

Linda Lonon Blanton 著

book
2

Composition Practice

THIRD EDITION

中学生英语写作新视野 ②

(英语学习课本)

本书从美国汤姆森学习出版集团引进



上海教育出版社

book
2

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中学生英语写作新视野②

A Text for English Language Learners
(英语学习课本)

Linda Lonon Blanton 著
洪晖 毓明 正怡 译注

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中学生英语写作新视野②

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前 言

Preface

◆致教师

一般认为，学生通过“多读、多写”就自然学会了外语的读和写。这话固然没错，但它掩盖了语言学习的复杂过程。语言是交际工具，分为书面语言和口头语言，写作属于书面语言。写作是语言学习者的思想流露，是流淌在纸上的话语。写作既要符合句法的要求，又受段落层次和篇章结构的限制。对英语为非母语国家的学生来说，写英语作文确有一定难度，它需要培养英语的思维方式，需要反复练笔，需要有一个循序进程的过程，但是写作又是英语学习不可或缺的重要环节。

本丛书是作者在多年外语教学的基础上，根据自己丰富的教学经验，专门为英语为非母语国家的学生所编写的一套英语写作教材，旨在通过清晰的讲解、灵活的练习和贴近生活的范文，一步一步地帮助学生学会英语写作，学会英语修辞，并找到英语思维的感觉。

读者对象

丛书第二册适合我国初中的高年级学生或发达地区初中的低年级学生学习，完成整本教材的教学约需50课时。

本书结构

第二册分为10个单元，每个单元开始都有一篇阅读文章，然后是一系列练习，接下来是一篇英语习作范文，最后是对学生习作的指导。阅读文章是根据英语语法从易到难安排的，这样有助于学生一边学习英语语法，一边练习英语阅读和写作。每单元的习作范文和该单元的阅读文章在语法、词汇和结构上都很相似，便于学生习作时参考。

课文内容

第二册所有阅读文章和习作范文中的人物都是与读者年龄相仿的人物，这

样使得文章内容更加真实，更加鲜活。此外，课文还讲述了一个虚拟的意大利家庭（Baroni）的故事，课文还经常提到新奥尔良等一些地方（这些地方大多数都是真实的），但这些地理位置对课文理解并不重要，学生在写作中可以用熟悉的地方和家庭来代替。

写作练习

每单元后面都有明确的习作指南。教师既可以和学生一起来学习这些指南，也可以让学生自己来解读这些指南。作为教师，至少应明白学生已经学会了什么，还有什么不懂。学生开始写作时，还得密切关注自己，是否已经理解了习作指南中的指导。

课文插图

每课中的插图可以用于口语练习和写作练习。读课文时，既可以安排学生根据图片来叙述故事，也可以让学生在图片下写一些说明文字。

指导思想

第二册中的阅读文章和习作范文或是描述性的（第2、4、9单元），或是记叙性的（第1、5、7单元），或是说明性的（第8、10单元）。第3单元和第6单元的叙述风格稍许有些不同，由于它们是书信格式，偏向于交谈式。学生根据本册中的指导和练习，在循序渐进的学习中可逐步体会出英语写作的一些共同特点。

学习进程

每单元的教材适合5课时教学，如果教师有足够的课堂时间，在课堂中就可以完成教学计划；如果没有足够的课堂时间，可以将一些练习作为学生的家庭作业。

◆致学生

开始学习本书之前，希望每一位学生准备下述材料：

1. 一本活页笔记本。
2. 一支钢笔和一支铅笔。
3. 一本实用的英汉词典和一本汉英词典。

良好的阅读习惯应遵循以下规则:

1. 先不借助词典通读全文。
2. 按词组或短句来阅读, 而不要一个词一个词地阅读。
3. 用你的眼睛, 而不是你的嘴巴来阅读。
4. 通读一遍课文后, 如果你有不认识的单词或词组, 可以参考教材中所作的注释, 也可以自己查阅词典。
5. 再读一遍课文, 注意一些重要的连词, 如and, because, after, before, while等, 它们对你的习作是很有用的。

