



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

# 阅读教程

*Reading to Develop Your Ideas*

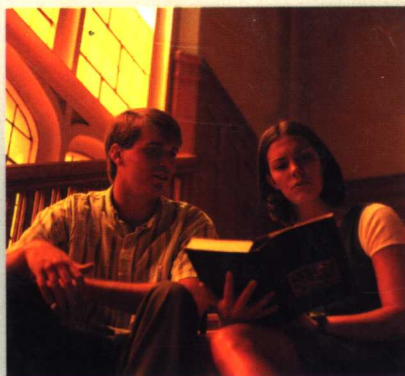
主 编 蒋静仪

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Radhika Jaidev

## 第二册

Book 2



## 学生用书

Student's Book



上海外语教育出版社 外教社  
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS





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# 总 序

普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。尔后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编

写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

**戴炜栋**

上海外国语大学校长

# 前言

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这是一套为全国英语专业本科一二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al., 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对初级和初中级语言水平的学习者十分重要。对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点和思想并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在设计了常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融会在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,同时提出问题和解决问题的能力也得到加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

## 1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

## 2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的就阅读中难以解决的问题提供支持,不必也不需要文章进行逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

## 3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以这一部分设计的活动和任务学习者应逐一去完成,并要充分利用信息时代所提供的大量

资源去进行更多的真实阅读,然后去总结、归纳所做的大量阅读,最终形成自己的观点,与同学共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后,本套教材的编写者要借此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编者  
2005年3月



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## UNIT ONE

# HUMAN RELATIONSHIP

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**No man is an island entire of itself; every man is a part of the continent, a part of the main.**

*John Donne*

**When you handle yourself, use your head; when you handle others, use your heart.**

*Donna Reed*

**The formula for achieving a successful relationship is simple: You should treat all disasters as if they were trivialities, but never a triviality as if it were a disaster.**

*Quentin Crisp*

## SECTION ONE: Pre-reading

Our human community is built upon a complex network of relationships through which we communicate with one another. As independent individuals, we differ from others and we do not always agree with each other. However, we all agree that from school life to world diplomacy, mutual respect and understanding is the key to successful human communication. In this unit you will read about human relationships and see for yourself how you can become more sociable and maintain harmony with people around you. But before you start reading, discuss the following questions in a group.

1. How many of you share a dorm? Do you get along with each other?
2. Do you think that interpersonal skills are very important at school/work? Explain.
3. How do you maintain good relations with friends? What factors may result in the breakdown of a good friendship?
4. Have you ever had any or imagined enemy? If you have, tell your story about that.

5. When conflicts pop up between you and your colleagues at work, what will you do to resolve them?

## SECTION TWO: In-reading

### READING ONE

To begin with, read an introduction to a cooperative model for negotiation, and find out why this collaborative approach can be effective in resolving conflicts.

#### Win-win Strategy

1 In the early 1980's, Roger Fisher and William Ury wrote a best-selling book called *Getting to Yes: Negotiating Agreement Without Giving In*. The theories in *Getting to Yes* have become the basis for a **ream** of other advice about how to resolve conflicts and negotiate successfully.

2 Fisher and Ury's basic **premise** is that the **adversarial** model of conflict resolution, in which one side "wins" while the other "loses," is not effective in many cases. They proposed a "win-win" model whereby each party shares common goals and cooperates in order to solve the problem.

3 Fisher, Ury, and other experts in negotiating recommend the following strategies in order to create a win-win environment. First, listen actively to the other person. Use statements such as "I understand how you feel" and "I can see that you're upset" to acknowledge the other person's concerns and feelings. Also, clarify and restate what the other person is saying to make sure that you understand the other person's views. Say, "You think that ..." or "Do you mean ... ?" If you try to focus on getting the basic information in

the open instead of making a judgment or expressing any opinion at this stage, you will **defuse** the other person's anger and reassure him or her that you are sincere about reaching an agreement.

4 After finding out the other person's point of view, try to agree before you disagree. **Sandwich** your negative ideas in positive statements. Focus on objectives that you both share. In giving your **perspective** on the situation, try to be objective by avoiding judgmental, "**loaded**" language. Don't focus on or criticize the other person's actions. Instead, talk about your own perspective and feelings by using "I" statements instead of "you" statements. Try to keep your tone of voice **unemotional**; and, if possible, use more indirect ways to express demands. For example, say, "I would appreciate knowing ..." instead of "Tell me ...." Make small **concessions** to show that you are willing to cooperate and, above all, keep the focus on working **collaboratively** to try to solve the problem.

