



全国高等教育自学考试

英语写作基础 同步练习册

全国高等教育自学考试指导委员会/组编
杨俊峰 马爱华 卢晓娟/主编

2001
年版



辽宁大学出版社

高等教育自学考试辅导用书

英语写作基础 同步练习册

全国高等教育自学考试指导委员会组编

杨俊峰 马爱华 卢晓娟 主编

辽宁大学出版社

图书在版编目 (CIP) 数据

英语写作基础同步练习册/杨俊峰等编. - 沈阳: 辽宁大学出版社, 2000. 6

ISBN 7-5610-3982-4

I. 英… II. 杨… III. 英语-写作-高等教育-自学考试-习题
IV. H315-44

中国版本图书馆 CIP 数据核字 (2000) 第 17001 号

辽宁大学出版社出版

(沈阳市皇姑区崇山中路 66 号 邮政编码 110036)

丹东日报印刷厂

开本: 880×1230 毫米 1/32 字数: 200 千字 印张: 8.125

印数: 001-10150 册

2001 年 12 月第 1 版

2002 年 1 月第 2 次印刷

责任编辑: 王本浩

责任校对: 谷歌心

封面设计: 刘桂湘

定价: 10.00 元

版权所有 翻印必究

如有印刷质量问题请与当地图书供应部门联系调换

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

2000 年 10 月

编者的话

英语写作是英语学习过程中较难啃的硬骨头，令不少学员望而生畏；不少学员不愿写也懒得写。这里既有缺乏写作知识的因素，也有心理方面的因素。因受篇幅所限，这里不一一作深入探讨。鉴于培养写作意识是开始写作活动必要的前提和动力，我们仍不妨先看看学习写作的益处，明白所要遇到的困难，以建立信心，提高写作能力。

一、为什么要学习英语写作

写作是一个综合运用语言的过程，是对所学词汇、语法及其他语言知识的全方位检查、练习和巩固。除此之外，写作还能提高语言表达的多样化、准确性和逻辑性。当一些学员看到实际工作中翻译机会较多，但真正用英语写作的机会却几乎没有时，便认为写作是费力不讨好的麻烦事。前面陈述的情况在目前来讲的确属实，而后面的结论则过于片面。

不错，正是由于翻译技巧的实用性在工作中表现较明显，不少学员对翻译颇感兴趣，忽视翻译与写作之间的关系。当翻译“我有一支笔”这类孤立的简单句时，只要熟悉相应的英语句式，对号入座就可解决问题。然而，多数情况下，翻译要解决的不是孤立的句子，而是连贯的表达，成段或高水平的翻译绝不是仅靠掌握一定数量的词汇和语法知识所能奏效的。翻译要求两种语言运用熟练自如，包括两种语言的写作方面。学员们的英语水平较汉语相差甚远，除了通过其他不同途径提高英语水平之外，还需在写作方面进行严格训练。没有较强的写作功底，译出的东西很可能会显得十分生硬，或丢失原作的精神与风格。可以说，高质量的译作需要写作功底；写作则为自如的翻译打下良好的基础。从这个角度看写作，就更会感到其实用性。在英语学习要掌握的五种技能中，“写”排在“译”之前，不是没有道理。

其次，通过写作还可进一步熟悉英美人的思维方式，促进用英语思维，使英语表达更地道，更符合英语习惯。从另一方面讲，由于了解英语的篇章结构、写作特点及英美人的思维方式，写作还有助于阅读能力的提高。所以说，学好写作可“一举多得”。

二、英语写作的困难所在

写作是复杂的智力活动，是人们认知能力、思想能力和文字能力的综合反映，写作不仅需要丰富的观察力和想象力，还需要严谨的语言逻辑和独到的思想和见解。这是英语和任何其他语言写作的共性，也是学员要面对的必然挑战。要知道，即使是专业作家，也未必都能做到落笔成章；即使是汉语写作，我们也要花十多年的功夫才能掌握，何况英语写作。尤其在初期阶段，有困难是很自然的，学员不必为此过分沮丧或自责。

