

捷进大学英语国际化立体化网络化系列教材

大学英语测试教程

COLLEGE ENGLISH TEST 写作训练

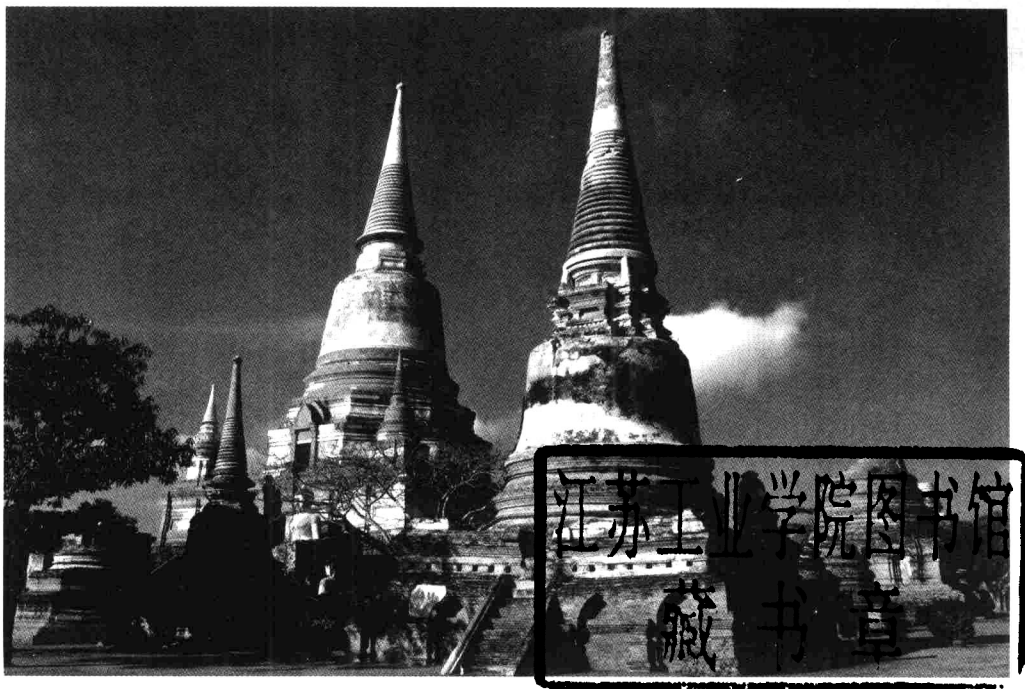


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主 审 马龙海 刘沛富 钟国菟
主 编 关兴华 王俊生 陈建辉



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前 言

本书编写了大学生英语作文习作 600 余篇。全书共分五章：第一章，大学英语作文文体，介绍了大学英语作文常见的四种文体，即记叙文 (Narrative)；描写文 (Descriptive)；说明文 (Exposition)；议论文 (Argumentation) 和四种文体的写作方法及范文。第二章，大学英语作文题型，介绍了七种题型，即提纲作文 (Outline)；段首句作文 (Topic Sentence)；图表作文 (Charts)；命题作文 (Topic Given)；情景作文 (Situational)；关键词作文 (Key Words and Expressions)；英文书信 (English Letter Writing) 和七种题型的写作要求、要领及范文。第三章，大学生英语作文范文，共分 60 个话题。范文均围绕着社会热点问题和当今社会普遍现象命题。文章题材新颖，主题鲜明，内容丰富，健康向上，反映了当代大学生的精神风貌与所爱、所求、所憎、所恨。第四章，大学英语四级考试历届真题及范文。第五章，英语应用文写作 (Practical Writing in English)，其中以英语书信为主。特点是突出实用性。内容包括社交书信、私人书信、媒体宣传、产品说明书以及各类证书、信函、英语演讲辞的写法及其范文。

编写过程中，我们既注意到了教育部《**大学英语课程教学要求**》对大学生英语作文写作的要求，也注意到了目前大学生写作的基本现状。其主要目的是：通过各类英语范文来阐述英语作文写作的基本思路、方法和规律。帮助学生开动脑筋，展开联想，提高英语写作水平。

本书可供高等院校的学生，其中包括准备参加四、六级考试的本科生、专科生、研究生使用；也可供成人教育，高职高专的学生参考使用。

由于编者水平有限，书中缺点、错误在所难免，希望读者批评指正。

编者

2008 年 7 月

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第一章

大学英语作文文体

- 记叙文 (Narrative)
- 描写文 (Descriptive)
- 说明文 (Exposition)
- 议论文 (Argumentation)

