

文字交际

——通过阅读理解学习写作的门径

英汉对照本

Communicate in Writing

- 读写结合，帮助解决英文写作构思困难
- 着重文章结构分析，有利于提高写作技能
- 提供作文答案，减轻教师负担，便于读者自学
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- 「英汉对照本」配置范文汉译、注释及练习说明，为读者排难解疑

安徽科学技术出版社

Communicate in Writing

A functional approach to writing through reading comprehension

Keith Johnson

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译者的话

英语是一门重要的交际工具，随着我国改革开放的深入发展，提高英语写作能力已成为广大英语工作者和学习者的迫切需要。有鉴于此，中学和大学的英语教学大纲都对写作教学提出了明确的要求；大学入学考试、大学英语四级、六级考试以及EPT考试都安排了英语写作项目。

写作历来是我国英语教学的薄弱环节。主要原因是：一、学生作文构思不易，用英语表达更感为难；二、学生写作中出现的缺点错误各不相同，而大、中学英语教师工作量一般都较重，不能经常批改作文，更难进行个别辅导；三、与听、说、读三方面教材相比，适合我国学生的写作教材目前还不能满足需要。

《文字交际》这本功能性写作教程恰好弥补了上述短缺。它具有以下几个特点：一、本书贯彻了从读到写，读写结合的原则，因而能丰富写作内容，提高写作能力。教程提供范文与写作素材，指导学生进行归纳与分析，然后围绕范文开展多种多样的控制性练习，每个练习解决写作技巧中的一至数个~~问题~~；二、本书在编排上力图帮助学生减少写作构思的困难。学生通过模仿范文的组织结构，利用教程提供的主题、素材、词语即可写出新的文章；三、本书所设计的这种写作是在一定范围内就同一内容进行的控制性练习，所以能为绝大多数写作练习提供参考答案；四、本教材不仅安排了笔头交际的内容，还注意在写作过程中让学生进行集体讨论，以加强对口头交际能力的培养。这种控制性的写作十分适合课堂运用，学生可以在讨论中寻求可能和最佳的答案；五、本书所选范文涉猎面广，内容丰富，知识性强，且配有大量练习，因此又是一本有价值的阅读教材。

本书包括3个部分，共分20单元，主要通过练习描述事物和观念，描述过程和事件，展开论点来提高写作水平。同时各单元又自成体系，包含有一整套的写作练习，如拟定提纲、写摘要、补全文章、作注释、连句成段、改写段落、对比写作、看图作文、提供开头语的写作、规定情景的写作和命题作文。复习安排在4个巩固单元中。为了帮助教师授课和学生自学，我们对书中出现的各种写作方法和重点练习作了说明；每一单元的范文都配置了译文，范文中的疑难之处也作了注释。

本书是一本从中级到高级程度的教程，既有适合中学生程度的基本句子练习，又有对大学英语专业学生来说也不很容易的写作练习；本书可作高中和大学的写作教材，又可作英语教师和英语自学者的进修教材。原书自1981年由英国朗门公司出版以来，深受全世界英语爱好者的欢迎，到1988年底已再版8次。

1990年3月

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Part 1

Describing things and ideas

Unit 1

(Introductory Unit)

Introduction to 'Communicate in Writing'

1. Note-taking

Read this passage about 'Communicate in Writing'. Following it are some notes on Paragraphs 1 and 2. Copy and complete them. Write in your own books.

'Communicate in Writing' has been written for two types of student. One is the student who is learning English in order to study some other subject, in the arts or sciences, and who wants to learn how to write academic English. The other is the student whose main interest is English and who needs to learn how to write essays as part of his school or university course.

As its title suggests, the book's main aim is to teach writing. But each unit contains a passage of English, followed by exercises to make sure you have understood how that passage is organised. There is, in other words, quite a lot of reading practice. Why is so much reading practice given in a book on writing? Simply because if you wish to organise your own essays correctly, it is important to understand how other writers have organised their passages. Answering questions like 'How is this passage organised?' and 'In what other ways could the writer have organised it?' is a useful step towards improving your own writing.

