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*The roots of education are bitter, but the fruit is sweet.*

—Aristotle

教育的根是苦的，但结出的果实是甜的。

——亚里士多德

# Unit 1

# Education

## Highlights

### Section A Wake Up Your Ears

Studying Abroad

### Section B Open Your Mouth

Activity A—Discussion

Activity B—Mini-debate

### Section C Enrich Your Mind

Text A—Exam: the Poison of Education?

Text B—The SQ3R Method

### Section D Try Your Hands

Narration

### Section E Lighten Your Brain

An English Song—Stronger (What Doesn't Kill You)

A Funny Story—My First and My Last



# Section A

## Wake Up Your Ears



### Part One Listening Tips

在国内读完大学后，你的下一步计划是什么呢？是否考虑过出国留学？如果条件许可，不妨去国外充充电，开阔自己的眼界，增长一些见识。

### Part Two Listening Practice

#### A Short Conversation

Listen to the following short conversations once and choose the best answer to each question from the four choices marked A, B, C and D.

#### Word Tips

deny /di'naɪ/ *v.* 否定

visa /'vi:zə/ *n.* 签证

supporting /sə'pɔ:tɪŋ/ *adj.* 支持的

acceptance /ək'septəns/ *n.* 认可，同意

application /,æplɪ'keɪʃn/ *n.* 申请

- A. The woman will work in America.  
B. The woman will study in America.  
C. The woman will visit her relatives abroad.  
D. The woman will visit her husband abroad.
- A. Because she wanted to work abroad after graduation.  
B. Because she was not qualified for studying abroad.  
C. Because her supporting documents had some problems.  
D. Because she was suspected to have the immigration tendency.
- A. His passport and visa.  
B. The letter from his mother.  
C. The acceptance letter from Harvard.  
D. The book he ordered online.
- A. Physics.  
B. Chemistry.  
C. Mathematics.  
D. Economics.
- A. An application letter.  
B. A recommendation letter.  
C. An official transcript.  
D. A personal statement.

## B Long Conversation

Listen to the following long conversation once and choose the best answer to each question from the four choices marked A, B, C and D.

### Word Tips

freshman orientation 迎新会

prospectus /prə'spektəs/ *n.* (学校的) 简章, 简介

plus /plʌs/ *prep.* 加上

settle in 安顿下来, 适应

fundamental /'fʌndə'mentl/ *adj.* 基础的

counselor /'kaʊnsələ/ *n.* 指导老师

- A. In the first week of August.  
C. Two weeks before August.

B. In the last week of August.  
D. Two weeks after August.
- A. Getting a visa.  
C. Packing his things.

B. Buying a plane ticket.  
D. Having a test.
- A. All the fundamental courses.  
C. Some selective courses.

B. Some courses from his major.  
D. Both A and B.
- A. English literature.  
C. He is not sure.

B. American literature.  
D. English history.
- A. History and philosophy.  
C. Math and English.

B. Science and art.  
D. History and English.

## C Short Passage

Listen to the following short passage once and choose the best answer to each question from the four choices marked A, B, C and D.

### Word Tips

depressed /drɪ'prest/ *adj.* 沮丧的

despair /drɪ'speɪ/ *n.* 绝望

frustrate /frʌ'streɪt/ *v.* 使受挫

culture shock 文化冲击

- A. He will feel good.  
C. He will feel amazed.

B. He will feel very strange.  
D. He will feel depressed.
- A. It is a common and natural thing.  
B. People experience it when facing many unfamiliar situations.  
C. People can overcome it without making any effort.  
D. People experience it when facing many unfamiliar people.
- A. Forgetting the negative thoughts.  
B. Staying alone all the time.  
C. Asking advice from friends and relatives.  
D. Learning to adapt to the new environment.

## D Long Passage

Listen to the following long passage three times and fill in the blanks with the exact words or phrases you have just heard.

### Word Tips

government /'gʌvənmənt/ *n.*

政府

permission /pə'mɪʃn/ *n.* 允许,

准许

case-by-case /keɪs baɪ keɪs/ *adj.*

逐项, 具体分析

off-campus /ɔf'kæmpəs/ *adj.*

校外的



International students are permitted to work for the college or university they attend. You could work at the bookstore, for example.