文体又叫做文章体裁 (Types of Literature), 是按照不同的表达方式划分的文章类型。在英语中常用的文体有四种: **记叙文**、**描写文**、**说明文**和**议论文**。这四种文体在实际写作过程中经常交替使用, 而且又有许多共同的特点。但是, 不同的文体所要达到的写作目的各有不同, 对写作方法也有不同的要求。本章将分别介绍这几种文体的写作方法。

✦ 一、记叙文的写作方法

记叙文是以写人、叙事为主要内容, 以记叙为主要表达方式的一种文体。记叙文的内容既可以是写实的, 又可以是虚构的; 既可以以写人为主, 又可以以记事为主。它包括的范围很广, 如新闻通讯 (Correspondence)、报告文学 (Reportage)、游记 (Travel Notes)、参观记 (Visiting Notes)、访问记 (Interviewing Notes)、传记 (Biography)、回忆录 (Memoirs) 等, 都属于记叙文的范畴。它是一种最常见、最常用的文体, 又是其他文体写作的基础。因此, 掌握记叙文的写作方法对初学英语写作的同学来说非常重要。

1. 记叙文写作的基本要求

1) 要有明确的中心思想 (Theme) 统率

中心思想就是作者写文章的目的和所要体现的观点。是作者通过记事、写人表达的基本观点。中心思想是文章的灵魂, 在文章中统率一切材料。因此, 在一篇文章里作者对所记叙的人或事物究竟持什么态度, 是赞成, 还是反对; 是歌颂, 还是揭露, 必须明确、突出, 不能含糊其辞, 不知所云。这样才能给人以深刻的印象。

2) 记叙要清楚明白

记叙文要向读者交待清楚事情发生的时间、地点、人物、事件以及事件的起因和结果。只有这样才能使读者掌握事件的全貌, 进而正确理解其思想意义。时间、地点、人物、事件、原因、结果是构成记叙文的“六大要素”, 一般来说, 这“六大要素”在一篇文章中是不可或缺的。如果交待不清, 势必影响表达, 削弱感染力, 也无法突出文章的中心。当然, 在不言自明的情况下, 也可以省略某一要素。但交待必须清楚明白。

3) 要有清晰的记叙线索



线索是作者组织材料的思路。记叙文的题材是千差万别的，作者的思路也是多种多样。但无论事件如何复杂、头绪如何纷繁，在写作的过程中都要根据主题和题材，确定一条贯穿全文的主线，并围绕这一条主线来组织材料，进行叙述。

4) 要有恰当的叙事角度

叙事角度又叫做叙事角(Point of View)，它是指故事是由谁讲的，故事里发生的事是谁亲眼看到的。反应在文章中就是作者运用什么人称叙事。叙事角一般分为两种：第一人称叙事角和第三人称叙事角。两种叙事角各有优点。第一人称叙事角能够缩短读者与故事中人物之间的距离，能增强文章的直接感、真实感和亲切感，便于表达作者的思想感情。第三人称叙事角最为常用，其优点是不受时间、空间的限制，能够比较自由灵活地反映内容，可以用叙述他人事情的口吻，把人物经历、事件经过写出来。在写作的过程中，作者应该根据文章的题材，恰当地选好叙事角。一般来讲，全篇的人称应该是一致的，但有时为了描写生动或记叙方便，也可以两种角度交替使用。究竟采取什么样的叙事角，应该看哪种角度更有利于突出中心。

5) 选材要详略得当

当中心思想即主题明确后，就应该围绕主题选择材料。材料的详略取决于表达主题的需要。与主题关系密切的材料要详写，与主题关系一般的要略写，与主题无关的材料绝对不写。只有这样，才能突出文章的重点，更好地表现主题。

2. 记叙的基本方法

记叙文是以记叙为主要表达方式的文体。记叙是记叙文的基本手段。记叙有顺叙、倒叙、平叙、插叙、概括叙述、具体叙述和夹叙夹议等多种方式和方法。这里，我们仅介绍三种最基本的方法顺叙、倒叙和平叙。

1) 顺叙

顺叙就是按照事情发展的时间先后顺序来叙述。它是最基本、最常用的叙述方法。因为按事情发展的时间先后顺序叙述事件，跟事件发生、发展的实际情况一致，所以容易把文章写得条理清楚、脉络分明。运用顺叙，要注意剪裁得当，重点突出，否则，容易出现罗列、平铺直叙记流水账的毛病。

