

中学英语
书面表达习作 100 篇

陈明星 编著

湖北教育出版社

武汉·1991

(鄂)新登字 22 号

中学英语书面表达习作 100 篇

© 陈明星 编著

*

湖北教育出版社出版、发行

(430022·武汉市解放大道新育村 33 号)

新华书店经销

湖北美术出版社印刷厂印刷

(433301·监利县襄城镇复兴路 26 号)

*

787×1092 毫米 32 开本 4.25 印张 84 000 字

1992 年 5 月第 1 版 1995 年 10 月第 8 次印刷

印数:33 401—73 400

ISBN 7—5351—0820—2/G·621(外)

定 价:3.80 元

如因印刷、装订影响阅读,请直接与承印厂调换

“书面表达”是我国高等学校入学考试(MET)的主要题型之一,它是测试考生英语运用能力和区分考生水平高低的一种有效手段。

近年来“听说教学”、“阅读教学”已引起中学的普遍重视与关注,但作为英语教学目的之一的“写作教学”,由于诸多因素的限制,仍是当前外语教学中的薄弱环节。我们根据教学实践中的作法与体会,编写这本书,旨在满足英语教学的需要,帮助中学生和同等英语程度的自学青年,初步解决“写什么”、“如何写”的问题,培养他们的英语写作能力。

本书的特点是:

1. 遵循英语教学规律。阅读是写作的基础。我们提供了多种形式的书面表达范文和参考资料,以供读者习作模仿。
2. 紧扣高中教材,介绍有关写作知识。既深化学生对课文的理解,同时使学生掌握初步的写作技巧。
3. 侧重写作练习。根据大量源于学生自己的优秀习作,安排了类似的内容广泛的书面表达练习,书后备有参考答案,供读者检测。

书后还附有历届高考(MET)书面表达题汇编

书中如有疏漏甚至错误之处,敬请读者批评指正。

编 者

1989. 7.

浅谈英语写作能力的培养

· 黄冈中学 陈明星

中学英语教学大纲提出：“要对学生进行听说读写的基本训练，培养在口头上和书面上初步运用英语的能力。”大纲还规定，“能就熟悉的题材写 150 -200 个词的短文和书信。”（新修订的《全日制中学英语教学大纲》对写的教学要求是，能在有提示词语的条件下，写出 100 个词左右的段落，意思连贯，无严重语法错误。）很显然，写的练习也十分重要，不可缺少。近几年来，我们在高中外语教学中遵循听说与读写相辅相成的教学规律。注意了对学生写作能力的训练。下面谈谈我们的作法：

一、先开口讲，后写日记 我校高一新生大部分来自农村乡镇中学，经过初中五、六册英语课本的学习，一般掌握了 1,000 个左右的单词和基本语法知识，但绝大多数学生口语差，不敢开口讲英语，更谈不上动手写作。

针对这种状况，我们组织学生开展“值日生报告”的活动，把学生编成了 3 -4 人的若干小组，每节课前花 3 -5 分钟，由各组轮流用英语做“值日生报告”。首先从天气、周日、课前准备等方面的简单话语入手，然后每隔一段时间，就给学生确定一个中心话题。如 Our Class, My English Teacher 等，要求值日生围绕主题讲述，一个话题讲得比较充分了，再变换另一个题

目。学生在表达上有困难时,教师给予提示和帮助,使人人敢开口,大家讲,大家练。

在“值日生报告”的基础上,再要求学生把听到别人汇报的和自己亲口讲的内容,当天以日记的形式写下来,一般是5句以上,10句以下,鼓励学生运用课文中所学的词语和句型,这种听什么记什么,说什么写什么的活动,是引导学生动笔写的有效方法。既能巩固课堂上听说的成果,又有利于提高运用语言的准确性。我们把学生的日记作为家庭作业的一项内容,全收全改。好的日记在班上朗读、讲评,有的还推荐到校刊、黑板报上刊登,学生反映说,高中三年的英语日记既是学校生活的剪影,又是英语学习日趋长进的记录。