International students can work twenty hours a week while attending classes; more during ①\_\_\_\_\_. They can work until they complete their studies.

Foreign students ②\_\_\_\_\_ can't take a job that has no connection with their school. But the government may give permission if students are suddenly ③\_\_\_\_\_ a situation that is out of their control. Students must also meet other conditions. They must have attended their American schools for at least one year. Government ④\_\_\_\_\_ is given on a case-by-case basis. Students must ⑤\_\_\_\_\_ after a year if they want to continue an off-campus job.

Foreign students who will be attending graduate schools can apply for some jobs before they come to the US.

Some schools pay their assistants. Others provide ⑥\_\_\_\_\_ in return. Many do both. Graduate assistants might teach, give tests, grade homework, assist professors with research and hold office hours. Many universities now provide ⑦\_\_\_\_\_ to foreign teaching assistants to help them improve their English. Some schools require foreign students to pass an English speaking test before they ⑧\_\_\_\_\_ teach.

International student offices at schools have to provide information on students each term to the Department of Homeland ⑨\_\_\_\_\_. Students who ⑩\_\_\_\_\_ the terms of their visa—for example, by working off-campus without permission—could be sent home.



Section

# Open Your Mouth

## Activity A Discussion

1. Do you know how many examinations you have taken in the past years?
2. What do you think of the idea that examination is an effective way to test one's school performance?

## Activity B Mini-debate

1. Four students a group, choose one debate topic from the following:
  - (1) College should stop using standardized test scores to determine students' performance.
  - (2) Standardized test scores is effective to determine students' performance.
2. Two groups with opposite ideas begin to debate on the two topics above and the persuasive side will win the game.





# Section

## Enrich Your Mind



### Text A

你喜欢考试吗？你觉得考试是利大于弊还弊大于利呢？有人说：考试是学习的毒药。这是怎么回事？让我们一起来看看他们是怎么说的吧！

### Exam: the Poison of Education?

- 1 We might **marvel** at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as **primitive** as ever. It is **extraordinary** that after all these years, **educators** have still failed to invent anything more **efficient** and **reliable** than exams. For all the **claim** that exams test what you know, it is common knowledge that they more often do just the opposite. They may be a good means of testing memory, or the skill of working rapidly under pressure, but they can tell you nothing about a person's true ability.
- 2 As anxiety-makers, exams are second to none. This is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one **fateful** day. No one can do his best when he is in terror, or after a sleepless night, yet this is just what the exam system expects him to do. The moment a child begins school, he enters a world of competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of **drop-outs**—young people who are regarded as failures even before they have started a career? Can we be surprised at the **suicide** rate among students?
- 3 A good education should, among other things, train you to think for yourself. The exam system does anything but that. What has to be learnt is laid down by a **syllabus**, so the students are encouraged to memorize. Exams don't encourage a student to read widely but restrict his reading. Exams don't enable a student to seek more knowledge, but encourage **cramming**. They lower the **standards** of teaching, for they **deprive** the teacher of all freedoms. Teachers themselves are judged by exam results and instead of teaching their subjects, they have to train their students in exam techniques. The most successful students are not always the best educated; they are the best trained in the technique of working under pressure.

4 The results on which so much depends are often nothing more than a subjective **assessment** by an examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark **stacks** of **hastily** written words in a limited amount of time. They work under the same sort of pressure as the students. After a judge's decision you have the right of **appeal**, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. But where are they?



5 Is it **cynical** to suggest that exams are merely a **profitable** business that makes money for some people? How do we explain the message recently spread in the media: "I was a teenage drop-out and now I am a teenage millionaire?"