2) 倒叙

倒叙就是把事件的结局或事件中最突出的片断提到前面来写，然后再按事件的发展顺序进行叙述。倒叙可以造成悬念，引起读者强烈的阅读兴趣，突出重点，给人留下深刻印象。运用倒叙，要注意倒叙与顺叙的衔接过渡及前后照应，否则容易使文章前后不连贯或交待不清。写作水平不高者或文章写的比较短，不宜采用倒叙手法。

3) 平叙

平叙，又叫做分叙，就是叙述同一时间内不同地点的事物的发展过程。平叙通常是先叙一件，再叙另一件。这种方法可以把头绪纷繁、错综复杂的事情，写得眉目清楚，有条不紊。但要注意，必须把事件发生、发展的时间交代清楚，以免产生混杂不清的情况。

例文 1:

An Early Morning Walk

One morning I got up very early and everything around was very quiet. The sun had just risen, shining brilliantly, everything seemed to be covered with a layer of golden silk. There were only some

birds singing occasionally in the high trees. I traveled all the way toward the park, breathing the fresh air, feeling extremely happy.

When I arrived at the park, I found, to my surprise, that there were so many people there. Men and women, boys and girls were all enjoyed themselves with various activities. Some were doing morning exercises. Some were playing badminton; some old people were having their tea while talking to each other cheerfully.

I roamed around the park and to my delight, I found a few middle school students were talking to each other in English in the southeast corner of the park. I went to them at once and spoke to them in English. We became friends right away. I was very glad to find another opportunity to practice my spoken English. On the way home, I thought my early morning walk was really helpful. Taking early morning walks makes a man healthy and wise.

本文是记叙文。作者按照事件发展的顺序记叙了时间、地点、人物、事件和结局。文章开头描述了自己“早晨散步”的情况和感观印象。发展部分从到达公园后发现男女老幼做各种户外活动，一直写到加入英语角活动。结局顺理成章，对“早晨散步”发出了内心的感受。在写作手法上，第一段采用拟人手法对鸟儿进行了描写，“some birds singing occasionally in the high trees”，对“太阳的出升”运用了一些非常形象的词语来描写，如：“shining brilliantly, everything covered with a layer of golden silk.”接着用“I tripped all the way toward the park, breathing the fresh air, feeling extremely happy”描写了作者刚到户外时的感受。另外本文中还有一些词语用得比较好，如：“On the way home, talking to each other cheerfully, spoke to, were playing badminton”等。本文内容丰富，紧扣主题，段内每个句子的内容都能与段首句紧密联系起来，连贯性好，表达能力强。除去段首句外，全文共用了约10个句子，148个词。

例文 2:

An Important Lesson

It was an early September day, cool and bright and just right for running, and I was in the first few miles of a 10.5 mile race over a course through steep, exhausting hills. Still, I felt rested and springy; despite the hills it was going to be a fine run.

Just ahead of me was Peggy Mimno, a teacher from Mount Kisco, New York. She too was running easily, moving along efficiently at my speed. The pace felt comfortable, so I decided to stay where I was; why bother concentrating on pace when she was such a nice pacesetter for me? I would overtake her later on when she was tired. So I was running closely behind her. The course headed north for five miles, wandered west for a hilly mile, then turned south again along a winding road. The race was getting tougher. We had four miles left and already it was beginning to be real work. I was breathing hard and my legs were beginning to stiffen.

Peggy overtook a young male runner. Apparently she knew him, for they exchanged a few cheerful words as she passed him. Their exchange worried me. You don't chat during a race unless you are feeling good, and Peggy plainly was. There was still a noticeable bounce (弹力) in her stride (大步), but whatever springiness I had once possessed had long since left me.

Still, I was close enough to overtake her if she tired, so I didn't give up hope completely. We



were approaching a long, punishing hill now and it would be the test. We were a mile from the finish line, so whatever happened on the hill would almost certainly determine who crossed it first.

As I moved up the hill, working hard, my attention wandered for a few minutes. When I looked up Peggy was moving away first five yards, then ten, then more. Finally it was clear that there was no hope of catching her. She beat me decisively.

There is an important lesson in that race. Much of what you read about running makes a sharp distinction between the sexes. Women are assumed to be weaker, slower and not nearly as skilled athletically. Yet as Peggy Mimno so clearly demonstrated, the similarities between male and female runners are more important than the differences.

