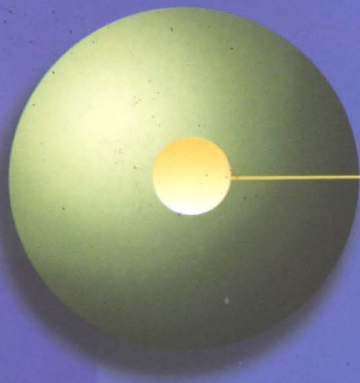


L O N G M A N

朗文

实用英文写作教程

阅读和写作实践材料精编



[英]L. G. Alexander

王治国 孙敬镛 华林南 尤翹楚 译注

东南大学出版社

Sixty Steps to Précis

A NEW APPROACH
TO SUMMARY-WRITING
FOR OVERSEAS STUDENTS

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——阅读和写作实践材料精编

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——阅读和写作实践材料精编

[英] L. G. Alexander

王治国 等译注

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译者前言

回忆我开始在工科院校内涉外班级和高起点的本科班执教英文写作课，弹指一瞬间，忽忽已逾十载，当时不少人尚未认识写作在整个英语教学中的重要性，尤其在工科院校，那时都还纠缠在科技英语的藩篱中而不能自拔。我通过实践，却出乎意料地获得“一箭双雕”（kill two birds with one stone）之效，实际上使写作与阅读有机地结合起来，两种能力相互促进，通过写作前的阅读、钻研、取材和构思谋篇过程，培养学生在语篇（discourse）基础上进一步理解阅读材料，这与当今泛泛而学、学过即忘，至用时草草成文、游谈无根则迥然不同。

当时质量上乘而又篇幅适中的写作教材实不易寻觅，偶见英国朗文出版集团有限公司《学写摘要六十课》，毅然用作写作教材，起初“不识庐山真面目”，一如皮相之见认为该书既薄且短，经过多次教学，我才恍然大悟，洞见底蕴，其深度和精髓所在昭然若揭，觉得那些选文，很多是“不但应当全部读，还应当用功读，聚精会神地读”（弗朗西斯·培根），在教学中常有绉短汲深之感，我深深体会到这些确是欲深入英语殿堂的学习者足资模仿的名篇佳作。

此书原版原先在我国已稍有影响，在我们把它选作教材后不久，陆续见到有的篇什作为高校研究生入学考试“英译中”材料，《大学英语》杂志选作注释阅读材料，《中

国翻译》曾选其中一篇作为翻译竞赛试题，文理科通用教材《大学英语》（上海外语教育出版社）的几种阅读材料和《新英语教程》（清华大学出版社）都曾选过数篇，对把英语作为第二语言的人来说，其文字之适合、贴切和可读性于此可见一斑。

本书作者路易斯·G·亚历山大是享誉世界的英语语言学专家，著作等身。他30多年来长期在德国、希腊等地从事英语作为外国语的教学工作，悉心研究其难点，凭其丰富的教学经验撰述、编写英语教学书籍多种（其中有教程、语言实践书和读物等），脍炙人口，深受各国英语学习者的欢迎，业已结集出版的荦荦大者有：《新概念英语》（New Concept English）、《理解初阶》（A First Book in Comprehension）、《主导英语》（Mainline）、《跟我学》（Follow Me）和《朗文英语语法》（The Longman English Grammar）等，不少已在我国出版，从不同角度对英语课程设计提出很高标准，颇多启迪。他现在还在《21世纪报》（The 21st Century）“朗文增刊”上主持英语疑难解答专栏，对中国读者来说可谓极为熟稔。

我在教学过程中，为了更好地帮助学生加深理解并学会写作，忽萌把全书译成中文并附加注释之念，遂邀约数同道协力译注，由于课务所羁，译事进展缓慢，历时一年总算陆续成稿，由我统稿后作写作教学参考材料，以应教学之需，虽则初稿文字不免粗疏，但作为教学的辅助物倒也起了不少作用。我在实践中终于悟出此书虽篇幅不大，但其“含金量”甚高，读出其要旨（gist）需花很多时间和精力。本书中的文章既可作写作、翻译的范本，也可作为读懂、读熟和读透的材料。

