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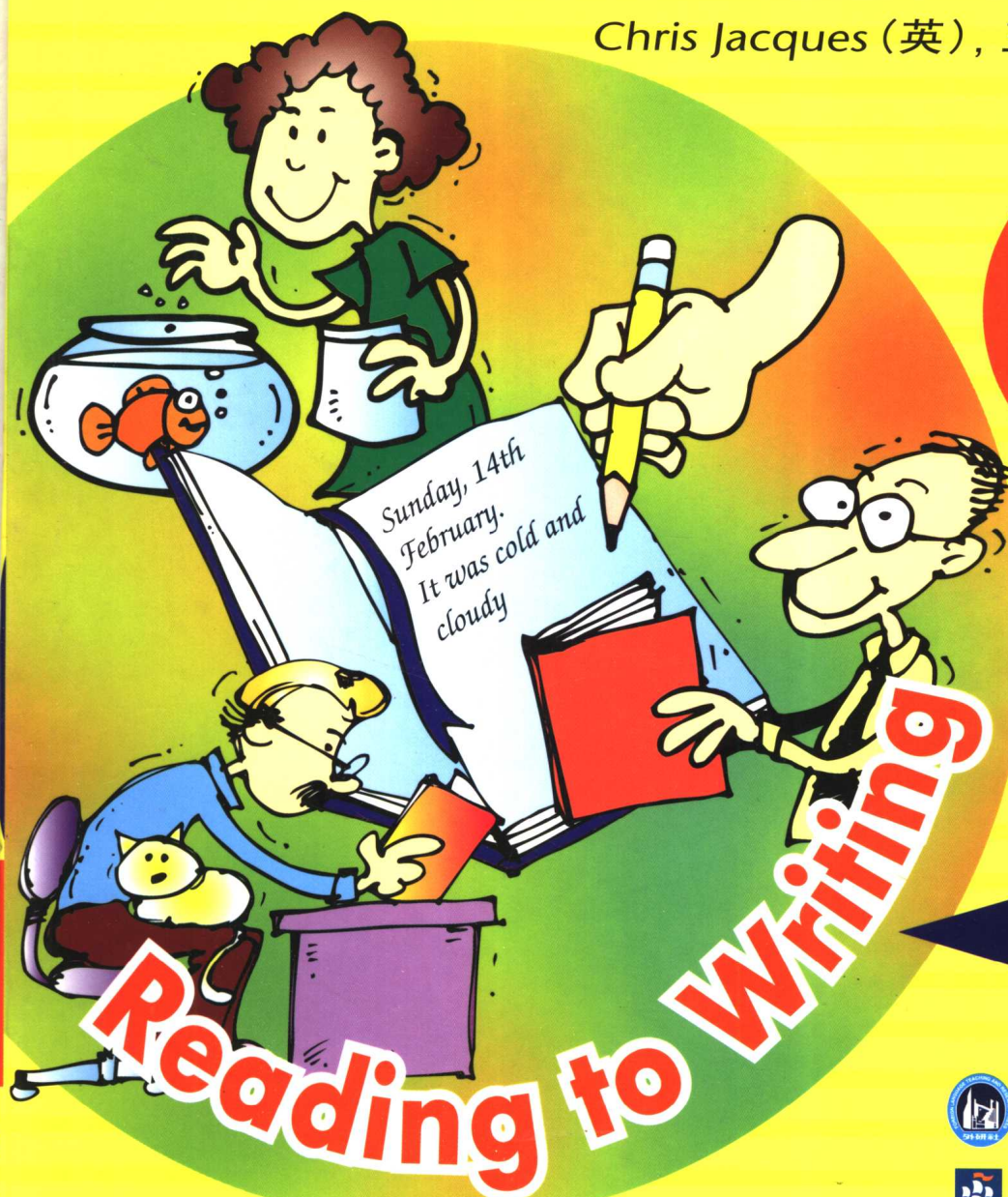
中学英语辅助系列



# English Support Series

Chris Jacques (英), 王薇 合作编著

Junior  
Two  
初二



写作



外语教学与研究出版社



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Reading to Writing  
写作



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**写作(初二)**

Chris Jacques (英) 王薇 合作编著

\* \* \*

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Reading to Writing Junior 2 写作(初二)

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## 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,由外国专家录音。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）  
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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 new revised syllabus of English and covers the general objectives which have been detailed by the Ministry of Education. The book also parallels the contents of *Junior English for China* unit by unit. Like the coursebook, the book progresses in difficulty at a very gentle pace. It does not introduce new structures before these are introduced in the coursebook.

## **Reading-to-writing**

Reading texts in a foreign language is an important step in learning to write. For this reason, this book contains in each unit 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.

## **New words**

Mainly, this book follows the wordlist of the coursebook. Some important new words are introduced a few units earlier than they appear in the coursebook. In these cases, they are marked as new words in the text with a translation and in the list of new words at the back.

Throughout the English Support Series *Reading-to-Writing* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of very common words and phrases that did not appear in *Junior English for China*.

