

剑桥流利英语
CAMBRIDGE Skills for fluency

Series Editor: Adrian Doff



WRITING
写作

3

Andrew Littlejohn

原著：
编译：张剑

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社

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(京)新登字 155 号

京权图字: 01 - 1999 - 3077

图书在版编目(CIP)数据

写作 3/(英)利特尔约翰(Littlejohn, A.)著;张剑编译. - 北京:外语教学与研究出版社,1999.9
ISBN 7-5600-1721-5

I. 写… II. ①利… ②张… III. 英语-写作 IV. H315

中国版本图书馆 CIP 数据核字(1999)第 41729 号

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©Cambridge University Press 1993

This Edition of Cambridge Skills for Fluency, Writing 3 Student's Book by Andrew Littlejohn is published by arrangement with the Syndicate of the Press of the University of Cambridge, Cambridge, England.

此版本《剑桥流利英语》写作 3 学生用书由 Andrew Littlejohn 主持编写,由外研社与英国剑桥大学出版社合作出版。

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写作 3

原著:(英)Andrew Littlejohn

编译:张 剑

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责任编辑:朱云奇

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:北京市鑫鑫印刷厂

开 本:787×1092 1/16

印 张:7.75

版 次:2000 年 2 月第 1 版 2000 年 2 月第 1 次印刷

印 数:1—11000 册

书 号:ISBN 7-5600-1721-5/G·713

定 价:8.90 元

* * *

如有印刷、装订质量问题出版社负责调换

《剑桥流利英语》丛书简介

《剑桥流利英语》丛书是为训练英语听、说、读、写能力而编写的一套强化教材;分 1、2、3、4 级,分别针对初中级、中级、中高级、高级英语学习者。

目标: 使您能够自信、流畅地运用英语。

特点: 严谨的教学体系——听、说、读、写 4 种技能有机结合,自然渗透。

独特的教学思路——取材于真实生活,消除您对非母语的隔阂感,使您直接进入英语思维和英语使用环境中。

全新的教学方法——提供广泛有趣的话题和活动,以激发您对英语的兴趣,鼓励您与别人分享各种看法和观点。

在此基础上,每种单项技能训练又有各自的**独到之处**:

——**听力 Listening:** 旨在培养理解日常生活口语的能力。记录原始、自然的生活语言,并根据各级的不同水平和需要选编其精华。

——**口语 Speaking:** 旨在培养流利的口语能力。主要讨论一些与您的生活、工作密切相关的话题,鼓励您从自己的经历、感受和社会文化知识中寻找语言灵感,与人交流。

——**阅读 Reading:** 旨在培养英语阅读技能。题材广泛、富有趣味性的原版文章,配以精心设计的辅助练习活动,帮助您更自信、更投入地阅读。

——**写作 Writing:** 把写作作为语言教学课的中心,使其成为一种对语言的总体学习有重要作用的创造性活动。

本丛书专为非英语国家的英语学习者而编写,其英文原著由剑桥大学出版社出版。为适应我国广大英语学习者的需要,外语教学与研究出版社特邀北京外国语大学英语系富有教学经验的老师,对其进行编译,补充了大量的背景知识和相关的语言资料,使其不仅适用于课堂教学,而且可以作为优秀的自学教材。

具有一定英语基础而又渴望全面、迅速地提高英语听、说、读、写能力的读者,选择本丛书,必定会如愿以偿。

使用指南

本套写作教材是“剑桥流利英语”系列的一种。它总共分为四册，由简到繁，由易到难，循序渐进地提供英语写作技能的训练，适合中高级英语教学和各种英语进修和培训班使用。

本套教材要达到两个方面的目标：一是提高学习者的整体英语水平；二是训练学习者的英语写作技能。这两个目标是相辅相成，互相促进的。教材通过写作来学习和巩固学习者的英语词汇，增强他们对英语的语感和对英语特殊的表达方式的体验，在写作实践中操练他们所学过的语法。另一方面，它通过范例向学习者介绍各种不同的写作形式，由简到繁地教授书信、明信片、留言、表格、感想、总结、汇报、评论、小说、诗歌、广告、海报、新闻报道等的写法。这就能够使学习者在学习写作的过程中提高整体英语水平，同时又在全面提高英语表达能力的基础上更好地进行写作，从而获得两个方面的丰收。

