

大学英语立体化网络化系列教材 • 新大学英语系列教材 总主编 刘树森 刘世生

# New College Writing

## 新大学英语 写作教程 2

主编 王博 张德玉

[美] Eileen Cotter



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CENGAGE  
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## 新大学英语写作教程 2

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# 总 序

历史跨入 21 世纪之后,伴随着中华民族的发展和崛起,更好地培养具有高水平的英语应用能力的新世纪人才便成为我国大学英语教学所肩负的重要任务,也是时代所赋予的使命。如果说,在人类开始步入现代社会的 19 世纪,马克思说“外国语是人生奋斗的一种武器”,歌德说“只通晓一种语言的人无法真正理解他的母语”,主要是着眼于掌握和使用一门外语对作为个体的人的作用和意义,那么在当今社会各个领域都日益全球化、多元的民族文化融合交织的复杂背景下,无论是个人还是国家和民族,掌握并运用一门作为国际通用语言的外语,对其存在与发展的重要性都是不言而喻的。

在教育领域,教材历来是教学的重要基础,教材的质量与特征也在很大程度上决定教学效果。就大学英语教学而言,教材的不断更新和建设历来是促进教学改革、提高教学质量的重要基础和先行任务。在国家的宏观政策方面,国家教育部和全国高校外语教学指导委员会长期以来一直坚定推行大学英语教学改革,制定并颁布了新时期的《大学英语课程教学要求》,为大学英语教材的编写及其教学工作提供了指导与依据。在上述背景下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套《大学英语立体化网络化系列教材》的编写和出版工作,并被教育部批准为普通高等教育“十一五”国家级规划教材。

作为《大学英语立体化网络化系列教材》的重要组成部分,《新大学英语系列教材》原由美国最大的教育出版社之一 Houghton Mifflin 出版社刊行,其主要特色是:基于目前全球化的教育背景,在教材内容中注重培养国际化视野,传授综合性的学术知识,循序渐进地提高英语基础和应用能力。2009 年,北京大学出版社将该教材引入国内后,我们根据国家教育部和全国高校外语教学指导委员会制定的《大学英语课程教学要求》,结合当前国内高校英语教学的普遍现状,对原教材进行了全面修订,酌情删节和补充,旨在保留其主要内容与特征的基础上,充分体现我国大学英语教学的宗旨和特色,并借助于与该套教材配套的立体化多媒体网络资源,包括与教材内容相关的视频资料、文字资料、各种练习与测试内容,卓有成效地全面提高学生在听、说、读、写、译等方面应用英语的实际能力与技巧。

北京大学英语系刘树森教授、清华大学英语系刘世生教授担任《新大学英语系列教材》总主编。在教材改编过程中,我们得到了总主编和分册主编所在院校的大力支持和协助,并承蒙北京大学、清华大学、北京师范大学、对外经济贸易大学、北京农学院、西北政法大学、山东曲阜师范大学、青岛农业大学、山东临沂大学、山东泰山学院、郑州轻工业学院等院校数十位专家教授予以关注和支持,对此我们深表谢忱。我们也特别感谢参与本套系列教材编写的数十位中外英语教学专家认真负责、细致入微的工作与重要贡献。

我国大学英语教学改革任重道远,教材建设也没有止境。本套系列教材旨在推进大学英语改革,探索教学新路,提高教学质量,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见,以便不断完善,更好地服务于大学英语教学。

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## Writing Descriptions



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An artist's portrait of a person is more than a photograph. The painted portrait reveals what the artist believed was important about that person. Look at the portraits in the picture above. What is the artist saying about these people? What specific details from the portraits reveal the artist's ideas and attitude?

## Chapter Objectives

In this chapter, you will write at least two descriptive paragraphs. While completing these paragraphs you will:	I need to work on this.	I have learned this well.
Learn the three steps in the writing process		
Construct an outline to organize your ideas		
Use correct paragraph format		
Write topic sentences with clear controlling ideas		
Fully develop details in supporting sentences		
Write concluding sentences		
Distinguish between clauses and phrases		
Recognize sentences		
Use adjectives and adjective clauses to improve your descriptive writing		
Become aware of the importance of verb endings in academic writing		
Edit paragraphs for format, punctuation, and subject/verb agreement		



# Paragraph Organization and Format

In this book, you will learn to write academic paragraphs. The first things we will go over are the format (how a paragraph looks) and the organization (how the ideas and information are put together) of an academic paragraph.

