

(英语类)



# 英语写作

高等教育自学考试指定教材同步配套题解

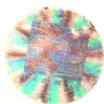
组编/全国高等教育自学考试命题研究组

主编/周领顺 史莉 谢菲

(新修版)

依据国家自学考试新修版教材及最新考试题型编写

光明日报出版社





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主 编 周领顺 史 莉  
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## 再版说明

“天一”系列自学考试同步配套题解出版发行六年来,以其上乘的质量和自学考试的准确把握,帮助了全国数百万考生完成了相关课程的学习、考试,赢得了广大考生及各地经销商的一致赞誉。“天一”自考图书已成为全国自考辅导书中的知名品牌。

两年来,自学考试发生了较大变化,不少自考教材进行了修订、再版,考试题型亦趋于更简练、更科学。新形势下为了使广大自考学员能及时、快速地掌握新教材内容及最新考试信息,顺利通过考试,我们对“天一”系列自考辅导用书进行了全面地修订。

**新修版“指定教材同步配套题解”有以下特点:**

**新一**①内容新。本套丛书全部按最新的自学考试大纲及最新版指定教材内容编写。

②题型新。本辅导书以章为单位,依据最新考试题型编拟了大量“综合练习题”,所拟试题命题科学、解答准确。书后所附的模拟试题也和最新考题的题型及题量完全一致。

**全一**信息全。本套辅导书涵盖了大纲中所有的知识点、考核点,特别指出的是依据《高等教育自学考试活页文丛》及十六大报告内容,对教材中没有涉及的内容,在本辅导中都做了详尽补充。

**强一**①作者阵容强。本套丛书的作者,有指定教材的主编,有专业教研室主任,有长期参加辅导的高校一线教师。他们对自考教材分析透,对出题规律掌握准。

②实战性强。依据新教材及最新考卷的题型及题量精心编拟多套“全真模拟试题”,以增强考生临场经验,增强本书的实战性。

愿本套新版“同步配套题解”能帮助您顺利通过自学考试!

**全国高等教育自学考试命题研究组**

## 前 言

《英语写作》(Advanced College Composition)是由全国高等教育自学考试指导委员会办公室组编的全国高等自学考试英语专业的指定教材,是专科阶段《英语写作基础》(Basic English Composition)的继续。本课程将在巩固专科阶段写作技能的基础上,进一步提高应考生的英语写作能力,由专科阶段的句子和段落过渡到本科阶段的整篇文章的撰写,以适应和满足实际工作的需要。本课程从实际应用出发,重点讲授如何撰写读书报告,如何用英语写好记叙文、描写文、说明文以及议论文等。为配合对本教材系统和有效的学习,我们应全国高教自考英语专业命题研究组之约,撰写了《英语写作同步配套题解》这本与指定教材同步配套的指导用书,希望能够切实指导各应考生的英语写作实践,帮助解决应考生在英语写作课程学习中遇到的实际问题,提高应考生的英语写作水平,最终使之实现预期的学习目标。

《英语写作同步配套题解》是继周领顺编写的《英语写作基础同步配套题解》之后的又一本写作指导用书,与《英语写作基础同步配套题解》一书相比,本书在某些方面增加了一些特色。比如:虽然我们同样对教材中出现的生词和短语配了汉语释义,但为了方便同学们的学习和阅读,我们把各章、节的生词和短语置于各章、节之首,而不是统一放在书末;虽然我们同样把生词和短语依其在教材中出现的先后顺序排列,使同学们更快捷地找到所需某词或短语的准确释义。

我们依旧注了词性,即使对及物(vt.)与不及物(vi.)动词也做到区分明确。论及“生词和短语”部分最显著的特点,当属为生词增加的国际音标。虽然英语写作课主要是个技巧和实践课,但作为英语专业的学生见词不能出口,或出口必错却是不应该的。根据音标而正确地阅读生词不但能有效地帮助学习,而且能使同学们在不知不觉中记会很多有用的词汇,以满足将来工作中的需要。我们不愿把应考生变为纯粹的应试型学生,而希望同学们能有个综合、全面的提高。但愿我们的苦心能被大家理解,我们的劳动不会付诸东流。

在每章(或节)的第二部分是“写作技巧”。我们以教材为蓝本,就教材中讲到的内容讲得更透,就教材中未及细讲或未涉猎但对该章节又有指导意义的内容作了增补,使该书既是对教材的指导,又是对教材的补充。