## **Text types**

This book includes different kinds of text type, e.g. dialogue, letter, narrative, description, instructions, directions. The purpose is not only to introduce variety to this book but also to show students the different ways language is used in texts.

Teachers may notice that contractions (e.g. 'aren't') are regularly used in most texts, not only in dialogues. There is an increasing tendency in current English to use more informal forms in written English. In later books in this series, different degrees of formality will be introduced and students will be trained to write in the appropriate style.

### **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 in individual sentences. Those kinds of exercises are already provided in the *JEFC Workbook* .

The aim of this book is to train students towards writing whole texts, e.g. messages and letters. Systematic practice of features of written English is given throughout the English Support Series for Reading-to-Writing. By the end of the Junior series, students will have practised a range of sentence structures and vocabulary to enable them to write short connected texts.

### **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 students to do the exercises without supervision. There is an Answer Key at the back of the book.

### **Classroom activities**

Some exercises are labelled 'Writing activity'. These should be done in class with the teacher. They involve writing in groups, or the exchanging of brief letters and messages between students. This last activity is an important communicative feature of teaching writing.

### **Exam-type tests**

This is not an exam-practice book. However, in each of the revision Units (7, 14, 21 and 28) we have included examples of exam-type exercises in preparation for the writing parts of the exam at the end of Junior 3, i.e.

- Cloze (choosing the best word or phrase to fill in the gaps).
- Dialogue completion (filling in the gaps with a suitable word or phrase; choosing the best line among those given to complete a dialogue).
- Writing sentences (writing sentences from the words given).

*Reading-to-Writing Junior 3* contains further practice exercises of these types.

### **Personalization**

It is often convenient to get all students to write on the same topic. 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 from an early stage to personalize their writing and communicate their own thoughts and ideas. This book follows this approach, with short exercises titled 'What about you?'

As a result, some writing tasks do not have fixed answers. Students may make a few errors as they follow this approach. However, errors are a feature of all language learning. Mistakes do, in the course of time, disappear.

# 前言 (1)

## 写给老师

本书旨在帮助各位老师提高学生们的写作能力。它依据教育部最新制定的基础阶段英语课程标准及教学目标编写而成。与课本一样，本书在难度上遵循循序渐进的原则，对句型的介绍一般不会早于课本的进度。

### 从阅读到写作

阅读外文是学习外语写作的一个重要步骤。为此，本书中的每个单元都有范文。学生阅读这些文字，并按要求找出某些词句或做完形填空，然后仿照刚读过的范文主题和形式相关的写作进行练习，基本上使用范文中出现的词汇。

### 新词

本书基本上不超出课本的词汇量。有些新词可能出现得比课本中要早，在这种情况下，我们会做出新词标记：在行文中会给出中文译文，并在书后生词表中列出来。

### 文章类型

本书包括许多种不同的文章类型，如对话、信件、叙事文、描述文、说明文等。这样做不仅可以使本书内容丰富多彩，而且能向学生介绍语文在不同环境中的不同用法。

老师们也许会注意到我们不仅在对话中，而且在文章中，经常使用缩写（如“aren't”）。当代英语国家的人们越来越多地在书面语中使用一些不太正式的形式。在本书系列丛中，我们会逐步介绍从非正式到正式的不同的文体形式，教学生用适当的文体写作。

### “完整篇章”的训练方法

这不是一本传统意义上的“语法练习”书或“练习册”。传统的“语法练习”书和“练习册”通常让学生们练习在孤立的句子中写孤立的词语。这种练习在中学英语课本 Junior English for China 的配套练习册中已经有很多了。

我们这套丛书中的写作部分旨在训练学生们写作整篇文章，如写信的能力。整个读写系列对书面英语的各方面都进行了系统的训练。在初中部分结束时，学生们将学会许多句型和词汇，学会写一些短小的文章。

### 自学

本书大部分练习都能作为自学材料由学生自己来做。但是，一般都应在课上学过相关的句型、语法功能和词汇之后做。书中的范文和例子给学生以充分指导，可以让他们自己练习。

书后附有答案。

### 课堂活动

本书中“写作活动”这种练习要求学生由老师指导在课堂上一同完成。这些练习要求学生进行小组写作或互相交换简短的信件。这种交流是交际型写作教学方法的一个重要特征。

### 考试题型

本书不是专门的备考习题集。然而，为了更好地为初中三年级期末升学考试中的写作部分做准备，我们在每个复习单元（7，14，21和28）都设计了一些考试题型的练习，例如

——完形填空（选择最佳的单词或短语填空）；

——完成对话（用适当的词或短语填空；在所给选项中选择最佳的句子补全对话）；

——写句子（根据所给单词写句子）。

《写作》（初三）中会进一步加强这类练习。

### 个人化

一般来讲，要求所有的学生都写同一个题目是一种比较方便的做法。但是，如果学生在写作中只能练习语文技巧本身，而不能练习表达和交际，长此以往，他们的积极性就会受到影响。因此，让学生们从一开始就把写作个人化，写一些关于自己的真实情况和真实想法，这对培养他们的写作兴趣和写作能力是很有好处的。基于这种考虑，本书设计了“*What about you?*”这种短小练习，让学生自由表达自己的意见、思想。

由于以上这些特点，本书中有些写作练习并没有固定的答案。学生们在做这种练习时肯定会犯一些错误，不过，不管学什么语言，错误总是难免的。随学习的进展和时间的推移，错误会逐渐减少乃至消失。

# Introduction to the Student

You can use this book to develop your writing skills while you are studying *Junior English for China Book 2*. It is full of texts and related writing tasks.

