

交际英语写作

赵丽 ■ 编著

Communicative English Writing

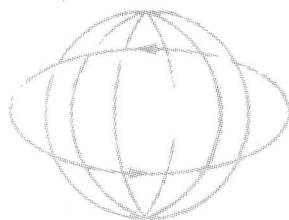
First
Edition

中国旅游出版社

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*Communicative
English Writing*

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责任编辑：付 蓉

装帧设计：赵 芳

责任印制：李崇宝

图书在版编目 (CIP) 数据

交际英语写作 / 赵丽编著. - 北京: 中国旅游出版社,
2006. 7

ISBN 7 - 5032 - 2932 - 2

I. 交… II. 赵… III. 英语 - 写作 - 高等学校 - 教材
IV. H315

中国版本图书馆 CIP 数据核字 (2006) 第 074526 号

书 名: 交际英语写作

作 者: 赵 丽

出版发行: 中国旅游出版社

(北京建国门内大街甲 9 号 邮编: 100005)

<http://www.cttp.net.cn> E-mail: cttp@cmta.gov.cn

发行部电话: 010 - 85166507 85166517

排 版: 北京中文天地文化艺术有限公司

经 销: 全国各地新华书店

印 刷: 北京市朝阳区小红门印刷厂

版 次: 2006 年 7 月第 1 版 2006 年 7 月第 1 次印刷

开 本: 850 毫米 × 1168 毫米 1/16

印 张: 13.5

印 数: 1 - 3000 册

字 数: 225 千字

定 价: 24.00 元

I S B N 7 - 5032 - 2932 - 2/G · 812

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如发现质量问题, 请直接与发行部联系调换

序

英语教学中的“听、说、读、写”是四种最基本的技能。在这四种技能中，写作技能体现了学生的语言综合能力。然而，写作却始终是英语教学中的一个薄弱环节。

语言教学专家认为，“写”是书面语传递信息的一种交际能力，是实现交际目的的一项重要技能。成功的语言学习者需要学习和掌握书面语的各种文体，方能成功地表现各种题材，写出具有自己风格和特色的作品来。《交际英语写作》一书，突破了大学传统英语写作课的教学模式，一改以往从讲解写作条条框框入手的传统，引入了交际英语教学法，在教学理念上遵循了实践—理论—再实践的思路，有突破，有创新，尤其是对怎样提高写作技能提出了很多颇具新意的办法，反映了英语写作教学研究领域的最新研究成果。

《交际英语写作》一书，编写内容深入浅出，体裁新颖、丰富，注意写作的真实性、趣味性和实用性，结合真实的生活，开展功能性的写作练习，由易到难、由简到繁，专门系统地练习写作，注意培养学生实际运用的能力；写作任务目的性强，使写作过程成为有意义的活动。在编写思路，体现出了“交互式”的写作训练，通过学生开展双人或数人小组活动，讨论、合作完成写作任务。这样，既可以激发写的动机和兴趣，又可以营造出轻松愉快的气氛。写作过程有了读者，彼此交流，互相学习，写作的完成会得到别人的帮助。这样的训练方法不仅会提高学生的写作能力，还可以开发他们的智力，大大提高他们的学习兴趣和信心，以及自主学习和与他人合作的能力。这对学生全面素质的培养能够产生非常积极的作用。

《交际英语写作》一书所设计的丰富多彩的写作活动，涵盖了写作的全过程，为我们的教学实践提供了直接的帮助，为英语学习者和教师提供了形式生动活泼的写作练习和极为丰富的参考资料，相信师生在使用过程中会受到很多有益的启发。

我深信，使用这本教材对培养学生运用英语语言能力、交际能力和自主学习能力将大有裨益；对我们的英语教师提高英语写作教学水平和实践能力也将会产生重要影响。特此大力推荐。

刘世奎

2006年6月于清华园

（作序者为清华大学教授、博士生导师、
外语系副主任、哈佛大学访问学者）

前 言

随着我国加入世界贸易组织以及 2008 年奥运会将在北京举办, 中国将更加开放, 与外部世界的联系更为密切, 国际化发展趋势也将更为充分显现。在国际交往中, 英语被广泛使用, 已成为世界上相对通用的一种语言。在这样的历史背景和社会环境下, 英语已不仅仅是人们交流与沟通的语言工具, 它日益成为促进一个国家提升国际竞争力的重要手段。基于这种认识, 应当对英语教学提出更高的要求。作为英语教学第一线的教师, 要不断更新教学理念、教学内容、教学方法和手段, 以适应新形势对英语教学的要求, 迎接时代的挑战。