本套教材的题材涵盖了现实生活的许多方面。这些题材中有些很严肃、很认真，有些很随意、很轻松。从人际交往、生存环境到游戏玩耍，它包容了学习者日常生活中经常遇到的问题。它强调题材的真实性和写作的实用性，同时也强调学习者的实际动手能力。它往往把学习者带入一个具体的工作环境，然后让他们完成一项具体的写作任务。不管是写报社、广告公司方面的事情，还是写旅行社方面的事情，它都让你有身临其境的感觉。不管是写艺术评论、音乐评论，还是设计社会调查问卷、旅行指南，它都常常使学习者忘记自己的身份，从而进入一种具体的角色，努力地去把这项具体的工作做好。在获得这项具体工作所需要的训练的同时，学习者会感到它的内容与生活很贴近，对他们很适用。

本套教材的每一课以生活的某一个方面为思考和写作的对象，通过写作来学习和巩固这个领域的词汇和表达方式。练习的设计注重培养学习者对生活 and 事物的观察能力。从人物的穿着推测人物的性格，从人物的行李推测人物的身份，由窗户联想到室内，再联想到那里面居住的人们，从广告视觉效果分析它所表达的含义——这些都能够有效地引导学习者对事物进行比较深入的思考，注意到他们日常生活中不常看到的细节。它不是将这些方面的资料和盘托出，让学习者死记硬背，而是向学习者展示几幅重要的画面，然后提出问题启发学习者进行思考，促使学习者在小组内进行讨论交流。虽然本书末尾部分对部分问题提供了参考答案，但是它们常常不是惟一的答案。所有问题都是开放的、变化的，可能有不同答案。

本套教材是英国 90 年代最新的英语教材之一，作者在编纂过程中采用了许多新的方法，体现了新的思想，因此它们更适合当前的英语学习者，更能有效地促进英语水平的提

高。虽然教材介绍了写作的不同类型、写作的不同功用、写作的组织结构和写作的过程，但是这些说明都是在具体的写作和讨论中进行的。它通过提问引导学习者看到写作的具体类型和功用；又通过让学习者记笔记、写段话、写短文、写整篇文章使学习者看到文章的整体结构和前后联系；又通过“自由想像”、写草稿、修改、讨论、获取反馈、最后定稿让学习者“体验”写作的过程。它并不讲授冰冷的理论条文，它不采用死板的灌输模式，而是以灵活的、启发的形式刺激学习者的思维，使他们更好地发挥自己的主动性、创造性。

我们在此将这套教材献给各位使用者，为的是将这些新的思路、新的方法介绍给大家，为广大英语学习者提供更快捷、更有效地提高英语水准的途径。希望读者在不断发现此教材的优点的过程中，轻松地学好英语。以下是我们推荐的有关该教材的一些使用方法：

1. 本套教材的每一册前面都有一个内容纲要 (Map of the book)，它告诉读者本课所含的内容：主要内容、语法结构、技能及词汇等。如果你的英语学习有所侧重，可查阅此纲要，找到你的特殊需求。

2. 每一课的写作都从讨论和记笔记开始。特别是在后面两册中，教材把笔头练习和口头练习结合起来了。写作的最终结果很重要，但是讨论能启发思路、练习口头表达能力，也不可忽视。

3. 许多写作任务都需学生在小组中共同完成，但必须保证每一个人都在写，并对全组的写作有所贡献。这就需要每人都独立地进行思考和写作，然后与全组合作，相互进行比较和补充。

4. 在学生进行讨论和交流的过程中，不但要求他们交流思想，也要求他们切磋与语言相关的问题，如语法、拼写、造句、标点等，在形式和内容上相互进行帮助。

5. 在布置讨论和写作任务之后，教师可在课堂上来回走动，以提供必要的帮助，但不要长久地观看，以免造成学生紧张。如果学生提问，最好给予暗示，或者提供思路，启发学生，而不要直接提供答案，以免限制学生的思维和想像。

6. 在课堂上可播放一些有静心效果的背景音乐。古典音乐、爵士音乐、布鲁斯等等都行，但音乐内容不可太明确、太好玩，以免分散注意力。最好是比较轻松、愉快、平静的音乐。

7. 为了不使学生的思想在讨论中受到限制，讨论时可用英文，也可用中文，这主要是为了让学生之间更好地交流。只要最终的作文是英文形式的，教学也就达到了目的。

8. 在批改学生的作业时，教师可采用一些特殊的符号以表示所犯的错误。如 sp = spelling, w/w = wrong word, t = tense, w/m = word missing, w/o = word order, w/f = wrong form, ? = I don't understand 等等。这可使学习者自己去查找，寻找正确的答案，也可培养学习者独立解决问题的能力。

