

新 CET-4 应试必备

710

写作

主编 徐坚

Writing



四川大学出版社

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710 应试必备

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江苏工业学院图书馆

藏书章 主编

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Writing



四川大学出版社

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编写者的话

弗里德曼在《世界是平的》一书中指出：网络时代的到来，将地球变为平的——经济的全球化、科学技术的国际化，而这一切都需要语言的沟通。外语作为与世界交流的工具越来越重要，也被越来越多的人所重视。

大学英语一直是大学生的一门必修的通用课程。大学英语四级考试（CET-4）从1987年开始已经实施了20年，目前在高校及其他各行各业中已形成了“品牌”效应。考生人数也从当初的10多万增至2006年12月的450多万，足见CET-4在广大考生的心目中的地位。CET-4对我国大学英语教学具有明显的导向作用，其重要性不言而喻。

然而，我国的英语教学从小学贯穿到大学，尽管学生花费了大量的时间和精力来学习，但在旧的应试教育的大环境下，学生学习英语主要是为了应付考试——考什么就学什么，怎样考就怎样学——即使通过了考试却依然是听不懂、说不出的“聋哑人”。有关统计资料显示，大学毕业生能用英语进行一般交流、阅读英语专业书籍的不足10%。这种状况完全不能满足我们国家和社会对人才培养的新要求。

为适应我国高等教育发展的新形势，深化外语教学改革，提高教学质量，教育部高等教育司于2004年1月颁布了指导高等院校大学英语课程教学的纲领性文件《大学英语课程教学要求（试行）》，与此同时，对于大学英语教学具有导向作用的大学英语四级考试的改革一直在稳步地推行：

2005年6月，大学英语四、六考试开始采用新的计分体制和成绩报道方式。

2006年6月，新大学英语四、六考试进行了全国范围的试点。

2006年11月，基于以前大量的工作，经过反复研讨和论证，完成了对考试大纲的修订，正式公布了《大学英语四考试大纲（2006修订版）》。

2006年12月，基于新大纲的新题型CET-4在全国全面推行。

新的CET-4已经建立了一整套标准化考试的流程、体系和标准，基本满足了大规模标准化考试的专业质量要求，如命题的专业化、测试和评分的客观性和一致性、成绩的可比性和分数的可解释性、施考条件和过程的严密、公正和高效以及大规模考试所要求的可操作性等。

但是，面对新的CET-4，广大考生完全不熟悉新的题型和考试流程。据网上事后调查，在最近的一次CET-4考试中，有80%以上的考生表示未考好，甚至一半以上的考生回答未在规定时间内做完试题。基于此种现状，一批著名高校的多年从事大学英语教学研究并活跃在英语强化培训第一线的专家教授，在充分理解新CET-4考纲精神的基础上，根据多年的教学经验，编写了这套《新CET-4应试必备》丛书，包括《听力理解》《阅读理解》《完型填空与翻译》《写作》。旨在帮助考生在考前较短的时间内全面了解CET-4试题各大部分中新题型的形式和内容，掌握各种应对技能和技巧，在考试中从容应试，获得最佳状态，发挥最大潜能，取得最好成绩。

《新CET-4应试必备》编写组

2007年9月11日

前言

在大学英语四级考试中，写作一直是广大考生的弱项，也是最令考生头疼的考试项目。导致考生写作困难的原因是考生缺乏正确使用英语来表达自己的能力。尽管很多考生有了一定的英语词汇量，能理解比较复杂的英语句子结构，能看懂有一定难度的英语阅读材料，但在用英语来表达自己的思想和观点时，却无法把所学的词汇、句子结构、语法知识等正确地运用出来。因此，考生在写作时往往写出大量的中国式英语句子，写出的短文其结构也不符合英语短文的规范要求，结果写出的短文让人不知所云。

《新 CET-4 应试必备·写作》是为了帮助广大考生在短期内全面了解改革后的英语四级考试的写作部分，克服写作备考中的盲目性，以期在较短的时间里获得明显的突破，迅速提高写作成绩而编写的教材。本书紧扣改革后的《大学英语四级考试大纲》，并根据作者自己多年从事大学英语四级考前班教学的经验，深入分析英语四级考试写作新题型和命题规律，针对性强；章节编排科学合理，从英语句子、主题句、段落、篇章到文体等方面系统地介绍了英语四级考试写作的方法和技巧。本书提供了大量的范文供考生参考，使考生能掌握各种体裁的英语短文写作，在提高写作能力的基础上增强考生的应试能力，有利于考生轻松应对英语四级考试写作。