不同时期受不同外语教学理念的影响, 英语教学中对学生各种能力的培养的重视程度有所不同。在以往英语学习中, 通常把语言技能分为听、说、读、写、译五部分。目前, 外语教育界对重视交际能力的培养已普遍达成共识。在很多重要的英语考试中, 都增加了写作内容并加大了写作的分量, 以强调表达能力的重要性。语言学习和语言习得理论认为, 语言的输入与输出既是学习的目的, 也是学习的手段, 两者是一个完整的学习过程, 偏废任何一方都会影响语言学习的成效。因此, 语言学习的要求和英语教学的目的, 决定了写作是英语教学体系中重要的环节之一。《高等学校英语专业英语教学大纲》明确规定, 英语写作是英语专业必修课程之一, 其目的在于培养学生的英语写作能力。目前, 英语写作书品种繁多, 但英语专业写作用书不多。《交际英语写作》一书是充分考虑了这一特殊需要而编写的, 非英语专业学生及英语爱好者也可以使用。本书与国内同类教材相比, 在内容、体系及结构的编排上有很大的突破。主要目的是培养英语交际能力, 即: 根据交际情景、交际目的和交际对象灵活运用英语的能力。本书既重视对写作过程的指导, 又重视对写作成品的剖析和对应用文体的分析。本书主要使用美国英语, 但其内容反映了英语作为国际交流用语的丰富性和多元性。

《交际英语写作》共分十五个单元, 单元内容以与学生生活贴近的内容为主线, 创设真实的交流情景, 以活泼有趣、形式多样、激发创造力的教学活动, 为学生提供大量的练习机会, 使每个学生都有充分的时间来运用自己所学的语言进行交际。教材中安排了大量的“信息差”练习、角色扮演练习, 以及双人对话、小组活动和班级活动等, 为学生提供了最大限度的交流实践机会。任务型练习和信息共享练习使学习活动的形式不断变化, 课堂教学节奏得到调整, 每个学生都能够获得更多的交流体验。

本书易于教学，教学重点清晰明确，单元内容组织科学合理，循序渐进，进度适中，可根据需要进行调控。书后配有详实的练习答案供学习和教学参考。单元的组织结构由 Pre-questions; Lead-in Activities; Writing Instructions; Writing Tasks 和 Homework Tasks 五部分组成。每个单元都有明确的主题，所有相关活动和练习都围绕这个主题和情景进行安排，并提供大量典型性例文、示范文章组织的基本模式、书写的基本规则给学生做参考。学生通过对例文的阅读与分析和自己的写作实践，学习英语写作的技巧，提高英语书面表达的能力。本教程的编写和设计强调内容与形式并重，把写作视为一个过程，引导学生发挥主体性作用，在讨论和思考中发现、归纳、整理、形成自己的观点和思路，主动学习使用语言的适当形式表达自己的思想和观点，从而真正达到学以致用目的。

本书的主要目的在于培养学生自主学习的能力。学生的任务是主动地、创造性地参与学习过程，通过各种课堂活动，运用自己掌握的知识和交际技能与他人交流所学习的语言。而教师的任务是讲解新的学习要点，帮助学生为写作活动做准备，教师在课堂教学活动中起辅助作用，鼓励和指导学生自主完成学习过程。

本书所选编的部分例文原文来自于一些已出版的相关书目，少量内容做了改动，在此对原文作者表示敬意和感谢。

《交际英语写作》的编写是一次新的尝试，囿于编者的水平和视野的限制，不当之处在所难免，恳请专家和读者不吝赐教。

如您能喜欢这本书，作者将不胜荣幸。

作者
2006年6月
于北京

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Unit 1

Giving

Personal Information



Unit Objectives

After studying this unit, you should be able to

- ▶ know how to write a personal letter.
- ▶ know the layout of informal letters.
- ▶ know how to address envelopes.
- ▶ know the layout of envelopes.

Important Terms

The following terms represent key points of this unit. When you learn the unit, please pay close attention to the definitions and meanings of these terms.

heading

salutation

complimentary close

correspondent's address

mailing method

date

body of the letter

signature

return address

special notations

Pre-questions

1. Do you often write letters?
2. Who do you often write to?

Lead-in Activities

Activity 1

Below is a letter of personal information. The letter has been divided into two parts. One gives certain information. The other gives different information. Student A will read the first part and Student B will read the second half. Read the letter silently and when you've finished reading, work in pairs and exchange information by asking each other questions.

Student A

NO.99

BEISIHUANDONGLU

CHAOYANG DISTRICT

BEIJING 100101

CHINA

Sept. 1st, 2006

Dear Students,

Welcome to BIT (Beijing Institute Of Tourism). My name is Li Mei and I'll be your writing teacher. I hope you'll enjoy my lessons on writing. As you'll be seeing quite a bit of me, perhaps you'd like to know something about me. So let me introduce myself.

