



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

# 综合教程

AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 张春柏

## 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。而后,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校稿后商定,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

《综合教程》第一至四册是为高等院校英语专业一、二年级学生编写的英语基础课教材,由上海外国语大学、复旦大学、华东师范大学和上海师范大学四所大学合作编写。

经教育部批准实施的《高等学校英语专业英语教学大纲》指出:英语专业的学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。这套教材正是依照这一培养目标编写的。

在四年本科教学中,前两年是基础阶段,这一阶段的主要教学任务是对学生进行全面、严格的基本技能训练,培养他们实际运用语言的能力,为进入高年级的学习打下扎实的专业基础。因此本教程十分注意对学生的听、说、读、写、译等方面能力的训练,以及对基础语法和词汇的熟练掌握和正确运用。除此之外,我们还着力在语言学习的过程中提高学生的综合素质,培养学生的思维能力,使学生在思想上、心理上更趋成熟。英语语言教学应该避免让学生单纯地作机械的重复和模仿,必须为他们开拓独立思维的空间,培养他们用外语来表达自己的能力。我们在教材编写中力求体现这一精神。

随着我国中小学英语教学水平的不断提高,学生中学毕业、进入大学英语专业学习时,一般都已比较系统地掌握了英语语法的主要内容,也已经掌握了主要的语言功能。因此,本教程不把语法或语言功能作为编写的主线,而是以课文的主题和内容作为编写的基础;每一单元围绕一个中心思想,同一单元中的两篇课文基本围绕同一个主题,练习内容也都尽可能地贴近该单元的主题,目的是使学生通过一个单元的学习能就该单元的主题进行口头和笔头交际,陈述自己的观点,发表自己的意见。

本教程第一至四册的课文绝大多数为英美作者的原文,我们只在个别情况下做了删节和改动。除个别经典文章外,绝大多数的课文选自 20 世纪 70 年代以来国外原版的教科书、报纸杂志和其他读物。文篇的类型包括叙述文、说明文、论证文和描述文;涉及的主题包括社会、文化、政治、生态、科技,以及人文修养、人际关系、伦理道德、性格塑造,等等。我们认为外语学习应该有助于增加学生的人文知识,提高他们的人文素养。为此,我们在选材上十分注意课文内容的人文性。

从第一册到第四册每册包括 16 个单元,供一个学期的教学使用。每个单元的内容构成如下:

- Text I
- Text comprehension
- Structural analysis of the text
- Rhetorical features of the text (第三、四册)
- Vocabulary exercises
- Grammar exercises
- Translation exercises
- Exercises for integrated skills

Phonetics (第一册)

Oral activities

Writing practice

Listening exercises

Text II

由于《综合教程》是英语专业基础阶段的综合英语课程的教材,该课程旨在全面提高学生的听、说、读、写、译等各个方面的能力,因而本教程包括了所有这些方面的练习;但听力课、口语课、写作课等均有自己的体系和专门技能,我们无意用本教程中相对有限的练习来替代这些课程,使用学校仍应参照大纲的要求和学校的具体情况单独开设这些课程。

为了方便教师使用,本教程配备了较为详尽的教师用书,每个单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分成若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案做了简单的解释。我们的意图是把教师用书编写成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海师范大学的顾大僖教授、华东师范大学的张春柏教授、上海外国语大学的史志康教授和复旦大学的朱永生教授。上海外国语大学的赵美娟副教授负责编写了四册书的全部语法练习,华东师范大学的张镔副教授提供了四册书的全部听力练习,复旦大学的朱永生教授编写了第一册和第四册的写作练习,徐健博士编写了第二册和第三册的写作练习,上海师范大学的蔡龙权教授提供了每课词汇练习中的最后一个练习。上海外国语大学的史志康教授为每个单元提供了名人名言。

本教程的编写从一开始便得到戴炜栋教授(上海外国语大学)、李观仪教授(上海外国语大学)、孙骊教授(复旦大学)、黄源深教授(上海外贸学院)和黄次栋教授(上海师范大学)等多位英语教学界老前辈、资深专家的关心和指导,上海外语教育出版社自始至终对编写工作给予大力支持。在此,我们对他们一并表示衷心的感谢。

