


高中英语写作课件开发课题组 / 编写

补充教材

# 高中英语写作指导

A Guide to English Writing  
for Senior High School Learners

戚绍领 主编



湖北长江出版集团  
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## A Guide to English Writing for Senior High School Learners

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## Preface(序)

Mr. Qi Shaoling was under my supervision in 2004, when he pursued his M. E. degree in the Faculty of International Studies, Henan Normal University. It has been a teacher development program, in our faculty, for the in-service high school teachers of English. Participating the program have been those highly motivated people with great ambitions. They know what they do. My colleagues and I were all greatly impressed with their devotion and painstaking work in their course learning and thesis writing. As supervisors we really learned a lot from them. I feel I was particularly impressed with many of my own supervisees, among them Shaoling is quite an outstanding one. He never failed to speak out his sparkling ideas and insightful thinking in our discussions and off-class talks. I was happy to accept his "assignment" when he asked me to write a preface to his to-be-published book. As I gave them so many assignments before, it is their turn to do back.

We write to think and think in writing. Writing is almost a life long process of self-training as thinking, in which we learn to know what is really on our mind, pull our ideas together, put them into words, and keep "the right word in the right place". Of course, we don't have to be a fiction writer to write well. Yet we really need to write to explain, to argue and counter-argue, and to persuade. But to write well, we'll have to start from scratch. Writing in English is particularly difficult for us Chinese learners of English. It is both a skill of language and method of learning. When we learn to write, we write to learn. The following are some bits and pieces to share for English writing:

*Learn to write in writing.* English writing is not knowing but doing. We can never write well in English if we only learn about it. We'll have to do it. A good place to start is to take up the pen and write. One might think he or she is not prepared well to begin writing. But actually one is never prepared well until he or she comes down to writing.

*Write to brainstorm.* It is hard to write a complete essay on a run. Write down whatever comes to one's mind. Write incomplete sentences, pieces, fragments, phrases, key words, or even draw pictures or symbols to help one to recall if one fails to dig out proper words for them. Then one will find time to pull things together in the next stage of outlining.

*Write simple, clear and straightforward.* Long and complex sentences do not guarantee a good writing. One can always use common words to write simple, direct, and clear sentences. When one fails to write clearly, he or she fails to think clearly. Good ideas are always in simple and straightforward expressions.

*Write, but not fear.* Writing is difficult, but not frightening. Errors always occur. Yet they are not to be feared, but overcome. And when one knows they are errors, he or she is taking a step forward. Errors are indicators of progress of learning.

*Look for words in context.* When one tries to find a word, one has to study how it is used in context, because there is hardly one-to-one equivalence in Chinese and English. Finding a good word to fit in your sentence is much less difficult a task than that of collecting a treasure or acquiring a piece of equipment in an RPG game.

If one could examine all the corners of the map for a hidden treasure, looking up a dictionary is but a piece of cake.

*Read good English writings.* One can always learn something from good examples. It is true that reading and writing are interdependent. Through reading one learns not only how to write but what to write. Last but not least, reading good writing guides enables one to get explicit instructions on writing. It is a necessary part of writing training.

The current book, prepared by Mr. Qi Shaoling and his colleagues, is a good effort in writing training, as it provides the basic step by step instructions for the beginners of English writing. Here I share with the authors' hope that it might prove itself helpful and insightful for moving its targeted learners on the right way to success of English writing.

李文中

Ph. D. , Professor of English, Dean

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Henan Normal University

August 12, 2006

## 前 言

对于高中学生来说,英语写作能力的培养是非常重要的。其重要性表现在以下几个方面:首先,写的能力(即书面表达能力),属于交际能力的一个重要方面;其次,一个人的听说能力达到了一定程度后,要想进一步提高,主要依赖于其书面语水平的提高;第三,书面表达能力需要相当长的时间才能培养起来。因此,我们必须设法从根本上、循序渐进地提高高中生的英语写作能力。