(Words: 468)



### Word List

<b>marvel</b>	/ˈmɑːvl/	<i>vi.</i>	感到惊奇
		<i>n.</i>	令人惊奇的事或人
★ <b>primitive</b>	/ˈprɪmətɪv/	<i>adj.</i>	原始的; 简陋的
		<i>n.</i>	原始人
★ <b>extraordinary</b>	/ɪkˈstrɔːdənəri/	<i>adj.</i>	意想不到的; 令人奇怪的
<b>educator</b>	/ˈedʒukətə/	<i>n.</i>	教育工作者
<b>efficient</b>	/ɪˈfɪʃnt/	<i>adj.</i>	效率高的; 有能力的
★ <b>reliable</b>	/rɪˈlaɪəbl/	<i>adj.</i>	可靠的; 可信的
★ <b>claim</b>	/kleɪm/	<i>n.</i>	断言, 声称; 索赔
		<i>vt.</i>	断言, 声称; 要求; 索赔
<b>fateful</b>	/ˈfeɪtfl/	<i>adj.</i>	决定性的; 重大的
<b>drop-out</b>	/ˈdrɒp,aʊt/	<i>n.</i>	中途退学的人; 逃避现实社会的人
<b>suicide</b>	/ˈsuːɪsɪd/	<i>n.</i>	自杀; 自杀者
<b>syllabus</b>	/ˈsɪləbəs/	<i>n.</i>	教学大纲
<b>cram</b>	/kræm/	<i>vt. &amp; vi.</i>	突击式学习; 塞进; 塞满

★表示四级高频词汇

<b>standard</b>	/ˈstændəd/	<i>n.</i>	标准, 规格, 水准
		<i>adj.</i>	标准的, 规范的
<b>deprive</b>	/dɪˈpraɪv/	<i>vt.</i>	剥夺; 阻止
<b>assessment</b>	/əˈsesmənt/	<i>n.</i>	评定, 评价
<b>stack</b>	/stæk/	<i>n.</i>	堆
		<i>vt. &amp; vi.</i>	堆放
<b>hastily</b>	/ˈheɪstɪli/	<i>adv.</i>	匆忙地
<b>*appeal</b>	/əˈpi:l/	<i>n.</i>	上诉; 恳求; 吸引力
		<i>vi.</i>	求助; 呼吁; 有吸引力
<b>cynical</b>	/ˈsɪnɪkl/	<i>adj.</i>	愤世嫉俗的
<b>*profitable</b>	/ˈprɒfɪtəbl/	<i>adj.</i>	有利可图的; 有益的



### Useful Phrases and Expressions

<b>marvel at</b>	惊叹于
<b>under pressure</b>	承受压力
<b>second to none</b>	不亚于任何人或事物
<b>depend on</b>	取决于; 依赖于
<b>wonder at</b>	惊讶, 惊奇
<b>be regarded as</b>	被视为
<b>lay sth. down</b>	制定规则、原则等
<b>deprive... of...</b>	剥夺
<b>nothing more than</b>	仅仅, 只不过



### Notes

- 1 **The moment a child begins school, he enters a world of competition where success and failure are clearly defined and measured.** 一个孩子从踏入校门的那一刻起, 就进入了成与败被清楚界定与衡量的竞争世界。

此句中的the moment是时间名词, 用作从属连词来引导时间状语从句, 表示“一……就……”, 其后的that经常省略, moment前可以用very等形容词修饰。

**e.g.** I'll tell him the (very) moment he comes. 他一来我就告诉你。

另外, 此句中的where引导的是定语从句, 修饰先行词a world of competition, 其中where可以改为in which。

- 2** Exams don't encourage a student to read widely but restrict his reading. Exams don't enable a student to seek more knowledge, but encourage cramming. 考试非但不鼓励学生博览群书，反而限制了阅读范围。考试无法使学生主动获取知识，而是促使其临时抱佛脚。

此句中的not...but...结构是表示转折对比关系的并列平行结构，意思是“不是……而是……”。在并列平行结构中，并列成分应当在结构上保持一致。

**e.g.** Properly speaking, this is not a dictionary, but a grammar book.

严格说来，这不是一本词典，而是一本语法书。

- 3** The results on which so much depends are often nothing more than a subjective assessment by an examiner. 那些具有决定性的结果通常只不过是某位考官的主观评价而已。

此句是一个由which引导的定语从句，修饰先行词the results，并且the results做depend on的宾语，其中on既可以置于which前，也可以置于depend后。



## Exercises

### A Reading Comprehension

Choose the best answer according to the text you have read.