我们对教材中所列样文作了尽量细致的分析,并根据章、节内容的难度或

重要性增加了“Additional Practices”(补充练习)。

关于练习题,我们一律按要求配备了参考答案,有不少文章是国外报刊和书籍里的优秀作品,它们不但可读性强,而且与教材练习的要求完全吻合。有时就一个 topic,比如描述某个场所的描写文,可能要附上一篇以上的作文,这样做虽超出了练习规定的写作篇数,却可使同学们见多识广,熟能生巧,若能仿写,必然能收到事半功倍的效果。有的练习要求同学们从几个 topics 中择一而作文,我们也尽量多提供几个 topics 的样文,用意也是显而易见的。

我们就整个写作技巧的讲解采用汉语行文,但就练习中所设问题的回答则用英语,这样做既是让同学们在理解技巧分析(汉语)的前提下,习惯英语问答,而且,试题要求同学们以英语行文,或恐有题从中拟出,我们便以简单易懂的英语写就,以满足同学们的不同需要。

我们还根据教材后所给的试题类型,自拟了三份练习题并配了参考答案。希望同学们在掌握全书的写作技巧,完成了教材众多练习的实践基础上,进一步熟悉试题题型,多做多练,以免在考试时误工耗时。

最后,我们祝愿各位考生在《英语写作同步配套题解》一书的帮助下,取得理想的成绩。

编 者

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## 《英语写作》的学习与考试

### 一、课程性质和学习目的

英语写作是英语专业本科阶段一门重要的实践课程,是专科阶段英语写作基础的继续。本课程将在巩固专科阶段写作技能的基础上,进一步提高考生的英语写作能力,由专科阶段的句子和段落过渡到本科阶段的整篇文章的撰写,以适应和满足实际工作的需要。

通过对本课程的系统学习,考生能写出内容充实,具有一定广度与深度的说明文和议论文以及带有注释与参考书目的课程论文。在此基础上,掌握撰写毕业论文的基本技能。要熟练掌握提纲及摘要和读书报告的撰写技巧,写作速度每小时 250 ~ 300 词。

### 二、段与篇

《英语写作》是专科阶段《英语写作基础》的继续。在专科阶段,同学们学习了句子、段落和概要及应用文的写作。其中重点是基础性的句子和段落。在句子的学习中,同学们学习了句子的类型(掉尾句;长短句;简单句;并列句;复合句;并列复合句)、常见的句子错误(串句;破句;错误平行结构;修饰语错置;垂悬修饰语)以及灵活和简洁的句子结构(修饰性短语用于句子开头或放置在句子适当的位置;关系代词用于引导从句;合并句子、删除赘词;将短句合并;使用分词短语使句子结构多样化;使用副词或不定式作为句子的开头);在段落中,同学们学习了写前准备(自由发挥;提出问题;列单;归类)、列出提纲、主题句(限制内容范围;体现段落展开的方向;预示段落展开的方法)、统一性、连贯性(使用代词、重复核心词或短语;避免随意更换代词;使用过渡性的词或短语)、结束段落(重申主题;概述主要观点;说明结果;将重要的观点放在最后;得出逻辑结论)和段落的写作方法(按时间和逻辑顺序;按空间顺序;举例说明)。很显然,这些都是写好一篇文章的基础。在专科阶段,同学们有《英语写作基础教材》和《英语写作基础指导》的帮助,相信已了解了在写作句、段时的各种要求。我们认为,只要同学们在完成了教材和《指导》中指定的作业,就会有一个相当坚实的基础,由句到段、谋段成篇便是自然而然的事。

段与篇只有短长、简繁和内容的寡多之分。事实上,段是篇的雏型,篇是段的延伸。

【例如:】

段:

### **My Father**

I want to talk about my father. He is strict with his children, especially me. He won't let me out of the house unless I've done all my homework. He is a tall and skinny man. Some people say he is good-looking. He has a nice streak gray in his hair. He laughs a lot and enjoys life. My father has a sense of humor.

篇:

### **My Father, the Worrier**

My father and I were watching a videotape in which my two-year-old nephew, Cameron, ran into view with a spoon sticking out of his mouth. I knew exactly what Dad was going to say; I practically mouthed the words along with him: "He'll trip, and that spoon will go right into his throat." In the next scene Cameron raced around the coffee table. "He's going to split his head open on that table," my father said with alarm. "They should pad the corners."

"I know," I replied. "I can't believe they decided to have furniture!"

Dad smiled, as accustomed to my mocking his cautions as I am to hearing his warnings about even the most mundane hazards. If my father could, he would pad all the sharp corners in the world.

Like most parents, he has always tried to protect his children. And as a doctor who specializes in public health issues, he is especially conscious of the seemingly innocuous dangers surrounding us.

I remember eating raw cookie dough at a friend's house once and being surprised that nobody said a word about salmonella poisoning. At home, "Are you choking?" was uttered as often as "Did you wash your hands?" The Heimlich maneuver was a highly valued skill.

