

# 试论英语教学中如何把握语句规律 提高写作水平

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**摘 要:**全面认识句子与写好句子是提高写作技巧,将语言知识转化为语言交际能力的关键。基于实际英语写作容易发生的问题,从句子写作层面探讨了英语写作训练,旨在通过加强句子写作能力,为段落篇章写作打好基础,进而提高英语写作水平。

**关键词:**英语;句子;写作;训练

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英语写作是英语听、说、读、写四种基本能力之一。能否全面深刻地认识英语句子与写好句子,是提高英语写作能力的关键,只有抓住这个关键,才能有效提高英语写作水平。

## 1 如何认识句子

### 1.1 了解英语句子的表层结构

英语句子看上去纷繁庞杂,但仔细观察不外乎5个基本句式。这5个基本句式可以演变出多种复杂的英语句子。从完整句与片语看,一个完整句必须符合基本句型:主+系+表;主+谓语动词(v. i);主+谓语动词(v. t)+单宾;主+谓语动词(v. t)+双宾;主+谓语动词(v. t)+宾+宾补。片语或称单步句(one-member sentence)是深层表达句子乃至篇章意义的词语,也可视作省略句。例如:“Silence!”可能相当句子的省略“I want silence”、“I want you in silence”。从主谓结构在句中的多少及其之间的平行、主从关系看,句子分为简单句、并列句和复合句。从交际功能角度看,句子分为陈述句、疑问句、祈使句和感叹句。

### 1.2 把握英语句子的深层联系

要写好英语句子,还要了解英语的句子由哪些成分构成,能充当这些成分的各是什么词,各种配对关系的句子成分的个性,相互之间的句法、语义联系,以及各种句子成分在句法构成和语义个性方面的不同。要想将一个英语句子表述到位,除了掌握必要的语法知识、熟悉常用的词汇、了解句型的结构外,还要注意英语句子的特征。

#### 1.2.1 句子的统一性

统一性就是指一个句子只能表达一个完整的中心意思,句子的所有构成部分——单词、词组、语法、

句型、符号等都是为表达这个中心意思服务的。即使那些起着修饰、说明或解释作用的成分,也必须围绕中心意思展开,其中不应包含与中心意思无关的内容。常见的破坏句子统一性的现象是,一个没有间隔的句子,却出现了多个主语。例如:John bought a car from Mr. Smith, the car had been used by Mr. Smith for five years, and Mr. Smith was going to live in a foreign country, so he sold it out. 这个句子就是随意改变主题,使句子出现了多层意思。它的主题随着主语的变化变换了3次,是说 John, the car 还是 Mr. Smith? 中心意思表达不清楚。如果改写为 John bought a car from Mr. Smith, who sold it out after using it for five years because he was going to live in a foreign country. 就清楚多了。

#### 1.2.2 句子的完整性

句子的完整性要求句子必须具备两个基本的条件:表达一个完整的意思(即包含主语和谓语两个主要成分),具有一定的语法结构。不完整的句子表现为句子停顿不当而误用句子成分和缺少主语、谓语等实质性的成分这两种类型,因而不能表达完整意思。例如:Thousands of people sitting in the hall watching the ball game. 其错误在于将现在分词当作谓语使用。应修改为 Thousands of people were sitting in the hall watching the ball game.

再如:If have an assistant, I would have finished it early. 句子缺少主语,这种现象常出现在从句中。应修改为 If I had an assistant, I would have finished it early.

