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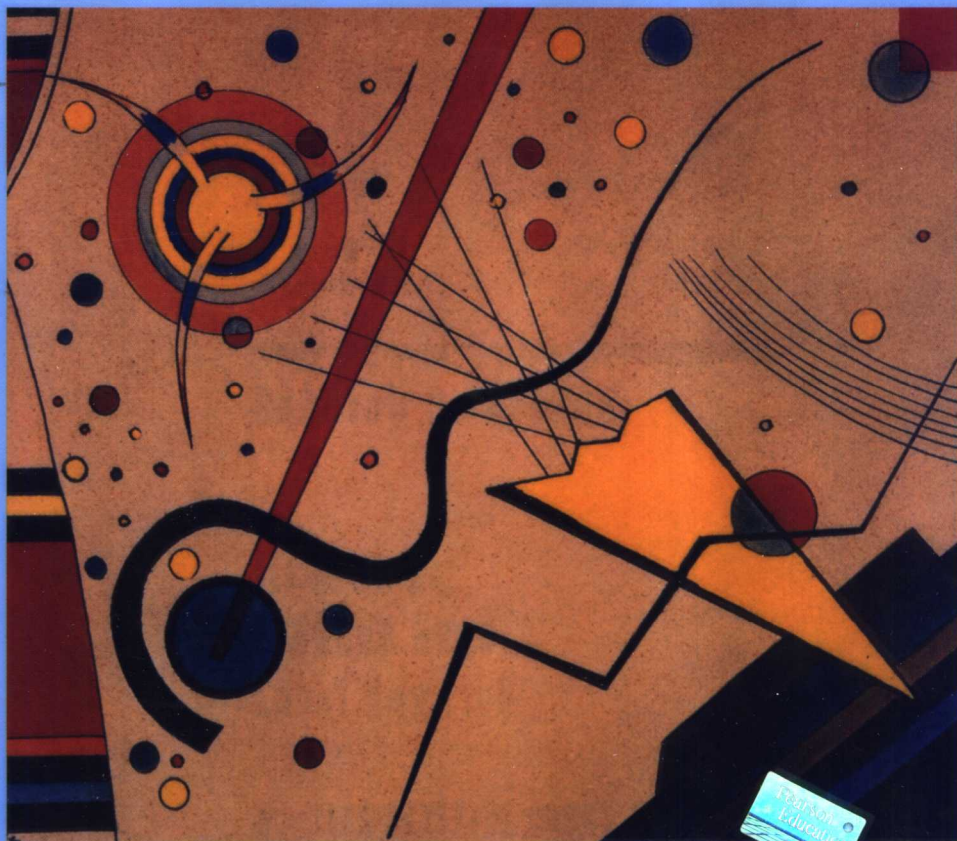