Map of the book

内容纲要

<i>Unit</i>	<i>Topic areas</i>	<i>Aspects of writing</i>
1 First impressions	Describing people's character and appearance; assumptions we make about people.	Notes; descriptive paragraphs and short complete texts.
2 Dear friend	Personal news and messages.	Letter layout; short informal letters; longer letters.
3 Through a window	Descriptions of rooms, buildings and windows.	Notes; short complete, factual texts.
4 Assessing your writing abilities	Types of writing; assessing your abilities.	Notes; devising exercises; a learning diary.
5 Poet's corner	Poetry.	Alphabet and letter poems; a haiku; longer poems.
6 Circular stories	Describing the time of day, places and people's actions.	Writing a short story.
7 What makes a good piece of writing?	Characteristics of a good piece of writing.	Improving pieces of writing; reviewing previous written work; common mistakes.
8 Seeing what you think	Personal opinions and arguments.	Techniques for analysing an argument; notes; complete short texts.
9 Portrait of a nation: Common misconceptions	Stereotypes of countries and common misconceptions.	Notes; notes for a complete text.
10 Portrait of a nation: A guide for visitors	Typical life in your country.	Notes; notes for a text; a leaflet or wall display.
11 In business: Business letters	Business letters.	Letter layout; language of business letters; short letters.

<i>Unit</i>	<i>Topic areas</i>	<i>Aspects of writing</i>
12 In business; Journey to paradise?	A holiday booking.	Writing and responding to letters in a realistic business situation.
13 Advertising: Sell it!	The language and design of advertisements.	Notes; short advertisements.
14 Advertising: Tastyworld – an advertising campaign	An advertising proposal and sample advertisements.	Notes; short advertisements.
15 In the news: Newspaper stories	News headlines, photographs and stories.	Writing captions for photographs; synthesising information for a news story.
16 In the news: Newsdesk	A newspaper front page.	Selecting information for a news story; headlines; captions for photographs; first paragraphs of news stories.
17 The way we live Part A: Designing a questionnaire	Aspects of social life; a questionnaire.	Notes; designing a questionnaire.
18 The way we live Part B: Presenting the results	Aspects of social life; a questionnaire.	Analysing and presenting the results from a questionnaire; charts and graphs; producing a report or a poster display.
19 A class newspaper Part A: Planning the paper	Sections of a class newspaper; personal opinions.	Notes; planning a class newspaper; paragraphs.
20 A class newspaper Part B: The first issue	Sections for the first issue of a class newspaper.	Puzzles; tests; impressions of your town; recipes; film and book reviews.

单元	主题	主要内容
1 第一印象	描写人们的外表和性格; 我们关于人们的一些成见。	笔记;描写性段落以及篇幅较小的完整文稿。
2 亲爱的朋友	个人消息和信息。	书信格式;便函;较长的信函。
3 透过窗户	描写房间、建筑物以及 窗户。	笔记;短而完整的事实文本。
4 评估你的写作 能力	文章的体裁;评估你的 写作能力。	笔记;设计练习;学习日记。
5 诗人角	诗歌。	字母表与字母诗;俳句;较长的诗。
6 循环小说	描写白天的时间、地点以 及人们的行为。	创作短篇故事。
7 优秀的作品由 什么构成?	好文章的特点。	给文章润色;重读旧作;一般性错误。
8 观看你的思维	个人的观点和论据。	分析一个论据的技巧;笔记;完整的短篇文稿。
9 一个民族的画像: 常见的误解	对于一些国家的成见以 及常见的误解。	笔记;为一篇完整的文稿所作的笔记。
10 一个民族的画像: 游客指南	你们国家的典型生活。	笔记;为文稿写作作笔记;用小册子或墙报展示。
11 身在商界:公函写作	商务信函。	信件格式;商务信函的语言;短信。

单元	主题	主要内容
12 身在商界:通向天堂的旅程?	预订假日旅行。	在一个现实商务情境中写作和回信。
13 做广告:销售产品!	广告的语言和设计。	笔记;短篇广告。
14 做广告:美味世界——一次广告活动	广告建议以及广告样板。	笔记;短篇广告。
15 身在报界:新闻报道	新闻的标题,照片和报道。	为照片写说明文字;为新闻报道撰写内容摘要。
16 身在报界:编辑部	报纸的头版。	挑选一篇新闻报道的信息;标题;图片说明;新闻报道的第一个段落。
17 我们的生活方式:部分 A:设计问卷	社会生活的方方面面;一份调查问卷。	笔记;设计调查问卷。
18 我们的生活方式:部分 B:展示结果	社会生活的方方面面;一份调查问卷。	分析并得出调查问卷、图表和曲线图的结果;写出调查报告或设计招贴。
19 班报:部分 A:筹划班报	班报的组成部分;个人的观点。	笔记;筹划班报;段落。
20 班报:部分 B:第一期	班报第一期的组成部分。	谜语;测验;家乡印象;秘诀;电影和书评。

