



普通高等教育“十五”国家级规划教材

CONTEMPORARY

● 总主编：杨立民

First-Year Writing

COLLEGE ENGLISH

现代大学英语

● 主 编：徐克容

● **基础写作** **下**

● 编 者：程静英

李莉文

邱 瑾

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十五”国家级规划教材



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总主编：杨立民

Contemporary College English

现代大学英语

主编：徐克容

First-Year Writing (Book Two)

基础写作 (下)



Narration & Description

藏书章

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序 言

使用范围

本书是教育部普通高等教育“十五”国家级规划教材“现代大学英语”(Contemporary College English)系列教材中的写作系列,共6册,包括《基础写作(上)》(First-Year Writing, Book One),《基础写作(下)》(First-Year Writing, Book Two),《中级写作(上)》(Intermediate Writing, Book One),《中级写作(下)》(Intermediate Writing, Book Two),《高级写作》(Advanced Writing)和《学术写作》(Academic Writing)。《基础写作》上、下册为大学本科英语专业一年级学生编写,《中级写作》上、下册供二年级使用,《高级写作》供三年级使用,《学术写作》为四年级上学期即将撰写学士论文的毕业班学生准备。

指导思想

本书编写的指导思想是:语言是人类交流思想的工具,语言的交际功能通过听、说、写、读来实现。写作在这几种交际手段中具有特别重要的意义。它不仅以书面形式记录了思想的交流,从而超越了时空的限制,更重要的是,它特别强调思维逻辑的严密、思想感情表达的深度,以及语言运用的精妙。从某种意义上说,笔头表达的能力,而不是日常生活的口语,才是是否受过严格教育和训练的标志。我们教材的最终目的是帮助学生实现用英语表达思想这个目标。因此我们在教材的各个环节都把内容放在重要的地位,训练写作技巧时力求结合我国的具体实际,结合当代我国学生的生活、学习情况和他们的经历,针对及围绕不同学习阶段学生想表达,而且也能表达的话题。

本书特点

- 学习国内外优秀写作教材的长处,结合我国的实际情况(我国的国情和学生的情况)选材,选择当代大学生熟悉、关心的话题。
- 与本系列的其他教材,如精读和口语在题材方面有机地结合或配合。这样做不仅有利于深化学生对某一话题的认识,也有利于使学生认识到讨论同一话题时英语口语与书面语风格的区别,如《基础写作(上)》,训练学生写概要,用的就是系列教材中同一阶段的精读课文(或课文的某一部分);《中级写作(下)》的教学内容是议论文,与同一阶段的口语教材中的“辩论”部分在讨论的话题方面相互配合。
- 写作所需要的不只是语言表达能力,一个人的写作能力还取决于他的生活阅历、观察和思维能力、知识面等多方面的综合素质。当然以上所列的方方面面不可能仅从写作课上获得,但写作教材和写作课必须力求做到有利于学生以上能力的培养。在编写这套教材时,我们努力按照

这个目标选材、编写练习和作业，鼓励学生独立思考，努力挖掘他们记忆中和生活中的闪光点，并引导他们观察现实生活，发现周围环境中的真、善、美和假、恶、丑，并对这些现象确立自己的观点和态度。

- 写作必须有一定量的阅读作后盾。本书选用了不少阅读篇章，这些选篇的作者均以英语为母语。选篇主要的任务是引起学生对某一话题的兴趣，通过课堂讨论甚至辩论，促使他们对这一话题进行深入的思考，并考虑自己对此话题的立场和态度；与此同时，这些文章从篇章结构和写作技巧来讲，也可起到示范作用。此外，本书也收录了同等水平学生的习作作为示范，它们选自本书试用过程中学生的作业，这些习作虽然并不完美，但其语言水平、所涉及内容及其深度都更加贴近使用本书的其他学生，是他们完全能够，或是通过努力能够写出，甚至超过的习作。
- 理论从简，强调写作实践及其过程。有关写作技巧方面的“理论”本书不做长篇的论述，只做画龙点睛般的说明，学生主要在分析范文的过程中体会并学习如何根据不同文章的目的而采用恰当的篇章结构和写作技巧，从而使技巧和方法为内容——即表达思想和情感——服务。
- 提高英语的写作能力，决非仅仅完成课堂布置的作业就能做得到，一定要把具有指导性的课堂上布置的作业和课下的自由写作结合起来，激发学生动笔的愿望和激情，鼓励他们多写、常写，写日记、写读书心得或报告，办班级的刊物，举行作文比赛等个人和集体活动为他们创造广阔的写作平台。