读写 (基础) 写作练习册

Focus on Reading and Writing

NORTHSTAR

Laurie Frazier and Robin Mills



Basic

清华大学出版社

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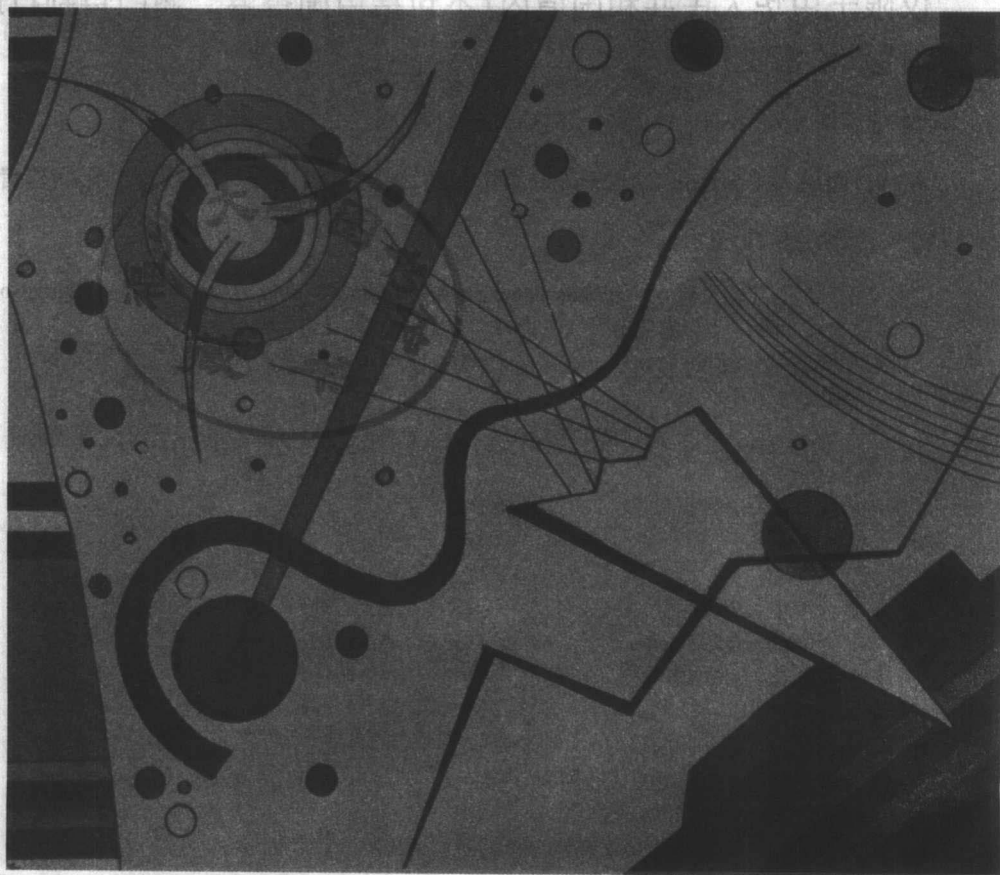


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出版前言

清华大学出版社引进 2003 年版培生教育集团面向非英语国家精心打造的 21 世纪最新英语教材——《北极星英语系列教程》(NorthStar)。引进出版 NorthStar 除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。其特色如下:

● 听说与读写并重

该系列丛书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。其中《听说》的每个单元设置七大版块。大量操练听说,将听力理解能力与表达能力完美结合。

● 教学模式更体现交互式、个性化、自主性

课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站(www.longman.com/northstar)免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

● 注重培养应用能力,非应试教育

着重生活中工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

● 编写思路明确,编写人员水平出众

遵循外国人学习英语的普遍规律,由著名美国教育专家 Frances Boyd 和 Carol Numrich 主持、召集英美 30 多位常年从事对外英语教学的专家和教师编写。

● 语言真实地道,文化信息量大;主题相关,便于巩固

注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。书中主题丰富多样、贴近生活、时代感强,灵活实用。如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

● 教材体系完备,可供不同水平学生灵活选用

《听说》与《读写》系列各分为 5 个级别,即:入门(Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套 CD,极大地方便了教师与学生在教与学中的各种需要。

● 适用对象明确

该系列教材是为初、中级英语水平学习者而设计编写的。她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一统,可为不同级别的学生因“材”施用。我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她演活。我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

清华大学出版社外语事业部

2003 年 7 月

INTRODUCTION

The *NorthStar Writing Activity Book* is a companion to *NorthStar: Focus on Reading and Writing* (the Student Book). Building on the themes and content of the Student Book, the *Writing Activity Book* leads students through the writing process with engaging writing assignments. Skills and vocabulary from the Student Book are reviewed and expanded as students draft, revise, and edit their writing.

The *Writing Activity Book* was developed with the principle that the writing process and writing product are equally important. The units bring students step by step through the process of generating ideas, organizing and drafting content, revising their writing, and editing for grammar and mechanics. Students explore different prewriting techniques to find out what works best for them and for their topic. They experience the cyclical nature of writing, in which the writer is constantly evaluating and revising what is on the page. Through peer review exercises, students practice analyzing and responding to writing in a way that will help them better analyze their own. At the same time, they learn about the structural and rhetorical features of writing. They explore different ways to convey their ideas clearly depending on the purpose and audience of the writing assignment. They also learn how to use new grammatical structures in a meaningful context. Finally, they focus on editing and proofreading their writing for grammatical and mechanical correctness.

