

国内求学必备
SSAT、SAT考试必读

国外英语获奖作文精选精点 (进阶篇)

A Collection of Foreign Students' Prize-Winning Essays,
with Comments and Exercises

王海婷 / 主编
Philip Nash / 审定

- ◎ 超过100篇国外获奖作文
- ◎ 高校名师细致点评要点、难点
- ◎ 配有“小贴士”、“想一想、练一练”等专栏
并有参考译文

文匯出版社

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序 | Preface

唐朝杜甫在《奉赠韦左丞丈二十二韵》一文中写道：“读书破万卷，下笔如有神。”写一手好文章，是语言运用娴熟、语言功底深厚的集中体现。中文写作如是，英文亦如此。无数学生在提笔时反复思考，唯愿“下笔如有神”。如何才能“下笔如有神”？怎样的文章才是好文章呢？

作为中国学生英语学习中的重点和难点，英文写作是英语语言综合能力的体现。“写什么”“怎么写”常常令中国学生感到困惑。当前国内英语作文类书籍大多是从中国教师角度编写的写作辅导书籍或根据应试要求编写的辅导文集，且所选的都是中国学生写的习作范文。这些书籍对于将英语作为非母语来学习和运用的中国学生来说，确有一定的辅导及促进作用。

但中英语言在表达方式、使用习惯、文化内涵、篇章布局、逻辑联系上各有特点。在以英语为母语的国家，学生在以英语为主的语言环境中成长，并逐步学习英语句法、文法、写作方法等。作为母语的学习及运用，其写作成果具有与英语文化联系紧密、文法符合英语思维习惯、表达地道、句式词汇变化多样等特点，这些对中国学生的写作思路、方法、篇章及词汇运用等，将有很大的启发。此外，写作本应是一件充满想象力、创造力、无限乐趣的创作型活动，但呆板的写作教材或应试辅导常常扼杀了学生的想象力，让学生们认为写作是一件枯燥无味、单调无趣的事。

为此，我们选取了国外写作比赛中不同年级的学生们的写作习作，一方面向读者展示将英语作为母语的国家中，孩子们具有文化特征的写作成果，一方面展示了孩子们在童年或青少年时期活泼而富有想象力、创造力、逻辑思维能力的思想世界。希望通过原汁原味的第一手语料展示，为中国各年龄阶段的学生带来启迪和借鉴。这是本书的编写初衷。

与常见的范文集不同,本丛书的文章全部来自于英语国家小学至高中学生的优秀获奖佳作,适合不同英语程度的中国中小学生读者群体。作品由华东师范大学等高校的资深英语教师进行编排和点评,从作品文体、篇章、句式、修辞、词汇等方面进行分析,突出亮点,指导写作,便于中国学生欣赏、理解和借鉴学习。

本丛书共三册,分为入门篇、进阶篇以及提高篇,选取了近三百篇命题不同、文体多样、写作各有特色的文章,并各有侧重。文体囊括记叙文、说明文、论说文、小说、实验报告、课程论文等。入门篇主要面向中国小学四至六年级的英语初学者,所选作品趣味性和知识性兼备,语言表达简单但形象生动,点评中介绍了基本的英语语法、词汇使用方法等内容,同时也注重小学生知识面的拓展。进阶篇作品题材丰富,语言运用较入门篇更为娴熟,主要面向掌握一定英语词汇、语法知识的初中一至三年级的英语学习者。提高篇作品所选的题材更为广泛,使用的词汇、句式难度相对较大,同时在点评中注重了对文章思想性的分析,适合较为熟练掌握英语词汇、语法知识的高中学生学习和借鉴。

本丛书中的每篇作品均分为四个栏目进行展示:作品原文、名师点评、阅读提示(Reading tips)及想一想,练一练。名师点评对作品进行分析,突出写作特征,便于读者借鉴。阅读提示列出作品中的重点词汇、短语用法,帮助阅读,并加入文化内涵说明,扩展读者的中西文化视野。想一想,练一练栏目对作品的主题进行拓展,供读者扩展发散思维,借鉴练习。

本丛书展现了西方中小生活泼生动的习作,表达了孩子们对生活 and 世界的看法,希望能够帮助我们的读者拓展视界,提高写作技能。同时,本丛书将语言写作、阅读和文化欣赏有机融为一体,无论对于在国内求学的学生,还是将来有志参加一系列海外考试(如 SSAT 和 SAT)的出国学生来说,都是必备和必读的书籍。

