he、she、it、they、Jack、Mary and Tom 等）。除非特定的语境要求，不能随意进行人称转换。

*When one is obsessed with sci-fi, you may dream of being the hero to save the earth.

这句话没有特定语境，人称却从第三人称的 one 转换到了第二人称的 you，显然不合常理。可改为：

If one is obsessed with sci-fi, he or she may dream of being the hero to save the world.

或：When you are obsessed with sci-fi, you may dream of being the hero to save the world.

数是指单数（一个，如 it、novel）还是复数（两个或以上，如 they、novels）。应特别注意代词的数。单数代词只能指代单数事物，复数代词只能指代复数名词。句子里的数要一致，不可中途随意转换。

*Because people are living longer, an employee now retires later.

Because people are living longer, employees now retire later.



英文写作的要素与实践

如果不定代词 one、anyone、everyone、someone、nobody、anybody、everybody、somebody、each、either、neither 出现在句子里，人称代词总是用单数。

Everyone in the club must pay his or her dues next week.

如果语境表明不定代词所指代的全部是女性，人称代词可以用 her。如果有男有女，应该用 his or her，以避免性别歧视。在非正式的口语中，经常用复数人称代词 they 来指代不定代词。但是这仅限于非正式语境，写作中还是应该采用语法正确的单数形式来表达。如：

Everybody has their own opinions about the election.

在学术写作、商务信函、公共文件等正式文体中，避免用 you 来直接称呼读者，而要用第三人称，描写更客观的真实。

*People enjoy feeling productive, so when a job is unsatisfying, you usually become depressed.

People 是第三人称，后文应用第三人称复数来指代，可改为：

People enjoy feeling productive, so when a job is unsatisfying, they usually become depressed.

2. 主语及语态的转换

写作中，前后句主语不同本是非常普遍的现象。但如果转换主语的同时，语态也发生转换，就会让读者觉得非常别扭。一个句子要么用主动语态，要么用被动语态，应尽量避免同时转换前后句主语和语态。如：

*Most people expect major improvements in future, but some hardships are also anticipated.

主语由 most people 转换成了 some hardships，语态由主动变成了被动，这样就打断了读者的思路，读者需要转换片刻才能理解，极易造成阅读障碍。因此上句可改为：

Most people expect major improvements in future, but they also anticipate some hardships.

或：Major improvements are expected by most people in future, but some

hardships are also anticipated.

修改后的第一句前后主语一致，都是 most people，语态也都是主动语态；第二句尽管前后主语不一样，前句主语是 major improvements，后者是 hardships，但都采用被动语态，也不会导致理解困难。

3. 时态和语气的转换

时态是指动作发生的时间是在过去、现在还是将来。句子内或句群内时态的不恰当转换会使意义含糊不清或逻辑错乱。单句或句群内的时态要一致。

Dormitories were built by the factory owners; they are supposed to ensure the girls' safety.

前句是过去时 were built，而后句是现在时 are supposed，表达出来的是“过去盖宿舍，现在保证女工安全”。要避免这种逻辑混乱及意义模糊，时态要一致。改为：

Dormitories were built by the factory owners; they were supposed to ensure the girls' safety.

或：Dormitories are built by the factory owners; they are supposed to ensure the girls' safety.

语气用以表示说话者的意图或态度。英语中有三种语气：陈述语气、祈使语气和虚拟语气。陈述语气用以陈述事实或问题，祈使语气表达请求或命令，虚拟语气表示所说的话不是事实，或是不可能发生的情况，而是一种愿望、建议或与事实相反的假设。在一句话中，语气使用混乱会使句子不伦不类，读起来拗口别扭。

*Next, heat the mixture in a test tube, and you should make sure it does not boil.

前半句用的是祈使语气，而后半句是陈述语气，这破坏了句子的连贯性。可改为：

Next, heat the mixture in a test tube, and make sure it does not boil.

或：Next, you should heat the mixture in a test tube, and you should make



英文写作的要素与实践

sure it does not boil.

修改后的句子前后语气要一致。要么都是祈使语气，要么都是陈述语气。

4. 直接引语和间接引语的转换

引语有两种方式：直接引语和间接引语。直接引语是引用别人的原话，并放在引号里。间接引语是用自己的话来转述别人的话，不能放在引号中；如果转述的是陈述句，常由 *that* 引导或省略；若转述的是疑问句，则常由疑问词 *who*、*what*、*where*、*how*、*when*、*whether*、*if* 等引导。如果使用直接引语，没有引号就是错的；直接引语和间接引语混杂更是不可接受的。

* A critic said that board members were acting as censors and what you are doing is unconstitutional.

said that 引导间接引语，而 *what you are doing is unconstitutional*，根据句意应该是直接引语，但是却没有引号，语言上也没有进行相应的转变来区别原话和转述的话。改为：

A critic said that board members were acting as censors and what they were doing was unconstitutional.

或：A critic, in stating that board members were acting as censors, added, "What you are doing is unconstitutional".

修改后的句子前面是间接引语，后面用直接引语，有引号及其他的语言变化以区别原话和转述的话。

直接引语转化为间接引语时，需要改变谓语动词的时态及其他语法成分，保证句子合理。简单去掉引号是绝对不够的。

二、混杂句

混杂句是一句子中有两个或更多的部分，但彼此不兼容。句子成分的混杂会使逻辑混乱，句意不清。要避免这种错误，写作时要谨记句子是如何开始的，确保接下来的成分与开头的关系合乎语法，合乎逻辑。混杂句常由句法结构混乱、主谓关系错误、不恰当省略、比较不完整或不合逻辑而导致。接下来将依次分析并提出解决方案。

1. 句法结构混乱

句法结构混乱常常由于从句、介词短语或独立主句错误地充当了句子主语而形成的。看以下句子：

*Even though he is old and unmarried does not mean he is unhappy.

*By working hard and grasping good opportunities makes him a good fortune.

*Different countries have different cultures makes the overseas students suffer from culture shock.

主语应当由名词或名词性短语及从句来充当，不能是从句、介词短语、独立主句。修改时要保证主语和动词的搭配合乎语法。以上句子可分别改为：

Even though he is old and unmarried, it does not mean he is unhappy.

By working hard and grasping good opportunities, he makes a good fortune.

Different countries have different cultures, which makes the overseas students suffer from culture shock.

有些混杂句的语法十分混乱，以致改写时不能在原句上进行微调，只能重写。

*My long-term goal is through law school I hope to help people deal with those problems we all deal with more effectively.

My long-term goal is to go to law school, so that I can help people deal more effectively with problems we all face.

2. 主谓关系错误

主谓关系错误是指主语和谓语的搭配不合逻辑，即主语无法执行谓语所表达的动作或谓语不能描述主语。如：

*The purpose of television was invented to entertain people.

能“被发明”的是“电视”而不是“目的”；purpose（目的）是entertain people（娱乐大众），而不是invent（发明）。这种就是典型的主谓关系错误。可改为：

The purpose of television was to entertain people.

或：Television was invented to entertain people.



英文写作的要素与实践

系动词 be 的不当使用也会导致主谓关系错乱。be 动词连接主语和描述主语的词（补语）时，主语和补语必须合乎逻辑关系，也就是说，be 动词两端要对等。如：

*The thesis of this paper is the difficulty of solving our environmental problems.

句子主干是 the thesis is the difficulty，也就是说 thesis = difficulty。显然这不合逻辑，be 动词前后的部分不对等。可改为：

The paper talks about the difficulty of solving our environmental problems.

