

21世纪中学生英语文库

Writing

高中英语写作



YZLI0890142324

 复旦大学出版社

21世纪中学生英语文库

高中英语写作

主 编
编 委

钱建源

(以姓氏笔画为序)

庄晓波

朱一平

吴

燕

张玉海

钱建源



YZLI0890142324

复旦大学出版社

图书在版编目(CIP)数据

高中英语写作/钱建源主编. —上海:复旦大学出版社, 2010. 12
(21 世纪中学生英语文库)
ISBN 978-7-309-07649-3

I. 高… II. 钱… III. 英语-写作-高中-教学参考资料 IV. G634. 413

中国版本图书馆 CIP 数据核字(2010)第 197574 号

高中英语写作

钱建源 主编

出品人/贺圣遂 责任编辑/曹珍芬

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

上海肖华印务有限公司

开本 850 × 1168 1/32 印张 11.75 字数 300 千

2010 年 12 月第 1 版第 1 次印刷

印数 1—5 100

ISBN 978-7-309-07649-3/H · 1566

定价:20.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

内 容 提 要

本书是一本适合高中阶段学生使用的英语写作教材。全书由句子、段落、短文写作、英语高考书面表达面观4个章节组成,围绕着英语写作的各个方面循序渐进、由浅入深、全面详尽、重点突出地讲解了写作的各种技能,并配以大量形式多样的练习,使精讲与巧练相结合,促使学习者扎实、稳固、高效地掌握英语写作技能,有效提升高考英语成绩。

编写说明

语言是交流思想的工具,学习外语的目的就是为了交际,写的技能在交际活动中起着重要的作用。在素有“指挥棒”之称的全国高考试卷中,“书面表达”的权重高达 20%。尽管如此,学生在写作方面问题还是不少,全国高考中近 5 年来的“书面表达”得分率徘徊在 49%—56% 之间,低于试卷的平均得分率。即使是通过大学英语四级考试的学生,其英语作文也不尽如人意。

中国学生学英语时在书面表达上出现的这些问题是由多方面引起的,但笔者认为,其中的一个重要原因是缺乏系统的训练。在我国中小学英语教育界有个奇怪的现象,一方面,师生都很重视提高写的技能,另一方面,中国现行教材中又缺乏系统的写作训练。由于缺乏系统的循序渐进的训练,同时训练量又不足,因此学生在用英语进行书面表达时就举步维艰,文中错误百出。在教师方面,批改学生这样的作文,既要花费大量的宝贵时间,却又收效甚微。想到批改的辛苦,教师就对布置书面作文望而却步,从而形成了恶性循环——由于训练不足,学生作文中错误就多,因错误多,又限制了训练的量,从而导致了学生作文中出现更多的错误。

当然,在另一方面,写作技能本身也是听说读写 4 项基本技能中最难培养的一项。这一点, *Beginning to Write* (剑桥大学出版社)的作者 Arthur Brookes 和 Peter Grundy 也这么认为。

基于以上考虑,笔者在近年来的英语教学中,有意识地指导学生加强英语写作训练,并把自己的作文教学思想理论化,使训练的方法和材料系统化,并整理成书,使之成为一本适合我国中学生写作训练的教材。

本教材的编写在以下几个方面作了努力。

1. 循序渐进,由浅入深 教材的写作训练由句子到段落,再到短文,力求通过多个台阶,逐步提高学生的书面表达能力。

2. 精讲多练 英语书面表达能力是在正确的方法指导下,通





过大量的练习形成的。本教材以写作为中心,精讲写作方式,然后提供足量的练习供学生练习写作。

3. 控制母语 在英语教学中控制母语的使用是英语教学的重要原则之一,学生学写英语作文也一样。本教材的练习尽量让学生多接触英语,力避汉语干扰,使学生渐渐学会用英语思考作文。

4. 交互性与合作学习 本教材在每单元的练习部分设计了部分交互性练习,学生在写作时可相互合作,进行讨论,集思广益。

5. 阶段侧重,反复循环 在句子训练的初级阶段,同时给予限制性短文写作训练,使学生养成句不离文意识。在短文框架下的限制性短文写作练习,要求学生按一定的提示与要求进行写作,训练学生遣词造句的规范性和行文的连贯性。

本教材的最后一章“高考英语书面表达面面观”是针对高中学生高考备考而设的。读者在这里可以看到近年来全国各省市英语高考卷中书面表达的分类分析,以及针对各种类型的写作策略指导,并附有近年来的典型高考真题,帮助考生得到实战的训练。

