

外研社·朗文

中学英语辅助系列



English Support Series

Chris Jacques (英), 王薇 合作编著

Senior
Three
高三

写作

Reading to Writing



外语教学与研究出版社



LONGMAN 朗文

外研社·朗文

中学英语辅助系列

English Support Series

Chris Jacques (英), 王薇 合作编著

Reading to Writing
写作

Senior
Three
高三



外语教学与研究出版社



LONGMAN 朗文

(京)新登字 155 号

京权图字: 01-1999-3242

图书在版编目(CIP)数据

中学英语辅助系列:写作(高三)/(英)杰克斯(Jacques, C.),王薇编著. - 北京:外语教学与研究出版社,2002

ISBN 7-5600-2992-2

I. 中… II. ①杰… ②王… III. 英语-写作-高中-教学参考资料 IV. G634.413

中国版本图书馆 CIP 数据核字(2002)第 060521 号

外研社·朗文中学英语辅助系列

写作(高三)

Chris Jacques (英) 王薇 合作编著

* * *

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京冶金大业印刷有限公司

开 本: 787×1092 1/16

印 张: 13.25

版 次: 2002 年 10 月第 1 版 2002 年 10 月第 1 次印刷

书 号: ISBN 7-5600-2992-2/G·1433

定 价: 15.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

外研社
朗文

中学英语辅助系列

English Support Series

Reading to Writing Senior 3 写作(高三)

Original English material of this *Reading to Writing Senior 3* © Pearson Education China Ltd. and Foreign Language Teaching and Research Press 2002

This edition of *English Support Series* with the addition of Chinese translation is published under the Longman imprint, which is an imprint of Pearson Education Group, and by arrangement with Pearson Education China Ltd., Hong Kong.

Licensed for sale in the mainland territory of the People's Republic of China only.

This simplified Chinese characters edition first published in 2002 jointly by Foreign Language Teaching and Research Press and Pearson Education China Ltd.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

出 版 人: 李朋义, 吴天祝
合作编著: C.杰克斯(Chris Jacques), 王微
顾 问: N.格兰特(Neville Grant)
策划编辑: (外研社)蔡剑峰, (朗文)林心心
责任编辑: (外研社)宋微微, 吴静
执行编辑: 那 劼
绘 图: (香港)黄志兴
封面设计: (朗文)梁若基

外语教学与研究出版社
培生教育出版北亚洲有限公司

联合出版

本书任何部分之文字及图片, 如未获得本社之书面同意,
不得用任何方式抄袭、节录或翻印。

本简体字版只供在中华人民共和国内地销售。
凡属合法出版之本书, 封面均贴有防伪标贴;
凡无防伪标贴者均属未经授权之版本,
本书出版者及原版权持有者将予追究。

朗文(Longman)为培生教育出版集团(Pearson Education Group)所拥有之商标。

编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写4种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确:由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,外国专家录音。语言、语音均地道精确。
2. 与课堂同步:配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识:在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试:结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样:在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高:听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立足于现实的需要,又超出一般的水平,成为教师的好帮手,学生的好朋友。

在丛书的策划、编写过程中，我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、首都师范大学附属育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助，在此，特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们：

初中部分：朱振洪（北方交通大学附中）	回颖（北京市知春里中学）
蒋静芳（北京市十九中学）	刘白玫（北京市六十七中）
王小悦（石油大学附中）	宋燕（北京市十一中学）
燕素霞（北京市十一中学）	朱红（北京市十一中学）
陈牧星（北京市一七一中学）	
高中部分：石晓岚（北京市一〇一中学）	段亚非（北京市十一中学）
刘雪清（北方交通大学附中）	尤丽丽（北京科技大学附中）
段春英（北方交通大学附中）	邢淑琴（首都师范大学附属育新学校）

最后，欢迎广大师生在使用丛书的过程中向我们提出宝贵意见，以便我们及时改进。

Introduction to the Teacher

This book has been designed to help you develop your students' writing skills. It follows the syllabus of *Senior English for China Book 3*.

The twin aims of *Reading-to-Writing Senior 3* are:

- to provide systematic practice in the exam tasks that are tested in the NMET.
- to develop a range of writing skills needed by Senior Middle School students.

