

供考生考前100天背诵之用

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a composition on the topic: Don't Hesitate to Say "No". You should

大学英语六级考试 高分作文精选

if we put the scheme into effect, for it is quite _____

significant

C) probable

available

D) feasible

CET

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A

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COLLEGE ENGLISH TEST

-Band Six -

(6NSH 1)

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国家行政学院出版社



大学英语六级

高分作文精选

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前 言

近年来,全国大学英语六级考试在大纲的规定指导下,对词汇的掌握程度正逐年做出不同的要求,总的趋势是所考词汇更实用,更具代表性,涉及的题型也更广。试卷中除了词汇一项,阅读理解、完形填空、简答题、写作等各项也无一不是对大纲中六级词汇的考查。且值得注意的是,近年来,考试中对六级后词汇的考查,即所谓的“超纲现象”频率也大为增高。为此,我们借鉴了众多同类书籍的长处,以1999年9月新颁布的《大学英语教学大纲》(修订本)为依据,在对历年大学英语四级考试试题进行系统分析和研究的基础上,编写了此书,旨在为广大考生提供方便可靠、内容详实的备考资料。

本书具有以下特点:

1. **高度权威。**词目的选择完全依据《大学英语教学大纲》(修订本),单词义项完全参照《大学英语教学大纲》词表工作组修订的《大学英语教学大纲词汇表》,按常用程度排列,力求确切简练。考生无需再另买一本大纲。

2. **内容全面。**按大纲要求,我们不仅列出了所有六级词汇(前均有“▲”标注),以引起考生注意,并重点掌握,还列出了大纲要求掌握的六级后词汇(前均有“◆”标注),以帮助不同层次、不同水平的考生备考。

3. **释义详尽。**词条后除附有国际音标、词性、词义和中文解释外,还适当列出了常用、常考的派生词,培养考生按基本构词法识别生词的能力,以期求得举一反三的效果。此外,我们还以大纲为基准,以大学六级英语考试为重点,详尽列出了常用、常考的各类短语。

4. **考题精典。**对于应重点掌握的词和词组,都给出了典型考题,其中二分之一为历年(1993~2001)大学英

语六级考试真题,其余是我们对今后词汇试题的预测。所有例题均附有精心讲解,简明扼要,针对性强,对易混淆词汇的同学必大有裨益。

当然,“滴水穿石,非一日之功”,只有坚持不懈,才能使本书真正成为你的良师益友。

由于时间仓促,加上编者水平有限,书中难免有纰漏和不足之处,敬请广大读者及同行专家批评指正。

编 者

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理
论
篇

第一章 大学英语六级考试短文

写作概述

根据《大学英语六级考试大纲》有关短文写作的规定,考生必须在规定的 30 分钟时间内写一篇不少于 120 词的短文,试卷上给出题目,或要求按提纲、提示作文,或看图表作文,或按所给关键词写短文,或根据所给文章(英语或汉语)写出摘要或大意等等。短文要求切题,能正确表达思想,意义连贯,文理基本通顺,无重大语言错误。写作内容为科技、社会、文化等方面的一般常识。短文写作部分的目的是测试学生用英语表达思想的一般能力。

1999 年公布的《大学英语教学大纲(修订本)》对六级写作的能力又提出了更高的要求:即要求学生能就一定的话题、提纲、表格或图示在半小时内写出 150 ~ 180 词的短文,能写日常应用文(如信函、简历等),内容完整,条理清楚,文理通顺。

为了保证考试成绩在整套试题及书面表达能力方面的信度,从 1997 年起对作文的记分作了特别的规定——“作文最低基本分(6 分)”,具体按下列方法计算试卷总分:① 凡作文 0 分者,全卷最多记 59 分;② 作文分低于 6 分,所差分数从卷面总分中扣除,计算公式为:最后得分 = 原始总分 - 6 + 实际作文得分;③ 作文分达 6 分以上者,正常记分。

由上述一系列规定可知,短文写作属命题作文,题型主要包括提纲作文、提示作文、图表作文、关键词作文、写文章摘要和大意以及书信、简历等应用文写作。提示作文又包括中文提示或英文提示等。但是,从 1989 年大学英语六级考试开考至今,实际考到过的题型只涉及前三类。考过的短文写作均给出作文标题,并对写作内容通过提纲、提示或图表予以限制。考生的作文既要符合大的作文标题,又必须与有

关提纲、提示或图表的要求一致,因此考试作文对切题的要求相当高。

写作体裁主要为说明文、论述文和应用文三大类,而考过的主要为前两类。其阐述方法以“how”、“why”为主,并注重考生个人的参与即“my view”,要求考生在短文中提出自己的观点、态度、建议、原因并联系考生本人的实际等。

写作时间为 30 分钟,为获得利用这有限的 30 分钟最佳效果,建议考生对这块时间进行合理的分配,不能一看题目就匆匆动笔,应当在下笔之前花 3~5 分钟进行审题、构思和立提纲,在写完后最好再腾出 2~3 分钟进行检查和语言方面的修改。

作文词数不少于 120 词,大纲没有规定词数的上限,新大纲又将这一下限提高到 150~180 词。而要把一篇六级作文写好,仅用 120 词还不太够。根据对历年作文判卷的情况看,较好的考生作文字数平均在 150~200 词。事实上,要把一个话题阐述清楚,三言两语,缺乏例证,往往显得苍白而没有“血、肉”,成绩也就好不了。

从历年的考题看,短文写作所涉及的内容一般都比较通俗。大纲中提到的“一定的话题”实际上是一些为社会所普遍关注的,同时又比较贴近大学生生活,为大学生的认识能力、生活经历所能驾驭的社会和校园的“热门话题”。对于这样的话题,如果用汉语论述,考生一般都能长篇大论写上许多,但限于时间、特别是英语语言的表达能力,考生往往又有点“水壶里煮饺子”的感觉。就是在这样一种对每个考生都“有好多话可写”的相同条件下,短文写作能比较客观地反映考生的实际英语表达能力:英语基本功好、表达能力强就一定能写好,而基本功差、表达能力弱就只好“挤牙膏”,最终挤出来的只能是“支离破碎、枯燥空洞、东一棒子西一锤”的东西。因此,短文写作对考生的英语水平是一次真正的挑战。

从历年的六级考试作文评卷中,我们发现六级考生在写

作中普遍存在着以下几个方面的不足,值得引起准备参考的学生在考前强化过程及实际考试中的重视:

1. 语言规范性差。考生作文中语法错误较多,且常有一些不符合英语习惯的汉语式英语句子。

2. 应用英语基本句型的能力差。英语的句子必须有动词且围绕动词展开,每个动词又都有其特定的使用句式,但考生这方面的概念很淡薄,乱套动词句型;同时,考生对英语的五大基本句型也不够熟悉,常在习作中出现句子片段、串句等严重句法错误。

3. 段落展开策略差。考生拿到题目,往往想怎么写就怎么写,写到哪里是哪里,不知道英语作文很讲究段落的展开技法,不同的文体、不同的话题有不同的段落组织要求,因此写出来的段落读起来松散拖沓、要点凌乱。

4. 篇章整体上的组段谋篇能力差。在篇章结构层次上,考生不注意段落或要点间的逻辑关联,缺乏整篇短文的前后呼应和层次上的连贯,使短文显得层次不清、条理不明、阐述不力。

要想在短文写作上取得比较快而大的进步并在考试中获得比较理想的成绩,考生必须先注意从以上4个方面着手进行短文写作操练。