何兆熊

2004年5月



## 编写说明

《综合教程》基础阶段共分四册,本册为其中第二册,供英语专业一年级第二学期使用。

第二册共有16个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在一周时间内完成一个单元的教学任务。

本册所有的课文都选自第一手英语资料,除原文偏长删节外,一律保持原文的风貌,尽最大可能为学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及家庭生活、惊险经历、科普知识、社会问题等一系列题材,使学生能够在学习语言的同时,拓展视野,提高人文素养。

与Text I相关的练习包括10个部分:Pre-reading questions, Text comprehension, Structural analysis of the text, Vocabulary exercises, Grammar exercises, Translation exercises, Exercises for integrated skills, Oral activities, Writing practice, 以及Listening exercises。

Pre-reading questions 与课文的话题有关但不涉及课文的具体内容,起“热身”作用,引导学生进入本单元的主题。除了我们提供的问题外,教师也可以自行增加其他类似的问题。

Text comprehension 设计的问题都与课文直接有关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而在帮助学生正确理解方面做到既见树又见林。

Structural analysis of the text 着重课文的总体结构分析,使学生对课文的层次、话题的展开获得比较清晰的认识,从而提高学生在篇章层面理解和把握课文的意识。

Vocabulary exercises 包含多种类型的词汇练习,旨在通过多种练习形式帮助学生把握一些积极词汇的意义,拓展用法,熟练使用。

Grammar exercises 挑选课文中出现的某一突出的语法现象进行操练,还包括针对某一常见语法项目的练习,从而增强学生的语言活用能力。

Translation exercises 为句子层面的汉译英练习,检查学生运用所学词汇和短语进行翻译的能力。

Exercises for integrated skills 分两个部分。一是听写,综合检查学生的听力、理解、语法和拼写能力;二是填空练习,检查学生的英语搭配能力、语法能力以及对语篇的整体理解能力。

Oral activities 是为学生围绕课文内容开展口语活动而设计的练习,教师也可以另行设计,关键是激发学生开口,培养他们用英语表述自己的观点和意见、与他人交流思想、进行辩论的能力。

Writing practice 是有指导的写作练习,着重加强学生段落和短文写作的能力。

Listening exercises 的编写是为了帮助学生提高英语听力。这个练习如何处理,可由教师灵活掌握,但应以适当的方式对学生进行检查。

Text II 是对Text I的主题的扩展和深化,如果处理得好,前后两篇课文可以起到相辅相成的作用。Text II 只配Questions for discussion 一个练习,所提的问题意在帮助学生拓展思路。

第二册的编写主要由华东师范大学英语系承担,并得到了上海师范大学、上海外国语大学和复旦大学的协助。具体分工如下:张春柏负责编写组织、协调和统稿定稿工作;王世静负责Text comprehension 和 Structural analysis of the text;孙闵欣负责 Words and expressions, Vocab-

ulary exercises I – IV, Grammar exercises V; Translation exercises 和 Exercises for integrated skills; 张镔负责 Listening exercises; 李秉怡负责 Pre-reading questions 和 Notes; 蔡龙权(上海师范大学)负责 Vocabulary exercises V; 赵美娟(上海外国语大学)负责 Grammar exercises I – IV; 徐健(复旦大学)负责 Writing practice; 史志康(上海外国语大学)提供 Memorable quotes。在本书的写作过程中,本教程的总主编提供了全面及时的指导。

本教程配有《教师用书》,里面有学生用书的编写者们为各自负责的练习编写的参考答案。此外,我们还为每个单元的 Text I 设计了 Text explanations,包括 Analysis 和 Language work。前者由王世静负责,后者由孙闵欣负责。《教师用书》的统稿定稿工作由张春柏负责。

由于时间仓促,加上水平有限,本册教材可能还存在一些问题。我们真诚地希望专家和广大教师不吝指教。

编 者

2004 年 2 月

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# UNIT 1

## *An Integrated English Course (2)*

### TEXT I

### *My Father's Shadow*

#### **P**re-reading questions

1. Based on the title, guess what the text is about.
2. Whom do you go to for help when you are in trouble, your father or your mother? Why?

1 My husband and I were flying to Hawaii from New York City to show our five-month-old son, Timmy, to our parents for the first time. But what should have been a mission of joy filled me with apprehension. For five years I'd hardly spoken to my father. Loving but stern in the manner typical of Chinese fathers, he had made particular demands on me, and though we were very much alike, we'd grown very far apart.

