

Reading and Writing

读写教程

教师用书

Teacher Book

主 编 孙胜忠
副 主 编 张 荷
编 著 者 张 荷 张 洁
顾发良 周 燕
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2

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总 序

21 世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。与之相适应, 编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》, 21 世纪英语专业教材至少应具备以下几个基本特征: (1) 教学内容和语言能够反映快速变化的时代; (2) 要处理好专业知识、语言训练和相关学科知识间的关系; (3) 教材不仅仅着眼于知识的传授, 而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养; (4) 具有较强的实用性和针对性。

针对这些要求, 结合近几年高等学校英语专业教学改革的实践经验, 以及我省英语教学的实际需要, 安徽大学外语学院张红霞博士等主持设计了新教材的编写方案, 安徽大学出版社组织了数位省内英语教学专家, 对教材编写方案进行了多次研讨与论证, 在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上, 注意取其长并避缺、补短, 力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上, 我们组织全省十几所高校英语专业院系的骨干力量, 编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材, 本套教材从一开始就受到安徽省教育厅的充分肯定、重视, 被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》, 每种 4 册, 每册均有相配套的教师用书, 适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案, 还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议, 方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导, 充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上, 又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系, 每种每册教材的相应单元都围绕同一主题, 从不同的角度加以编排, 内容互相关联, 便于学习互动、迁移。由此可以拓宽学生视野, 提高基础词汇、重点词汇的出现率, 扩大词汇量, 使重点语言知识、文化信息在不同的情境中反复出现, 得到强化, 加深记忆, 促进学生对语言的理解和接受, 有效地提高学习效果。可以说, 整套教材的“套”的概念名副其实, 不仅能够促进任课教师之间互相交流、统一进度, 而且能够提高学生的兴趣, 促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增3个新闻单元外,均为12个单元,围绕12个主题展开教学。这12个主题涉及政治、经济、文化、历史、文学、教育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保持原汁原味,让学生能够在原生态的英语语境中学习到地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学生可提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循序渐进。比如教材12个单元的主题设置皆从最接近学生现实生活,最容易被学生理解、接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生提供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建议,以便我们不断完善。

安徽大学外语学院

陈正发

前 言

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省高等学校“十一五”规划教材项目。《读写教程》是本系列教材其中的一套。本套教材遵循系列教材的编写总原则,以学生发展为本,强调教材内容应从丰富学生的生活经验、提高学生的学习兴趣、擢升学生的认知水平出发,通过相互联系的读、写、听、说、译等语言学习活动,帮助学生体验英语语言及其承载的丰富的文化内涵,帮助学生用英语去思考、交流与合作。

本套教材共分4册,每学期一册,适合英语专业基础阶段两学年及同等水平英语学习者教学使用。教材取材广泛,内容丰富,文体多样。既有隽永的经典名篇,也有发人深省的鲜活时文,既有醇厚地道的原文也有形神兼备的译文,将浓郁的传统文化与强烈的现代意识融于一处。所选文章长度适宜,难度渐进。为了更好地满足学生的英语学习需要,我们对部分选材作了适当的删简、调整。

在编排上,本册教材每个单元或每一轮的语言教学都起始于“目标计划”,结束于“回顾反思”与“拓展”,以便更好地进行下一轮的教学。每个单元包括读、写两大模块,这两个模块既可以配合使用,也可以单独使用。每个模块的学习活动安排不仅与教学进程一致,而且有机结合了接受性与产出性技能的练习,既重视语言基础知识,也重视语言的运用;既重视语言运用结果,也重视语言运用的过程。单元及模块总体安排科学合理且方便易用。

为了便于教学,我们精心编写了配套的教师用书,为授课教师提供了丰富的背景知识、必要的语篇分析、课文难点重点详解和练习参考答案,以及中肯的教学建议。值得一提的是,在教师用书的写作模块中,还提供了实用的文献参阅(Useful Literature),对写作教学、测评中的一些重要或模糊的概念作了阐释。教师用书中提供的这些内容也为自学者提供了很大的便利。

此外,我们为教材中的听力练习、课文及词表提供了音频资料。录音语音自然、地道,音效良好。音频下载地址为安徽大学出版社网站(<http://www.ahupress.com.cn>)

