

第一章 总 说

CHAPTER ONE A GENERAL VIEW

在具体地分析修改每一个病句之前,我们先总的谈一下什么是病句、病句的范围以及针对病句产生的原因而采取的相应措施等问题,这些也是本书所遵循的几个基本原则。

Before analysing and revising each individual erroneous sentence, we shall first give a general view of what erroneous sentences are, their scope, source and appropriate ways to prevent them in accordance with the source. These are actually the basic principles followed in the present book.

一、什么叫病句

What Are Erroneous Sentences?

语言是人们交际的工具,任何一种语言都有自己的特点,英语国家地区的朋友们用汉语进行交谈、写文章的时候,应当遵照汉语的语法规则,合乎汉语的规范。那就是看一看每一类词用得是否符合各自的语法特点,词与词的搭配是否得当,词语的排列顺序是否合理,句子的结构和使用的场合是否受到英语的影响,句子内容有无逻辑错误等。如果说出来的话和写出来的句子违背汉语的组合规律或违背客观事物的事理,有碍交际,这样的句子就是病句。

Language is a tool for social communication and each language has its own features. People from English-speaking countries and regions should be guided by the grammatical rules of Chinese language to produce standard Chinese sentences in speaking and writing. That is to make sure that each part of speech is used properly in terms of their grammatical properties, that words are in good collocation and right order, that no interference of English results in wrong sentence structures and use of expressions ill-adapted to specific situation, and that sentences satisfy logical requirements. An utterance is an erroneous sentence if it blocks the way to communication for violating combination rules in the language or runs against the common sense of the objective world.

二、病句的范围

The Scope of Erroneous Sentences

这里所说的病句范围,是指从零起步直到掌握 4000 个常用词、150 个最基本的语法点、母语或媒介语为英语的学生在实践中出现的病句。完成以上所说的学习内容,一般需要 900 学时(每小时 50 分钟),为便于了解病句分布状况,将 900 学时粗略地划分成三个学习阶段:前两个阶段为一年级学习总时数,剩下的为此书选用的二年级病句出现的学习阶段所占用的时间,不同阶段的学习内容有不同的侧重方面。请参看下表:

The scope of erroneous sentences given in this book encircles all sorts of errors made by English speakers from the time they start to learn Chinese till they have gained a mastery of 4,000 daily used words and 1,500 basic grammatical points. To learn such a considerable number of words and grammatical points, it normally takes 900 class hours (one class hour = 50 minutes) which are approxi-

mately divided here into three periods of learning for a better understanding of the distribution of erroneous sentences. The first two of the three periods add up to the total class hours of the first school year, while the remaining part accounts for the time of second school year in which errors committed by sophomores as suggested in this book tend to appear. Different periods of learning emphasize different points. Refer to the following table.

学习阶段 学习时数	一年级		二年级
	第一阶段	第二阶段	第三阶段
	350 学时	350 学时	200 学时
学习内容	以最基本、最常用的实词和语法点为主,适当安排少量的虚词和复句。 此阶段词汇量约 1200 个。	逐渐扩大近义词和虚词的数量,增加含有引申意义、比较复杂的语法点、复句和极少量固定词组。 此阶段词汇量约 1800 个。	扩大虚词、近义词、多义词、固定词组和复句的数量。 此阶段词汇量约 1000 个。

period of learning class hours	The First Academic Year		The Second Academic Year
	Period I	Period II	Period III
	350	350	200
contents to be learned	The most basic daily used notional words and grammatical points some function words and complex sentences A vocabulary of nearly 1,200 words	Gradual expansion of function words and synonyms Increase in complicated grammatical points with extended meaning Increase in complex sentences A few set phrases A vocabulary of 1,800 words	Increase in function words, synonyms, polysemants, set phrases and complex sentences A vocabulary of 1,000 words

本书的内容与各院校目前正在学习使用的课本紧密相关。

The errors discussed in this book are closely related to the textbooks currently used.

三、产生病句的原因

The Sources of Erroneous Sentences

从大量病句的分析比较中,可以看到出现病句的原因主要有以下几种情况:

Analysis and comparison of a large quantity of data show that erroneous sentences mainly derive from the following sources:

1. 在语义上、结构特点上、使用场合方面没能很好地掌握汉语规律。尤其是汉语中特有的重叠形式、补语、主谓谓语句、“把”字句等语言现象,学习起来困难更多些,反映在口头表达和笔头作业中确实存在着许许多多这样或那样的问题。

Failure to master the semantic, structural and pragmatic features peculiar to the Chinese language. For foreign learners, a number of characteristic items of Chinese are particularly difficult to handle, e. g. reduplicative formulas, complements, sentences with an S-P phrase predicate, 把-sentences. This is a plain fact that a lot of problems concerning such aspects do exist in the utterance and written work of our students.

