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全国高等教育自学考试

英语写作基础自学辅导

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A0971174

辽宁大学出版社

出版前言

为了完善高等教育自学考试教育形式，促进高等教育自学考试的发展，我们组织编写了全国高等教育自学考试自学辅导书。

自学辅导书以全国考委公布的课程自学考试大纲为依据，以全国统编自考教材为蓝本，旨在帮助自学者达到学习目标，顺利通过国家考试。

自学辅导书是高等教育自学考试教育媒体的重要组成部分，我们将根据专业的开考情况和考生的实际需要，陆续组织编写、出版文字、音像等多种自学媒体，由此构成与大纲、教材相配套的、完整的自学媒体系统。

全国高等教育自学考试指导委员会

1999年10月

编者的话

《英语写作基础》出版之后,出版社收到许多学员来信来电,要求作者为《英语写作基础》编写一本指导手册。不少学员认为,指导手册会帮助他们提高写作技巧或提供捷径。说心里话,“写作”在外语学习中很难找到捷径或窍门。要想提高自己的写作水平,就得多练。尽管如此,我们还是想尽一切办法为学员提供一些有参考价值的资料。所以,在这本指导手册中我们为学员做了三件事情。

一是提供部分练习的参考答案。我们只提供了部分答案是因为有的练习必须靠学员自己动脑去想,自己动手去做,否则,教材中的练习就失去其意义,达不到让学员练习写作的目的。

二是为学员提供一些有关写作的参考资料。有个别部分在原教材《英语写作基础》中已经提到过,但由于篇幅有限,有的部分可能不够细致,例句也不够丰富,因此有必要进一步充实。

三是提供一些段落样本。《英语写作基础》的最终落脚点是段落写作,段落写好了,才能进行下一步的论文写作。提供段落样本目的是让学员多模仿,培养自己的逻辑思维,逐渐形成自己的写作风格。

作 者

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Part One

Key to Practices

KEY TO PRACTICE ON PAGE 2

Rewrite the following sentences so that the final emphasis falls on the idea in the clause presented at the beginning of each sentence.

1. The course was not very difficult, although I didn't receive a high grade.

Although I didn't receive a high grade, the course was not very difficult.

2. He felt that the world had come to an end when he wasn't chosen for the football team.

When he wasn't chosen for the football team, he felt that the world had come to an end.

3. It requires steady nerves to do the job safely.

To do the job safely requires steady nerves.

4. The plane began to shake noticeably as soon as it lifted off the runway.

As soon as it lifted off the runway, the plane began to shake noticeably.

5. She filled a bucket with water to put off the fire.

To put out the fire , she filled a bucket with water .

6. Jane walked out of his life, bursting into tears as she left the room.

Bursting into tears as she left the room , Jane walked out of his life .

7. Emily Dickinson is one of my favorite poets.

One of my favorite poets is Emily Dickinson .

8. There are many exercises to do if you want to build a muscular body.

If you want to build a muscular body , there are many exercises to do .

9. Summer is the most enjoyable season for many people.

For many people , summer is the most enjoyable season .

10. He played the violin well because he had been trained in it from an early age.

Because he had been trained in violin from an early age , he played it well .

KEY TO PRACTICE 1 ON PAGE 8

Combine each of the following groups of short sentences into the best long sentence you can write. Don't change any of the key words and don't leave out any information.

2. It was nearly dark. A snowmobile appeared. The snowmobile was roaring. It was running without lights. It hit Mrs. Clifford.

It was nearly dark when a roaring snowmobile appeared , running without lights , and hit Mrs. Clifford .

3. Louis cycled the perfume. She carried a purse. The purse was already open. The clerk turned around. Louis put the perfume in her purse. The store manager told the judge that he saw all this happen.

The store manager told the judge that he saw Louis carry an open purse , eye the perfume , and put it in her purse when the clerk turned around .

4. Peg entered the room. Lisa was in the room. Lisa lay on his couch. Lisa appeared to be asleep. Lisa's hair was long. It nearly touched the floor. On Lisa's stomach was her cat. Its name was Tikky.

When Peg entered the room , he found Lisa lying on his couch , appearing to be asleep , whose long hair nearly touched the floor and on whose stomach was her cat , Tikky .

KEY TO PRACTICE 2 ON PAGE 9

How many short sentences can you make out of a long one? Here is the opening sentence of Edgar Allen Poe's short story, "The Fall of the House of Usher". Study this passage and try to form short sentences orally.

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher.

It was a dull day. It was a dark day. It was a

soundless day. It was in the autumn of the year. The clouds hung oppressively low in the heavens. I had been passing alone. I was on horseback. I had been riding through a tract of country. It was singularly dreary. The shades of evening drew on now. At length, I could see the House of Usher. It was a melancholy house.