DESIGN OF THE UNITS

The units are closely linked to the content of *NorthStar: Focus on Reading and Writing*. Therefore, it is essential that the books be used together. Each *Writing Activity Book* unit contains four sections that follow the writing process: Prewriting, Organizing, Revising, and Editing. The assignments are drawn from topics discussed in the Student Book readings and subsequent exercises. Teachers can choose to complete an entire unit in the Student Book before starting the writing unit. Alternatively, they can begin the Prewriting activities after completing the indicated sections in the Student Book and finish both units together. Checklists for the first, second, and final drafts remind students of which points to focus on in each draft.

1. Prewriting

Students complete Sections 1 to 4 in the Student Book before they begin this section. The activities in this section help students generate ideas and narrow a topic. They

learn how to use a variety of prewriting techniques, such as freewriting, clustering, and brainstorming. Typically, students work together to analyze and manipulate a model prewriting exercise. Then they try using the prewriting technique on their own.

2. Organizing

In this section, students focus on organizing and developing their ideas. They learn about a structural or rhetorical feature of writing, such as writing topic and supporting sentences or organizing around a rhetorical feature. They may analyze a model paragraph or organize ideas from the readings. Then they apply the ideas to their own writing. At the end of this section, students complete the first draft of the assignment and do a peer review exercise.

3. Revising

The activities in this section are designed to help students expand and polish their writing. The section has two parts. Part A, which is often drawn from Section 6B: Style in the Student Book, focuses on developing the content of students' writing. The activities help students achieve coherence and unity in their writing, clarify and improve the support for their ideas, or strengthen their introductions and conclusions. Part B, which is often drawn from Section 6A: Grammar in the Student Book, helps students use the grammar point in a meaningful way in their writing. Students do exercises that use the grammar point in context. Then they look for places to apply the grammar in their writing. Although attention is given to grammatical correctness, meaningful usage is the focus. At the end of this section, students write the second draft of the assignment.

4. Editing

In this section, students focus on editing their writing for grammar, form, and mechanics. They focus on editing one feature often drawn from Section 6B: Style in the Student Book. They identify and practice editing the feature in controlled exercises and then look for errors in their own writing. At the end of this section, students finish the final draft of the assignment.

CONTENTS

Introduction

vi

1

FINDING THE IDEAL JOB

1

Theme:	Work	
Assignment:	Descriptive Paragraph	1
Prewriting:	Listing	1
Organizing:	Understanding Paragraphs and Topic Sentences	2
Revising:	Supporting the Topic Sentence	4
	Using Adjectives to Give More Detail	4
Editing:	Formatting a Paragraph	5

2

GUARDING NATURE WITH GREENBELTS

8

Theme:	The Country and the City	
Assignment:	Descriptive Paragraph	8
Prewriting:	Using Pictures	8
Organizing:	Grouping Details	9
Revising:	Adding Descriptive Details	11
	Writing About Past Events	12
Editing:	Using Commas and Periods	13

3

MAKING MONEY

14

Theme:	Money	
Assignment:	Comparison and Contrast Paragraph	14
Prewriting:	Making a Chart	14
Organizing:	Comparing and Contrasting	16
Revising:	Giving Explanations	18
	Making Comparisons with Adjectives	19
Editing:	Punctuating Transition Words of Addition and Contrast	19

4	SAVE THE ELEPHANTS	21
	Theme: Animals	
	Assignment: Persuasive Letter	21
	Prewriting: Brainstorming	21
	Organizing: Persuading the Reader	22
	Revising: Explaining Reasons	25
	Asking <i>Wh</i> - Questions	25
	Editing: Formatting a Letter	27

5	SWIMMING ACROSS BORDERS	28
	Theme: Sports	
	Assignment: Biographical Paragraph	28
	Prewriting: Making a Tree Diagram	28
	Organizing: Giving Examples	29
	Revising: Using Dates and Transition Words of Time	31
	Using the Present Progressive	32
	Editing: Using Commas with Dates and Transition Words of Time	33

6	SCRUB, SCOUR, AND SMILE!	35
	Theme: Male and Female Roles	
	Assignment: Opinion Paragraph	35
	Prewriting: Freewriting	35
	Organizing: Supporting an Opinion	37
	Revising: Writing Concluding Sentences	39
	Using Adverbs of Frequency	40
	Editing: Correcting Sentence Fragments	41