- A person's true ability can be tested by \_\_\_\_\_.
  - comments from others
  - only exam
  - more than exam
  - just himself/herself
- Why do examiners make mistakes?
  - Because they are under pressure.
  - Because they are subjective.
  - Because they don't have the right of appeal.
  - Because they write words hastily.
- It can be inferred from the passage that \_\_\_\_\_.
  - exam is the only efficient and reliable tool to test one's ability
  - people will be in the danger of terror in the exam system
  - a good educator should ask you to think by yourself instead of following a syllabus
  - an examiner relies on a subjective assessment
- What is the theme of the passage?
  - Exam is useful to test one's true ability.
  - A lot of work is needed for the improvement of exam system.
  - The examiners will often make mistakes so as to let us down.
  - Exam can make us become teenage millionaire.
- What is the author's attitude towards exams?
  - Positive.
  - Negative.
  - Neutral.
  - Indifferent.

## B Phrases and Their Uses

I. Match each phrase in Column A with its corresponding Chinese meaning in Column B.

A	B
an objective assessment	开辟商业领域
a fateful decision	原始武器
anxiety for knowledge	离奇的事
a cynical remark	可信的证人
extraordinary occurrence	渴求知识
an international standard of weight	重大的决定
profitable investments	客观评价
a reliable witness	愤世嫉俗的话语
primitive weapon	有利的投资
open a field for trade	国际重量标准

II. Fill in each blank with an appropriate phrase given below, changing the form if necessary.

marvel at	fail to	second to none	under pressure	depend on
wonder at	regard... as...	lay down	nothing more than	appeal to

1. She wishes to be treated as \_\_\_\_\_ a common girl.
2. Children \_\_\_\_\_ their parents for food and clothing.
3. The parents \_\_\_\_\_ their son's refuse to marry such a beautiful girl.
4. Candidates who \_\_\_\_\_ meet these requirements will not be admitted to the university.
5. I \_\_\_\_\_ the beauty of the valley.
6. I think, as a writer, he is \_\_\_\_\_.
7. The sinking ship \_\_\_\_\_ the rescue team for help.
8. He works best \_\_\_\_\_.
9. A career woman \_\_\_\_\_ something of an oddity (古怪的人).
10. They had to \_\_\_\_\_ a plan for the project at first.

## C Translation

I. Complete the sentences according to the Chinese information in the brackets.

1. You have no reason to \_\_\_\_\_ (剥夺我接受良好教育的权利).
2. \_\_\_\_\_ (我一听到消息), I hastened to the spot.

3. We'll discuss a number of cases \_\_\_\_\_ (英语初学者无法正确使用语言).

4. Oct.1, 1949 is the day \_\_\_\_\_ (中华人民共和国成立).

II. Translate the following passage into English.

现在，父母在帮助孩子有效地处理考试压力方面变得更聪明了。我还记得我的父母很关注 (be keen on) 我的考试分数。在一段时间内，这成为了让我努力学习的极大压力。考试充满了恐怖 (fear) 的体验。我觉得我宁愿走火路 (fire walk)，也不愿参加考试。作为母亲，现在我也在教育我的孩子们。我会聆听他们对考试的想法。我愿意和同样有考试问题的孩子的母亲一起分享一些经验和观点。

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## Text B

每个人都有适合自己的学习方法，但是有没有一个人都适用的学习法呢？看完文章后相信你就会找到答案。

### The SQ3R Method

1 The SQ3R method has been a proven way to **sharpen** study skills. SQ3R **stands for** Survey, Question, Read, **Recite**, and Review.

2 Survey—Get the best overall picture of what you're going to study before you study it in great detail. It's like looking at a road map before going on a trip. If you don't know the **territory**, studying a map is the best way to begin with.



3 Question—Ask questions for learning. The important things to learn are usually answers to questions. Good questions should lead to **emphasis** on *what, why, how, when, who, and where* of the study content. Learn to ask yourself questions as you study. As you answer them, it will help you **make sense of** the material and memorize it more easily because the process will **make an impression on** you.

4 Read—Read actively. Always be **aware** of the dark or unusual print, where the authors intend to receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs, and pictures. Tables, graphs, and pictures often express ideas more powerfully than the written text.