Contents

目录

使用说明	ii
Map of the book 内容纲要	iv
1 First impressions 第一印象	1
2 Dear friend 亲爱的朋友	6
3 Through a window 透过窗户	12
4 Assessing your writing abilities 评估你的写作能力	17
5 Poet's corner 诗人角	21
6 Circular stories 循环小说	27
7 What makes a good piece of writing? 优秀的作品由什么构成?	32
8 Seeing what you think 观看你的思维	36
9 Portrait of a nation: Common misconceptions 一个民族的画像: 常见的误解	42
10 Portrait of a nation: A guide for visitors 一个民族的画像: 游客指南	46
11 In business: Business letters 身在商界: 公函写作	50
12 In business: Journey to paradise? 身在商界: 通向天堂的旅程?	55
13 Advertising: Sell it! 做广告: 销售产品!	58
14 Advertising: Tastyworld—an advertising campaign 做广告: 美味世界——一次广告活动	63
15 In the news: Newspaper stories 身在报界: 新闻报道	66
16 In the news: Newsdesk 身在报界: 编辑部	72
17 The way we live Part A: Designing a questionnaire 我们的生活方式: 部分 A: 设计问卷	74
18 The way we live Part B: Presenting the results 我们的生活方式: 部分 B: 展示结果	77
19 A class newspaper Part A: Planning the paper 班报: 部分 A: 筹划班报	80
20 A class newspaper Part B: The first issue 班报: 部分 B: 第一期	83
Activity Cards 活动卡	89
Teacher's notes for Units 12 and 16 关于 12、16 单元致教师	102
Letterheads for Unit 12 12 单元信函的抬头	105
Mastheads for Unit 16 16 单元的报头	106
Acknowledgements 致谢	108

1

First impressions

第一印象

This unit concerns the impressions we form of people. It includes ways of describing the character and appearance of a person and shows you how to write a description of someone. It also focusses on what influences the impressions we form of people.

1 Even when we do not know people well, we usually form an impression of them. Try an experiment. Write your name on a piece of paper, and put it in a pile with everyone else's names. Take a name and look at that person for a minute or two (not too obviously!). Note down your impressions about each of these points:

即使我们不很了解他人,我们对他们通常也有一个印象。做一个实验。将你的名字写在一张纸上,与其他人的名字混在一起。取其中一张纸,用一至两分钟观察纸上的那个人(别做得太明显!)。写下你在下列项目上对他的印象:

where he/she grew up

his/her job

what his/her living room looks like

his/her favourite food

his/her taste in music

the car he/she drives (if any)

his/her taste in reading

other interests he/she has

Fold the paper and write the person's name on the front. Then give each paper to the appropriate person. Read the paper about you. How accurate is it? Tell the rest of the class what is right and what is wrong.

把纸叠起来,在上面写上此人的姓名。然后将这张纸给它的主人。阅读关于你的那张纸。它有多准确?告诉全班哪儿对、哪儿错。

2 We also form impressions from someone's appearance. Look at the photographs opposite and note down in a few words your immediate impressions of each person. For example:

我们也对人们的外表产生印象。观看下一页上的照片,简要地记下你对每一个人的直接印象。例如:

Photo 1: a bit scruffy, untidy, very informal. Looks friendly and cheerful - a student? lives in flat or house with similar people (the house is a mess!). 22/23 years old? lots of friends, travels a lot and goes out a lot. Looks musical or artistic - she's probably very talkative!



Some useful words:

smart efficient

mischievous elegant

thoughtful untidy melancholy gentle

cheeky easygoing neat unkempt

grubby eccentric good-humoured business-like

When you are ready, compare your notes with your neighbour's. Discuss why you formed these impressions.

Now, as a class, make a list of some of the different words you used to describe the people in the photographs. Divide your list into two categories: *appearance* and *character*.

完成之后,与邻座对比记录。讨论你为何产生这样的印象。

现在,以全班为单位,列出你们用以描写照片上的人们的词汇。将词汇分为两类:外表和性格。

Appearance

scruffy

untidy

very informal

Character

friendly

cheerful

artistic

talkative

3

Look back at the photographs and your list of words. Choose one photograph and see if there are any more words you can add to your description of that person. Then, using your imagination, note down your answers to these questions about the person you chose.

