

全国高等教育自学考试指定教材辅导用书
高等教育自学考试同步辅导 / 同步训练

英语写作

于晓丹 李宝东 主编



中国人事出版社

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说 明

本丛书是全国高等教育英语专业自学考试大纲、教材的配套辅导用书。

本书的编写依据：

1. 全国高等教育自学考试指导委员会颁布的《英语写作自学考试大纲》；

2. 指定教材《英语写作》(杨俊峰主编，辽宁大学出版社出版)。

本书的特点：

本书以自学考试大纲规定的考核知识点及能力层次为线索，按指定教材分章辅导。全书分四大部分：第一部分，重、难点解析；第二部分，教材练习解答。将指定教材中的所有练习题均给予了详尽的答案，以帮助考生系统学习指定教材；第三部分，补充练习及参考答案。这一部分是按照大纲和考试题型编写的同步练习，均给出了答案；第四部分，模拟试题(含答案)。

丛书在突出重点、难点，准确解答疑点的同时，兼顾学科的系统性，对于考生深入学习指定教材的内容，深刻领会考试大纲、教材的精髓，掌握重点难点，正确解答和各科题型，富有切实的指导意义。

本书亦是作者长期从事英语专业教学、多年从事专业自学考试辅导的经验的结晶。由于水平所限，不当之处，敬请专家、读者批评指正。

一分耕耘，一分收获，祝有志于自学的朋友能在考试中取得优异成绩。

编 者

1999 年 6 月

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第一章 读书报告

读书报告的主要组成部分：

- A. 有关作者的信息(姓名、书名、生死年代、出版社)
- B. 本书的故事梗概(故事及主要人物)
- C. 对本书的评论(个人对书的内容的见解)

● 范文译文及评析

范文 1(Sample 1)

《卡斯特桥市长》是托马斯·哈代的一部长篇小说。最初由麦米兰于 1886 年在伦敦出版。

故事发生在 19 世纪的英国，书的主人公是 Henchard。

Henchard 年轻时是个干草工。一次喝醉了，卖掉了妻子和女儿。后来做生意成功了并成了一名不错的市长。当他决定娶他的情人 Lucetta 时，他的前妻出现了。他重新娶了他的前妻。他的前妻死后，他意外地发现他的女儿伊丽莎白不是他的亲生女。他为此感到很烦恼。同时他生意上的伙伴，Farfrae，遗弃了他。破产和耻辱搞得他一团糟，他的有伤风化的行为也开始流传开来。由于在伊丽莎白的婚礼上遭到了冷遇，他离开了卡斯特桥市并悲惨地死去了。

Henchard 的生活经历很复杂并充满意想不到的事件。他的悲剧可以说是他性格引起的。他的冲动和嫉妒使他疏远了妻子、女儿和朋友。他孤独无助注定要吞下自己招致的苦果。根据他的观点，我们可以断定他是十九世纪英国典型的旧式农民的代表。他体现了日益没落的农村社会和经济。他诚实、正直，但却保守、思想狭

隘。他精于捆草,但缺乏现代科学知识和管理才能。所有这些都是他那一代农民的显著特征。

另一方面,他先前的合作伙伴也是他后来的竞争对手 Parfrae,则代表了农村的新生力量。他聪明、有知识、并善于接受新思想。Henchard 和 Parfrae 之间的竞争反映了传统的和现代的生产方式的竞争。他们之间的冲突反映了两代人之间的冲突。Henchard 的失败和死亡标志着传统农村生活和落后的生产模式的终结。

分析:

读书报告的第一段简明扼要地介绍了有关该书作者的信息。第二和第三段概括了本书的主要故事情节。第四段和第五段是这篇读书报告的重点,即读者对该书的评价。值得注意的是,对作者的介绍要简单明了,总结部分要高度概括,要着重写个人对作品的看法,包括对书中的人物及背景的分析。

● 指定教材练习解答

练习 1(Practice 1)

阅读下面的读书报告,并确定它是否包含有关作者的信息,故事的梗概,及对书的评论。

(原题见教材)

参考答案:

1. 有关作者的信息:

作者:Wilkie Collins

生死年代:1824—1889

书名:*The Moostone*

两篇杰作:*The woman in White* 和 *The Moonstone*

其他作品: *The Law and the Lady*; *The Dead Secret* 和
The Fallen Leaves

其他信息: 作者被称为现代侦探小说之父

2. 读书报告的第二段是故事梗概, 叙述了 *The Moonstone* 这篇侦探小说的主要故事情节。
3. 第三至第七段是读书报告的作者对 *The Moonstone* 的评论。

练习 2(Practice 2)

仔细阅读下面的非小说体文章并写一篇摘要。

(原题见教材)

参考答案:

In addition to a physical boundary, every living thing has a non-physical boundary which is called "organisms' territory." And the act of laying claim to and defending a territory is termed territoriality. We are familiar with the way a dog handles space. He knows the limits of his master's "yard" and will defend it against encroachment. And he also has certain places to sleep. Territoriality is more clearly presented in a female dog with puppies. She reacts differently when an intruder is at different distances from her and her puppies. This same phenomenon can also be found in other vertebrates—fish, birds, and mammals. However, human's territoriality is the most complex. Though he has the idea of territoriality, he has to keep his real feelings about space due to our culture which has tended to play down or cause us to repress and dissociate the feelings we have about space.

