

北极星英语系列教程



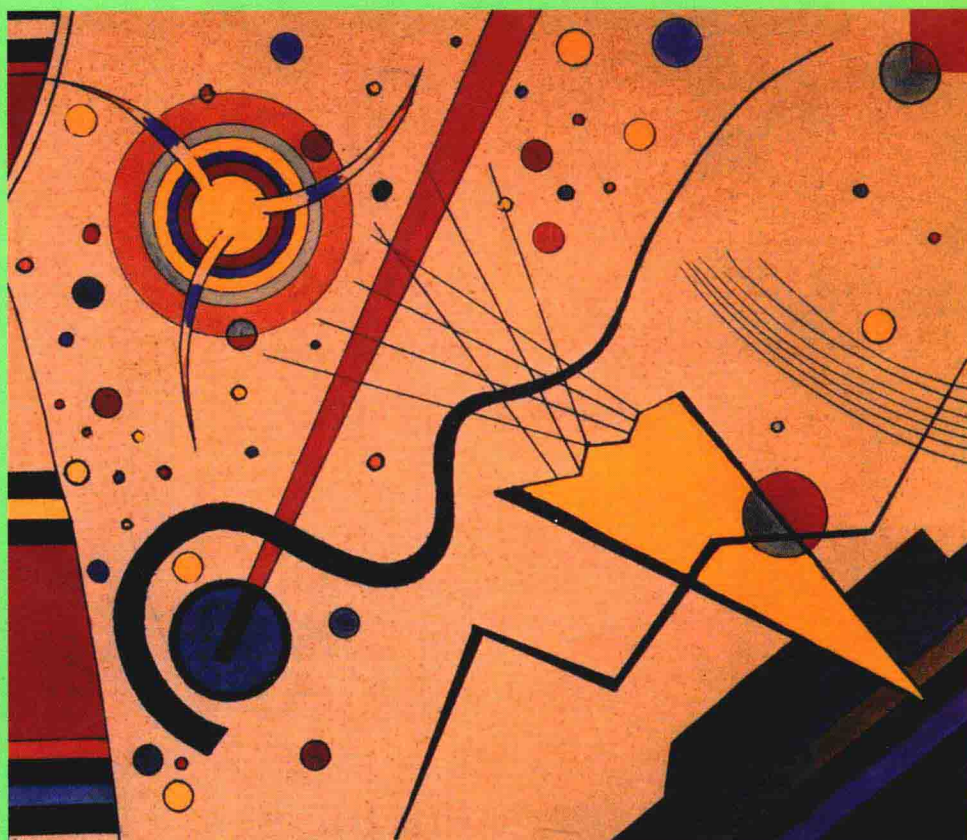
# 读写 (中级)