的“交流吧”/“课件下载”/“电子文档”空间。

孙胜忠教授、张红霞博士担任《读写教程》的总主编,孙胜忠同时担任本套教材第二册主编,全面负责本册教材材料的选择、练习的敲定及定稿前的全书审定工作。《读写教程》第二册阅读部分的编写采取集体参编、专人负责的工作方法。张荷老师负责第1、2、3、12单元的阅读和练习及全书统稿工作;张洁老师负责第4、5、6、8单元的阅读和练习,以及本书12个单元写作的第一部分;顾发良老师负责第7、9、10、11单元的阅读和练习,以及本书12个单元写作的第三部分;周燕老师负责1-5单元写作的第二部分;王家根老师负责6-12单元写作的第二部分。

周乾老师、宁健康老师、刘先珍老师等校阅了《读写教程》第二册全书,均提出了很多宝贵的修改意见和建议,在此表示衷心感谢!

《读写教程》第二册编者均为从教多年、经验丰富的教师,但书中疏漏不足惟恐在所难免,欢迎同行专家及教材使用者批评指正。

编者

2010年1月

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We are deeply indebted to all the authors, journals, publishers, institutions and specialized websites for the texts and audio-visual materials we have chosen for this textbook. We are also greatly grateful to both the gifted amateurs and professional artists for the bright images and fine paintings.

We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights-holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration for granting us permission to use the material for teaching and learning purposes.

Abbreviations & Symbols

<i>adj.</i>	adjective	<i>int.</i>	interjection	
<i>adv.</i>	adverb	<i>lit.</i>	literary	
AmE	American English	<i>med.</i>	medical	
BrE	British English	<i>n.</i>	noun	
C	countable (noun)	para(s) .	paragraph(s)	
Cf.	compare	<i>pass.</i>	passive	
cont.	continued	<i>pl.</i>	plural	
ed.	edition	<i>prep.</i>	preposition	
e.g.	example	<i>pron.</i>	pronoun	
ESL	English as a second language	<i>sci.</i>	science	
<i>esp.</i>	especially	<i>sing.</i>	singular	
etc.	et cetera	<i>sl.</i>	slang	
<i>euph.</i>	euphemistic	<i>tech.</i>	technical	
<i>fig.</i>	figurative	U	uncountable (noun)	
<i>fml</i>	formal	usu.	usually	
<i>hum.</i>	humorous	<i>v.</i>	transitive and intransitive verb	
i.e.	that is	<i>vi.</i>	intransitive verb	
<i>infml</i>	informal	<i>vt.</i>	transitive verb	
&	and			
\$	to separate British Pronunciation (left) from American Pronunciation (right).			
£	for example			

