

高考英语突破系列

朱祖美 主编

高考英语突破 写作

突破

汪 吟 陈惠根 主编
毛恭森 商小民 陈惠根 汪 吟 编著

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前 言

培养听说读写能力乃至交际能力,是英语教学的目标,也是时代赋予英语教学的重任。

写作是用书面语言传递信息和交流感情的重要交际方式。它是听说读写四项语言技能中最难的一项,也是英语高考中的难中之难。

为了切实地指导学生,帮助他们扎扎实实地提高写作能力,我们组织了特级和高级教师编写了本书。书中对作文体裁、写作技巧和例文作了深入浅出的探讨和评析;对历年高考写作题和范文作了精彩的点评,并有出自学生的各种体裁的范文。我们期望本书会给考生一个惊喜,为他们指点迷津。

本书在编写过程中承蒙资深教师指教,在此特表谢意。

编 者

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第一编

高考英语作文概说

高考英语作文题（即书面表达）旨在测试学生运用学过的英语知识和掌握的技能来传递信息、交流思想的能力，它是语篇层次上的写作，也是多层次语言能力的综合。因此，无论从选拔和培养人才的角度还是从对教学的反拨作用看，这个题型都是必不可少的。

1.1 高考英语作文的考查要求

写作技能是一种综合性技能，是由多种微技能组合而成的。高考对学生写作技能方面的考查是要求根据所给的写作情景（目的、时间、地点、内容等），用英语进行书面表达，写一篇 100 词左右的书面材料。这些已知信息往往是用图画、图表、提纲、短文或其他方式提供的。

1.1.1 高考英语作文对学生的基本能力要求

高考英语作文题作为要求学生输出所学知识的测试题，较之单项填空、完形填空、阅读理解等项目，更能直接考查学生运用英语进行表达的基本能力，而不是接受能力。

高考以教学大纲规定的高中三年级学习期满的教学要求为依据，其书面表达题对学生基本能力的要求主要表现在以下几个方面：

- (1) 迅速而准确提取信息，并对信息进行处理加工的能力。
- (2) 对各种信息符号（如图画、图表等）的解悟能力。
- (3) 运用不同的交际手段服务于不同的交际目的的能力，即在不同的语境中正确使用相应文体和句型的能力。
- (4) 对突出主旨的连贯的、清楚的表达能力。
- (5) 对同一意义用多种方法表达的能力。
- (6) 组词成句、连句成篇的能力。
- (7) 书写能力（包括书写的速度、规范以及版面安排等）。
- (8) 语言文化差异的分辨能力。
- (9) 正确拼词和用词的能力。
- (10) 必要的写作策略与技巧（如构思、应变、修订等）。

1.1.2 高考英语作文对学生的写作要求

考试说明中对高考作文在写作方面的要求是“切中题意，语言准确、得当，条理清楚”。

“切中题意”就是要做到内容切题，中心明确。书面表达无须像做命题作文那样在审题、立意、选材和篇章布局上动很多脑筋，它只要求根据题中的指令，确定体裁，然

后运用自己最熟悉的词语、句型,将规定的内容、要点加以表达,串联成文;书面表达也不同于翻译,它只要求学生做题的过程中用英语进行思维,灵活运用语言知识,组织好句子,无须把提示内容逐字翻译成英语,遇到不会用英语表达的词语时,可以找英语中的同义词或近义词代替,某一要点不会直接表达时,可以在把握意思的情况下换一种说法;书面表达也不要不着边际地随意发挥,写些与题目无关紧要的内容。

“语言准确、得当”就是要准确而得体地运用所学的语法知识、词汇和句型。所谓“准确”,首先要求写出的句子符合英语语法,不能有严重错误;其次是用词必须准确,要能达意;再高一点要求是语法正确的句子还必须符合具体语境,即应知道在什么场合说什么话。“得当”是建立在“准确”的基础上的,是“准确”的第三个层次,也就是不能犯语用错误。