5 Before you begin reading, you must know what your purpose is, and read **accordingly**. Getting the main idea in reading is central to effective studying.

6 Recite—When you recite, stop **periodically** to recall what you have read. Try to recall main headings, important ideas or concepts presented in dark or unusual print, and what graphs, charts, or pictures indicate. Try to develop an overall concept of what you have read in your own thoughts and words. Try to connect things you have just read to things you already know.

sharpen *vt.* 使提高

stand for 代表；容忍

survey *vt.* 概述；调查；勘测

recite *vt.* 背诵

territory *n.* 领域；领土；版图

emphasis *n.* 强调；重点

make sense of 懂得；了解……的意义

make an impression on 给……留下印象

\*aware *adj.* 意识到的

accordingly *adv.* 相应地；因此

periodically *adv.* 定期地，周期性地

When you do this periodically, the chances are that you will remember much more and be able to recall material for papers, **essays**, and objective tests.

- 7 Review—A review is a survey of what you have covered. Rereading is an important part of the review process. Reread with the idea that you are measuring what you have gained from the process. During review, go over the notes you have taken to help **clarify** points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to do the review. Before an examination, do a final review. It can be thought of as a “**fine-tuning**” of your knowledge of the material.

- 8 Thousands of high school and college students have followed the SQ3R method to achieve higher grades with less stress.

(Words: 416)

essay *n.* 论文; 散文

clarify *vt.* 阐明; 澄清; 净化

tune *vt. & vi.* 调整; 调音



### Notes

**Try to recall main headings, important ideas or concepts presented in dark or unusual print, and what graphs, charts, or pictures indicate.** 试着回顾主要标题、黑体或非正规模式印刷的重要的观点和概念, 以及图表和图片代表的意义。

此句为祈使句。句中的main headings, important ideas or concepts presented in dark or unusual print, and what graphs, charts, or pictures indicate做recall的宾语, 其中presented in dark or unusual print为过去分词短语做定语修饰concepts。另外, 句中what引导的名词性从句做recall的宾语, what做indicate的宾语。

## Reading Comprehension

Answer the following five questions according to the passage in no more than ten words.

1. How many steps are there in the SQ3R method?

\_\_\_\_\_.

2. What does the first step help the readers according to the passage?

The first step helps the readers \_\_\_\_\_.

3. According to the passage, what are good questions?

\_\_\_\_\_.

4. Why should we recite periodically?

Because \_\_\_\_\_.

5. When is the best time to review?

The best time to review is \_\_\_\_\_.



# Section D

## Try your hands



## Narration

记叙文是以叙述、描写为主要表达手段来记人、叙事、写景、状物的一种文体。记叙文通常分为三类：一是以人物为主的记叙文，即以人物为中心组织材料，围绕这个人物来写一件事或几件事；二是以事件为主的记叙文，即以事件为中心组织材料，围绕中心事件可以写一个人或几个人；三是以写景状物为主的记叙文。但是，在记叙文写作中，记人、叙事、写景往往是交织在一起的。记叙文的重点在于“叙述”和“描写”，因此，一篇好的记叙文叙述要条理清楚，描写要生动形象。

### 一、记叙文写作知识概要

#### ◎ 叙述的人称

##### 1. 第一人称叙述

第一人称叙述是指用第一人称描述叙述者亲眼所见、亲耳所闻的经历。其优点在于用主观的表现手法把故事的情节通过“我”来传达给读者，直接抒发作者的思想感情，增强了事件的可信性，容易引起读者的共鸣。例如：

*Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian.*

##### 2. 第三人称叙述

第三人称叙述是指叙述者从旁观者的角度来叙述事件。其优点在于叙述者不受“我”活动范围以内的人和事物的限制，而是通过作者与读者之外的第三者直接把故事的情节展现在读者面前，增强了文章的客观性。例如：

*Roy Trenton was a bus driver. When he was driving along Catford Street recently, he saw two thieves rushing out of a shop and running towards a waiting car. One of them was carrying a bag full of money. Roy acted quickly and drove the bus straight to the thieves.*