KEY TO PRACTICE ON PAGE 15

Combine the following pairs of simple sentences. Use a comma and a joining word (and, but, for, so) to connect each pair.

1. My son is studying computer science. My daughter is majoring in communication.

My son is studying computer science, but my daughter is majoring in communication.

2. We are watering the trees. We don't have any rain for a month.

We are watering the trees, for we don't have any rain for a month.

3. The children started arguing. I made them turn off the TV.

The children started arguing, so I made them turn off the TV.

* 4. At midnight my roommate closed her books. I studied until 2 A.M.

At midnight my roommate closed her books, but I studied until 2 A.M.

5. We must plan our family budget carefully. The price of food has risen recently.

We must plan our family budget carefully, for the price of food has risen recently.

KEY TO PRACTICE 1 ON PAGE 17

Use appropriate dependent words to combine the following pairs of simple sentences into complex sentences. Place a comma after a dependent sentence when it starts the sentence.

1. English is offered only in the morning. Chemistry can be taken at night.

English is offered only in the morning while Chemistry can be taken at night.

2. The movie disgusted the coach. He walked out after fifteen minutes.

Because the movie disgusted the coach, he walked out after fifteen minutes.

3. The house had been burglarized. Smith couldn't sleep soundly for several months.

After the house had been burglarized, Smith couldn't sleep soundly for several months.

4. His vision begins to fade. He knows he'd better get some rest.

When his vision begins to fade, he knows he'd better get some rest.

5. The storm hit the coast city. We crisscrossed our windows

with strong tape.

Before the storm hit the coast city, we crisscrossed our windows with strong tape.

KEY TO PRACTICE 2 ON PAGE 18

Rewrite the following sentences, using subordination rather than coordination. Include a comma when a dependent statement starts a sentence.

1. The muffler shop advertised same - day service, but my car wasn't ready for three days.

Although the muffler shop advertised same - day service, my car wasn't ready for three days.

2. The high - blood - pressure pills produced dangerous side effects, so the government banned them.

Because the high - blood - pressure pills produced dangerous side effects, the government banned them.

3. David lopped dead branches off the tree, and Michelle stacked them into piles on the ground below.

After David lopped dead branches off the tree, Michelle stacked them into piles on the ground below.

4. Diana wedged her handbag tightly under her arm, for she was afraid of muggers.

Diana wedged her handbag tightly under her arm, because she was afraid of muggers.

5. Richard counted the cash three times, but the total still didn't

tally with the amount on the register tape.

Richard counted the cash three times, the total still didn't tally with the amount on the register tape.

KEY TO PRACTICE 3 ON PAGE 20

Combine the following simple sentences into complex sentences. Omit repeated words. Use the dependent words who, which, or that.

1. The boy was in a motorcycle accident. The boy limps.

The boy who limps was in a motorcycle accident.

2. Joan who is a champion weight lifter. Joan is my neighbor.

Joan, who is a champion weight lifter, is my neighbor.

3. The two screws were missing from the assembly kit. The two screws held the bicycle frame together.

The two screws that held the bicycle frame together were missing from the assembly kit.

4. The letter is from my friend abroad. The letter arrived today.

The letter which arrived today is from my friend abroad.

5. The tall hedge muffled the highway noise. The hedge surrounded the house.

The tall hedge that surrounded the house muffled the highway noise.

KEY TO PRACTICE 1 ON PAGE 21

Read through each sentence to get a sense of its overall meaning. Then insert a coordinating word (and, or, but, for, or so) and a subordinating word (because, since, when or although).

1. *Because* he had worked at the construction site all day, Tom decided not to meet his friends at the dinner, *for* he was too tired to think.

2. *When* the projector broke for a second time, some people in the audience hissed, *and* others shouted for a refund.

3. Nothing could be done *before* the river's floodwater receded, *so* the townspeople waited helplessly in the emergency shelter.

4. *When* you are sent damaged goods, the store must replace the items, or *it* must issue a full refund.

5. Sears had the outdoor grill I wanted, *but* the clerk wouldn't sell it to me *because* it was the food sample.

KEY TO PRACTICE 2 ON PAGE 22

Use coordination or subordination to combine the groups of simple sentences into one or more longer sentences. Omit repeated words. Keep in mind that, very often, the relationship among ideas in a sentence will be clearer when subordination rather than coordination is used.

1. I needed butter to make the cookie better. I couldn't find any. I used vegetable oil instead.

I needed butter to make the cookie better , but I couldn't