5 This type of collaborative approach may not be appropriate in every situation. In negotiating the best price for a car, for example, there is clearly a winner and a

loser, no matter how polite the negotiations are. However, in many cases, taking this cooperative approach to resolving

differences works effectively. It's worth a try, at any rate. You can always go back to yelling and screaming if this doesn't work.

(From *A 3rd Serving of Chicken Soup for the Soul*. By Jack Canfield & Mark Victor Hansen. Health Communications, Inc. 1996.)

(417 words)

## Words in Focus

**ream** *n.*

If you say that there are reams of paper or reams of writing, you mean that there are large amounts of it.

**premise** *n.*

A premise is something that you suppose is true and that you use as a basis for developing an idea.

**adversarial** *adj.*

If you describe something as adversarial, you mean that it involves two or more people or organizations who are opposing each other.

**defuse** *v.*

If you defuse a dangerous or tense situation, you calm it or remove the dangerous element from it. This metaphor comes from literally "defusing a bomb."

**sandwich** *v.*

If you sandwich two things together with something else, you put that other thing between them, like in a real sandwich.

**perspective** *n.*

A particular perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences.

**loaded** *adj.*

A loaded question or word has more meaning or purpose than it appears to have, because the person who uses it hopes it will cause people to respond in a particular way, or because the question or word has important implications.

**unemotional** *adj.*

If you describe someone as unemotional, you mean that they do not show any feelings.

**concession** *n.*

If you make a concession to someone, you agree to let them do or have something, especially in order to end an argument or conflict.

**collaboratively** *adv.*

A collaborative piece of work is done by two or more people or groups working together. "Collaboratively" is the adverb form.



## Check Your Comprehension

Choose the best answer to complete each of the following statements according to the information you get from the text.

1. The “win-win” model is different from the adversarial model in that in the former, \_\_\_\_\_.
  - a. two opposing parties benefit by cooperating to solve problems
  - b. one opposing party wins while the other one loses
  - c. two opposing parties fight and no party wins after negotiation
  - d. both parties win even if they have nothing in common
2. Which of the following is not a strategy recommended by Fisher and Ury to create a win-win environment?
  - a. To show your understanding of the other person’s concerns and feelings.
  - b. To restate what the other person has said to make sure you really understand his/her views.
  - c. To use positive statements even when you express ideas that are negative.
  - d. To avoid using first person statements: use more second person statements.
3. In giving your perspective on the situation you should use \_\_\_\_\_.
  - a. “loaded” language
  - b. emotional language
  - c. objective language
  - d. direct language
4. Willingness to collaborate may imply \_\_\_\_\_.
  - a. complete agreement
  - b. use of loaded language
  - c. small concessions
  - d. direct criticism
5. This text shows all of the following except \_\_\_\_\_.
  - a. the collaborative approach may not be appropriate if you want to be the only winner
  - b. if you are polite and cooperative in a negotiation, you won’t lose
  - c. the win-win strategy may not be effective for maximum profit for one party
  - d. collaboration won’t work if no common goal is shared by the parties involved

## Check Your Vocabulary

The following sentences contain key words and phrases from the text. Paraphrase the sentences with a special focus on the italicized parts to show that you understand their meanings.

1. Fisher and Ury’s basic premise is that the adversarial model of *conflict resolution*, in which one side “wins” while the other “loses,” is not effective in many cases. (Para. 2)

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2. *Sandwich* your negative ideas in positive statements. (Para. 4)

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3. However, in many cases, *taking this cooperative approach to* resolving differences works effectively. (Para. 5)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Group Discussion

Get yourselves into groups and discuss each of the following questions based on the information from the text and also your own knowledge, experiences, and beliefs.

1. In your opinion, can a person who is considered a poor negotiator by most coworkers become an effective leader of the same group of people? Explain.
2. Are negotiation skills necessary for a successful business/academic career? If so, do you believe that you possess these qualities?
3. Do you believe that anyone can learn negotiation skills or only those who have some superior language or interpersonal abilities are able to acquire the skills?
4. Of the strategies that you've read, which one/ones have you used in life? Are they effective?
5. Give one concrete example to show how you will "sandwich your negative ideas in positive statements."

## READING TWO

Knowing how to negotiate does not necessarily mean harmony will result, but it does help build or restore favorable relationships where violent conflicts are settled through negotiation and cooperation. The following story illustrates this point.

### Don't Call Me Names

1 Ayo and Mel were waiting in line for their tickets along with the other students on the field trip. The school bus had arrived at the museum an hour late, so there they all were — hungry, annoyed, and restless. Ayo looked around for something to do. He **poked** Mel in the ribs.