用一个句子下定义时，如含有 is when、is where 之类的结构，也容易出现主谓关系错误。定义中，be 动词前后必须都是名词或名词短语。尽管口语中经常用 when 或 where 来下定义，但书面语中要避免这种用法。

*A medical examination is when a doctor looks carefully at someone's body to make certain he or she is healthy.

*A laboratory is where scientific experiments, analyses, and research are carried out.

根据句子结构，a medical examination = when，a laboratory = where，不符合常识。改为：

A medical examination is an occasion when a doctor looks carefully at someone's body to make certain he or she is healthy.

A laboratory is a room where scientific experiments, analyses, and research are carried out.

另一常见的主谓搭配错误是 the reason ... is because，由于 because 的意义等同于 for the reason that ...，代入之后该搭配就变成了 the reason ... is for the reason that，可见句子冗长累赘。

*The reason the team lost the game is because they were missing their key players.

reason 是名词，be 动词后需有另一个名词、名词性短语、从句或形容词使谓语完整，即补足语。而 because 是连词，引导状语从句，不可能充

当 be 动词的补足语。reason 与 because 只能保留其一。若要保留 reason, 需把 be 动词后的成分改成名词性或形容词性成分; 如要保留 because, 必须把 because 所在的成分变成原因状语从句。因此, 上句可改为:

The reason the team lost the game is that they were missing their key players.

或: The team lost the game because they were missing their key players.

3. 不当省略句

省略是英语中十分普遍的现象, 是为了避免信息重复、突出重点而有意省略跟前文完全相同的成分。但是, 如果语法上或习惯上跟前文有任何不同, 都不可以省略。

*During the 1920s in Chicago, the cornetist Manuel Perez was leading one outstanding jazz group, and Tommy and Jimmy Dorsey another.

前句中谓语是 was leading, 而根据语法, 后句谓语应为 were leading。尽管都有 leading, 但 was 与 were 的不同决定了后文中不可以省略谓语。修改时, 要么还原完整的句子, 要么将前后句谓语改成完全相同的形式。可改为:

During the 1920s in Chicago, the cornetist Manuel Perez was leading one outstanding jazz group, and Tommy and Jimmy Dorsey were leading another.

或: During the 1920s in Chicago, the cornetist Manuel Perez led one outstanding jazz group, and Tommy and Jimmy Dorsey another.

4. 不完整或不合逻辑的比较句

比较 (comparison) 是陈述两个或多个事物之间的相似性。恰当的比较需要满足三个条件: 完整、有逻辑性、有可比性, 三者缺一不可。否则会导致比较的语法或结构不完整、有歧义、不合逻辑。如:

*A doctor's income is greater.

income 无比较对象, 句子不完整, 读者没法明白作者的意图, 须补充完整。可改为:

A doctor's income is greater than a teacher's.

比较对象必须有可比性, 否则会造成逻辑混乱。为了避免重复, 常用



英文写作的要素与实践

the one 代替单数可数名词，the ones、those 代替复数名词，that 代替单数或不可数名词。如：

*A doctor's income is greater than a teacher.

“医生的收入”与“教师”没有可比性，比较的应该是双方的收入。

可改为：

A doctor's income is greater than a teacher's.

A doctor's income is greater than that of a teacher.

某些特殊词汇，如 other、any、any other、all，使用时要特别注意比较范围。当比较对象属于同一范围时，需使用 other 或 any other 来排除自身，否则会造成与自身相比较的矛盾。当比较对象属不同范围时，需用 any 或 all。

*Mount Everest is higher than any Asian mountain.

Mount Everest is higher than any other Asian mountain / other Asian mountains.

Mount Everest is higher than any American mountain / all American mountains.

Mount Everest (珠穆朗玛峰) 位于亚洲，与 Asian mountain 属同一范围，可用 any other 或 other；与 American mountain 属不同范围，可用 any 或 all。

练习题

一、下列句子在人称、数、时态、语态、间接或直接引语上存在不当转换，请找出来并进行修改。

1. If a person works hard, you can accomplish a great deal.
2. If a student does not understand a problem, they should consult the instructor.
3. If the taxpayer does not receive a refund check within six weeks of filing a return, they may not have followed the rules of the IRS.
4. Lynn ran to first, rounded the base, and keeps running until she slides into second.

5. A regular program of aerobic exercise, such as walking or swimming, improves your cholesterol rate and made you feel much healthier.

6. Conscientious students begin to prepare for tests immediately after the first class is attended.

7. Questions are asked by the students when they do not understand the professor.

8. One anthropologist says that the functions of marriage have changed and “nowhere more dramatically than in industrialized cultures”.

二、阅读下列段落，删除不必要的转换，保证人称、数、时态、语态及引语的统一性。

Driving in snow need not be dangerous if you practice a few rules. First, one should avoid fast starts, which prevent the wheels from gaining traction and may result in the car's getting stuck. Second, drive more slowly than usual, and you should pay attention to the feel of the car: if the steering seemed unusually loose or the wheels did not seem to be grabbing the road, slow down. Third, avoid fast stops, which lead to skids. One should be alert for other cars and intersections that may necessitate that the brakes be applied suddenly. If you need to slow down, the car's momentum can be reduced by downshifting as well as by applying the brakes. When braking, press the pedal to the floor only if you have antilock brakes; otherwise, the pedal should be pumped in short bursts. If you feel the car skidding, the brakes should be released and the wheel should be turned into the direction of the skid, and then the brakes should be pressed or pumped again. If one repeated these motions, the skid would be stopped and the speed of the car would be reduced.

三、下列句子的意义或语法上有含糊不清的地方，找出来并进行修改。

1. A hurricane is when the winds in a tropical depression rotate counterclockwise at more than seventy-four miles per hour.

2. Because hurricanes can destroy so many lives and so much property is why



英文写作的要素与实践

people fear them.

3. The reason for the lower death rates is because improved communication systems and weather satellites warn people early enough to escape the hurricane.

4. By increasing the time for network news to thirty minutes increased the prestige of network news programs.

5. The fact that quiz show scandals in the 1950s prompted the networks to produce even more news shows.

6. Walter Cronkite's outstanding characteristic as a newscaster was credible.

7. A disaster is when television news shows get some of their highest ratings.

8. Even though she works for a tobacco company does not mean that she is against laws prohibiting smoking in restaurants.

四、修改以下段落，特别注意句子的统一性和完整性。

The reason I believe the United States should have a military draft is because draft would make us better citizens. By requiring the same sacrifice from every young person would make everyone feel part a common effort. In addition, a draft is fairer. When an army is made up of volunteers come mostly from the poor and minority groups. During the Persian Gulf War, news reports showed blacks were overrepresented among the troops, largely because their economic options were more limited than young whites and the military thus more attractive as a career. I also feel that women should be subject to the draft. A quality that the military needs is soldiers who are dedicated, and women soldiers have shown that they are more dedicated to their jobs than men. The requirements of a modern army also need skills that more women possess. Equality is when both sexes have equal responsibilities and equal opportunities.

第八章 英语标点符号及其使用

标点符号在英语写作中起着不容忽视的作用。正确使用标点符号可以使文章意思表达得更明白，也能帮助读者准确无误地理解文章含义，帮助作者把文章写得更清楚通顺。因此，掌握英语标点规则并正确使用标点符号对英语学习者来说是非常重要的。英语写作中常用到的标点符号分为句末标点和句中标点。句末标点包括句号、问号、感叹号；句中标点则包括逗号、分号、冒号、破折号、撇号、连字符、引号、括号、省略号、斜线。

第一节 句末标点

句末标点包括问号、句号和感叹号。这三种标点表示一句话到此结束了，停顿时间较长。不要依赖电脑上的语法检查器来检查标点，它不能完全检查出句末标点的遗漏或误用。具体用法分开来讲。

一、句点 (.)