这是一篇记叙文。作者一开始就交待了故事发生的时间：“an early September day”；地点：“hill”（陡峭的山路）；事件：“running a ‘10.5 mile race’”（参加一次 10.5 英里的赛跑）。接着记叙了事情发生的经过：“我”在赛跑之初轻松而有弹性。在“我”前方的女教师，跑得也轻松自如。“我”紧紧地跟着她，自信她疲劳时“我”会超过她。可是事情不像“我”想象那样，越到后来，“我”越觉得不那么轻松自如，而她却依然毫不费力，稳步跑向前，并且把“我”越拉越远，直到最后她先到达终点。最后作者点明主题：那种以为在赛跑方面男女有别的想法是错误的。“我”得到一个重要的启示：在运动方面女人不是弱者。男女之间相差无几。

作者是采用赛跑路线这一线索组织材料，记叙这次赛跑活动的。文章运用第一人称的叙事角度，生动、形象地展现了赛跑的画面，仿佛就在我们眼前。运用这样的叙事角度，通过记叙一件事情得出“我”的启示或教训，反扣题目“An Important Lesson”就显得自然得多，真实得多。

例文 3:

Saving of a Thallium Poisoning Child

In 1977, a dead author of detective stories saved the life of a 19-month old baby in a most unusual way. The author was Agatha Christie; a gentle married lady and one of the most successful writers of detective stories in the world.

In June 1977, a baby girl became seriously ill in Qatar, near Saudi Arabia. Doctors were unable to diagnose the cause of her illness with confidence, so she was flown to London and admitted to Hammersmith Hospital, where specialist help was available. She was then only semi-conscious and on the “Dangerously Ill” list. A team of doctors hurried to examine the baby only to discover that they too, were baffled by the very unusual symptoms. While they were discussing the baby’s case, a nurse asked to speak to them.

“Excuse me,” said nurse Marsha Maitland, “but I think the baby is suffering from thallium poisoning (铊中毒)”.

“What makes you think that?” Dr. Brown asked.

“Thallium poisoning is extremely rare.” “A few days ago, I was reading a novel called A Pale Horse by Agatha Christie,” nurse Maitland explained. “In the book, somebody uses thallium poison, and all the symptoms are described. They’re exactly the same as the baby’s.”

“You’re very observant and you may be right,” another doctor said. “We’ll carry out some tests and find out whether it’s thallium or not.”

The tests showed that the baby had indeed been poisoned by thallium, a rare metallic substance used in making optical glass. Once they knew the cause of illness, the doctors were able to give the baby the correct treatment. She soon recovered and was sent back to Qatar. Enquiries revealed that the poison might have come from an insecticide used in Qatar.

这篇文章是一篇以叙事为主的记叙文。记叙的是一个铊中毒的小女孩被抢救过来的故事。全篇中心明确、突出，集中记叙的是一位侦探小说作者怎样拯救了一位女孩的。文章记叙清楚、线索清晰，叙事角度合理，材料组织详略得当。

文章一开始，作者就交待了故事发生的时间（1977年）和有关人物（一位已故侦探小说作者和一个19个月龄的婴儿）以及文章的主题（一位侦探小说作者在书中关于铊中毒的详细描写及如何拯救了一位婴儿）。接着讲述了事情的经过：一位病危的卡搭尔女孩被送到伦敦一家医院抢救。在那里，医生们面对种种奇怪的症状也是束手无策。经过一位读过侦探小说的护士的提醒，女孩被诊断为铊中毒。经过治疗，最后女孩痊愈康复了。

本文作者站在第三者的立场上，采用第三人称角度记叙，扩大了记叙空间，使记叙更为灵活。为了弥补失去了第一人称叙述的那些优点，作者在文章中运用了许多对话。通过这些人物的对话，讲述了亲身经历的事情，增强了读者的真实感、亲切感。

全文始终都是紧紧围绕着女孩病危及怎样被抢救过来这一线索展开的。作者对女孩病危、医生毫无办法、护士的提示以及后来确定女孩为铊中毒的描述非常详细，渲染了文章的主题。而对小说里铊中毒的情节描写以及女孩为何中毒、医生诊断后怎样实施治疗这些次要情节，作者则进行了略写、一笔带过。详略得当，给读者以深刻的印象。

例文 4:

Running for Monitor

The boy students in our class were preparing to run for monitor. Hearing the news, we girls were full of interest and curiosity. We were in high spirits and went to listen to their competitive speech. We decided to put our sacred vote to the most suitable person after careful consideration.