“条理清楚”就是要做到脉络清晰、有条有理、语言通顺流畅。这里包括三个层次:首先从材料组织、叙述顺序等安排上要有一定的条理性;其次要按照需要分段,使文章更有条理;最后是句子间的“启承转合”。书面表达不是几个或十几个孤立句子的简单凑合,它可以将内容要点的顺序作适当调整,也可以根据不同文体的特点,运用不同的写作手法,将句子连珠成串,使段与段或句与句之间顺接流畅,合乎逻辑,过渡自然,句子之间排列有序,不能给人以思路紊乱的感觉。

1.2 历年高考英语作文题分析

书面表达题的基本模式是根据提示,利用所学词语和句式表达一定的意思,但其体裁、题材和形式多种多样。

1.2.1 1990 年以来的高考书面表达题

下表为 1990 年以来的高考书面表达题的体裁、题材、主要内容及分值。

	提供情景 方 式	体 裁	题 材	主 要 内 容	分 值
MET'90	提 纲	记叙文	情况介绍	向来访外宾介绍张各庄教育发展情况	15/100
MET'91	提 纲	记叙文	人物介绍	为英文报写介绍孙淑伟的报道	15/100
MET'92	图 画	记叙文	日 记	记述去叔叔家给祖母过生日的事	15/100
MET'93	图 画	记叙文	故 事	为杂志写一只狗帮主人救落水女孩的事	15/100
MET'94	提 纲	应用文	通 知	为美国朋友写参加晚会的广播通知	15/100
NMET'95	图、文 字 说明	应用文	书 信	写信邀请英国朋友到指定地点参加野餐	25/100
NMET'96	简历图表	应用文	自我介绍	给一家外资企业写求职信	30/100
NMET'97	图 画	记叙文	记 事	为英文报写骑车带人违规受罚的事	30/100
NMET'98	图 画	记叙文	日 记	记述参观一个农场的经过	30/100

续上表

	提供情景 方 式	体 裁	题 材	主 要 内 容	分 值
NMET'99	图 画	记叙文	书 信	向美国朋友介绍学校三年来的变化	30/100 (25/150)
NMET2000	图 画	记叙文	记 事	为警察局写一交通事故的目击情况报告	30/100 (25/150)

1.2.2 高考书面表达题的特点

综观近 10 年的书面表达题,我们可以看出书面表达题有以下特点:

(1) 以提示性作文(或指导性写作)为主,写作的内容有明确规定,提供情景的形式有图画、图表、提纲和短文等。评分标准也相对统一,在一定程度上可减少评卷中的主观性,能真正区别表达能力的高低。

(2) 多属于以叙述为主的一般应用文写作,内容涉及一般社会交际和日常生活,提供给考生的模拟情景真实可靠,符合考生的年龄特点。这种测试符合英语教学总目标的要求,内容也不超出所学知识的范围,要求学生根据题目内容,组织好所提供的材料,用明白通顺、恰当得体的英语进行表达。

(3) 看图作文是主要的测试形式。题目提供一幅或多幅图画,以其构成一个相对完整的故事,要求学生从直观入手,把握图画意思,并按情节发展线索把画面内容加工成书面语言。这是对学生的观察能力、分析能力、想象能力和语言组织表达能力的综合考查。

(4) 强调文章的内容而淡化形式。题目中经常把文章的开头或结尾给出。

(5) 命题原则“稳中有变,稳中有新”。“稳”是指每年试题的总体难度基本不变;“变”和“新”体现在考点分布、命题方法上的不断变化和要求的逐年提高,总的趋势是更科学、更合理、更能体现重视基础知识和强调灵活的实际运用能力。

1.3 高考英语作文的评分标准

高考英语作文的评分标准包括评分原则、内容要点、各档次的给分范围和要求、说明以及 one possible version 五部分,其中第一部分“评分原则”和第三部分“各档次的给分范围和要求”是最实质、最核心的部分。

含听力考查的高考试题,有一个新的评分标准。这个标准全面反映教学大纲对写作的要求,它对英语教学的导向作用是原评分标准所无法比拟的。学习和研究新的评分标准,对书面表达训练和应试都有非常重要的意义。

新标准中的评分原则从内容要点、运用词汇和语法结构的数量、运用词汇和语法结构的准确性以及上下文的连贯性四个角度考虑,按照“很好”、“好”、“适当”、“较差”和“差”5个档次给分,先选定档次,然后再作微调。

