



新编 大学英语 写作手册



高桂珍 / 编著

大学英语四、六级考试
研究生入学及课程考试
全国英语水平考试(WSK)

必备

大连理工大学出版社

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前言

在当今科学技术迅速发展的信息时代,英语写作——一种语言交流的媒介——已倍受中国学者的重视,因为提高英语写作的能力正在成为跨世纪人才培养的一种需要。为适应这种需要,以及学生参加大学英语四、六级考试、“WSK”考试、硕士生入学与结业考试、博士生入学与结业考试以及其他相应程度的考试和在实际工作中多方面的需要,笔者结合多年的英语写作教学实践,编写了这本《新编大学英语写作手册》。

本书从构思到编写注重理论联系实际,强调提高阅读鉴赏能力和培养写作能力应相互结合。为此,本书编写的一个主要特点是融范文阅读鉴赏于写作知识和写作实践中,以求在阅读与写作中对学生进行较为系统全面的培养。将阅读鉴赏融于写作实践中,一方面,就提高学生的写作能力而言,阅读是必要的基础和条件,因为学生只有通过理解和分析文章的思想内容才能熟悉各种体裁、文章结构、文体风格、语言特点、文化背景和作品的欣赏和模仿能力;另一方面,从写作来讲,写作是运用从阅读中获得的知识和技巧来表达思想的过程,是模仿他人传送信息的方式来输出自己的信息的过程,因而写作实践将促使学生加深对文章的理解,并

巩固他们在阅读鉴赏中所掌握的写作知识和写作技巧。显然,读与写的关系正如英国语言学家 Widdowson 所指出的那样,阅读是接受输入知识、信息的过程,写作是反馈输出知识信息的过程,两者构成获取知识、运用知识的统一体。因此,本书将写作实践与阅读鉴赏紧密结合,目的在于培养学生用英语整体构思、组段和谋篇的写作意识和能力,掌握正确的写作方法,从而提高写作能力。

本书按文体分类阅读和文体分类写作进行。第一单元为记叙文阅读与写作,第二单元为描写文阅读与写作,第三单元为说明文阅读与写作,第四单元为议论文阅读与写作,第五单元为缩写、摘要和书信。各单元选用的范文阅读材料和写作材料合编在一起,采取阅读鉴赏与写作实践相结合的方式,读什么文体的文章,就讲写什么文体的文章,训练写什么文体的文章。读与写互相衔接,相辅相成,构成一个完整的训练体系,从而使学生在写作实践中有据可依,有规律可循。此外,本书还精选了大量的原文样例,并提供了各种文体的范文百余篇和词语、句型及例句四百余条,供读者参考、模仿和选用。

把阅读鉴赏与写作实践结合起来进行同步操练,是本书的一种新尝试,愿这种尝试对读者写作能力的提高能尽微薄之力。

限于编者水平,书中难免不足之处,恳请广大读者不吝指正。

编者

1998年12月

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一、记叙文(Narration)

阅读与写作

I. 记叙文范文阅读与鉴赏

1. A Black Boy

Richard Wright

One evening my mother told me that thereafter I would have to do the shopping for the food. She took me to the corner store to show me the way. I was proud; I felt like a grown-up. The next afternoon I looped the basket over my arm and went down the pavement toward the store. When I reached the corner, a gang of boys grabbed me, knocked me down, snatched the money, took the basket, and sent me running home in panic. That evening I told my mother what had happened, but she made no comment; she sat down at once, wrote another note, gave me more money, and sent me out to the grocery again. I crept down the steps and saw the same gang of boys playing down the street. I ran back into the house.

"What's the matter?" my mother asked.

"It's those same boys," I said. "They'll beat me."

"You've got to get over that," she said. "Now go on."

"I'm scared," I said.

"Go on and don't pay any attention to them," she said.

I went out the door and walked briskly down the sidewalk, praying that the gang would not molest me. But when I came abreast of them someone shouted.

"There he is!"

They came toward me and I broke into a wild run toward home. They overtook me and flung me to the pavement. I yelled, pleaded, kicked, but they wrenched the money out of my hand. They yanked me to my feet, gave me a few slaps, and sent me home sobbing. My mother met me at the door.