事过数年，我们深觉此书深入浅出，对培养高等学校

学生的初步写作基础，仍不失为有用的教材。鉴于10年前起大学英语教学要求的提高，以后在实际应用中需要英文写作更为迫切，就目前来看，其主要形式不外乎写摘要（论文摘要和专业资料摘要）、说明书、评论、信函和简历等，只有通过言简意赅、高度凝练的摘要（summary）、概要（synopsis）和提纲（outline）等方面的实际训练，才能培养学生在语文学习和语言实际交往中的产出性技能（productive skills），这远比培养学生的接受性技能（receptive skills）为难，尤其公共外语全国CET—4、6级统考中增加了“英译中”项目，可是目前不少教师还未认识到写作与翻译（英中互译）的紧密关系和特殊性，乃至英文写作教学难见成效，写作这项成绩还是不尽如人意，收效甚微。究其原因，大凡我们还未寻到写作和翻译教学从何入门的捷径。可以这样说，亚历山大先生执编的这本书名为“sixty steps”，其真谛是“千里之行，始于足下”，要我们不畏艰难一步步勇往直前，也就是说在英文写作教学中，我们可从教学“摘要”入手，教以绳墨，兼之大量阅读和实践，定能取得良好效果。

至于译注事，有两点须作交代：其一是译文采用“直译”和“意译”兼顾，便于对照；其二是注释力求简明，选注标准以中等程度的读者为准。在翻译中把握原作精神实为难事，首先必须认真领悟载体传递的一切信息，深入发掘作品的内涵，同时对作品中偏离常规的现象倍加小心，因为它们往往是作家刻意追求的某种效果。再则，原作有些文字婉丽清畅，渲染得有声有色，别具隽永深广之意，译文却难以尽善尽美、铢两悉称地表述，还有的作家风格雄奇奔放，笔下不可羁勒，译述时也洵难尽传。因此我们在译注过程中，常感到融通中西文字殊难办到，虽煞费苦心

而仍捉襟见肘。我们移译时力求文气贯通，是否已达此标的，只有读者才能作出公允而中肯的评断。

我们在译注过程中虽则信心满怀，业勤而不敢懈怠，但事成后梨枣获主，颇为不易，几经投书联系，悉遭搁浅。有的出版社碍于销路，有的则碍于国外版权联系上的冗繁事务，难以定论。这是“当今物质重于精神”（英国毛姆）所使然，不足为怪。直至去年暮春，我们才和东南大学出版社初缔新交，该社一眼就确认此书的实用价值，不惮麻烦，旋即致函与英国朗文出版集团有限公司联系版权等事宜，该公司版权部前主任莱内特·欧文（Lynette Owen）女士和现任主管闻讯出版中译本时欣然惠予支持，朗文出版集团亚洲有限公司（香港）多年来慨允及时答复我们一切有关垂询。上述诸端，令人铭感难忘。

追溯成书过程，就很自然地想起不少人给我们的襄助，有的前期为我们策划，有的惠予个人的几篇译稿供我们参考，还有的为我们联系出版事宜、打字成篇和一些必不可少的有关具体事务等，如沈武通、唐晓宣、刘丽霞、孙丽华、许明楠、徐景南、孟庆宏、盛越和高松怡诸同志，都在百忙中为我们的译事从不同层面出过力。

我校教务处、基础课部和外语教研室在本书试用、译注至正式出版的漫长过程中，始终给予大力支持。

在此统提一笔，聊表我们由衷的感谢。

本书译稿在近两年内的修改和文字润色工作是在我主持下，由孙敬镛、华林南两同志和我共同进行的。我们对每篇都逐句、逐段通读、修改，力求字顺句畅，清顺渺疵，数易其稿，不下五次，务期在达意和用词方面日臻完善。我们译注此书，目的在于为初学者指点迷津，奠定初步写作和翻译基础，不求闻达，但愿诚如塞缪尔·约翰逊