本书在编写过程中得到了四川大学出国留学人员培训部（四川大学出国留学预备学院）英语教研室全体教师的大力帮助，谨此向他们表示衷心的感谢。由于编者的水平和时间有限，书中错误在所难免，敬请广大读者批评指正。

编者

2007 年 8 月

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第一章

英语句子

第一节 英语句子的基本知识

一、按结构英语句子分为五种基本句型

主语+动词 subject+verb (S+V)

[例] Tom smiled.

主语+动词+主语补足语(表语) subject+verb+subject complement (S+V+SC)

[例] Mary is beautiful.

主语+动词+直接宾语 subject+verb+direct object (S+V+DO)

[例] John bought a car.

主语+动词+间接宾语+直接宾语 subject+verb+indirect object+direct object (S+V+IO+DO)

[例] Ted gave me a pen.

主语+动词+直接宾语+宾语补足语 subject+verb+direct object+object complement (S+V+DO+OC)

[例] Linda makes us happy.

在上述五种基本句型的基础上,我们可用两种方法来扩展出很多句子。首先,可用定语或状语等修饰限制成分来扩展或限制句子的意思。这些修饰限制成分可以是一个词,一个短语或一个从句:

基本句子: The man sat.

扩展后: The tall, wrinkled old man who was reading a book sat beside the table.

其次,用并列的方法来扩展句子,即连续使用多个功能相同的句子成分或修饰词。

例如:

基本句子: She liked fishing.

扩展后: She liked fishing, boating, and shopping.

二、按功能英语句子分为四种基本句型

陈述句 (Statements)

陈述句是指有主语并且主语通常位于谓语动词之前的描述性句子，如：

Chengdu is a very beautiful city.

疑问句 (Questions)

疑问句是指表示疑问，用来提问的句子，如：

Are you a student?

What do you do for a living?

祈使句 (Commands)

祈使句是表示祈求、命令的句子。通常无主语，由表示祈求、命令的动词开头，如：

Open the door.

感叹句 (Exclamations)

感叹句是表达作者强烈情感的句子，如：

What a beautiful woman!

How tough the road is!

三、按语法英语句子分为四种基本句型

简单句 (Simple Sentences)

一个简单句只有一个主谓结构：

She is studying English.

The river has been polluted by a chemical factory.

一个简单句可以有并列主语或并列谓语：

Mary and Linda worked hard.

She cried and walked away.

并列句 (Compound Sentences)

并列句由两个以上的简单句构成。这些简单句由逗号加并列连词 (and, but, for, or, nor, so, yet) 连接，也可用逗号加表示并列关系的词组 (either...or, neither...nor, not only...but also) 来连接，或使用分号并列。并列句用来表示两个密切相关并且同等重要的意思。

在下面的并列句中，每个句子都含有同等重要的两个意思：

The teacher returned, so we continued to sing the song.

Either you come to see me or I go to your place.

Tom can't get into the room; he is too tall.

复合句 (Complex Sentences)

复合句由主句和从句构成，从句通常由连接词引导。

I think that everyone can learn to speak English.

He cried when he saw me.

Those who don't want to go should stay here.

复合句可用来表达语意之间的不同关系，如：

While I was doing my homework, my sister was watching TV. (时间关系)

Since many people were absent, we decided to cancel the party. (因果关系)

并列复合句 (Compound-complex Sentences)

并列复合句由两个或两个以上的简单句加上一个或几个从句构成。例如：

When Smith came home, Mary was reading a book, and Linda was watching TV.

第二节 句子的一致

一、时态一致

要注意保持句子各成分的时态一致。

1. 句子谓语动词的时态与句子的时间状语一致

如果时间状语表示的是过去时间，那么句子的谓语动词也应用过去时态中的相应时态，如一般过去时态、过去进行时态、过去完成时态等。如果时间状语表示的是现在，那么句子的谓语动词也应用现在时态中的相应时态，如一般现在时态、现在进行时态、现在完成时态等。如果时间状语表示的是将来，那么句子的谓语动词也应用将来时态中的相应时态，如一般将来时态、将来进行时态、将来完成时态等。例如：

He did not do homework yesterday.

