

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
Two
高二

写作

Reading to Writing



外语教学与研究出版社



LONGMAN 朗文

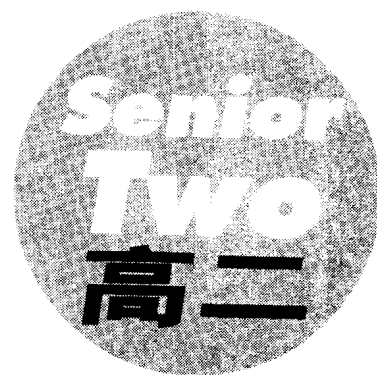
外研社·朗文

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



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 - 3233

图书在版编目(CIP)数据

中学英语辅助系列:写作(高二)/(英)杰克斯(Jacques, C.),王薇编著. - 北京:外语教学与研究出版社,2001.8

ISBN 7-5600-2416-5

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(2001)第 062907 号

外研社·朗文中学英语辅助系列

写作(高二)

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: 北京华威冶金印刷厂

开 本: 787×1092 1/16

印 张: 14.75

版 次: 2001 年 9 月第 1 版 2001 年 9 月第 1 次印刷

印 数: 1—21000 册

书 号: ISBN 7-5600-2416-5/G·1129

定 价: 16.90 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

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 2 写作(高二)

Original English material of this *Reading to Writing Senior 2* Pearson Education North Asia Ltd. and Foreign Language Teaching and Research Press 2001

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 North Asia Limited, 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 2001 jointly by Foreign Language Teaching and Research Press and Pearson Education North Asia 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,沈维贤
合作编著者:C.杰克斯(Chris Jacques),王薇
策划编辑:(外研社)蔡剑峰,(朗文)蔡女良
责任编辑:(外研社)宋微微,朱云奇
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,成为老师的好帮手,学生的好朋友。

在丛书的策划、编写过程中,我们得到了北京市四中、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）
李俊和（北京四中）

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 *Senior English for China* unit by unit. 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 many units model texts. Students may be required to read and underline, complete or correct 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. New words appear with a translation in the text 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 some very common words and phrases that did not appear in *Senior English for China*. 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.

Text types

This book includes different kinds of text types, for example, dialogue, letter, narrative, description, instructions, directions, poster. The purpose is not only to introduce variety but also to show students the different ways language is used in texts. The writing of 'greetings cards' is also included, as detailed in the new syllabus requirements.

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, the unit on formal and personal letters (Unit 10) shows students

when they may use contractions.

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. Those kinds of exercises are already provided in the SEFC Workbook.

The aim of this book is to train students towards writing whole texts, e.g. letters. Systematic practice of features of written English is given throughout the English Support Series for Reading to Writing. By the end of the Senior series, students will have practised a range of sentence structures and vocabulary to enable them to write the types of texts that are required by the NMET. Reading to Writing Senior 3 also gives plenty of exam practice, covering these types of task.

Students who need extra grammar practice should use Grammar in Context Senior 2 in this English Support Series.

Self-study

Many of the 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 these exercises without supervision. There is an Answer Key at the back of this 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.

End of Semester Test

Unit 24 consists of five separate 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 with a time limit. Alternatively, the teacher can give students a choice of task.

This test gives the teacher an opportunity to assess individual performance, especially since many of the tasks in this book are co-operative ones for pairs or groups of students.

The writing process

Writers commonly follow a series of stages when creating a piece of careful writing:

- 1 Brainstorming and collecting ideas.
- 2 Selecting and ordering ideas (planning).

- 3 Writing a first draft.
- 4 Reviewing the first draft, discussing it, reading comments about it.
- 5 Editing (e.g. combining or dividing sentences, adding details, shortening the text).
- 6 Writing a second draft.

It is important that students have the opportunity to practise these different skills. So, the Reading to Writing Senior 1–3 series contains many exercises that focus on a single stage in the writing process, e.g. putting ideas into the best order, discussing or editing.

Speaking preparation for writing

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 discuss a topic before requiring them to write something. The function of this discussion phase is to enable 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 discussion stage are included in this book when necessary.

Personalisation

It is sometimes convenient to get all students to write on the same topic. However, too much of this can be demotivating if the students are only practising language but not communicating. Therefore it is a good idea to allow students to personalise 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. 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.

Example answers

As the course progresses in difficulty and as students have more and more language that they are able to use, students become freer to express their own ideas in their own way. For many 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 may 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 or substitute 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. For this reason, some of the example answers are more complex than the writing that we might expect students to produce.

Selecting exercises from this book

How can students and teachers use this supplementary skills book? First, students and teachers will not be able to complete every exercise in this book, in addition to their regular classes and homework. There is not enough time in the school year!

