

北京市高中选修课试用教材

第二册

高中英语写作

书面表达

北京市教育局编



外语教学与研究出版社

北京市高中选修课试用教材

高中英语写作——书面表达

Start English Writing

(第二册)

北京市教育局 编

外语教学与研究出版社

(京)新登字 155 号

图书在版编目(CIP)数据

高中英语写作:书面表达 第二册=START ENGLISH WRITING/北京市教育局编.-北京:外语教学与研究出版社,1996.9

ISBN 7-5600-0998-0

I. 高… II. 北… III. 英语课:作文课-高中-教材 IV. G634.412

中国版本图书馆 CIP 数据核字(95)第 11792 号

北京市高中选修课教材
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外语教学与研究出版社出版发行

(北京西三环北路 19 号)

北京怀柔东晓印刷厂印刷

新华书店总店北京发行所经销

开本 787×1092 1/16 11.25 印张 180 千字

1996 年 9 月第 1 版 1997 年 6 月第 2 次印刷

印数:31 001—51 000 册

* * *

ISBN 7-5600-0998-0

G·439

定价:12.80 元

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《高中英语写作—书面表达》(第二册)

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前 言

选修课是允许学生根据自己的兴趣、志向进行选择学习的一种课程。国家教委颁布的《现行普通高中教学计划的调整意见》中适当加强了选修课,它与必修课和课外活动、社会实践活动组成普通高中课程结构的有机整体,共同承担贯彻党和国家的教育方针,培养合格的高中毕业生的任务。

长期以来,选修课是普通高中课程结构中的一个薄弱环节,各级教育行政部门和学校对选修课的设置和管理都缺乏经验。根据北京市的实际情况,我们组织编写了高中部分选修课教材,同时,为解决当前教学之急需,我们还选择了基本符合选修课教学要求,有关单位、学校自编的、有一定质量的教材,供学校根据本校的学生情况、师资条件等选择使用。

选修课的教材编写工作刚刚起步,希望各级教育行政部门和学校,以及广大干部、教师积极实践,使选修课的设置逐步规范、完善。

北京市教育局高中选修课教材编委会

编 者 的 话

《高中英语写作——书面表达》是为适应北京市高中英语教学的需要而编写的一套英语写作基础教材。通过系统的写作技能训练,培养高中学生的英语写作意识,引导他们逐步掌握一些最基本的写作技能和写作方法,提高书面表达能力。

为加强本教材的针对性和实用性,我们在编写时一方面认真研究了现行《高中英语教学大纲》及高考英语考试中的有关精神,另一方面认真考虑了目前高中英语教学的实际。

《高中英语写作》遵循功能教法的主要原则,吸收结构教法的可用因素,采用过程教法的主要手段,既注重书面语言的准确与规范,又注重思想表达的连贯与得体,使学生能够在规定的范围内把英语作为交际工具,解决日常书面交流中的问题。

《高中英语写作》以英语原文为主要素材。力求取材广泛实际,内容贴近日常生活,形式适合高中生的心智特点。在体现科学、系统训练的同时,注意将思想性、知识性和趣味性渗透其中。

《高中英语写作》在内容编排上遵循由浅入深、循序渐进的原则,并以弹性的层次安排,兼顾不同水平学生的要求,因而既适用于普通高中,也适用于职业高中、中专、中技等各类学校。

《高中英语写作》以文体教学为单元,以螺旋型安排为进阶体例,在具体训练上安排了一系列便于操作的写作练习。其目的是使学生在学完每一部分内容后都能初步掌握一种文体的写作方法。

《高中英语写作》共两册,主要供高一、高二两个年级使用。每册书按文体分成四部分:叙事文、描述文、应用文和说明文,书后配有词汇表。另外,每册书还各配有《辅导用书》一册,内容包括教学目的、教学参考与练习答案,既可为教师提供教学指导,又可为学生提供自学辅导。