博士就编撰词书所说的一句名言：“只能希望不受指责”，个中凄清情味和折磨人的痛苦，唯有涉猎者才能领会其一二，因切斯特菲尔德勋爵（Lord Chesterfield）式人物仍在多见。

本书书名直译应为《学写摘要六十课》，副题为《最新供外国留学生学写摘要入门》，今撮其要旨，改为今名，在此略提半笔。

毋庸讳言，我们囿于英、中两文的修养，对原作一些文字的理解难免顾此失彼，未必尽当，有些地方难以用地道的中文表达原文深邃的含义，疏阔欠当之处自知不免，深祈方家和从事英语教学的同道不吝指正，以匡不逮。如蒙赐教，来函可径寄我处，或由出版社编务室转交，不胜盼祷之至。书成之日，是为记，聊记雪泥鸿爪。

王治国

1995年10月11日

于无锡轻工大学

Preface to the First Edition

SIXTY STEPS TO PRÉCIS has been designed to meet the needs of overseas students preparing for the Cambridge First Certificate in English and Certificate of Proficiency in English examinations. It may, however, be found useful in secondary schools with pupils who have not got an intuitive grasp of précis-writing and need to be taught it systematically. The book should be used over a three-year period (spending one year on Part I and two years on Part II) with adult students in their third or fourth year of study and school-children about fifteen years old who have completed an elementary English language course with parallel reading material over a period of four or five years.

The passages in the book have been arranged in the order of increasing difficulty. This arrangement is fairly obvious in Part I, where the vocabulary, précis work, language exercises, and subject-matter become progressively harder. In Part II, however, there can be no real yardstick to assess difficulty, and while the comprehension work becomes more difficult, some of the précis exercises may be found to vary in level.

Part I consists entirely of narrative pieces which have all been specially written for précis and comprehension work. It should be remembered that students whose mother-tongue is not English very often have no exercise equivalent to précis-writing in their own language. For this reason the vague instruction 'Write a précis of the above piece in so many words' is meaningless and students frequently do little more than string together unconnected sentences taken from the passages. Many fail to learn to write good précis simply because they are taught to summarize whole passages from the very beginning without having any clear idea of what they are doing and why they are doing it. In Part I, the student is *not* required to write a 'précis' in the true sense of the word. Rather, he is given exact instructions what to do and is told beforehand what material to include in his précis and what to omit. The student is thus given a valuable introduction to précis-writing and the experience he gains after a year's work at Part I should stand him in good stead when he comes on to Part II.

In Part II, a number of extracts from various modern authors have been interspersed among the pieces specially written for précis work. At this stage the student is required to write formal précis and to cope with passages which differ greatly in style and cover a wide range of subject-matter.

In the notes headed 'To the Student' which precede each part of the book, I have indicated how a précis might be written and have added model answers to actual passages. Students and even perhaps teachers might find it helpful to refer to them.

It is a good idea to follow up précis and comprehension work with essay-writing. For this purpose, two essay topics have been added at the end of each passage. Since the topics are related to the pieces they follow, the passages may serve as models when teaching essay-writing and (this applies especially to Part II) should provide plenty of material for discussions and debates. Furthermore, I would suggest that students be frequently given paragraphs for dictation taken from pieces they have already summarized.

The exercises in this book should do more than just provide practice in answering examination questions. They should help students to understand what they read, and it is hoped that the passages will prove sufficiently stimulating to encourage them to think for themselves and express their own ideas both orally and in writing.

I would like to express my thanks to my colleague, Mr. H. Hogg, B.A., for testing a great number of pieces on school-children and adult learners of English and for making many valuable suggestions.

L. G. A.

Preface to the Second Edition

A second edition of *Sixty Steps to Précis* has been prepared so that the exercises will be in line with current thinking about language-teaching. However, the basic aims outlined in the original preface remain unchanged. The book sets out to teach students summary-writing by training them to answer a specific question on a text. The principle behind this type of exercise is as valid today as it was when *Sixty Steps* was first written. The texts, therefore, have not been altered and the questions on summary-writing have been only slightly modified in places.