1.3.1 新评分标准中的评分原则

(1) 本题总分为 25 分,按 5 个档次给分。

(2) 评分时, 先根据文章的内容和语言初步确定其所属档次, 然后以该档次的要求来衡量, 确定或调整档次, 最后给分。

(3) 词数少于 80 和多于 120 的, 从总分中减去 2 分。

(4) 评分时应注意的主要内容: 内容要点, 应用词汇和语法结构的数量和准确性, 上下文的连贯性及语言的得体性。

(5) 拼写与标点符号是语言准确性的一个方面, 评分时, 应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。

(6) 如书写较差, 以致影响交际, 将分数降低一个档次。

与原来的评分标准对比分析, 可以看出新的评分标准有很大改进, 具体表现在:

(1) 对文章中词汇的数量提出了明确的要求。

(2) 对语法结构的准确性和上下文的连贯性提出了要求。

(3) 明确提出语言的得体性, 要求尽量使用地道的英语, 避免汉语式英语。

(4) 明确提出拼写和标点符号是语言准确性的一个方面, 并考虑其对交际的影响。

(5) 明确对书写的要求, 提出对书写较差而影响交际的降低给分的原则。

1.3.2 新评分标准中各档次的给分范围和要求

第五档 (很好): (21—25 分)

完全完成了试题规定的任务。

——覆盖所有内容要点。

——应用了较多的语法结构和词汇。

——语法结构或词汇方面有些许错误, 但为尽力使用较复杂结构或较高级词汇所致; 具备较强的语言运用能力。

——有效地使用了语句间的连接成分, 使全文结构紧凑。

完全达到了预期的写作目的。

第四档 (好): (16—20 分)

完全完成了试题规定的任务。

——虽漏掉了 1, 2 个次重点, 但覆盖所有的主要内容。

——应用的语法结构和词汇能满足任务的要求。

——语法结构或词汇方面应用基本准确, 些许错误主要是因为尝试较复杂语法结构或词汇所致。

——应用简单的语句间连接成分, 使全文结构紧凑。

达到了预期的写作目的。

第三档 (适当): (11—15 分)

基本完成了试题规定的任务。

——虽漏掉一些内容, 但覆盖所有的主要内容。

——应用的语法结构和词汇能满足任务的要求。

——有一些语法结构或词汇方面的错误, 但不影响理解。

——应用简单的语句间连接成分, 使全文内容连贯。

整体而言, 基本达到了预期的写作目的。

第二档(较差):(6—10分)

未恰当完成试题规定的内容。

——漏掉或未描述清楚一些主要内容,写了一些无关内容。

——语法结构单调,词汇项目有限。

——有一些语法结构或词汇方面的错误,影响了对写作内容的理解。

——较少使用语句间的连接成分,内容缺少连贯性。

信息未能清楚地传达给读者。

第一档(差):(1—5分)

未完成试题规定的任务。

——明显遗漏主要内容,写了一些无关内容,原因可能是未理解试题要求。

——语法结构单调,词汇项目有限。

——较多语法结构或词汇方面的错误,影响对写作内容的理解。

——缺乏语句间的连接成分,内容不连贯。

信息未能传达给读者。

0分

未能传达给读者任何信息:内容太少,无法评判;写的内容均与所要求的内容无关或所写内容无法看清。

比较两种评分标准,可以看出,新的评分标准除了更具有操作性外,在以下几个方面都有新意:

(1)在内容方面,新的评分标准除内容要点外,还提出对次重点和无关内容的评价。这就要求学生在除要写全全部要点外,还要加深对细节的把握;要尽量覆盖次重点,同时要紧扣主题,适当发挥,少写或不写无关的内容。

(2)在语言方面,新的评分标准的要求更具体。如提出语言结构应多样,力避单调;词汇应丰富,忌重复用词。另外,还提出要容忍对“尽力使用较复杂结构或较高级词汇所致”的“些许错误”。这就要求学生在发挥水平,发挥潜能,用词要注意写作修辞手法,各种句型要交替使用,从而使文章更加通俗、更加流畅。