2 When I became a teenager, my father held up my mother as a model of feminine behavior.<sup>1</sup> But she was **gregarious** and social, while I preferred books to parties. He pressed me to mingle with his friends' children. I insisted on choosing my own companions. He assured I'd follow in my mother's footsteps and enroll in the local university to study teaching, and that I'd marry into one of the other long-established Chinese clans on the islands and settle down, as he and my mother had.

3 But I didn't settle. As bullheaded as my father, I escaped to the University of California, where I fell in love with a **haole**, as we called **Caucasians** from the mainland. Gary had blue **haole** eyes and sandy **haole** hair. I announced that we were getting married — in Berkeley, not Hawaii. No large, clamorous clan wedding for me. My parents came and met Gary just two days before our small, simple wed-



ding. Afterward we moved to New York, as far from the islands as we could get without leaving American soil.

4 My father's subsequent silence resonated with disapproval. He didn't visit; neither did I. When my mother telephoned, he never asked to speak to me, and I never asked for him. We might have gone on like that, the habit of separation hardening into a permanent estrangement. Then Timmy was born, and I felt an unexpected tidal pull back to the islands.

5 On the long flight to Hawaii, memories of my childhood, when I was my father's small daughter, came flooding back. I was three years old, running behind him as he walked between the banana trees in the plantation town where he taught high school. When I grew tired, he carried me on his shoulders. From there I could see forever. "You are my sunshine, my only sunshine," he would sing. "You make me happy when skies are gray." I laughed, taking his devotion as my due.<sup>2</sup>

6 Now the prodigal daughter was returning with the firstborn of the next generation — a hazel-eyed, golden-skinned *hapa haole* (half-white) child who looked little like his Chinese ancestors. How would my father react? If he disapproved of Timmy, as he had of me, the breach between us would be complete.<sup>3</sup> I would never return.

7 The plane landed, and I gradually placed a crying, hungry Timmy into my mother's eager arms. Here was instant and unconditional acceptance of a child by his grandmother.

8 My father's expression was passive and hard to read. He greeted us politely: "Good trip?" Then he peered cautiously at Timmy, who promptly began to shriek. My father stepped back in alarm. Did he find it unsettling that this squalling stranger might be his own flesh and blood?

9 After dinner at my parents' house, Gary and I retired to my old bedroom. My mother tucked Timmy into a borrowed crib in a room down the hall.

10 Four hours later mother instinct pulled me from sleep. This was the time Timmy usually woke for a bottle, but there were no cries of hunger, no fretful wails. Instead, I heard only the sweet, soft gurgle of baby laughter. I tiptoed down the hall.

11 In the living room, Timmy lay on a pillow on the floor in a circle of light, his plump, tiny fists and feet churning gleefully. He studied the face bent over him, an Asian face burned dark by the Hawaiian sun, with laugh wrinkles at the corners of the eyes. My father was giving Timmy a bottle, tickling his tummy and crooning

softly, "You are my sunshine ..."

12 I watched from the darkness, not wanting to break the **spell** and then crept back to my room. It was then that I began to suspect that my father had wanted to mend the breach as much as I had. Awkward and proud, he hadn't known how, and neither had I. Timmy became the bridge over which we could reach for each other.

13 For the rest of our stay, the tension slowly melted. My father and I didn't discuss our rift directly. Thanks to Timmy, we didn't need to. Having claimed his *hapa haole* grandson, my father no longer defined our family by a uniform set of features. Curly-haired, hazel-eyed Timmy was loved for himself.

14 We returned to the islands the following summer. Timmy, now a **toddler**, splashed in the surf with his grandfather. The summer after that, they built a tree house out of **scrap lumber** and painted it blue.

15 So pleased was my father with his new grandfather status that he took early retirement when Timmy was four, to spend more time visiting his "New York family". My son and my father made a handsome pair as they walked together — the Chinese grandfather happily **trailed** by a different, **bouncing** shadow.

