

大学英语 写作指导

(下)

张秉赵 林淑蓉 编著

厦门大学出版社

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大学英语写作指导(下)

A PRACTICAL GUIDE
TO
ENGLISH WRITING
FOR
COLLEGE STUDENTS

张秉赵
林淑蓉 编著

厦门大学出版社

更 正

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第三章 英语文章

在第二章中，我们花了比较大的篇幅讨论了写好段落的一些重要技巧和常用的方法。在这一章中，我们将研究如何联段成篇，写一般的英语文章。

第一节 文章是段落的扩展

学过英语的人，都读过不少英语文章。尽管它们的写法千变万化，但基本上都是由三个部分组成的，即：导言（introduction），主体（body of the composition）和结尾（conclusion）。这与我们学过的段落结构——主题句，支持句和总结句——十分相似。英语文章与段落这种结构上的相似，为我们提供了一条学写文章的捷径。我们可以把段落看成是文章的压缩形式，反之，文章可以看成是段落的扩展形式。我们已经基本掌握了写好英语段落的技巧和方法，这无疑将大大增强我们写好英语文章的信心和能力。同时，在这个基础上学写文章，在许多方面可以触类旁通。从段落扩展成为文章，这是一种比较简单而对大多数文章适用的写作方法。请看下面例子。

例段：

Black Performers and the Television Industry

(1) The American television industry, which throughout most of its history restricted black performers to occasional guest appearances, since the beginning of the 1970's has begun to provide a variety of opportunities for talented blacks. (2) For instance, the national networks and many local stations have opened up the field of news reporting and commentary to an increasing number of black reporters. (3) Nonexistent a decade ago, appearances of black actors in all kinds of spot commercials are commonplace today. (4) Even the "soap operas" have integrated; black actors regularly play nonstereotyped roles in so-called real-life situations. (5) Perhaps the most convincing evidence of a change in policy is the fact that a few black performers now have starring roles in their own weekly TV shows. (6) These and similar examples indicate a start toward the democratization of the television industry.

例文:

Black Performers and the Television Industry

1. The television industry since the beginning of the 1970's has begun to provide a variety of opportunities for talented blacks. Throughout most of its history in America, television restricted black performers to guest appearances in song-and-dance routines in the minstrelshow tradition. Black celebrities sang or danced their way through an occasional brief spot on popular variety programs. In recent times, however, the industry has opened a number of different fields to black performers.

2. The national networks and many local stations utilize an increasing number of black reporters in the field of news reporting and commentary. To report on both the black and white communities, Chuck Stone, George Foster, Lem Tucker, and Bill Matney have been selected by network news departments. In New York, Detroit, Indianapolis, Cincinnati, and many other cities, local television stations employ black newsmen to write about and report or comment on local scenes and situations.

3. In the "dollars-and-cents" field of the industry, alleged sponsor fear of falling sales for their products previously prevented blacks from appearing in TV commercials. It is apparent that the fear was unfounded, and now in TV commercials blacks as

well as whites drink instant coffee and use that margarine that tastes like butter. They make their windows sparkle with the right kind of window cleaner, wash their clothes in low-suds detergents, shower with deodorant soap, and prevent cavities with fluoride toothpaste. They drive cars and borrow money from the local bank. Nonexistent a decade ago, appearances of black actors playing "prestige" roles in all kinds of spot commercials are commonplace today.

4. Even the daily serials, the "soap operas," have integrated black actors in so-called real-life situations. Marriage, health, money, youth, problem areas common to black and white alike, provide the subjects on which the soap operas dwell. On such programs as "The Doctors" and "One Life to Live," blacks have appeared in roles that do not attempt to depict the special problems of being black, but instead try to portray black people in the routine problems of daily life in America.

5. In a few exceptional cases, a small number of black performers have had starring roles on weekly TV shows. Bill Cosby and Diahann Carroll both have depicted the central roles in their own successful comedy programs. Lloyd Haynes has

starred as a school teacher in "Room 222." Flip Wilson has hosted a weekly variety show. Other black actors have appeared as regular members of the casts of "Mission Impossible" (Greg Morris), "Mod Squad" (Clarence Williams III), "Ironside" (Don Mitchell), "Mannix" (Gail Fisher). The use of black performers in key roles in regular series is perhaps the most convincing evidence of a changing policy by the television industry.