(3)在行文方面,新的评分标准不但对内容连贯性有要求,而且对“语句间的连接成分”也有了明确的要求。这就要求学生使用语句间的连接成分,以增强文章的连贯性,使全文结构紧凑。

1.4 高考英语作文的常见错误分析

从最近几年高考英语作文评卷和学生的范文看,虽不乏佳作,但为数不多。许多考生虽学过多年英语,而且懂得不少英语知识,但运用时经常会出现各种各样的错误。

下面列举2000年学生高考英语作文中的典型错误,并加以分析,以期对有类似差错的学生有所帮助,进而触类旁通,启迪思维,在不断发现错误、改正错误中提高英语写作能力。

1.4.1 从错误形成的特点看英语作文的典型错误

写作中出现的语言错误主要有两种:母语干扰性错误和非母语干扰性错误。

在学习过程中, 母语对英语学习有正面影响的同时, 还会产生负面影响。书面表达中出现的母语干扰性错误, 往往是由于学生潜意识里受到母语干扰, 按照汉语的思维习惯, 套用母语的模式的表达自己的意思。例如下面的句子:

It was 2, 8, 2000 morning.

I was quick to catch the car but couldn't follow it.

The car is yellow colour.

Then she drove the car ran away immediately.

I saw the number of the car is AC864.

书面表达中的非母语干扰性错误与母语无关, 而是由于学生对英语语言知识掌握得不熟练, 缺乏良好的语言规范。错误大致有以下几类:

I was walking when I saw an old man went out of the park. (句子结构错误)

A young woman driving a car fast in the third street. (句子主要成分残缺)

I want to tell you what did I see that day. (语序错误)

A car which were running in Third Street turned west. (主、谓不一致)

I am so angry that she hadn't stopped the car. (时态运用错误)

The old man knocked down to the ground. (语态运用错误)

The old man then fell to the floor. (词义理解错误)

The man was badly hurt and laid on the road. (词形变化错误)

Just then I saw an old man acrossing the road. (词性理解错误)

On the morning of Febuary 8, I was walking along the streat. (单词拼写错误)

1. 4. 2 从内容要点上看英语作文的典型错误

信息是否全部传达给读者, 是评定文章档次的依据之一。有些考生由于语篇使用目的的意识淡薄, 对题目所给的提示观察不仔细, 审题不认真, 造成写作时因要点遗漏而失分。如在 2000 年高考英语作文中, 有的考生写了日期却没有写时间; 有的写了汽车撞了老人而忘记表达汽车未停; 还有考生忘了描写汽车的颜色或司机的性别等。

高考英语作文是语篇层次上的写作, 要根据各要点之间的关系确定先后顺序, 有效使用语句之间的连接成分, 使文章浑然一体。部分考生虽然写全要点, 但只是孤立地罗列事实, 缺乏连接各句的功能结构词, 内容缺少连贯性。

高考英语作文作为控制性写作, 只要按提示说明问题, 叙事有条理, 行文连贯就可以了, 如要发挥, 一定要掌握适度。但是有的考生对街景等无关紧要的内容作了过多的描述, 既模糊了主次, 又影响了篇幅, 结果适得其反。

1. 5 高考英语作文的备考建议

英语写作题是考查学生运用英语能力要求较高的题型, 它不仅要求学生掌握相当的词汇量, 熟悉并能运用基本的语法规则, 而且要求学生具有一定的书面表达能力。如果学生英语基础知识薄弱, 又没有经常认真地做写作的实践练习, 要想得到理想的成绩是不可能的。因此, 高考英语作文的备考应从以下几方面着手:

(1) 练好简单句。句子是文章的基本单位, 是语篇的基础, 而简单句又是基础的基

基础。因此，要练好简单句，就必须在熟练掌握五种基本句子结构之后，再训练写各种类型的复合句和小段文章。弄清了基本句型，才能写出正确的句子。其实，书面表达中所用到的许多句子都是五种基本句型的扩展或组合。

(2) 注意英语表达习惯。英语、汉语是两种不同的语言，各自有不同的表达方式和习惯。学习英语写作，要克服母语的影响，留心观察英语表达法，强化差异意识，提高英语语感，尽量用英语进行思维。