7	ORGANIC PRODUCE: IS IT WORTH THE PRICE?	42
	Theme: Food	
	Assignment: Restaurant Review	42
	Prewriting: Clustering	42
	Organizing: Writing for Your Audience	44
	Revising: Choosing Descriptive Adjectives	46
	Using Count and Non-Count Nouns	48
	Editing: Correcting Run-on Sentences	48

8	A CHEAP WAY TO TRAVEL	50
	Theme: Travel	
	Assignment: Comparison and Contrast Paragraphs	50
	Prewriting: Charting	50
	Organizing: Outlining	51
	Revising: Connecting Ideas with <i>And</i> and <i>But</i>	54
	Expressing Ability and Possibility with <i>Can</i> and <i>Can't</i>	55
	Editing: Punctuating Sentences with <i>And</i> and <i>But</i>	56
9	THE WINTER BLUES	57
	Theme: Health	
	Assignment: Advertisement	57
	Prewriting: Describing Pictures	57
	Organizing: Describing a Process	59
	Revising: Adding Descriptive Details Using Nouns and Adjectives	61
	Using <i>Should</i> and <i>Shouldn't</i> for Advice	61
	Editing: Punctuating Direct Speech	63
10	DEVELOPING YOUR PSYCHIC ABILITY	64
	Theme: Unexplained Phenomena	
	Assignment: Prediction Paragraphs	64
	Prewriting: Brainstorming	64
	Organizing: Outlining	65
	Revising: Expressing Future Predictions with <i>Will</i> and <i>Be going to</i>	67
	Using Examples	68
	Editing: Correcting Verb Forms	69
	Answer Key	70

FINDING THE IDEAL JOB

OVERVIEW

Theme:	Work
Prewriting:	Listing
Organizing:	Understanding paragraphs and topic sentences
Revising:	Supporting the topic sentence Using adjectives to give more detail
Editing:	Formatting a paragraph

Assignment

In Unit 1 of *NorthStar: Focus on Reading and Writing Basic* (the Student Book), you read about people who are working in their ideal jobs. What is your ideal job? The assignment for this unit is to write a paragraph describing your ideal job and why it is ideal for you.

PREWRITING

LISTING



Complete Unit 1, Sections 1–4, in the Student Book before you begin this section.

It often helps to make a list of your ideas before you begin to write. When you make a list, it is not necessary to write complete sentences.

- 1 Imagine you want to be a teacher. What are some reasons this may be an ideal job for you? Think about your skills, the job setting, and the job rewards. Look at the list of reasons on page 2. Add some of your own ideas.

Ideal Job

Teacher

Reasons

Like children

Like to work in a school

Creative

Friendly coworkers

Interesting work

Like to help others

Patient

Helpful

Convenient schedule

Other reasons: _____

- 2 Think about your ideal job. Why would you like that job? Think about your skills, the job setting, and job rewards. Make a list of all the reasons you can think of. It is not necessary to use complete sentences.

2

ORGANIZING**UNDERSTANDING PARAGRAPHS AND TOPIC SENTENCES**

A paragraph is a group of sentences about one topic.

- ♦ The first sentence is the topic sentence. It states the main idea of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.
- ♦ The other sentences are supporting sentences. They explain the main idea with specific details and examples. For this assignment, the supporting sentences will give reasons why the writer likes his or her ideal job.

- 1 Read the example paragraph and complete the tasks below.

I would like to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.

1. Circle the topic sentence. What is the writer's ideal job?
2. Underline the supporting sentences. What three reasons does the writer give for liking the job?

- 2 Read the paragraph and choose the best topic sentence from the list below. Write the sentence on the line. Remember that the topic sentence must give the name of the writer's ideal job.

_____. There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

Topic Sentences

Sometimes I imagine I'm a veterinarian.

I would like a job working with animals.

A veterinarian helps people and animals feel better.

Writing the First Draft

Use the information from the previous sections to write the first draft of your paragraph.

- ♦ Begin your paragraph with a topic sentence, such as *Sometimes I imagine that I am a(n) . . .* or *I would like to be a(n) . . .*
- ♦ Look at the list you wrote for Exercise 2 on page 2. Choose the three most important reasons you listed. Write a complete sentence for each reason.