#### 1.2.3 句子的连贯性

句子的连贯性要求句子各部分之间的关系密切、协调,前后意思连贯,思想表达清楚有序。例如:

He told my brother that he was ill. 其中 he 指代不清,指 my brother 还是别人? 应修改为 “I am ill,” he said to my brother. 又如: After you enter the park by the main gate, walk straight on till you come to a stream. Cross the stream and turn. 句中 after, till, and 三个过渡词的正确使用,才使该句话的意思表达明了和连贯流畅。

#### 1.2.4 句子的简洁性

所谓句子的简洁性是指选词造句语言要凝练概括、高度浓缩、简明扼要,要剔除不必要的细节,避免出现长而松散的句子结构。例如: We returned back in the early part of the month of July. 句子罗嗦,画蛇添足。应修改为: We returned in early July. 再如: We went to the garage and we went over the telephone and we called Father, but no one answered and there we were faced with no gas and no money. 这样短短的一句话,竟然用了4个 and 和一个 but,让人感觉生硬费力。常见的改进方法是,将结构松散的长句拆开,改为两个或两个以上独立的句子,同时省略其中不必要的细节。可修改为: We went to the garage to telephone Father. When no one answered, we realized that we were faced with neither gas nor money.

总之,句子要从“表层+深层”全方位地去认识,从“表层+深层”全方位地去审视,从“表层+深层”全方位地去进行写作训练,这样才能写好句子,进而提高写作能力。

## 2 如何写好句子

写好句子,要从句子表达的多样性切入,从句子表达的有效性反思。

### 2.1 从句子表达的多样性切入,要做到4个多样化

#### 2.1.1 句子开头多样化

一般英语写作中,句子常以主语开头,一长串全是以主语开头的句子连在一起,读起来显得呆板、单调、乏味。如果打破常规,以短语、非谓动词、独立结构、同位语、副词等引导句子,则可以收到较好的表达效果。比如: With a bunch of flower in his hand, Mr. Smith came into the room. (以介词短语开头) Weather permitting, we will go to swim. (以独立主个结构开头) Before they arrived, the train had pulled out. (以状语从句开头) That he passed the exam is really a pleasant surprise. (名词性从句开头)

#### 2.1.2 表达多样化

学会表达多样化有益于增添文章的色彩、提高

驾驭语言的能力。例如“走”这个词,一般情况下,我们都是用“walk”,如果说走出房间,那就是 walk out of the room. 但是,为了形象生动,我们可以说小偷走出房间是“slip out of the room”,说小孩走出房间是“dance out of the room”,说老人走出房间是“stagger out of the room”,说小姐走出房间是“snail out of the room”。这样来形容,就把人物的性格年龄特征表现得淋漓尽致了。

#### 2.1.3 句式多样化

学会采用多种句式,如简单句、并列句与复杂句、强调句、倒装句、行主/宾句等交替使用,使句子表达既避免单句、反映逻辑意义连接,又有张有弛、长短句交相辉映。例如: We can imagine the beautiful surroundings. There are many trees along the streets. There is a clean river in the city. There are many fishes in the river. There are willow trees on the one side. There are some pieces of grassland on the other side. There are many flowers on them. 文中7个句子都是简单句,句型结构单一,句子长短同一,十分单调。下面是修改后的段落: Just imagine the beautiful surroundings if we make our cities greener. Green trees line the streets. A clean river winds through the city, in which a lot of fishes abound. On the one side stand rows of willow trees. On the other side lies a stretch of grassland sprinkled with many yellow and red flowers. 改写后的段落中,有长句,也有短句,一长一短,抑扬顿挫的节奏感自现。不仅如此,长短交错的句子和富于变化的句型结构使文章流畅自然,生动活泼。

#### 2.1.4 语态多样化

要学会主动和被动语态变换使用,尤其学写正式文体的议论文,说明文更要多用被动语态。比如: We hope that the project will result in considerable medical benefits for a large number of people → It is hoped that the project will result in considerable medical benefits for a large number of people. / More people learn English as a foreign language than any other language. → No language is more widely learned as a foreign language than English.