本书就是基于提高高中学生的写作水平这一目的,根据当代认知心理学理论以及编者多年高中教学成功的实践经验编写而成。其对象是全体高中生(尤其是准备参加高考的高中毕业生)和广大英语爱好者,也可以作为高中英语教师的参考用书。

全书共分四篇。第一篇,绪论。介绍相关背景知识和理论,以及全日制义务教育普通高中高级中学《英语课程标准》针对写作方面的目标要求。第二篇,基础知识。详细、系统地讲解了英语写作基础知识及其规律,内容涉及词汇、句型、段落和篇章四个层面。其中,还列出了52个地道的英语书面语常用句式。第三篇,随堂指导。按照新课程标准,对新教材的每一单元的写作部分,运用中英文双语进行认真指导。其每个单元的内容包括写作目标、写作提示、写作范例、练习作业(附参考答案)四项。第四篇,应试策略。讲高考中“书面表达”试题的常见出题形式、解答技巧以及高考英语科试卷《书面表达》部分的评分标准,更便于读者在学习及备考过程中,规范对自己的具体要求。然后又汇编了自1978年恢复高考制度以来,历年高考英语试题中的写作试题及其参考范文,供读者欣赏和参考。最后是精选出来的60道考前训练题,按体裁、命题方式和提示方式分门别类地排列,以供读者有意识、有目的、有计划、有选择地进行训练。

本书的另一便利之处,是其大小标题和关键词均使用中英文双语列出,部分内容也使用双语讲解。这不仅便于读者对照和了解相关术语的英文说法以及教师们进行全英文教学,而且还利于增强英语气氛,提高同学们的学习兴趣。

本书属于补充教材,是河南省科研课题“高中英语写作课件开发”的成果形式之一。与之配套的还有一套多媒体课件(VCD)和三篇学术论文,欢迎读者参考。另外,本书现已作为国家级课题“分省命题政策下的高考试题特性分析与有效备考策略实验研究”的实验教材之一。

由于编者水平有限,时间仓促,不足之处在所难免,望各位读者朋友提出宝贵意见。

编者

2006年10月

## Foreword

The development of writing ability is actually essential and important for each senior high school learner. Its importance lies in the following three aspects: Firstly, writing ability belongs to communicative competence. Secondly, when one's listening and speaking abilities have been built up to some extent, their further development mainly lies on the development of their written language. Thirdly, it will take learners a very long period of time to form their writing ability. Therefore, we should try our best to improve the learners' writing ability basically and gradually.

The current book is written, based on the theory of contemporary cognitive psychology and the results of the study in instructional experience, in order to improve learners' basic writing level. It is geared towards senior high school learners, especially the testees for the coming NMET, and all the English-lovers. Senior high school teachers may also use it for reference.

This book consists of four parts in all.

Part I, Brief Introduction. Relative background information, theories and requirements in *New English Curriculum Standard* are described.

Part II, Basic Knowledge. Systematic writing knowledge, from vocabulary, sentence levels to paragraph and passage levels, has been analyzed to the learners. In addition, 52 common sentence patterns have been offered.

Part III, Based on National Textbooks. It includes goals for teaching writing in each unit, tips, sample, practice work and one possible version in the purpose of training students' writing ability effectively with the help of its multimedia courseware.

Part IV, Preparation for NMET. It displays frequent question formats found in NMET and some practicable writing strategies for learners. This part also provides learners *Grading Criterion for Writing in the NMET* that is convenient for the learners to standardize their writings in the course of study. The following are the questions for writing in all previous NMETS (since 1978) and their possible versions for learners to refer to. In the end, to prepare learners for the coming NMET, the selected and well-regulated 60 writing questions are provided, which readers can use to train themselves designedly.

Furthermore, all the titles, headwords, key words and some parts of the contents are given with English translation. In this way, it is convenient for readers to learn about the terms expressed in English and for the teachers to give their lessons in English. And this also strengthens the learners' learning interest in a natural English environment.