各册内容安排

《基础写作(上)》：概要与段落 (Summary & Paragraph)

《基础写作(下)》：记叙与描述 (Narration & Description)

《中级写作(上)》：说明文模式 (Patterns of Exposition)

《中级写作(下)》：议论与说服 (Argumentation & Persuasion)

《高级写作》：目标与选择 (Aims & Options: A Thematic Approach to Writing)

《学术写作》

多年来，尤其是改革开放以来，我国广大英语教师在英语写作教学方面进行了多种实践和改革，取得了不少经验，编写和引进了不少好的教材。这套教材借鉴了不少前者的经验，同时也有意识地对写作教学进行一些新的探索，我们尽力把它编成集读本 (Reader)、指南 (Guide) 和写作实践 (Writing Practice) 为一体的有实用价值的教材。

编者

2004年12月

本册使用说明

本书是“现代大学英语”(Contemporary College English)写作系列的第二册,适合大学本科英语专业一年级下学期使用。本书的任务是使学生在掌握了写摘要和段落的基础之上,学会写记叙文和描述文。

记叙文和描述文的重要性

- 记叙文是英语写作的基础,因为在工作中和日常生活中,我们经常需要叙述自己耳闻目睹的事件以及自己的亲身经历。这也是英语专业学生应具备的一项基本功。大学英语专业本科教学,尤其是一年级的教学,许多课堂活动都围绕叙述能力的培养来进行。同样,学会用英语描述人、物或地方也是学习过程中的一个重要方面。
- 从写作本身来说,由记叙和描述这两种文体入门培养写作能力也是合理的,因为叙事和描摹无须复杂的逻辑思维,只须按一定顺序把自己所做或所看到的事情说清楚,或是把自己看到的人或物、听到的事情或声音、触摸到的东西、品尝到的味道、闻到的气味告诉别人。事实上,上幼儿园的孩子就已开始学习如何口头叙事和描摹,每天回到家里都会向父母讲述幼儿园一天所发生的事情,描述老师和小朋友的长相、教室的布局、玩具的色彩和形状等等。当然,随着年龄的增长,我们需要叙述或描写的事物越来越多,并且越来越复杂,对这两种能力的要求也会越来越高,因此决不能轻视。
- 叙述和描写也是说明文和议论文中广泛采用的技巧,例如在一篇有关环境状况的说明文中,就可以通过对环境遭到严重破坏的一块土地的惨状的描绘,或通过环境污染的受害者的健康如何受到损害的叙述,来呼吁政府和社会重视并着手改善环境。因此,叙述和描写也是学习写说明文和议论文的重要前提。

本书的目标

- 继续培养学生对英语写作的兴趣与写作的良好习惯。
- 指导学生学习和掌握写记叙文和描述文的要领和技巧,能写出长度约170至200词的短文。
- 指导学生根据内容熟练应用并列句和主从复合句,以及不同的句子结构(并列、倒装、强调)等,从而使句子简单、明了、富有表现力。
- 指导学生写私人信件。

本书的内容

● 记叙文：

- | | | |
|----------|--------------------|-------------------|
| 难以忘怀的经历： | 1) 告别与团聚 | 2) 我的童年趣事 |
| 感人的英雄事迹： | 1) 勇敢之举 (客观报道) | 2) 亲眼目睹的好事 |
| 不愉快的经历： | 1) 令人尴尬的事件 (连锁反应) | 2) 他怎样摆脱困境 (续写故事) |
| 不要忘记过去： | 1) M. 弗勒的生平 (个人经历) | 2) 母校的发展 (校史) |

● 描述文：

- | | | |
|---------|----------------|----------------|
| 永远留恋的家： | 1) 我的屋子，我的城堡 | 2) 我那美丽的家乡 |
| 我珍视的物品： | 1) 传家宝 | 2) 对我有用的一件学习用具 |
| 我的榜样： | 1) 我生活中的一个重要人物 | 2) 我访问过的一个人 |