## 写作练习册

Focus on Reading and Writing

# NORTHSTAR

Helen S. Solórzano



Intermediate



清华大学出版社

北极星英语系列教程

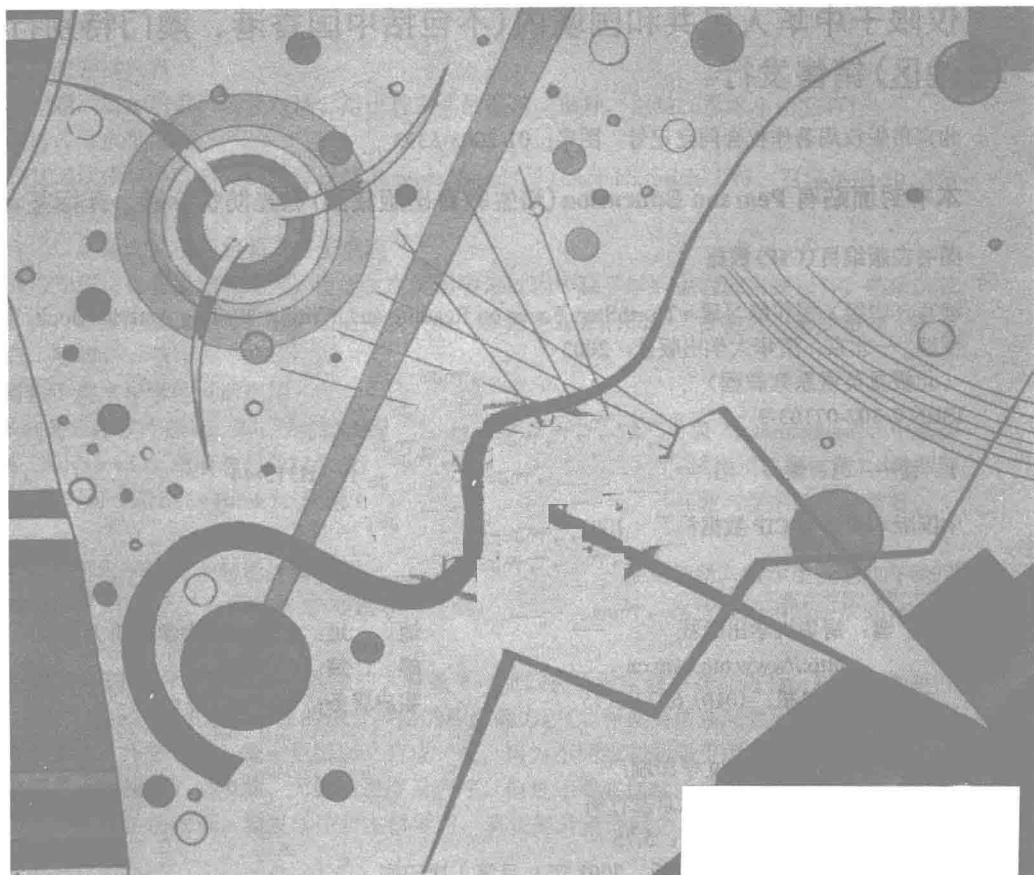


# 读写 (中级) 写作练习册

Focus on Reading and Writing

# NORTHSTAR

Helen S. Solórzano



Intermediate

清华大学出版社

北京

English reprint edition copyright © 2003 by **PEARSON EDUCATION ASIA LIMITED and TSINGHUA UNIVERSITY PRESS.**

Original English language title from Proprietor's edition of the Work.

Original English language title: NorthStar: Focus on Reading and Writing, Writing Activity Book, Intermediate, by Helen S. Solórzano, Copyright © 2001

All Rights Reserved.

Published by arrangement with the original publisher, Pearson Education, Inc., publishing as Addison Wesley Longman, Inc.

This edition is authorized for sale and distribution only in the People's Republic of China (excluding the Special Administrative Region of Hong Kong, Macao SAR and Taiwan).

本书影印版由培生教育出版集团授权给清华大学出版社出版发行。

**For sale and distribution in the People's Republic of China exclusively (except Taiwan, Hong Kong SAR and Macao SAR).**

**仅限于中华人民共和国境内(不包括中国香港、澳门特别行政区和中国台湾地区)销售发行。**

北京市版权局著作权合同登记号 图字: 01-2003-5393

本书封面贴有 **Pearson Education** (培生教育出版集团) 激光防伪标签, 无标签者不得销售。

图书在版编目(CIP)数据

读写(中级)写作练习册 = NorthStar: Focus on Reading and Writing, Writing Activity Book, Intermediate / (美) 索洛詹罗编. —北京: 清华大学出版社, 2003

(北极星英语系列教程)

ISBN 7-302-07103-9

I. 读… II. 索… III. 英语—写作—高等学校—习题 IV. H315-44

中国版本图书馆 CIP 数据核字 (2003) 第 072858 号

出 版 者: 清华大学出版社

<http://www.tup.com.cn>

社总机: (010) 6277 0175

地 址: 北京清华大学学研大厦

邮 编: 100084

客户服务: (010) 6277 6969

组稿编辑: 徐梦非

印 刷 者: 北京市人民文学印刷厂

发 行 者: 新华书店总店北京发行所

开 本: 203×255 印张: 5.75

版 次: 2003 年 9 月第 1 版 2003 年 9 月第 1 次印刷

书 号: ISBN 7-302-07103-9/H·516

印 数: 1~4000

定 价: 8.00 元

## 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](http://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 drawn from Section 6B (Style) in the Student Book. 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 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**

This section focuses on editing for grammar, form, and mechanics. Students focus on editing one feature in their writing. 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

## THE WORLD OF ADVERTISING

1

Theme:	Advertising	
Assignment:	Opinion Paragraph	1
Prewriting:	Freewriting	1
Organizing:	Writing a Paragraph	2
Revising:	Developing Paragraph Unity	4
	Using the Simple Present Tense and Present Progressive	6
Editing:	Formatting a Paragraph	7

### 2

## TELECOMMUTING: GOING HOME TO WORK 9

Theme:	Travel	
Assignment:	Business Letter	9
Prewriting:	Listing	9
Organizing:	Determining Audience and Purpose	10
Revising:	Evaluating Tone	11
	Using Modals of Ability	13
Editing:	Formatting a Business Letter	15

### 3

## A MIRACLE CURE? 17

Theme:	Fraud	
Assignment:	Summary and Response Paragraphs	17
Prewriting:	Responding to a Reading	17
Organizing:	Summarizing	19
Revising:	Using Transitions	20
	Using Superlative Adjectives	21
Editing:	Using Commas and Periods	22

