

英语读后续写中的语言润色——动作描写和心理描写方法例谈

李红艳

山东省烟台第二中学 山东 广饶 264000

[摘要]新高考的改革中出现了读后续写这一具有挑战性的题型。要写出与原文协同的文章，需要兼顾情节（内容）、语言、结构（衔接、连贯）三方面。文章结合学生写的具体实例，在和原文语言风格一致的前提下，从语言的动作描写和心理描写上进行语言的润色，达到学以致用。

[关键词]读后续写；动作描写；心理描写；语言润色

[DOI] 10.12252/j.issn.2096-627X.2021.10.2055

根据《普通高等学校招生全国统一考试英语科考试说明》，读后续写的评分标准主要考虑以下四个方面：（1）与所给短文及段落开头语的衔接程度；（2）内容的丰富性和对所给关键词的覆盖情况；（3）应用语法结构及词汇的丰富性和准确性；（4）上下文的连贯性。显然，在续写部分，在故事内容和原文协同的前提下，语法结构及词汇的丰富性和准确性也至关重要，根据记叙文“展示而非讲述”的特点，语言要围绕动作描写、心理描写（情感描写）、环境描写等展开。其中动作描写和心理描写占了很大比例。很多学生答题中仅用几句话写出大体的情节发展，词数没有达到该题型要求的150词左右，问题在于不知道怎样去具体展开语言的“show”。

一、动作描写中的语言润色

动作描写是刻画人物的重要方法，通过描写人物富有特征性的动作行为，以表现人物的性格、品质、身份、地位、处境、状态。在续写中，动作描写推动情节发展，塑造人物形象和展现人物性格。成功的动作描写，可以交代人物的身份、地位，可以反映人物心理活动的进程，可以表现人物的性格特征。可以从以下几方面进行动作描写语言的加工。

（一）要利用动作链，把动作具体化，过程化

为了使描写具有画面感，使人物更立体，就需要把动作过程分解成一连串细微的动作，形成动作链，写出动作的连贯性。即写一个动作时，要把这个动作拆解，想想这个动作前后会有什么动作。例如：He stopped the taxi, jumped in with the suitcase and told the driver, “Go to the police station, please.”这句话意思是：他拦下了车，拿着箱子跳进了车里，然后对司机说，“请到警察局去。”

此句把上车这个动作进行拆解，用2-3个动词组合进行描述，用了stop, jump, tell这三个动词。这样就会使这个动作更加形象，体现动作的过程化。再如：“男孩们跳入水中玩耍。”可以使用rush, take off, jump这三个动词形成的动作链。即 The boys rushed excitedly to the lake, took off their clothes and jumped into the water.

除了把动作过程化，我们还要把动作具体化，即把动作细节到“怎么做到的”。例如：“Mac打开车门坐了上去。”学生的语言为：Mac opened the car door and went in.这是发生在Mac遇狼后，前面突然一辆车停了下来，所以要把open这样的笼统动作具体化为pull，把go in这样的笼统动作具体化为jump into the car，所以把这句话具体描写为：Mac pulled the car door open and jumped into the car without hesitation.再如：“Jane站起身来，继续往前走。”学生的语言为Jane stood up and continued to walk forward.这是发生在Jane在森林里迷路后的身心俱疲，所以用struggle to her feet 替换笼统单词walk，用move forward替换笼统单词walk具体描写为Jane struggled to her feet and moved forward with her shaky legs.

结合上面所讲，让学生练习把Henry jumped into the river and saved Robert. (Henry跳水救Tom.)这句话进行润色。学生的改写如下：

Hearing the screams, Henry dashed to the riverside, took off his clothes and jumped into the water without hesitation. He reached Tom just as he was sinking the last time. By great effort, and with much danger to himself, he dragged Tom to the shore.

(二) 通过加状语来让动作描写更加生动

1. 在句子中加非谓语动词作状语

非谓语结构的使用, 凸显动作, 并且使得句法结构丰富、高级。

(1) -ing现在分词, 凸显同一对象同时发生不同的动作。

Looking up tearfully, I found it was Dad. 此句中, look up 和found 都是“I”发出的动作, 可以让其中的一个动作做伴随状语。

The little dog, wagging its tail happily, looked at us with the cutest look of innocence. 同样, wag 和 look at 都是the little dog发出的动作, 就可以把wag 写成现在分词wagging, 凸显两个动作的同时进行。

(2) having done 表现动作先后关系

Having queued for 3 hours, he was told that the ticket had been sold out. 此句中queue和tell是he 发出的动作, 且queue 先发生, 故用having queued表动作先后顺序。

(3) -ed过去分词凸显被动

Deeply moved by the story, the children began to cry. 句中The children 和move为被动关系, 用moved 过去分词做状语。

(4) to do 表结果/目的

I opened the door, only to find a Santa Claus standing right before me with several big paper bags in his arms! “我打开门, 不料却发现一个圣诞老人正站在我面前, 手里抱着几个大纸袋!” to find 表示出乎意料的结果。

To make the handle feel comfortable, they wrapped a soft cloth around it. “为了让拐杖更舒服, 他围着拐杖包了一块软布。” to make 表示目的。

在此基础上, 教师指导学生用上非谓语作状语来加工模拟考试部分句子的动作描写, 生成的句子如下:

①Hearing his words, Osman looked at him in

amazement, with his mouth wide open.