● 应用文：

给朋友的信；给老师的信；给父母或其他长辈的信

本书的编写原则

- 本书继承上册的编写原则，以题材为纲组织教学内容，每个单元的标题体现该单元的内容，内容紧密结合学生的生活经历和校园生活。上面所列的四种记叙文的题材和三种描述文的题材，按照难易程度穿插安排。
- 本书强调写作实践，理论阐述从简；系统、扼要地介绍记叙文和描述文的基本知识和写作要领。同时，也系统介绍如何写出简明、准确、生动、符合逻辑的句子。每单元均配有若干练习。
- 本书保持上册以阅读开路的原则，每单元的两个部分一般各提供两到三篇与本单元题材有关的阅读材料（总量不超过 2,000 个词），启发学生进行思考，同时也通过分析这些材料，指导学生写作记叙文和描述文的要领和技巧。每篇阅读材料后附有语言和文化背景的注释以及思考题。
- 每单元的两部分各提供两到三篇学生作文。这些作文为本书试用过程中学生的习作，体现了这些学生经过努力所达到的水平。我们希望并相信使用本书的学生经过努力也能达到，甚至超过这一水平。
- 本书题材与“现代大学英语”系列教材中相应的《精读》课文和《口语》教材某些内容密切配合，以达到相辅相成以及深入发掘题材的效果，比如 Unit 3 和 Unit 7 分别选用了《精读》第二册中的第 6 课 Text B “The Broken Lantern” 和第 13 课 Text A “Blueprint for Success”。与口语第一册相呼应的部分此处不提。
- 书后提供所有练习及部分笔头作业的参考答案，以便学生对照比较，但要求学生必须在完成有关练习以后，再与参考答案进行比较。

编者对教学安排和课堂教学的具体建议

- 建议整个学期的作业为 12 至 15 篇。可以分别在前半学期和后半学期各安排一周不布置作业，而用来由师生一起分析讨论一至两篇本班学生的作文，指出该文优缺点，并提出修改建议。要求其他学生在课下按此办法，修改自己的作业。
- 完成本书的教学内容需要 15 至 16 周：一到七单元的两个部分各需一周共四个学时完成，每周都有一篇笔头作业；第八单元的内容既可集中在一周完成（如在其他课程进行期中考试时完成），也可分散到其他几个单元分几周完成。
- 课堂活动除教师讲授及讲评作业之外，尽量多进行讨论（两人、小组和全班）。建议按照以下的步骤布置课内作业：1) 广开思路，挖掘素材；2) 选好题材，组织内容；3) 缩小范围，有的放矢；4) 撰写初稿，形成篇章；5) 修改初稿，尽善尽美；6) 编辑校对，消灭硬伤。前三个步骤在课堂内完成，后三个步骤在课下由个人完成，其中第五和第六个步骤，还须学生两人或三人，相互提出修改意见，合作完成。
- 课内作业和课外自由写作结合，建议根据不同学生的具体情况，至少完成相当于课内两到三倍的课外习作。
- 限定课内作业的长度，原因如下：1) 课内作业要求精，应对课下多而广的自由写作起示范和指导作用；2) 一年级下学期的学生写作基础往往还不够好，容易写不少冗余的话，限定字数将迫使他们仔细斟酌，改变这种习惯；3) 有利于教师仔细批阅作业。编者认为低年级写作教师应该批阅每一篇笔头作业。当然，使用本书的学校可按各自学生的情况确定是否限定字数，具体限定为多少。

成绩的评估

- 为鼓励学生认真写好每次作文，平时成绩应占较大的比例，建议写作成绩中平时成绩占 60%—70%，考试成绩占 30%—40%。
- 鉴于写作课的特点，建议每学期只举行一次期末考试。
- 建议考试方式为课堂限时闭卷考试；考察学生以下方面：1) 有关记叙文和描述文的写作要领和技巧；2) 编辑和修订的能力；3) 在限定的时间内能就命题写出有内容、有观点、语言通顺、结构完整、逻辑清楚、格式正确的作文。
- 建议试卷的三个部分的题型分别为：1) 多项选择题，占整个试卷的 10%；2) 长度为 100 至 150 词左右的两个段落，一篇要求学生改正明显的格式方面的错误，另一篇要求学生改进指定的两至三个句子；3) 命题作文。
- 以上所述只是编者的建议。各学校还需根据实际情况做具体安排。