2. 由于英语习惯的干扰。我们在教学实践中经常看到、听到“我是很忙”、“他复习功课每天”这样的句子,显然是 I am very busy. 和 He reviews lessons every day. 的直译。前一个句子乍一看,没有什么毛病,但是对于刚刚接触汉语的学生来说,这是一个病句。因为在这个学习阶段,他们并不懂得这个“是”表示“确实”“实在”的意思,而是把英语语法照搬到汉语上来。后一个句子的错误

很明显,是按照英语词序,混淆了时间词(“每天”)在汉语与英语中特有的不同语法功能。类似这种英语式的汉语句子,俯拾皆是。

The interfering effects of the established English language habits. We often encounter such sentences as 我是很忙,他复习功课每天 which are obviously literal interpretation of “I am busy” and “He reviews lessons every day”. The first sentence is perfect at a glance, but it is actually a wrong sentence in the case of a Chinese learner who has just begun to get into contact with the language. This is because a beginner naturally does not know the intensifying function of 是 meaning indeed or really, he may mechanically apply the grammatical form in English to Chinese. The second sentence is evidently mal-formed attributable to mis-ordering. The time noun 每天 in Chinese bears different grammatical functions from “every day” in English, but the speaker mixes them up. Such Chinese sentences in patterns of English are highly frequent.

3. 受修辞知识的限制,影响表达的效果。以“雪下得真大,房屋、树木都很白”为例,句中用“都”总括它前边的“房屋、树木”,形容被雪覆盖的面积,用“很”表示雪“白”的程度,这种遣词造句的形式是很勉强的。应该将“都很”改成“一片”,既写了雪景,又说明了面积范围较大。

Lack of rhetorical skill results in poor expressive effects. Take 雪下得真大,房屋,树木都很白 for example. Referring to both 房屋 and 树木, 都 shows the acreage covered with snow, 很 indicates the degree of white. The presence of these two words makes the sentence sound awkward to a Chinese ear. It would become perfect if we substitute 都很 with 一片 which both depicts a snow scene and demonstrates its width.

四、怎样查找病句

Ways to Distinguish Erroneous Sentences

1. 句子成分分析法

The method of identifying sentence elements

在句法中,汉语把句子成分划分为主要成分(主语、谓语、宾语)和附加成分(定语、状语、补语)。以“她父亲已经写完那篇论文”为例,“父亲”是主语,“写”是谓语,“论文”是宾语,“她”和“那篇”分别作主语和宾语的定语,“已经”是谓语(“写”)的状语,“完”是谓语(“写”)的补语。分析句子时,先查主要成分,然后查附加成分,最后检查主要成分同附加成分之间的关系。这样,可以看出来句子是不是有问题,也可以找出来有没有由于受英语影响而出现的错误。

In syntax, sentence elements are classified into central elements (subject, predicate, object) and adjunctive elements (attributive, adverbial adjunct, complement). For instance, in 她父亲已经写完那篇论文, 父亲 is the subject, 写 the predicate, 论文 the object, 她 and 那篇 serve as the attributives of the subject and the object respectively, and 已经 acts as the adverbial adjunct of the predicate 写, and 完 is the complement of 写. To analyse a sentence, one should first look for the central elements, then look for the adjunctive elements, and lastly examine the relationship between the central and the adjunctive elements. In this manner, one may decide if a sentence is well-formed or mal-formed and distinguish the errors due to the interference of English language.

2. 语义搭配检验法

The method of checking semantic collocation

虽说构成句子的各种成分是完整无缺的,但是还要进一步检查

成分之间在语义上是否配得拢。比如：动词谓语“唱”可以同宾语“歌”结合成动宾词组“唱歌”，而同“舞”就配不拢，不能说唱舞。“好”能作“学”的补充成分，可以说“学得很好”，而“忙”就不成，不能说“学得很忙”。哪个词可以跟哪个词搭配，哪个词不能跟哪个词搭配，很多情况没有规律可循，需要逐个地死记。即使下很大的工夫，词语搭配不当的现象仍是不可避免的。因此，这也是检查句子时不能忽略的方面。

Although a sentence is complete with every necessary element, it needs further examination to guarantee that the elements match semantically. For example, verbal predicate 唱 may take the object 歌 to form a verb-object phrase 唱歌, but it does not go with 舞—we can not say 唱舞. 好 may function as the complement of 学, as in 学得很好, whereas 忙 can not—we can not say 学得很忙. There is no absolute rule as to which words match and which do not. So the learner has to memorize them one by one. Special attention should be paid to word incollocation which is almost inevitable despite of an extreme effort to avoid it.

