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北京市中学教师继续教育教材

英语写作

袁昌寰 王松美 编

今日中国出版社

北京市中学教师继续教育教材

English Writing This Way

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英语写作

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前 言

教育是社会主义物质和精神文明建设极为重要的基础工程。它对提高全体人民的思想道德和科学文化素质,对建设有中国特色社会主义的经济、政治和文化,对培养一代又一代社会主义事业的建设者和接班人,具有重大的战略意义。百年大计,教育为本;教育大计,教师为本;教师大计,提高为本。不断更新教育观念,深化教育改革,提高教育教学质量,必须建设一支德才兼备,又红又专的师资队伍。

我市自一九七八年恢复师资培训工作以来,中学教师的学历结构发生了明显的变化,至今大部分中学教师已达到现阶段国家教委规定的学历要求。如何积极稳妥地开展学历合格后的继续教育,全面提高教师素质,培养一大批业务骨干、学科带头人和教育教学专家,已成为我市师训工作的当务之急。继续教育是师资培训工作的深入和发展,是深化教育改革的重要措施。通过深入开展继续教育,使不同层次教师的政治素质、思想素质、业务素质 and 师德素质都能在原有的基础上得到新的提高。

为此,北京市教育局和北京市科技干部局联合制订和颁发了《北京市中小学教师继续教育暂行规定》。《规定》指出,中学具有大学专科以上学历或40岁以上(不含40岁)在一九八九年八月之前虽不具备合格学历,但具有中级以上教师职务的教师都应接受继续教育。其中,新分到中学任教的大学毕业生,在试用期内要接受120学时的培训;初级职务的教师,在五年内要接受180学时的进修培训;中级职务的教师,在五年内要接受240学时的进修培训;高级职务的教师,要接受360学时的研修培训。《规定》还明确:“继续教育要和教师的考核、职评、聘任、晋级结合起来,作为职评、聘任、晋级和新教师转正的必要条件之一”。

为了更好地开展继续教育,北京教育学院会同各分院和教师进修学校,受北京市教育局的委托,于一九八九年三月制订出中学《继续教育教学计划》和《教学大纲》。经过近两年的实践,在总结经验的基础上,又对《教学计划》和《教学大纲》(试行稿)作了必要的修改,于一九九一年六月和十月颁发了新的修订稿。

在此基础上,为了适应北京市中学教师继续教育形势的发展,满足各层次继续教育班师生教学的需要,我们正在组织编写和审订《北京市中学教师继续教育教材》,将于一九九二年陆续出版。这是一项十分艰巨复杂的

系统工程,我们遵照积极组织、认真编写、严格审订的原则,搞好继续教育的教材建设。为此,北京市教育局成立了北京市中学教师继续教育教材编审领导小组、编审委员会和学科编审小组,努力保证教材质量。在编写这套教材时,我们特别注意了坚持正确的政治方向,坚持四项基本原则,建设有中国特色社会主义的中学教师继续教育教材;坚持先进的科学性,注意学科特点,尽量反映适应中学教学需要的科研新成果,立论和资料要有新意;坚持实用性,突出继续教育的特点,理论联系实际,特别是密切联系中学教育教学和中学教师进修的实际,注意解决好知识与能力的关系问题,重点是提高教育教学能力,直接或间接为提高中学教育教学质量和中学教师全面素质服务;坚持一定的系统性,编排合理的教材结构,并努力做到字数适当、图文并茂、体例统一和要求明确,备有思考练习和参考书目。

这套教材的编写、审订和出版,在北京市教育局的领导下,得到了进修院校教师和广大中学教师的合作,得到了许多专家、教授和学者的指导,在此表示衷心地感谢!

由于中学教师继续教育教材建设是一项全新的工作,许多理论和实际问题尚在研究探索阶段,加上我们的水平有限,教材中的不足和错误之处在所难免,恳请广大教师和各位读者批评指正,以便进一步修改、完善。

北京市中学教师继续教育教材编审委员会

1992.12

编者的话

English Writing This Way 是为了提高中学英语教师的写作水平而编写的。本书在编写过程中运用英语教学的介绍(Presentation)、练习(Practice)和自由发挥(Production)的三步教学法及其理论,突破了传统的英语写作教材的编写框框,将书面语言的交际性和实用性有机地结合起来并适当地融进了听、说、阅读等技能的训练。通过使用此书不仅会学习到各种体裁文章的写作,又能接触到多种题材,学习者还会感到面对的是一种完全不同的文化。此书的选材通俗、广泛,包括叙事、描写、私函、札记及公文启事。此书的练习多样,形式新颖,从指导写作逐步过渡到自由发挥。