(3) 常练多写。英语写作能力的培养要贯穿英语学习的全过程，要有计划、有步骤地进行系统训练，内容要广泛，题材要多样。写得多了，水平自然也会提高。

(4) 注意应试策略。在达到高考对写作技能的测试要求以后，考试中还必须注意以下几点：仔细审题，理清思路，抓住要点；安排好答题时间，文章一定要写完；写全主要内容，不要随意发挥，也不要因表达障碍而放弃要点；丰富语法结构，避免重复用词；注意文体格式，控制文章长度；字迹工整，书写规范，卷面整洁。

第二编

高考英语作文的主要体裁及写作指导

高考英语作文的文体主要为下列四种：记叙文、说明文、议论文和应用文。但在实际写作中，很难把某一篇文章绝对地说成属于某一种体裁，因为在一篇短文中，描写、叙述、说明和论说常常交替使用，并且互相渗透。如在一篇以论说为主的文章里，作者会夹叙夹议地阐述观点以说服读者；而在一篇以说明为主的文章中，作者同样会边议论边说明，寻求最佳的方式将事情说明讲透。纯粹以描写为目的的文章更为少见，但描写作为一种写作手段和技巧被广泛地运用在各类文章里。为方便编排，本文仍按习惯上的分类分别叙述。

2.1 记叙文

记叙文用以记录生活中的经历或事件。故事、人物传记、历史故事或新闻报导都属于这种文体。一篇好的记叙文必须条理清晰地把事情的经过写出来，并且通过这个故事给读者以教益或启迪。在写作记叙文时，我们要注意以下五个问题：

2.1.1 要有明确的目的

你通过叙述故事想说明一个什么道理是在写作记叙文前必须考虑的一个问题。因为只有心中有目的，在材料的取舍上才能作出合理的安排，使你的记叙舍去与主题无关的细枝末节而变得重点突出，目的明确。

由于在这方面把握不当，教训是不少的。例如，有个同学在记叙一棒抢救落水儿童事件的过程时，花很大的篇幅记叙小孩送到医院后，人们在他的衣袋里找到一本记事本，并在记事本上发现了他的家庭电话，又如何根据这个电话号码给他的父母打电话。这类叙述与文章主题没有任何关系，反而使文章啰嗦、拖沓，作者的思维逻辑显得混乱。

2.1.2 叙述应有合理的结构

为了叙述方便，常按时间先后顺序安排情节和内容。这种方法的优点是条理清晰、脉络分明。但有时为了突出某个情节，或为了增加阅读趣味，也可采用倒叙手法。

2.1.3 记叙文可适当利用对话

对话在叙述中能更加直接和简洁地交代事情的发展。因此，适当的对话有助于情节发展和展示人物性格，更加鲜明地反映人物之间的相互关系。但是记叙文中对话的运用必须有节制，用得过多，记叙文就变成了话剧和电影脚本，效果也就大打折扣。

2.1.4 记叙文通常要用过去时态写

记叙文是泛指写人、记事、写景、状物的文章，它是记载作者在生活中所见所闻，所接触的人、事、景、物的文章。因此，记叙文通常用过去时态来写。

2.1.5 记叙文的人称

记叙文可根据叙述事件的内容与实质来确定是以第一人称来写还是以第三人称来写。以第一人称叙述的优点是容易使读者接受，缺点是有时因缺乏他人的意见与观点，会给人以主观与武断的感觉。反之，以第三人称来叙述，可以去除主观武断这种毛病，但有时也会因缺乏具体的例证而使说服力不强。

2.1.6 17 篇记叙文例文

(1) It was Grandma's birthday. Father, Mother and I went to visit her. She lives with my Uncle in a village not too far away. Early in the morning we bought some presents and took the bus to get there.

