

Unit 2

Part I

Activity 1

- **Read the passage and divide it into three sections. Summarize each section in one sentence.**

Section 1: Para. 1

A famous scientist was once asked why he thought he was so creative.

Section 2: Paras. 2-4

The scientist said it all came from a childhood experience with his mother in which he learned that mistakes were opportunities for learning.

Section 3: Para. 5

All parents should respond as the scientist's mother did when their children make a mistake.

- **Read the passage and discuss from which of the two outlines you could best develop a summary.**

Answers may vary. Either outline 1 or 2 would work for developing a summary. Both include all the essential elements of a good summary.

Activity 2

- **Read the story and answer the questions about each of its four sections. Then summarize each section in one sentence.**

Part 1 (Paras. 1-2)

1. He had a low opinion of banks.
2. He went there to open an account.
3. The bank gave him an unfavorable impression.

One-sentence summary: When the narrator entered a bank to open an account, it gave him an unfavorable impression.

Part 2 (Paras. 3-9)

1. A boy wanted to withdraw some money from his bank account, but the bank officer refused to let him do so.
2. The narrator thought the bank officer was in the wrong but the boy was helpless before the stubborn officer.
3. He said 14-year-olds needed their parents' permission to withdraw money.

One-sentence summary: A business-like bank officer was arguing with a boy who wanted to withdraw some money from his bank account.

Part 3 (Paras. 10-23)

1. First he said he had changed his mind about opening an account. He then argued with the bank officer on the boy's behalf.
2. No, he didn't. Whatever he said the bank officer would counter with/give him an excuse. So the boy left.

One-sentence summary: The narrator interfered and spoke on the boy's behalf, but the bank officer wouldn't listen to him.

Part 4 (Paras. 24-32)

1. He criticized the narrator for interfering.
2. He didn't because he thought the bank was in the wrong and that he was protecting the
3. When the bank officer told him the truth, he realized the bank was protecting the boy's interests.

One-sentence summary: The bank officer told the narrator the truth.

Writing Assignment 1

Sample summary:

One day the narrator went to a bank to open an account. A business-like bank officer was arguing with a boy who wanted to withdraw some money. The boy didn't understand why he couldn't withdraw money from his own account. The bank officer told the boy it was the bank's rule to forbid 14-year-olds to withdraw money without their parents' permission. But the narrator thought the rule was ridiculous because the boy had withdrawn money before. He decided to protect the boy's interests and argued with the bank officer on the boy's behalf. However, nothing could make the officer change his mind. After the boy left, the officer told the narrator the truth. A bully had been forcing the boy to withdraw money and hand it over. That was why the bank refused to let the boy take out any money before the police made an arrest. (147 words)

Object Two

Activity 3

➤ **Write your judgments on the above three paragraphs.**

Paragraph 1

- 1) It is a good narrative paragraph. It is complete with a beginning, middle, and end.
- 2) It makes a point: how Ms. Chen misunderstood the situation.
- 3) All the details relate to the point of the passage.
- 4) The passage is well-connected by linking words: so, and, later.

Paragraph 2

- 1) It is complete with a beginning, middle, and end.
- 2) It makes a point: how the writer got her nickname "Tomboy."
- 3) It includes details that don't relate to the point of the paragraph. They are:
 "I got up very early that morning and felt excited but a little nervous. I walked into the classroom alone. After a while the teacher came, wearing a new suit."
 "The girl soon became my best friend."
- 4) The paragraph is well-connected by linking words: but, and, then and later.

An improved version:

I still remember what happened in the first class on my first day in primary school. When a teacher came into the classroom, she sorted us into lines. She told us girls to stand on the right side and the boys on the left. I moved to the right, of course. But the teacher looked confused and said to me, "Boy, what do you mean,

standing with the girls?” The class burst out laughing and I felt very embarrassed. Then the teacher looked at me closely and also laughed. Later a girl said that I was too tall and thin for a girl, and my hair was too short, too. She said that was why the teacher had taken me for a boy. Later I got the nickname “Tomboy.”
(129 words)

Paragraph 3

- 1) It is complete with a beginning, middle, and end.
- 2) It makes a point: how the writer and a classmate became good friends.
- 3) All the details relate to the point the writer makes in the paragraph.
- 4) The passage lacks smooth transition to connect the sentences.

An improved version:

I still remember how Xiao Lin and I became good friends. It was the second week of my first year at middle school. One day when the last class was over, it was raining cats and dogs. I was standing at the school gate waiting for the rain to stop. I had neither an umbrella nor a raincoat with me. I was wondering how long I would have to wait when I saw a girl carrying a red umbrella coming along. She was a classmate of mine, but I didn't know her name. She stopped before me and said, “Hi, I'm Lin Yuqing. Let's share this umbrella. I think we are going in the same direction.” With these words, she pulled me under the umbrella, and we left our school. The umbrella was not big enough for the two of us, so soon we got wet. But her kindness warmed my heart. That unforgettable experience was the beginning of a friendship that has lasted six years. (166 words)

➤ **Write your judgments on the two versions explaining why you think one is better than the other.**

Paragraph 2 is more concise in conveying the point and better organized.

- 1) Both paragraphs are complete with a beginning, middle, and end.
- 2) Both paragraphs narrate a traffic accident happening after a long trip.
- 3) Paragraph 1 includes details that don't relate to the point of the paragraph, and it's not as concise as Paragraph 2. They are:
“I knew immediately that”
“It seemed to me that I could hear”
- 4) Paragraph 2 is better connected than paragraph 1 with words such as “but, suddenly, actually,” and “and.”

Activity 4

(1) The Scar

1. He did not want his classmates and teacher to see his mother because a bad scar covered one side of her face.
2. He felt embarrassed and hid himself from everyone though his mother's kindness and natural beauty impressed the people at the meeting. By hearing the dialogue, he discovered how and why his mother got the scar—by protecting him from danger at the cost of her own life.
3. The story has a proper ending. He realized how ungrateful he had been to be embarrassed by his mother's appearance.

(2) Never Cry Wolf

1. The first two sentences serve to develop the story as a first-person observer, using specific details to describe what he saw when the wolf passed by.
2. "The wolf's head came up and his eyes opened wide," is the climax.
3. The wolf left the writer alone and went on his way.
4. Mowat wants to show to his reader that a wolf is not a lethal threat to any humans they encounter.

(3) Cyber Step-Mother

1. No. Without these sentences, the ending will not echo any content in the beginning and thus will not make a point.
2. Use of dialogue is effective making the scene/narrative come alive for the reader,
3. She wants to tell that it is not so difficult, as the writer first thought, to break the bound between a step-mother and the kids once they open their hearts and express their affection.

(4) "Merry Christmas!"

1. Yes, it's necessary as it echoes the last sentence.
2. Yes, she describes all the activities, decorations, town people she encountered on that night.
3. Transitions such as "when, a week before Christmas, on Christmas Eve, however, in the morning" indicate the time line of the story, making it clear

Activity 5

1. Yes. The point the first and third paragraphs make is that when the truth came out, the writers felt sorry for having misunderstood someone they knew well. The second expresses the gratitude the writer felt to the Chinese teacher who had given him/her the push. In all three, the main idea is expressed at the end of the paragraphs.
2. The pattern the first and third paragraphs follow is:
 - 1) some background information (introduction),
 - 2) an incident,
 - 3) the conclusion (what the incident shows about the misunderstood person).The second one has no introduction and the pattern it follows is:
 - 1) what was happening at a particular moment in the past,
 - 2) what had often happened earlier,
 - 3) back to what happened at a particular moment,
 - 4) the conclusion (the writer's gratitude).
3. Answers vary.