## 4

**THE METAMORPHOSIS****24**

Theme:	Insects	
Assignment:	Folktale	24
Prewriting:	Freewriting	24
Organizing:	Telling a Story with a Moral	25
Revising:	Writing Dialog	27
	Using Infinitives of Purpose	28
Editing:	Using Quotation Marks	29

## 5

**SPEAKING OF GENDER . . .****31**

Theme:	Language	
Assignment:	Comparison Paragraphs	31
Prewriting:	Making a Chart	31
Organizing:	Comparing and Contrasting	32
Revising:	Using Transitions of Comparison and Contrast	34
	Using Modals of Request	35
Editing:	Punctuating Transitions of Comparison and Contrast	36

## 6

**BREAKING THE SURFACE****38**

Theme:	AIDS	
Assignment:	Autobiographical Story	38
Prewriting:	Clustering	38
Organizing:	Writing an Autobiographical Story	39
Revising:	Using Transitions of Time and Sequence	41
	Using the Past Progressive and Simple Past Tense	43
Editing:	Using Pronouns and Possessive Adjectives	44

## 7

**CARS: PASSION OR PROBLEM?****46**

Theme:	Cars	
Assignment:	Descriptive and Concluding Paragraphs	46
Prewriting:	Listing	46
Organizing:	Determining Advantages and Disadvantages	47
Revising:	Refining Conclusions	48
	Using Future Time Clauses	50
Editing:	Using Parallel Structure	51



## 8

**ALWAYS IN FASHION****53**

<b>Theme:</b>	Fashion	
<b>Assignment:</b>	Definition and Opinion Paragraphs	53
<b>Prewriting:</b>	Clustering	53
<b>Organizing:</b>	Writing Definition and Opinion Paragraphs	54
<b>Revising:</b>	Refining Statements of Fact	57
	Using <i>Used to</i>	58
<b>Editing:</b>	Correcting Sentence Fragments	59

## 9

**CRIME AND PUNISHMENT****61**

<b>Theme:</b>	Punishment	
<b>Assignment:</b>	Persuasive Paragraphs	61
<b>Prewriting:</b>	Listing	61
<b>Organizing:</b>	Persuading the Reader	62
<b>Revising:</b>	Developing Sentence Variety	64
	Using the Present Perfect and Present Perfect Progressive	65
<b>Editing:</b>	Punctuating Simple and Compound Sentences	66

## 10

**FINDING A SPOUSE****68**

<b>Theme:</b>	Marriage	
<b>Assignment:</b>	Descriptive Paragraphs	68
<b>Prewriting:</b>	Categorizing	68
<b>Organizing:</b>	Using Examples	69
<b>Revising:</b>	Using Related Word Forms for Cohesion	71
	Choosing Definite or Indefinite Articles	72
<b>Editing:</b>	Reviewing Punctuation	73
<b>Answer Key</b>		75

## THE WORLD OF ADVERTISING

## OVERVIEW

Theme:	Advertising
Prewriting:	Freewriting
Organizing:	Writing a paragraph
Revising:	Developing paragraph unity Using the simple present tense and present progressive
Editing:	Formatting a paragraph

## Assignment

In Unit 1 of *NorthStar: Focus on Reading and Writing* (the Student Book), you read about effective advertising around the world. What makes an effective advertisement? The assignment for this unit is to write a paragraph about an advertisement. You will describe the ad and explain whether or not you think it is effective.

## PREWRITING

### FREEWITING



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

When you **freewrite**, you think about a topic and write whatever comes into your mind. You don't worry about grammar, spelling, or vocabulary. You don't stop to cross out or change what you have written. You just keep your pen moving across the page.

- 1 Choose a newspaper, magazine, TV, or radio ad that catches your attention. Think about the advertisement. What is happening in the ad? What caught your attention? What is your opinion of the ad? Freewrite about the ad for five minutes.
- 2 Read your freewriting. Did you describe the advertisement? Underline your descriptions. Do you think the ad is effective? Circle any reasons why or why not.

## 2

## ORGANIZING

### WRITING A PARAGRAPH



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

A paragraph is a group of sentences about one idea. It contains a topic sentence, supporting sentences, and a concluding sentence. The **topic sentence** states the main idea of a paragraph. The **supporting sentences** explain the main idea with details and examples. The **concluding sentence** brings the paragraph to a close, often restating the main idea from the topic sentence.

- 1 Read the paragraph and answer the questions.