用句点来结束一个陈述句或比较温和的祈使句。如：

All of us need to feel needed and admired. (陈述句)

Think of all the possibilities. (温和祈使句)

如果不能完全确定祈使句后该用句点还是感叹号，那么就选用句点。



英文写作的要素与实践

在某些缩略语中使用句点，如 Dr.、Mr.、Mrs.、Ms.、E.g.、Feb.、St.、i.e.、a.m.、p.m.、Prof.、A.D. 等。

许多组织机构及专业术语很长，通常以首字母简称的形式，在这种情况下，往往略去字母间的句点，特别是能连续拼读的词一般不用句点。如：

UNESCO = United Nations Educational, Scientific and Cultural Organization

VOA = Voice of America

CCTV = China Central Television

USB = Universal Serial Bus

如果句子以带句点的缩略语结尾，句尾不可再加句点。如：

The party started at 8 p.m.

二、问号 (?)

用于直接问句后，表示疑问语气，通常需要听者做出回答。如：

What is the difference between comparison and contrast?

Will you tell me the difference between comparison and contrast?

有时用在陈述句或祈使句之后，构成事实上的问句。如：

He lives with his parents at the age of 35?

Allow Mrs. Fuller to offer her proposition?

用在一连串并列的问句之后，这些并列问句首字母用大写或小写都可以。如：

Is the population killed in the internal war a hundred? Two hundred? More?

Is the population killed in the internal war a hundred? two hundred? more?

在括号中使用问号表示对数字或日期的准确性存在疑问。如：

The Greek philosopher Socrates was born in 470 (?) BC and died in 399 BC from drinking poison after having been condemned to death.

问号从来不与其他问号、感叹号、句号、逗号合并使用。如：

* “What is the point?,” readers asks.

“What is the point?” readers ask.

三、感叹号 (!)

用在表赞叹、惊讶、害怕或其他强烈感情的感叹句之后。如：

How dangerous to play with fire!

“Here you are at last!” exclaimed the monitor.

用在强调性陈述句或祈使句之后，表示决心、命令、加强语气或提醒。如：

No! We can't lose the election!

Come here immediately!

用于表示强烈感情的感叹词之后。如：

My God! Holy Christ! Fire! Help! Hurray!

感叹号从不与其他感叹号、句号、问号或逗号连用。如：

* “This will not be tolerated!, ” he roared.

“This will not be tolerated!” he roared.

避免过多地使用感叹号。

在温和的感叹句或祈使句结尾时，用逗号或句号更为恰当。如：

To prolong your car's life, change the engine oil regularly.

一个句子只能出现一个感叹号。下面句子是不恰当的：

* “You have no idea how terrified I was!!!!” he screamed.

“You have no idea how terrified I was!” he screamed.

一个段落里不要频繁使用感叹号，否则就像“狼来了”的故事一样，用得太多频繁就失去其效用了。这时完全可以选用句号来表达相应的思想。如：

* Our government is a mess! After just six months in office, the mayor has had to fire four city officials! In the same period the city councilors have done nothing but argue! And city services decline with each passing day!

练习题

一、改写下列句子，正确使用句号、问号、感叹号。

1. Dr Arn will lecture on Plato's philosophical thoughts at 7:30 p.m..



英文写作的要素与实践

2. Why many philosophers ask, “Who are you? Where are you from? Where are you going?” ?

3. As the firefighters moved their equipment into place, the police shouted, “Move back!” .

二、在下文中加入恰当的标点符号（句号、问号、感叹号）。

When visitors first arrive in Hawaii, they often encounter an unexpected language barrier Standard English is the language of business and government, but many of the people speak Pidgin English Instead of an excited “Aloha” the visitors ay be greeted with and excited Pidgin “Howzit” or asked if they know “how fo’ find one good hotel” Many people feel that Pidgin is a last defense of ethnic diversity on the islands.

第二节 句内标点

句内标点主要有逗号、分号、冒号和破折号。虽然这些标点都表示句中的停顿，但用途各不相同。本节将分别讲述。

一、逗号（,）

逗号可以说是英语中使用最频繁的标点符号，用法多且杂。它通常用在句中，分隔各种成分。该用时不用或不该用时却用了都会导致阅读障碍，造成理解上的困难。逗号常见的用法归纳总结如下：

① 用在并列连词前，将两个主句分开，基本格式如下：

Main clause 1 , + for/ and/ nor/ but/ or/ yet/ so + main clause 2

主句 1，并列连词，+ 主句 2

② 用于隔开句首的引入成分

Introductory element, + main clause

句首引入成分，+ 主句

③ 用于隔开非必要的限定成分

Main clause, +nonrestrictive elements

主句, + 非必要的限定成分

Beginning of main clause, nonrestrictive elements, end of main clause

主句前半部分, 非必要的限定成分, 主句后半部分

④ 用于分隔一系列并列成分

Item 1, item 2, and/ or item 3

成分 1, 成分 2, and/ or 成分 3

⑤ 其他用法:

分隔独立短语;

分隔表对比的短语;

分隔日期、地址、地名和较长的数字;

在引语中使用;

用逗号避免读破句子或短语。

接下来, 我们将分项讲解逗号的使用方法。

1. 在 and、but 等并列连词前使用逗号, 隔开前后两个主句
并列连词“fanboys”用来连接单个词或短语时, 中间不用逗号。但是如果并列连词连接并列主句, 一定要用逗号。如:

Truman plays and sings Irish and English folk songs.

Caffeine increases the heart rates, and it constricts blood vessels.

下句为错误的情况:

*Caffeine increases the heart rates, and, it constricts blood vessels.

如果并列的主句都很短, 并且意义紧密相连, 可以省略逗号, 只要意思清楚就可以。如:

Caffeine helps but it also hurts.

2. 用逗号分隔开位于句首的引入成分

句首引入成分可能是各种副词性从句、各种动词或动词短语、介词短语、过渡短语及其他插入语。它们可以修饰主句中的某个词或短语, 写作



英文写作的要素与实践

时通常用逗号将其与主句分隔开。如：

① 从句

As soon as I sat down on that bench in the lovely gloaming, I could hear the mosquitoes coming at me.

If I could sit through this nonlethal physical discomfort, then what other discomforts might I someday be able to sit through?

② 动词性短语

Explaining the similarity, some researchers claim that one's genes decide his or her destiny.

To be an excellent man, you have to discipline yourself.

③ 介词短语

In stillness, I watched myself get eaten by mosquitoes.

④ 过渡语、连接副词或其他插入性短语

Eventually, everything goes away.

However, I can't break the rule at the risk of being punished.

To be honest, part of me was wondering what this little macho experiment was meant to prove.

如果引入成分很短，且省略逗号不会引起误解，那就可以不用逗号。但是如果没有把握，使用逗号总是不会错的。如：

In a hundred years genetics may no longer be a mystery.

*Despite intensive research scientists still have more questions than answers.

Despite intensive research, scientists still have more questions than answers.

要注意区分以 -ing 结尾的现在分词短语做修饰语和以 -ing 结尾的动名词短语做主语的区别。以 -ing 结尾的修饰语总是用逗号，而以 -ing 结尾的动名词做主语则不能用逗号。如：

Studying the identical twins, scientists might get a clue about inheritance. (做修饰语)

Studying the identical twins can help scientists get a clue about inheritance.

(做主语)

倒装句中位于句首的介词短语绝对不能用逗号与其他成分隔开。如:

* Only in this way, can the environmental issues get the public's attention.

Only in this way can the environmental issues get the public's attention.