The first one who stood up to speak was Yin Xing, who was very active in physical and recreational activities. He pledged (发誓) to enrich our school life by leading us in singing and dancing and playing games.

The second speaker was Tong Sheng, who was smart and economical and good at planning. He said he would arrange our budget for class activities.

The speeches went on. My eyes fell on Jiang Xin, who sat in a corner, listening attentively. That boy was quiet and always ready to help others in their studies. He could play basketball and dance gracefully. I asked him why he did not run for monitor. He said he was not intending to. Hearing us talking, someone shouted, "Jiang Xin, why not join in and run for monitor?" Jiang Xin stood up, embarrassed, "I am not intending to. But if anyone is in need of me, I am ready to help. That's all."

The time had come for us to count the votes. And to my delight, Jiang Xin received the most votes and was elected monitor.



例文 5:

Fourteen Cents

It was a fine day, my second day in the US. My mother and I went to a flea market with a curious frame of mind (好奇心). In the market, the goods were a feast for the eyes (琳琅满目) and we were looking at everything carefully. Suddenly I caught sight of a beautiful pencil case with a picture of two cats on it. I could not resist the temptation. It cost two dollars, and I just had the money with me. OK, I would take it.

I went to the counter behind which stood a shop assistant. The man, who was middle-aged, with thick glasses, smiled and said "Hello" when he saw us. I pulled out two dollars from my pocket, handed the money to him and took the case. We were just about to leave when he said, "Excuse me. He explained something to us again and again, but Mother and I couldn't understand him at all. What should we do? I shook my head and said shyly, "Sorry, sir, but I can't understand what you said." The man looked at us for a while, then he took out fourteen cents from his own pocket and put these cents into the money-locker. Then he gave me a receipt. I saw a word "tax" and a number "\$ 2.14" on it. I remembered that my father had once told me that in the US an indirect tax should be paid on everything sold. Now I understood it all. The assistant paid another fourteen cents for me. I said affectionately, "Thank you, sir." Tears came to my eyes.

Now, whenever I see that pencil case, I will always remember the story of the fourteen cents.



二、描写文的写作方法

描写文是以描写为主要表达方式的文体。所谓描写就是作者用生动、形象的语言对人物、事物和环境作具体、形象的描绘和刻画,使它们的形象得以再现,让读者如见其人、如闻其声,如临其境,并从文章中获得真实、具体、清晰而深刻的印象。描写与记叙是英文写作的两种方式,但描写与记叙是不同的:记叙侧重介绍人物的身世、经历或事迹、事件的发生、发展或变化过程,是介绍性的描写;而描写则侧重刻画人物的音容笑貌、心理活动、描绘景物、环境和事物的状态、特点等,是形象化的记叙。几乎所有的描写文都离不开必要的人物、景物、环境等细节的描写,以渲染气氛,增强文章的感染力。所以,学会写描写文是十分重要和必要的。

1. 描写文写作的基本要求

1) 描写要为文章的中心服务

文章的中心,又叫做文章的主题。描写作为一篇独立的文章应该有本身的中心,一切表达方式要为文章的中心服务,为主题服务,而不能偏离主题,为描写而描写。为此,作者对描写对象所持的态度,希望激起读者何种感情,都应体现在描写的字里行间。次要的部分,要轻描淡写或略而不谈,因为面面俱到、不分轻重的描写会冲淡主题。至于选择什么重点应根据不同的描写目标来确定。

2) 要选择合适的描写角度和顺序

写描写文时,首先应该选好角度和顺序,对描写的层次、顺序和布局做出合理的安排,避免东一句西一句,杂乱无章。在写作过程中,作者可以按空间位置顺序,由远及近,由上及下,

由外到内, 由前到后等组织材料; 可以按动作发生的顺序组织材料; 也可以按作者视线转移的顺序组织材料, 先看到的先写, 后看到的后写。不论采取何种顺序, 目的都是使描写清楚、真实、具体、形象、生动。

3) 描写应力求形象、生动、逼真

描写的目的在于生动地再现生活, 因此应力求形象逼真, 避免概念化、判断性的语言。描写应通过具体的事例反映人或事物的特征, 也可以通过运用恰当的比喻有效地增强语言的表现力和感染力。