CONTENTS

Unit No.	Pages	Subject	Topic	Reading		
				Vocabulary	Grammar	Writing device
1	pp1—15	People and Places	parents and home	<i>abusive, account, awfully, bestow, board, brittle, chauffeur, chronic, company, compassion, etc.</i>	'-itis'; word formation; eclipse in subordinate clauses; infinitive clause as subject; sexual bias in the use of pronouns	How to begin a paper?
2	pp16—27	Entertainment and Recreation	hobbies and pleasures of life	<i>bang, bulge, cavern, clairvoyance, clasp, coherent, contemplate, crouch, delinquent, depravity, etc.</i>	'dis-'; 'whether' and 'if'; the modals with the perfective and progressive aspects; 'neither' and 'nor'; question tags	How to describe a person?
3	pp28—39	Education	special education	<i>academic, accompany, aviation, ban, charge, clipping, coachman, curriculum, deprive, devise, etc.</i>	'-most'; 'since'; 'some'; unattached nonfinite and verbless clauses	How to give your opinion?
4	pp40—54	Man and Nature	ecological crisis and human civilization	<i>assuming, deforestation, devastate, fossil, infrastructure, etc.</i>	'de-'; 'leave someone to do/doing'; the gerund phrase; proportional clauses; 'will / would'	Antithesis
5	pp55—68	Society	gender difference and gender equity	<i>androgynous, criterion, equate, feminine, hormone, masculine, overwhelming, etc.</i>	'andro'; 'gyn'; 'gyno'; adjective complementation by a prepositional phrase; 'It + linking verb + adjective (+ of + subject) + to-infinitive'; 'It make(s)/made me + adjective + to-infinitive'; -ing or that-clause; concessive clauses with the subordinators 'as/though'; 'will/ would have' + past participle	Metonymy
6	pp69—84	Culture and History (I)	intangible culture heritage	<i>archaic, extinction, initiate, intangible, preserve, retain, strive, etc.</i>	'-graph'; clauses with 'when', 'whereby', 'where' and 'why'; nonfinite verb phrases; participle clauses with adverbial meaning (I); 'should / must'	End rhyme
7	pp85—98	Culture and History (II)	oral tradition and early civilization	<i>mechanism, sensation, configuration, equation, problematic, etc.</i>	'-able(-ible)'; subjunctive mood	Word Conversion
8	pp99—114	Holidays and Festivals	religious festival	<i>alternate, commitment, coordinate, feverish, gratitude, host, improvise, surgery, etc.</i>	'con-'; 'com-'; inversion; 'only'; 'should/ought to + have + past participle'; participle clauses with adverbial meaning (II); 'used to + infinitive'	Solutions to incomplete sentences
9	pp115—126	Health and Medicine	subhealth and modern life quality	<i>paradox, rationalize, defer, vision, explode, modest, flexibility, inspiring, etc.</i>	'tele-'; 'not only'; 'once'; inversion	Simile
10	pp127—138	Human Mind	depression	<i>apathy, avid, enthusiast, downsize, trigger, therapist, lethargic, artificial, documentary, etc.</i>	'-ology(-logy)'; absolute construction	Paragraph Writing—Description
11	pp139—151	Literature	marriage and love	<i>earring, brisk, bucket, dispel, rejoice, engagement, frame, jaunty, pneumonia, etc.</i>	'out-'; other forms of absolute construction; the absolute construction of 'it'	Foreshadowing
12	pp152—166	Science and Technology	genetics and cloning	<i>aisle, accustomed, acquaintance, alternative, ambiguous, caress, certify, chancy, compensation, etc.</i>	'trans-'; 'except (for)'; 'rhetorical questions'; 'suppose', 'supposing', 'what if'; 'no more ... than' vs. 'not more than'	Listing and ordering

Unit 1

What Do Children Owe Their Parents

Reading

Pre-reading Activities

A. Listening and speaking

Listen to the recording. Then answer the following questions.

- 1) This passage is mainly about the generation gap between young people and their elders.
- 2) One important cause of the generation gap is the opportunity that young people have to choose their own life-styles. Another cause is that parents often expect their children to do better than they did. In addition, the speed at which changes take place in modern society is also one of the causes.
- 3) In more traditional societies, when children grow up, they are expected to live in the same area as their parents, to marry people that their parents know and approve of and often to continue the family occupation.
- 4) The best way to narrow the gap is that parents and children should be mutually respected.

Listening Script

A few years ago it was fashionable to speak of a generation gap, a division between young people and their elders. Parents complained that their children did not show them proper respect and obedience, while children complained that their parents did not understand them at all.

One important cause of the generation gap is the opportunity that young people have to choose their own life-styles. In more traditional societies, when children grow up, they are expected to live in the same area as their parents, to marry people that their parents know and approve of and often to continue the family occupation. In our society, young people often travel great distances for their education, move out of the family home at an early age, and choose occupations different from those of their parents.

In our modern society, parents often expect their children to do better than they did; to find better jobs, to make more money, and to do all the things that they were unable to do. But often they discover that they have very little in common with each other.

Finally, the speed at which changes take place in our society is another cause of the gap between generations. In a traditional culture, elderly people are valued for their wisdom, but in our

society the knowledge of a lifetime may become obsolete overnight.

The best way to narrow the gap is that parents and children should be mutually respected.

Introduction to the Text

Blessed with life given by parents, no children can shy away from the debt they owe father and mother. This passage is well focused on the topic of what children really owe their parents, in an attempt to supply inclusive answers.

The question is a complicated one, because there are various circumstances to be considered when children range from six years of age to sixty-six. The author simplifies it by categorizing them into different groups. She first starts with teenagers on how they should reciprocate their parents. Then she elaborates that teens and college students owe their parents in terms of time and attention. When it comes to working children living at home, she holds that financial compensation is indeed in need. Finally, to the author, things change considerably when sons and daughters marry.