- Teachers need to select exercises that are most suitable for their classes.
- Teachers should begin by looking at the whole unit before deciding which exercises to do.
- Teachers should decide which exercises can be done as homework.
- Teachers can advise those students who need help with particular aspects of their writing to do extra exercises.

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。它根据最新修订的英语教学大纲编写而成，覆盖了教育部对高二英语写作的总体目标。本书在内容上与高中英语课本的各单元相呼应，而且在教材介绍新的结构之前不介绍任何新的结构。

从阅读到写作

阅读外语文章是学习写作的一个重要步骤，因此，本书的许多单元都包含了范文。你可以要求学生阅读这些范文并用下划线划出重要词语，补全文章，或者改错。稍后，学生将被要求完成一项写作练习，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。

生词

本书的词汇大致控制在教科书的生词表范围之内。课文中的生词给出了汉语注释，并收录在书后的生词表里。通观全书，词汇量的扩大幅度与教育部的新要求是一致的。这样做的目的是引进一些高中课本中没有出现，但又是日常生活中常见的单词和短语。

偶尔也会出现一些超纲的词汇，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。

体裁

本书收入了各种体裁的文章，包括对话、信函、记叙文、说明文、用法指南、说明书、海报，等等。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表达方式。其中也包括“问候卡”的写作——正如新大纲所要求的那样。

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，而且出现在大多数课文里。当代英语有一种趋势愈演愈烈，就是在书面语言中出现不正式的书写形式越来越多。我们在本书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，在介绍正式信函和私人书信的那个单元里（第10单元），我们就告诉学生在什么时候可以用缩写形式。

“篇章写作”策略

这不是一本“语法练习册”或者“习题集”。那类书籍通常为学生提供单词拼写或者造句方面的练习，而此类练习已经由市场上常见的各种练习册提供了。

本书的目的主要是培养学生写出完整的篇章，例如信函。“中学生英语辅助系列”丛书之《写作》提供了有关英语书面语特征方面的系统训练。在结束了高中系列的学习之后，学生将掌握一定数量的句型和词汇，并且能够运用这些句型和词汇写出高考要求掌握的各类文体的短文。《高三写作》还提供了大量的模拟试题，涵盖了高考的各种写作题型。

需要额外语法训练的学生，可以使用本丛书中的《高二语法》一书。

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，而不是在这之前。我们通过范文和示例为学生提供了足够的指导，他们在没有老师指导的情况下也可以完成这些练习。本书书后附有参考答案。

课堂活动

有些练习标有“写作活动”字样，表示这些练习应该在老师的指导下在课堂里完成。这些练习包括以小组为单位进行的写作，或者学生相互交流时短信和留言的写作。这最后一项活动是写作课教学的一个重要的交际特色。

期末测验

第24单元提供了5套写作试题。与此前各单元里的写作练习不同，这5套试题彼此之间并没有连贯性。教师可以挑选其中的任何一套试题作为考题，让学生限时完成。

教师也可以让学生自己挑选其中的一套试题来做。

本书的许多练习都是由学生两人或者多人一组合作完成的，而这个测试则使教师有机会评估一下每一个学生的写作水平。

写作过程

创作一篇严谨的文章，一般包括下面几个阶段：

1. 大家出主意，收集各种想法；
2. 选择要表达的想法，排出要表达的顺序；
3. 写第一稿；
4. 阅读第一稿，与他人讨论，阅读他人对第一稿的看法；
5. 编辑（如合并或拆分句子、添加细节、缩短全文，等等）；
6. 写第二稿。

重要的是，学生应该有时间来练习这些不同的写作技能。因此，针对写作过程的每一个阶段，如编排表达想法的顺序、讨论以及编辑等，本写作系列（高一至高三）都包含了许多练习。

先讨论，再写作

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各种安排；在商务活动中，人们写报告之前也常常就某个问题与同事商榷。所以，在要求学生就某个主题写作之前要允许他们相互讨论。这种讨论使学生在动笔之前能够分享某些想法，同时又有助于他们拓展自己的见解。根据写作练习的难易程度，课堂讨论可以用英语进行，也可以用汉语进行。本书在必要的地方对如何展开这类讨论活动做了适当的说明。

个性化

让所有的学生就同一个主题进行写作有时候是一件很便利的事情。但是，在这种写作课上，学生仅仅是练习了语言而没有进行思想感情的交流，长此以往，他们就会感到索然无味。所以，要允许学生在他们的写作中展现他们的个性，鼓励他们用自己的英语来表达自己的思想、感情和建议。本书就采取了这种做法。因此，有些写作练习没有固定的答案。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，错误便会消失。

参考答案

随着课程难度的不断增大，随着运用英语的能力的增强，学生将越来越自由地用自己的方式来表达他们的思想。我们仍然为许多练习提供了参考答案。但这些答案并非“最佳答案”或者“理想答案”，仅供参考之用。下面是三种利用这些答案的方式，你使用哪一种都可以：