在本书编写及试用的过程中，我们始终得到了北京外国语大学英语学院的领导以及外语教学

与研究出版社的关怀和大力支持。“现代大学英语”系列教材总主编杨立民教授参加了本书的具体策划并审校了部分书稿。英国朋友 Pat Adler 女士审阅了全部试用稿以及最后定稿。在此我们谨向他们表示诚挚的感谢。

北京外国语学院英语学院使用过“现代大学英语”《精读》课本第二册的 2001—2003 级的学生积极参与了课上和课下的写作活动，用他们的习作丰富了本书的内容。特别是英语学院 2003 级英语系和新闻系的学生，在试用本书的过程中对本书的编写做出了突出的贡献，在此我们向他们，特别是习作收入本书的作者，表示衷心的感谢，并祝愿他们在学习英语写作的过程中取得更大的成绩。

由于编者水平有限，本书的缺点和错误望各界人士指正。

编者

2004 年 12 月

Acknowledgments

We are deeply grateful to the authors, publishers and copyright holders of all the stories and articles we use as readings for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related stories and articles for teaching purposes will receive kind and generous consideration.

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Unit 4

“My Favorite Possession” from *Writing Talks: Paragraphs and Short Essay*.

“Natalie” by Nadine Resnick from *The Prentice Hall Reader*, ed. by George Miller. Copyright © 2001 by Prentice Hall, Inc.

“The Pickle Jar” by A.W. Cobb from *A 4th Course of Chicken Soup for the Soul*. Copyright © 1997 Health Communications, Inc. Jack Canfield, Mark Victor Hansen, Hanock McCarty and Meladee McCarty.

“My First Car” by Lou Ross from *English Language Learning*, April, 2000. Foreign Language Teaching and Research Press.

“A Ruler to Live By” by Dolores Waggoner from *Step by Step: College Writing* by Randy Devillez. Copyright © 1992 by Randy Devillez.

Unit 5

“An Encounter with a Bear” by Yvonne Pepin from *Three Summers: A Journal*. Copyright © Yvonne Pepin and Shameless Hussy Press.

“Panic Time” by Laverne Leahy from *Step by Step: College Writing* by Randy Devillez. Copyright © 1992 by Randy Devillez.

“A Hair-Raising Experience” by Debbie Ross-Preston from *A 4th Course of Chicken Soup for the Soul*. Copyright © 1997 Health Communications, Inc. Jack Canfield, Mark Victor Hansen, Hanock McCarty and Meladee McCarty.

“A Learning Experience” by Marty Krause from *Step by Step: College Writing* by Randy Devillez. Copyright © 1992 by Randy Devillez.

“A Narrow Escape” by Truman Capote from *A Lamp in a Window*. Copyright © 1987 Hamish Hamilton Ltd and Random House, Inc.

Unit 6

Passage 2, Activity 1 from R.M.Ballantyne: *Martin Rattler*, Chapter V.

“Miss Jordan” and “Mama” by Mary Hatwood Futrell from *English Language Learning*, May, 1990, Foreign Language Teaching and Research Press.

“My Dad” by Barbara E.C. Goodrich from *A Second Chicken Soup for the Woman’s Soul*. Copyright © Health Communications, Inc.: Jack Canfield, Mark Victor Hansen.

Unit 7

“The World Bank” from *The New Encyclopedia Britannic*, Volume 6, *Micropedia Ready Reference* and *Collier’s Encyclopedia*, Volume 6.

“John Logie Baird” from *People in History: A Young Person’s Introduction* researched and compiled by Martin Folly. Copyright © 1988 by Mitchell Beasley Publishers.

“International Business Machines Corporation (IBM)” based on information from *Microsoft Encarta Encyclopedia*. Copyright © 1993–2002 by Microsoft Corporation.

“Blueprint for Success” by Donald Dale Jackson from *Reader’s Digest*, June, 1996.