The new features introduced in this edition mainly affect the comprehension and language exercises and may be summarised as follows:

PART I

1. Six multiple choice questions have been devised to accompany each of the thirty texts. Questions 1 and 2 test the student's understanding of the main points in the texts; questions 3 and 4 deal with structural words and usage; questions 5 and 6 deal with lexical items.
2. Exercises on sentence structure have been added: the student is required to rewrite or join sentences and then to check his answers against the text.
3. There is greater variety in the composition exercises. The student is required to write dialogue, letters, etc., as well as narrative and description. Difficult topics have been wholly excluded.

PART II

1. Questions dealing mainly with sentence structure have been added to accompany each of the thirty texts. The student is required to rewrite or join sentences, etc., and to check his answers against the text.
2. Some of the original exercises on summary-writing have been modified slightly.

I would like to take this opportunity of thanking the large number of teachers who have written to me about this book since it was first published. Many useful suggestions have been incorporated in this edition.

L.G.A.

PART I

To the Student

As a general rule, you should write your précis *after* you have answered the questions on the passage, as you will then be better acquainted with the passage itself. You will find six questions beside each text. Questions 1 and 2 test your understanding of the piece; questions 3 and 4 deal with grammatical problems; questions 5 and 6 deal with vocabulary. You have a choice of four answers to each question and are asked to choose the best one. An exercise on sentence structure follows these questions. In this you will be asked to rewrite or join sentences and you can check your answer immediately by referring to the text.

How to write a précis

1. Read the passage carefully *twice*.
2. *Read the instructions carefully* to find out precisely what you are required to do, marking in on the original passage the point at which you should begin to write your précis and where you should end it.
3. Read the passage a third time, making a list of all the points you will have to use. *These notes should be very brief.*
4. Using this list of points, write a *rough draft* of the précis, referring to the original passage only when you want to make sure of some point. This will help you greatly to reproduce the substance of the passage in your own words. The number of words should be counted when you have finished the rough draft, *not* after each sentence.
5. After having counted the number of words in the draft and made any alterations you think necessary, write out a *fair copy* of your précis in a single paragraph, stating the exact number of words you have used at the end.

When you re-read your fair copy, there are two more points you should bear in mind. First, your précis must be *accurate*. You must learn to derive *all* your information from the passage and never distort the meaning of the original or add to it. Secondly, your précis should be written in such a way that it reads as a *continuous paragraph*. To achieve this, you should use link-words like 'but', 'and', 'however', 'also', etc., to connect your points. When you have become proficient at this, you should try connecting your points by writing complex sentences, (i.e. beginning a sentence with words like 'since', 'though', 'even if', 'when', 'after', 'before', etc.).

Study the model answers to the passages that follow, noting carefully how the précis has been written in each case.

The sentry watched a hawk that hovered overhead, looking for some unsuspecting prey to pounce upon. Then he heard the distant, muffled roar of planes, then silence. For the past week he had been told to take note of everything that happened on the 5 hill within his range of vision, and to report anything suspicious. The hill led to an experimental factory, where new and secret weapons were tested. There was a threat of war and the factory would be invaluable to the enemy. So the approaches to it were watched day in, day out.

- 10 He shifted his position; he felt that he had been crouching in the heather since the beginning of time, but only a couple of hours of this day's duty had passed. Suddenly he saw something falling from the sky like snow, only it was not snow. [He put out his hand and caught bits that were drifting near him. They were thin
- 15 strips of metal to confuse delicate instruments, so that it would not be possible to detect the landing of enemy craft. Next he heard a long, low, continuous roar from the east and saw bundles descending from the sky which looked like umbrellas opening, but which he knew to be parachutes with men hanging from them.
- 20 He wanted to go at once to give the alarm, but he had to be sure that the parachutists were not his own men out on an exercise. The men were on the ground now. One of them pointed in the direction of the secret factory and they all began marching towards it. He had no more doubts and set off at once down the

25 hill. He crawled slowly, sometimes on his stomach, sometimes on his side, weaving himself a path through the heather down to the stream. Once there, he decided that he had ample cover and started to run. But he had erred, for bullets were soon whistling past him. He dropped flat on the ground. Nobody came to search for him, so he counted up to a hundred and then began crawling again. He moved tortuously and as silently as he could to his camp at the foot of the hill.]