She was reading a book at nine o'clock last night.

I had studied English for ten years by 1986.

He takes a walk in the morning every day.

They are playing football now.

I have lived here for ten years now.

I shall fly to Los Anglos tomorrow.

They will be preparing for their final exams at the end of this month.

They will have completed the construction of this bridge by the end of this year.

2. 主从复合句中，主句和从句谓语动词的时态相互制约

(1) 如果主句中谓语动词的时态是现在时或将来时，从句可以根据句意需要选用时态。

He knows who is in charge of the project.

He knows who was in charge of the project.

He knows who will be in charge of the project.

He knows who has been in charge of the project.

I shall tell you that he works hard.

I shall tell you that he worked hard.

I shall tell you that he is working hard.

I shall tell you that he will work hard.

(2) 如果主句中谓语动词的时态是过去时,那么从句的时态应该在过去这个时间范畴中去选定。如从句中的动作和主句动作同时发生,从句用过去时;从句中的动作先于主句动作,从句用过去完成时;从句中的动作后于主句的动作,从句用过去将来时。

I didn't know where he was.

They didn't tell me whether they had made any discovery.

I thought she was taking a bath then.

It was not decided at the meeting who was going to head the group.

She promised that she would give me whatever help I need.

(3) 如果从句表示的是真理、客观事实或一般常理,其时态应用现在时,不受主句时态的影响。

The teacher told his students that the earth is bigger than the moon.

He said that metals expand when heated and contract when cooled.

(4) 在条件状语从句和时间状语从句中,一般用现在时态代替将来时态,用过去时态代替过去将来时态。

I will go with you if classes for next week are cancelled.

I will have worked here for forty years by the time I retire.

He said that I would be promoted if I took his advice.

If you don't come tomorrow, I will go to your house and find out why you are not at work.

二、主语和谓语单复数一致

按照英语语法,单数主语对应单数谓语动词,复数主语对应复数谓语动词。主语和谓语动词在数上必须一致。但在实际应用中,由于对主语是单数主语还是复数主语的误判,这方面容易出现一些错误。

错: Our company's first step in promoting new products are launching an advertising campaign.

正确: Our company's first step in promoting new products is launching an advertising campaign.

(1) 由 and 连接的主语用复数的谓语动词。

错: My father, my mother, and my sister is coming.

正确: My father, my mother, and my sister are coming.

注意: 但当这类主语前有 each 或 every 时,谓语动词要用单数形式。

错: Every man and woman are very active in learning English.

正确: Every man and woman is very active in learning English.

(2) 当主语与谓语动词之间有其他词语,特别是其他名词时,主语应以原有的单复数为准。

错: A list of the departments have appeared on the screen.

正确: A list of the departments has appeared on the screen.

注意: 主语后面如果有 together with, as well as, along with 和 in addition to 引导的词组, 主语应以原有的单复数为准, 谓语动词要与主语保持一致。

错: Tom, as well as two of his friends, have taken part in the party.

正确: Tom, as well as two of his friends, has taken part in the party.

(3) 下列不定代词作主语, 谓语动词用单数形式。

anybody, anyone, anything, everybody, everyone, everything, nobody, no one, nothing, none, somebody, someone, something, either and neither.

Something has to be done to stop him.

Nothing in the world moves faster than light.

(4) 由 or, either...or, neither...nor, not only...but also 等连接的并列主语, 谓语动词与靠近的主语保持一致。

Neither I nor he is to blame.

注意: 如果由 or, either...or, neither...nor, not only...but also 等连接的主语中有一个是单数而另一个是复数, 那么就要注意与谓语动词靠近的主语的形式, 谓语动词与其保持一致。

错: One or two friends is coming this evening.

正确: One or two friends are coming this evening.

(5) 如关系代词 who, which, that 的先行词是单数, 这些关系代词后的谓语动词用单数形式; 如上述关系代词的先行词是复数, 那其后的谓语动词也用复数形式。

Mr. Smith is a person who works hard.

He gave me some books that were not available in the library.