"They b-b-beat me," I gasped. "They t-t-took the m-m-money."

I started up the steps, seeking the shelter of the house.

"Don't you come in here," my mother warned me.

I froze in my tracks and stared at her.

"But they're coming after me," I said.

"You just stay right where you are," she said in a deadly tone. "I'm going to teach you this night to stand up and fight for yourself."

She went into the house and I waited, terrified, wondering what she was about. Presently she returned with more money and another note; she also had a long heavy stick.

"Take this money, this note, and this stick," she said. "Go to the store and buy those groceries. If those boys bother you, then fight."

I was baffled. My mother was telling me to fight, a

thing she had never done before.

"But, I'm scared," I said.

"Don't you come into this house until you've gotten those groceries," she said.

"They'll beat me; they'll beat me," I said.

"Then stay in the streets; don't come back here!"

I ran up the steps and tried to force my way past her into the house. A stinging slap came on my jaw. I stood on the sidewalk, crying.

"Please let me wait until tomorrow," I begged.

"No," she said, "go now! If you come back into this house without those groceries, I'll whip you!"

She slammed the door and I heard the key turn in the lock. I shook with fright. I was alone upon the dark, hostile streets and gangs were after me. I had the choice of being beaten at home or away from home. I clutched the stick, crying, trying to reason. If I were beaten at home, there was absolutely nothing that I could do about it, but if I were beaten on the streets, I had a chance to fight and defend myself. I walked slowly down the sidewalk, coming closer to the gang of boys, holding the stick tightly. I was so full of fear that I could scarcely breathe. I was almost upon them now.

"There he is again!" the cry went up.

They surrounded me quickly and began to grab for my hand.

"I'll kill you!" I threatened.

They closed in. In blind fear I let the stick fly, feeling it

crack against a boy's skull. I swung again, lamming another skull, then another. Realizing that they would retaliate if I let up for but a second, I fought to lay them low, to knock them cold, to kill them so that they could not strike back at me. I flayed with tears in my eyes, teeth clenched, stark fear making me throw every ounce of my strength behind each blow. I hit again and again, dropping the money and the grocery list. The boys scattered, yelling, nursing their heads, staring at me in utter disbelief. They had never seen such a frenzy. I stood panting, egging them on, taunting them to come on and fight. When they refused, I ran after them and they tore out for their homes, screaming. The parents of the boys rushed into the streets and threatened me, and for the first time in my life I shouted at grown-ups, telling them that I would give them the same if they bothered me. I finally found my grocery list and the money and went to the store. On the way back I kept my stick poised for instant use, but there was not a single boy in sight. That night I won the right to the streets of Memphis.

New Words

snatch	<i>v.</i> 抢走, 夺得
molest	<i>v.</i> 骚扰, 干扰
wrench	<i>v.</i> 攫取, 抢走
yank	<i>v.</i> 猛拉, 使劲拉
slap	<i>n.</i> 拍, 掌击
retaliate	<i>v.</i> 反击, 报复
flay	<i>v.</i> 痛责, 斥责

clench	v. 咬紧(牙关)
stark	a. 完全的, 赤裸裸的
frenzy	n. 疯狂似的激动
pant	v. 气喘, 心跳
taunt	v. 用嘲笑来刺激, 辱骂

Phrases and Expressions

in panic	恐慌地, 惊慌失措地
to make no comment	不做任何评论, 什么也没说
to break into a wild run	突然疯狂地奔跑
to send sb. home sobbing	使某人哭泣着回家
to say in a deadly tone	以非常可怕的口气说话
to shake with fright	怕得发抖
to let up	停止, 放松
to throw every ounce of one's strength	用尽一切气力

Questions for Thinking and Writing

- What is the main point of the story? How would you write a thesis statement for it?
- Was Wright's mother acting responsibly in making him fight? Must violence always be met with violence?
- Name, in the order in which they occurred, the events that made up the story by Richard Wright. (You should be able to identify six to eight events.)
- How did Wright develop suspense in the story? What did he do in telling the story that made you want to read on?
- Read some of the dialogue aloud. Does it sound real to you?