Restaurants, Dad warned, presented myriad risks, from careless waiters who might drop hot coffee on your head to employees who didn't wash their hands. If we scoffed, he would cite examples from his days as New York City's commissioner of health.

Fashion, too, could be dangerous. A few years ago he confiscated my coat because I hadn't had it hemmed sufficiently. Sometimes I ask about it, as I might about an eccentric family member banished to live in the attic. Dad will put on the coat to demonstrate how serious problem it is.

"Look—it's too long even on me. And this material is so heavy, it would pull you down."

Do you want to be the first? Just cut it off here, he'd say, drawing his hand across his knees.

The weather was only one of the many natural menaces from which we had to guard ourselves. To this day when I walk near tree branches, I blink as I hear his voice: "Watch your eyes!"

Of course, as children, we did not always listen to Dad. We had broken bones, near chokings, electric shocks, car accidents and illnesses, some of which might have been avoided if we had heeded his advice and not jumped from the tops of slides, run around while eating, yanked the plug while the vacuum cleaner was on, driven too fast and kissed dogs.

When my brothers and sisters and I reminisce these days, we recall Dad's telling us not to jump on the trampoline in gym class, because of the possibility of spinal injury, and the driving directions he devised to minimize turns across oncoming traffic. Now we find ourselves uttering similar admonitions. We phone my brother to tell him that we read about someone dying from the same allergy he has or my sister to warn her a-

bout the high lead content of certain mini-blinds.

And now Dad has a new generation to guide. His grandchildren have caught on quickly, knowing to wag their fingers and say “That’s dangerous!” at the sight of cleaning fluid. “That’s too big a bite — you’ll choke,” three-year-old Magaret tells her two-year-old cousin at a holiday dinner table. As everyone is leaving, we all laugh when my niece bids Dad good-bye: “Be careful, Poppa!”

After a weekend visit to my parents, my father drops me off at the train station for my trip back to Manhattan. As I wait, I can see his car in the parking lot; I know he is watching to see that I board safely, without falling into the space between the platform and the train. Sometimes he parks the car, steps out and walks up the stairs to the opposite platform. We wave at each other across the tracks. He stands there until the train comes and he sees me leave.

When I am seated, I watch him drive off, wanting, as I do more and more often, now, to protect him from the world’s sharp edges, the way he has always tried to protect us. I wish I could give him the reassurance his worrying and caring gave me. As the train pulls away, I whisper, “Be careful, Dad.”

段:

### My Room

My room is usually clean, but when I left this morning, it was so messy that my dog wouldn’t come in. My pink silk robe and pajamas were thrown across my unmade bed. My slippers were lying there in the middle of the floor, and I hate to admit it, but the floor was covered with big gobs of lint. Off to the right, my bureau top was piled high with caps from lotions, old empty bottles, hair curlers, deodorant, and many purses. And finally, my closet was overflowing with dirty clothes left over from last week and maybe even the week before. When I think of my

room, it makes me glad I am not there.

篇:

### My Room

My room at home has to serve two purposes: it is a bedroom but also a study. It is not very large, but I like it because it has a large window opposite the door, and my desk is on the right near the window, so I do not need to use the table lamp during the day.

I have a writing desk that folds down so I can do my homework comfortably. I keep my pens and pencils in the top part of the desk, and it has three drawers, where I keep all my notebooks. There is a table lamp on top of the desk, and some bookshelves above it, fixed to the wall, for all my school books. I have decorated the room by sticking some posters on the wall above my bed.