再观察这些照片和你列出的词汇。选择一张照片,看你是否有更多的词汇描写此人。然后,用你的想像,记录下你对下列关于此人的问题所作出的回答。

What is his/her name?

Where was he/she born?

Where does he/she live now?

What type of house does he/she live in?

What does he/she do?

What is he/she good at?

What does he/she like doing?

How does he/she feel about him/herself?

Is he/she a happy person?

Where is he/she right now? Why?

Where is he/she going next?

Who will be there?

Now, using your answers to some of the questions and your notes from Exercise 2, write a description of the person you chose. For example:

现在用你对一些问题的回答和你在练习 2 中的记录,写一个段落,描写你所选择的人物。例如:

Emma was born in a small town in the south of England. She comes from a happy family, and is the eldest of four daughters. She lived at home until she became a student, which is what she is now. She is an amiable, cheerful person who makes friends easily. She is very talented musically and can play several instruments, including the violin, piano, guitar and different recorders. Right now, Emma is...

Exchange papers with your neighbour. Can you help each other to improve your work? Think about the words that you used and the way you phrased each sentence, as well as grammar, spelling and punctuation.

If your neighbour chose the same person as you, how similar are the descriptions you each wrote?

与邻座交换练习纸。你们能够互相帮助改进你们的习作吗？思考你们使用的词汇和每个句子的表达方式，也思考一下语法、拼写和标点。

如果你的邻座与你选择了同一个人物，你们各自的描写有多少异同？

EXTENSION

扩充练习

- 4** We also form impressions of people from the facts that we hear about them. Work in a small group. Choose one person from A, B or C opposite and turn to the activity card at the back of the book. Then, in your group, decide on precise details about that person. For example, if the information on the card says the person is 'interested in sports', you could note down the following:

我们也会在听闻的基础上对人们产生印象。分小组进行。从下一页选择人物 A、B 或 C，并翻到书尾的活动卡。然后在你的组内确定关于此人的确切细节。例如，如果卡上的信息表明此人“对运动感兴趣”，你可以记录下下列文字：

Sports - likes playing football with friends from work and watching it on TV. He goes to football matches whenever he can.

For person A, see activity card 6.

For person B, see activity card 20. *Only look at your group's card!*

For person C, see activity card 28.

When you have discussed all the points, write a description of the person's lifestyle. Decide who in your group will work on each part. The description should have three parts, each beginning.

当你们讨论完所有项目之后,描写此人的生活方式。确定小组中由谁写哪一部分。整个描写应有三部分,每一部分如此开始:

A typical working day for (name) begins at . . . *say what happens.*

After work, (name) likes to relax by . . . *say what he/she does.*

At the weekend, (name) . . . *say what he/she does.*

While you are writing, help each other with grammar, spelling, phrasing and so on.

When you are ready, compare what you have written with a group who wrote about another person. How different are the people that you described?

Finally, look at the information that each group had. What differences were there in the information? Which piece of information most influenced their description?

在写作的过程中,在语法、拼写、造句和其它方面进行相互帮助。

完成之后,与描写另一人的小组进行比较。你们所描写的人物有多么不同?

最后,观看每一小组所掌握的信息。在信息上有何不同?哪一条信息对他们的描写起了最重要的影响?

2

Dear friend

亲爱的朋友

This unit is about writing informal letters to friends or acquaintances. It shows you how to write a short letter and gives you the opportunity to get a reply from someone in your class.

1

Here are some short letters between friends or acquaintances. What would you say is the main reason for writing each letter?

下面是朋友或熟人间的简短通信。你能说出写每一封信的主要原因吗？

Contra Porti 33,
Vicenza 36100,
Italy

16th March

Dear Jim and Phyl,

This is just to let you know that I got back home safely and to say thanks for the weekend. I really enjoyed it. You really must come and visit me sometime soon.

I've ordered those things you asked for and I'll post them as soon as they arrive.

Thanks again - love to Caroline.

Mach Love,
Flavin

P.S. The things came to about Lit. 130,000.

45 The Crescent
Worcester WR5 3FG
Tel 0905 557849

3 Sept

Dear Susi,

Congratulations! I've just heard the news about your promotion - Area Manager! I bet you're delighted - will this mean that you won't have to travel so much now? Well done.

I was looking for my French language book the other day. Do you still have it? I can't remember who I gave it to and I've promised it to another friend. It's got a blue cover with a picture of Paris on it. I think it's called France Extra or something. If you do have it and you don't need it any more, could you let me have it back? Thanks.

Anyway, good luck in your new job. I'll try to come and see you later on when you've had a chance to settle down.

Best wishes and take care of yourself,

Anne