2. 描写的基本方法

描写是描写文的基本手段。描写的方法有多种, 如人物描写、景物描写、环境描写等。如按照描写的性质分类, 还可分为主观描写和客观描写两种。下面介绍这两种描写方法。

1) 主观描写

主观描写就是在描写过程中掺入作者自己的感受, 寄托自己的主观感情, 塑造自己理想的形象。作者在描写中可以用比喻、拟人、联想、夸张、幽默等修辞手段, 反映客观事物的特征、激起读者的联想, 以达到感化读者的目的。

2) 客观描写

客观描写就是在描写过程中, 作者不带或很少带主观的感情色彩, 而只对人物或事物的特征客观地、就事论事地进行描绘。

主观描写和客观描写是两种最基本的描写方法。两者各有各的用处。主观描写常用于文学作品的描述中, 起再现形象、渲染主题、突出典型人物或事物的作用, 所以又叫一般性文学描写。客观描写在科技文章中起了重要作用。科学实验的过程, 一件新产品的发明, 生产和使用, 都必须通过客观描写再现给读者。这种客观描写应具有普遍的信息价值, 它的特点主要是力求用词准确。客观描写又叫科技描写。

请看下面几篇客观描写和主观描写的例文, 请比较它们的写作特点。

例文 1:

The First Snow

The first snow came. How beautiful it was, falling so silently all day long, all night long, on the mountains, on the meadows on the roofs of the living, on the graves of the dead! All white save the river, that marked its course by a winding black line across the landscape; and the leafless trees, that against the leaden sky now revealed more fully the wonderful beauty and intricacies of their branches. What silence, too, came with the snow, and what seclusion! Every sound was muffled (减弱), every noise changed to something soft and musical. No more tramping hoofs, no more rattling wheels! Only the chiming of sleigh bells was beating as swift and merrily as the hearts of children.

本文是一篇以写景为主的描写文。作者通过描写第一场雪时的景象, 抒发了对大自然的爱恋。这一主题、这种心绪贯穿文章始终, 体现在描写的字里行间。在描写角度上, 为了突出雪后的宁静气氛, 采用了空间描写顺序, 由远及近地组织材料, 写大雪飘落在山岭上、草地上和屋顶上。然后按照由外到内、由客观景象到主观感受的顺序, 从雪景的描写转向雪后气氛的渲染: 不见了平日的马蹄声、车轮声, 只有雪橇铃铛发出的悦耳的声音。



形象、逼真、优美是本文语言的最大特色，读起来使人如临其境、如闻其声，具有很强的感染力。

例文 2:

Spring

Spring breezes are gently brushing your face. The green color is spreading endlessly before your eyes. Flowers are blooming. Can't you feel that spring is coming? Can't you feel that everything is filled with vigor vitality?

Spring is the best season of a year. It brings green to trees and grass, activeness to animals, and hopes to human beings. With the coming of spring, students begin a new term, peasants sow in the field. Seeds are being sown not only by peasants, but also by people of all walks of life. They sow their "seeds of hope" and pray for the best of the year. Spring is a season full of hope.

Spring is the beginning of a year. As a good beginning is half done, we should especially value spring and try to make full use of it. Try to spread seeds in spring and you will get a good harvest in autumn. Then you will see how important spring is and how lovely it is!

本文作者通过比喻和拟人等手法，从感观上“gently brushing your face, The light green color is spreading endlessly...”等，“Spring”进行了生动细致地描写：春风吹拂着你的面颊，在你眼前展现出一片淡淡的绿色，鲜花盛开。你是否感到了春天的来临？你是否感受到了万物充满了生机与活力？接着，在第二段以“Spring is the best season of a year.”开始，“随着春天的到来，学生新的一学期开始了，农民在田野上播种……”，“不仅农民播下了种子，而且所有的人都播下了‘希望的种子’，期盼着好年景。”最后以“Spring is in a season full of hopes”为这一段的结尾。最后一段描述了“一年之季在于春，良好的开端是成功的一半……”。很显然，在描写过程中注入了作者的想象力和真情实感。

本文用词贴切，语言灵活，内容连贯，具有较强的感染力。

例文 3:

The Terracotta Warriors (兵马俑)

In 1974, some workers were digging a well, when they made one of the greatest archaeological discoveries in history. They found a huge underground cave built from earth and wood. When experts opened up this vault (洞穴), they discovered that it was full of life-sized statues of soldiers and horses. In all, there were 6,000 of these, a complete army.