《高中英语写作》第二册由首都师范大学英语系穆林华、北京语言学院英语系陆薇二位副教授编写,其中穆林华老师负责编写第一、二单元,陆薇老师负责编写第三、四单元。苑玉台同志和李静纯同志担任本书的教学顾问,审阅了全部书稿并提出了许多宝贵意见。首都师范大学英语系杨传伟教授对全书进行了审订。

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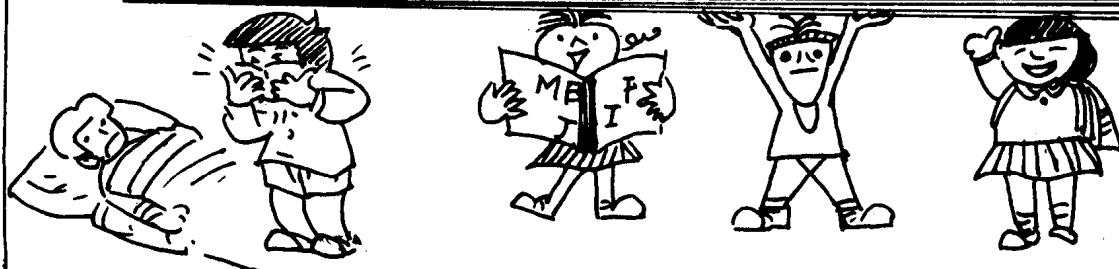
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UNIT 1

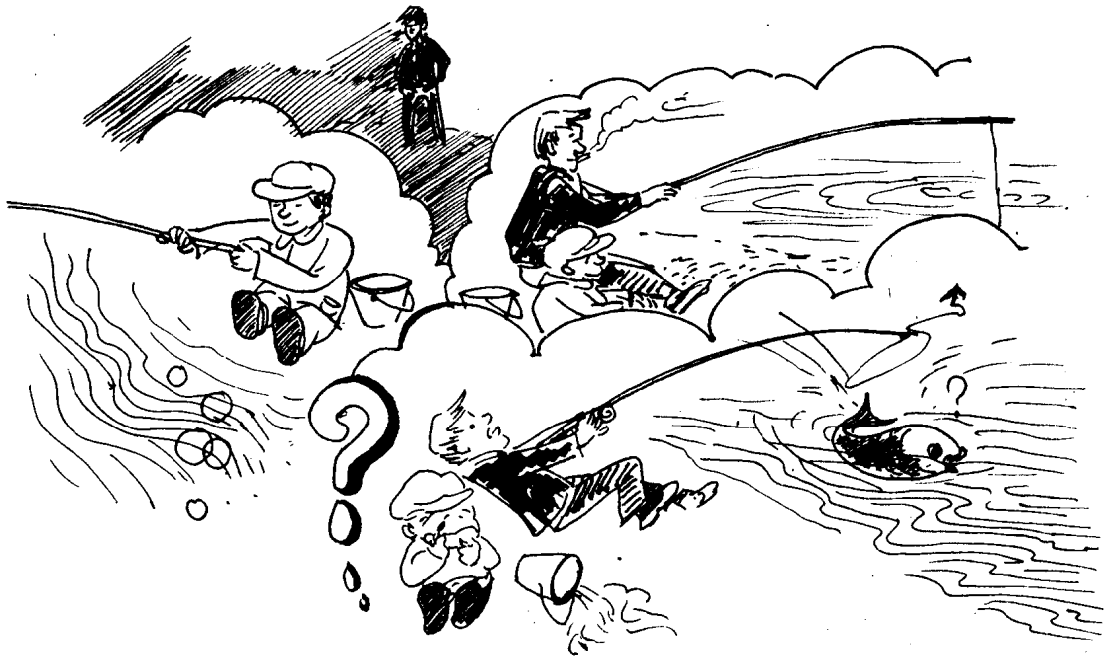


Lesson One

Never Trust a Stranger

① Get Started

Lei Yang has been keeping a diary in English for nearly a year. He usually writes down what he sees, hears or thinks during the day. This is from his diary.