本书共分为二十二个单元,每单元均可独立成章。每个单元包括三大部分:范文、语言训练和写作练习。第一部分是范文及其练习。每个单元的范文都以不同的形式出现。范文部分的练习有:填空、配对、扩充、变换、句子或段落的重新组合等形式。所以事实上范文本身也是一种练习。第二部分的语言训练不仅为学习者提供了写作所需要的各种词汇、句型,而且设计了与之相关的各种形式的练习,既有词汇、语法、句型的训练,又包括了培养听、说、读、写各种能力以及写作技巧的练习。这一部分的练习将为下一部分的写作打下词汇、语言、语法和技巧等方面的基础。第三部分的写作包括两部分:写作 I 是指导性写作,在第二部分所练语言情景的基础上模仿范文进行写作。写作 II 才过渡到本章节的自由写作,本书只设计情景,不提供语言材料。在前面大量训练的基础上,由学习者去自由发挥。

本书包括学生用书(目录页码用 S. 表示)与教师用书(目录页码用 T. 表示)两部分。教师用书可作为教师手册,附在学生用书之后。它包括注释、教学建议和练习答案。这本书不仅可用作中学英语教师继续教育的英语写作教材,也适用于大学生、科技工作者及同等水平者。

本书在编写过程中得到了曾在北京中学英语教师培训中心工作的澳大利亚英语专家 Ms. Elizabeth Craven 的具体帮助和指导,在此表示衷心的感谢。

编者

1992 年 3 月

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Writing an informal letter of introduction

UNIT ONE

Who am I?

Text

1. Ms Yuan wrote two letters to you. Student A reads letter A and student B reads letter B. Find as much information about her as you can.

Letter A

BSSELTTC

Building 13 Block 1

Anzhenxili Wuluju

Chaoyang District

Beijing 100101

18th September, 1991

Dear trainee,

Welcome back to BSSELTTC. I hope you'll enjoy this second course you're doing here. I'll be your writing teacher. As you'll be seeing quite a bit of me, perhaps you'd like to know something about me. Let me introduce myself then.

My name is Yuan Changhuan. I've been teaching here at BSSELTTC since July 1987. I live in the Navy Staff Quarters and it's a long way from the Centre. Everyday I come here to work in our school bus. The driver comes each morning to collect us at different stops. Being driven to work in a school bus makes travelling to work much easier.

Living in the Navy Staff Quarters is very convenient. I have a very comfortable two-room flat and the grounds of the Navy Staff Quarters are very pleasant to go for a stroll in. There is an indoor swimming pool for use in the winter and an outdoor one for use in the summer. That's great as I like to swim in my spare time. I also like reading and cycling.

When I was in Australia I often went to the beach and went swimming. I couldn't do any cycling at all as it's quite dangerous with all the fast cars in Australia. Also the roads are hilly in Sydney where I was living.

Well, that's all from me for now. I look forward to being your teacher this term and I hope you'll write me some interesting compositions. First of all I hope you'll write me a letter today telling me something about yourself and about what you hope to learn this time.

Yours sincerely,

Yuan Changhuan

Letter B

BSSELTTC

Building 13 Block 1

Anzhenxili Wuluju

Chaoyang District

Beijing 100101

18th September, 1991

Dear trainee,

Welcome back to BSSELTTC. I hope you'll enjoy this second course you're doing here. I'll be your writing teacher. As you'll be seeing quite a bit of me, perhaps you'd like to know something about me. Let me introduce myself then.

My name is Yuan Changhuan. I've been teaching here at BSSELTTC since July 1987. I've taught many different classes. Perhaps I've already taught you! I've taught listening and speaking, reading and writing, language laboratory, video, methodology, testing as well as writing. We've had a lot of feedback from trainees indicating that writing is very important so we hope we could give you some help in writing this term.

Before I came to work at BSSELTTC, I studied for an MA in TESOL for two years in Australia. We studied Contemporary English Grammar, Language Teaching Methodology, Linguistics, Psycholinguistics, Sociolinguistics, etc. Before that I was teaching English at Beijing Institute of Education. Those students were middle school English teachers. They had to come to receive in-service training twice a week for three years. After three years my students usually knew enough English to do a better job in their respective schools.