本书的编写尤为感谢两位外籍专家 Mr. Philip Nash 和 Ms. Karen Cummings 对前期英语原文筛选工作的指导和帮助。

编者按

目录 | Contents

- | | | | |
|----|------------------------------------|----|-----------------------------|
| 1 | Chloe's Day / 1 | 24 | About Me / 56 |
| 2 | The Haunted House / 3 | 25 | Pastry Chef / 57 |
| 3 | Rules / 5 | 26 | Doctor in the House / 59 |
| 4 | My Mother / 6 | 27 | Lightening and Thunder / 62 |
| 5 | Ann / 9 | 28 | Study Tips for Tests / 63 |
| 6 | Grandpa, Chaz, and Me / 11 | 29 | Family Gathering / 65 |
| 7 | The Day I Took the Spotlight / 12 | 30 | From Tadpole to Frog / 67 |
| 8 | Jet Bikes / 15 | 31 | Madam C.J. Walker / 69 |
| 9 | Indy's Life Story / 17 | 32 | The Key / 71 |
| 10 | My Favorite Place to Go / 19 | 33 | First Flight / 73 |
| 11 | Shadow Fort / 22 | 34 | Shaking Earth / 75 |
| 12 | Adopting a Pet from the Pound / 24 | 35 | Track Meet / 76 |
| 13 | When I Grow Up / 26 | 36 | Great Friends / 78 |
| 14 | My Future / 33 | 37 | Sound Waves / 80 |
| 15 | Teacher / 40 | 38 | Chess / 81 |
| 16 | My Goals For My Future / 41 | 39 | Volcanoes / 83 |
| 17 | Police / 43 | 40 | Looking for Whales / 85 |
| 18 | A Bit About Me / 45 | 41 | Color the World / 87 |
| 19 | My Life / 47 | 42 | Cat in the Tree / 88 |
| 20 | My Job / 48 | 43 | Catching Rainbows / 90 |
| 21 | Soccer Player / 49 | 44 | Babysitting Wars / 92 |
| 22 | What I Want to Be / 51 | 45 | Wrestling Challenge / 94 |
| 23 | My Life Goals / 53 | 46 | Deep Space Explorers / 95 |

2 国外英语获奖作文精选精点(进阶篇)

- | | |
|---|---|
| 47 Hot Springs and Geysers / 97 | 59 Pressure Shot / 117 |
| 48 Comets / 99 | 60 Stars / 118 |
| 49 Early History of the Roller Coasters / 101 | 61 About Bears / 120 |
| 50 Louis Pasteur and the Vaccine for Rabies / 102 | 62 New Madrid, Missouri, Earthquake / 121 |
| 51 Benefits of Regular Exercise / 104 | 63 Dr. Daniel Hale Williams / 123 |
| 52 Whale Shark / 106 | 64 Ice Skater / 125 |
| 53 Destruction of Pompeii / 107 | 65 Arctic Tern / 127 |
| 54 Trail to the West / 109 | 66 Ancient Olympics / 129 |
| 55 J. K. Rowling and Harry Potter / 110 | 67 Dinosaurs and Birds / 130 |
| 56 New House / 112 | 68 The Maya / 132 |
| 57 Room Disaster / 114 | 参考译文 / 134 |
| 58 The Rocket / 115 | |

Chloe's Day

The first thing I do when I wake up is lick myself with my pink, scratchy tongue. Then I get up and stretch. First I stretch my front legs, then I stretch my back legs. Next, I go wake up Erin's mom by scratching on her door. Sometimes she sprays me with a squirt bottle filled with water to stop me, but mostly she gives me my favorite smelly salmon cat food with medicine in it. Then I sleep until lunch.

When I wake up again, my stomach is growling, so I meow for more food. Usually Erin's mom gives me more, but sometimes she tells me to go eat my hard, dry cat food. After lunch, I look out the patio door for birds, chipmunks, and squirrels. Sometimes, if I'm lucky, a chipmunk comes to the door and says hi. Then I lunge at the window to say hello back, but he scurries away with his tail up in the air. Next, I go into the den and lie on the floor for a rest. Then I notice a fuzzy twitching thing right next to me, and I start to chase it. After people start laughing at me, I realize that it is my own tail! After all that, I go into the living room and sleep again.