二、列出段落,改写课文 英国著名作家斯蒂文森(Robert Louis Stevenson)在谈写作的经验时说过,学习写作,除多练以外,还要多模仿。现行高中英语课本,有小说节选、短剧、童话、寓言、故事,也有人物传记、史地知识、科普文章,题材广泛,体裁多样,都可作为练习写作的范例。我们在课文教学中,经常指导学生找段落的主题句(topic sentence),抓段落大意(main idea of each paragraph)或写出课文概要(outline of the text),一方面增进学生对课文的理解,另一方面便于学生改写课文或模仿作文。比如学习 *The Lost Necklace* 一课时,就可写出这样的提纲:

Scene One: Mathilde happened to meet her friend Jeanne in the park and told her friend why her life was so hard in the past ten years.

Scene Two: Once Mathilde and her husband were invited to a

palace ball. For the ball, she bought a new evening dress and was going to borrow a necklace from Jeanne.

Scene Three: That evening Mathilde had a wonderful time at the ball, but she found the necklace lost on her way home. It took both her and her husband ten years of hard work to pay off the debt.

课文学完以后,在复习课上可指导学生根据提纲改写成短文。这篇课文是一个小短剧,学生改写时将短剧的第2、3场内容提前,按故事发生的时间先后顺序改写成下面的短文:

Once Mathilde and her husband were invited to a palace ball. She bought a new evening dress and borrowed a diamond necklace from her old school friend Jeanne.

Mathilde looked very pretty at the ball. That evening she really had a good time. However, she found the necklace was gone on her way home. She and her husband returned to the palace and looked for it everywhere, but they did not find it.

The next day she had to buy a new diamond necklace and gave it to Jeanne. It cost her 36,000 francs. Thus she was in debt. After that she and her husband had to work hard day and night. It took them ten years to pay off the debt.

After hearing Mathilde's story, Jeanne was sorry to say that the necklace she lent her wasn't a real diamond one, but one made of glass.

上述课文改写,可使学生加深对课文的理解,同时也培养了学生的逻辑思维和灵活运用语言的能力。

三、练习写作,先短后长 文章是由段落组成的,教会学生写段落,写短文就有基础。开始练习时,可给学生确定一个主题,让学生围绕主题编写一小段话,意思要连贯。例如:

Tom is a three—good student. He studies all his subjects quite well. In his spare time, he often helps his classmates. And he goes in for swimming and skating. I like him very much.

不难看出,这段话开头一句点出了本段的中心意思,接着用几句来解释或发挥这个中心的意思,最后用一句话加以概括。编写这种一小段话的练习,可为写短文打下基础。随着学生语言水平的提高,这种练习形式就可逐步展开。例如让学生以“Tom”为题写短文,可就上面各句的意思分别展开,先列出这样的提纲:

- Part 1 Tom's appearance
- Part 2 Tom studies well
- Part 3 Tom often helps others
- Part 4 Tom likes sports
- Part 5 The ending

学生运用上述一小段话的写法,就能写出一篇短文,尽管文字比较生硬,只要坚持练下去,随着英语学习的进展,他们

会写出比较通顺的短文的。1986年10月《中学生英语》编辑部组织全国中学生英语习作比赛,我们在一个班选送的4篇习作中推荐两篇参加评比,均获奖,另外两篇被《中学生英语》、《上海学生英文报》杂志刊登发表。

我们还发现,对写作感兴趣的学生,其课外阅读量也比较大、比较广泛,理解力有明显的提高,这对提高写作能力很有帮助。总之,这种“先讲后记,先读后写,先短后长”的作法是可行的,既可促进课文教学,又能培养学生的书面表达能力。

目 录

前言.....	1
浅谈英语写作能力的培养.....	1

第一章 读与写	1
Ⅰ. 写主题句(Topic Sentence Making)	2
Ⅱ. 缩写(Condensing)	7
Ⅲ. 改写(Rewriting)	12
Ⅳ. 看图写文(Writing About the Picture)	15

第二章 写日记	21
Ⅰ. 关于天气(About Weather).....	24
Ⅱ. 关于节(假)日(About Holidays)	34
Ⅲ. 关于学校生活(About School Life)	46