3. 使用一个或两个逗号将非必要的修饰成分隔开

所谓非必要的修饰成分是指该成分修饰或复指某个词或短语,但是并不能把这个词限定在某个特定的个体或群体上。

一个句子中的修饰性成分既可以是必要的,也可以是非必要的,这取决于作者想表达的含义。要判断一个修饰性成分是否是必要的,只要将其移除后判断句子的基本意思是否发生变化就可知道。如果发生了变化,就是必要的,不应该用逗号隔开;如果意思没有变化,那就是非必要的,应该用逗号隔开。

非必要的修饰性成分可能是非限定性的定语从句、短语、同位语、插入语或语气转折词等情况。我们将分别举例并提醒注意事项:

用一个或两个逗号隔开非限定性定语从句。如:

She taught at the school, which was closely attached to the New York Infirmary.

Blackwell, who published books and papers on medicine, practiced pediatrics and gynecology (儿科与妇科) .

用逗号隔开非限定性的短语,可能是动词短语、介词短语、连接副词等。如:

Elizabeth was a medical pioneer, helping to found the first medical school for women.

She was the first woman to graduate from a medical school, in 1849.

The Russian terrorist attack was terrible, causing the death of 18 innocent people.

非限定的同位语也需要用逗号隔开。同位语是一个名词或名词短语,复指紧挨在它前面的名词。有些同位语是限定性的,有些是非限定性的。



英文写作的要素与实践

非限定性的同位语需要用逗号与被修饰的短语隔开，而限定性的同位语不需要用逗号隔开。对比以下两句：

Toni Morrison's fifth novel, *Beloved*, won the Pulitzer Prize in 1988.

Morrison's novel *The Bluest Eye* is about an African American girl who longs for blue eyes.

第一句是非限定性的，因为 Toni Morrison 第五部小说的名字是固定的，*Beloved* 起到的是补充解释的作用，不管在句子中表达出来与否，两者之间的关系是固定的，因此需要逗号与被修饰语隔开；第二句如果不指明小说的名字是 *The Bluest Eye*，读者就没法判断是哪部小说，因此 *The Bluest Eye* 是限定性的，不能用逗号。

4. 用逗号分隔插入成分

插入性成分是非限定性修饰语的另一种情况，在句中用于解释、转折或补充信息，需要用逗号与其他成分隔开，包括过渡语、连接副词等。如：

I wondered if anyone realized, even knew, that the Apache helicopters being used by the Israeli military to shell innocent Palestinian civilians are actually made in this country!

The boy's sister, not his brother, will meet you at the airport.

Later, however, he made up his mind to go.

5. 用逗号分开直接呼语(人名、称谓、职称、职务等)、温和的感叹词、反义疑问句中的提问部分或一般疑问句回答中的“*Yes*” “*No*”

分别举例：

Michael, please pass me the salt.

Well, I really don't know where our headmaster has gone.

Every one of us should have the right to vote, shouldn't we?

Yes, Mr. Smith is on a business trip to Shanghai.

6. 用逗号隔开一系列的并列成分

此处的并列成分可以是一系列平行的词、短语或从句，数目一般是三个以上。尤其是最后一个并列成分之前要加一个逗号，有助于帮助读者看

清楚最后两个成分是分别独立的。如：

What about jealousy, anger, fear, disappointment, loneliness, shame, boredom?

She worked as a cook, a babysitter, and a crossing guard.

Anna Spingle married at the age of seventeen, had three children by twenty-one, and divorced at twenty-two.

I saw the celebrity when he arrived at the hotel, when he went shopping downtown, and when he entered the restaurant that evening.

7. 用逗号隔开几个并列形容词

如果几个形容词共同修饰一个名词，而且同等重要，它们就是并列形容词，它们之间可以用 and 或逗号分开。如：

Her bicycle sat in the corner of a dusty, narrow, (and) overheated room.

非并列形容词不能用逗号隔开。最靠近名词的非并列形容词与名词在意义上的关系更紧密，与名词形成一个整体，由前面的形容词修饰。如：

The young woman was a dedicated medical student.

尽管 dedicated、medical 都是修饰 student 的，但 medical 与 student 的关系非常紧密，是一个整体，由 dedicated 来修饰，因此不能用逗号隔开。如何判断哪些是并列形容词，哪些是非并列形容词呢？可以依靠两个问题帮助判断：

第一，改变形容词的顺序会改变句意吗？第二，如果在形容词之间插入 and，会改变句意吗？如果两个问题的回答都是“No”，那么就是并列形容词，应该用逗号隔开；否则就是非并列形容词，不能用逗号隔开。举例来说：

The three teenaged children all worked at various odd jobs to support the family.

问题一：改变形容词的顺序，会改变句意吗？

The teenaged three children all worked at odd various jobs to support the family.



英文写作的要素与实践

这显然与原句意思不同，会改变句意。

问题二：能在形容词之间插入 and，而不改变句意吗？

The three and teenaged children all worked at various and odd jobs to support the family.

这显然改变了句意。因此，该句是非并列形容词，不能用逗号隔开。

8. 用逗号隔开独立短语

独立短语也就是独立主格结构，修饰整个主句，而不是句子中的某个词，通常至少包含一个分词及其主语。它可以出现在句中的任何位置，并且总是由一个或两个逗号分开。如：

Household recycling having succeeded, the city now wants to extend the program to business.

Two hundred people died in the massacre, many of them little children.

9. 用逗号隔开表对比的短语

如：

The time, not the money, matters.

The essay needs less wit, more pith.

10. 用逗号隔开日期、地址、地名和较长的数字；在句子内部，表示日期、地址、地名的任何成分，如果前面有逗号，后面也应该有逗号
如：

The bombing of Pearl Harbor on Sunday, December 7, 1941, prompted American entry into World War II.

Use the address 220 Cornell Road, Woodside, California 94062, for all correspondence.

More than 300, 000 Chinese civilians were killed in Nanjing Massacre.

注意，如果日期出现在月份之前，两者之间不用逗号。如：

The bombing of Pearl Harbor on 7 Dec. 1941 prompted American entry into World War II.

如果日期中没有日，只有年份、月份或季节，那么年份、月份或季节

之间不用逗号。如：

For the United States, the war began in December 1941 and ended in August 1945.

在较长的数字中，每三个一组，也就是每个千分位，用逗号隔开。四位数的数字逗号可用，也可不用。如：

A kilometer is 3281 feet [or 3, 281 feet] .

11. 用逗号隔开引语和引语标识语

引语，顾名思义，就是引用的内容，需要用引号引起来；引语标识语是指 somebody said、he remarked 这一类的表达，可以出现在引语前、引语中与引语后。必须用一个或两个逗号将引语和引语标识语分开。

通常，引语之前或之后的标识语有逗号隔开。如：

“You know I love you,” she murmured.

Daisy demanded insistently, “Who wants to go to town?”

如果引语标识语实际上已经是完整的句子，而引语又很正式或很长，那么标识语和引语之间用冒号，而不用逗号。如：

The Bill of Rights is unambiguous: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.”

如有引语标识语出现在了引语中间，打断了引语，那么在标识语之前用逗号，标识语之后的标点由引语决定。

如果标识语在引语逗号处或某个短语处打断了引语，那么标识语后面应该用逗号结束。如：

“I have heard of making a garage out of a stable, but I’m the first man who ever made a stable out of a garage.” (引语)

“I have heard of making a garage out of a stable,” Tom was saying to Gatsby, “but I’m the first man who ever made a stable out of a garage.” (标识语)

如果标识语在引语的句号处打断引语，那么在标识语后面应该用句号结束。值得注意的是，不仅是在句号处，在感叹号、问号处打断引语，也都认定是在一句话结束时打断了引语，引语标识语后面都应用句号结束。



英文写作的要素与实践

如:

引语:

“You resemble the advertisement of the man. You know the advertisement of the man.”