When I wake up, it is supper time, and I am hungry. I want to eat again. Erin or her mom serves me some more scrumptious, smelly salmon cat food. Ahh! That tastes good. Then it's time to go outside. I have an exciting time avoiding the sly coyotes and chasing after little night creatures.

Finally, Erin's dad opens the door to let me in. I go to Erin's bed and sleep the rest of the night. Then a new day arrives, and my adventures start all over again.

点评:

这是一篇描写性的记叙文,小作者从猫咪的视角,以第一人称描述了猫咪 Chloe 一天的生活。

从篇章结构看,文章以时间为顺序,以三个 wake up 为线索展开。第一段,猫咪 Chloe 一天的第一次 wake up,她“梳洗”伸展完之后叫醒 Erin 的妈妈给她吃早餐,吃完之后继续睡觉。第二段,猫咪 Chloe 的第二次 wake up,醒来吃午饭,之后在阳台的玻璃门前驻足观望其他小动物或是追着自己的尾巴玩,然后又继续睡觉。第三段,猫咪 Chloe 的第三次 wake up,醒来吃晚餐,然后出门去散步。第四段,猫咪 Chloe 散完步回家睡觉,以迎接新的一天。小作者在叙述猫咪 Chloe 做的事情时,使用了非常清晰的表示先后顺序的词,如 The first thing I do, then, first, then, next, after lunch, after people start laughing at me, after all that, finally,等,使文章条理清晰。

从句式上看,文章句式多样,有各种各样的复合句。如 when 和 after 引导的时间状语从句,if 引导的条件状语从句,that 引导的宾语从句等。较为复杂的是句子“The first

thing I do when I wake up is lick myself . . . ”, 其中“The first thing is lick myself . . . ”是主句, when I wake up 是它的时间状语从句, 只不过作者没有把它放在常规的位置上; I do 是省略了 that 修饰 the first thing 的限制性定语从句。此外, 作者还使用了 with 介词短语结构, 使表达上更简洁, 省去了使用从句表述的复杂, 如“cat food with medicine in it”。作者还灵活使用了非谓语动词短语, 如“a squirt bottle filled with water”中过去分词短语做后置定语, “she sprays me with a squirt bottle filled with water to stop me”中不定式做目的状语, “I have an exciting time avoiding the sly coyotes and chasing after little night creatures”现在分词短语做伴随状语。文中的“it's time to go outside”, 使用了 it's time to do sth. 的结构。

从词汇上看, 小作者在这篇文章中, 使用了丰富的形容词, 既能描述准确, 也使描述具体、形象, 体现了小作者细致的观察力。如“pink, scratchy tongue”, “front legs”, “back legs”, “smelly salmon cat food”, “hard, dry cat food”, “a fuzzy twitching thing”等。在写描写性的记叙文时, 要多使用形容词, 这样会使文章更加生动有趣。

Reading Tips: 小贴士

meow: 喵喵喵, 指猫的叫声。这是个拟声词。英文中还有很多拟声词, 其实很好辨别, 如文章的“my stomach is growling”中, growl 指低沉的怒吼、咆哮或轰鸣, 在文中指肚子咕咕叫。英文中的拟声词, 在发音上与事物发出的声音相似, 在意义上表达相应的发出该声音的动作。如: 单词 bang, 指的是“砰”或“嘭”一样的响声, 在句子“The wind banged a door somewhere.”中指的是“砰地关上”的意思; 在句子“He banged down the telephone.”中指的是“嘭的挂断”的意思; 在句子“There is no point in shouting or banging the table.”指的是“嘭嘭地敲或拍打”的意思。不过对于声音的模拟, 汉语与英语有时候会不一样, 如风吹草木的沙沙声, 英文中用 rustle; 泉水潺潺流动, 英文中用 murmur/babble/purl 来表示。