## EXERCISE 1 Discussing as a class

*What do you know about George Washington and the American Revolution? Use the questions in the boxes around the picture to guide a discussion. List vocabulary words on the board.*

Who is the man in the painting?

When was the Revolutionary War?

Why is the man wearing a wig?



Does this painting show this man before or after the Revolutionary War?

Who was on either side of the Revolutionary War?

What job did this man have at the time shown in the painting? What about before this time?

George Washington by Gilbert Stuart, 1796. National Portrait Gallery, Smithsonian Institution.

**EXERCISE 2** Learning more about George Washington

*Do some research to learn more about George Washington.*

*Visit the Houghton Mifflin website for this textbook at <http://esl.college.hmco.com/students> for a listing of websites that discuss George Washington, the American Revolution, and paintings of the first President, or type in the keywords George Washington and American Revolution in a search engine.*

**OR**

*Go to the library and look up George Washington or American Revolution in a reference book. Take notes on one of the forms below.*

*Report to the class at least two new or interesting facts that you found.*

Site Name: \_\_\_\_\_

URL: \_\_\_\_\_

Date visited: \_\_\_\_\_

New or interesting information:

Title: \_\_\_\_\_  
Author/Publisher: \_\_\_\_\_  
Date of publication: \_\_\_\_\_  
New or interesting information:

### EXERCISE 3 Freewriting

*Freewriting is a way to brainstorm ideas while developing fluency in writing. Freewriting is never scored or corrected. It is free of rules and expectations. You just spend a few minutes writing down anything that comes into your mind about a subject. The important thing is to continue writing. If you can't think of anything to write, write about how you can't think of anything to write. Remember, freewriting is a writing warm-up activity, so just like you should warm-up before doing real exercises, spend time freewriting before you try to write academic paragraphs. Also like physical activities, you will get better at freewriting with practice. Enjoy it!*

*For this writing assignment, spend five minutes writing about George Washington and the American Revolution.*

- Write any ideas that come to you about the topic.
- Write as much as you can without stopping.
- Put all your ideas down on paper.
- Do not worry about making mistakes.

- Do not worry about spelling, punctuation, organization, or grammar.
- Just write and don't stop for five minutes.

#### EXERCISE 4 Reading a student sample

Read Student Sample 1 and notice the shape and the content of the paragraph.

Student Sample 1

Topic sentence with  
Controlling Idea

four Major Supporting  
Details with specific

supporting details/  
analysis for each

Concluding Sentence

In this painting, the artist shows George Washington, who was the first president of the United States, as a confident leader. The expression on his face is firm and not afraid. His right hand is welcoming people to join the new country. His left hand is holding a sword, which shows that he was ready to protect his new government. He is standing in front of giant pillars that represent strength and power. The artist is showing President Washington had been a great soldier during the Revolutionary War and now he was ready and able to lead the new country.

#### EXERCISE 5 Recognizing paragraph content

In a paragraph, the sentence that expresses the controlling idea about the topic is called the topic sentence. In the topic sentence, one or more words express this main idea. This main idea is called the controlling idea because it controls the information that will be in the rest of the paragraph. The other sentences contain information that explains, clarifies, or describes this one main idea. These sentences contain the details that support the topic sentence. The final sentence in a paragraph is frequently a concluding sentence.

Fill in the blanks in the box below with information from Student Sample 1:

Topic Sentence: \_\_\_\_\_

Controlling Idea: \_\_\_\_\_

Major Detail #1: \_\_\_\_\_

Major Detail #2: \_\_\_\_\_

Major Detail #3: \_\_\_\_\_

Major Detail #4: \_\_\_\_\_

### EXERCISE 6 Choosing a topic sentence

Choose the best topic sentence for the short paragraphs below. Underline the supporting information in each short paragraph for the topic sentence's controlling idea.