“Are we just going to go? Like this? Aren't we going to let any one smoke a cigarette first?”

“An Oxford man! Like hell he is! He wears a pink suit.”

标识语:

“You resemble the advertisement of the man,” she went on innocently. “You know the advertisement of the man.”

“Are we just going to go?” she objected. “Like this? Aren't we going to let any one smoke a cigarette first?”

“An Oxford man!” He was incredulous. “Like hell he is! He wears a pink suit.”

同理,如果标识语在引语的分号处打断了引语,标识语应以分号结束。如:

引语:

“However mean your life is, meet it and live it; do not shun it and call it hard names.”

标识语:

“However mean your life is, meet it and live it,” Thoreau advises in *Walden*; “do not shun it and call it hard names.”

同时,需要注意的是,把跟在引语之后的逗号放到引号之内。如:

“The greatest loss,” Cousins says, “is what dies inside us while we live.”

12. 用逗号避免误读

在有些句子中,可能无意中会有词语冲撞造成混淆,需要用逗号隔开,以免读错句子。如:

* Soon after the business closed its doors.

Soon after, the business closed its doors.

二、分号 (;)

分号在句中用以分隔句子中平等且平衡的成分，通常用于分隔主句，有时也分隔一系列的并列成分。它的作用介于句号和逗号之间，即用分号隔开的两个成分之间的关系比用句号分开的两句之间的关系紧密，但又不及用逗号分开的两句之间的关系紧密。分号表示的停顿比句号短，比逗号长。它的主要作用如下：

1. 用分号隔开没有 and、but 等并列连词连接的并列主句

连接两个并列主句，形成并列复合句时可以有两种方法：一，在两个主句间插入一个逗号和并列连词；二，在两个主句间插入分号。如：

The drug does little to relieve symptoms, and it can have side effects.

The drug does little to relieve symptoms; it can have side effects.

如果两个主句间只有逗号，却没有并列连词，也没有分号，就会形成逗号连接句和聚合句（见第七章“常见的句子问题及修改”）。

在短而平行的并列主句间，有时会用逗号而不用分号，但是用分号更保险。如：

I came, I saw, I conquered.

I came; I saw; I conquered.

2. 用于 however、for example、therefore、furthermore、that is 等连接副词或短语之前，分隔由其引出的两个主句

Consequently、hence、however、indeed、thus 等连接副词及 even so、for example、of course 等连接词连接并列主句时，必须用分号隔开。如：

An American immigrant, Levis Strauss, invented blue jeans in the 1860s; eventually, his product clothed working men throughout the West.

It's too late to go for a walk; besides, it's beginning to rain.

分号在主句间的位置是永远不变的，但是连词副词或其他过渡语的位置可以在句子内部变化，通常由一个或两个逗号隔开。如：

Blue jeans have become fashionable all over the world; however, the American



英文写作的要素与实践

originators still wear more jeans than anyone else.

Blue jeans have become fashionable all over the world; the American originators, however, still wear more jeans than anyone else.

3. 如果并列的句子很复杂或者含有逗号，即使有并列连词，也要用分号分隔

并列的句子通常用逗号加并列连词分隔开，但是如果句子中包含了逗号或句子语法复杂，使用分号会使句子更清晰易读。如：

By a conscious effort of the mind, we can stand aloof from actions and their consequences; and all things, good and bad, go by us like a torrent.

这是由 and 连接的两个并列句，通常由逗号隔开。但由于前句中已经有了逗号，在 and 前如果再使用逗号，就有可能造成停顿上的误解。再如下例：

The conference, short as it was, gave us the facts we needed; and at the dinner that night, we shared opinions, questions, and conclusions about the labor dispute.

4. 用分号分隔较长、较复杂且含有逗号的句子中的一系列成分

通常我们会用逗号分隔较长主句中的一系列成分，但是如果这一系列的成分很长且内部已经有了标点，这时选择用分号能帮助读者更清楚地了解句子结构。如：

The custody case involved Amy Dalton, the child; Ellen and Mark Dalton, the parents; and Ruth and Hal Blum, the grandparents.

再看一个更复杂的句子：

One may even reasonably advance the claim that the sort of communication that really counts, and is therefore embodied into permanent records, is primarily written; that “words” fly away, but written language remains; and that there is no basic significance to at least fifty percent of the oral interchange that goes on among all sorts of persons, high and low.

在这个复杂的句子中，that sort of communication、that “words” fly away、that there is no basic significance 是主句的一系列成分，里面分别还有

复杂的结构（从句）、逗号等，因此用分号更加清楚。

5. 只在必要时使用分号

尽管上文中提到，如果句子结构很复杂或并列的句子中已经有逗号，使用分号会使句子更清晰易懂。但是过多使用分号常导致句子结构重复。修改这种句子时，不仅仅要去掉分号，多数时候需要改变句子结构。如：

过分使用分号：

The Make-a-Wish Foundation helps sick children; it grants the wishes of children who are terminally ill. The foundation learns of a child's wish; the information usually comes from parents, friends, or hospital staff; the wish may be for a special toy, perhaps, or a visit to Disneyland. The foundation grants more wishes with its own funds; for other wishes it appeals to those who have what the child desires.

修改后：

The Make-a-Wish Foundation grants the wishes of children who are terminally ill. From parents, friends, or hospital staff, the foundation learns of a child's wish for a special toy, perhaps, or a visit to Disneyland. It grants some wishes with own funds; for other wishes it appeals to those who have what the child desires.

三、冒号（：）

冒号主要是引导成分的标志，它标志着在冒号之后将进行解释或详述。冒号之前总是一个完整的主句——不以从属连词开头且有完整主语和谓语的句子，冒号之后可能是句子、短语或单个词，不一定是独立主句。具体用法如下：

1. 在独立主句后使用冒号，引导结论性的解释、列举并列成分、同位语、较长或正式的引语

如果出现 the following、as follows 等短语引导结论性的解释或并列成分时，通常需要使用冒号。如：



英文写作的要素与实践

If you really want to lose weight, you need give up only three things: breakfast, lunch and dinner.

The main events were as follows: first, the president's speech; secondly, the secretary's report; and thirdly, the chairman's summing-up.

某些特定的表达通常引导同位语，如 *namely*、*that is* 等，这些表达应放在冒号之后。如：

Soul food has one disadvantage: that is, fat.

在引语中，标识语与引语通常用逗号隔开，但是如果要用完整的句子引述一个较长且正式的引语，则用冒号。如：

The little boy in E.T. did say something neat: "How do you explain school to a higher intelligence?"

2. 用冒号连接两个并列主句

前提是第一个主句是对第二个独立主句的解释或总结。这时，冒号之后的完整句子可以以大写字母开头，也可以以小写字母开头，取决于个人喜好，但要注意整篇文章的一致性。如：

He will never forget the first time we made dinner at home together: He got stomach poisoning and for four days was too sick to go to work.

3. 用冒号形成惯用法

用冒号分隔标题与副标题，如：

A Brief History of Time: From the Big Bang to Black Holes

用冒号分隔时与分、比率、《圣经》中的章节。如：

The plane is scheduled to depart at 7 : 30 p.m.

The girls of this major outnumber the boys in proportion 3 : 2.

You will find it in Psalms 23 : 1-3.