The statues are made of terracotta (赤陶土), and they all face east. Each one has a different face and each has a different expression on his face. This suggests that perhaps they were statues of real people. It is difficult to realize that they were made between 245 and 210 BC.

Most of the statues once held weapons: swords, spears, bow and arrows. Pieces of these weapons have been found and the swords were still sharp after more than 2,000 years under the ground.

At the front of the army are archers, who carried bows and arrows. Behind them are the ordinary soldiers, and, among them, thirty-five chariots are pulled by horses. In the tradition of the time, the way in which the warriors' hair is cut shows which are the most important. Behind the foot soldiers

are officers, who once held swords. Two other vaults like this one have been discovered, but have been filled in again. The first contains about a thousand; and the second, which appears to have been the army's headquarters, contains sixty-eight statues.

The terracotta army was built to guard the place where Emperor Qin Shihuang was buried. His tomb is known to be under a hill, about one and a half kilometers from the statues. So far, nobody has opened the tomb; but one day it will be excavated. Then we may see things that are even more wonderful than the terracotta warriors.

本文是篇描写文。中心是通过描述兵马俑的情况，向读者介绍这一了不起的发现。围绕这一中心，作者没有一味讲述兵马俑是怎样被发现的，而是直接描写兵马俑的状况。作者按照先后顺序，层层递进地组织材料：先写开墓时兵马俑的整体情况、再写士兵情况、武器和兵阵的布局情况，最后描述另两处兵马俑的发现及与此处兵马俑的关系，而且预言秦始皇陵墓中的兵马俑将更为壮观。这样就给读者留下了非常清楚、深刻的印象。

在语言表达上，本文也避免了概念化、结论性语言的出现，而是力求形象生动，如运用一些具体数字和比喻来说明兵马俑，增强了语言的表达力和感染力。

例文 4:

Typhoon

The typhoon came out of the sea first as a deep hollow roar. Then it appeared as a monstrous black cloud. The cloud seemed a thing alive shaping itself this way and that way, torn by contending winds. However, it might stretch to right or left, and continued to spread upward, and reach toward east and west. The day darkened to twilight and the dreaded roar of sound came rushing toward me from out of the depths. I crouched behind my rock and waited.

At first, I remember, there was not rain, only the wild winds and the tossing sea. An hour earlier, the sea had been calm and blue. Now it was black and streaked with crests of white foam. When the rain came it was all of a sudden, as though the clouds had opened and spilled. A curtain of rain fell between mountain and sea, a solid sheet of water three feet away from me. The grass and brush on the mountainside flattened under the wind and the rain. I was surrounded by the madness of an uncontrolled, undisciplined energy.

The storm spent itself at last. The winds dispersed, the rain slackened to a drizzle and mist, the cloud fell apart and the sun shone through. I came out from my shelter and surveyed the ruin left behind. Trees had fallen on the lower levels, gullies were dug into the earth between the rocks, the very grass and underbrush lay flat and exhausted.

这是一篇文学性描写文。在描写台风肆虐时的疯狂和无法约束的力量这一景象时，作者掺入了自己的感受和想象，较好地反映了“台风”这一客观事物的特征。作者按照事物发展的顺序组织材料，首先描写台风从海上突袭而来时的情景：乌云翻滚，像巨兽一样，并显现出各种形状，同时发出可怕的声音。接着又进一步描述了狂风与咆哮的大海相伴的暴雨，写出了台风肆虐时的可怕情景：暴风雨吹倒了草和树木。最后作者描述了台风离去时的情景：狂风减弱、暴雨变成细雨，最后变成雾，乌云散开，阳光照射大地，树被吹倒、草及灌木丛都被吹平，小溪从岩间流出来。作者运用明喻、暗喻、拟人等修辞手段，把台风肆虐时的景象栩栩如生地展



现了出来。

例文 5:

The Most Unforgettable Teacher

I still remember vividly the day when I first met my teacher of English. She was not pretty, but impressive, not young but energetic. Moreover, her disposition was very elegant. When she turned to me, smiling and saying, "Hello, what's your name?" I began to like her almost at once.

She was very different from other teachers of English in our school. When I asked her a question of, for example, the difference between two similar prepositions, she would open an English book and say, with her usual smile, "Let's read these sentences together, shall we?" Then again and again, she read them in a delicate tone and little by little, I felt there was something really different between those two prepositions. "Now you see," she continued, "English is a kind of language, just like Chinese. We must feel it, not only to recite the rules or to copy the words. You understand?" She went on like that. Even our homework on vacation was to read famous Chinese novels. She said that if one could not master his mother tongue, he could not learn a foreign language well. It seemed that language was a kind of art in her eyes.