Grandma and Uncle were so glad to see us. We gave the presents to Grandma and she was very happy. Then we sat down to talk, while Uncle went to prepare lunch. The meat was so nice that we all enjoyed it very much. At 4 o'clock we said goodbye and set off for home. (MET '92)

(2) The other day my brother and I went to the cinema by bicycle. My brother was riding with me sitting on the seat behind. As we came to the crossroads a young man and a girl came up and stopped us. "We have found you at long last," they said. But we didn't know them. Pointing to a policeman not far away, the young man explained. "He stopped us about half an hour ago and made us catch the next offender. So come on, stand here. Hope you don't have to wait as long as we did. Good luck." (NMET '97)

(3) Today we visited a farm. Early in the morning we met at the school gate and went there together. The farm workers gave us a warm welcome. Then the head of the farm showed us around. How glad we were to see the crops and vegetables growing well. At noon we had a picnic lunch in the sunshine. After a short rest, we had great fun singing and dancing, telling jokes or stories. Two of us even played a game of chess. The time passed quickly. Before we knew it, we had to say goodbye to the workers. (NMET '98)

(4) It was 7:15 on the morning of February 8, 2000. I was walking along Park Road towards the east when an elderly man came out of the park on the other side of the street. Then I saw a yellow car drive up Third Street and make a right turn into Park Road. The next moment the car hit the man while he was crossing the road. He fell with a cry. The car didn't stop but drove off at great speed heading west. I noticed the driver was a young woman and the plate number was AC864. About two minutes later I stopped a passing car and took the old man to the nearest hospital. (NMET '00)

以上四篇是高考写作试题的答案。四篇都是记叙文，按照时间顺序用过去时态写

成，文笔简练。以 2000 卷为例，作者在仅近百字的短文中，三次提及时间问题 ... 7:15 on the morning of February 8, 2000; Then...; The next moment... 这四篇范文显示了记叙文在高考中的地位，并引导考生怎样去写记叙文。

(5)

No More Sundays

As far as I can remember Sunday always belonged to Grandmother. Father would take my brother and me along with my mother in our freshly-washed car and we would set off in the early morning to see her. We would drive through the busy city, over the massive bridge on the river, and then climb the hills.

When we finally reached Grandmother's house, she would be standing there on the porch smiling, and we would run to her and be enveloped in her arms. She always felt big and warm and made us think of flowers even in winter.

The house was always happy and a big pitcher of cold milk and a plate of cookies waited for us. We would dash into the kitchen, finish our goodies, and then run out into the big back-yard.

Here, where the air was fresh and clean, we would spend hours chasing the butterflies from flower to flower. It was as if Grandmother's garden held all the flowers on earth. Then we would swing on the swings, play in the tree house, and watch the ducks in the pond. Grandmother had the very best place in the whole world. In the late afternoon we would go back into the house and eat the feast she had prepared for us. She always baked a cake and never scolded us for taking a second and then a third helping. Then we wiped the dishes for her. At last we would have to start home, our hands full with the bag of cookies and our cheeks warm from kisses.

In the winter we would sit by the fireplace and drink hot chocolate. Then we would run up to the attic, almost as big as a whole apartment in the city, and play games. Sometimes we would go through the old trunks, pulling out the clothes of by-gone days and pictures of Grandmother when she was a girl. Sometimes she came up and, going through a very special trunk, she would find something that we would put in a very special place when we returned home.

Then Grandmother became ill and had to be taken to hospital. We never really saw Grandmother after that. We would go to the hospital and all we could do was look at her through the window of her room on the third floor. She would look at us and smile as much as she could.

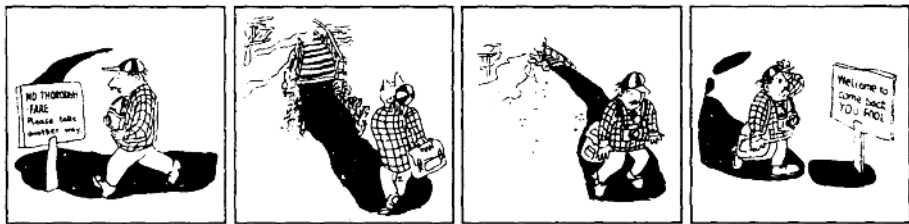
The hospital had a big garden but it wasn't fun like Grandmother's. So we sat on the front steps and waited for our parents. In the winter we waited in the white, stiff lobby that smelled bitter and looked so sad. There were no hugs and cookies. No butterflies and feast. Just Grandmother's smile through the window.

Then there was no Grandmother at all. She was gone and so were Sundays.