This book is an accessory textbook, which belongs to the productions of the key provincial scientific research item "English Writing Courseware Development for Senior High School". The readers are warmly recommended to consult the other productions — a multimedia courseware (VCD) and three research papers. Besides, this book has been confirmed as one of the experimental textbooks of the national scientific research item "Research & Experimentation Upon Analysis of NMET Questions' Characteristics & Strategies of Effective Preparation Under Provincial-Setting-Paper Policy".

The editor  
Oct., 2006

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《高中英语写作指导》属于补充教材,是河南省科研课题“高中英语写作课件开发”的成果形式之一,所以,本书的编写和完善过程也是这项科研课题的研究过程。(A Guide to English Writing for Senior High School Learners is an accessorial textbook, which belongs to the productions of the key provincial scientific research item “English Writing Courseware Development for Senior High School”, so it has been written in the course of study of this item.)

在这里,我们首先要真诚感谢参与本课题的研究与实验并将本书作为校本教材来试用的河南省新乡县第一中学、河南省漯河市郾城高级中学、河南省新乡市第一中学、河南省夏邑县第一高级中学、河南省新乡县七里营中学和安阳钢铁集团公司第二中学等学校的领导、老师和同学们!尤其感谢课题申报学校——河南省新乡县第一中学的郭光东校长等各位领导对课题的申报、研究和实验等各项工作的鼎力支持!(Hereby, we would like to thank all those leaders, teachers and students who have participated in the research in the following schools: No. 1 Middle School of Xinxiang County, Henan, Yancheng Senior Middle School of Luohe City, No. 1 Senior High School of Xinxiang City, No. 1 Senior Middle School of Xiayi County, Qiliying Middle School of Xinxiang County, and No. 2 Middle School of Anyang Iron & Steel Group Corporation etc. Our special obligation goes to Principal Guo Guangdong and the other leaders in No. 1 Middle School of Xinxiang County, whose kind assistance occupies an important place in applying for this item, researching and providing all the conditions for experiments and the completion of this book.)

非常感谢河南教育学院外语系的孟晓丹和孔丽霞老师对课题申报工作的支持和对该教材编著的关注和指导。(Our special thanks also go to Director Meng Xiaodan and Prof. Kong Lixia, from Henan Institute of Education, for their support in applying for the item and positive regard.)

河南师范大学外国语学院院长李文中博士,在百忙中审阅书稿并为本书作序,我们在这里表示最诚挚的谢意。(We are especially grateful to Dr. Li Wenzhong, dean of the Faculty of International Studies, Henan Normal University, who has checked the book and written the preface for it.)



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# 第一篇 绪论

## Part I Brief Introduction

### 一、背景知识 Background Information

外语学习作为素质教育的一部分,正备受关注。在中学生英语学习的过程中,听、说、读、写是每一位学生应该培养的四种基本技能。所以,学生从一开始学英语就应该同时培养这四方面的技能。

然而,每谈及英语学习,有些人认为学生应主要培养听和说的能力——所谓的“交际能力”。这样,英语写作教学总是由于过分强调听说途径(Brooks & Grundy, 1998, 2000)、应试教育及传统外语教学观念等原因而被忽视。作者针对高中生英语写作教学现状做了一次调查,其结果显示:(1)目前我国高中英语教学中,普遍未开设专门的写作课;(2)统编英语教材(Senior English for China, 人民教育出版社出版)仍然是学生写作能力培养的主要材料和依据,且课本中专门设有写作训练;(3)多数学校的班级过大,教师难以照顾和辅导;(4)教学中,多数教师未传授给学生系统的写作知识,只讲授高考中“书面表达”试题的命题形式和要求;(5)教师对写作教学重视不够,学生缺乏有计划的写作训练;(6)英语写作教学中,设备和教具原始而简单,教师很少利用多媒体等现代化手段;(7)多数学生对待英语及其写作教学态度积极,因此,我们必须进行写作教学改革,尽最大可能地利用现代化手段,去进行高中英语写作方面的教学。

### 二、相关理论 Relative Theories

(一)英语写作能力是高中生应具备的基本语言技能(Writing ability is one of the basic language skills for senior high school learners.)