The newspaper ad for abuzz.com, a new Internet service, is very effective. It is a big ad with interesting photographs. The ad fills two full pages in the newspaper. Because of its size, the ad catches your attention. It is impossible to miss it when you look through the paper. The photograph takes up the left page. It shows a group of teenage boys standing together. The boys are wearing the latest teen fashions and carrying skateboards. One of the boys is looking directly at the viewer. The other two boys are looking at him with respect, as if he were the leader of the group. On the opposite page, in big letters, you read the caption “Jared Knows.” The caption is rather mysterious. It makes you want to read the ad to find out what Jared knows.

1. Underline the topic sentence. What information does it give?
2. What is the writer’s opinion about the ad?
3. What reasons does the writer give?
4. Do you have a clear picture in your mind of what the ad is like? Which details helped you picture the ad?

- 2 The paragraph in Exercise 1 on page 2 does not have a concluding sentence. Read the concluding sentences. Then answer the questions that follow.

### Concluding Sentences

- \_\_\_\_\_ a. Newspaper ads are the most effective way to advertise an Internet service like abuzz.com.
  - \_\_\_\_\_ b. The ad for abuzz.com makes me want to visit the Web site to find out more about it.
  - \_\_\_\_\_ c. The new Internet service abuzz.com is very useful.
1. Put a check next to the best concluding sentence for the paragraph. Make sure it restates the main idea and doesn't include new information.
  2. In a small group, discuss why the other concluding sentences are not appropriate for the paragraph.
  3. Write the sentence on the line at the end of the paragraph on page 2.

- 3 Work with a partner. Read the paragraph about a radio advertisement for Benton's Furniture, a furniture store. Then answer the questions that follow.

\_\_\_\_\_

The ad is very annoying for three reasons. First, it is too loud. When the ad comes on the radio, I have to turn the volume down because it hurts my ears. In addition, the announcer talks extremely fast. I can hardly understand what he says. I can understand a few words, but I really have no idea what the ad is about. Finally, the ad plays on the radio all the time. It seems as if I hear it about every ten minutes. I am so tired of hearing the ad that I started listening to a different radio station. I also decided that I will never shop at Benton's Furniture because they have such annoying ads. In conclusion, \_\_\_\_\_.

1. Does the writer think the advertisement is effective?
2. Write a topic sentence and a concluding sentence that give the writer's opinion about the ad. In the topic sentence, include the name of the product, the type of ad (for example, newspaper), and the writer's opinion of the ad. In the concluding sentence, restate the writer's opinion.
3. Share your sentences with the class.

- 4 Look at your freewriting from the Prewriting section. In one sentence, write your opinion about the ad.

## Writing the First Draft

Using your notes from the Prewriting and Organizing sections, write the first draft of your paragraph.

- ♦ Write a topic sentence that tells which ad you are writing about, where you saw or heard the ad (on television, on the radio, or in a newspaper or magazine), and your opinion about the ad.
- ♦ Give two or three reasons for your opinion. Support your reasons with examples from the ad.
- ♦ Write a concluding sentence that restates your opinion about the ad.

Don't worry too much about grammar while you write; just concentrate on making 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 following questions.

- ♦ What advertisement is discussed in the paragraph? Where did the writer see the ad? How does the writer feel about it?
- ♦ Did the writer include a topic sentence and a concluding sentence? Underline them.
- ♦ What reasons did the writer give for his or her opinion? In your opinion, which reason is the strongest? Why?

With your partner, discuss your reactions to each other's draft. Make a note of any parts you need to revise.

## REVISING

### A. DEVELOPING PARAGRAPH UNITY

A paragraph has **unity** when all the supporting sentences are connected to the topic sentence. None of the supporting sentences are about other topics.

- 1 Read the topic sentence and the supporting sentences. Cross out the supporting sentence that does not support the main idea stated in the topic sentence.

**Topic Sentence:** I don't like TV commercials.

**Supporting Sentences**

1. Commercials interrupt my favorite TV programs.
2. Too many commercials are shown each hour.
3. Some commercials are fun to watch.
4. Most commercials advertise things I don't care about.

- 2 Read the following paragraph. Underline the topic sentence. Five sentences do not support the main idea in the topic sentence. Cross out those sentences.

I recently saw a very effective advertisement for Pepsi-Cola on television. First, the ad is surprising. You see an elderly woman with gray hair. She looks like someone's grandmother. In fact, my friend's grandmother looks just like the woman in the ad. But the woman is running down the street as if she were exercising. Then she jumps over a fence. She flips into the air and swings from a fire escape. It is amazing to see an elderly person doing these things. Second, the ad is mysterious. During most of the ad, you don't know what product is being advertised. Mysterious ads are not common on TV. The first time I saw the ad, I couldn't understand what product it advertised. However, at the very end of the ad, the woman stops running and takes a drink of Pepsi. Then you understand the message of the ad. Finally, the ad is not respectful of elderly people. Older people can't move very well, so we think it is funny to watch an elderly person flip in the air. It is disrespectful. In conclusion, the ad is effective because you keep watching it until the end and you remember it afterwards.