本教材可供高中英语写作课使用,也适用于希望提高英语写作技能的自学者。

澳大利亚籍英语教师 Diana White 和英籍英语教师 Jean Coulthard 女士审读了教材中的参考范文,在此谨表示诚挚的感谢。

钱建源

2010年10月

于江苏省锡山高级中学 匡园

目 录

第一章 句子	1
一、句子的基本成分与句序	1
二、句子的 5 种基本类型	7
1. 主语 + 系动词 + 表语的句型	7
2. 主语 + 谓语(不及物动词)的句型	13
3. 主语 + 谓语(及物动词) + 宾语的句型	17
4. 主语 + 谓语 + 间接宾语 + 直接宾语的句型	22
5. 主语 + 谓语(及物动词) + 复合宾语的句型	27
三、祈使句句型	33
四、感叹句句型	38
1. 陈述句句型的感叹句	38
2. How 引导的感叹句	39
3. What 引导的感叹句	40
五、倒装句句型	46
1. 全倒装	46
2. 部分倒装	47
六、并列句句型	53
七、主从复合句句型	59
1. 含有名词性从句的复合句	59
2. 含有状语从句的复合句	65
3. 含有定语从句的复合句	72
八、含非谓语动词的句型	78
1. 含有动词不定式的句型	79
2. 含有动名词的句型	86
3. 含有分词的句型	94





第二章 段落	103
一、段落的构成	103
1. 主题句	104
2. 发展句	111
3. 结尾句	117
二、段落的写法	122
1. 时间顺序法	122
2. 空间顺序法	127
3. 过程展开法	131
4. 比较分析法	136
5. 举例说明法	140
6. 因果关系法	144
第三章 短文写作	150
一、短文的基本结构	150
1. 引言	150
2. 正文	152
3. 结尾	154
二、短文的写作过程	157
1. 谋篇	157
2. 写相关材料	159
3. 写草稿	160
4. 修改和誊写	160
三、几种常用的文体	162
1. 记叙文	162
2. 描写文	168
3. 说明文	174
4. 议论文	182
四、应用文	192
1. 书信	192



2. 电子邮件(e-mail)	199
3. 日记	204
4. 通知	207
5. 便条	211
6. 海报	213
7. 寻物启事和失物招领	215
五、看图作文	218
1. 如何写好看图作文	218
2. 各种体裁、题材的看图作文 28 篇	219
第四章 高考英语书面表达面面观	243
一、开放类作文	243
开放类作文写作策略	245
二、看图作文	246
看图作文写作策略	247
三、图表作文	248
1. 图表作文写作策略	249
2. 图表作文中常见的表达用语和句型	250
四、说明文	252
1. 说明文写作策略	253
2. 说明文类书面表达的常用句型和用语	254
五、提示类议论文	255
1. 提示议论文类写作策略	257
2. 提示议论文类书面表达的常用句型	257
六、沙场练兵(高考真题实训)	258
附录 Keys and Possible Versions for Reference	287



第一章

句子

句子是相对完整独立的语言单位,是表达思想的基本成分。
学习写文章,首先要学会写句子。

句子的分类方法很多,按动词的语法功能可分为下列 5 种基本句型:

- 1) 主语 + 系动词 + 表语
- 2) 主语 + 谓语(不及物动词) + 其他
- 3) 主语 + 谓语(及物动词) + 宾语
- 4) 主语 + 谓语(及物动词) + 间接宾语 + 直接宾语
- 5) 主语 + 谓语(及物动词) + 宾语 + 补语

按句子的功能可分为:陈述句、祈使句、疑问句、强调句、感叹句。

按其结构可分为:简单句、并列句和复合句,还有相对独立的倒装句。

在这一章里,编者将依据语言学习的实践性和实用性的原则,不求面面俱到,而对最常用的句型从各个角度向学生提供练习,使其能学会正确使用。

一、句子的基本成分与句序

句子是由句子成分组成的,懂得了句子成分,就能更好地理解句子结构。

观察下列表格,注意句子成分与句序。





6	1	2	3	4	5	6
when	who which what	action	whom which what when where	how	where	when
Yesterday	he	saw	a film		at the Grand Cinema.	
	The man	was	very funny.			
	She	was walking		slowly	along a river bank	that time.
	The match	is	at 8:00.			
	He	sat		quietly	in public gardens	all day.

从上表中可见,句子的基本成分有:

1) 主语(表中 1 who, which, what):谓语陈述的对象,指出谓语说的是谁或什么。

2) 谓语(表中 2 action):对于主语加以陈述,说明主语怎样或怎么样。

3) 表语(表中 3 who, which, what, when, where):说明主语的身份、特征、性质、状态等。

4) 宾语(表中 3 whom, which, what):动作指向的对象,用来回答谁、什么等。

5) 状语(表中 4,5,6):主要用于修饰谓语,说明动作的方式、时间、地点、原因等。

此外,句子的成分还有:

6) 补语:用于补充说明主语或宾语。例如:

We all heard him sing the song.

He was made to copy the sentence one hundred times.

7) 定语:用于修饰名词。例如:

She is a pretty girl.

Who is the boy sitting over there?