Each unit of 'Communicate in Writing' is about a different subject. Unit 2 for example is about stars and planets, and Unit 5 is about volcanoes. These subjects have been chosen because of their general interest, and you do not have to be an expert on each subject to follow the units. Even so, the student who is learning English in order to study some other subject may ask whether he would spend his time better reading and writing about his own subject. This is not necessarily true. Essays, reports and dissertations have a lot in common, whether they are about zoology, chemistry or sociology. So the zoologist, the chemist and the sociologist can learn a lot about writing good English by reading and writing passages on subjects of general interest. There is a glossary at the back of the book to help you with unfamiliar words. Words in the glossary are marked with an asterisk (*).

1. 2 types of student: (a) Student learning Eng. to study other subject.

(b) who want to learn how to write academic English.

2. Book teaches: But much practice in it.
Reason: understanding how other writers have organised passages important for learning to organise your own essays correctly.

2. Understanding the passage

Does the writer believe these things? Read Paragraph 3 and decide:

- (a) The student can learn by reading and writing about subjects other than his own subject.

- (b) The student would spend his time better reading and writing about his own subject.
- (c) Essays on different subjects are very different from each other.
- (d) You can use '*Communicate in Writing*' without knowing a lot about the subjects discussed in each unit.

3. 'Even so'

- (i) The expression 'even so' means 'in spite of this'. Find the example of this expression in the passage. Write a sentence making the same point, but beginning 'in spite of the fact that . . .'
- (ii) Use the information given in the passage to complete these sentences:
 - (a) As its title suggests, the book teaches writing. Even so,
 - (b) There are some differences between essays on different subjects. Even so,
 - (c) ; even so, the book's main aim is to teach writing.
 - (d) ; even so, you do not have to be an expert on each subject to follow the units.

4. Completing a passage

Originally the passage had a fourth paragraph describing how '*Communicate in Writing*' is organised. Use the information given on the contents page (page ii) to complete this part of the paragraph. (Sometimes a space needs more than one word.) Write in your own books.

'*Communicate in Writing*' is divided into parts. The first ten units are about ; Units 11–15 deal with , and Units with developing an argument. There are three different Unit 1 is an introductory unit, and to introduce the student to the book. Units 5, 10, 15, 20 are , and contain revision exercises. are main units.

5. The main units

The paragraph ends by describing how each main unit is organised. Here are some notes on what the writer says. Finish the paragraph:

Main Units

- 3 parts.
1. Passage + exercises associated with passage.
 2. An important aspect of writing (e.g. Unit 3 'refining'; Unit 4 'classifying'.)
 3. Additional exercises – to be done if there is time.

“文字交际”绪论

《文字交际》是为两类学生编写的。一类是学习英语以便研究人文科学或自然科学的某个学科，并且希望学生会用英文写学术论文的学生；另一类则是专注英语的大中学生，他们有必要学会写作技巧，因为这本属所学课程的一部分。

正如书名所示，本书的主要目的是教授写作，但是每个单元都包含一篇英语文章，后附练习，以求保证读者确实理解文章的组织结构。换句话说，本书配有大量的阅读练习。一本写作书里为什么要有这么多的阅读练习呢？因为如果你想正确合理地组织自己的文章，理解别人是怎样组织文章的就非常重要了。回答“这篇文章是怎样组织的？”“作者还能用何种其他方式来组织这篇文章？”等问题，是提高自己的写作水平的有益步骤。