仔细分析一下，学习英语写作的困难表现在如下几个方面：首先，词汇和语法知识不足而产生语言障碍，写出的文章不是词不达意，就是句法不通。加之汉语对英语的干扰，很多人习惯借助汉英辞典进行中英对号入座。由于中西方文化背景不同，即使是最权威、词条最多的汉英辞典也无法提供所有相应的词汇或句式，此做法的结果便是大量的中式英语。另外，即使有较好的英语语言基础也并不等于能够写出通顺自然，可读性较强的段落或文章。这是因为英美人特有的思维方式和逻辑推理也在影响其表达模式和写作技巧，不熟悉他们的思维方式和写作技巧当然也会阻碍思想表达的流畅性。

英语写作的复杂性及其困难并不意味着中国学生无法将其攻克。我们知道，近几年有不少留学英美的学生学成归国，实际上，他们获得任何一种学位均离不开论文写作。很多人依靠在国内学习和掌握的写作知识，撰写出成绩达 A 级的论文，水平甚至超过英语为母语的当地学生。这个简单事实告诉我们，通过系统地训练，可以基本掌握英语写作技巧，写出语言得体，结构合理，内容充实的文章。

三、如何使用《英语写作基础》

《英语写作基础》是为有一定词汇和语法基础的初学写作学员

编写的，它用通俗易懂的英语，简明概括地介绍句子、段落和信函三方面的基本写作知识与技巧。考虑到如何推敲词的使用会加大学员写作的难度，教材未涉及有关遣词的内容。其顺序是先句后段，这样设计的出发点是因为句子是构成段落和文章最基本、同时也是最复杂的成分，思想的表达依赖于各种句式的运用，一个段落或文章若错句连篇就无法准确传递所要表达的信息。因此，写好句子是掌握写作的基础。虽然对《英语写作基础》教材的使用没有一个固定的模式，但对基础较差的学员，建议按照教材的安排顺序和内容，循序渐进，系统地进行学习。以句作为突破口，明确其概念和特点，增强识别各类句子及错句的敏感性，扫清句法障碍，为写好段落和文章打下坚实的基础。鉴于教材未包括诸如时态、单复数、主谓一致等专门语法项目，而对语法知识掌握的好坏又影响句子写作质量，所以在使用教材的同时，应时常查阅相关语法书，并做相应的练习。

除了按照教材所安排的内容及顺序进行学习之外，学员还可根据自己的水平灵活使用本教材。如果写句的问题不大，也可以直接从段落部分开始。在细读并理解要点的基础上每周从教材中选出题目或自拟题目写出一80~100字的段落，然后按照书中对段落的要求，从语法、结构、内容、修辞等方面进行修改。修改过程中，可以参照教材和指导手册句子部分的某些章节。对于基础较好的学员，可以将第一章和第二章的内容结合起来交叉使用。采用后两种方法难度较大，学员须把握好侧重点，还要看自己存在的是哪方面的问题，有针对性地练习，做到有的放矢，才能收效显著。

必须强调的是无论使用哪种教材，哪种方法，都需认真对待。要认识到掌握写作技巧的关键取决于持之以恒的态度。要坚持不懈，多读书，勤思考；多观察，勤体会；多模仿，勤练笔。严谨的态度和科学的方法结合起来，相信定会有满意的收获。

编者

2000年4月

CONTENTS

Part One Guide to the Sentence	1
第一章 如何掌握并列句.....	1
第二章 如何掌握复合句—名词从句	11
第三章 如何掌握复合句—形容词从句	20
第四章 如何掌握复合句—副词从句	28
第五章 如何合理使用各类句子	38
第六章 如何修改常见病句	47
第七章 如何修改不平行结构	55
第八章 如何纠正修饰语错置	63
第九章 如何使句子简练 (一)	70
第十章 如何使句子简练 (二)	77
Part Two Guide to the Paragraph	87
第十一章 如何掌握段落的主题句和支持句	87
第十二章 如何掌握段落的统一性	98
第十三章 如何掌握段落的连贯性	113
第十四章 如何按时间顺序展开段落	125
第十五章 如何按空间顺序展开段落	132
第十六章 如何按步骤展开段落	140
第十七章 如何用举例方式展开段落	150
Part Three Key to Exercises	159
Part Four Sample Paragraphs	214
Sample One	214
Sample Two	215

Sample Three	216
Sample Four	218
Sample Five	219
Sample Six	221
Sample Seven	222
Part Five Sample Tests	225
Sample test I	225
Key to sample test I	229
Sample test II	232
Key to sample test II	237
Sample test III	241
Key to sample test III	246