Oct. 12, 93

Around two o'clock in the afternoon, I was fishing by the river. A man came over and sat beside me. Then he began to talk about how good he was at fishing. He also offered to help me land the fish. I just couldn't refuse him. Half an hour passed. Suddenly I hooked a big fish. I pulled the line quickly. When I had the fish close to the shore, I told the man to grab it quickly. He grabbed the line instead! Within a second, the hook came out of the fish's mouth and the fish swam away. The man said he was sorry. I told myself that I would never trust a stranger again.

● Learn to Write

A. Composition focus:

writing with experiences

In his diary, Lei Yang wrote down what he had experienced on that day: he did, saw, and heard something which also made him think. With this experience he wrote vividly about what had happened. Like Lei Yang, you also have your experiences. When you need them for writing, ask your eyes, ears and brain for help.

Exercise A Imagine you were sitting not far from Lei Yang when he was fishing. What did you see, hear and think? Complete the answers.

SEE What was Lei Yang doing by the river?

I saw _____

SEE Who went up to Lei Yang?

I saw _____

HEAR Did the man boast about his fishing skill?

Yes, I heard _____

SEE What happened when half an hour passed?

I saw _____

HEAR What did Lei Yang tell the man to do?

I heard Lei Yang telling _____

SEE What did the man do?

I saw _____

SEE What happened to the fish?

I saw _____

THINK Whose fault was it that the fish escaped?

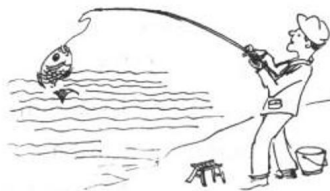
B. Sentence focus:

building up the sentence

When you write about your experiences, the simple sentence with only a subject, a verb, and an object may not express your meaning fully. You can expand the sentence by adding adverbs or adjectives. For example:

I hooked a fish.

Suddenly I hooked a **big** fish.



Exercise B Try to practice expanding the sentence, combine each group of sentences into one sentence.

Example: My friend grabbed the fish. He grabbed it quickly. The fish was huge.

My friend grabbed the huge fish quickly.

1. A girl was crossing a road. The girl was pretty. The road was wide.

2. In the middle of the road, the girl stopped to look at her skirt. She was silly. She looked at her new skirt.

3. A truck turned around the corner. The truck turned suddenly. The truck was big.

4. A woman on the sidewalk let out a scream. The woman was terrified. The scream was loud.

5. The scream woke the girl up. The scream was loud. The girl was absent-minded.

6. The truck stopped in front of the girl. It stopped just in front of the girl. The girl was frightened.

● Expressions to Learn

These verbs will help you write about your experiences. Pay attention to how they are used in the sentence.

see	I saw a boy.
	I saw him fishing.
hear	I heard a man's voice.
	I heard him talking to the boy.
feel	I felt angry.
	I felt my face turning red.
think	I think that he should land the fish himself.

Exercise C Using the picture to answer the questions. Then complete the passage.



1. Who was standing by the window?
2. What did the bus conductor ask the young man to do?
3. What was the man pretending to do?
4. Who did you feel sorry for or angry with?
5. What did you think of the young man?

The bus was not crowded. When I got on it, I saw _____. Then I heard the bus conductor _____. He did not move. I could see that _____. I felt _____ and _____. I thought _____.

① Write in Class

There is something strange going on outside a small shoe-store. You can watch it in the pictures, and you can hear people's dialogues. Write as much as you can, describing what you see and hear.



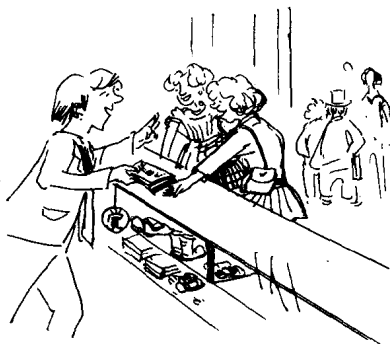
"What nice shoes they are."

"And the price is low."



"If you like the shoes, buy them now."

"Yes, there are only a few pairs left."



"If I sell more shoes today, I'll give you more money."