

新标准高职英语专业系列教材

# 英语基础写作教程

## Understanding 练习参考答案 English Writing

主编 刘爱英

配套

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# 英语基础写作教程

## Understanding 练习参考答案 English Writing

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## Key to Questions on Sample Writings

Unit 5 .....	1
Unit 6 .....	3
Unit 7 .....	5
Unit 8 .....	7
Unit 9 .....	8
Unit 10 .....	10
Unit 11 .....	12
Unit 12 .....	14
Unit 13 .....	15
Unit 14 .....	17
Unit 15 .....	19
Unit 16 .....	21
Unit 17 .....	25
Unit 18 .....	27
Unit 19 .....	29
Unit 20 .....	32
Unit 21 .....	34
Unit 22 .....	36
Unit 23 .....	38
Unit 24 .....	40
Unit 25 .....	42

## Key to In-class & After-class Activities

Unit 1 .....	45
Unit 2 .....	48
Unit 3 .....	55
Unit 4 .....	61
Unit 5 .....	74
Unit 6 .....	78
Unit 7 .....	81
Unit 8 .....	83
Unit 9 .....	84
Unit 10 .....	86
Unit 11 .....	87
Unit 12 .....	88
Unit 13 .....	89
Unit 14 .....	90
Unit 15 .....	91
Unit 16 .....	92
Unit 17 .....	94
Unit 18 .....	96
Unit 19 .....	97
Unit 20 .....	100
Unit 21 .....	102
Unit 22 .....	105
Unit 23 .....	107
Unit 24 .....	109
Unit 25 .....	110

## Unit 5

### Part I Lead-in

1. F      2. F      3. F      4. T      5. F      6. F

### Sample 1

1. The topic of the discussion is *watching basketball on television*, and the point the writer intends to make is *watching basketball on television is a favorite pastime of mine*. The writer makes it clear right in the very first sentence of the paragraph.
2. The rest of the paragraph fails to stay focused on the point presented in the first sentence. From the third sentence on, the student writer keeps departing from the point specified in the first sentence.
3. The paragraph is far from effective in that there is no single idea presented here. To write more effectively, the student writer must resist the temptation of mentioning anything other than watching basketball on television. He should stick to the idea presented in the first sentence throughout the discussion.

### Samples 6 & 7

1. No, all the points listed are parallel. Without a general statement, one can hardly predict at the beginning what the paragraph is possibly about.
2. Sample 7 differs from Sample 6 in that Sample 7 is headed by an effective topic sentence, which informs the reader clearly of the topic, controlling idea, and indicates a possible pattern of development (cause-and-effect). In this way, the reader can get a rough idea of what the paragraph is up to.

3. Sample 7 is much preferable to Sample 6. The presence of an effective topic sentence helps to unify the discussion and facilitates comprehension on the part of the reader.

### Sample 8

1. Judging from the topic sentence, the topic is *people behind the wheel of an automobile*, and the controlling idea is *go crazy*.
2. The writer is most likely to cite an example/examples to develop the topic sentence into a full-fledged paragraph.
3. The topic sentence is then developed with extended examples, detailing the mad behaviors of people driving. The paragraph is adequately supported with lively spicy details, which result from the writer's keen observation. The provision of such abundant details makes the reading interesting and impressive.
4. The discussion is effectively concluded by echoing the topic sentence.

# Unit 6

## Part I Lead-in

1. F      2. T      3. F      4. T      5. T      6. F

## Sample 13

1. The second sentence is the topic sentence. The word *absenteeism* informs the reader of the topic under discussion, and the controlling idea is: one of the causes for the problem is the failure to *penalize* students for such absenteeism. The key words are *absenteeism* and *penalize* respectively.
2. The word *absenteeism* is used twice, and the key word is also repeated in the form of a derivative (*absence*). The word *penalize* is used twice, too.
3. The paragraph also relies heavily on synonyms to achieve coherence:  
*absence/absenteeism—miss school*  
*not penalize—suffer no consequences—no punishment—pass*
4. The paragraph also makes use of substitution:  
*absenteeism—the problem*
5. In this sample, such devices as repetition, synonym, and substitution serve to make the paragraph coherent.

## Sample 14

1. The paragraph describes how students in my class reacted shortly before and after the class ended.
2. The writer describes what happened in time order.
3. The writer should use the simple past tense to describe the event. However, he fails to use it consistently in the sample, leading to much confusion on the part of the reader.



## Sample 15

1. The writer does not use person consistently.
  - a. *Your* parents, believing it is the thing to do, put pressure on *you* to attend. → *Their* parents, believing it is the thing to do, put pressure on *them* to attend.
  - b. *They* are especially inclined ... → *Their parents* are especially inclined ...
  - c. ... *we* are in college because most of *your* friends are college students and *you* just don't want to feel left out. → *they* are in college because most of *their* friends are college students and *they* just don't want to feel left out.
  - d. ... *they* hope either to meet *your* future spouse or to make friends who will be beneficial to *you* after graduation. → *they* hope either to meet *their* future spouse or to make friends who will be beneficial to *them* after graduation.
  - e. ... *we* are in college to increase *our* knowledge and to broaden *your* understanding of the world. → *they* are in college to increase *their* knowledge and to broaden *their* understanding of the world.
  - f. ... *they* see the need to develop new skills and to learn to use those skills to improve *your* own life and the lives of others. → *they* see the need to develop new skills and to learn to use those skills to improve *their* own life and the lives of others.
  - g. Do any of these reasons explain why *you* are attending college? — Do any of these reasons explain why *they* are attending college?
2. The writer is consistent in the use of number.
3. The revision contributes greatly to the coherence of the paragraph, avoiding causing much confusion on the part of the reader.

# Unit 7

## Part I Lead-in

1. F      2. F      3. F      4. F      5. F      6. F      7. T      8. F

## Sample 1

1. Run-on sentence:

I remember the first time, when I was a kid, going to the dentists, it seemed I never went to the dentist when I was a kid until I had a toothache, that's my parents' fault, isn't it, I guess.

Fragment:

Probably because when they were growing up it was bad times and they didn't have any money for things like the dentist.

2. Unity:

The freewrite obvious lacks unity, for it fails to concentrate on one single idea. Actually, a couple of ideas have been discussed, such as why "I" hate going to the dentists, how "I" am going to handle my kids' teeth to prevent cavities, etc. Unity of the sample is further undermined by such utterances as "I can't think of anything more to say", which of course has nothing to do with the discussion itself.

Coherence:

The paragraph also lacks coherence. For one thing, the discussion follows no particular logical pattern of development because of the inclusion of irrelevant details. For another, there are frequent shifts in person and number, causing much confusion on the part of the reader.

3. d. What should a dentist do to ease a child's tension at the clinic?  
e. What should a dentist do to improve his dental services?  
f. How should a child take proper care of his teeth?

## Sample 7

1. The topic under discussion is *the surroundings*, and the controlling idea is *the surroundings are old and depressing*. The topic sentence in the sample is slightly different from the one in the outlines, for the writer has to take into consideration the need for coherence. Since the sample paragraph is part of an essay, by making the slight alteration, the sample paragraph can be better connected to the rest of the essay.
2. There are three supporting ideas in both the outlines and the sample paragraph. The three supporting ideas are coordinated and presented in climactic order. The sample paragraph largely corresponds to the outlines.
3. While largely following the outlines, the writer makes a point of providing concrete sensory details, and making personal observations, trying to interpret what the surroundings are like, which makes the writing concrete and impressive.

## Unit 8

### Sample 1

1. “My” first day in college.
2. For the first time the writer is to live without parents, but with roommates.
3. The events:
  - the bus carried us to the gate of the college
  - registered
  - an instructor led us to the dormitory
  - made the bed and fixed the mosquito net
  - took a walk around the campus
  - talked about the past and the future in the eveningThe writer uses some transitional expressions to guide readers from one event to the next.
4. Yes. Because it not only vividly describes others’ response to those new arrivals on campus but also enables us to experience what the writer experienced on the day.

### Sample 2

1. Rosa Parks.
2. The first sentence. “brave.”
3. The events:
  - She saw blacks were treated unfairly by white people in Montgomery.
  - She decided to fight with the “weapon of protest.”
  - She refused to give up her seat on a bus to a white person one day.
  - She was arrested.
  - More protests and sit-ins followed.Time order.
4. Yes. All are narrative paragraphs, but this one is a short biography about a person’s life, while the preceding one is an account of an important day.
5. Yes, I have.

# Unit 9

## Sample 1

1. This paragraph is to teach readers how to make a birthday cake. If you follow the instructions, you would be able to make a delicious birthday cake for someone you love.
2. Yes. The writer does so in the third sentence.
3. Time order in which the actions are actually arranged.  
Transitions used: first, before, next, then, then, until, next, then, next, next, next, after, then, when, now
4. We should be able to make a birthday cake for our loved ones.
5. Topic: Making a birthday cake  
Topic sentence: Here is how to make a simple birthday cake.
  - A. The tools and ingredients needed
  - B. Steps
    1. Preheat your oven to the appropriate temperature
    2. Put the dry cake mix into your large mixing bowl
    3. Put the prescribed amount of water, oil, and eggs into the mix
    4. Mix the batter until it is smooth and free of clumps
    5. Grease the large cake pan with the shortening
    6. Flour the pan lightly
    7. Pour the cake batter into the cake pan
    8. Place the cake on the top rack of the oven and bake for the amount of time specified
    9. Turn off the oven and let the cake cool
    10. Spread the icing on the cake
    11. Place the appropriate number of birthday candles on it

Concluding sentence

## Sample 2

1. This paragraph is to explain how shows are rated.
2. The topic sentence identifies the process and tells us that the goal is just to inform us of the process.
3. There are five steps.
  - Step 1: Installs meters in a few thousand representative homes in a particular area.
  - Step 2: The meter records the day, time, and the channel when the television set is turned on.
  - Step 3: The meter electronically sends this information to the rating company's headquarters.
  - Step 4: A computer at the headquarters tallies all of the information from all the homes in the area.
  - Step 5: The computer prints a rating sheet that shows how many homes watched each show and which shows are the most popular.

## Unit 10

### Sample 1

1. The first sentence.
2. Because the topic sentence sounds general and abstract, the best as well as the simplest way to clarify it is to give some specific examples. Thus the paragraph is likely to be developed by one or more examples.
3. (The answer is open.)
4. (The answer is open.)
5. By pointing out that Fred's changed attitude "did solve the problem of his pointless anger," the writer refers back to the topic sentence. "Did solve the problem of his pointless anger", a substitute of "achieve peace of mind" stated in the topic sentence, ties the concluding sentence back to the main point.

6. Yes.

Transitional expressions: for instance, too, when, finally

Repetition: attitude, change, problem, angry, the train system, uncomfortable, solve

Substitution:

1. achieve peace of mind: did solve the problem of his pointless anger
2. a serious problem: the situation; the train's lateness or slowness; his pointless anger
3. slow: rarely on time

Synonyms:

1. thinking: assuming
2. changed: transformed

## Sample 2

1. The first sentence.
2. There are three examples:
  - Winston Churchill
  - Albert Einstein
  - Lord Keynes
3. Yes. These are a series of brief and short examples, while the one in the preceding sample paragraph is a single detailed example.
4. Because one single example may not be representative nor typical enough to prove the point.
5. Yes. Because all these examples lead to the observation stated in the topic sentence.
6. Transitional expressions used:  
take ... as an example, again, also, today, when, yet, like  
A transitional sentence used:  
Have you heard of Lord Keynes?

## Sample 3

1. The first sentence.
2. There are four examples.
3. Yes. Because each example illustrates one of the important qualities the applicant should demonstrate in order to be successful in a job interview.
4. (The answer is open.)
5. The transitional expressions used:  
for example, besides, in addition, and finally



# Unit 11

## Sample 1

1. The term is defined briefly in the topic sentence. The writer uses class definition.
2. The writer develops the basic definition with details about a typical hacker's physical appearance and his preference so that readers can understand the term better.
3. Yes, he does.  
Those descriptive details give readers information about a hacker's complexion, eyes, and clothing.  
Yes, these details support the topic sentence.
4. Yes. Because the concluding sentence once again reveals the very nature of a hacker.  
Yes.
5. (The answer is open.)

## Sample 2

1. The first sentence. This paragraph is likely to be developed by examples.
2. The writer clarifies the term by providing three distinguishing examples about the term, which tell it apart from all other feelings or attitudes.
3. The writer sums up the dilemma that the three examples demonstrate, thus allowing readers to see the core of the term.  
Yes. Because it is a conclusion the whole discussion naturally leads to.
4. The repeated key words or terms: ambivalent, might
5. Yes. Transitional expressions: for instance, or, on the other hand, finally