2 "Stop it, Ayo," said Mel angrily. But Ayo poked him again.

3 "I said, cut it out, Ayo." Mel's voice rose in frustration.

4 Most of their classmates were watching now, and both boys knew it. Ayo could not resist. He poked Mel again. It was more than Mel could bear. As Mel leaned past the ticket container to shove Ayo away, it crashed to the floor. Hundreds of tickets were **flung** toward the ticket collector. The students burst out laughing as the tickets **fluttered** down like falling snow.

5 "You **dummy**. You stupid idiot,"

yelled the ticket collector, a **grouchy** looking man. "Just look at this mess! Can't you learn to leave other people and things alone? Come over here and clean it up."

6 Mel's eyes widened. He was desperately trying to hold back the tears.

7 "Don't call me a dummy," he said **haltingly**.

8 The man grabbed his arm and pushed Mel toward the scattered tickets.

9 Just as Mel **jerked** loose from the man's grasp, Mr. Rivera, the teacher, returned from arranging their tour.

10 "What has happened?" he demanded.

11 He listened briefly to the man, Mel, Ayo, and another student who had seen the whole thing. First, he turned to Ayo.

12 "It seems to me you are the one who started all of this. I cannot and will not tolerate your treatment of Mel. You will stay after school today, young man."

13 Next he turned to Mel. "Mel, you could have avoided this problem if you had just moved away rather than trying to get back at Ayo. You and Ayo go and pick up the tickets now."

14 Finally, he turned to the man. "Look, I know you were angry, but please don't ever call anyone a dummy. What Ayo and Mel did was **thoughtless** and childish, but neither of them is a dummy. We won't help them learn anything worthwhile by calling them bad names."

15 Ayo and Mel smiled gratefully at Mr. Rivera.

(From *Efficient & Flexible Reading*. 3rd edition. By Kathleen T. McWhorter. HarperCollins Publishers. 1992.)

(385 words)

## Words in Focus

**poke** *v.*

If you poke someone or something, you quickly push them with your finger or with a sharp object.

**rib** *n.*

Your ribs are the curved bones that go from your backbone around your chest.

**fling** *v.*

If you fling something somewhere, you throw it or put it there suddenly using a lot of force, often because you are angry.

**flutter** *v.*

If something thin or light flutters, or if you flutter it, it moves up and down or from side to side with a lot of quick light movements, similar to butterfly wings.

**dummy** *n.*

If you call someone a dummy, you mean that you think they are stupid.

**grouchy** *adj.*

If someone is grouchy, they are very bad-tempered and complain a lot.

**haltingly** *adv.*

If you speak or do something in a halting way, you speak or do it slowly and with a lot

of hesitation. “Haltingly” is the adverb form.

**jerk** *v.*

If you jerk something, you pull it abruptly and roughly. If you jerk in a particular direction, you move a short distance very suddenly and quickly.

**thoughtless** *adj.*

If you describe someone as thoughtless, you are critical of them because they forget or ignore other people’s wants, needs, or feelings.

## Check Your Comprehension

Answer the following questions with the information from the text.

1. What were the students doing when the incident happened?
2. Who started the incident? Why did he do so?
3. What was Mel’s reaction to Ayo’s behavior?
4. What happened to the ticket container? What did the ticket collector do then?
5. Who was Mr. Rivera? What did he say to those who were involved in the whole incident?

## Check Your Vocabulary

Find a word from the list of words provided below to complete each sentence. There are more words than you need to fill in all the sentences. Change word forms where necessary.

gratefully	resist	restless	haltingly	flutter
thoughtless	frustration	jerk	grouchy	

1. She \_\_\_\_\_ all our efforts to make her change her mind.
2. They did not lose hope despite the \_\_\_\_\_ of their plan.
3. The bird in the nest \_\_\_\_\_ her wings up and down, hoping to make the cat go away from her eggs.
4. She \_\_\_\_\_ on the rope but it wouldn’t move.
5. After listening to him for three hours they became \_\_\_\_\_.
6. Shyness made the girl speak \_\_\_\_\_.
7. He \_\_\_\_\_ ascribes the great improvements in his life to his uncle’s generous encouragement and charitable care for him.
8. A person with a spouse and children can’t afford to be \_\_\_\_\_ of the future.

## Group Discussion

Get yourselves into groups and discuss each of the following questions based on the information from the text and also your own knowledge, experiences, and beliefs.

1. When someone annoys you, how do you usually react? Is there another way you’d like to react in future?