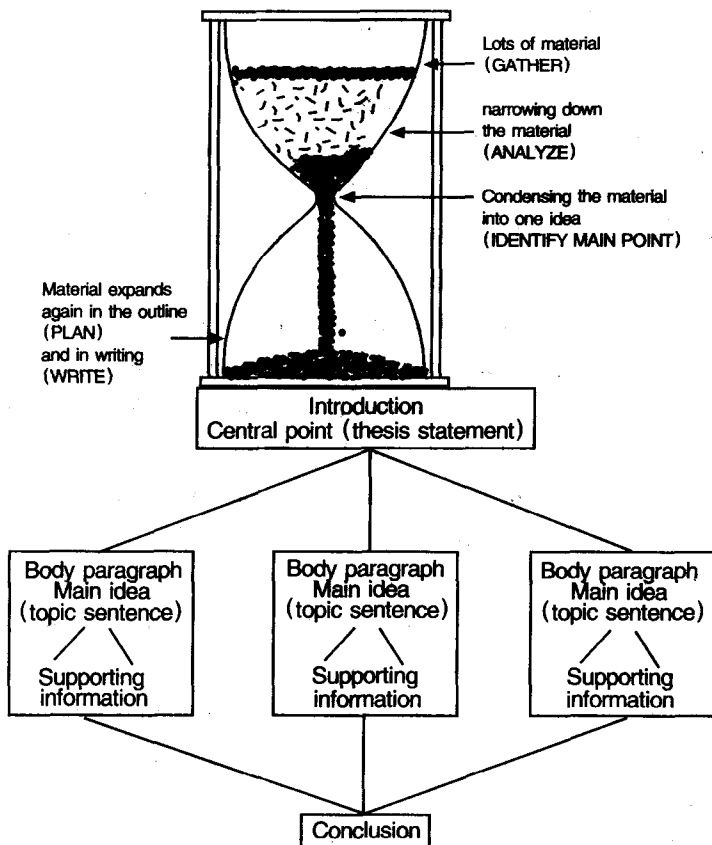
On the other side of the room, opposite my bed, is the wardrobe. It has two sections, and is very convenient because it is built into the wall, and so it does not take up much space. I keep my jackets and trousers in one section, and the other section consists of little drawers for shirts and socks and underwear. At the bottom there is a big drawer, where I keep sweaters.

就说明或议论文的常用模式看,一般来说,一段话中的 topic sentence 等同于一篇文章中的 introduction 部分(包括 general statements 和 thesis statements),一段话中的 supporting sentences 等同于一篇文章的 body 部分(各段落),一段话中的 concluding sentence 等同于一篇文章中的 conclusion 部分。

我们可以把一篇完整的文章图示为:

1)

2)



### 三、学习与写作

教材第 343 到 345 页讲了学习方法,即 1) 认真阅读教材;2) 独立完成作业;3) 多写多改;和 4) 增加阅读量。中国学生用英语写作,需要两套硬功夫:一是写作意识,二是写作技巧。写作意识包括对写作性质的理解以及对英美文化和英语思维方式的熟悉,它主要靠广泛阅读原作,去领悟、去感受。写作技巧包括写作基础知识以及各种手段和方法,这是写好文章最直接、最有效的途径。练就这套功夫,靠的是正确引导下的多写多练,而本书的主要目的就是为了帮助同学们在较短的时间内掌握教材中所讲的写作的基本手段和方法,因此,我们的宗旨是“Give me a fish, I'll eat for a day; teach me to fish and I'll eat for a life time.”

对于同学们来说,要取得最佳的学习效果,必须经历本书设置的“三步曲”:学



习——领会——创造。“学习”则指掌握有关写作手段和方法的理论知识,并通过阅读样文以获得感性认识;“领会”,即对样文进行研究和思考,领悟其写作思路并把握其行文脉络;“创造”则是学习和领会的最终目的,是体现同学们写作意识和写作技巧等综合能力的最终方式,自然也是本书欲使同学们达到的最终目标。希望同学们严格要求自己,在认真领会教材和本书主要精神的前提下,确保完成全部指定的作业。本书所配的答案只是参考答案,同学们不可盲从,或养成眼高手低的习惯。特别是有的练习中给有数个 topics,并非全都配了参考答案,希望同学们把每个题目都认真做一做,而不是仅仅选择其一,这样对考试会更有帮助。

关于写作过程,段与篇大同小异,都需要自由发挥,提出问题,确立论点,列单、归类、列提纲、写草稿和反复的修改。根据各个人的写作经验,写作过程可以简化,但至少应列提纲、打草稿和修改。

就草稿的反复修改对一篇成功的作文显得尤为重要,要不惜劳动,反复润色,对与说明主题有直接帮助的内容要保留,对与主题关系不太紧密的内容,哪怕用词生动优美,也要毫不吝惜地删掉。下面是学生作文的第一遍和第二遍草稿,大家可以看出二草显然比一草有进步,内容更丰富,描写更细致,思索更深刻。

一草:

### Only a Reflection

Infectious sounds reached our ears as we stepped into the dim passage. My friend and I strolled towards the chattering voices and tinkling laughter coming from a larger room in which we could see small tables and chairs. As we approached the entrance, the music rose and surrounded us, deafening my ears to any other sound, and we entered into a wonderland of lights and sounds.

My attention was immediately focused on the brilliant dance floor in the center, an oasis of bright color in the otherwise unilluminated room. I was drawn to it and became one of the many swaying, swinging bodies caught in the pulsating rhythm of the disco hit. The floor throbbed with radiant yellows, reds, greens, and blues. Overhead, reflecting hues bounced off the ceiling in equal excitement. Stardust sprinkled from a sparkling globe suspended over our heads, creating an aura of make-believe. The tempo quickened, vibrant and wildly electrifying, rising until suddenly only the