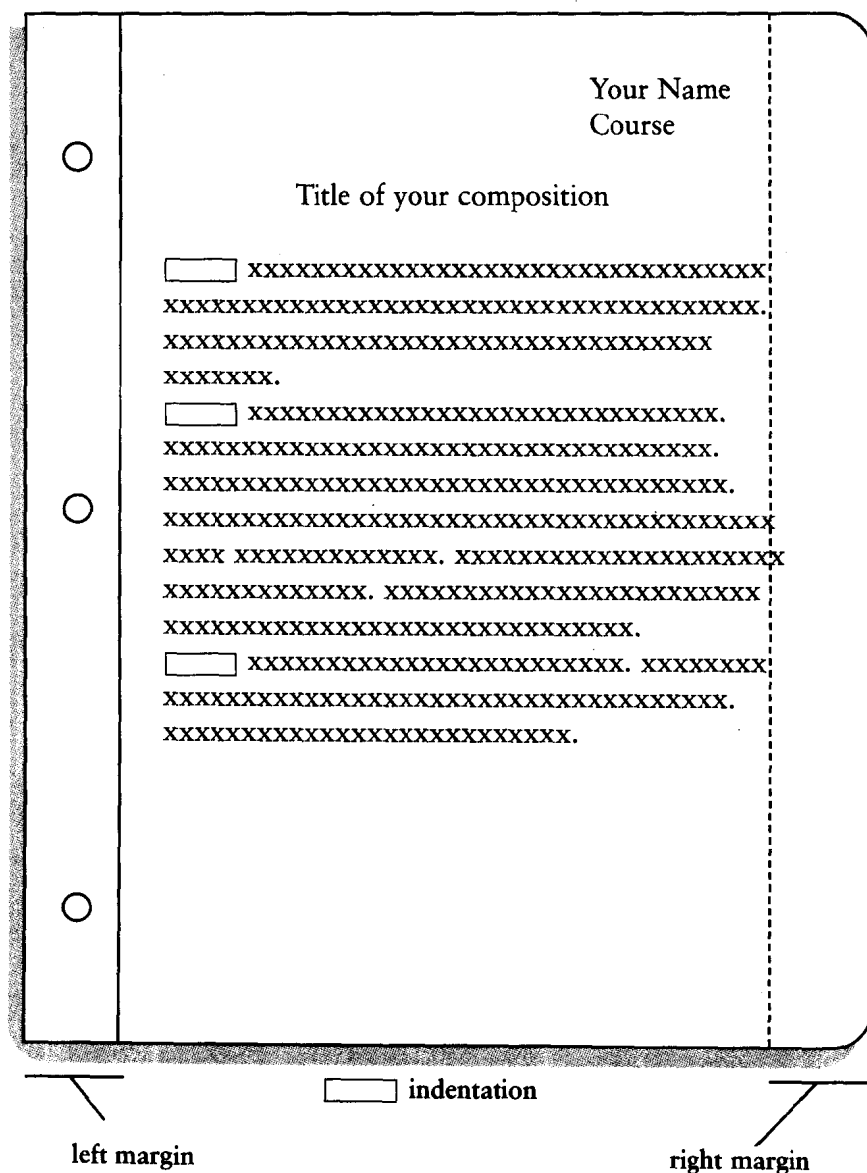
习作时应注意:

1. 作文稿上应留出足够的空白。
2. 每段第一行前应空格, 段与段之间最好留一空行。
3. 每句话结尾应加标点符号, 如:
John is absent today. Is he sick?
4. 学会正确使用大写字母, 下列情况一般应使用大写字母。
 - (1) 人名, 如: Peter Andres
 - (2) 城市名, 如: Paris, Shanghai
 - (3) 国家名, 如: China, Japan
 - (4) 河流名, 如: the Amazon River
 - (5) 街道名, 如: Yongfu Rd., Michigan Avenue
 - (6) 建筑物名, 如: the Empire State Building
 - (7) 组织机构名, 如: the United Nations
 - (8) 民族、种族名, 如: Chinese, French, African
 - (9) 称呼、头衔, 如: Dr.Santini
 - (10) 第一人称单数 (I)
 - (11) 星期, 如: Thursday
 - (12) 月份, 如: April
 - (13) 节日, 如: New Year's Day
 - (14) 书名、杂志名及报纸名, 如: the New York Times
 - (15) 句子或问题的第一个字母, 如: Are you happy?

本套丛书共分4册, 其中第一、二册适合我国初中水平, 第三、四册适合高中水平, 但每所学校、每位学生都可以根据自身的实际情况来选学, 并可灵活安排学习时间。

Placement of Parts a Composition

一篇作文各个部分的布列



placement

['pleismənt] *n.*

放置; 布列

margin ['mɑ:ʤɪn] *n.*

页边的空白

left margin 左页边

right margin 右页边

indentation

[,ɪnden'teɪʃən] *n.*

缩排; 缩格

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Organizational Focus: Chronological Order

结构要点: 按时间(先后)次序

Grammatical Focus: Simple Present Tense; Frequency Words,
e.g., *usually, always*; Present Continuous Tense

语法要点: 一般现在时; 频度词, 例如 *usually, always*; 现在进行时

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Organizational Focus: Classification 结构要点: 分类

Grammatical Focus: Predicate Adjectives; Future with *be going to*
and *will*

语法要点: 表语形容词; 用 *be going to* 和 *will* 表示将来

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Organizational Focus: Spatial Order (Second Paragraph)

结构要点: 空间顺序(第二段)

Grammatical Focus: Simple Past Tense; *There was/were*;