3. 逻辑审察法

The logical criterion

一个句子如果在语法上找不出问题，那就看看在使用概念进行判断、推理时，是否讲得通。试看下边一个病句，“安娜买了苹果、梨、桔子和很多水果”，显而易见，这是由于弄错了概念之间的关系造成的错误。“苹果、梨、桔子”是种概念，“水果”是属概念，误把属种关系的概念当作并列关系的概念。应改“水果”为表示种概念“葡萄”“香蕉”一类的词。

In making judgment and inference with concepts, a grammatical sentence needs further inspection to ensure logic. See this sentence, 安娜买了苹果, 梨, 桔子和很多水果. The error results from a misunderstanding of the relationship between concepts. Apple, pear and orange are subsets within the concept of fruit, but the speaker treats them as co-ordinate. 水果 should be replaced with

words of concepts subordinate to it and co-ordinate with 苹果, such as 葡萄 or 香蕉.

五、汉语的各级语法单位和句子成分

Grammatical Units of Various Levels and Sentence Elements in Chinese

为便于辨析,说明语句正误,有必要简要地重复一下汉语里的语法单位和句子成分。

For an efficient analysis and explanation, it is useful to review the grammatical units and sentence elements in Chinese.

1. 汉语的各级语法单位

Grammatical units at all levels in Chinese

(1) 词

Word

词是组成句子的最基本的语言单位。现代汉语的词依照组合能力、句法功能和词的意义分成名词(“父亲”)、代词(“她”、“那”)、动词(“写”)、能愿动词(“能”)、形容词(“多”)、数词(“二”)、量词(“篇”)、副词(“已经”)、介词(“在”)、连词(“和”)、助词(“吗”)、叹词、象声词十三类。其中,前七类为实词,后六类为虚词。此外,还有两个附类:词头(“第”)、词尾(“们”)。

Words are the most basic units to make up a sentence. In modern Chinese they are grouped into thirteen classes in terms of combination potentiality, syntactical function and meaning, namely noun(父亲), pronoun(她, 那), verb(写), auxiliary verb(能), adjective(多), numeral(二), measure word(篇), adverb(已经), preposition(在), conjunction(和), particle(吗), interjection and onomatopoeia. The first seven classes belong to the notional word category, and the rest the function word category. Besides, there

are two kinds of affixes, namely, prefix and suffix.

(2) 词组

Phrases

词组是词和词按照一定的语法规则组合起来的一组词。按词组的结构划分成并列词组(“她和父亲”)、主谓词组(“父亲写”)、动宾词组(“写论文”)、动补词组(“写完”)、偏正词组(“她父亲”、“已经写”)、“的”字词组(“她的”)、介宾词组(“在北京”)、同位词组等。

A phrase is a combination of words arranged according to certain grammatical rules. Phrases are structurally classified into the following types: the co-ordinate phrase (她和父亲), the subject-predicate (S-P) phrase (父亲写), the verb-object (V-O) phrase (写论文), the verb-complement (V-C) phrase (写完), the endocentric phrase (她父亲, 已经写), the 的-phrase (她的), the prepositional phrase (在北京), the appositive phrase, etc.

(3) 句子

Sentences

句子是由词或词组直接组合而成的。汉语的句子可以分单句和复句两大类。单句又有主谓句(“我学习汉语”)和非主谓句(“下雪了”)之分。

Sentences are composed of words or phrases. In Chinese, sentences are divided into two kinds, the simple and the complex. With respect to the former one, a distinction is made between the subject-predicate sentence (我学习汉语) and the non-subject-predicate sentence (下雪了).

2. 句子成分

Sentence elements

构成句子的词或词组在句中担任的语法职务和所起的作用叫句子成分。汉语的句子成分有六种,即主语、谓语、宾语、定语、状语和补语。句法中的句子成分和词法中的词类是密不可分的。必须掌握各个词的语法特点,尤其是虚词的语法特点,才能正确地组词造句。仍以四、1. 的句子为例:

Grammatical roles or functions performed by words or phrases