chipmunk: 金花鼠, 又称花栗鼠, 背部有数以纵条花纹, 是松鼠家族中体形最小的成员。体长 14 厘米, 尾巴像松鼠, 长度接近于体长。常在倒木、树根下或石洞中居住, 白天外出活动。杂食性, 以松子、坚果、浆果、豆类、农作物、鸟卵、昆虫等为食。有贮藏食物和冬眠的习性。金花鼠的两颊内有两个富于弹性的袋子——颊袋。颊袋大得可以装进多达七个橡子, 就像随身带着一个饭盒一样, 它们可以把食物存在颊袋里, 饿了, 就拿出来吃一顿。金花鼠是非常讨人喜爱的动物, 要想一睹它的风采, 你可以看看动画电影《Alvin and the Chipmunks》(《鼠来宝》), 一共有三部。

coyote: 郊狼, 又称草原狼或丛林狼, 是北美独有的一种犬科食肉动物, 与狼是近亲。郊狼一般单独猎食, 偶尔也会组成小型的群体。平均寿命为 6—10 年。郊狼适应能力极强, 森林、沼泽、草原, 甚至牧场和种植园都能看到它们的身影。由于郊狼并不很畏惧人类, 所以城镇的郊区也不时有郊狼出没。

想一想,练一练

Have you ever raised a pet? How does it usually spend its day?

Fifth-grader Tommy includes lots of details in a story that leads up to a surprise ending.

2

The Haunted House

Have you ever been trick-or-treating when you came upon an old house and wanted to explore it? Well, I'll tell you a story about five kids, Jake, Zach, John, Bob, and Sean, who did it.

They were trick-or-treating in their neighborhood, going door-to-door, when they came upon an old house. "Let's go in," Sean said. Everybody said they would.

They started up the walk. The grass was overgrown, and there were a couple of broken windows. They got to the door, and it opened by itself. They went inside. They had flashlights with them, so they turned them on. The house was covered in cobwebs.

They saw a sign that said, "Beware", and it was pointing up to the second floor. They decided to go upstairs. When they got there, they saw a hallway with three rooms. One room had an old bed and a dresser. The second room was a bathroom. The third room was a sitting room.

When they entered the third room, someone said, "Hello." All the boys screamed and ran downstairs.

When they were at the door, the voice said, "Don't you guys want some candy?" They turned around and saw a man with candy standing in the hallway.

They ran as fast as they could to Bob's house. When they got there, they described the man to Bob's mom. She said, "That sounds like Mr. Craig. He lived there when I was a kid, but he died 30 years ago."

点评:

这是一篇叙事性的记叙文,小作者讲述五个小孩误入鬼屋的惊险故事。

从篇章结构看,文章呈总一分结构。第一部分,即第一段,是引入段,作者以疑问句开篇,既与读者互动,引起读者的兴趣,又引出了文章的内容——五个小孩在玩“不请客就捣乱”时遇见一间老房子并前去探索的故事。第二部分,即接下去的六个段落,是故事的开端、发展、高潮、结局。文章的第二段是故事的开端,讲述五个孩子在挨家挨户要糖果时发现一间老房子,经 Sean 提议大家一致决定进去一探究竟。文章的第三、四段是故事的发展,讲述孩子们穿过草坪、走进房子、爬上二楼时的所见。这两个段落中的环境描写,旺盛

生长的草、破窗户、自动打开的门、随处可见的蜘蛛网、警示牌,营造了一种古怪阴森的氛围,也为后面的故事作铺垫,埋下了伏笔。文章的第五、六段是故事的高潮,孩子们听到有人问好,并问他们是否要糖果,一路狂奔冲出这间老屋子。文章的第七段是故事的结局,孩子们跑到了 Bob 的家里,而 Bob 的妈妈告诉他们说话的那人貌似是过世已久的 Craig 先生。文章以 Bob 妈妈的话结尾,“That sounds like Mr. Craig. He lived there when I was a kid, but he died 30 years ago”,第一句话平常,第二句话前半句有蹊跷,后半句话让人毛骨悚然。这样的结尾方式让人回味。

从句式上看,文章句式多样。作者使用了较多 when 引导的时间状语从句,用于清楚表述动作或事件发生的先后顺序。也有使用非限制性定语从句,如“... a story about five kids, Jake, Zach, John, Bob, and Sean, who did it”;限制性定语从句,如“... a sign that said, ‘Beware’”。此外,作者还灵活使用了现在分词短语,如“They were trick-or-treating in their neighborhood, going door-to-door”中,现在分词短语做伴随状语。还有其他丰富的句型,如“They ran as fast as they could”中的 as + 副词 + as sb. could,表示某人尽可能……地做某事,表示程度。“... saw a man with candy standing in the hallway”中的 see sb doing sth.,表示看到某人正在做某事。