将冒号放在公函、政府文件、商务函件、演讲辞的呼语之后。如：

Dear Dr. Jewell:

Ladies and Gentlemen:

用于备忘录。如：

To: Dean Kristen Olivero

From: Professor Daniel Black

Re: Student Work-Study Program

四、破折号（一）

破折号表示中断，标志着插入或打断。它表示比逗号更有力的停顿，可以用于加重语气。电脑输入时，破折号用一字线来表示，前后均不能有空格；手写时，破折号用相当于两个连字符长度的实线来表示。它的主要用途如下：

1. 用破折号表示语气上的犹豫、转折或未说完的想法

如：

“I think—no, I knew—this is the worst day of my life.” Julie sighed.

His first thought on getting out of bed—if he had any thought at all—was to get back again.

“I’d like to,” he said, “but I’m—”

注意，破折号在句尾时，不能再跟句号。

2. 用破折号隔开句首引入性的成分、句尾结论性的成分或解释

用破折号把结尾性成分与解释隔开时，不如用冒号正式，但是更突出了突然而至的意味。如：

The increasing reluctance of the sun to rise, the extra nip in the breeze, the patter of shed leaves dropping—all the evidences of fall drifting into winter were clearer each day.

The rear axle began to make a noise—a grinding, chattering, teeth-gritting rasp.

Since the moon’s gravity is too weak to capture and hold atmosphere, there is no weather at all on the moon—there is no wind, no sound, and no life.

3. 用破折号来强调非必要成分

破折号可以代替逗号或括号，用以分隔或强调非必要成分。尤其是如



英文写作的要素与实践

果这些非必要成分比较长且内部有标点时，用破折号会更加实用。非必要成分可能是同位语、插入语、修饰语。如果这些非必要成分出现在句中，一定要使用一对破折号。如：

His success can be attributed to three factors—skill, determination, and hard work.

She stood up—small, frail and tense—staring at the man walking around.

Though there are close together—separated by only a few blocks—the two neighbors could be in two different countries.

注意比较破折号、逗号和括号分隔非必要成分时的区别。这三种标点都可以隔开非必要成分，但是破折号能在最大程度上强调非必要成分，逗号其次，而括号的强调力度最弱，充其量就是这个信息值得一提。如：

Many students—including some employed by the college—disapprove of the new work rules.

Many students, including some employed by the college, disapprove of the new work rules.

Many students (including some employed by the college) disapprove of the new work rules.

五、引号（“ ”）

引号分为单引号（‘ ’）和双引号（“ ”），主要用于在口语和书面语中把直接引用标注出来。除此之外，引号还经常与逗号、句号、省略号、感叹号、问号等联合使用，显得有些复杂。无论如何，引号总是成对出现，一个在引语前，一个在引语后。引号的具体使用方法如下：

1. 用双引号把直接引语引起来

直接引用就是某人所说或所写的原话，总是用双引号引起来。如：

“That drug-store business was just small change,” continued Tom slowly, “but you have got something on now that Walter's afraid to tell me about.”

间接引语是引用了某人所说或所写的内容，但不是原话，经常涉及到

时态、人称的变化，不用双引号引起来。如上句可改写为：

Tom continued slowly that the drug-store business was just small change but he (Gatsby) had got something on now that Walter's afraid to tell him about.

2. 用单引号把引语中的引语引起来

引用某人的原话要用双引号，但如果引语的原话中又含有另外的原话，那么要把后者用单引号引起来，以示与前者的区别。如：

“In formulating any philosophy,” Woody Allen writes, “the first consideration must be: What can we know? Descartes hinted at the problem when he wrote, ‘My mind can never know my body, although it has become quite friendly with my leg’.”

上面这个例句最后有两种引号：第一种是单引号，是内引；第二种是双引号，是主句对原话的引用。

3. 用引号表示具有特殊意义的词

此处的特殊意义可能是表示讽刺、特殊的或不熟悉的词、俚语等。如：

When politicians discover some group that is being vocal about not having as much as they want, the “solution” is to give them more. Where do politicians get this “more” ?

——Thomas Sowell, *Student Loans*

How do you spell the word “plagiarism” ?

The speaker owns a “fat farm” in California, which slims down rich overeaters for \$ 2,500 a week.

fat farm 是俚语，意思是“减肥中心”。

4. 用于诗歌、歌曲、文章、故事、广播、电视节目、绘画等作品中某一部分的标题

如果标题里出现了引用的内容，要用单引号引起来。但是书名、剧本名、期刊名、电影名则不用引号，而用下划线标识。

5. 引号与其他标点的联合使用

其他标点是放在引号内还是引号外，取决于该标点是什么，以及是否



英文写作的要素与实践

出现在引语内。

(1) 要把逗号和句号放在引号内。即使是单引号和双引号叠用，也要把逗号和句号放在引号内。如：

Lenka has a little secret hidden in her song “Trouble Is a Friend.”

Many first-time readers are shocked to see infants described as “delicious.”

“‘A Modest Proposal,’” writes one critic, “is so outrageous that it cannot be believed.”

若紧接引语的括号内给出了引语的出处，那么逗号或句号要放在引用出处之后。如：

According to the Bible, at Babel God “did ... confound the language of all the earth” (Gen. 11.9).

(2) 要把冒号和分号放到引号外面。如：

Some years ago the slogan in elementary education was “learning by playing”; now educators are concerned with basic skills.

We all know what is meant by “plagiarism”: cheating.

(3) 如果破折号、问号和感叹号是引语的一部分，那么要放在引号内。这时不要再用任何其他标点，如逗号、句号等。如：

“But you should—” Maya hesitated, not knowing what to say next.

“Go away!” I screamed at the dog.

Did you say, “Who is that?”

注意：如果引语和主句都以问号或感叹号结尾，只使用引语自带的问号或感叹号。再如：

“How gorgeous when the hero said ‘I love you!’”

如果破折号、问号或感叹号不是用于引语的，那么要把破折号、问号或感叹号放在引号外，同样不再使用其他标点。如：

One evocative line in English poetry— “If winter comes, can spring be far away” —comes from Shelly.

Who said, “Now cracks a noble heart” ?

That man called me “silly girl” !

练习题

一、参考本节内容，按照要求对以下句子的标点进行修改。

1. Almost 75 percent of the people, who speak foreign languages, used the words, “good” or “very good” , when judging their proficiency in English.

(修正逗号的使用)

2. Recent immigrants, especially those speaking Spanish, Japanese, Chinese, and Korean, tended to judge their English more harshly.

(修正逗号的使用)

3. Hinduism is unlike many other religions; it allows its creeds and practices to vary widely from place to place and person to person. Other religions have churches; Hinduism does not. Other religions have principal prophets and holy books; Hinduism does not. Other religions center on specially trained priests or other leaders; Hinduism promotes the individual as his or her own priest.

(修正分号的使用)

4. In the built-up sections of industrialized countries, nature is all but obliterated by signs of human life, such as: houses, factories, skyscrapers, and highways.

(修正冒号的使用)

5. In the title essay of her book *The Death of the Moth and Other Essays*, Virginia Woolf describes the last moments of a frail and diminutive body.

(划线部分插入引号)

二、修改以下段落中误用的逗号，在适当的地方添加或删除逗号。

Ellis Island New York reopened for business in 1990 but now the customers are tourists not immigrants. This spot which lies in New York Harbor was the first American soil seen, or touched by many of the nation' s immigrants. Though other places also served as ports of entry for foreigners none has the symbolic power of, Ellis Island. Between its opening in 1892 and its closing in 1954, over 20 million



英文写作的要素与实践

people about two thirds of all immigrants were detained there before taking up their new lives in the United States. Ellis Island processed over 2000 newcomers a day when immigration was at its peak between 1990 and 1920.