简言之,做到4个“多样化”,可以从整体上全方位提升句子的写作能力,为段落篇章写作打下坚实的基础。

### 2.2 从句子表达的有效性反思,做到4个检验

### 2.2.1 基本句型检验

用基本句型检验句子的结构连接,避免汉语思维造出的“英语句子”或句子残缺不全。比如句子无主语,或缺谓语动词,或时态语态等误用。例如: To make friends, honesty is important. 句中不定式短语 To make friends 的主语应该是人,而主句的主语是 honesty,两者不一致,构成了垂悬结构。有3种改正方法: a. 将不定式短语改成相应的状语从句: If one wants to make friends, honesty is important. b. 对主句做必要改动,使句子的主语与不定式短语的逻辑主语一致: To make friends, one must be honest. c. 给不定式短语加上自己的逻辑主语: For one to make friends, honesty is important. 再如: 有20个小学生在这次交通事故中丧生。通常错误表达: There were 20 pupils died in the traffic accident. 这是典型的汉语思维负面影响,且不加区分 die 与 dead 的词性和用法。应修改为: There were 20 pupils dead in the traffic accident. 或 Twenty pupils died in the traffic accident.

### 2.2.2 基本标准检验

“清晰明了”既是写作训练的基本要求,也是检验写作的基本标准。如果句子意思表达不清楚或不完整,就失去了语言交流的功能。用基本标准检验句子,避免句子表达意思不清或主旨不明,不知所云。例如: Shanghai is said to have about 10 million. 意思不清。应修改为 Shanghai is said to have a population of about 10 million. 例如: At the age of nine, my father began to teach me calligraphy. 介词短语位置不当造成语义混乱,应修改为: My father began to teach me calligraphy when I was nine.

### 2.2.3 选词标准检验

用准确性、简洁性、灵活性标准检验句子,做到词语意义的准确和词语搭配的准确,不用重复罗嗦多余的词,用词丰富多变避免单一贫乏。这不仅能准确地表达思想,还能反映语言的功底和驾驭语言的能力。例: My voice shook with excitement. 用词不当,声音颤抖应该用 trembled, 应修改为: My voice trembled with excitement. 例如: English is my most favorite subject. 其中 favorite 已含有 most 之意, most 纯属多余。再比如,表达一种观点时,可灵活运用同义词或词组以避免重复一个动词,例如: claim, believe, argue, insist on, hold the view, in my opinion 等。此外,还要注意尽量不用概括意义词而用具体意义

词,以使表达清晰、准确、生动、鲜明。例如: 我们说 a good man, 表达很模糊,不知此人如何是“好”,但我们说 a kind man, an honest man, a warm-hearted man, a selfless man, a generous man... 就很生动形象具体。

### 2.2.4 逻辑意义连贯检验

逻辑意义连贯表现在句内与句间的连贯。句内意义连贯指词语与句子成分在人称与数、时态与语态、修饰语与语序、结构与平行、指代与转换等都要做到连接恰当、关系明确、不产生误解和歧义。例如: Overlooking from the top of Gaolan Mountain, the Yellow River flows calmly and zigzag as far as the eyes can reach. 分析: 该句中 overlooking 的逻辑主语有误,应该为: Overlooking from the top of Gaolan Mountain, we (he / I) can see the Yellow River flowing calmly and zigzag as far as the eyes can reach. 句间逻辑意义的连贯在于过渡词的恰当使用。过渡词就像路标、指示灯一样,引导读者理解句间的深层意义,因此句子写作训练要高度重视“路标词”,避免汉语式一逗到底的连接。例如: 机不可失,时不再来。→ When an opportunity is neglected, it never comes back to you. 再如,问题解决了,我们回了家。→ The question was settled, then we went home. 句间逻辑关系在汉语中往往隐含,而英语却要添加具有过渡功能的连接词、短语或副词,揭示出其间的逻辑关系。

综上所述,句子是段落、篇章的基础。写文章如同盖房子,句子是砖瓦,砖瓦的质量直接影响房子的质量。只有全面认识句子与加强句子写作训练,才能有效提高英语写作水平。

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