1 About the book

1.1 Reading-to-Writing

Reading texts in a foreign language is an important step in learning to write. For this reason, this book contains many model texts. Students may be required to read and underline, or complete these texts. Later in the unit they will be required to complete a writing task that is related to the topic and text type that they have just studied. It will also use much of the same vocabulary.

1.2 New words

Mainly, this book follows the wordlist of the coursebook. Important new words are marked as new words in the text with a translation and in the list of new words at the back. Some non-syllabus words are also introduced, for the purpose of understanding only. Introducing non-syllabus words enables us to enlarge the range of topics that we can cover with our students.

1.3 Text types

This book includes different kinds of text types, for example, dialogue, letter, report, narrative, description, instructions, directions, diary, message, notice, essay (discursive writing) and review. The purpose is not only to introduce variety but also to show students the different ways language is used in different types of text.

1.4 Formality

Teachers may notice that contractions (e.g. "aren't") are regularly used in most texts, not only in dialogues. There is an increasing trend in current English to use informal forms in written English. However, we point out different degrees of formality in this book and

train students to write in an appropriate style. For example, Unit 5 shows students that they should not use contractions in business letters.

1.5 Whole-text approach

This is not a Grammar Practice Book or a “Workbook”. Those types of books usually give students practice in writing individual words or individual sentences, as in the *SEFC 3 Workbook*.

The aim of this book and the others in the ESS “Reading-to-Writing” is to train students towards writing whole texts. By the end of the Senior series, students will have practised writing the different types of texts that they have to write in the NMET. *Reading-to-Writing Senior 3B* also gives plenty of exam practice covering these types of task.

1.6 Self-study

Most exercises can be done by students as self-study. However, they should be done after the relevant structures, functions and vocabulary have been presented in class, not before. Enough guidance is given through model texts and examples for the student to do the exercises without supervision. There is an answer key at the back of this book.

1.7 Part B

Part B of this book, Units 13 – 24, is designed as revision and test practice in preparation for the NMET. As can be seen in the Contents List, each unit focuses on a specific exam task, e.g. Writing directions, Writing a story from pictures. The writing tasks in these units are supported by exercises, like editing, that are designed to improve students’ writing skills.

1.8 Practice Tests

Unit 12 is a Mid-Semester Practice Test, and an End-of-Semester Practice Test appears after Unit 24. Each test consists of five separate writing tasks / tests. The exam formats include cloze, dialogue completion, editing and translation / writing tasks. There is no progression from one task to another, as there is in other units. The teacher can choose any of these tasks for a Writing Test in exam conditions. Alternatively, the teacher can give students a choice of task.

These units give the teacher an opportunity to assess individual performance.

2 Developing writing skills

2.1 The process of writing

In all Senior Reading-to-Writing books, we pay attention to the different stages that people, not just students, go through when they write. These are:

- Collecting ideas and brainstorming (突然想到的妙计); making notes.
- Sorting notes into a logical order.
- Writing a first draft.
- Reviewing one's first draft; having it reviewed by a classmate or a teacher.
- Improving the first draft; writing the second draft.
- Showing the second draft to a classmate, to the class or a teacher.

Not all writing tasks include all these stages. But all exercises focus on one or more stages. The rationale for doing these things is explained in the following sections.

2.2 Collecting ideas and brainstorming

Outside the classroom, it is common practice to discuss with another person what one intends to write about. For example, family members may discuss arrangements before writing a letter of invitation. In business, a person discusses certain points with a colleague before writing a report. It is therefore a good idea to allow students to share ideas and develop their own opinions before writing them. The classroom discussion may be in Chinese or in English, depending on the exercise. Instructions for this type of discussion stage are included in this book when necessary.

2.3 Writing a first draft

It is sometimes convenient to get all students to practise the same thing. However, too much of this can be demotivating if the student is only practising language but not communicating. Therefore it is a good idea to allow students to personalize their writing and communicate their own thoughts, ideas and suggestions. This book follows this approach. For this reason, some writing tasks do not have fixed answers, only example answers. Students may make a few errors as they write. However, errors are part of all language learning. Mistakes do, in the course of time, disappear.

2.4 Reasons for writing in pairs or groups

There are three reasons for getting students to write in pairs or groups:

- To reduce the number of the scripts for the teacher to monitor or correct.
- To encourage students to share their ideas (linguistic and content) as they write. “Two

heads are better than one.”