《文字交际》的每一单元都涉及一个不同的主题。例如第二单元是关于星球和行星，第五单元是关于火山。选择这些文章是由于它们具有一般趣味性，要看懂这些文章并不一定要是各个主题的专家。虽然如此，那些为了攻读其他学科才学习英语的学生还可能要问将时间用在他们自己专业方面的阅读和写作上，是否更好一些呢？这种想法并不一定正确。无论是关于动物学、化学或社会学的文章、报道或论文都有许多共同之处。因此动物学家、化学家和社会学家都可以通过阅读和写作有关一般趣味性主题的文章来学到许多写作规范英语的知识。本书后面附有词汇表来帮助读者学习生词。词汇表列出的单词均标有（*）星号。

范文注释

L. 6 As its title suggests, the book's main aim is to teach writing.

句中的 as 是关系代词，引导一个定语从句，同时本身又是从句中 suggests 的宾语，其先行词是后面的主句 the book's main aim is to teach English.

又如：As you know, David writes dictionaries.

He is a teacher, as is clear from his manner.

(as 在第二句中引导定语从句, 同时本身又是从句中的主语, 其先行词是前面的主句 He is a teacher,.)

We started early as usual.

(as usual = as is usual with us)

L. 20 ... whether he would spend his time better reading and writing about his own subject.

关于 spend 的用法可参考下列例句:

(1) She spends her evenings (in) reading novels.

(2) He spent most of his life (in) travelling.

(3) He spent half a year (in) writing a short play. 写完了

(4) He spent half a year on writing a short play.

以上动名词 reading, travelling, writing 之前的 in 可用可不用。

(3) (4) 两句中用 in 或 on 表意不同。(3) 句意为“他用半年时间写了一个短剧”; (4) 句意为“他把半年功夫用在写一个短剧上”。

better 在句中是副词, 修饰 would spend, 表示那样做“会更好”。

练习说明

Ex. 1 Note-taking (作摘记)

练习要求阅读这篇介绍《文字交际》的文章, 然后抄写其后的第一、二段部分摘记, 并加以补充, 使之完整。

Ex. 3 'Even so' (“虽然如此”)

(i) 词组 “even so” 与 “in spite of” 同义。

练习要求在范文中找出用这个词组的例子, 并造句表达同样的意义, 但以 “in spite of the fact that...” 开始。

(ii) 根据范文提供的内容补全所给的句子。

Ex. 4 Completing a passage (补全文章)

范文原有第四段描述《文字交际》一书的结构。练习要求根据目录将此段部分内容补全 (有时一个空白需要填一个以上的词)。

Ex. 5 The main units (主篇)

第四段以描述本书各主篇的结构结尾。练习列出了一些有关作者的话的摘记, 要求完成这一段。

Unit 2

Dying stars...and living planets

Part I

1. Read this passage about dying stars, and complete the table which follows it. Write in your own books.

The old belief that the universe never changes is quite wrong. Even before the invention of the telescope*, astronomers* noticed that bright stars suddenly appear in the sky, and then later disappear. These stars were called novae* because they were thought to be new. In fact we now know that they are really old stars which are slowly dying. A recent case of a nova occurred in 1918, and one of the few people who saw this was the American astronomer Edward Barnard. He was driving along in a car, occasionally looking up into the sky. Suddenly he noticed a star that he had never seen before, and exclaimed, 'That star should not be there!' He was in fact watching the explosion of a nova.

Novae are old stars which are slowly dying. As they do so, they let out* huge clouds of material, sometimes as large as the earth, and these explode into space at a speed of about 8,000,000 kilometres per hour. When this happens, the hotter parts of the star become visible, and this is why novae are so bright. Although the explosions are huge on a human scale, they only consume* a small part of the dying star's energy. The death is a slow one, and the star may continue to explode for thousands of years. Indeed, there are even some stars which explode once a fortnight.

There are other old stars which do not die slowly, but are completely destroyed by one great explosion. These are known as 'supernovae'. The explosion of a supernova is equivalent to about a million, million, million, million hydrogen bombs going off* at the same time. Just before the explosion the star's density* becomes very great and it spins at a very high speed. A matchbox of material taken from the star at that time would weigh about 1,000 tons, and the star would be turning at about 16,000,000 kilometres per hour. The explosion itself occurs suddenly, in the space of a minute, but the supernova continues to shine long after the event. One supernova which Chinese astronomers observed in 1054 can still be seen by us today. It has been shining for at least nine hundred years.