I haven't always been a teacher trainee. In fact I started to work as a primary school teacher when I came back to Beijing from Shaan Xi province in 1972. I was a primary school teacher for seven years. I enjoyed teaching English. In 1978, I took the College Entrance Examination and became a university student in order to be a qualified English teacher.

I look forward to being your teacher this term and I hope you'll write me some interesting compositions. First of all I hope you'll write me a letter today telling me something about yourself and about what you hope to learn this time.

Yours sincerely,

Yuan Changhuan

2. Student A and student B exchange the information they get from the letter they read.

3. Student A reads letter B and student B reads letter A and see whether they have got all the information from their partner.

Language practice

1. The expressions you use when writing letters vary depending on how well you know the person you are writing to. You must decide which expressions are appropriate and then be consistent. Match the four greetings and seven complimentary closes below. There are various possibilities.

Greetings

Complimentary closes

Dear Mr Machin,

Dear John,

Dear Anne,

Darling Bob,

Yours sincerely,

With best wishes,

Lots of love,

Sincerely yours,

Yours,

Love,

Regards,

2. Sign your first name or full name (as appropriate) after each complimentary close.

3. Put the following addresses into English.

- 1) 北京市西城区西安门大街天庆胡同 35 号 100034
- 2) 北京永定门外安乐林五条 18 号
- 3) 北京东城区崇文门大街 6 号楼 2 门 305 号
- 4) 北京师范学院宿舍 12 楼 1 门 306 号

Writing 1

1. Write a short five-sentence letter to another student in the class you don't

know well. The letter should have the following format:

Dear...

My name is...and I'm ... I have been ... Before that I was... During the next four months... I...

Yours sincerely,

.....

2. Give the letter to the student you've written to and read the letter you have got.

Writing 2

1. Work in groups of four and tell each other about your recent and more distant work experience, your living situation and hobbies, things you hope to get out of this course.
2. Use letter A and letter B as examples to write a letter to your teacher.

Describing people's appearance

UNIT TWO

What does he look like?

Text

1. Work in pairs and describe the appearance of the people in the following pictures.



2. Use the letter to write separate letters about the people in the pictures on this page. Write one letter about Peter Lee, one letter about Mrs Shaw and one letter about Miss Wilson. Choose the best words in the brackets.

94 Orchard Road
Colchester
9th October

Dear Charles,

I am very sorry I cannot come to meet you at the railway station since I have to take my mother home from hospital at that time. Our neighbour (Peter Lee/Mrs Shaw/Miss Wilson) has kindly offered to meet you and bring you home. As you have never met (him/her) before, I shall describe (him/her) to you.

(Peter Lee/Mrs Shaw/Miss Wilson) is (tall/short/of average height) and (slim/stocky/of medium build). (He/She) is (a young/an old/a middle-aged) (man/woman) in (his/her) (early twenties/late twenties/mid-sixties) with (curly/wavy/long) hair and (a round /a long/an attractive) face. It is easy to recognise (him/her) because (he/she) is usually (casually/well) dressed in (a matching blouse and skirt/a jumper and slacks/old jeans and a T-shirt) and wears (high-heeled shoes/flat shoes/boots).

I do hope you manage to recognise my neighbour without any difficulty and I look forward to seeing you when (he/she) brings you to my flat.

Yours sincerely,

John

Language practice

1. Read the notes about Robert, Mary, John and Jane and get some information about them.

Name	Robert	Mary	John	Jane
Age	60	17	25	45
Height	1.80m	1.60m	1.69m	1.48m
Build	thin	slim	average build	stocky
Hair	black/curly	blond/straight	brown/wavy	dark/straight
Clothes	suit	dress	T-shirt jeans	blouse skirt
Shoes	flat shoes	sandals	boots	sports shoes

2. Use the following sentence as an example to describe these people.

1) Example: He is a young man in his late twenties.

A. Robert is _____.

B. Mary is _____.

C. John is _____.

D. Jane is _____.

2) Example: She is tall and of medium build.

A. Robert is _____.

B. Mary is _____.

C. John is _____.

D. Jane is _____.

3) Example: I have brown curly hair.

A. Robert has _____.

B. Mary has _____.

C. John has _____.

D. Jane has _____.

4) Example: He is usually casually dressed in a T-shirt and shorts and wears flat shoes.

A. Robert is _____.

B. Mary is _____.

C. John is _____.

D. Jane is _____.