Reading Tips: 小贴士

trick-or-treat; trick or treat(不给糖就捣乱)是万圣夜的主要活动。小孩装扮成各种恐怖的样子,逐门逐户按响邻居的门铃,大叫:“Trick or treat!”(意即不请客就捣乱),主人家(可能同样穿着恐怖服装)便会拿出一些糖果、巧克力或是小礼物。部分家庭甚至使用声音特效和制烟机器营造恐怖气氛。小孩一晚取得的糖果往往以袋计算,整袋整袋地搬回家。万圣节,是西方传统的“鬼节”,在每年的 10 月 31 日。

as fast as they could: 尽可能快地。是“as + 副词 + as sb. could”结构,表示程度。如: He ate as much as he could. 他拼命吃。The dog jumped as high as it could to reach the meat on the shelf. 小狗尽它所能往高处跳,想要够到架子上的肉。

“They turned around and saw a man with candy standing in the hallway.”其中“see sb. doing sth.”表示看到某人正在做某事。如: Yesterday when I passed by, I saw the little girl crying. 昨天我经过的时候,看见那个小女孩正在哭。Mom walked into his room and saw him playing games. 妈妈走进他的房间,看见他正在打游戏。

想一想,练一练

Have you experienced something interesting when celebrating a festival?

This model is based on an essay submitted by fourth-grader Isabel. In the second paragraph, Isabel adds interest and humor to her writing by including her personal

comments in parentheses.

3

Rules

One day, on the way home from school, my mom told me she was going to make up some new rules for me and my brothers and sisters. Before this, we knew she wanted us to be good, but we really didn't have any rules. Well, Mom took care of that. On Sunday, she started giving us the "house rules".

Clean your rooms every other day. Be ready for dinner at 7:00 p.m. (that means sitting at the table, with clean hands). If Mom is having a meeting in the house, be very quiet (that means turning down the music and the TV). Be ready for bed at 9:30 p.m. (that means lying in bed, with clean faces). Get up at 7:30 a.m. to get ready for school (that means your feet are on the floor, not just hanging off the bed). Take the garbage cans to the curb on Monday morning before school. Clean the bathroom on Thursday.

Following these rules isn't too hard, and sometimes it's even fun. Other times, it can be tough. For instance, if your room is really dirty, and you can't finish cleaning it on that day, you have to finish it on the next day, along with anything else you have to do. That can be hard.

Mom made these rules because she loves us a lot. She wants us to learn how to be on time, be clean and neat, and be polite. Every day, we try to follow her rules.

点评:

这是一篇描写性的记叙文(narration),文中小作者讲述了妈妈为家里的孩子们制定了“家规”,从规则中体现了这位妈妈对孩子们的教育与爱。

从篇章结构看,本文以逻辑为顺序分四个段落展开。第一段,小作者概括了家规制定的始末。第一段第一句话讲述妈妈宣布将要制定家规;最后一句话讲述妈妈制定好了家规。第二段,小作者详细说明了家规内容,并以括号的形式对这些规则进行解释说明。第三段,小作者讲述了规则遵守的情况,体现家规的严格性。第四段,小作者进行了总结,讲述了妈妈制定家规的良苦用心,体现了妈妈的智慧和爱,也体现了孩子们对妈妈的理解和爱。

从句式上看,文章句式多样,以简单句为主,穿插着不少复合句。如宾语从句“my mom told me she was going to ...”、“we knew she wanted us to be good”、“that means your feet are on the floor”,原因状语从句“... because she loves us a lot”。其中长句“For instance, if your room is really dirty, and you can't finish cleaning it on that day, you have to finish it on the next day, along with anything else you have to do.”结构较

为复杂:主句是“you have to finish it on the next day”;主句之前的“For instance”是衔接词,作为句子的插入语,对句子结构不构成任何影响;if 引导了“your room is really dirty, and you can't finish cleaning it on that day”构成条件状语从句,其中 and 连接的两个小分句又构成了并列句;主句之后又有个伴随状语“along with anything else you have to do”,这个成分中又隐含着一个定语从句 you have to do 来修饰 anything。此外,作者在文章的第二段运用了大量的祈使句,表示命令;并在文中灵活地运用了非谓语动词短语,如“giving us the ‘house rules’”做 start 的宾语,“sitting at the table”、“turning down the music and the TV”、“hanging off the bed”做 mean 的宾语,“Following these rules isn't too hard”中-ing 短语做句子的主语。