第三章 有控制的写作	57
Ⅰ. 通知(Announcement)	59
Ⅱ. 书信(Letter)	63

Ⅲ. 对话(Dialogue)	69
Ⅳ. 说明文(Expository)	72
Ⅴ. 记叙文(Narration)	76

第四章 自由写作	81
-----------------------	-----------

练习答案	89
-------------------	-----------

附录

I. 历届高考 MET 书面 达题	108
II. 参考答案	114

读 · 与 · 写

美国作家德尔文·G·舒伯特曾经说过：“读就是写(Reading is writing)。”这句话道出了读与写的关系：阅读是写作的基础，没有阅读，就谈不上写作。《全日制中学英语教学大纲》也明确地指出：“写的能力要在读的基础上进行培养和提高。”因此，读写结合是英语写作入门的必由之路。

能否有效地培养学生的写作能力，首要的是指导学生如何进行阅读。和莎士比亚差不多同时代的弗朗西斯·培根在《论读书》一文中曾经说过，“Some books are to be tasted, Others to be swallowed, and some few to be chewed and digested”。这是关于阅读的金玉良言，它告诉我们怎样阅读不同类型的书。

现在，中学生手中有英语课本，有这样那样的读物和材料。前者，学生必须“精读、细读(to be chewed and digested)”；后者，则应采取“涉猎”、“浏览”、“通读(to be tasted, to be swallowed)”的方法。

中学教材，大部分选自英语原著改编的。有童话、寓言、短剧、故事、小说；也有名人轶事、史地知识、科普文章。有应用

文、记叙文、也有论说文、演讲词。总之，题材广泛，体裁多样。一篇课文就是某一种文体结构的样板或范文。我们要充分利用课本在阅读中的主导作用，要求学生从中既学到丰富的语言材料，又要了解文体结构、情节安排、人物事件描绘等写作技巧。

近年来，我们在教学中积极引导学生在边读边写，读后就写，坚持勤学。即预习课文时，要求学生边读边写出段落主题句(topic sentence)；学完一课后，要求写摘要(summary making)，或对原文进行缩写或改写(condensing or rewriting)。这样，既深化了对课文的理解，同时也为学生“写什么”，“如何写”提供了有益的训练。

1. 写主题句(Topic Sentence Making)

文章是由段落组成的。段落就像是一篇迷你短文(mini-composition)。它总有一个主题句(topic sentence)，用来表达该段的主题(central idea)，其余的句子都是围绕这一主题来说明、阐述或提供细节的。

主题句一般位于一段的开端。如下面两段课文就是这样的：

Model 1.

The world's coldest continent, and the most difficult to reach, is Antarctica. For centuries, people have wondered what this continent is really like, since it is covered with solid thick ice and deep snow. You may think it strange that anyone would live there. Actually a very small number of people do. They are mostly visiting

scientists. A lot of research work has been carried out in recent years, but much still has to be learned about the land lying under the ice.

Model 2.

Hibernation is more than sleep. It is a very deep sleep. The animal's temperature drops to just over zero centigrade, and its heart beats very slowly. People who find hibernating animals asleep often think that they are dead; the body feels very cold, and the creature may breathe only once every five minutes. A hibernating animal cannot feel any pain. You can touch it, or even pull its tail, without causing it to move or wake up. In its hibernating state it can even live in a poisonous atmosphere for a long time without any ill effect.

例1 这段的主题句是“世界上最冷的,也是最难以到达的洲是南极洲”。随后的几个句子就这一主题提及的方向和范围作了事实上的补充和说明。

例2 这段的主题句是“冬眠不仅仅是睡眠,而是一种沉睡。”随后的句子就冬眠状态动物的体温、心跳、外观、呼吸、知觉……等情况作了详细地陈述。

主题句也可放在一段的结尾或中间:

Model 3

With the development of modern agriculture and industry, more and more waste is produced. Much of this waste is harmful. It

goes into the water, the soil and the air. Some of it is absorbed and made harmless. But where there is too much of it, the poisonous waste may do great harm to the things around us. This is called pollution.