注意: 在 “one of+the+复数名词+定语从句” 结构中, 定语从句修饰复数名词, 因此从句的谓语动词应用复数形式。

This is one of the libraries that have been built in our university this year.

但在 “the only one of+复数名词+定语从句” 结构中, 定语从句修饰单数名词, 因此从句的谓语动词应用单数形式。

This is the only one of the libraries that has been built in our university.

(6) 集体名词, 如: army, class, audience, committee, faculty, group, family, crew, team, jury, herd, public, majority, company 等作主语时, 如果是指整体概念, 谓语动词



用单数形式；如果指其成员，谓语动词用复数形式。

My family is a close family.

My family are all tall.

The Faculty of Science is in this building.

The faculty are discussing about the plan.

(7) 表示度量衡或数字的复数名词作为一个整体看待时，后面的谓语动词用单数形式。

Fifty years is a period of time.

Three thousand dollars is more than she can afford.

(8) half (of), all (of), part (of), most (of), any, more 和 some 等加上名词作主语时，如果名词是单数的，那么谓语动词就用单复数形式；如果名词是复数的，那么谓语动词就要用复数形式。

Most of his spare time was spent in doing housework.

Most of the cars in this parking lot are new.

Half of the apple has been eaten by the rat.

Half of the books have been sold out.

第三节 从句的应用

可用从句把相关的多个语意用一个句子表达。主要的语意、重要的语意用主句表达；不重要的语意、次要的语意用从句表达。从句分为名词性从句、定语从句和状语从句。

一、名词性从句

名词性从句包括主语从句、宾语从句、表语从句和同位语从句。

It is important (that) everyone comes before 10 o'clock. (主语从句)

I know (that) you are working hard. (宾语从句)

The problem is (that) we don't know their names. (表语从句)

We are all clear about the fact that we paid the money three days ago. (同位语从句)

注意：引导名词性从句的常用连接词有 that, whether, if, who, whom, whose, what, which, whoever, whichever, whatever, when, where, how, why 等。

Please tell me why you are late.

What you have talked about is very important.

When we can get the tickets is still a question.

I don't know whether he will come.

二、定语从句

定语从句由关系代词或关系副词引导，用来限定修饰人或事物。如：

He went to New York, where he married a middle-aged woman.

The car (which) you saw last night is my favorite.

定语从句又分为限定性定语从句和非限定性定语从句。限定性定语从句起限定作用，指特定的人或事物，不可省略，否则句意不完整。如：

I don't like people who are always late.

Boys who attend this class have to do a lot of homework.

非限定性定语从句仅作补充或说明，若省略掉，原句句意也是完整的。如：

He lost three hundred dollars, which was exactly the amount I needed.

She has two sons, who are both teachers.

注意：常用的引导定语从句的关系代词和关系副词，如下所示：

that which when whom who where whose when

三、状语从句

状语从句可用来表示时间、地点、条件、原因、让步、比较、方式、目的、结果。状语从句可放在主句的前面或后面。如果状语从句在主句前面，它与主句之间应有逗号隔开。如：

As soon as I finished my homework, she told me about her new teacher.

He did not come to the class because his dad got a bad headache.

While Jim was reading, Jack was writing.

注意：常用的引导状语从句的连接词如下：

after	because	so... that	wherever
although	before	though	whether
as	if	unless	while
as if	in order that	until	as long as
once	when	as soon as	provided
whenever	as though	since	where

四、从句的作用

使用从句比使用简单句更能表达语意之间的关系，使各句之间的关系紧凑，语意更完整、清晰，如下面例句所示：

改进前 My brother is an English teacher. He helps me with many suggestions. These suggestions allow me to make great progress.

改进后 My brother, who is an English teacher, helps me with many suggestions that allow me to make great progress.

当然,在使用从句时要注意从句与主句之间逻辑关系的正确,避免过多地使用从句等。

①不符合逻辑 Because he tried his best, he didn't pass the final examination.

改进后 Although he tried his best, he didn't pass the final examination.

②过多使用从句 A new technique for cosmetic surgery, which is supposed to treat birthmarks, which previously could be treated only by operation, has been developed, although many doctors do not approve of it because it can create some side-effects.