在写描写性的记叙文时,特别可以借鉴本篇文章对时态的灵活运用。作者在讲述家规的制定时,使用了一般过去时;在描述家规及如何遵守家规时,使用了一般现在时。也就是说,在写记叙文时,讲述事情用一般过去时,因为事情已经发生才能成为素材被讲述;描述现在的事物时用一般现在时。

Reading Tips: 小贴士

took care of: 即 take care of,在文中表示“对付、处理”。took 是 take 的过去式变形,是不规则变化。

turn down: 指“关小”,文中与“the music and TV”搭配,指把它们的音量调小。

be/get ready for: 表示为……做好准备。

一般现在时: 适用于描述事物的状态、特征、能力,或用于描述通常性、规律性、习惯性的状态或者动作(有时间规律发生的事件)。

一般过去时: 表示过去某个时间里发生的动作或状态;过去习惯性、经常性的动作、行为;过去主语所具备的能力和性格。一般过去时中,动词要使用其过去式,其变形有规则变化,也有不规则变化。规则变化中最简单的就是直接在动词词尾加上 ed。

祈使句: 用于表达命令、请求、劝告、警告、禁止等。因对象(即主语)是第二人称,所以通常都省略。祈使句的动词都为一般现在时,如: Be quiet, please. Watch your steps.

想一想,练一练

Do you have any “house rules” at home? Who made them? What are these rules?

My Mother

Do you have someone who is great, spends time with you, cares for you, and is an

important person? Well, I do, and she has black hair, brown eyes, and a caring touch. That's my mom.

My mom talks to me about many things. One of the things she talks to me about is what will happen when I grow up. She tells me what to do in case of an emergency. And one day I had a really bad day with my friends, and she told me what to do about it.

My mom and I spend a lot of time together. We play games, bake cookies, make necklaces, and draw doodle tricks. But our favorite thing to do is reading. Our favorite book is *If You Give a Mouse a Cookie*.

Mom takes me shopping at the mall. We buy toys and clothes, and we eat at the café. We usually get Chinese food or go to a McDonald's restaurant. When we ride the escalator, my mom pretends to fall back and says, "My shoestring's stuck!"

My mom always laughs, and when she laughs she sounds like a hyena gone crazy! She doesn't laugh every day, but when she does, it's hilarious, and I have to laugh, too!

My mom is the greatest. I love how she jokes around. She is always fun no matter what occurs, and she gives me great advice. My mom is more than a mom; she is like my best friend!

点评:

这是一篇描写性的文章,小作者刻画了妈妈耐心、幽默、开朗、与孩子为友的形象。

从篇章结构看,本文分为三个部分,呈总—分—总结构。第一部分(第一段),为引入段。作者以一个设问句开头,引起读者兴趣。紧接着作者自己作答,但并不马上告知读者这个人是谁,而是从外貌上进行描写,激起读者的好奇心,之后再揭晓答案——“我的妈妈”。第二部分(第二、三、四、五段)分别展开,小作者描述了妈妈在耐心畅谈中教会他如何处事(第二段)、陪伴他在家做很多的事(第三段)、带着他外出游乐(第四段)以及妈妈那富有感染力的开朗欢笑(第五段)。这几个段落中,第二段和第三段本身也呈总分结构,段落的第一句话总括,后面进行拓展详述。第五段作者运用了两个感叹号,表达了自己强烈的感情色彩,让读者感受到小作者及他妈妈的欢乐情绪。最后一部分(第六段),作者对文章进行了总结,最后一句话点明文章主旨,妈妈不仅是妈妈,更像是他最好的朋友。