#### ◎ 叙述的顺序

记叙文的叙述方式有顺叙、倒叙、插叙和补叙，但不论使用哪一种叙述方式都要让读者弄清事情的来龙去脉。顺叙一般是指按照事件发展的时间先后来叙述。这种方式容易操作，能给读者提

供事件的空间和时间线索。与顺叙相反，倒叙是将事件的结尾或高潮放在文章开头部分，然后再把事件的经过叙述出来。插叙指在叙述中心事件的过程中，插入一些与主要情节有关的内容，然后再接回原来的线索。补叙指在叙述中先隐藏某些重要内容或情节，造成悬念，直到事件发生后，再予以披露，从而使某个环节真相大白，或对影响事件发展的关键伏线做补充说明。这四种叙述方法能有效地提高文章的结构效果，让所叙之事跌宕起伏，使读者在阅读时思维产生较大的跳跃，从而被文章所吸引，并深入其中。但这些方法如果使用不当，则容易弄巧成拙，使文章结构混乱，头绪不清，让读者不知所云。

### ◎ 动词的时态

在记叙文中，记和叙都离不开动词，所以动词的出现率最高，且富于变化。在记叙文中，各种动词时态通常都会穿插使用，而其中以动词过去时的使用频率最高。例如：

*It was the morning of April 6th, 2013. At about 7:30, I went to work by bike as usual. It was a rainy day and the road was slippery. On the way, I noticed a boy riding in front of me, talking loudly with his friends. He didn't wear a raincoat; instead he held an umbrella and rode with only one hand. As he turned left at a crossing, he failed to see a car coming from behind a truck parked on the corner. Suddenly I heard a big noise and saw an umbrella be thrown away. The boy was knocked down by the car.*

## 二、记叙文的写作要领

### ◎ 明确五个“W”和一个“H”

写好记叙文，首先要头绪分明，脉络清楚，明确文章要写什么。要对所写的事件或人物进行分析，弄清事件发生、发展直到结束的整个过程，然后再收集、选取素材。这些素材都应该跟五个“W(when, where, what, who, why)”和一个“H(how)”有关。尽管不是每篇记叙文都必须包括这些“W”和“H”，但动笔之前，围绕“W”和“H”进行构思是必不可少的。例如：

#### **My First Day on Campus**

*I stepped onto my dream campus on September 6. When the school bus stopped at the gate, I got off, entered the campus, and looked around. "What a wonderful view!" Trees, flowers, birds, stones, buildings are just so impressive. The classical buildings overlapped with the modern ones. Is this a park or a campus?*

*As I enjoyed the view of the campus, it suddenly occurred to me that I hadn't registered. I hurried my steps. However, in such a big campus I lost my way. It was at the moment that a senior student came to my rescue. His kindness and warmth moved me a lot. "I'll follow his example." I thought to myself then.*

*Now I have been here for two months, and I can not help recalling my first day on campus from time to time. It is such a sweet memory whenever I recall it.*

本文描述了作者去学校第一天的经历以及作者的感受。文章主题鲜明，条理清晰，时间、地点、人物、事件等都交代得相当清楚。全文结构紧凑，情节完整。

### ◎ 突出中心，详略得当

在文章的框架确定后，关键就是文章素材的选取了。选材要注意取舍，应该从表现文章主题

的需要出发，分清主次，定好详略。详写的地方要做到浓墨重彩，生动具体；略写的地方要淡笔勾勒，概括精练，画龙点睛。只有做到浓淡相宜，详略得当，文章才能眉目清楚，中心突出。例如：

### **The Unusual Treatment Experience of a Girl**

In 1998, Agatha Christie, a late author of detective stories saved a girl's life in a most unusual way. In June, Jane became seriously ill. Doctors were unable to diagnose the cause of her illness, so she was flown to London and admitted to Hammersmith Hospital, where the specialist help was available. A team of doctors hurried to examine her only to discover that they, too, were baffled by the very unusual symptoms. While they were discussing Jane's case, a nurse asked to speak to them.

The nurse said that she thought the girl was suffering from thallium poisoning, because several days ago, she read a novel written by Agatha Christie. In the novel, somebody used thallium poison, and all the symptoms described were exactly the same as the girl's.

Hearing this, the doctors decided to carry out some tests to find out whether it's thallium or not.