- To encourage students to suggest improvements to each other’s work.

2.5 Self-review and peer-review

As part of a writing programme, we need to encourage students to review their own writing and their classmates’ writing too. In the ESS, students regularly show each other their written work. This does not just mean correcting grammar or spelling mistakes. We may need to train our students to review their classmates’ work constructively, like this:

- Say what you like about the text.
- Ask which part the writer would like to improve.
- Don’t criticize, only suggest.
- Remember that the writer has the final decision over her / his text.
- Remember that the first draft is not the final draft.
- Students can discuss each other’s work in Chinese; it’s quicker.

2.6 Example answers

As the ESS progresses and students have more language that they can use, they become freer to express their own ideas in their own way. For some of the tasks, we continue to provide example answers in the Answer Key. These are not “ideal answers” or “the best answers”. They are just examples. They can be used in one of three ways.

- If students do not understand the task, they can read the example answer to see what they have to do.
- Students who do not have much language, or who lack confidence, may choose to read the example answer before starting their writing. They can adapt the example answer and add their own ideas and phrases.
- More confident students may choose not to look at the example answer until they have finished their writing task. Then they can study the example as an additional reading task, and note words, structures and phrases which they think might be useful. They can also edit their own text as a result of this study.

3 Exercise types

Teachers will notice that there are different exercise types in this ESS Reading-to Writing book, each with a different purpose.

3.1 Consolidation

Most of these involve “reading and writing”. They include:

- gap-filling a text (e.g. with prepositions).
- putting the verbs in a text into the correct tenses.
- reading and choosing the correct word / phrase (e.g. linking words).

3.2 Crafting

In these exercises, students work on the “mechanics” of language, usually syntax (e.g. purpose clauses.) Some of these exercises involve accuracy work at sentence-level.

3.3 Guided writing

These tasks are designed to guide the written outcome, and to give students guidance over content, or language or both, so that they gain confidence in writing. They include

- Picture compositions (content).
- Writing from notes or “skeletons” of given words (language).
- Writing from a model (language and content).

Most of the tasks in the book are guided, rather than free. This reflects the class sizes common in China and the need to have exercises that students can self-correct.

3.4 Personalization

In these, students write about their own experiences and opinions. These are fluency writing activities. Students may also be asked to discuss their personal writing in pairs and make changes.

3.5 Creating

In these, students invent content and language. Again, they may be asked to discuss their personal writing in pairs and make changes.

4 Selection of tasks

Although we hope that this Reading-to-Writing series will be a useful resource book for teachers, it cannot possibly meet the needs of every single teacher or class. There is much more material than can be covered in the time available for English lessons. So teachers will need to be selective in:

- doing some exercises with the whole class.
- recommending some exercises to the whole class for self-study.

- recommending some exercises to individual students for self-study.

Sometimes a choice of tasks is given, e.g. an easier one or a more difficult one; a guided writing task or a freer writing task. This way, the teacher can choose a task that is more suitable for a class, or a section of the class.

前言 (1)

写给老师

本书的宗旨在于帮助你提高学生的写作能力。它根据高中英语课本第三册的教学大纲编写而成。

写作(高三)一书的两个目的是:

—提供 NMET 中所测试项目的系统模拟训练。

—提高高中学生所需要的写作能力。

1 关于本书

1.1 从阅读到写作

阅读外语文章的过程是学习写作的一个重要步骤,因此,本书包含了许多范文。你可以要求学生阅读这些范文并用下划线划出重要词语,或者做补全未完文章的练习。稍后,学生将被要求完成一项写作作业,其主题与体裁都与他们刚刚学习过的范文相关,甚至还会用到许多相同的词汇。

1.2 生词

本书的词汇大致控制在教科书的生词表范围之内。重要的生词及其中文译文在文章中被标记出来,并被收在书后的生词表里。

偶尔也会出现超纲的词汇,但引进它们仅仅是为了帮助学生的理解。超纲词汇可以扩大我们和学生一起探讨的主题范围。

1.3 体裁

本书收入了各种体裁的文章,包括对话、信函、报道、记叙文、说明文、用法指南、说明书、日记、留言条、通知、散文和评论等。这样做的目的不仅仅是为了介绍不同的体裁,更是为了使学生们懂得:不同体裁的文章要求不同的语言表达方式。