这是一篇美国女孩子的习作。作者以细腻的感情回忆与祖母一起度过的快乐的假日。自然贴切的过渡将段落之间和句子之间连接得连贯流畅。读者跟随着文章的展开，与作者一起度过她儿时星期天的上午、下午和傍晚，以及春夏和秋冬。本文以时间顺序和空间顺序（屋内、屋外、楼下、楼上）将活动清晰地展现在读者面前。这篇范文给了我们许多值得学习和思考的东西。本文在内容充实、语言朴实这两个方面也给了我们深刻的印象。

(6) Mr. Smith was on holiday. One morning he was walking along a road when he saw a road sign, which read, "No Thorough-Fare. Please take another way." He wondered if the warning was true. He looked ahead and saw nothing wrong with the road at all. He decided to walk on, thinking that the sign was only a joke. After a while, he came to a broken bridge which stopped him going on any further. Now Mr. Smith could do nothing but turn back. He was disappointed. Before long he saw the road sign on the road again. This time he saw the back of the sign, on which there were some different words, "Welcome to come back. You fool!" A sad smile appeared on his face after he read these words.

这是一篇学生的习作，它根据下面四幅图画写成。



本文属于幽默小故事。习作准确地反映了图画的内容，读来使人不禁哑然失笑。

看图作文在写作原则上与“提供中文提示的控制性作文”一样，它的不同点是：

(1) 对观察能力有更高的要求，要仔细观察画面，把画中的事物、人物、时间、地点、背景看清楚，搞清主题再下笔，不要写离题作文。如果提供的图画不止一幅，还要注意图与图之间的逻辑关系。

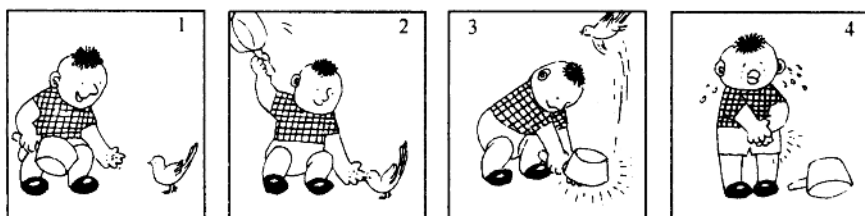
(2) 因画写感，发表议论要紧扣主题，篇幅不要太长。看图作文的重点是就画写画。

(3) 如果图画说的是一个故事，用过去时态；讲的是一个道理，用现在时态。

(7) One day, Jack saw a bird looking for something to eat. The bird was so beautiful that Jack wanted very much to catch it. He thought out a "good" idea. He put some rice in one hand and took a ladle in the other. The bird saw the rice and came to eat it. While the bird was eating, Jack was quick enough to catch the chance. With great strength, he stroke

at the bird with the ladle. But the bird was even quicker. It escaped the ladle and flew away. Thus instead of catching the bird Jack hurt his own hand. It was such a bad injury that Jack couldn't help bursting out crying.

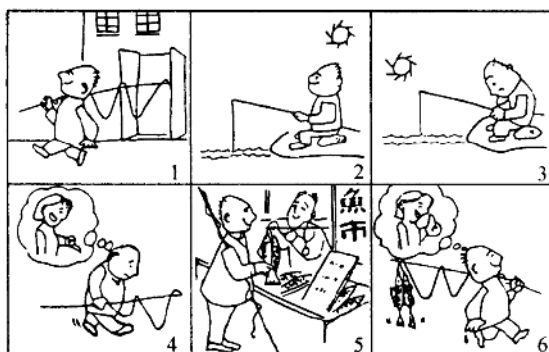
这是一篇学生的习作，它根据以下四幅图画写成。



(8) Last Sunday morning Mr. Wang left home early to go fishing. Very soon he got to a river. He sat on the bank and began fishing. But he was unlucky. When the sun was setting, he still hadn't caught any fish, so he felt very disappointed.

While going home, he thought that his wife might laugh at him because he had caught nothing. How to save his face? He became worried. Suddenly he got an idea. He immediately ran to the fish market and bought two big fish. Then he hurried home happily, thinking that his wife would be proud of him.