- 3 Look at the first draft of your paragraph. Are there any sentences that do not support the main idea stated in the topic sentence? If so, cross them out. If necessary, add more supporting sentences.



## B. USING THE SIMPLE PRESENT TENSE AND PRESENT PROGRESSIVE



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

The simple present tense is often used to describe the action in a picture. It is also used to tell stories or describe the action in a movie, even if the story or movie happened in the past. Similarly, the simple present tense can be used to describe the action in an advertisement.

- 1 Complete the description of a commercial with the simple present tense or present progressive. In some cases, either form can be used.

I \_\_\_\_\_ watching some ads on television because I  
 1. like \_\_\_\_\_ the computer graphics. For example, there \_\_\_\_\_ one  
 2. enjoy \_\_\_\_\_ advertisement for a car that I really \_\_\_\_\_. In the ad, a father and his  
 4. like \_\_\_\_\_ baby \_\_\_\_\_ in the car. The father \_\_\_\_\_, and the baby  
 5. be \_\_\_\_\_ in the back seat. Suddenly, the baby \_\_\_\_\_ singing.  
 6. drive \_\_\_\_\_ However, he \_\_\_\_\_ an adult's voice. He \_\_\_\_\_ like a cowboy.  
 7. sit \_\_\_\_\_ 8. start \_\_\_\_\_ The baby \_\_\_\_\_ a cowboy-type song about how his father  
 9. have \_\_\_\_\_ 10. sound \_\_\_\_\_ a good dad because he \_\_\_\_\_ the right kind of car. The  
 11. sing \_\_\_\_\_ 12. be \_\_\_\_\_ singing baby \_\_\_\_\_ very real. I \_\_\_\_\_ the technology used  
 13. drive \_\_\_\_\_ 14. look \_\_\_\_\_ 15. think \_\_\_\_\_ to make the ad \_\_\_\_\_ amazing.  
 16. be \_\_\_\_\_

- 2 Look at the first draft of your paragraph. Decide whether there are any verbs that should be in the simple present tense or present progressive. Change them if necessary.

### Writing the Second Draft

Use the feedback you received from the peer review and from your teacher to help you revise your first draft.

- ♦ Make sure all the sentences support the main idea stated in the topic sentence.
- ♦ Check your use of the simple present tense and present progressive.

4  
T**EDITING****FORMATTING A PARAGRAPH****Rules for Formatting a Paragraph**

1. Use letter-size (8.5 × 11 inch) paper.
2. Center the title of the paragraph at the top of the page.
3. Leave 1-inch (2.5-cm) margins (blank spaces) on the left and right sides of the page.
4. Indent the first line of the paragraph.
5. Double-space. (Write on every other line.)
6. Write each sentence directly after the previous one. DO NOT start each new sentence on a new line.

- 1 *The following paragraph is not formatted correctly. With a partner, find the errors and discuss how to correct them.*

**Billboard Advertising**

I think billboard advertising should not be allowed.

I feel this way for several reasons.

The first reason is that most billboards are very ugly. They are made to catch your attention, so they have bright colors or annoying pictures to make you look at them. They often get in the way of scenic views in the countryside or cover up the architecture in a city.

Another reason is that you can't ignore billboards. If you don't like a television or radio ad, you can turn it off. However, there is no way to get rid of a billboard ad. You have to look at it.

Finally, I think billboards can be a safety problem. Many billboards are on busy streets, and they can distract drivers from paying attention to the traffic. For these reasons, billboards are not a good form of advertising.

- 2 *Look at the second draft of your paragraph. Check it for errors in formatting.*

## Preparing the Final Draft

Carefully edit your second draft for grammatical and mechanical errors. Use the Final Draft Checklist to help you. Finally, neatly write or type your paragraph.

### FINAL DRAFT CHECKLIST

- ☐ Does the topic sentence state the product's name, the type of advertisement, and the writer's opinion about the advertisement?
- ☐ Do all the supporting sentences give reasons for the opinion in the topic sentence?
- ☐ Are specific examples from the advertisement used?
- ☐ Does the concluding sentence restate the main idea of the paragraph?
- ☐ Are the simple present tense and present progressive verbs used correctly?
- ☐ Is the paragraph formatted correctly?