在写人物描写类型的文章时,可借鉴这篇文章的第一段,以问句、外貌描写等方式引起读者兴趣及好奇,最后才揭晓具体要描写的人物,达到引人入胜的效果。

这篇文章描写人物,通篇采用了一般现在时。从句式上看,文章句式灵活多样。文中有不少的复合句,如定语从句“Do you have someone who . . . ?”,宾语从句“I love how she jokes around.”,时间状语从句“When we ride the escalator, . . .”、“when she laughs, . . .”、“when she does, . . .”。句子“One of the things she talks to me about is what will happen when I grow up.”较为复杂,主句主干是“One of the things is what

will happen”,其中 what will happen 是 what 引导的表语从句,充当 is 的表语;“she talks to me about”是省略了 that 的定语从句,修饰 things;when I grow up 是 when 引导的时间状语从句,修饰 what will happen 这个句子。此外,作者灵活运用“疑问词 + to do”的结构做宾语,避免多次使用宾语从句,使句子更简洁,如“She tells me what to do . . .”、“she told me what to do . . .”。作者还使用了很多并列成分结构,如“who is great, spends time with you, cares for you, and is an important person”、“We play games, bake cookies, make necklaces, and draw doodle tricks”,使人感觉内容丰富饱满。作者在行文时,灵活运用从句引导词、关系连词、并列成分等方式,使文章长短句相间,体现了语言表达的功力,也使文章读起来生动有趣,值得借鉴。

Reading Tips: 小贴士

doodle: 涂鸦,漫无目的地胡写乱画。

shoestring: 鞋带,这是个由 shoe(鞋子)和 string(绳子)组成的合成词。

If You Give a Mouse a Cookie:《要是你给老鼠吃饼干》,这是一本深受孩子们喜爱的绘本,享有多项荣誉,如入选纽约公共图书馆“每个人都应该知道的 100 种图画书”、入选美国全国教育协会推荐 100 本最佳童书、入选美国收录 12 部最伟大的图画书的《经典图画书宝库》、入选美国“彩虹阅读好书榜”等。书中,小男孩不过是随手给了小老鼠一块饼干,可谁会想到就此推倒了多米诺骨牌呢!这个穿着一条又肥又大的牛仔裤的啮齿动物实在是太得寸进尺了,你给他一块饼干,他就要一杯牛奶;你给他一杯牛奶,他就要一根吸管……于是,这个圈子就开始无休无止地兜了下去,麻烦来了,你再也摆脱不掉他的纠缠了,到最后,家里一片狼藉,变成了一个乱糟糟的垃圾场,精力旺盛的小男孩终于被比他更加精力旺盛的小老鼠累趴下了,筋疲力竭地睡着了,而老鼠却又精神头十足地吃起了饼干。作者劳拉·乔菲·努梅罗夫和费利西亚·邦德这对黄金搭档就不会又一鼓作气地推出它的续篇《要是你给驼鹿吃松饼》、《要是你给猪吃煎饼》、《要是你给猫吃蛋糕》,都深受孩子们的喜爱。

a hyena gone crazy: 在文中指兴奋的鬣(liè)狗。gone crazy 是个过去分词短语,做 a hyena 的后置定语。鬣狗,以其特别的酷似人类笑声的嚎叫声而闻名,生活在非洲、阿拉伯半岛、亚洲和印度次大陆。外形略像狗,头比狗的头短而圆,毛棕黄色或棕褐色,有许多不规则的黑褐色斑点,食用兽类尸体腐烂的肉维生,是非洲大草原上最凶悍的清道夫。鬣狗还可分为四个品种:斑鬣狗、棕鬣狗、缟鬣狗、土狼。目前,许多非洲人把斑鬣狗当宠物来喂养。斑鬣狗在一起时,好像一群嬉戏的孩子,吵吵嚷嚷,异常热闹。夜深人静时,斑鬣狗发出一种尖厉、阴森的叫声,比狮吼更令人毛骨悚然,是非洲唯一能与狮子抗衡的食肉动物。斑鬣狗曾遍布中国,但在 1.1 万年前在中国乃至亚欧大陆灭绝。

想一想,练一练

Who is the most important person in your life? Tell us about him/her.

Kendra, a fourth grader, submitted this model in which she shares a very personal experience.

5

Ann

Do you have a friend who loves you? Well, I did. Her name was Ann. She was a very close friend of mine. She was almost like family to me. Ann was very kind, and she had bright blue eyes and curly gray hair. I loved her very much.

She invited me to go swimming every summer. We had a lot of fun all those summers. But she could not get in the water most of the time because she was sick. Sometimes my sisters would come swimming, too. But it was better with just Ann and me because I just wanted to spend time with her.