Don't worry too much about grammar. Just try to make your ideas clear.

PEER REVIEW

When you finish your first draft, exchange papers with another student. Read your partner's first draft and answer the questions below. Then discuss your answers with your partner.

- ♦ Does the paragraph begin with a topic sentence?
- ♦ Does the paragraph include at least three reasons why the writer likes his or her ideal job?
- ♦ Are there any words or sentences that you don't understand? Circle those parts that the writer should explain more clearly.

Discuss your partner's reaction to your paragraph. Make a note of any parts you need to revise.

REVISING

A. SUPPORTING THE TOPIC SENTENCE

The supporting sentences in your paragraph should all relate to the main idea. They should all support the topic sentence.

- 1 *Read the paragraph. Cross out sentences that don't support the main idea.*

Sometimes I imagine that I am a teacher. I like this job for several reasons. First, I love children. I like to help children learn and grow. Sometimes children are difficult to work with because they don't always listen and follow directions. Second, teaching is a creative job. Artists are creative, too, so I would also like to be an artist. Finally, the schedule is convenient for me. But I don't like the salary, because teachers don't make very much money.

- 2 *Look at your first draft. Cross out sentences that don't support the main idea. If necessary, write new sentences that support the main idea.*

B. USING ADJECTIVES TO GIVE MORE DETAIL



Complete Unit 1, Section 6A, in the Student Book before you begin this section.

Descriptive adjectives give detail to your writing. They make your ideas clear to the reader.

- 1 *Read the sentences. Underline the descriptive adjectives.*

1. Good teachers are creative.
2. They teach interesting classes.
3. They are also patient and caring.

- 2 Write two or three descriptive sentences about people in the following professions. Use the descriptive adjectives below or think of other adjectives. When you have finished, share your descriptions with the class.

Professions

artists
computer programmers
corporate CEOs
athletes

Descriptive Adjectives

busy	rich	intelligent
young	famous	well-educated
strong	motivated	interesting
powerful	patient	
successful	creative	
hardworking	independent	

- 3 Look at your first draft. Did you use enough descriptive adjectives? Add adjectives if they will help make your meaning clear.