She spoke English exactly and perfectly and also asked us to follow her. We turned every text into a play and learned from it by acting. Our classroom was always filled with laughter and noise. "Come on, boys and girls! Louder and more!" She often encouraged us like this. She gave us the best gift — confidence. Each time you volunteered to say something, she would be the first one who cheered for you, even when you had made a lot of mistakes. She had such a gentle way of correcting your mistakes that you would be glad to accept her advice and even criticism. It was she who led me into the world of English. It was she who made me feel the beauty of English.

She was not only a teacher of English but also a teacher of life. She let us have something of our own, which made our class the most special one in our school. Every one could choose her way of living, of studying and of loving. When we had troubles, she would be the first person we turned to for help. She was more like a friend than a teacher. Therefore, of all my teachers I will never forget my teacher of English.

例文 6:

Tiananmen Square

This is Tiananmen Square. It is one of the biggest squares in the world. It is always full of tourists from all parts of the country and from abroad. This place is so attractive that many tourists enjoy having their photos taken for a souvenir. From here we are very close to the Telegraph Office, Xidan Market, the Palace Museum, Beijing Hotel, and so on.

On our left we can see the Great Hall of the People where important conferences such as the People's Congress and the Party Congress are held and where formal meetings with foreign guests take place as well. North of the Square, on the other side of Changan Avenue is the rostrum of Tiananmen. Zhongshan Park is on the left, and the Working People's Palace of Culture is on the right. East of the Square are the Museum of the Chinese Revolution and the Museum of Chinese History.

The Monument to the People's Heroes is in the center of the Square. It was built in honor of the revolutionary martyrs. South of the Monument is the Chairman Mao Memorial Hall.

We love Tiananmen Square because it is one of the most beautiful sightseeing places in our capital.

三、说明文的写作方法

说明文是以说明为表达方式或主要表达方式来解说事物、简明事理的文体。说明文解说客观事物的特点、性能、发展变化规律,解释某些概念、分析前因后果、阐明某种现象或科学道理等,目的在于使读者获得必要的信息,使人们对事物有个明晰、全面的了解和认识。说明文分为三种类型:实体事物说明文,包括说明书、广告、解说词、知识小品、注解注释等;事理说明文,包括理论性概念解释、书文简介、实验报告、教材等;文艺性说明文,即把要说明的对象拟人化,进而编成一个故事介绍给读者。说明文是实用范围十分广泛的一种文体,在知识爆炸的今天,作为传播信息的重要媒介,其实用范围也将越来越广。

1. 说明文的基本要求

说明文作为一种特定的文体除了要体现其它文体的要求,如中心明确、重点突出、详略得当、层次分明外,本身还有自己的基本要求。说明文要体现如下几个特点:

1) 客观性

说明文解说事物、阐明事理是为了传递信息,所以不论说明的对象是实体事物,还是抽象的事理,都应该是对说明的内容进行就事论事的客观描述和解释,作者写作的态度应是客观的、冷静的,尽可能不带作者自己的情感与倾向。

2) 解说性

说明文要求对事物的性质形状、特征等作出直接的解说,把事物或事理提供给读者,因此写作要深入浅出、条理分明、例证充分语言简洁、合乎逻辑。

3) 信息性

说明文的语言应该属于信息语体,而不是艺术语体。写作是进行信息交流的重要途径。虽然各种文体都传递信息,但说明文使用的范围却比其它任何一种文体广泛。说明文是直接传递信息的。

2. 说明的基本方法和顺序

说明是说明文的表达方式。要把说明文写得条理分明,必须掌握说明顺序。常用的说明顺序是:空间顺序、时间顺序、逻辑顺序、认识顺序。空间顺序是指从整体到局部,从上到下,从外到内,从前到后的顺序;时间顺序是指从先到后的顺序;逻辑顺序是指先因后果,或先果后因,先主后次的顺序;认识顺序是指由此及彼、由浅入深,由局部到整体,由现象到本质,由具体到抽象的顺序。

写好说明文,必须掌握基本的说明方法。说明的方法有举例说明、介绍说明、分类说明、定义说明、比较说明、过程说明、因果说明、详实说明、图表说明和数字说明等。在一篇说明文中很少只用一种说明方法的,往往是几种方法穿插使用。以下是几种最常用的方法:

1) 分类说明法