I'm from Beijing. I've been teaching at BIT since 1992. I've taught different classes, such as listening and speaking, reading, language laboratory, video, writing, advanced English and so on. Many students like writing lessons and find

them very useful and necessary. So I would be very happy if I could give you some help in writing.

In September 1989, I went to the United States and completed some courses for Overseas Teachers of English — TESOL (Teaching English to Speakers of Other Languages). The course was especially designed for native speakers. It was not easy but quite beneficial. I also observed different classes given by American teachers. I learned a great deal from my teaching experience.

Student B

Before I came to BIT, I taught middle school teachers at the Beijing Institute of Education(BIE). It was a three-year course and the trainees attended classes two days a week. At the same time, I also spent nearly a year teaching English to college students as a sort of experience. But I preferred to teach college students so I changed my job to BIT in 1992.

I like listening to music in my spare time and I love sports very much. Table tennis, volleyball, and badminton are my favorites. I like traveling, too. I went to Yun Nan on my summer vacation. If I have time, I'd like to do some reading, but I don't give myself too much pressure. I love to enjoy life.

Well, that's all from me for now. I am looking forward to being with you and I hope you'll find my class interesting and helpful. Finally, I wish you a great success in your studies.

Yours sincerely,
Li Mei(Ms)

Activity 2

Work in pairs. Read the letter paragraph by paragraph and try to figure out what kind of information you have got from the letter. Then make a summary of each paragraph.

Paragraph 1:
 Paragraph 2:
 Paragraph 3:
 Paragraph 4:
 Paragraph 5:
 Paragraph 6:

Activity 3

Note the use of tenses in the body of the letter. Find out when the writer uses the present tense, and the past tense.

Paragraph 1:
 Paragraph 2:
 Paragraph 3:
 Paragraph 4:
 Paragraph 5:
 Paragraph 6:

Writing Instructions

1. Writing Plan

A letter of personal information is an informal letter written to a friend, a relative or someone you know. Below is a general plan of an informal letter.

Greeting:	Using an informal greeting
Opening paragraph: (One paragraph only)	— Opening the letter — Telling why you are writing
Main part: (Two or more paragraphs)	— Developing the ideas (Saying what exactly you want to tell the reader)
Closing paragraph: (One paragraph only)	— State anything you want to emphasize — Give closing message

2. Useful words and expressions:

Greeting:

Dear Tom,
Dear Mum,
Hello Rose!
Hi Mary!

Phrases for opening paragraph:

I hope you are fine.
It was nice to hear from you.
Thanks for your letter.
How are you?
How are you doing?
How's everything with you?
What have you been up to?
Sorry I haven't written for so long.

Phrases for closing paragraph:

Well, that's all for now.
Write soon.
Waiting for your letter.
I'm looking forward to hearing from you.
Looking forward to hearing from you.

Complimentary close:

Yours,
Love,
Best regards,
Best wishes,
Bye for now,
Take care,

3. Layout of informal letters

In personal letters, the way in which we lay out our letters may differ slightly from person to person, but normally we adopt the following style.

(1) 17 Perkin Street Richland WA 29365 USA	(1)Heading
(2) April 22, 2006	(2)Date
(3) Dear Tom,	(3)Salutation
(4) I'm writing to illustrate the layout of letters. _____ _____ _____ _____ _____ _____	(4)Body of the Letter
(5) Yours sincerely,	(5)Complimentary close
(6) Jack Lee	(6)Signature
(7) PS	(7)Postscript

(1) Heading:

We begin the letter with the heading which refers to the sender's address. It is on the top right-hand corner. It begins with the name of the unit, school, college, office, etc; the number of the residence or building moving through street to city and country. It is just the opposite order to the Chinese address. For Chinese addresses we write in Pinyin. It is often written as follows:

◆ **Block form**

Room 201 Building 1
Pan Jia Po Road
Chaoyang District

Room number/Building number
Road name/Street/Avenue name
District

Beijing, 100020	City/Province, Zip code
China	Country
17 Perkin Street	House number/Street name
Richland	City name
WA 29365	State, Zip code (AmE)
USA	Country

If the letter is handwritten each line of the address is indented slightly.

◆ Indented form

Room 201 Building 1	Room number/Building number
Pan Jia Po Road	Road name/Street/Avenue name
Chaoyang District	District
Beijing, 100020	City/Province, Postcode(BrE)
China	Country
17 Perkin Street	House number/Street name
Richland	City name
WA 29365	State, Zip code(AmE)
USA	Country

(2) Date

The date follows the sender's address. Leave a space of one or two lines from the heading and then write the date. It can be written in the following ways:

February 25th, 2006 / February 25, 2006 Month-date-year Style (adding a comma before the year)

25 February, 2006 / 25th February, 2006 Date-month-year Style

25/02/06 (BrE) Date-month-year Style

02/25/06 (AmE) Month-date-year Style