改进后 A new technique for cosmetic surgery, which is supposed to treat birthmarks, has been developed. Previously, birthmarks could be treated only by operation. However, many doctors do not approve of it because it can create side-effects.

第四节 句子写作的技巧

一、句子应简明

在四级考试的写作中考生应注意句子的简明,避免重复啰嗦的句式。

[例 1] The food that I bought is sufficient enough for my family.

这句中,“sufficient”和“enough”都是表示“足够”的意思,因此这两个词同时出现在同一个句子里就显得很啰嗦。该句最好改为:

The food that I bought is sufficient for my family.

[例 2] Mary is giving the explanation of the reason for the accident.

这句中,“give the explanation of the reason for”就不如直接用“explain the reason for”简洁,因此该句最好改为:

Mary is explaining the reason for the accident.

[例 3] It is clearly evident that the house has been destroyed.

这句中,“clearly”和“evident”都是表示“清楚明确”的意思,这两个词同时出现在同一个句子里就显得很啰嗦。该句最好改为:

It is clear/evident that the house has been destroyed.

[例 4] My father always tried to behave in a respectful manner towards other villagers.

这句中,“behave in a respectful manner”就不如直接用“behave respectfully”简洁,因此该句最好改为:

My father always tried to behave respectfully towards other villagers.

[例 5] Tom returned back to his hometown after he had graduated from London University.

这句中“return”和“back”都是表示“回去”的意思，这两个词同时出现在同一个句子里就显得很啰嗦。该句最好改为：

Tom returned to his hometown after he had graduated from London University.

二、句子应连贯

句子的连贯是指句子的各部分之间要有衔接，关系要符合逻辑，所表达的意思是有序的、清楚的。

[例 1] He was smart, handsome and a very humorous man.

该句中，“and”前面是形容词“smart, handsome”，而后面是一个短语“a very humorous man”，因此前后不连贯。该句应改为：

He was smart, handsome and humorous.

[例 2] When she arrived at the station, he found that she was crying.

该句中，主句中的主语“he”与状语从句中的主语“she”不连贯，导致表达的意思不清。该句应改为：

When he arrived at the station, he found that she was crying.

[例 3] When he entered the room, she was found lying on the floor by him.

该句中，主句是被动语态，与状语从句中的主动语态不连贯，导致表达的意思不清。该句应改为：

When he entered the room, he found that she was lying on the floor.

[例 4] He was not only studying English but also to learn to speak French.

该句中，“not only”后是“studying English”而“but also”后是“to learn to speak French”，两个部分不连贯。该句应改为：

He was not only studying English but also learning to speak French.

[例 5] If he had caught the plane, he is here now.

该句中，条件句是虚拟语气，而主句没有用虚拟语气，两个部分的语义不连贯。该句应改为：

If he had caught the plane, he would be here now.

三、句子应多样

多样的句子，生动有趣、充满活力，进而能获得高分。如果在短文中千篇一律地使用某一句子结构或某一类型的句子，就会使短文显得单调乏味、没有生气。

[例]

段落 1: My father is fifty years old now. He is an engineer. He graduated from Beijing University in 1979. Then he got a job at ABC Company. He has been working there for more than twenty years now. He has been working very hard.

该段落的句子全部是简单句, 句式单调, 缺少变化, 给人的感觉是平淡无奇, 显示出作者的语言功底不扎实。

段落 2: My father, who is fifty years old, is an engineer. He has been working at ABC Company since he graduated from Beijing University in 1979. He has been working very hard.

该段落长短句交替, 句式变换多样, 结构层次分明, 内容表达清楚, 读起来不枯燥乏味。

Exercise 1

1. 下列各组有两个单句, 用适当的形式把它们连成一个句子。

[例] We cleaned the floor.

The room still looked dirty.

[答案] We cleaned the floor, but the room still looked dirty.

(1) I am reading a novel.

John is doing his homework.

(2) She felt tired.

She had a short rest.

(3) The subway is often empty.

Keiko goes home at night.

(4) Put on your overcoat.

I will not allow you to go out.

(5) The lecture was boring.

She walked out after five minutes.

(6) We arrived at the airport.

We saw Linda crying there.

(7) It's such a beautiful day.

I don't need an umbrella.

(8) I got up in the morning.

I found the window was broken.

(9) I finish this book.

I'll watch TV.