The tests showed that the girl had indeed been poisoned by thallium. Once they knew the cause of the illness, the doctors were able to give Jane the correct treatment and she soon recovered.

本文叙述的是一个铊中毒的女孩被抢救治疗的故事。全文围绕着如何救治病危的女孩这一中心展开。作者对医生的束手无策、护士的提示以及怎样才确定女孩为铊中毒进行了详细的描述，渲染了文章的主题。而对女孩铊中毒的原因以及医生是如何进行治疗的一笔带过。这样的处理使文章主次分明，重点突出。

#### **◎ 注重描写，语言生动**

记叙文要用生动形象的语言对描写对象加以叙述，将人物、事件、景物存在与变化的具体状态做精细的描绘，造成一种如见其人、如闻其声、如临其境的感觉。例如：

### **My Roommate**

It was my first day at the university. After registration, I walked slowly into my dormitory, and there was already a girl there making her bed.

Smiling shyly, she greeted me with "how do you do". Then, she continued her work, paying no more attention to me. "What a stuck-up fellow!" I thought. Then I began to examine her. She was thin, short and dark. Her hair was in a completely disastrous mess like a bunch of straw. Her shirt was too big for her and her trousers were a bit short, which made her look funny. In a word, she did not look like a smart freshman at all. "A yokel," I concluded.

A few minutes later, she offered to help me get my luggage from the ground floor, and before I said "thanks", she had already walked out of the room and was soon far ahead of me.

"A good guy," I said to myself, "I will make friends with her." I hurried and caught up with her.

本文作者叙述了上大学第一天对室友的第一印象。文中有对室友的外表的描写，如皮肤黝黑、身体瘦弱、个头矮小、头发像一个乱草堆、穿着不合身的衣裤和过时的凉鞋等，也有对其行动的描写，如整理床铺、搬行李等，表现出她勤劳淳朴的一面。通过细致生动的描写，作者成功地塑造了室友的形象。

### ◎ 巧用对话，加强叙述效果

引用故事情节中主要人物的对话是记叙文提高表现力的一种好方法。适当地用直接引语代替间接的主观叙述，可以客观生动地反映人物的性格、品质和心理状态，使记叙更加生动、有趣，使文章内容更加充实、具体。试比较下面两段的叙述效果。

I was in the kitchen, and I was cooking something. Suddenly I heard a loud noise from the front. I thought maybe someone was knocking at the door. I asked who it was but I heard no reply. After a while I saw my cat running across the parlor. I realized it was the cat. I felt released.

这本来可以写成一段故事性很强的文字，但经作者这么一写就不那么吸引人了。原因是文中用的都是叙述模式，没有人物语言，把“悬念”给冲淡了。可做如下调整。

I was in the kitchen cooking something. “Crash!” a loud noise came from the front. Thinking someone was knocking at the door, I asked, “Who?” No reply. After a while, I saw my cat running across the parlor. “It’s you.” I said, quite released.



## Exercises

I. Rearrange the following sentences into a short paragraph, using a proper order mentioned above.

1. I was very excited.
2. When I was ten, once my parents were away on business.
3. I turned on all the lights.
4. Nobody would supervise me.
5. I actually kept the light on in my bedroom the whole night.
6. I had been all by myself for two days.
7. For fear of getting up late the next morning, I put three alarm clocks near my bed and set the alarms respectively at 6:00, 6:10, and 6:15.
8. I could wait for mother to do it.
9. My first stay at home alone was memorable.
10. On the second day I washed my own clothes.
11. In the first evening I was a little scared.
12. I really felt proud of myself and thought I was a big girl.

II. Write a first-person narration of about 150 words to describe one of the most memorable things you’ve experienced in your school.

III. Write a narration of at least 150 words on the topic “The Person I love Most”, using the writing techniques you’ve just learned.