②With a bright smile on Osman's face, he refused the money, saying in a gentle voice, “It is no big deal.”

2. 在句子中加副词、介词短语作状语

除用非谓语做状语来修饰动作外, 还可以用副词、介词短语作状语来修饰动作描写。如: in+名词: in terror/excitement/ shock/ sorrow/ in a low (weak/sweet) voice

with+情感名词: with delight/pleasure/excitement/satisfaction/anger/fear

with +身体部位: with its sharp eyes/ her shaky hand/her pale lips

adverbs: tightly/cheerfully/hopefully/helplessly/ desperately/fiercely/violently/swiftly

二、心理描写中的语言润色

心理描写是以语言文字对人物的内心世界、思想道德品质、个性性格特征所进行的描写。通过化虚为实, 把人物的心理情感刻画地更生动。如: 表示高兴: His face lit up; Eyes twinkled with joy. 表示伤心: My heart sank; Tears rolled/streamed down my cheeks. 表示紧张: My throat tightened; My voice trembled. 表示惊讶: I was frozen to the spot with shock; His eyes widened and mouth opened. 等

例如: 女孩感到很惊讶。The girl felt amazed. 可以把惊讶具体描写为The beautiful girl felt extremely amazed, mouth wide open and eyes twinkling with excitement. 再如: 一看到狼, Mac害怕极了。When Mac saw the wolf, he was scared. 这句话就可以改写为At the sight of the ferocious wolf, Mary was seized by a strong sense of horror, his palms sweating and his heart pounding wildly. 这样把心理描写的情绪进行化虚为实, 就会让情感表达更丰富和多样, 学生通过“show”的描写也有话可说。下面是课堂中学生生成的运用心理描写的句

子。

①Then he depicted the whole process to Osman, with regretful tears streaming down his cheeks. (表示后悔)

②Hearing his words, Mr.Osman sat rooted to the ground. (表惊讶)

③Looking around, he felt like sitting on pins and needles. (表紧张)

最后,教师给出任务,指导学生进行综合性的练习,即要求从动作描写、心理描写方面进行语言的改写润色。先进行单句的练习,The girl unwrapped her gift box.那女孩打开了她的礼盒。学生通过模仿,充分掌握技巧,写出语法结构丰富的句子,如:

①The girl dashed to the table, knelt down and unwrapped her gift box, tears of happiness rolling down her cheeks.

②Seeing a beautifully-decorated gift box on her desk, the girl's eyes lit up.Excited and somewhat nervous, she couldn't help stroking it gently, after which she finally unwrapped the gift box with her trembling hands.

再进行段落的练习,要求对下列一段话进行语言加工。

The car abruptly stopped in front of him.Paul put down the window and said, "Come on, get in the car." Then, Mac jumped off the bicycle and got into the car. "What a narrow escape!" Mac added.The wolf walked around the car, but just in vain.Finally, Mac was safe and expressed his gratitude to Paul.

学生习作如下:

The car abruptly stopped in front of him.At the critical moment, Paul put down the window quickly and yelled with full-strength, "Come on! Get in the car" On hearing this, Mac jumped off the bicycle

without hesitation, zoomed to the car and jumped into it hastily.Hardly had Mac shut the door when the wolf reached her.Howling in fury, the wolf walked around the car with ferocious eyes fixed on Mac and Paul, but just in vain.Finally, the wolf left, dragging his tail disappointedly. "What a narrow escape!" Mac sighed with relief.So grateful was Mac that he couldn't help wrap his arms around Paul tightly.

这篇习作语言很出彩,很好地通过动作推动情节发展,动作描写中使用了动作链,用上了非谓语、介词短语、副词作状语。心理描写化虚为实,形象地描写了Mac当时的心理状态。

三、结语

读后续写既要重视情节上和原文的协同,又要保持语言上的协同性。在续写语言时要注意应用语法结构及词汇的丰富性和准确性,这方面的提高既需要大量阅读的积累,也要多去模仿,注重策略,特别注意动作描写和心理描写的语言提升。

参考文献

- [1]普通高中英语课程标准(2017年版2020年修订)[M].北京:人民教育出版社,2020.
- [2]王初明.内容要创造语言要模仿-有效外语教学和学习的基本思路[J].外语界,2014(2):42-48
- [3]张春霞,胡圆圆.“展示而非讲述”策略在读后续写中的运用[J].中小学英语教学与研究,2019(2):35-40
- [4]舒丽萍,熊邦忠.动作描写微技能在读后续写中的应用[J].中小学英语教学与研究,2018(7):30-33
- [5]鲁周焕.基于读后续写能力培养的练习设计[J].中小学英语教学与研究,2021(4):52-56.

作者简介:

李红艳(1983—),女,汉族,籍贯:山东广饶,单位:山东省烟台第二中学,学历:硕士研究生,中学一级,研究方向:高中英语。