Quantifiers, e.g., *most, all, several*

语法要点: 一般过去时; *There was/were*; 量词, 例如 *most, all, several*

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Grammatical Focus: Imperatives; Modals: *can, should, will, might, may, must*

语法要点: 祈使语气; 情态动词: *can, should, will, might, may, must*

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Organizational Focus: Chronological Order

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Grammatical Focus: Simple Past Tense; Past Continuous Tense;
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语法要点: 一般过去时; 过去进行时; 谓语动词不定式(*to*+动词)

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vs. Present Perfect Tense; Forms of Comparison

语法要点: 现在完成时; 一般过去时与现在完成时; 比较式

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Describing Daily Routines

描述日常事务

Unit

1

第1单元



● Composition Focus: Narration

作文要点: 记叙

● Organizational Focus: Chronological Order

结构要点: 按时间(先后)次序

● Grammatical Focus: Simple Present Tense

语法要点: 一般现在时

频度词, 例如

usually, always

现在进行时

Frequency Words, e.g., *usually, always*

always

Present Continuous Tense



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____

Reading 1 阅读 1



Before You Read 阅读前

Think about this. Then talk about it with a partner.

What do you do every day? When do you *get up*? *Eat breakfast*? *Go to school*? *Work*? *Eat dinner*? *Study*? What are you thinking about or doing right now?



Read 阅读

Bruno's Daily Activities 布鲁诺的日常活动

Bruno Baroni lives in an apartment in New Orleans with his mother, father, and older brother. The apartment is small, and he shares a bedroom with his brother. Bruno is a student. He goes to school every day, and he works part time in a music store after school.

Bruno usually gets up about 6:00 every morning. An alarm clock wakes him up. He tries to **stay in shape**, so he always exercises for ten or fifteen minutes. Then he showers and shaves. He always gets dressed before he eats breakfast. For breakfast, he usually has coffee, toast, and fruit. He doesn't like to eat a **big breakfast**. After breakfast, he cleans up the kitchen while his brother gets ready for school. Bruno listens to the morning news on the radio while he does the dishes. By 7:30, he and his brother are ready to leave for school. They go to school by car.

Bruno and his brother, Roberto, usually arrive at school at 7:45. Roberto goes straight to class. Bruno goes to the library for about half an hour. Then, he meets his girlfriend, Maria, for a cup of coffee before class. His first class starts at 9:00. He is in class from 9:00 to 12:00. He has three classes **in a row**. He studies English composition, algebra, and chemistry. Bruno works hard, but he likes his classes. After class, he has lunch with Roberto and Roberto's girlfriend, Sylvia. Then, Bruno gets a ride with Roberto to his job at the music store. Bruno works there three afternoons a week.

Right now, it is 6:30 and Bruno is listening to music and playing his drums while Roberto is talking to a friend on the phone. They aren't studying now. They usually study after dinner. Their father is reading a magazine, and their mother is preparing dinner. Sometimes,

Bruno Baroni

['bru:nəʊ 'bɑ:rəni] *n.*
布鲁诺·巴勒尼 (人名)

New Orleans

[nju: 'ɔ:lɪnz] *n.*
新奥尔良 (美国路易斯安那州东南部港市)

stay in shape

保持体形

a big breakfast

丰盛的早餐

to leave for

(somewhere) 去 (某地)

Roberto [rəʊ'bɜ:təʊ] *n.*

罗伯特 (人名)

Maria [mə'riə] *n.*

玛丽亚 (人名)

in a row 连接地, 连续地

Sylvia ['sɪlvɪə] *n.*

西尔维娅 (人名)

right now 就在此刻, 就是现在

drum [drʌm] *n.* 鼓

play one's drums 击鼓

→
Bruno cooks. He is a good cook. After dinner, Roberto helps with the dishes. Then, Bruno and Roberto study together at the kitchen table. They always have a lot of homework.

All in all, Bruno's days are long and tiring. He enjoys the weekend when he plays his music. During the week, he works hard and he sometimes gets discouraged. Most of the time, however, he feels good about his life.



After You Read 阅读后

Caption Writing: Please write a sentence under each picture on page 2 or in your notebook.

all in all 总之、总的说来

discouraged

[dis'kʌrɪdʒd] *a.*

沮丧的, 垂头丧气的

caption ['kæpsən] *n.*

(图片等的) 说明文字

caption writing

写说明文字

Vocabulary from Reading 1 “阅读1” 的词汇

Find the words below in Reading 1. Examine the use of each word and see if you can guess the meaning. If you are not sure, ask a classmate or check your dictionary.

Nouns

alarm clock

algebra

apartment

bedroom

chemistry

dishes

kitchen table

magazine

news

radio

Verbs

exercise

shave

shower

wake

Adverbs

part time

straight

together

usually

Adjectives

discouraged

long

small

tiring

Expressions

all in all

in a row

stay in shape