Although the passage only centers on what children owe, it gives both children and parents some hints as to the thorny problems in their relationships. Children at different age should learn what they are supposed to give back. And parents need to have a clear idea of what they should expect from their children.

In studying this text, students should be guided to pay attention to the style of exposition. Distinct from argumentation, narration and description, an exposition aims to notify readers some knowledge about a particular topic. Besides, to drive the main idea home, this passage follows very clear logic with specific categorization. Many examples are listed to make the writing vivid.

A careful reading provides us a clear understanding of its organization and development.

- 1) Brief introduction to the topic of what children owe their parents. (para. 1)
- 2) Well organized body that deepens the topic with clear elaboration on different groups of children. (paras. 2 - 12)
- 3) Inspiring conclusion that leaves readers with some wisdom. (para. 13)

Detailed Study of the Text

1. Are we still supposed to 'honor' them ? (para. 2)

be supposed to:

- 1) used to say what someone should or should not do, especially because of rules or what someone in authority has said:

↳ We're **supposed to** check out of the hotel by 11 o'clock.

↳ I'm **not supposed to** tell anyone.

↳ What time **are you supposed to** be there?

- 2) used to say what was or is expected or intended to happen, especially when it did not happen:

↳ No one **was supposed** to know about it.

↳ The new laws **are supposed to** prevent crime.

3) used to say that something is believed to be true by many people, although it might not be true or you might disagree:

↳ The castle **is supposed to** be haunted.

↳ Mrs. Carver **is supposed to** have a lot of money.

2. Consideration is a word that needs no definition, but loyalty as it relates to the family is sometimes vague. (para. 3)

Needless to say, we should pay attention to the needs, wishes, and feelings of our family, but when it comes to support and duty towards it, it seems that we are unable to explain it clearly.

3. The child who speaks ill of his parents and runs them down to outsiders says more about himself than he says about them. (para. 3)

The child who says something unpleasant about his parents or criticizes them severely to outsiders judges himself rather than his parents.

speak well/highly/ill of somebody: say good or bad things about someone

↳ Her co-workers **spoke highly of** her.

↳ It's wrong to **speak ill of** the dead.

run down:

1) **run somebody/something**: to drive into a person or animal and kill or injure them

↳ Their daughter **was run down** by a car.

2) **run somebody/something down** informal to criticize someone or something in a way that is unfair:

↳ There're a lot of good things about homeopathic treatment. I'm certainly not **running it down**.

3) if a clock, machine, battery etc. runs down, it has no more power and stops working

4) to make a company, organization etc. gradually reduce in size, especially in order to close it in the future, or to gradually reduce in size

run something down

↳ Many smaller local hospitals are **being run down**.

↳ The business had **been running down** for a long time.

5) if a supply of something runs down, or if you run it down, there gradually becomes less of it:

↳ Crude oil reserves are **running down**.

run something down

↳ Electricity generating companies are **running down** stocks and cutting purchases.

6) **run down something**: to read a list of people or things

↳ Let me just **run down** the list of people who've been invited.

7) **run somebody/something down**: to find someone or something after searching for a long time:

↳ I finally **ran him down** at his new office in Glendale.

4. Respect is difficult to bestow when it hasn't been earned. (para. 4)

It is difficult to show a person respect when he/she hasn't earned it.

5. Granted, this is a great deal to ask of a teenager, but if you can do it, it will help you grow as a person. (para. 4)

granted: used when you admit that something is true

↳ **Granted**, the music is not perfect, but the flaws are outweighed by the sheer joy of the piece.

6. They're insecure and shaky—struggling with unresolved problems stemming from their childhood. (para. 4)

They lack security and have no one to rely on. They are working hard to deal with the unsolved problems arising from their childhood.

stem from something: to develop as a result of something else

↳ His headaches **stemmed from** vision problems.

7. They are out there every day, on the front lines, battling inflation, obesity, chronic fatigue, obsolescence, and crabgrass. (para. 4)

That "they are out there every day" indicates that these ordinary people are dedicated and persevering. Life for them is like a battlefield, where their enemies including inflation, obesity, chronic fatigue, obsolescence and even crabgrass are waiting for them to conquer.