How can you improve your writing skills? Writing isn't just completing sentences in a workbook and doing grammar exercises. Writing can be

- Writing a letter to a pen pal.
- Writing a message.
- Writing directions.
- Writing cooking instructions.
- Writing a story.
- Writing a description.

In this book we teach you to do all these things.

## **Self-study**

You can do most of the exercises in this book as self-study. However, wait until you study the grammar and vocabulary of the coursebook unit before you do the writing exercises in this book.

## **Classroom activities**

Some of the exercises are labelled 'Writing activity'. These must be done in class with the teacher.

## **Exam-type tests**

This is not an exam-practice book. However, in each of the revision Units (7, 14, 21 and 28) we have included examples of exam-type exercises in preparation for the writing parts of the exam at the end of Junior 3, i.e.

- Cloze.
- Dialogue completion.
- Writing sentences.

We hope that you will find these useful as exam practice materials.

*Reading-to-Writing Junior 3* contains further practice exercises of these types.

## **Personalization**

You will notice that not all the exercises have answers at the back. This is because we often ask you to write about yourselves, your lives and your own ideas. So we don't know what you are going to write about. However, we always give model texts, useful words and phrases, and examples. So we don't think you will make a lot of mistakes. When you have written something personal, show it to your teacher or to another student. It is important to appreciate each other's written work.

Good luck, enjoy this book and have fun!

## 前言 (2)

### 写给同学

这本书是为提高你的写作技能而编写的。它与初中英语课本第二册同步，其中包括许多阅读文章和相关的写作练习。

怎样提高你的写作技能呢？

写作不单单是在练习册上完成句子，或者是做一些语法练习。写作可以是：

——给笔友写封信

——留言

——写说明

——写食谱

——写一篇描述性文字

在本书里我们会教你怎样做这些事情。

#### 自学

本书中大部分练习都可以供自学用。但是请再学习过课本中的语法和词汇之后再做这本书里的写作练习。书后附有答案。

#### 课堂活动

本书中“写作活动”是课堂练习，需在老师的指导下完成。

#### 考试题型

本书不是专门的备考习题集。然而，为了更好地为初中三年级期末升学考试中的写作部分做准备，我们在每个复习单元（7，14，21和28）都设计了一些考试题型的练习，例如

——完形填空

——完成对话

——写句子

希望这些练习有助于你们的学习和考试。

《写作》（初三）中会进一步加强这类练习。

#### 个人化

你也许会注意到并不是所有的练习都有答案。这是因为我们经常要求你写一些关于你自己的真实情况和真实想法，所以不知道你会写些什么。但我们总会给一些范文，有关的单词和短语以及例子，因此相信你不会出太多错。写了关于自己的文章后，可以让老师或同学

们看一下，听听他们的意见。相互学习是非常重要的。

好了，祝你在学习这本书时一切顺利，学得开心!



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# Unit 1

## 1 Mrs Street is staying with her uncle. She's phoning (打电话) her family.

Read the dialogue. Underline the *-ing* sentences / questions. 阅读下面的对话。在有 *-ing* 形式的陈述句或问句下划横线。

M = Mum; C = Charlie.

M: How are you, Charlie?

C: Fine, thanks, Mum.

M: What are you doing?

C: I'm making a birthday card.

M: How is it?

C: Not very easy. I don't have any strong paper.

M: There's some in my desk. Look under my exercise books. Go and look ...

C: I have some now, thanks.

M: What's Allie doing?

C: She's making a dress for a party.

M: Who is she going with?

C: I don't know. I think she's going with some friends from school.

M: What's Ben doing?

C: He's doing something in the kitchen (厨房).

M: Is he OK?

C: Yes. His Walkman (随身听) is broken. I think he's mending it.

M: Mr Witts / wits / in the village is very good. He can do it for Ben.

C: I know, but I think Ben **likes** doing it.

## 2 Join two parts to make sentences. 从两组中找出互相搭配的词组，连线并造句。

- |           |            |            |              |
|-----------|------------|------------|--------------|
| (1) write | lunch      | (7) begin  | to the bus   |
| (2) drive | a book     | (8) close  | his homework |
| (3) buy   | up         | (9) run    | a plane      |
| (4) have  | a jeep     | (10) swim  | a box        |
| (5) get   | home       | (11) make  | in the river |
| (6) leave | a postcard | (12) carry | the door     |