Writing the Second Draft

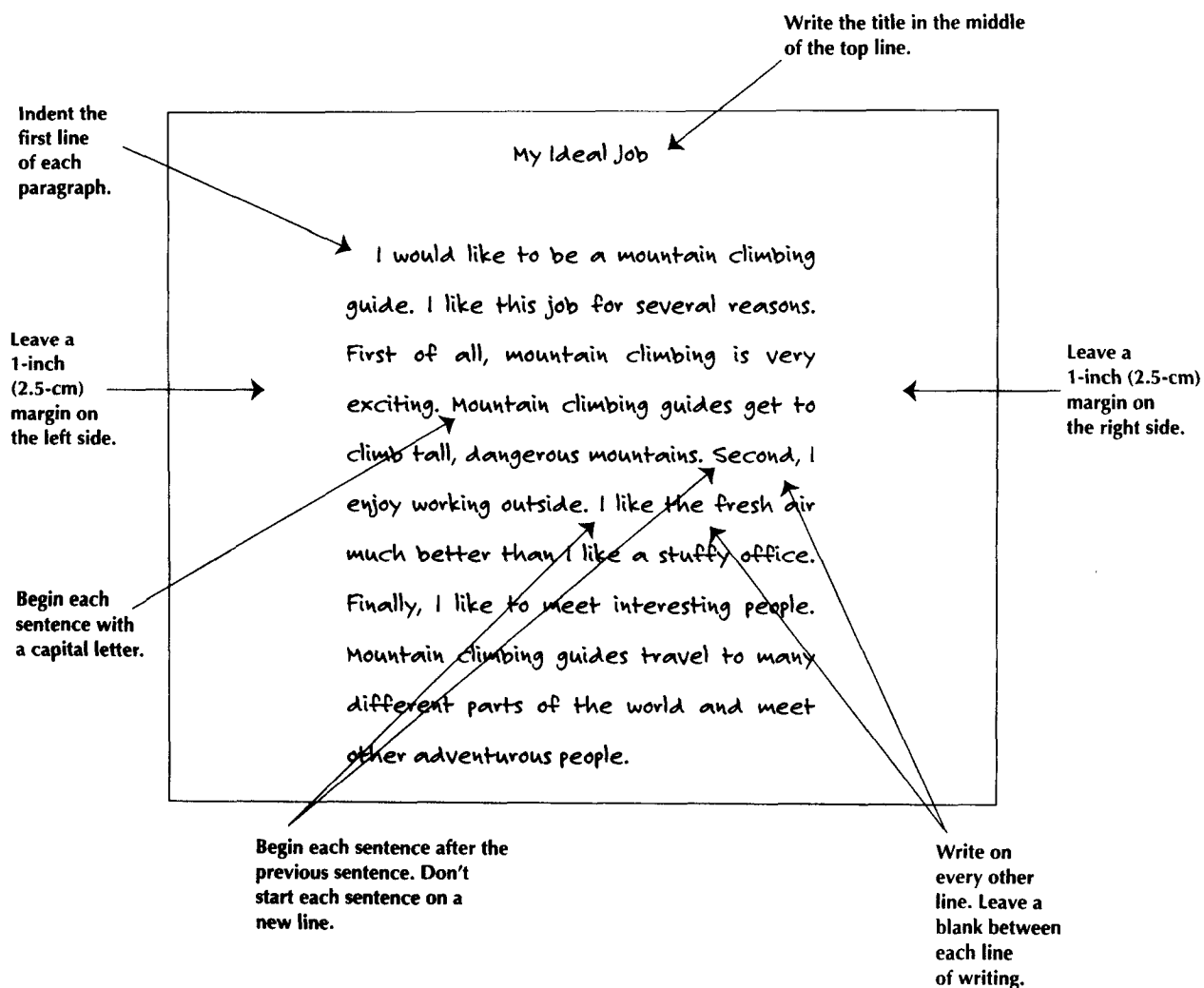
Now you are ready to write your second draft. Look at all your notes from the previous sections to help you revise.

- Include sentences that support the main idea.
- Add detail with descriptive adjectives to make your ideas clear to the reader.

EDITING

FORMATTING A PARAGRAPH

Look at the paragraph on page 6. Read the rules for formatting a paragraph.



- 1 Read the paragraph below. There are mistakes in paragraph format. Rewrite the paragraph on a separate sheet of paper. Discuss your corrections with the class.

My Ideal Job

Sometimes I imagine that I am a teacher. I like this job for several reasons.

First, I love children. I like to help children learn and grow. Children are fun to work with because they like to laugh and play games.

Second, teaching is a creative job. Teachers think of new and interesting ways to learn.

Finally, the schedule is convenient for me. teachers can take long vacations in the summer.

- 2 Look at your second draft. Is it formatted correctly? Mark any mistakes in paragraph format. Add a title to your paragraph.

Preparing the Final Draft

Carefully edit your second draft. Use the checklist below as a guide. Then neatly write or type your paragraph with the corrections.

FINAL DRAFT CHECKLIST

- ☐ Does the topic sentence state the main idea of the paragraph?
- ☐ Do you give at least three reasons why you like your ideal job?
- ☐ Do all the sentences support the main idea?
- ☐ Do you use descriptive adjectives to add detail?
- ☐ Is the paragraph formatted correctly?

UNIT 2

GUARDING NATURE WITH GREENBELTS

OVERVIEW

Theme:	The country and the city
Prewriting:	Using pictures
Organizing:	Grouping details
Revising:	Adding descriptive details Writing about past events
Editing:	Using commas and periods

Assignment

In Unit 2 of *NorthStar: Focus on Reading and Writing Basic* (the Student Book), you read about nature areas. What nature areas do you enjoy? The assignment for this unit is to write a paragraph describing a nature area you have visited. You will write about what this nature area looked like, what you did there, and how you felt about the place.

PREWRITING

USING PICTURES



Complete Unit 2, Sections 1–4, in the Student Book before you begin this section.

- 1 Drawing a picture of a place can help you remember details. Look at the picture of *The Lake at Central Park* on page 9. What kind of nature area is this? Is it in the country, a city, or the suburbs? What do you see in the picture?