“I’m a Banana and Proud of It” by Wayson Choy. Copyright © 1997 by Wayson Choy. First printed in *The Globe and Mail*, July 18, 1997.

“Beijing Foreign Studies University (BFSU)” based on information from BFSU website.

Correction/Editing Symbols

<i>ab</i>	spell out abbreviation
<i>adv</i>	use adverb form
<i>agr</i>	make verb agree with subject (or pronoun with antecedent)
<i>ap</i>	use apostrophe
<i>awk</i>	rewrite awkward sentence
<i>cap</i>	capitalize
<i>CE</i>	revise Chinese English
<i>col</i>	revise collocation
<i>con</i>	be concise
<i>coord</i>	improve coordination
<i>d</i>	improve diction
<i>div</i>	revise word division
<i>dm</i>	revise dangling modifier
<i>frag</i>	revise sentence fragment
<i>gr</i>	revise grammatical form or construction
<i>log</i>	improve logic
<i>p</i>	improve punctuation
<i>no ¶</i>	take out paragraph break
<i>run-on</i>	revise run-on sentence
<i>sp</i>	revise misspelled words
<i>st</i>	improve sentence structure
<i>sub</i>	improve subordination
<i>tense</i>	change wrong verb tense
<i>verb</i>	change incorrect verb form
<i>wordy</i>	cut out unnecessary words
<i>ww</i>	change wrong word
¶	begin new paragraph
¶ <i>coh</i>	improve paragraph coherence
¶ <i>dev</i>	improve paragraph development
¶ <i>un</i>	improve paragraph unity
^	insert
[]	delete
○	close up space
└	transpose letters or words
<i>x</i>	obvious error

Plan of the Book

Unit	Title/Topic	Writing Skills	Activities	Re
Unit 1	Memorable/Significant Moments			
Task 1	Farewell & Reunion	<ul style="list-style-type: none"> Essential elements of narration Narration and its types How to write a personal experience narrative What to write about 	<ul style="list-style-type: none"> Practicing narrative basics 	Bigg A D The
Task 2	Childhood Memories	<ul style="list-style-type: none"> What is coordination? What is subordination? 	<ul style="list-style-type: none"> Practicing coordination & subordination 	A L Hard
Unit 2	Home, Sweet Home			
Task 1	My Room, My Castle	<ul style="list-style-type: none"> Description and its types Methods of organization The dominant impression Tips on how to describe a place 	<ul style="list-style-type: none"> Practicing description basics 	The Po-p
Task 2	The Beauty of My Hometown/Country	<ul style="list-style-type: none"> What is parallelism? Types of parallelism 	<ul style="list-style-type: none"> Practicing parallel constructions 	The Blue My
Unit 3	Heroic Deeds			
Task 1	Acts of Kindness/Bravery	<ul style="list-style-type: none"> What is point of view? Major types of point of view in narratives Two important points about point of view 	<ul style="list-style-type: none"> Practicing point of view 	Nigh Lead
Task 2	A Heroic/Noble Deed I Witnessed	<ul style="list-style-type: none"> Tips on how to write effective sentences 	<ul style="list-style-type: none"> Practicing writing effective sentences 	Resc All i
Unit 4	Something I Hold Dear			
Task 1	A Family Treasure	<ul style="list-style-type: none"> Methods of organization Tips on how to describe an object 	<ul style="list-style-type: none"> Practicing ways of describing an object 	Nata The My I
Task 2	A Useful Study Aid	<ul style="list-style-type: none"> How to write effective sentences 	<ul style="list-style-type: none"> Practicing sentence varieties 	A Ru
Unit 5	Unpleasant Experiences			
Task 1	A Moment of Panic	<ul style="list-style-type: none"> Telling & showing in narration How to narrate an unpleasant experience clearly and interestingly 	<ul style="list-style-type: none"> Practicing narrative skills 	An E Panic
Task 2	What Happened Then?	<ul style="list-style-type: none"> How to complete a story based on opening paragraphs 	<ul style="list-style-type: none"> Practicing completing a story 	A Ha
Unit 6	My Role Model			
Task 1	An Important Person in My Life	<ul style="list-style-type: none"> How to describe a person Ways of organizing a descriptive essay about a person Who to write about 	<ul style="list-style-type: none"> Practicing using the guidelines 	Miss Mam My I
Task 2	A Person I Interviewed	<ul style="list-style-type: none"> How to achieve sentence conciseness How to avoid redundancy 	<ul style="list-style-type: none"> Practicing writing concisely 	An I Drea
Unit 7	Never Forget the Past			
Task 1	Learning About People's Past	<ul style="list-style-type: none"> Short historical narratives Summary paragraphs Basic structure of a historical narrative 	<ul style="list-style-type: none"> Practicing summary paragraphs & historical narratives 	John Interr ion(I
Task 2	History of My Family/School	<ul style="list-style-type: none"> How to emphasize your point 	<ul style="list-style-type: none"> Practicing emphasizing your point 	I'm a BFSU
Unit 8	Let's Keep in Touch			
		<ul style="list-style-type: none"> Layout/Format Language Tone Organization 	<ul style="list-style-type: none"> Studying the examples Writing 	
Answers				