878 words

### WORDS AND EXPRESSIONS

gregarious / grɪ'geəriəs / a.	liking the companionship of others; sociable
haole / 'haʊliː / n.	(在夏威夷的)外族人(尤指白种人)
Caucasian / kɔː'keɪzjən / n.	白种人
resonate / 'rezənert / v.	to make a deep, clear, echoing or continuing sound
prodigal / 'prɒdɪgəl / a.	careless and wasteful with money
hazel / 'heɪzəl / a.	light brown
hapa haole / ,hɑːpə'haʊliː / n.	有部分白人血统的(尤指夏威夷土人与白人混血的)
squall / skwɔːl / v.	to cry noisily
retire / rɪ'taɪə / v.	to go to bed
fretful / 'fretfʊl / a.	anxious because of discomfort
gurgle / 'gɜːgl / n.	the happy low sound that someone makes in his or her throat
churn / tʃɜːn / v.	to shake or move about vigorously or violently
tummy / 'tʌmi / n.	(informal) the stomach



croon / kru:n / v.	to sing (usu. old popular songs) with feeling
spell / spel / n.	a period of a particular kind of activity, weather, illness, etc.
toddler / 'tɒdlə / n.	a small child who has just learnt to walk
scrap / skræp / n.	material which has been thrown away and can be reused
lumber / 'lʌmbə / n.	boards made from logs
trail / treɪl / v.	to follow
bouncing / 'baʊnsɪŋ / a.	(apprec.) (esp. of babies) healthy and active

## Notes

1. ... my father held up my mother as a model of feminine behaviour (Paragraph 2) ☞ my father had a high opinion of my mother's behaviour as a woman.
2. ... taking his devotion as my due (Paragraph 5) ☞ taking his devotion for granted; taking his devotion as what I was entitled to.
3. ... the breach between us would be complete (Paragraph 6) ☞ our relationship would end.

## Text Comprehension

### I. Decide which of the following best states the author's purpose of writing.

- A. To describe how family bond can remove years of estrangement between a father and a daughter.
- B. To give an account of how their disagreements developed into a permanent estrangement.
- C. To tell of the author's successful endeavor to settle her problem with her father.

### II. Judge, according to the text, whether the following statements are true or false.

1. When she set off for Hawaii with her husband and their new-born baby, the author was anxious rather than joyous.
2. The gap between the author and her father primarily arose from her marriage with a Caucasian.
3. Neither the author nor her father intended to do anything to mend the breach.
4. The author immediately figured out her father's reaction to their visit as soon as she got off the plane.
5. The grandfather and grandson are emotionally attached to each other.

### III. Answer the following questions.

1. What does the author mean by stating at the end of Paragraph 1 "... though we were very much alike, we'd grown very far apart"?
2. How did the father express his disapproval of her daughter? And how did his daughter re-

- act?
3. What do you think is the author's true state of mind on her long flight to Hawaii?
  4. What did the author realize when she saw her father playing with her baby on the first night of her return?
  5. In a few sentences describe how the father is portrayed in the text.

**IV. Explain in your own words the following sentences taken from the text.**

1. We might have gone on like that, the habit of separation hardening into a permanent estrangement. (Paragraph 4)
2. Then Timmy was born, and I felt an unexpected tidal pull back to the islands. (Paragraph 4)
3. Having claimed his *hapa haole* grandson, my father no longer defined our family by a uniform set of features. (Paragraph 13)

## Structural analysis of the text

As a reminiscent writing the text tells of how the author's newborn baby bridges the gap between her father and herself. The text can be divided into five parts, some of which are descriptions, some flashbacks, and some the author's comments. The first part (Paragraph 1) is the introduction. The second part includes Paragraphs 2, 3 and 4. The third part consists of the subsequent two paragraphs. The fourth part is made up of Paragraphs 7 to 13. The last part is Paragraphs 14 and 15.

Now you try to write out the main idea of each part.

## Vocabulary exercises

**I. Explain the underlined part in each sentence in your own words.**

1. Loving but stern in the manner typical of Chinese fathers, he had made particular demands on me, and though we were very much alike, we'd grown very far apart.
2. But I didn't settle. As bullheaded as my father, I escaped to the University of California,...
3. I laughed, taking his devotion as my due.
4. It was then that I began to suspect that my father had wanted to mend the breach as much as I had.
5. For the rest of our stay, the tension slowly melted.

**II. Fill in the blanks with the appropriate forms of the given words.**

1. The new recruits had to get used to a \_\_\_\_\_ (demand) schedule of training and study.
2. There have been several \_\_\_\_\_ (alarm) incidents where planes have almost crashed.