诚然,语言是有声的,语音是语言的主要媒体,但写作赋予了语言新的且语音所不具备的用途和范畴。“写作能使信息超越时空。如我们可以阅读从那遥远地方寄来的书信和古代所留下的文献。”①在同大千世界的相互作用中得出的知识经验可以以书面方式传给他人及年青一代。

事实上,对于高级中学学生来说,写的能力的培养是非常重要和必要的。其重要性表现在以下几个方面:首先,写的能力就是书面表达能力,属于交际能力的一个重要方面。譬如,人们对书信、电报和电子邮件等的使用。其次,口语和听力已经练到一定程度后,要进一步提高听说能力主要依赖于一个人书面语水平的提高,而高中生的英语学习状况正是如此。根据《高级中学英语教学大纲》及《全日制义务教育普通高级中学英语课程标准》,他们已在初中学到了 6000 多个单词、一定量的习语及大部分语法规则。

① 王振亚《语言与文化》(Language and Culture),高等教育出版社 2000 年版,第 55 页,编者译。



第三,书面表达能力需要相当长的时间才能培养起来。因此,老师必须重视高中生写作能力的培养。

## (二) 书面语与口语有着很大的区别(Written language is quite different from spoken language.)

正如范佳程教授所分析的那样,书面语与口语有着很大的区别。尽管从语言的起源与发展来看,口语是第一位的,是语言存在的最基本形式。书面语源于口语,是第二位的。书面语是用文字的形式来传递人们的思想、观点等信息。但它要求句子结构严谨、工整、符合语法规则和行文要求,在恰当传递信息的基础上产生一定的修辞效果。

英语书面语和口语的主要区别体现在:

(1) 书面语一般要求使用正式用语行文;口语则常以非正式用语叙事。例如:

- { The author regrets that he made the same mistake again. (书面语)
- { I'm sorry that I made the same mistake again. (口语)

(2) 书面语常用非人称形式行文,即说话人不直接表明自己或他人,避免使用人称代词 we, you, I 等;口语则常以第一人称叙事,直接表明说话者是谁。例如:

- { A rich woman was killed last night. (书面语)
- { Someone killed a rich woman last night. (口语)

(3) 书面语常把重要信息后置;口语则可以把话语核心前移作为对照。例如:

- { It's reported that the post office has received one of the letters. (口语)
- { One of the letters has arrived (but the other one hasn't). (书面语)

书面语一般不用缩略语,口语中则常常使用缩略语。例如:

- { The professor stayed in the laboratory for 3 hours. (书面语)
- { Who's in the lab? (口语)

(4) 书面语常借用修辞手法,使文句优美、生动;口语一般不用修辞手法,而用语调来得到这一效果。

例如:

- { Through the window, came in the sweet song. (书面语)
- { The sweet song came in through the window. (口语)

## (三) 写作能力的培养是一个写作知识的建构过程(The development of learners' writing ability is a constructive process of their knowledge of writing.)

当今的认知教学心理学理论强调学习中三个相互关联的方面:第一,学习是一个知识建构的过程,而不仅仅是知识的记录或吸收;第二,学习依赖于知识,学生必须运用已有知识来建构新知识;第三,学习与产生学习的情境具有高度的一致性(吴庆麟,2000)。写作能力的培养首先就是一个写作知识的建构过程。因此,高中学生必须系统地掌握写作基础知识,有计划、有步骤地培养自己的写作能力。

弗劳尔和海斯(L. Flower & J. Hayes, 1986)关于写作过程的认知模型(具体参考图0-1)认为,写作是一个问题解决的过程。这个过程可分为三个主要部分:任务环境(task environment)、作者的长时记忆(author's long-term memory)和作者的工作记忆(author's working memory),每一主要成分又包括若干个子成分。<sup>①</sup> 这三个部分的相互作用过程就是一个人写作能力的不断培养和发展的过程。

<sup>①</sup> 吴庆麟《认知教学心理学》,上海科学技术出版社2000年版,第270页。