Part One Guide to the Sentence

第一章 如何掌握并列句

所谓并列句是指由两个或两个以上简单句组成的句子,常由连词连接。在结构上各分句是平等的,而不是一个从属于另一个。一般说来,初学写作的学员往往过多使用简单句,或者是由于对各类句子的构成本身缺乏清楚的认识,加之不能正确使用标点符号,写并列句和复合句时句法错误较多。本章主要帮助学员分析和掌握并列句或将简单句合为并列句。

并列句是由两个连接在一起的独立分句构成。常用的连接方法有四种:

1. 用分号连接

当两个独立分句所表示的内容关系紧密,且句型相似,只要在两个分句间加一分号(;)即可将它们合为并列句。此类并列句构成最简单,不需任何连词,如:

The moon was hidden by the clouds. (简单句)

Not a star could be seen. (简单句)

The moon was hidden by the clouds; not a star could be seen. (并列句)

Writing in a diary is calming. (简单句)

It forces me to take time out of my busy day to rest and think quiet thoughts. (简单句)

Writing in a diary is calming; it forces me to take time out of my busy life to rest and think quiet thoughts. (并列句)

A coward dies many times before his death; a hero dies but once. (并列句)

2. 用连词 *and*, *for*, *but*, *yet*, *or*, *nor*, *so* 连接

此类连词共七个。使用时要首先弄清两个分句之间的关系,选择相应的连词,第一分句之后、连词之前用逗号。*and* 用来连接前后意义相关的两个分句,通常第二分句作进一步说明,或交代更多相关信息,如:

Northerners consume a lot of wheat flour, *and* they have it in a variety of ways.

I chose to major in English, *and* I'm now working hard at it.

for 之后的分句说明原因,对第一分句进行解释,如:

Li Ming scored very high on his English test, *for* he had been working hard at it.

but 和 *yet* 连接前后意义相反的分句,如:

My sister advised me to major in English, *but* my friend thought Japanese was easier to learn.

John has saved money all year, *yet* he doesn't have enough for his vacation.

or 之后的分句表示另外的选择或可能性,如:

Students are expected to observe school discipline, *or* they will be duly punished.

Are you going to the party, *or* will you stay home?

nor 连接前后都是否定意义的分句,注意 *nor* 之后句子的语序要颠倒,如:

Li Ming does not write well, *nor* is he willing to practice often.

so 之后的分句说明前一分句的结果,如:

Li Lan always managed to handle phone calls skillfully, *so* she was often praised by her boss.

3. 用连接副词连接

两个独立分句也可用诸如 *also*, *besides*, *however*, *otherwise*, *therefore* 等连接副词合成并列句。这类并列句的标点符号非常关键。第一分句之后要用分号(;)连接副词(小写)之后用逗号。

这里的连接副词与第二类并列句中的连词相同,也表示两分句之间的关系,如表示相关和递增关系的有 *also*, *besides*, *further-*

more, moreover 等,表示因果关系的有 *consequently, therefore, thus, accordingly, hence* 等,表示相反或转折关系的有 *however, nevertheless, still, nonetheless* 等,表示对比关系的有 *likewise, similarly* 等,还有表示时间关系的 *then* 及可能性或选择的 *otherwise* 等等,如:

Applicants need a college degree and two years' experience in the field. They must have computer skills.

这两个简单句表示的是同类递增关系,可选用相应的关系副词合并为

Applicants need a college degree and two years' experience; *moreover*, they must have computer skills.

再如: Solar heating systems are economical to operate. The cost of installation is very high.

第一句讲的是 solar heating systems 的优点,第二句则转向其缺点。很显然,它们表示转折关系。可选相应的连接副词,将它们合为一并列句,如:

Solar energy systems are economical to operate; *nevertheless*, the cost of installation is very high.

The Titanic claimed to be unsinkable. It went down to the bottom of the ocean on its maiden voyage. (简单句)

The Titanic claimed to be unsinkable; however, it went down to the bottom of the ocean on its maiden voyage. (并列句)

又如: Some students cheat on exams. They must face punishment.

根据两句表示的因果关系,将它们合为

Some students cheat on exams; *consequently*, they must face punishment.

4. 用词组连接

有些并列句使用的连接成分不是一个单词,而是若干词构成的词组,如 *in fact, for example, for instance, on the contrary, on the other hand, as a result, in the meantime, in addition* 等。可以把

它们整体对待,放在两分句之间,起连接作用。这类并列句的标点使用 and 句式都与第三类相同,如:

John worked hard all year; as a result, he made excellent grades.