第三节 其他标点

一、撇号 (')

与别的标点不同，撇号不分隔词语，而是词语的一部分，表示所有格及字母的省略。具体而言，其用法有：

用撇号表示名词和不定代词的所有格。所有格可以用 of 短语构成，也可以用撇号表示。如 the hair of the dog = the dog's hair。

用撇号表示字母、数字和单词的省略。常见的例子：

won't = will not

o'clock = of the clock

at the barber's = at the barber's shop

用撇号表示数字、符号、字母或词形本身的复数。如：

We live in the 90's.

How many A's did you get last semester?

Two many but's are used in this paragraph, and you need to revise it.

二、连字符 (-)

连字符与破折号形式相同，但比破折号要短，通常只占一个字母的位置。两者的根本区别在于破折号用于断开句子，而连字符用于连接复合词的组成部分。

1. 连字符主要用于连接复合词

复合词包括 20 到 100 间的复合数词，如：ninety-five、twenty-six；复合名词，如 trouble-maker、window-cleaner、fish-hooks；复合形容词，如：

well-liked、up-to-date、old-fashioned。

其中，复合名词可能是名词-名词的组合，如前面的例子 trouble-maker 等，也可能是名词-介词或名词-副词的组合。如：take-out、give-away、stand-by、runner-up。

2. 用于连接词根与词缀

如：

co-operator

Pan-American

anti-virus

mid-Atlantic

3. 用于避免单词在语音或语义上产生歧义

如：

re-present（重现）与 represent（代表）

re-mark（再次标注）与 remark（评论）

4. 用于分数、比率、比分、比赛对手之间

如：

two-thirds

down the opposite at 3-2 the Liverpool-Manchester match

5. 用于换行时

单词在行末未写完需要换行时用连字符将两部分连起来，但只能用于上行的结尾，不能出现在下行的行首。但是单音节、数字、缩略词不能换行；换行后行尾不宜只剩一个字母；有词缀的词应在词缀处换行；复合词应在复合成分连接处换行；容易产生歧义的词不宜换行（如 earnest 不宜拆成 ear-nest）。

三、省略号（...）

省略号由三个点构成，主要表示引语中的省略或对话的中断。主要作用有：



英文写作的要素与实践

1. 用省略号代替引文或引语中的省略

需要注意的是，如果省略的是一句话中的某部分，或者是省略了相邻两个或以上句子的某部分而不是相邻的两个或以上完整的句子时，省略内容用三个点构成的省略号代替。如果省略的是一个或多个完整的句子，甚至是从一个句子的中间开始省略，直到另一个句子结尾时，省略内容都要用四个点代替，原因在于最后一个点是句号。如果省略了句子末尾，没有给出资料来源，应用四个点代替，原因同样是最后一个点是句号；如果省略句子末尾，却给出了资料来源，应用三个点代替。举例来说：

原文如下：

“The most fundamental and most debatable assumptions underlying Sowell’s essay is that higher education is a kind of commodity that not everyone is entitled to. In order to diminish the importance of graduates’ average debt, Sowell claims that a car loan is probably higher. This comparison between education loan and car loan implies that the two are somewhat equal products, and education is of no more value than a car. He overlooks the value of encouraging education, even the education of those who don’t finish college.”

——Edward O. Nilson, *Weighing the Cost*

如果省略一句话中的某部分，省略内容用三个点构成的省略号代替。如：

例 1 The most fundamental and most debatable assumptions... is a kind of commodity that not everyone is entitled to.

如果省略的是相邻两个或以上句子的某部分，而不是相邻的两个或以上完整的句子时，省略内容用三个点构成的省略号代替。如：

例 2 His comparison ... overlooks the value of encouraging education, even the education of those who don’t finish college.

如果省略的是一个或多个完整的句子，省略内容都要用四个点代替，第一个点是句号。如：

例 3 As Nilson puts it, “The most fundamental and most debatable assumptions underlying Sowell’s essay is that higher education is a kind of

commodity that not everyone is entitled to.... He overlooks the value of encouraging education, even the education of those who don't finish college.”

从一个句子的中间开始省略，直到另一个句子结尾时，省略内容都要用四个点代替，一个点是句号。如：

例 4 The most fundamental and most debatable assumptions underlying Sowell's essay is that higher education is a kind of commodity This comparison between education loan and car loan implies that the two are somewhat equal products, and education is of no more value than a car.

如果省略了句子末尾，没有给出资料来源，应用四个点代替，第一个为句号。如：

例 5 He overlooks the value of encouraging education....

如果省略句子末尾，却给出了资料来源，应用三个点代替，句号单独体现在资料来源后。如：

例 6 He overlooks the value of encouraging education ... (Nilson) .

总结说来，在一个语法完整的句子中，省略号放在句号后面（如例句 3、4、5）。但如果引语之后有圆括号补充资料来源时，句号放在资料来源之后（如例句 6）。

2. 用省略号表示说话人语句中的断断续续、停顿或犹豫不决

如：

Mr. Gibson replied, "I'll have to guess ... but I'd say, perhaps ... about ... \$10000."

3. 用省略号表示整行诗文的省略

如：

Ode to the West Wind

O wild West Wind, thou breath of Autumn's being ,

Thou, from whose unseen presence the leaves dead

Are driven, like ghosts from an enchanter fleeing,

...



英文写作的要素与实践

Pestilence-stricken multitudes: O thou,
Who chariotest to their dark wintry bed
...

四、圆括号 (())

圆括号总是成对使用，主要用法有：

1. 表示补充说明信息

补充说明的信息可能是解释，也可能是补充说明偏离主题的句子，还可能是举例。它们对整句的表达有帮助，但不是必要信息，因此与用逗号或破折号相比，圆括号对补充信息的强调意味最弱。如：

The population of Beijing (about 2 million in 2010) is largely composed of migrant workers.

Students can find good-quality, inexpensive furniture (for example, desks, tables, chairs, even beds) in junk stores.

The sheer decibel level of the noise around us is not enough to make us cranky, irritable, or aggressive. (It can, however, affect our mental and physical health, which is another matter.)

注意，圆括号内外的标点要遵循一个原则，即：属于括号内的补充信息的标点放在圆括号内，属于主句的标点符号放在圆括号外，如：

Our laughing (so deep was the pleasure!) became screaming.

Boxing is a purely masculine world. (Though there are female boxers, women's role in the sport is extremely marginal.)

2. 将一句话内一系列的数字或字母括起来，表示序列

如：

Five distinct styles can be distinguished:(a) Old New England, (b) Deep South, (c) Middle American, (d) Wild West and (e) Far West or Californian.

According to the treaty, the involved countries must (1) cease fire, (2)respect each other's boundaries, and (3) resume bilateral trade.

3. 其他用法

(1) 圆括号还可以将省略或缩写括起来，如：

Mark the following statements with True (T), False (F), or Unmentioned (U).

The young people, born roughly between 1980 and 1994, has been characterized by their familiarity with and reliance on information and communication technologies (ICTs).

(2) 圆括号还用于表明参考文献的来源，如：

They have “spent their entire lives surrounded by and using computers, videogames, digital music players ...” (Prensky, 2001a).

五、方括号 ([])

方括号主要用于将圆括号内的补充信息括起来及将引文中插入的解释性、补充性、评论性内容括起来。

将圆括号内的补充信息括起来。如：

Eventually the investigation had to examine the major agencies (including the previously sacrosanct National Security Agency [NSA]) that were conducting covert operations.