NOVAE	SUPERNOVAE
1. die slowly	1. <i>die suddenly</i>
2. many explosions	2.
3. each explosion destroys one small part only	3. <i>in many cases</i>
4.	4. shine continuously for long time

2. Note-taking

- (i) Complete these notes on Paragraph 1. Write the missing words in your own books:

. does change. Bright suddenly appear, then disappear. Called ' ' because thought In fact, old stars slowly Recent case* occurred in

- (ii) Notes should be short, so that you can read them quickly later. They need not be grammatical, and you can leave out articles ('the', 'a', 'some'), etc. But they must be complete enough for you to understand. Make these notes on Paragraph 2 shorter. Then show them to your partner. Can he understand them?

Novae = old stars which are slowly dying.

They are bright because the hotter parts of the star become visible as they explode and let out huge clouds of material. The death is slow, so the star may continue to explode for thousands of years.

3. Referring back

Words like 'this', 'these', 'it', 'so' usually *refer back* to something the writer has already mentioned. Decide what these words in the passage refer back to:

line 13 This = (a) the great speed (b) letting out clouds of material
(c) the slow death of old stars

line 14 This = (a) letting out clouds of material (b) the hotter parts
(c) the exposure* of the hotter parts

line 20 These = (a) the great explosions (b) the old stars destroyed by one explosion (c) old stars

line 23 It = (a) the star (b) the star's density (c) the explosion

line 11 So = (a) let out clouds of material (b) explode
(c) slowly die

Dying stars...and living planets

4. Novae and supernovae

In Exercise 1 you completed a table showing the differences between 'novae' and 'supernovae'. Write a short paragraph describing these differences.

Part II Referring back, and giving new information

Except when they are introducing a completely new subject, most sentences *refer back* to something already mentioned. At the same time, they usually say something new. They *give new information*.

Very often it is the *first part* of the sentence which refers back, and the *last part* which gives new information. For example:

... which do not die slowly, but are completely destroyed by one great explosion. These are known as 'supernovae'.

The first word ('these') in the underlined sentence refers back to something already mentioned – the old stars destroyed by one great explosion. The rest of the sentence ('are known as "supernovae"') gives the reader new information.

5. In each of these examples from the passage, the first few (underlined) words refer back to something already mentioned. Decide what.

line 11 (a) As they do so, they let out huge clouds of material . . .

line 16 (b) The death is a slow one, . . .

line 26 (c) The explosion itself occurs suddenly . . .

line 28 (d) It has been shining . . .

6. The moon

Look at these sentences:

The time it takes the moon to orbit* is called the lunar month.

Twenty seven days	is	one lunar month.
NEW INFORMATION		REFERRING BACK

We can rewrite the *second* sentence so that the *first part* refers back and the *last part* gives new information:

The time it takes the moon to orbit is called the lunar month.

One lunar month	is	twenty seven days.
REFERRING BACK		NEW INFORMATION

Here are some more sentences about the moon, Earth's nearest neighbour. Rewrite them in the same way.

- (a) At the equator* the moon's temperature reaches 28°C. The hottest part of the moon is of course the equator.
- (b) Some of the craters* of the moon are very large. The same structure is seen in the large and small craters.
- (c) The lunar month is getting longer. The moon is moving farther away, so the lunar month is getting longer.
- (d) The moon does not have any light of its own. The sun shines its light onto the moon.
- (e) The moon is a great ball of rock. The earth is eighty times the size of the moon.

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7. The death of our sun

Novae and supernovae are millions of miles away. Much more important to us (in about 10,000,000,000 years' time!) is the death of our own sun. Here is what will happen:

