

STEP BY STEP WRITING FOR MIDDLE-SCHOOL STUDENTS

中学生 英语写作循序渐进

潘志强 漆晓蓉 编



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浙江省衢州第二中学
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序

听、说、读、写是外语学习的四项基本语言技能,在我国以往的外语教学中,一直强调阅读技能。近年来随着我国对外开放的进一步深入,人们开始意识到听和说的重要性,外语教学开始强调听说技能,尤其是说的技能。然而原本没有受到足够重视的写的技能似乎更不受重视。原本普遍水平不高的写作能力似乎还有所削弱。提高学生的写作技能已刻不容缓。目前市场上的写作书大体可以分为两类,一类是讲写作技能的书,讲解各类文章应该如何写,然后提供一些范文;另一类主要是应试用书,根据不同的考试,设计一些模拟作文题。然而写作技能与游泳一样只能通过训练才能获得。因此,只看前一类书肯定不能提高写作能力。而后一类的书是根据考试题型编的模拟题,往往没有系统性,而且大多都是以一种模式出现,如:题目加上每段的主题句。这些书籍很难满足那些有志于提高英语写作能力的学习者的需要。而潘先生的 *Step by Step Writing for Middle School Students* 就是根据目前的现状而编写的。它主要有以下特点:

- 1) 内容丰富、形式多样:该书有描述文,记叙文,说明文和应用文练习,从词的选用,句子的构造,到篇章写作等,形式新颖别致;
- 2) 循序渐进、使用方便:正如本书的标题所示,该书的每一单元从词、句到篇章练习循序渐进,教师可根据学生的水平选择使用;
- 3) 针对性强:从内容到形式都非常有针对性,非常适合中学生使用。教材所选的话题都是中学生感兴趣的,形式非常活泼。

本书的编者之一,中学英语特级教师潘志强先生,师范大学毕业二十余年,一直从事中学英语教学,有着非常丰富的教学经验,本书可以说是他二十多年教学的部分结晶。潘先生二十余年来,笔耕不辍。该书是作者在成功出版了 *Step by Step for Middle School Students* 之后的又一本新书,该书可以说在一定程度上填补了中学写作技能培训教材的空白,我相信它定会受到中学师生的欢迎。

浙江师范大学外国语学院 洪岗

前 言

在日常教学中,我们经常可以发现学生普遍存在对英语写作的畏难情绪,他们不知如何下笔,一旦成文,不是错误迭出,就是顾此失彼。而由于现行中学英语教材内容较多,课时较紧,教师也无暇顾及对学生就此进行有针对性且系统有效的训练,长此以往,学生的英语写作能力就更难得到提高了。本书就是根据学生的这种实际情况并结合现行中学英语新教材的内容和特点,以及教育部新颁布的《英语课程标准》中有关写作的要求精心编写而成,旨在通过科学的训练,帮助学生了解英语写作的特点、要求和方法,逐渐掌握其规律,迅速提高自己的英语写作能力。

本书由看图作文、叙事作文、说明文和应用文四个部分组成,共有 22 个单元。它们既有机联系,又独立成篇,其训练的内容和要求既体现了循序渐进的原则,又根据不同阶段的特点,各有侧重。如看图作文我们要求从直观画面入手,通过理解,运用想象,将图画语言转换成书面语言(这也是近年来高考书面表达题最常用的考查方式),而应用文则通过大量贴近学生生活、符合学生实际的训练和范文,让学生一步步地操练和前进,从而熟练掌握写好文章的方法。

本书在编写时既注重知识性和趣味性的结合,又突出实用性和交际性。本着抓基础知识的落实和基本技能的提高的原则,本书无论是在结构上还是在内容上都采用了渐进式、滚动式、高复现率的编排体例。我们通过模仿训练、遣词造句训练,词——句——文训练,指导性写作训练等,目的是让学生从点滴入手,逐渐增强自信,提高能力。本书所提供的范文,均出自富有外语教学经验的英美人士之手,相信这种原汁原味、真实地道和典型的语言素材定会起到开阔视野、拓展思维和激发兴趣的作用。

本书适用于在校初三及高一、高二年级学生及社会自学人士,更有利于高三学生复习备考。对于教师来说,本书也可作为平时教学中培养提高学生书面表达能力的参考材料。该书层次清楚,针对性强,相信它会成为广大读者提高英语写作水平的良师益友。

在本书稿形成过程中,浙江师范大学外国语学院院长、教授洪岗博士给予了热情指导并撰写序言,衢州市教育局教研室郑纪川先生作了具体指导,外籍教师 Susan Krantz, Brian Corley, Michael Boland 审校了作文范文,中国美术学院逯畅为本书绘制部分图画,在此表示衷心的感谢。

衢州第二中学 潘志强 漆晓蓉

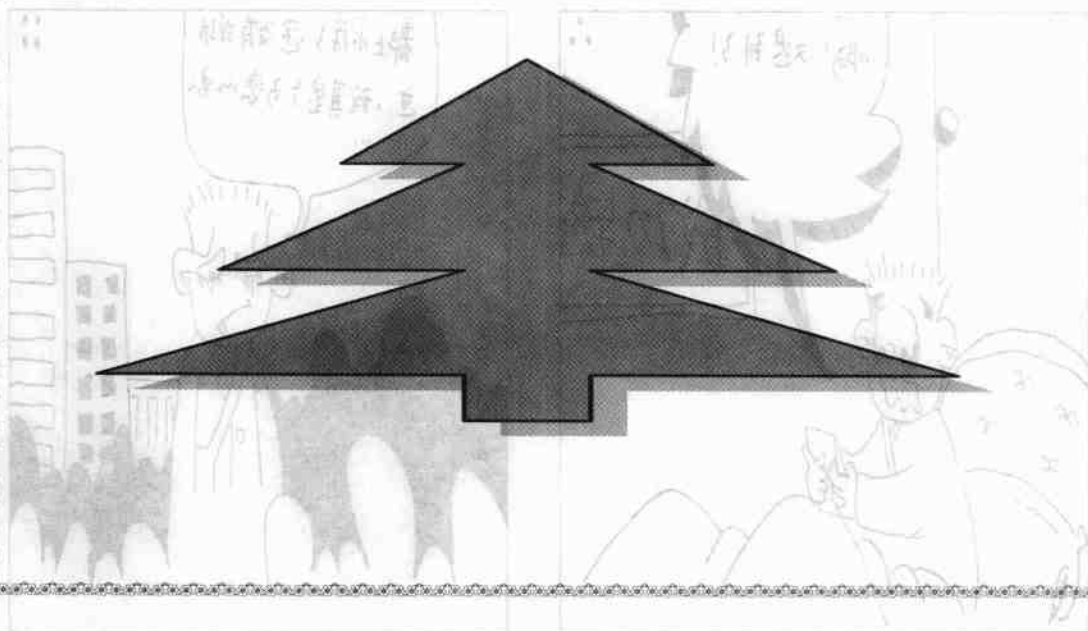
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Part One Descriptive Writing

Talking About Pictures is a method to show students how to write according to a certain situation. It requires that writers have good abilities of imagination and observation; moreover, it requires the writers to understand what is hidden in the pictures. This part of the book provides students with some humorous contents in six units. If described thoroughly, the humor will have a profound effect. When writing compositions, students need to focus on the standard use of vocabulary, fluency of sentences, and a better understanding of the pictures.



Unit One Waking Up

Unit One Waking Up



Section One Word Choice

I. Use the following words or phrases correctly.

too ... to / so ... that / such ... that

1. We are _____ arranged _____ one of us is always on duty.
2. He is _____ ill _____ have been anywhere but in bed.
3. You gave me _____ a fright _____ I had a nightmare.

success / successful / successfully

4. The plan is a great _____.
5. I feel _____ as a teacher when a student can challenge my viewpoint.
6. My final attempt is to fix it _____.

look at / see / watch

7. On a clear day we can _____ miles and miles from this hill-top.
8. To _____ her you'd never guess that she was a university teacher.
9. He was interested to _____ their faces and their costumes.

be determined to do / make up one's mind / decide to do

10. Have you _____ about what you'll do?
11. It has been _____ that the exhibition shall not open on Sundays.
12. He _____ prove his friend's innocence.

manage to do / succeed only in doing (sth.)

13. In spite of these insults, she _____ keep her temper.
14. I tried to clean the watch, but only _____ breaking it.

II. Read the following sentences and then explain them in English.

1. There is more than one way to skin a cat.

2. He was as hungry as a bear.

3. Get your feet wet.

4. Pat yourself on the back.

5. I'll be right back.

Section Two Sentence Fluency

I. Ask your partner the following questions and check the answers in the space provided.

	Yes	No
1. Do you get up early in the morning?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you usually feel hungry when you wake up?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you remember what dream you have after you wake up?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you usually wake up naturally or does somebody wake you up?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will you get angry when somebody wakes you up at midnight?	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you hear birds singing in the tree around your apartment?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you get up quickly as soon as you wake up?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you have the habit of rubbing your face before you get up?	<input type="checkbox"/>	<input type="checkbox"/>
9. Who gets up the earliest in your family?		

10. Do you think it necessary to get up early in the morning? Why?

II. Complete the following sentences.

1. It's generally believed that early to go to bed and early to get up does good to our health because _____

2. A person who usually gets up early in the morning is called "early bird". My father is an "early bird" because _____

3. My roommate made noises (snorts) when he was sleeping last night. I couldn't fall asleep. So I decided _____

III. Enjoy reading it!

I Used to Be

I used to be chubby

But now I'm thin.

I used to be messy

But now I'm neat.

I used to hate boys

But now I only hate them a little.

I used to be clumsy

But now I'm coordinated.

I used to be afraid of big kids

But now I'm a big kid.

I used to be nine

But now I'm ten.

Section Three Getting an Idea

I. Editing.

What a Poor Man!

Jack is a nice and interesting boy. But he had one shortcoming. He likes sleeping too much that he can't wake up early in the morning. One night he was determined to getting up early the next morning, thinking, "This time I'm sure I'll be success." He was very confident.

The next morning, he woke up and saw the clock. "Oh! I'm late again!" he cried.

Of course, he was late for the school again. "I am a student in the elementary school, but for so many years I have never managed to getting up early. What a poor man I am!" He said to himself sadly.

II. Describe waking up in the morning.

Teacher's words: _____

Unit Two Window Display



Section One Word Choice

I. Try to find the right English explanations for the following words.

- | | |
|---------------|---|
| 1. bag | a. small, flat, thin, sweet cakes (esp. home-made) |
| 2. candy | b. an object operated by an electric motor for making a current of air |
| 3. dress | c. a model of a baby or a person usu. for children to play with |
| 4. skirt | d. sweet foods like chocolates |
| 5. cookies | e. a piece of clothing that you wear on the upper half of your body |
| 6. doll | f. a container made of paper or cloth or leather to put things in |
| 7. teddy bear | g. a piece of clothing worn by a woman or a girl |
| 8. top | h. an arrangement of things put in a place for people to see clearly |
| 9. display | i. a children's soft toy which looks like a friendly bear |
| 10. fan | j. a piece of clothing worn by women or girls that hangs from the waist |

II. Use the following words or phrases correctly.

anyone / any one

1. Did _____ call when I was out?
2. _____ of us enjoyed him.

at all / after all

3. Are you _____ worried about the forecast?
4. _____, what does it matter?

to one's surprise / in surprise / be surprised

5. _____, his plan succeeded.
6. He _____ more _____ than frightened.
7. He looked up _____.

love / lovely

8. I'd _____ you to come with me.
9. We had a _____ holiday there because the weather was _____.

excited / exciting / excite / excitedly

10. They feared that they would _____ the patient too much.
11. He thought that something _____ was happening.
12. I grew _____, red-eared and a little frightened.
13. They made the plans _____ all day.

Section Two Sentence Fluency

I. Ask your partner the following questions and check the answers in the space provided.

	Yes	No
1. Do you like wearing pretty clothes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you prefer choosing clothes yourself?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you carry a schoolbag to the kindergarten?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were you satisfied with the bag your parents bought for you?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you eat candies often when you were little?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you like eating ice cream with chocolate sauce on it?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are dolls your favorite toys when you were a baby?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did you fight for toys with your brothers or sisters?	<input type="checkbox"/>	<input type="checkbox"/>
9. How many schoolbags have you had since you started school?	_____	
10. Do you like shopping with your parents or your classmates or by yourself?	_____	

II. Complete the following sentences.

- I don't like wearing dress because I think _____
- I like my schoolbag now because it _____
- Now I don't eat candies or chocolates very often because I know _____
- I like planes better than dolls or teddy bears because dolls _____
and teddy bears _____
, but planes _____

III. Find the explanations from *a*, *b*, *c*, *d* and *e* for the following five sentences.

- That sounds fishy to me. _____
 - She's fishing for a compliment. _____
 - He fell for it hook, line and sinker. _____
 - She's hooked on chocolate. _____
 - He's not the only fish in the sea. _____
- I don't believe it.
 - There are other men out there.
 - She can't give up chocolate.
 - He believed it completely.
 - Hoping to receive a compliment.

Section Three Getting an Idea

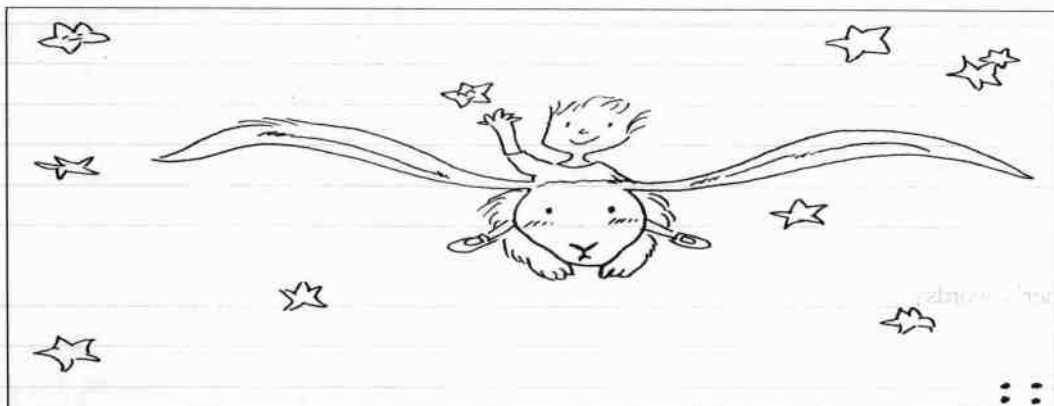
I. Editing.

Children's Day was coming. So Mum took Lily to go shopping. They first came to a cloth shop. There were many different kinds of dresses on the shelves. Some were really beautiful. Mum asked Lily with a smile, "Which one do you like best?" Lily said, "I don't want anyone of them!" Then they went to a bag shop. There were such many nice bags that people can't tell which was the best. But Lily had no interest in them after all. So Mum took her to a candy shop. Mum knew that Lily liked sweets. But to her surprised, Lily gave the same answer "NO". Mum had no idea. At last, she took Lily to a toy shop. Many love toys were displayed in the shop, like dogs, cats, bears and so on. Mum thought Lily may want to buy some. So she asked Lily, "Well, what do you want?" Suddenly, a plane was flying overhead. Lily pointed to the plane and said excited, "I want that plane!"

II. Describe the window display.

Teacher's words: _____

Unit Three Watching Stars at Night



Section One Word Choice

I. Use the following words or phrases correctly.

- lie lay lain / lay laid laid / lie lied lied
1. Don't _____ in bed all morning.
 2. The coast was undefended and _____ open to attack.
 3. _____ the baby down gently.
 4. What a lot of untrue statements! He is _____
with sb. or sth. doing / done
 5. With the guide _____ (leading / led) the way, we felt it easy to find him.
 6. With his hands _____ (tying, tied) back, he was led into the room.
be doing... when...
 7. I _____ (go) to bed _____ the doorbell rang.
 8. She _____ (make) a cake _____ the telephone rang.
falling / fallen
 9. The rain _____ steadily.
 10. I _____ behind with my correspondence. I have many unanswered letters.
asleep / sleep / sleeping
 11. He was fast _____.
 12. He _____ well.
 13. Have you ever read the story "A Snake in the _____ Bag?"
fun / funny
 14. What _____ the kids had at the seaside!
 15. The kid looked _____ when he was making a face.

II. Complete the paragraph below by adding proper words.

My Favorite Pastime

My favorite pastime _____ reading. Whenever I _____ free time, _____ pick up a book and _____ it. Reading _____ me in many ways. _____ gives me many opportunities. A travel book _____ me on a trip through Africa or _____ me the wonders of Peru. A history book _____ me how people lived in ancient Greece or why the Germans _____ against the French in World War II. When _____ read literature, I feel as if I _____ in the story. I _____ to understand why a character _____ the way he does. And I can _____ all human emotions: love, hate, pride, sorrow. Reading _____ many doors in my life. Clearly, _____ is a wonderful way to pass time.