Describe *in not more than 80 words* what the sentry saw and did from the moment when the strips of metal fell from the sky until he got back to his camp. Use your own words as far as possible. Do not include anything that is not in the passage.

(Cambridge Lower Certificate in English Examination.)

MODEL

1. *Points (Saw and Did)*

1. Put out hand; caught strip metal.
2. Saw bundles.
3. Waited.
4. Saw men on ground.
5. One pointed; all marched.
6. Went downhill.
7. Crawled—stomach, side—to stream.
8. Started running.
9. Dropped flat (why?—bullets).
10. Counted 100; crawled.
11. Silently to camp.

2. *Rough Draft (Linking of Points)*

When the sentry held out his hand to catch what was falling out of the sky, he found that it was strips of metal. Then bundles began coming down. The sentry waited until men appeared on the ground. One of them pointed and the sentry saw them march towards the factory. Crawling on his stomach and on his side, the sentry moved downhill. He began running when he came to a stream, but dropped

down when he was shot at. After counting up to a hundred to himself, he began crawling silently again downhill.

(95 words)

3. *Fair Copy (Corrected Draft)*

After catching hold of metal strips falling out of the sky, the sentry saw bundles descending and, after a time, some men appeared on the ground. One of them pointed, and they all began marching towards the factory. The sentry crawled downhill on his stomach and his side. When he came to a stream, he began running but dropped down when the men shot at him. He counted up to a hundred, then silently started crawling again towards his camp.

(80 words)

We reached a point where the path crossed a motor road under construction, and we could see that it ran through a cutting made in the side of a steep hill. Men were working in the cutting, and there were more men far up the hillside above it. The bed of the 5 cutting was full of huge boulders which were to form the foundation of the road.

Over these boulders we picked our way with difficulty, jumping from one to the other like so many goats. In the middle of them I stopped to take a photograph, while the others went on ahead. 10 [Suddenly I heard shouts, followed by a dull sound of an explosion from the hillside above me. Looking up, I found I was now alone in the cutting. The smoke of a blasting charge floated out against the blue sky, and an enormous rock was bounding savagely down the hill.

15 I had no doubt where it was going to land. It was going to land on me. This opinion was clearly shared by the men who had released the boulder, as they were gesticulating wildly two hundred yards above me. I made a prodigious leap from my rock to the next. The galloping boulder bumped against the hillside, 20 kicked up a cloud of dust, and slightly changed direction. It was still coming straight for me. There was nothing to be done but to take cover if I could find any; otherwise the prospect before me was one of almost certain death. I glanced hastily around. Just as I was resigning myself to inevitable disaster, I noticed a narrow

25 opening between two rocks quite near me. I reached this in time, wedged myself in and shut my eyes. With a tremendous thud the mass of rock struck the ground and came to rest a few feet away from me.] It hardly splintered at all, and none of the splinters came my way. It was indeed a miraculous escape.

Describe *in not more than 80 words* what happened from the moment the writer heard the sound of the explosion until the mass of rock came to rest. Use your own words as far as possible. Do not include anything that is not in the passage.

(Cambridge Lower Certificate in English Examination.)

MODEL

1. *Points (What happened)*

1. Explosion—smoke—sky.
2. Rock bounded savagely.
3. Men above gesticulated.
4. Writer jumped—next rock.
5. Boulder hit hillside—dust.
6. Came towards him.
7. Glanced round.
8. Noticed opening—2 rocks.
9. Wedged himself in.
10. Rock struck ground, thud.
11. Stopped near him.

2. *Rough Draft (Linking of Points)*

After the explosion, the writer saw smoke drifting across the sky and a big rock rolling wildly down the hill. The men above waved to him to warn him of the danger and the writer jumped on to the next rock. Then the boulder struck the side of the hill and raised a cloud of dust. It then came towards the writer, who quickly looked around for cover. He noticed a gap between two rocks and wedged himself between them. The boulder struck the ground with a thud and stopped quite near him.

(92 words)