这是一篇学生的习作，它根据如下六幅图画写成。



(9) This afternoon I went to the People's Park by bike. I was very thirsty, so I bought a paper box of ice-cream at a shop next to the park. I enjoyed it as I walked along in the park. After I finished eating it, I threw the empty box on the ground. Just then two Young Pioneers came up. With a smile, they asked me to pick it up and put it in the dustbin nearby. My face turned red. I knew I had done wrong. I quickly picked up the box and then

walked towards the dustbin.

这是一篇学生的习作，它根据如下六幅图画写成。



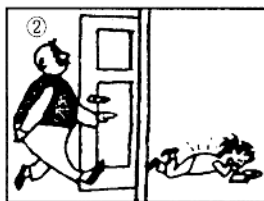
(10) It was lunch time. Lunch was ready, but to Mr. Smith's surprise, his son, Tom, had not come out for it. Mr. Smith stood up from the table and went into his bedroom, only to find Tom lying on the floor, reading a book. At his father's request, Tom had to go out for lunch, leaving the book on the floor.

Now Tom was ready, but Father was absent. Mother asked Tom to see what had happened. Tom went into the room and found Father was lying on the floor, reading the book, having forgot all about the lunch. What an interesting book it was!

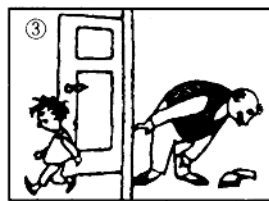
这是一篇学生的习作，它根据以下六幅图画写成。



“汤姆呢？”



“哦，在看书”



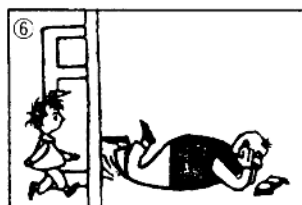
“吃饭去！”



“爸爸呢？”



“看看去！”



“哈，爸爸完全被那本有趣的书吸引了，自己也忘了吃饭。”

On the morning of Oct. 11, 2000, our teacher told us that an American guest would visit our school. We were very excited at the news. All the morning the students were talking about it.

At about 2 p.m. our foreign guest, Mr. Johnson arrived. He was a friendly old man. After the introduction, we knew that he was a specialist in the English language and also a member of Sino-American Friendship Association.

Mr. Johnson gave us a lecture on how to learn English. He said that he had visited some middle schools and colleges and had met hundreds of students during his stay in China. He found that most of them were diligent and very interested in English. He said that they had a solid foundation in English, esp. in reading and writing. But he also pointed out some of them were poor at listening and speaking. He told us that he had been to the "English Corner" by the West Lake many times. He believed it was a good place for us to practise our spoken English.

Then we had a friendly talk. He encouraged us to talk to him in English. During the talk he answered a lot of questions with pleasure. At last we had a photo taken with him.

Now I really know that a foreign language is not only a useful tool but a bridge of friendship between different peoples.

这是一篇学生的习作，题目是“记一桩有意义的事”。本文符合记叙文的基本要求。具体表现在：①作为记叙文的要素——时间、地点、人物交待得很清楚。②主次分明，详略得当。在叙事的过程中，作者详细地记叙了美国朋友的报告及同他进行的座谈，而对次要的内容一笔带过。③脉络分明。在叙事过程中，作者将发生的事情依照先后次序记下来，如：在段落的开头用了 On the morning of Oct. 11, 2000...; At about 2 p.m...; Then...; Now... 等副词或副词性短语，使叙事的脉络十分清晰。④时态正确。全文除最后一段讲作者在写该文时的感想用了现在时态外，其他各段都用过去时。

(12) Today we had an outing. The bus started at 8 am. The bus was full of boys, girls and our teachers. We were all very happy. Some were singing, some were talking to each other, others were looking out of the bus windows.

Suddenly I heard a voice, "Xiao Hua is vomiting!" I turned round and found that her face looked very pale. Some of us went up to her at once.

"Take my seat, please," I said to her, "it's near the window."

"No, thanks," she answered.

"Oh, take it, please, Xiao Hua," I insisted. "I know you are feeling sick and my seat is more comfortable." Xiao Hua changed her seat with thanks.

Then I gave her some water and handed her some candy. It was not long before she said