

北极星英语系列教程



读写 (高级) 写作练习册

Focus on Reading and Writing

NORTHSTAR

Deborah B. Gordon



Advanced

Writing Activity Book



清华大学出版社

北极星英语系列教程



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读写 (高级) 写作练习册

Focus on Reading and Writing

NORTHSTAR

Deborah B. Gordon

自然地反映出来,既有
习、促进学习效率。配
听说练习等。

● 注重培养应用

着重生活中工作中需

● 编写思路明确

编著者(美) Deborah B. Gordon

常年从事对外英语教学

● 语言真实地道

注重把语言技能的
文化内容。书中主题与
与性别的关系,情商与

● 教材体系完备

《听说》与《读写》

(High Intermediate)、
书(Teacher's Manual)。

● 适用对象明确

该系列教材是为初
较大的学校,如新建本
士自学及培训机构使用

“风乍起,吹皱一
新形势下已显“明白黄
从初级入门到高级应用
为好的教材就像乐谱或
衷心地希望这套教材能



Advanced

Writing Activity Book

清华大学出版社

北京

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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. This section concludes with a final freewriting activity to help students expand and develop the ideas generated in the prewriting exercises.

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.

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MY TIME IN A BOTTLE

OVERVIEW

Theme:	Addiction
Prewriting:	Freewriting
Organizing:	Creating a narrative
Revising:	Describing character Using past unreal conditionals
Editing:	Choosing word forms

Assignment

In Unit 1 of *NorthStar: Focus on Reading and Writing* (the Student Book), you read about Mickey Mantle, who struggled throughout his adult life with alcoholism. Physical addictions are one type of personal struggle. Other challenges people face can be less threatening but no less important—for example, getting a new job or taking an important test. The assignment for this unit is to write an autobiographical or biographical essay. You will write about an addiction, personal struggle, or other challenge faced by you, a person you know, or a person you have heard of.

PREWRITING

FREEWITING



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

You are going to freewrite about an unhealthy addiction, personal struggle, or challenge you or someone else has faced. When you freewrite, you write as quickly as you can in order to record as many ideas as possible in a short amount of time. You should concern yourself only with ideas at this point. Do not worry about spelling or writing complete sentences.

Look at the example freewriting about nailbiting.

Been biting my nails ~~for ages~~ ever since I can remember—was 5. Don't know why. Remember my grandmother offering reward to stop. How much? Think it was money, no—a pair of gloves. Didn't care about gloves at the time. Couldn't do it anyway. Never thought much about it, until I went to ~~college~~ High school. Someone during a test asked me to stop b/c the sound bugged her. Also I saw someone else doing it and it looked disgusting. In fact, I kept noticing other people doing it. But still couldn't stop. I'd try but then forget. Find myself doing it. Usually before I even knew I was. Often when reading or driving.

Embarrassment/shame. I was always embarrassed about my hands. Often I bit the nails too far and they hurt.

- ① *Before starting to freewrite, list some examples of unhealthy addictions, personal struggles, or challenges people face. Share your list with your classmates. Together, discuss the consequences of each addiction. For example, a consequence of TV addiction might be doing poorly in school or neglecting your family. Do the consequences make some of the addictions and challenges in your list seem more difficult to face than others?*
- ② *Think about the person you want to write about. It can be you, a person you know, a famous person, or an imaginary person. On a separate piece of paper, freewrite for five to ten minutes about this person's problem. Use examples in this person's day-to-day life to explain the problem. You might want to write about how the addiction began and how it developed.*
- ③ *In small groups, share your freewriting. Ask questions or offer suggestions that might help the writer think of more details to include in his or her essay.*

2

ORGANIZING

CREATING A NARRATIVE

Narratives tell a story. The events in a narrative are usually organized chronologically, in the order they happened. Narratives give the reader a clear, vibrant picture of the characters in the story and their feelings.

1 Look back at Reading One in Section 3A in the Student Book. How is Mickey Mantle's autobiographical essay organized? Answer the following questions.

- ♦ What is the chronology?
- ♦ How does the essay begin?
- ♦ What does the body of the essay describe?
- ♦ What does the conclusion summarize?

2 Narratives, however, can also jump around in time. Read the beginning of an essay about a daughter's television addiction. Answer the following questions.

- ♦ What does the writer describe in the first paragraph?
- ♦ What does the writer describe in the second paragraph?
- ♦ How do you think the writer will continue the story?

When she was fourteen years old, the television became my daughter's best friend. After school, she would get her homework done as quickly as possible and then curl up on our old sofa in front of the TV, usually with a bag of something salty and a soda. In the beginning, I used to try to stop her from watching so much TV. I used to try to get her to do other things, but after a few months, I just gave up.

I believe my daughter's television addiction began as a way to escape from her loneliness and insecurities. The problem started when she was thirteen years old and in junior high school. That year was a particularly painful one. First, I guess the problem began when we moved to a new town. She had a lot of problems making new friends. This might have been because she was still short for her age and perhaps not as thin as she could have been. But for whatever reason, a few weeks after school began, a few of the more popular kids decided it would be fun to be particularly mean to her. Within only a few weeks, she started growing terribly shy and insecure. I have always thought that if only she had been taller or thinner, perhaps things would have been different.

3 Time words and phrases show transitions between events or time spans in a narrative. Read the example paragraph again. Notice in the first sentence the phrase "When she was fourteen years old" and in the second sentence the phrase "after school." These phrases help the reader follow the chronology of the narrative. Circle other time words and phrases in the paragraph. In pairs, compare your circled words. Discuss which words help the reader understand when the writer is jumping to a different time frame.