将引文中插入的解释性、补充性、评论性内容括起来。如：

In defending his station’s inferior children’s programs, a network executive states, “If we were to do that [supply quality programs in the afternoon, one of the demands of ACT] , a lot of people would say: ‘How dare they lock the kids up for another two and a half hours.’”

六、斜线 (/)

斜线主要用于表示两个选项之间的选择、分隔引用的诗行、网址的路径、分数。

1. 表示两个选项之间的选择

如：



英文写作的要素与实践

I' m not the typical wife/girlfriend of a baseball player—those women you see on TV with their hair done up and beautiful dresses to wave to the crowds.

2. 分隔引用的诗行

如:

In *Ode to the West Wind* , Shelly writes, “O wild West Wind, thou breath of Autumn' s being, /Thou, from whose unseen presence the leaves dead /Are driven, like ghosts from an enchanter fleeing.”

3. 表示网址的路径

如:

[http: //oreilly.com/web2/archive/what-is-web-20.html](http://oreilly.com/web2/archive/what-is-web-20.html)

4. 表示分数

如:

The structure is 1381/2 feet high.

练习题

一、以下段落只有句尾用了句号，在恰当的地方添加标点符号，可能是句号、逗号、分号、撇号、引号、冒号、破折号、括号等。如果一个地方可以用不同的标点，给出恰当的解释。

Brewed coffee is the most widely consumed beverage in the world. The trade in coffee beans alone amounts to well over \$6000000000 a year and the total volume of beans traded exceeds 4250000 tons a year. Its believed that the beverage was introduced into Arabia in the fifteenth century AD probably by Ethiopians. By the middle or late sixteenth century the Arabs had introduced the beverage to the Europeans who at first resisted it because of its strong flavor and effect as a mild stimulant. The French Italians and other Europeans incorporated coffee into their diets by the seventeenth century the English however preferred tea which they were then importing from India. Since America was colonized primarily by the English Americans also preferred tea. Only after the Boston Tea Party 1773 did Americans begin drinking coffee in large quantities. Now though the US is one

of the top coffee-consuming countries consumption having been spurred on by familiar advertising claims Good till the last drop Rich hearty aroma Always rich never bitter.

Produced from the fruit of an evergreen tree coffee is grown primarily in Latin America southern Asia and Africa. Coffee trees require a hot climate high humidity rich soil with good drainage and partial shade consequently they thrive on the east or west slopes of tropical volcanic mountains where the soil is laced with potash and drains easily. The coffee beans actually seeds grow inside bright red berries. The berries are picked by hand and the beans are extracted by machine leaving a pulpy fruit residue that can be used for fertilizer. The beans are usually roasted in ovens a chemical process that releases the beans essential oil *caffeol* which gives coffee its distinctive aroma. Over a hundred different varieties of beans are produced in the world each with a different flavor attributable to three factors the species of plant *Coffea Arabica* and *Coffea robusta* are the most common and the soil and climate where the variety was grown.



参考文献

- [1] Andrea Lunsford & Robert Connors. *The St. Martin's Handbook* [M] .
New York: St. Martin's Press, Inc, 1995.
- [2] Bottomley, J.. *Academic Writing for International Students of Science* [M] .
London: Routledge, 2014.
- [3] Carol C. Kanar. *The College Writer* [M] . Beijing: Peking University
Press, 2011.
- [4] Coyle, William & Joe Law. 国际英语学术论文写作(第15版)[M]. 北京:
北京语言大学出版社, 2013.
- [5] David Rosenwasser & Jill Stephen. *Writing Analytically* [M] . Beijing:
Peking University Press, 2008.
- [6] H. Ramsey Fowler & Jane E. Aaron. *The Little, Brown Handbook* [M] .
Beijing: Peking University Press, 2007.
- [7] John Langan. *College Writing Skills with Readings* [M] . Beijing: Foreign
Language Teaching and Research Press, 2007.
- [8] Laurie G. Krizner & Stephen R. Mandell. *The Wadsworth Handbook* [M] .
北京: 中国人民大学出版社, 2007.
- [9] Parks, A. Franklin. *Structuring Paragraphs: A guide to effective writing* [M] .
New York: St. Martin's Press, Inc, 1981.

- [10] Strunk, W. Jr. & E. B.White. *The Elements of Style, 3rd edition* [M] .
New York: Macmillan, 1979.
- [11] Troyka, Lynn Quitman. *Simon and Schuster Handbook for Writers* [M] .
London: Prentice-Hall, Inc, 1999.
- [12] 丁往道 . 英语写作手册 [M] . 北京 : 外语教学与研究出版社 , 1997.
- [13] 何向明 . 现代实用英语写作大全 [M] . 北京 : 中国文史出版社 ,
1998.
- [14] 黄品源 . 好的文章是“写”出来的——英语教学谈之二 [J] . 外语界 ,
2006 (5) : 13-16.
- [15] 王振昌等 . 高级英文写作教程 [M] . 北京 : 外语教学与研究出版社 ,
1996.



后 记

这本书的水平如何，质量怎样？我们没必要在这里王婆卖瓜，但我们想说的是，这本书的背后是一个故事，它承载了我们三个人多年的梦……

我们三个人本是同学，各自为英语写作挣扎了好多年。我们曾私下发誓，将来一定要打开英语写作的窍门，并把它传授给世人，让后人从此不再受英语写作的折磨……多少年过去，我们已经不再年轻，各自攻读了学位，奔向工作岗位，有了家庭、孩子；其中李继燕和我还走上了大学英语课堂的讲台。那一年，我们在青岛海滨又碰头了，不知谁无意中提起当年的誓言，我们三个不禁哑然失笑，散了之后我们却是陷入了沉思——从此以后，一个问题始终萦绕在我们的脑际，我们到底有没有窥见英语写作的窍门？于是我们在微信上、QQ上、电话中开始了无休无止的讨论，以致后来弄得自己颇觉疲惫。

李继燕最为有心，已经悄悄地开始撰写这本书。2014年夏，草稿出来，李杰与我一致点赞，之后我们三个通力合作，努力完善此书，如此一直到了2017年。期间我们还尝试用这本书教授写作，颇能看到一些效果，也曾小小地自鸣得意了一番。

这本书本来也没打算出版，但最后我们还是决定把它拿出来出版，真是有一种还愿的感觉在里面——不出版它，我们三个就无法再像以前一样坐到一起坦然地说笑了，大家都在小心翼翼地避开这个话题：它成了我们

的一个心结。

当然，在定稿的最后阶段，我们也曾无数次为这本书到底写得如何、到底值不值得出版等类似的话题吵得不可开交，但我们可以无愧地说，它是我们三个人倾力合作的结果，是我们多年交心的结晶、友谊的见证。

应当说，本书撰写的过程，是三个家庭默默的努力：为了本书的写作，李继燕的爱人孙继浩多年来自觉担任起带娃的工作，每当李老师打开电脑，伏案写作，孙老师就自觉地带小满，开始遛娃工作；而李杰的爱人鲁华山和我的爱人张培翠，作为大学里的英语一线教师，更是少不了贡献自己的力量。正所谓，一部小书十年梦，百页铅字三家情。

囿于知识水平和时间、精力有限，我们的撰写难免存在疏忽，在此恳请广大读者批评、把关。我们三个人的地址和联系方式分别是：

李继燕：河北省秦皇岛市燕山大学外国语学院，电子邮箱：
dayanlijian@163.com；

李杰：山东省青岛市青岛农业大学人文社会科学学院，电子邮箱：
qiuyue224@sina.com；

庄会彬：河南省开封市河南大学外语学院，电子邮箱：huibinzhuang@aliyun.com。

期待各位同行的来信指导。

庄会彬（作者之一）执笔

2017年5月7日