It is not right to assume that women drivers are unsafe; on the contrary, they are more careful drivers than men.

He is taking five courses this term; *in the meanwhile*, he works three times a week at his uncle's store.

需要说明的是,第三、四类句中使用的连接副词和词组可放在两分句之间构成并列句,还可作为状语分别使用在前后有联系的两个单句中。譬如,两个单句都很长,尽管它们之间也有某种逻辑关系,或因果,或对比,也无需将它们合并。使用这两类词或词组可将两个独立单句不是从结构上,而是从意义上连接起来,如:

Some students cheat on exams. Consequently, they must face punishment.

He is taking five courses this term. In the meanwhile, he works three times a week at his uncle's store.

The end goal of learning a foreign language is to use the language both correctly and appropriately. Therefore, it is necessary for teachers to provide learners with adequate grammatical and pragmatic knowledge.

这样使用时,他们的位置较灵活,通常放在句首,有时也可放在句中或最后,并用逗号与其他成分隔开,如:

The end goal of learning a foreign language is to use the language both correctly and appropriately. It is, therefore, necessary for teachers to provide learners with adequate grammatical and pragmatic knowledge.

Exercises

I . Identify the simple sentences and compound sentences given below . Point out the conjunction or connective used in the compound sentences .

1. Man's progress has hinged on certain great discoveries and inventions.
2. Something is discovered or invented, and history changes.
3. These high points in history occur in various areas.
4. The invention of the wheel affected transportation and the making of machinery, and the plow affected agriculture.
5. We take modern methods of communication almost for granted, but time, money, and inventive minds were necessary to make them possible.
6. Drums and signal fires communicated messages in 3000 B. C.
7. Those methods were fine for 3000 B. C. , but you and I prefer and use more modern methods.
8. Would you like to depend on carrier pigeons, or would you prefer to use a postal runner?
9. Our whole system of communication developed step by step.
10. Each step made history, and life became easier.

II . Change the word order so that these sentences make sense. Begin each sentence with a capital letter. Put a period at the end of each sentence.

1. health thing good she the was life thought most in that important.
2. about Colorado should to think in going you college
3. mouth at begins end his the vacation the of
4. every our gets time bill we food larger shop
5. supermarket for a applied neighborhood Helen job at a
6. English to in writing Alvaro a England learned by friend write to

7. tell take asked to which her she to courses roommate her
8. enter he told a graduate better him to grades adviser needed school
Renato's that
9. shop were the left coffee we prices the slow was because service the
high was
10. our instead to them decisions let of need our make us own parents
us for making

III . Choose the correct conjunction to complete each sentence. Be sure the meaning of the conjunction relates to the clauses logically.

1. He was qualified for the job; _____, he got it.
a. therefore b. however c. instead
2. The steak is very good; _____ you might prefer the chicken.
a. consequently b. on the other hand c. for example
3. The company is in financial trouble; _____, workers may be laid off.
a. nevertheless b. however c. as a result
4. Jason has been taking piano lessons for years; _____, he does not play well.
a. however b. consequently c. moreover
5. Jack may run for councilperson; _____, he may someday become mayor.
a. otherwise b. furthermore c. for instance

IV . Combine each pair of simple sentences into a compound sentence. Use the coordinating conjunctions you find in parentheses when combining sentences. Put a comma before each conjunction.

1. Yesterday the snow fell. We went sledding. (and)
2. I like French cooking. You like Italian cooking. (but)
3. Esteban didn't pass the driving test. He didn't pass the written test.
(nor did he)
4. Keiko earns fifty dollars every month. She works regularly as a baby
sitter. (for)
5. Loretta looked for a job yesterday. She will look for a job tomorrow.
(and)
6. You can travel to Europe by plane. You can go by ship. (or)
7. Antonio visited many used car lots. He was looking for cheap trans-
portation. (for)
8. You should go to the college admissions office. You must go to the
immigration office first. (but)
9. We won't buy on credit. We won't miss paying our bills every
month. (nor)
10. Naim wanted to shop for groceries. I had to shop for clothes.
(and)

V. Add another short simple sentence to the one you find. Then connect the two simple sentences with a coordinating conjunction and a comma to form a compound sentence. The first one is done for you.

1. Salvatore wants to rent a boat.