- 4 Look back at your freewriting. Think about how you want to organize your essay and what you want to say about the character(s). Make notes on the different aspects of the addiction or personal struggle. For example, you can focus on the following aspects:

- ♦ The causes of the problem
- ♦ The manifestations of the problem
- ♦ The consequences and people affected by the problem
- ♦ How the person solved the problem

Writing the First Draft

Use your freewriting and your notes to write the first draft of your essay. You may want to include the following in your first draft:

- ♦ **First Paragraph:** A brief introduction to the person you are writing about and his or her problem
- ♦ **Body:** Two or more paragraphs on different aspects of this person's addiction
- ♦ **Last Paragraph:** Conclude your essay by summarizing the effect the personal struggle has had on you or the person who experienced it. You may want to discuss how things might have been different in other circumstances, what was learned from the experience, or how your or your main character's life has changed as a result.

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 a partner. Read your partner's first draft. While you are reading, do the following:

- ♦ Put a check beside the paragraph you like the best.
- ♦ Underline three sentences you think are particularly well written.

Reread your partner's paper and do the following:

- ♦ Write three things you like about this essay.
- ♦ Put a check beside one paragraph that helps you to better understand the problem and the main character.
- ♦ Write any questions you have about any parts of the paper.

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

REVISING

A. DESCRIBING CHARACTER



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

An autobiographical or biographical essay is effective when the reader is able to understand the personality and value system of the main character. The reader discovers qualities that may have influenced how the character faced a personal struggle or challenge.

- 1 *Read this excerpt from Reading One in the Student Book and list the qualities of Mickey Mantle.*

You are supposed to say why you ended up at the Center. I said I had a bad liver and I was depressed. Whenever I tried to talk about my family, I got all choked up. One of the things I really messed up, besides baseball, was being a father. I wasn't a good family man. I was always out, running around with my friends. My son Mickey Jr. could have been a wonderful athlete. If he had had *my* dad, he could have been a major league baseball player. My kids never blamed me for not being there. They don't have to. I blame myself.

- 2 *Work with a partner. Reread the example paragraph about a daughter's television addiction on page 3. List the qualities of the daughter. Then choose one of the qualities and write two or three sentences of your own that show or describe that quality in this girl. Use your own ideas for these sentences. When you are finished, share your sentences with your partner.*

Example

She was so shy that she never wanted to talk to anyone. The few times she did get phone calls from girls in her class, she would ask me to tell them she wasn't home.

- 3 *Look at your first draft. Is the main character well described? Are the character's values clear? Are all the issues and problems clear? Do all the parts of your essay help to clarify the issues and problems? If not, make notes on your first draft showing the changes you will make.*

B. USING PAST UNREAL CONDITIONALS



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

The past unreal conditional is used to express regret or to show how something could have been different under different circumstances. The past unreal conditional is useful when talking about negative situations such as addictions.

- ① *Underline the If clauses in the conditional statements and circle the result clauses. Then rewrite the sentences to explain what really happened.*

1. My son Mickey Jr. could have been a wonderful athlete. If he had had *my* dad, he could have been a major league baseball player.

Reality: My son didn't have *my* dad, so _____

2. During my time at the Betty Ford Center, I had to write my father a letter and tell him how I felt about him. . . . I would have been better off if I could have told him that a long time ago.

Reality: I wasn't better off because _____

- ② *Think about something you (or the person you are writing about) regret. Write sentences using the past unreal conditional explaining what might have happened if you or your main character had done things differently. Share your sentences with the class.*

Example

I regret that I didn't spend more time with my son. If I had spent more time with him, we would have had a better relationship.

- ③ *Look at your first draft. Did you use any past unreal conditionals? If so, are they correct? If not, find places to add one or two.*

Writing the Second Draft

Use the feedback you received from the peer review, your own notes, and comments from your teacher to help you revise your first draft. As you are writing, ask yourself these questions:

- ♦ Can the reader understand the feelings, personality, and value system of the main character?
- ♦ Does the introduction clearly state the main character's problem?
- ♦ Does each body paragraph talk only about one main idea?
- ♦ Are the body paragraphs in a logical order?
- ♦ Does the conclusion summarize the issues and problems?
- ♦ Is there at least one sentence using the past unreal conditional?

4

EDITING

CHOOSING WORD FORMS



Complete Unit 1, Sections 5A and 5B, in the Student Book before you begin this section.

- ① *Read the paragraph. Decide whether the underlined words are in the correct form. Correct the word forms, if necessary.*

At first I thought the job was manage, although I could see it wasn't going to be easy. I was determined to do a great job and prove to everyone that I was toughness enough to handle it. However, in order to get everything done, I had to stay at work for extremely long hours. I was surviving on very little sleep, and barely any food. I started to avoidably all my friends because I knew they'd just invite me out, and I didn't want to get distracted. I was overwhelmed and stressed most of the time. Nonetheless, I priority my work over everything else in my life. Soon I was spending all my waking hours at work. Then, a strange thing happened. I realized I really didn't want to be anywhere else. For a while, I denial it, but soon it became clear that I had become a workaholic. I couldn't stop and didn't want to stop.

- 2 Look at your second draft for words that might be in the wrong form. Underline them and check them in a dictionary. Where necessary, change the word form or rewrite the sentence so that the word form is correct.

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 essay.

FINAL DRAFT CHECKLIST

- ☐ Is there an introduction that introduces the person and the problem?
- ☐ Is the chronological order of the events clear?
- ☐ Have you expressed the main character's feelings, thoughts, and values?
- ☐ Does the conclusion summarize the problems and issues?
- ☐ Are examples of the past unreal conditional formed correctly and used appropriately?
- ☐ Are word forms used correctly?