6. As they did in the past, black performers still appear as guests on regular and special variety shows, from the weekly Ed Sullivan Show to the annual Academy Awards presentations. More significantly, professional black performers are now filling roles once exclusively reserved for white actors. Talented blacks report the news, sell popular products through commercial messages, and act out the lives of both villains and heroes on the daily and weekly comedies and dramas. These and similar examples indicate a start toward the democratization of television industry.

例段共含六个句子，例文共含六个段落。它们的结构分别是：

段落：

TOPIC SENTENCE (1st sentence)

- ← Example sentence 1 (2nd sentence)
- ← Example sentence 2 (3rd sentence)
- ← Example sentence 3 (4th sentence)
- ← Example sentence 4 (5th sentence)
- CONCLUDING SENTENCE (6th sentence)

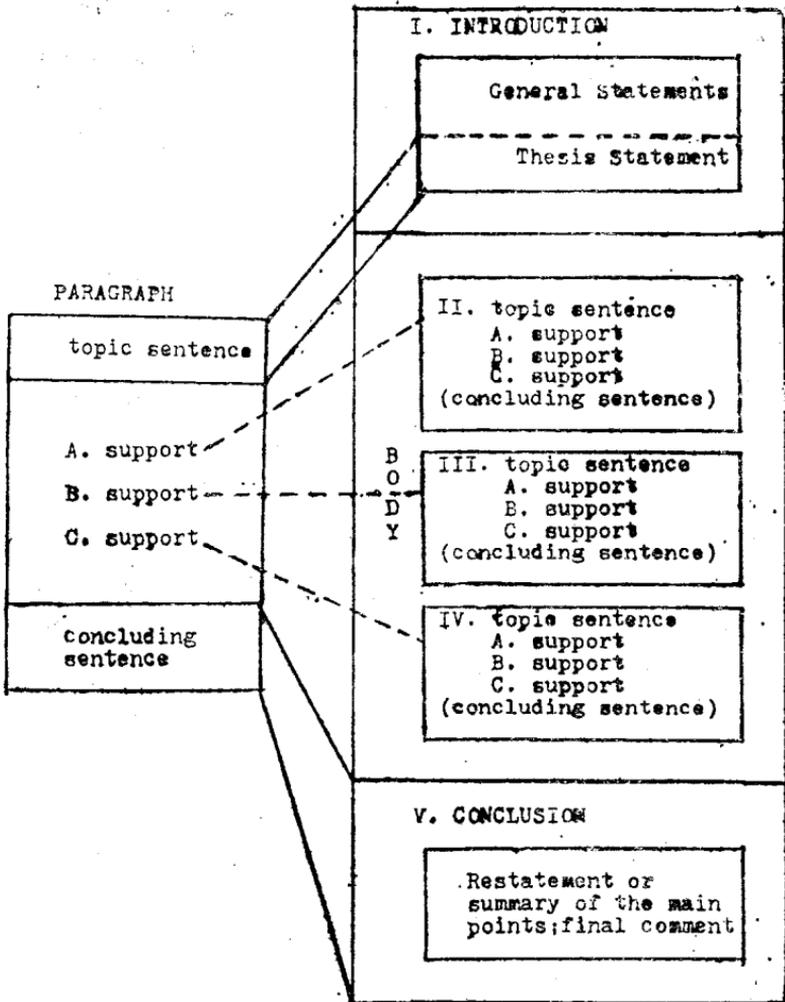
文章:

TOPIC PARAGRAPH (1st paragraph)

- ← Example paragraph 1 (2nd paragraph)
- ← Example paragraph 2 (3rd paragraph)
- ← Example paragraph 3 (4th paragraph)
- ← Example paragraph 4 (5th paragraph)
- CONCLUDING PARAGRAPH (6th paragraph)

以上图表说明：段落和文章虽然在篇幅上、内容的深度和广度上不尽相同，但在结构上十分相似。我们还进一步发现，例文六个段落中的第一句与例段中的六个句子一样或相近。例段中的主题句，在例文中扩展成主题段；例段中的 Example sentence 1 (第二个句子)，变为例文中 Example paragraph 1 (第二段) 的主题句；例段中 Example sentence 2，变成例文中 Example paragraph 2 的主题句；如此等等。我们不妨借用下面这个图表来表示在结构上是如何从段落扩展成文章的：

ESSAY



我们在讨论比较对照段落的展开方法时，引用了一个关于比较对照黑人领袖 Booker T. Washington 和 W. E. B DuBois 俩在 family backgrounds, Professional education and careers, social ideology, and influence on black America 四方面的异同点（参见上册，P.227—229）。请看下面例子中，作者是如何把比较对照段落扩展成为比较对照文章的：

Tow Black Giants of the Turn of the Century

Two black leaders who have continued to influence black American thinking since the late nineteenth century are Booker T. Washington and W. E. B. DuBois. Born only twelve years apart, sharing the same racial heritage, and envisioning the same goals for blacks, these dynamic men were a world apart in their feeling for what were the appropriate methods for attaining these goals. An examination of their lives, consequently, reveals both similarities and differences in their family backgrounds, professional education and careers, social ideology, and influence on black America.