1.4 正式性

教师们可能会注意到,缩写形式(例如 aren't),不仅出现在对话当中,而且经常出现在大多数课文中。当代英语有一种趋势愈演愈烈,就是书面语言中的不正式书写形式越来越多。但是,我们在本书中指出了各种书写形式的正式程度,以期训练学生写出得体的英文。例如,第5单元告诉学生在商业信函里不应该使用缩写形式。

1.5 “篇章写作”策略

这不是一本“语法练习书”或者“作业本”。那类书籍通常为学生提供单词拼写或者造句方面的练习,就像《SEFC 练习册(3)》那样。

本书和其它各本《ESS 写作》的目的是培养学生写出完整的篇章。在结束了高中系列的学习之后，学生们将能够写出 NMET 所要求的各类不同的文章。《写作》(高三 B)还提供了大量的模拟试题，包括 NMET 要求的各种文体的写作。

1.6 自学

大多数练习可以由学生采取自学的形式完成。但是，这些练习不应在课前做，而应该在相关的句型、功能、词汇已经在课堂上讲过了之后才做。通过模拟课文和例文，我们已经为学生提供了足够的指导，使他们无须老师的指导就能独立完成这些练习。本书书后附有参考答案。

1.7 B 部分

本书的 B 部分，第 13 - 24 单元的目的在于复习和为准备 NMET 进行模拟训练。在目录中可以看到，每个单元都针对一个特定的考试项目，例如，写用法指南，看图写故事等。这些单元中的写作训练都辅有旨在提高学生写作能力的练习，比如修改等。

1.8 模拟测验

第 12 单元是期中模拟测验，期末模拟测验在第 24 单元后。每个测验都由五个单独的写作项目或测验组成。测验的形式包括完形填空、补全对话、修改和翻译或写作等。同一单元练习与练习之间水平相当，因为各单元之间水平是递进的。老师可以选择任何一个练习作为考试中的写作测验。或者，老师也可以让学生自己选择练习。这些单元可以让老师了解各个学生的学习情况。

2 提高写作能力

2.1 写作过程

在所有《高中写作》中，我们关注的不只是学生而是人们在写作时所经过的不同阶段。他们是：

- 积累各种想法，捕捉灵感；做笔记；
- 把笔记按逻辑顺序分类；
- 写第一稿；
- 阅读第一稿，请你的老师或同学也读一读；
- 改进第一稿，写第二稿；
- 把第二稿给同学或老师看一看。

并非所有的写作都包括以上这些步骤。但是，全部练习都集中在一个或几个步骤上。下面解释了这样做的原因。

2.2 积累想法，捕捉灵感

课堂之外，人们经常跟其他人讨论自己打算写的东西。例如，家庭成员在写邀请函之前会讨论一些事情：在商务活动中，人们写报告之前常常就某个问题与同事商榷。所以说，在写作之前最好允许学生共享某些想法，形成他们自己的见解。根据写作练习的难易程度，课

堂讨论可以用中文进行，也可以用英文进行。本书在必要的地方对如何开展这类讨论活动做了一些适当的说明。

2.3 写第一稿

让所有的学生就同一件事进行写作训练有时候是件很便利的事情。但是，在这种写作课上，学生仅仅是练习了语言而没有思想情感的交流。所以，要允许学生在他们的写作中展现他们的个性，鼓励他们用写作来表达自己的思想、感觉和建议。本书就采取了这种方法。因此，有些写作练习没有给出固定的答案，而只是参考答案。学生用这种方法进行写作也许会犯一些错误，但是，在所有的语言学习中错误都是在所难免的。假以时日，错误自会消失。

2.4 两人或分组写作的原因

让学生两人或分组写作有三个原因：

- 减少老师批改文章的数目；
- 鼓励学生在写作时共享他们的想法(语言上的和内容上的)。两个人的力量比一个人大；
- 鼓励学生对彼此的文章提出改进意见。

2.5 自我评论与同伴间相互评论

作为写作计划的一部分，我们要鼓励学生对他们自己的文章和同学的文章进行评论。在ESS中，学生常常要互相交换彼此的文章。这不仅仅是纠正语法和拼写错误。我们要训练学生对同学的文章进行积极有效的评论，比如：