Model 4

Sports and games build our bodies, prevent us from getting too fat, and keep us healthy. But these are not their only uses. They give us valuable practice in helping the eyes, brain and muscles to work together. In table tennis, the eyes see the ball coming, judge its speed and direction, and pass this information on to the brain. The brain then has to decide what to do, and sends its orders to the muscles of the arms, legs, and so on, so that the ball is met and hit back where the player wants it to go. All this must happen with very great speed, and only those who have had a lot of practice at table tennis can do this successfully. For those who work with their brains most of the day, the practice of such skills is especially useful.

例3 这段文字先讲述了工厂排除的废物的流向,会给我们周围的一切带来极大的害处,得出: This is pollution. 原来污染就是这么回事。

例1 一段先列举了体育运动可以增强体质,防止发胖,保持健康,这是人所共知的。但是,“体育运动在使眼睛、头脑和肌肉协同动作方面提供宝贵的锻炼机会”,这是作者要向我们论说的。随后,作者推出打乒乓球运动这组慢镜头,来证实

这一主题。

实际上,文章中常常用几个小段来说明一个小主题。只要我们细读,按照时间顺序(time order)和空间顺序(space order)这一写作规律去思考,也不难写出一篇文章各个部分的大意(main idea of each part)。如高中第二册第十四课 *The Gifts* 全文共十八个自然段,经归纳,可分成如下三个部分:

Model 5

The main idea of each part of Lesson 14

Part 1 (from par. 1 to par. 3) Della wanted to buy her husband a Christmas present and she didn't have enough money.

Part 2 (from par. 4 to par. 13) Della had to sell her beautiful hair.

Part 3 (from par. 14 to par. 18) Della bought a gold watch chain for Jim and waited for him.

现在,请读下面的短文,指出它们的主题句。

Ex. 1

A woodcut is made in this way. The first step is to cut out a pattern on a flat block of wood. Second, spread printer's ink over the surface of the wood block. Third, press the inked block against a sheet of paper. When the ink has dried on the paper, your wood cut is finished.

Ex. 2

A careless student had accidentally poured a wrong mixture of chemicals in a test tube. Suddenly there was a strong explosion. Then, broken pieces of glass from the test tube flew in all directions in the chemistry lab. A sliver of flying glass found its mark in John's left eye. The terrified teacher saw blood coming from John's left eye. Immediately he reported the doctor about the accident.

Ex. 3

When the rains finally stopped, it was too late to repair the damage. Thousands of homes, farm barns(牲口棚), and fields had been flooded. Crops were destroyed by the acre, and herds of wild animals died. It was the worst flood that the area had ever experienced.

Ex. 4 Choose the correct answer

A man's mind is rather like a camera, but it takes photos not only of things we see but also what we feel, hear, smell and taste. When we take a real photo with a camera, there is much to do before the photo is finished and is ready for us to show to our friends. In the same way there is much work to be done before we can keep a picture forever in our minds.

The main idea of this paragraph is that _____

A. A man's mind is exactly like a camera

B. Our mind is less than a camera as it can forget soon

C. Our mind is better than a camera as it can record more things

Ex. 5 Read *Portrait Of A Teacher* (Lesson One, St. B. I.) again, then break the text into parts, and write out the main idea of each part.

I. 缩写 (Condensing)

缩写,就是对原文的字数、篇幅加以缩减的写作练习。利用课文或难易相当的阅读材料进行缩写训练,可以培养学生的阅读能力和书面表达能力。

在缩写时,要注意灵活掌握缩写的技巧。要仔细精读原文,原文的内容要保留主干,剔去枝叶。原文的关键词(key words)要尽量选用,次要的词、句子或压缩,或概述,或删减,做到删繁就简,概括适当。

在教学实践中,我们通常采用下面三种方法进行缩写训练:

1. 根据原文的时间顺序(time order)和空间顺序(space order),给出提示词(一般是原文的关键词 key words),然后连词成文。

Model 6

初中英语第三册第九课“The Moving Blackboard”讲述的是关于法国科学家安培忘我学习的故事,原文约有 200 个词,我们给出了如下的关键词语:go out for a walk, think about a maths problem, work out, a blackboard in front of ..., write the