从上表中还可见各成分在句子中的排列顺序:

“主 + 谓 + 宾 + 补”,这与汉语相同。

定语的位置通常在名词前,若是短语或从句则在名词之中。

状语的位置较灵活,通常是紧靠所修饰的对象。

下列顺口溜可帮大家记住英语的常见句序:

主谓宾定状,顺序要恰当。

先定主谓宾,定状前后放。

Exercises

Ex. 1. 指出下列句子中的划线处属于什么类型。

(who, which, what, how, when, where)

1. My holidays passed very quickly.
2. Tom was a poor boy.
3. He made a living by cleaning leather shoes in the street.
4. One day a rich man saw him and came in front of him.
5. He cleaned the shoes very carefully.
6. Soon his shoes were shining brightly.
7. They are in the classroom.
8. We will never let this kind of thing happen again.
9. He was seen to steal from a shop yesterday.
10. Who is that tall man shouting over there?





Ex. 2. 将下列各组单词和短语排成正确的句子。

1. the teacher / listened to / he / carefully

2. the day before yesterday / she / the play / enjoyed

3. slowly / entered / the woman / the room

4. songs / in the hall / sang / loudly / the children

5. quietly / the classroom / the poor girl / left

6. his holidays / spoiled / postcards

7. after supper / took / they / a walk / around the village

8. grow / in the north of China / cotton / we

9. lent / he / a magazine / yesterday / to his nephew

10. was working / yesterday morning / at an article / my teacher

11. at that time / there / in the workshop / no / workers / were

12. very carelessly / write / the naughty boys / always

13. from his girl friend / yesterday / he / a letter / received

14. recently / they / a new hospital / in the town / set up

Ex. 3. Controlled writing practice.

1. Read the following passage and then write a summary of it in less than 110 words according to the questions given. Refer to the passage only when you fail to remember the facts about the passage.

Ted worked in a factory, but he was not very good, and he lost his job one day. His wife looked in the newspaper and said, "One of the banks wants a guard."

"I'm going there tomorrow," Ted said, "and I'm going to ask for that job. It's quite an easy one, and I'm quite strong."

The next morning he went to the bank at half past nine and said, "I want that job here. The guard's job."

A man gave him a piece of paper. There were a lot of questions on it. "Write your answers under the questions," the man said to Ted.

One of the questions was "Have you ever been in prison?"

Ted smiled happily and wrote "No" under this question.

Then he looked at the next question. It was "Why?"

He thought for a long time and then he wrote, "Because the police have never caught me."

Questions:

- 1) What happened to Ted?
- 2) What did his wife tell him?
- 3) Did he want the job? Why? What did he do the next day?
- 4) How did he answer the questions "Have you ever been in prison?" and "Why?"?





2. Read the following passage and then write a summary of it in less than 100 words according to the questions given. Refer to the passage only when you fail to remember the facts about the passage.

Four girls went to school every day by taxi. One day one of the girls said, "There's a test this morning. Let's get to school late. Then we won't have to take the test."

"What can we tell the teacher?" one of the girls said. "He'll be angry. We'll need a good excuse."

The girls thought for several minutes, then one of them said, "Let's tell him that our taxi had a flat tire."

"That's a good idea," the other girls said. "We'll tell him that."

They arrived at school an hour later. The test was finished.

"Why are you late?" the teacher asked. "You missed the test."

"Our taxi had a flat tire," one of the girls said.

The teacher thought for a moment, then he said, "Sit down, one of you in each corner of the room."

The four girls did this.

Then the teacher said, "Write on a piece of paper the answer to this question: Which tire was flat?"

Questions:

- 1) How did the four girls usually go to school?
- 2) What did they all agree to do on their way to school? Why?

3) What reason did they tell their teacher for being late?

4) What did their teacher tell them to do? Why?

二、句子的5种基本类型

1. 主语 + 系动词 + 表语的句型

本节重点学习“主语 + 系动词 + 表语”的结构,表语在句子中说明主语的身份、特征、性质、状态等。

该句型的详细构成见下表:

主语	系动词	表语
1. 名词	1. be	1. 名词
2. 代词	2. 变化	2. 代词
3. 数词	get, become,	3. 数词
4. 非谓语动词短语	turn, go,	4. 形容词
5. 从句	grow	5. 副词
	3. 感觉	6. 疑问词
	feel, look,	7. 非谓语动词短语
	sound, smell,	8. 介词短语
	taste	9. 从句

例如:

The earth is round.





His hair is turning grey.
 He turned novelist after graduation.
 That old coin is of little value.
 The problem is how we can prevent it happening.
 It appears to me that he is curious about the matter.

Exercises

Ex. 1. 找出下列句子中的表语,观察表语的类型。

1. She is an engineer.
2. Whose is this shirt?
3. He will be sixty next year.
4. The scene is very beautiful.
5. My home isn't far from here.
6. Is this jacket yours?
7. His task today is to carry these things upstairs.
8. The ant queen's full-time job is laying eggs.
9. The film is very interesting.
10. Are you interested?
11. Are they on the playground playing basketball?
12. His problem is that he has too little food.

Ex. 2. 选择合适的系动词,并用其正确形式填空。

(feel, be, become, get, turn, grow, go, look, smell, sound, taste, fall)

1. During that period, he _____ seriously ill.
2. Animals sleeping through winter _____ (not) any pain even if you pull their tails very hard.
3. Shortly after he went to university, he _____ a Party member.