The family backgrounds of the two men show obvious parallels but also striking differences. Washington, of mixed parentage, was born a plantation slave in 1856 in Franklin County, Virginia. After

the Emancipation, he moved to Malden, West Virginia, where he led a life of poverty, attending school at night and working during the day to support members of his family. He spent most of his life in the South, receiving his education there and devoting his adult years to the education of others. Also of mixed ancestry, DuBois, on the other hand, was born free in 1868 in Great Barrington, Massachusetts, an entirely different racial environment. Educated in the South, the North, and abroad, he spent his adult years in the North, in cosmopolitan Atlanta, and in traveling throughout the world. Early environment and experience of both Washington and DuBois, at some points similar and at some points different, shaped their characters and formed their expectations for their race.

It was through their education that both leaders were able to pursue careers that frequently led them along similar paths but, just as frequently, forced them to take different directions. Washington, with the help of a sponsor, was able to further his education by attending Hampton Institute in Virginia. Upon graduation, he returned to Malden, where he taught for two years. After a brief period of study at Wayland Seminary in Washing-

ton, D. C., he was invited to return to Hampton as an instructor. He remained there only two years, but during that short time he helped develop a successful experimental education program for American Indians and established a night school. In 1881, Washington was chosen to start a black normal school, Tuskegee Institute, of which he later became president. His entire professional career was spent in helping this institution and the people it served. DuBois, too, was sponsored in his education—first at Fisk, then at Harvard, where he received a Ph. D. After a brief period of post-doctoral study at the University of Berlin, DuBois began his teaching career at Wilburforce College in Ohio, where he stayed for two years. During much of the remainder of his life, he devoted his talents to educating others either through his teaching at Atlanta University, through his writing, or through his work with the NAACP. Although they at times perceived different goals and took different routes, both educators dedicated their lives to the service of their people.

An investigation of the ideologies of Washington and DuBois yields several points of agreement as well as numerous divergences. Both men empha-

sized self-help for blacks. Both recognized the need for economic advancement. The two spokesmen disagreed, however, over the purpose of higher education. According to pragmatist Washington, blacks should be trained in trades and skills that would make them economically indispensable to the white community. An idealist and intellectual, DuBois advocated the formation of a college-educated black elite, the "Talented Tenth," which could lead the race to socio-political equality as well as economic betterment. Another subject of disagreement concerned voting rights. Whereas Washington preached patience in the acquisition of the right to vote, DuBois insisted upon immediate enfranchisement in order to secure other civil rights. Despite early similarities, it is in the development of their social ideologies, then, that major differences between the two men begin to appear.

Both Washington and DuBois, irrespective of their differences in ideologies, have had significant impact on persons most directly involved in America's racial problems. Through his role as educator, Washington considerably influenced the blacks of his time. He was, nevertheless, opposed by many intellectuals for his emphasis on vocational or trade

school education, which would enable the black to be a member of the labor force but not of management. Washington's life and beliefs have continued to influence the black and white communities. As some modern black leaders still do, he emphasized patience and warned against the use of violence in the acquisition of civil rights. DuBois, on the other hand, called for immediate voting privileges and took a position, also held by some contemporary black activists, that would not denounce the use of force in the attainment of what he called "full manhood rights." With his strong educational background and first-hand knowledge gained through wide travels in Asia and Africa, he brought a formidable intellectual presence to his academic tasks and the nonacademic organizations in which he participated. DuBois broke with the NAACP, which he helped found, when the organization would not take a firm position on economic issues during the depression of the 1930's. He returned to the organization later when he retired from teaching. An activist to the end, he helped circulate the Stockholm Peace Petition in the U. S. and was awarded the Lenin Peace Prize in 1959. His Marxist interpretation of the blacks' struggle for fair treatment made him a controversial but influential