1. \_\_\_\_\_. The marble pillars represent power and strength. He is holding a sword that shows his military might. The clouds indicate trouble, and the curtains are blowing and twisting, but George Washington is not affected.
  - a. The picture is about George Washington, who was the first president of the United States.
  - b. The picture shows George Washington as a strong and powerful leader.
2. \_\_\_\_\_. He is gesturing with his right hand to welcome people into his office. He is dressed nicely but simply. He does not wear a crown or a robe. The chair behind him is made of wood with a seal of the United States on the back.
  - a. The artist showed that George Washington was a man of the people and not a king.
  - b. The artist showed that George Washington was a powerful man who was willing to protect the new country.
3. \_\_\_\_\_. The president is facing forward, toward the future. His hand is extended in a welcoming, not threatening, gesture. The clouds and wind, which represent a big storm or a difficult time, are behind him.
  - a. This picture shows the hopefulness that the people of the United States had after the Revolutionary War.
  - b. George Washington is not dressed in a military uniform.

**EXERCISE 7 Locating a topic sentence and details**

*Read Student Sample 2.*

Student Sample 2

In this picture, the artist showed the strength of America and its people. George Washington is standing tall and erect. The curtains behind him are blowing in the strong winds, but he is not moving. He is holding a sword, which shows that he is able to protect the country. Tall marble pillars are behind him. These have been symbols of strong governments for many centuries. The chair next to George Washington is sturdy and solid. The Declaration of Independence is on the massive table.

*Underline the topic sentence.*

*Number the major supporting details that explain, clarify, or describe the topic sentence.*

**EXERCISE 8 Recognizing clauses**

*Write a C in front of the clauses. Write an X in front of the phrases.*

Example:

C He is standing

X The hand-carved chair with a shield of the United States on the back

1. \_\_\_\_ The rug on the floor and the curtains behind him
2. \_\_\_\_ Marble columns have been symbols of power and stability for centuries
3. \_\_\_\_ To welcome newcomers to this country
4. \_\_\_\_ When the United States government began to function
5. \_\_\_\_ His outfit is typical of formal clothing of that time period
6. \_\_\_\_ The book under the wooden table
7. \_\_\_\_ Who signed the Declaration of Independence
8. \_\_\_\_ The curtain behind him
9. \_\_\_\_ Tall pillars are behind him

**POWER GRAMMAR****Independent and Dependent Clauses**

Independent clauses can stand alone. Dependent clauses must be connected to an independent clause.

A clause that expresses a complete thought is an **independent clause**.

The United States formed a new government.

A **dependent clause** is a clause that must be attached to an independent clause in order to complete a thought.

When the Revolutionary War ended.  
(This only tells the time when something happened. It does not tell a complete thought.)

A **sentence** is a clause or group of clauses that expresses a complete thought.

When the Revolutionary War ended, the United States formed a new government.

**EXERCISE 9 Recognizing sentences**

*Review the following clauses. Put a period at the end of each sentence (a clause or group of clauses that expresses a complete thought). Be careful: Not all the clauses are sentences.*

1. George Washington was a farmer
2. If England won the war
3. Which is on the table
4. The Declaration of Independence is now on display in the National Archives
5. The chair that is behind him is made of wood
6. Which shows that he is able to protect the country
7. Virginia was one of the thirteen colonies

**EXERCISE 10** Combining clauses

Select a dependent clause from the box below and write it next to the correct independent clause (numbered below).

during the Revolutionary War:

before the Revolutionary War:

because the British king would not permit the colonies freedom

who was from Virginia

1. \_\_\_\_\_, the American colonies  
did not have an army.
2. \_\_\_\_\_, George Washington was  
the commander-in-chief of the American army.
3. George Washington, \_\_\_\_\_,  
became the first president of the new country.
4. The Declaration of Independence was written \_\_\_\_\_  
\_\_\_\_\_.



# Writing Assignment 1

## The Steps in Writing an Academic Paragraph

Follow the steps in the writing process (Gathering Information; Focusing and Organizing; and Writing, Editing, and Revising) below to write a paragraph that describes the painting *George Washington Crossing the Delaware*. What main idea is the artist expressing in this picture? The answer to this question will be the focus of the paragraph.



*George Washington Crossing the Delaware* by Emanuel Leutze, 1851. The Metropolitan Museum of Art.



### Gathering Information

#### EXERCISE 11 Discussing as a class

*With your classmates, discuss what you think is going on in the painting. What is about to happen? How do you think the soldiers feel? Do you think George Washington really stood like this in the boat? Why did the artist paint the light in the background? How does that make you feel about what is going to happen?*