Ann always listened to me when I had a problem. She was always there for me when I needed help on homework or had problems at school. Sometimes she would let me come in her house, and she would give me something to eat. Most of the time it would be an orange and a soft drink.

Last summer that all changed. Ann was diagnosed with cancer. Two weeks after Ann was diagnosed with cancer, she died. Her funeral was not too long after that. My mom did not let me go to the visitation at the funeral home or to the funeral ceremony.

My heart broke. Ann was no longer there with me. Now, it's been a year since Ann's death, but I still dream about her. Now it's hard without her. My whole life has changed without Ann, and I really miss her. I know that everywhere I go there will always be a spot in my heart for Ann!

点评:

这是一篇描写性的记叙文,小作者讲述了自己与 Ann 之间的深厚情谊。

从篇章结构看,本文以时间为顺序,分为四个部分。第一部分(第一段),是引入段。作者以一个一般现在时的设问句“Do you have a friend who loves you?”开头,继而用一个一般过去时的句子作肯定回答“Well, I did.”,引起读者兴趣,想探究小作者与她的好朋友之间发生了什么。作者继而对 Ann 进行了介绍,描绘了她可爱的外表及与小作者之间友谊的深厚。第二部分(第二、三段)讲述过去小作者与 Ann 在一起共度的美好时光:夏日时相伴游泳戏水、有困难时的倾听与帮助以及到她家里做客时的热情款待。第三部分(第四段),第一句话点明去年夏天事情发生了巨大转折,引起读者兴趣,继而

交代 Ann 患癌症去世以及自己未能去参加葬礼的遗憾。最后一部分(第五段)小作者讲述 Ann 的去世留给自己的悲恸及至今对 Ann 的深深想念。文章末尾的感叹号表达了作者强烈的情感。

这篇文章以事写人,从句式上看,文章以简单句为主,有几个 because 引导的原因状语从句、when/after 引导的时间状语从句、everywhere 引导的地点状语从句及 that 引导的宾语从句,并不难理解。本文的巧妙之处在于小作者灵活地使用了一般现在时、一般过去时、现在完成时,以表达不同时期发生的事情。特别是在开头使用了一般现在时问句与一般过去时肯定回答之间形成的反差,最后一段运用现在完成时表达 Ann 的过世对自己现在的生活及情感造成的极大影响。时态是中国的英语学习者经常犯的错误或忽视的一大问题,用好时态能使表达准确,也能使文章增色。

Reading Tips: 小贴士

soft drink: 软性饮料,指不含酒精的饮料,通常用来指碳酸型饮料,如可乐,雪碧等。

funeral home: 殡仪馆

funeral ceremony: 葬礼

cancer: 癌症。癌症是一大类恶性肿瘤的统称。癌细胞的特点是无限制、无止境地增生,使患者体内的营养物质被大量消耗;癌细胞释放出多种毒素,使人体产生一系列症状;癌细胞还可转移到全身各处生长繁殖,导致人体消瘦、无力、贫血、食欲不振、发热以及严重的脏器功能受损等等。与之相对的有良性肿瘤,良性肿瘤则容易清除干净,一般不转移、不复发,对器官、组织只有挤压和阻塞作用,但癌症(恶性肿瘤)还可破坏组织、器官的结构和功能,引起坏死出血合并感染,患者最终由于器官功能衰竭而死亡。目前,医学界对癌症的治疗成功率很低。癌症,在一定程度上被认为是绝症。

现在完成时: 用来表示过去发生并且已经完成的动作对现在造成影响或后果,或过去某一时间开始并一直持续到现在并且有可能还会持续的动作或状态。基本结构是: 主语 + have/has + 动词的过去分词。现在完成时容易和一般过去时混淆。两者的区别是: 一般过去时有动作发生的时间点,即过去某一时间发生某一动作;现在完成时则没有,即不强调是哪个时间点发生的动作,而强调过去的动作对现在造成的影响和结果。例如: He has turned off the light. 他已把灯关了。动作结束于过去,但说明的是现在的情况——灯现在不亮了。现在完成时还往往可以同包括现在时间在内的时间状语连用,例如 There has been too much rain in London this year.

想一想,练一练

Who is your best friend? Are you still in contact with each other?