Reading on the Subject	Reading from Your Peers	Writing Assignments/Topics
Bigger Is Better A Dad Says Good-bye The Long Road Home	Reunion with My Best Friend What a Change! I Should Have Returned Sooner	Write about an occasion of farewell or reunion.
A Lesson from My Father Hard-Earned Money	My First Experience with Death My First Part-Time Job	Write about one of your childhood memories.
The Captain's House Po-po's Home	My Room, My Kingdom My Uncle's Study	Describe a room or part of a room.
The Beauty of Britain Blue Winds Dancing My Remote Spot	Hangzhou—My Hometown A View from Our Balcony A City in Snow	Describe the natural beauty of a place.
Night Watch Leading the Charge	"My Job Is to Crack Down on Any Criminal Act." The Difference Between Fifty Fen and Five Yuan	Summarize the story "The Broken Lantern" as an objective narrator.
Rescue at Sea All in a Day's Work	"My Job Is to Crack Down on Any Criminal Act." The Difference Between Fifty Fen and Five Yuan	Report a heroic/noble deed you have witnessed.
Natalie The Pickle Jar My First Car	My Most Loved Book The Dalmatian Clock, My Dear Old Friend Something I Hold Dear	Describe an object you cherish.
A Ruler to Live by	My First Bicycle In Beijing My Mobile Phone, My Fairy Messenger	Describe something that is of great use to you.
An Encounter with a Bear Panic Time	"Cutting the Head off" An Unlucky Day An Embarrassing Experience	Write about an unpleasant experience you had.
A Hair-Raising Experience	"Cutting the Head off" An Unlucky Day An Embarrassing Experience	Write the sequences of a story based on the introduction.
Miss Jordan Mama My Dad	A Teacher Whose Friendship I Value A Two-Day Acquaintanceship My Father	Write about a person you know or have met.
An Interview: The Road to My Dream University	Telix Tang's Dreams Telix Tang, a Perservering Young Man Telix Tang—a Young Man Full of Dreams	Write a report about a person you have interviewed.
John Logie Baird International Business Machines Corporation(IBM)	My Father: A Brief Life Story The History of My Family The Beijing Huiwen High School	Write the life story of Millard Fuller, or a brief history of Habitat for Humanity.
I'm a Banana and Proud of It BFSU	My Father: A Brief Life Story The History of My Family The Beijing Huiwen High School	Write a historical narrative about your family, a family member or your school.
		Write personal letters.

Contents

Plan of the Book	XIV
Unit One	Memorable/Significant Moments1
Task One	Farewell & Reunion1
Task Two	Childhood Memories12
Unit Two	Home, Sweet Home21
Task One	My Room, My Castle21
Task Two	The Beauty of My Hometown/Country31
Unit Three	Heroic Deeds42
Task One	Acts of Kindness/Bravery42
Task Two	A Heroic/Noble Deed I Witnessed52
Unit Four	Something I Hold Dear64
Task One	A Family Treasure64
Task Two	A Useful Study Aid76
Unit Five	Unpleasant Experiences82
Task One	A Moment of Panic82
Task Two	What Happened Then?93
Unit Six	My Role Model102
Task One	An Important Person in My Life102
Task Two	A Person I Interviewed115
Unit Seven	Never Forget the Past126
Task One	Learning About People's Past126