练习 3(Practice 3)

选一本你读过的书,写一篇 300—400 字的读书报告。它必须包括有关作者的信息,书的故事梗概及你对本书的评论。

(原题见教材)

参考答案:

Manhattan's China Lady written by an American author, Julia Zhou, was published by Beijing Publishing House.

The story is an autobiography which describes the rough experiences of the author herself, a Chinese woman, in going abroad and becoming successful in business. After graduation from secondary school at the age of 18, she went to "Beidahuang", the countryside in the northern part of China. During the period from 1968 to 1985, she became a literary girl, a doctor and a reporter. In 1985, she went to the United States for further study on her own. Being helpless and short of money, she was forced to be a maid, a waitress and a saleswoman. After four years of hard work, she set up her own company and became a successful business woman. And she also found her love there.

Through the truthful and vivid description of the hardships she encountered in Manhattan, the author displays her rich and delicate world of feelings and her distinct and deep analysis of life and love. Her success is based on her unending struggles and her sharp-cut characters of being sensible, being upright, and being courageous enough to pursue happiness.

Undoubtedly, a different social system and different economic background in America leads to not only cultural differences,

but also challenges and opportunities for those young people from China. In the United States, people like to say "We can make it true whatever we dream of." Yet, I have to say, dreams will not come true for every dreamer. Only those of great mind, courage and creativity can succeed, while some others fail for timidity and mediocrity, and still others even violate ethics and lose their ways before the temptation of money or material interests which finally leads them to degeneration.

Nowadays more and more young Chinese people are eager to go abroad to pursue their dreams——will all of their dreams come true after years? Well, only time can tell.

● 补充练习及参考答案

仔细阅读下面两篇文章,并为每一篇文章写一篇摘要。

1. A Kind of Sermon by W. S. Fowler

It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.

It may not seem much consolation to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast

untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. He sees them struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts. It is hard to convince them that their English is certain to improve, given time and dedication.

In such circumstances it is hardly surprising that some give up in disgust, while others still wait hopefully for the teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part, frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as: "You can lead a horse to water but you can't make him drink," or more respectfully if less grammatically: "It ain't what you say, It's the way that you say it." His students might feel inclined to counter these with: "The more I learn, the less I know."

Of course this is not true. What both students and teacher are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. For the same reason, from the teacher's point of view, selecting what should be taught becomes a more difficult task. It is much easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu.

Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in

an English-speaking country, which amounts to washing one's hands of them. Few students have the time or the money to do that. It is often said that wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. It is no use telling students to go to the library and pick up the first book they come across. My own advice to them would be: "read what you can understand without having to look up words in a dictionary (but not what you can understand at a glance); read what interests you; read what you have time for (magazines and newspapers rather than novels unless you can read the whole novel in a week or so); read the English written today, not 200 years ago; read as much as you can and try to remember the way it was written rather than individual words that puzzled you. "And instead of "read", I could just as well say "listen to."

My advice to teachers would be similar in a way. I would say "It's no good thinking that anything will do, or that all language is useful. It's no good relying on students to express themselves without the right tools for expression. It's still your duty to choose the best path to follow near the top of the mountain just as it was to propose a practicable short-cut away from the beaten track in the foothills. And if the path you choose is too overgrown to make further progress, the whole party will have to go back and you will have to choose another route. You are still the paid guide and expert and there is a way to the top somewhere."

参考摘要:

Once students have learnt the basics of English, further progress often appears harder to make. This surprises students and both they and their teachers can find it discouraging. The problem arises because the language points they are now studying are no longer so simple to explain and so readily put into practice as those learnt previously. Selecting what to teach also becomes more difficult.

At this stage students should expose themselves to as much English as possible, selecting for reading contemporary material that is short, interesting and understandable without being too simple. concentration should be made on style. It remains the responsibility of the teacher to guide students towards the most effective way of increasing their fluency.

2. How New York Became America's Largest City

In the 18th century New York was smaller than Philadelphia and Boston.

Today it is the largest city in America. How can the change in its size and importance be explained?

To answer this question we must consider certain facts about geography, history, and economics. Together these three will explain the huge growth of America's most famous city.

The map of the Northeast shows that four of the most heavily populated areas in this region are around seaports. At these points materials from across the sea enter the United States, and the products of the land are sent there for export across the sea.

Economists know that places where transportation lines meet are good places for making raw materials into finished goods. That is why seaports often have cities nearby. But cities like New York needed more than their geographical location in order to become great industrial centers. Their development did not happen simply by chance.

About 1815, when many Americans from the east coast had already moved toward the west, trade routes from the ports to the central regions of the country began to be a serious problem. The slow wagons of that time, drawn by horses or oxen, were too expensive for moving heavy freight very far. Americans had long admired Europe's canals. In New York State a canal seemed the best solution to the transportation problem. From the eastern end of Lake Erie all the way across the state to the Hudson River there is a long strip of low land. Here the Erie Canal was constructed. After several years of work it was completed in 1825.

The canal produced an immediate effect. Freight costs were cut to about one — tenth of what had been. New York City, which had been smaller than Philadelphia and Boston, quickly became the leading city of the coast. In the years that followed, transportation routes on the Great Lakes were joined to routes on the Mississippi River. The New York City became the end point of a great inland shipping system that extended from the Atlantic Ocean far up the western branches of the Mississippi.

The coming of the railroads made canal shipping less important, but it tied New York even more closely to the central re-