8. Here are the fundamentals. (para. 5)

the fundamentals (of something): the most important ideas, rules etc. that something is based on

↳ an introduction to **the fundamentals of** design and print production

9. I never fail to point out, however, that when parents are critical of a teenager's friends, they usually have a good reason, bad company can be bad news, but in the final analysis, the choice of friends should be up to the individual. (para. 6)

never fail to do something: to do something or happen so regularly that people expect it

↳ My grandson **never fails to** phone me on my birthday.

in the final/last analysis: used when giving the most basic or important facts about a situation

↳ **In the final analysis**, profit is the motive.

↳ **In the final analysis**, Stalin was just as much a dictator as Hitler.

be up to somebody:

1) used to say that someone can decide about something

↳ You can pay weekly or monthly—it's **up to** you.

2) used to say that someone is responsible for a particular duty

↳ It's **up to** the travel companies to warn customers of any possible dangers.

10. ... but in the final analysis, the choice of friends should be up to the individual. (para. 6)

Ultimately, individuals have the right to choose friends of their own.

11. The days of "hired help" are, for the most part, gone. (para. 7)

for the most part: used to say that something is generally true but not completely true

↳ **For the most part**, people seemed pretty friendly.

↳ The Romans, **for the most part**, contributed little to the science of astronomy.

12. It makes for independence and self-reliance. (para. 7)

make for something:

1) to go in the direction of a particular place

↳ I think it's time we **made for** home.

2) [not in progressive] to cause a particular result or situation

↳ Both teams are on good form, which should **make for** a great game.

13. What do teenagers and college students owe their parents in terms of time and attention? (para. 8)

in terms of something: if you explain or describe something in terms of a particular fact or event, you are explaining or describing it only in relation to that fact or event

↳ Femininity is still defined **in terms of** beauty.

↳ The success of a program in education is generally measured **in terms of** goals accomplished.

↳ It's a mistake to think of Florida only **in terms of** its tourist attractions.

14. Yes, they do, if the parents want them home and are footing the bills for education and transportation. (para. 8)

foot the bill: pay for something, especially something expensive that you do not want to pay full

↳ He ordered drinks and then left me to **foot the bill**!

15. She chose business school over college... (para. 9)

In American English, the word college often refers to liberal arts colleges that provide education primarily at the undergraduate level. It can also refer to schools which offer a vocational, business, engineering, or technical curriculum. The term can either refer to both a self-contained institution that has no graduate studies or to the undergraduate school of a full

university (i.e., that also has a graduate school). In popular American usage, the word “college” is the generic term for any post-secondary undergraduate education. Americans go to “college” after high school, regardless of whether the specific institution is formally a college or a university, and the word and its derivatives are the standard terms used to describe the institutions and experiences associated with American post-secondary undergraduate education. Colleges vary in terms of size, degree, and length of stay. Two-year colleges offer the Associate of Arts (A.A.) and four-year colleges offer the Bachelor of Arts (B.A.) or Bachelor of Sciences (B.S.) degree.

16. We are pleased that Terry still lives with us and doesn't want an apartment of her own, but I feel we are being taken advantage of. (para. 9)

I am being / you are being etc. + adjective / noun

We can use this structure to talk about actions and behavior, but not usually to talk about feelings. Compare:

☞ You're **being** stupid. (= You're doing stupid things.)

☞ I was **being** very careful. (= I was doing something carefully.)

☞ Who's **being** a silly baby, then?

☞ I'm happy just now. (NOT I'm **being** happy just now.)

☞ I was very depressed when you phoned. (NOT I was **being** very depressed...)

Note the difference between *He's being sick* (He's vomiting) and *He's sick* (= He's ill).

17. Our home is paid for and Terry knows we are not hard up for money,... (para. 9)
hard up

1) if you are hard up, you do not have much money:

☞ I'm a bit **hard up** at the moment.

2) not having something that you want or need:

hard up for

☞ The media are obviously **hard up for** stories.

18. Share this letter with your husband; and I hope together you will muster up the courage to talk to Terry promptly. (para. 9)

muster up something: to get enough courage, confidence, support etc. to do something, especially with difficulty

muster (up) the courage/confidence/energy etc. to do something

☞ Finally I **mustered up the courage** to ask her out.

☞ Senator Newbolt has been trying to **muster support for** his proposals.

19. She keeps reminding me that I'm not getting younger and she would give anything to