# Section **E**

## Lighten Your Brain



### Part One An English Song

#### Activities

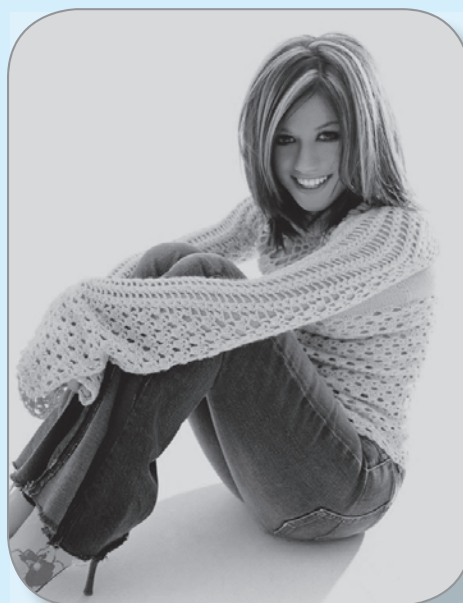
1. Listen to the song and fill in the blanks with the exact words you have just heard.
2. Listen to the song again and sing along.

### Stronger (What Doesn't Kill You)

*by Kelly Clarkson*

You know the bed feels ① \_\_\_\_\_  
Sleeping here alone  
You know I dream in color  
And do the things I want  
You think you got the best of me  
Think you had the last ② \_\_\_\_\_  
Bet you think that everything good is ③ \_\_\_\_\_  
Think you left me ④ \_\_\_\_\_  
Think that I'd come ⑤ \_\_\_\_\_  
Baby you don't know me, 'cause you're ⑥ \_\_\_\_\_ wrong

What doesn't kill you makes you stronger  
Stand a little taller  
Doesn't mean I'm lonely when I'm alone  
What doesn't kill you makes a fighter  
Footsteps even lighter  
Doesn't mean I'm over, 'cause you're gone  
What doesn't kill you makes you stronger, stronger



Just me, myself and I  
 What doesn't kill you makes you stronger  
 Stand a little taller  
 Doesn't mean I'm lonely when I'm alone

You heard that I was ⑦ \_\_\_\_\_ with someone new  
 They told you I was ⑧ \_\_\_\_\_ over you  
 You didn't think that I'd come back I'd come back ⑨ \_\_\_\_\_

You try to break me but you'll see  
 What doesn't kill you makes you stronger  
 Stand a little taller  
 Doesn't mean I'm lonely when I'm alone  
 What doesn't kill you makes a fire  
 Footsteps even lighter  
 Doesn't mean I'm over, 'cause you're gone  
 What doesn't kill you makes you stronger, stronger

Just me, myself and I  
 What doesn't kill you makes you stronger  
 Stand a little taller  
 Doesn't mean I'm lonely when I'm alone  
 Thanks to you I've got a new thing ⑩ \_\_\_\_\_  
 Thanks to you I'm not a broken hearted  
 Thanks to you I'm finally thinking about me  
 You know in the end the day I left was just my beginning  
 In the end...

What doesn't kill you makes you stronger  
 Stand a little taller  
 Doesn't mean I'm lonely when I'm alone  
 What doesn't kill you makes a fire  
 Footsteps even lighter  
 Doesn't mean I'm over cause you're gone  
 What doesn't kill you makes you stronger, stronger  
 Just me, myself and I  
 What doesn't kill you makes you stronger  
 Stand a little taller  
 Doesn't mean I'm lonely when I'm alone

### Background Tips

*Stronger (What Doesn't Kill You)* 是一首非常难得，而且会带动所有听到它的乐迷舞动身体去感受的歌曲。整首歌曲的歌词简单明了、积极向上，曲调明快、富有动感，并含有流行、摇滚、电子、机械舞等多种音乐元素。这支单曲在美国音乐排行榜上停留了24周，并蝉联3周的冠军。

## Part Two A Funny Story

### My First and My Last

When George was thirty-five, he bought a small plane and learned to fly it. He soon became very good at it and made his plane do all kinds of tricks.

George had a friend whose name was Mark. One day, George offered to take Mark in his plane. Mark thought, "I've traveled in big planes several times, but I've never been in small one, so I'll go."

They went up, and George flew around for half an hour and did all kinds of tricks in the air.

When they came down again, Mark was very glad to be back safely, and he said to his friend in a shaking voice, "Well, George, thank you very much for those two trips in your plane."

George was very surprised and said, "Two trips?"

"Yes, my first and my last." answered Mark.