- 说出文章中你所欣赏的部分；
- 询问作者希望对文章的哪部分进行改进；
- 不要批评，多提建议；
- 记住是否对文章进行修改由作者决定；
- 记住第一稿并非最后一稿；
- 学生可以用中文讨论，这样会快一些。

2.6 参考答案

随着ESS课程难度的不断增大和学生运用英语能力的增强，他们将越来越自由地用自己的方式表达他们的思想。我们坚持为一些练习提供了参考答案。这些答案并非“理想答案”或者“最佳答案”，仅供参考之用。建议以下面3种方式利用这些答案：

- 如果学生理解练习要求有困难，他们可以看看这些参考答案，从而知道自己该做些什么；
- 对于那些语言积累不够或者缺乏信心的学生，他们可以在动笔之前先看看这些参考答案，然后可以对答案加以改变，增加自己的观点和词句；
- 那些自信的学生可以在完成了自己的作文之后再去参考答案。他们可以把参考答案当作一份阅读材料加以研习，从中汲取一些自己认为有用的词汇、句型和短语。之后，他们也可以修改自己的文章。

3 练习类型

老师们会注意到在 ESS 的写作书中有不同类型的练习，每种都有不同的目的。

3.1 项固类练习

其中的大多数涉及到“读与写”。它们包括：

- 课文填空(例如用介词填空)；
- 用动词的正确以时态填空；
- 阅读并选择正确的词 / 词组(例如连词)。

3.2 句法类练习

在这些练习中，学生学习的是语言的结构，通常是语法(例如表目的的从句)。其中的一些练习涉及到对句子的结构进行精雕细刻。

3.3 指导写作类练习

这些练习用来指导学生写出文章，并对学生在文章内容或文字或两者兼而有之的方面给予指导，以使们获得写作方面的信心。这些练习包括：

- 看图作文(内容)；
- 根据提示或给出的单词(文字)概略写作；
- 仿照例子(文字或内容)。

本书中的大部分练习都是有指导说明的，而不是自由练习。这反映了中国课堂的普遍情况以及对学生能自己修改其文章这类练习的需要。

3.4 个性化练习

在这些练习中，学生们可以写自己的经历与观点。这种写作是自由流畅的。老师也可以要求学生分组讨论他们自己的文章并进行修改。

3.5 创造性写作类练习

在这些练习中，学生要自己创作内容和文字。同时，老师也可以要求他们分组讨论自己的文章并进行修改。

4 练习的选择

虽然我们希望这套写作系列丛书会成为老师们有益的参考书，但是它不可能满足每位老师和每个班级的需要。对于英语课程的学习，在有效时间内能够完成的练习材料是非常有限的。因此老师需要作出选择：

- 让所有学生做某些练习；
- 让所有学生推荐某些练习作为自学；
- 向个别学生推荐某些练习作为自学。

有时，书中已经对练习作出了分类，例如简单的或者难一些的；指导性的写作或者自由写作。这样，老师就可以选择一个更合适全班或班里一部分学生的练习。

Introduction to the Student

You can use this book to practise and develop your writing skills while you are studying *Senior English for China Book 3*.

Reading-to-Writing

Reading texts in a foreign language is an important step in learning to write. For this reason, this book contains many model texts. You may have to read and underline phrases, or complete these texts. Later in the unit you will do a writing task that is related to the topic and text type that you have just studied. It will also use much of the same vocabulary.

New words

Mainly, this book follows the wordlist of the coursebook. Some important new words are marked as new words in the text with a translation and in the list of new words at the back. Some non-syllabus words are also introduced, for the purpose of understanding only.

Developing writing skills

How can you improve your writing skills? Writing isn't just completing sentences in a workbook and doing grammar exercises. Learning to write can include:

- Writing a letter to a pen pal.
- Writing a message.
- Writing directions.
- Writing instructions.
- Writing a story.
- Writing a description of a person, place or machine.

By the end of the Senior Reading-to-Writing series, you will have practised writing the different types of texts that you have to write in the NMET.

Part B

Part B of this book, Units 13 – 24, is revision and test practice for the NMET. Each unit focuses on a specific exam task, e.g. Writing directions, Writing a story from pictures. There are other exercises, like editing, that are designed to improve your writing skills.