- 如果学生理解练习要求有困难，他们可以先看看这些参考答案，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编，增加或者代之以自己的观点和词句。
- 那些自信的学生可以在完成写作练习之后再去看参考答案。他们可以把参考答案当作阅读材料来加以研习，从中吸取一些自己认为有用的词汇、句型和短语。正是由于这个原因，我们给出的参考答案比我们预计学生能够写出来的短文更加复杂。

有选择地练习

学生和教师应该怎样使用这本辅助读物呢？首先，学生和教师都不可能在完成正常的课内、课外任务后再把本书所有的练习都做遍。他们没有足够的时间！

- 教师应该为自己的班级挑选一些最合适的练习；
- 教师应该在通观整个单元的基础上决定取舍；
- 教师应该决定哪些练习可以在课外完成；
- 教师可以建议那些在写作方面有欠缺的学生做一些额外的练习。

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 2*. 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 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. New words appear with a translation in the text 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 is not just completing sentences in a workbook and doing grammar exercises. Learning to write means:

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

By the end of the ESS Reading to Writing series, you will have practised a range of sentence structures and vocabulary to enable you to write the types of texts that are required by the NMET. *Reading to Writing Senior 3* also gives plenty of exam practice covering these types of task.

Self-study

You can do many of the exercises in this book as self-study. However, wait until you have studied the grammar and vocabulary of the coursebook unit before you do the writing exercises in this book. There is an Answer Key at the back of this book.

Classroom activities

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

Personalisation

You will notice that not all the exercises have answers at the back. This is because we often ask you to write about yourself, your life 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.

Example answers

For many 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. You can use them in one of three ways.

- If you do not understand the task, read the example answer to see what you have to do.
- If you find writing in English difficult, read the example answer before you start to write. You can change the example answer and add or substitute your own ideas and phrases.
- If you find it easy to write in English, you may choose not to look at the example answer until you have finished your writing task. Then you can study the example as an additional reading task, and note words, structures and phrases which you think might be useful.

Good luck, enjoy this book and have fun!

前言(2)

写给同学

你们可以在学习高二英语的时候使用本书来提高你们的英语写作水平。在教科书介绍新的结构之前，本书不引进任何新的结构。

从阅读到写作

阅读外语文章是学习写作的一个重要步骤。基于这种考虑，本书给出了许多范文。你们须阅读这些范文，在一些重要的词句下划线，或者做补全文章的练习。稍后，你们会做一项写作练习，其主题和体裁都与你们刚刚学过的范文相关，甚至还会用到许多相同的词汇。

生词

本书的词汇大致控制在教科书的生词表范围之内。一些比较重要的生词可能比教科书提前几个单元出现；这时，它们的中文译文都给出来了，并收在书后的生词表里。偶尔也会出现超纲词汇，但引进它们仅仅是为了帮助你们理解。

提高写作技能

你们怎样才能提高自己的写作技能呢？写作不只是一本练习册里造句，或者做一些语法练习。学习写作意味着：

- 给笔友写一封信；
- 写留言条；
- 写用法指南；
- 写故事；
- 写说明文。

在结束了“中学英语辅助系列”中写作系列的学习之后，你们将掌握一定数量的句型和词汇，并且能够运用这些句型和词汇写出高考所要求的各类文章。《高三写作》还提供了大量的模拟试题，其中包括高考要求掌握的各种文体的写作。

自学

你们可以用自学的形式完成大多数练习。但是，这些练习应该在你们已经在课堂上学习了相关的语法知识和词汇之后再做，而不是在这之前。本书书后附有参考答案。

课堂活动

有些练习之前标有“写作活动”字样，这些作业应该在课堂上由老师指导完成。

个性化

你们也许会注意到，并不是所有的练习都能在书后找到答案。这是因为我们经常要求你们写你们自己、你们的生活以及你们的思想。我们不知道你们会写些什么。但是，我们给出了范文、有用的词汇和短语，以及例子。我们相信你们不会犯太多的错误。在你们写完一篇关于你们自己的短文之后，把它拿给你们的老师或者同学看看。欣赏彼此的文章是很重要的。

参考答案

我们在书后为许多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”，仅供参考而已。你们可以用下面三种方式利用这些答案：

- 一 如果你理解练习要求有困难，可以看看这些参考答案；
- 一 如果你觉得难以做到用英文写作，可以在动笔之前看看这些参考答案。你们可以对答案加以改编，增加或者代之以自己的观点和词句；
- 一 如果你觉得用英文写作很容易，则可以在完成了自己的写作练习之后再去看参考答案。你可以把参考答案当作另一份阅读材料加以研习，从中吸取一些自己认为有用的词汇、句型或短语。

最后，祝你们学习愉快！