



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

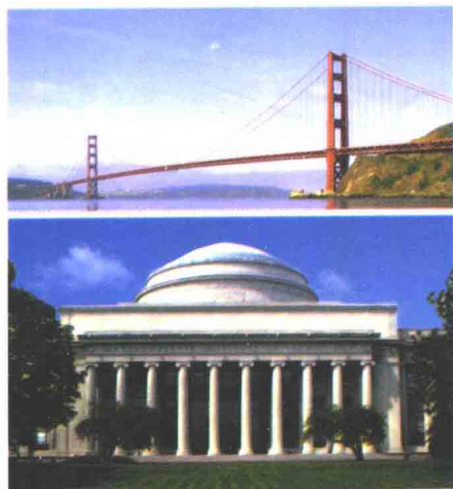
AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 史志康

第三册

Book 3



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思想的能力。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作了删节和改动。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,使用学校仍应该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,该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作了简单的解释。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。

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(上海对外贸易学院)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,本册为其中第三册,供英语专业二年级第一学期使用。

第三册共有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文资料,除原文偏长需要删节以及极个别冷僻词语需要替换外,一律保持原文的风貌,尽最大可能给学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及文化与教育、政治与经济、战争与和平、道德与伦理、婚姻与家庭、爱情与亲情、科技与生活、知识与智慧等主题,使学生在学英语的同时,扩展个人视野,提高人文素养。

课文的排序一方面参照语言难度,遵循循序渐进的原则,同时还尽可能考虑课文主题和教学时段之间的关系。譬如,开学伊始,本册安排了回顾大学新生心路历程的课文,引导学生总结过去、展望未来,思考大学生活的真谛;“十一”国庆节前后,研读中国题材的文章能起到爱国主义教育的功能;圣诞、新年期间,安排了有关爱心、包容、谅解等温馨主题的文章。

本册练习种类较多,目的在于采取不同的方式提高学生的理解能力和应用能力。

与Text I相关的练习包括11个部分:Pre-reading questions; Text comprehension; Structural analysis of the text; Rhetorical features of the text; Vocabulary exercises; Grammar exercises; Translation exercises; Exercises for integrated skills; Oral activities; Writing practice; 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,从而帮助学生在课文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,从而提高学生的篇章意识。

Rhetorical features of the text 讨论的是课文中比较突出的修辞手段及其文体效果,目的在于培养学生灵活而得体地使用英语的能力。

Vocabulary exercises 包含多个词汇练习,旨在通过多种练习形式帮助学生正确把握一些积极词汇的意义,拓展用法,熟练运用。

Grammar exercises 挑选课文中出现的某一突出的语法现象进行操练;此外还包括针对某一常见语法项目的练习,从而增强学生的语法识别能力和应用能力。这个部分的最后一个练习是模仿课文中的句型造句,以增强学生的语言活用能力。

Translation exercises 分汉译英和英译汉两个部分。汉译英是句子翻译练习,检查学生应用所学词汇进行翻译的能力。英译汉是段落翻译,或是课文概要或和课文主题相关,以便在检查学生篇章翻译能力的同时,帮助其加深对课文的整体理解。

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,关键是促使学生开口,培养他们用英语表述自己的观点和意见、和他人交流思想、进行辩论的能力。

Writing practice 是有指导的写作练习,要求学生根据提示写出一定篇幅的短文。在这个练习中,应鼓励学生应用所学的词汇和句型,并鼓励学生发表自己的观点。

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,以免遭到忽视。

Text II 是对 Text I 主题的扩展或深化,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,所提的问题多是启发式问题,旨在开拓学生思路,鼓励其就相关问题提出自己的观点和看法,培养其分析问题和解决问题的能力。

第三册的编写工作主要由上海外国语大学承担,并得到复旦大学、华东师范大学和上海师范大学的大力协助。具体分工如下:史志康(上海外国语大学)负责 Rhetorical features of the text, Translation exercises, Text II 的 Notes 及 Questions for discussion;赵美娟(上海外国语大学)负责 Structural analysis of the text, Grammar exercises;刘焱(上海外国语大学)负责 Words and expressions, Vocabulary exercises I-IV, Text comprehension IV, Exercise for integrated skills I;白玉华(上海外国语大学)负责 Pre-reading questions, Notes, Text comprehension I-III, Exercise for integrated skills II, Oral activities, Memorable quotes 等。蔡龙权(上海师范大学)负责 Vocabulary exercise V;徐健(复旦大学)负责 Writing practice;张锸(华东师范大学)负责 Listening exercises。第三册选材和定稿工作由史志康负责。在整个编写过程中,主编何兆熊教授提供了及时的指导。

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, 为帮助教师讲解课文以及部分词汇和句型的用法提供了相当详细的建议和参考意见。该部分分工情况如下:赵美娟负责 Analysis,刘焱负责 Language work。第三册《教师用书》的定稿工作由史志康负责。

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。我们真诚地希望同行专家和广大教师不吝赐教。

编者

2004年6月

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UNIT 1

An Integrated English Course (3)

TEXT I

Fresh Start

Evelyn Herald¹

Pre-reading questions

1. Do you remember your first days at college? Did anything special happen then?
2. Are you afraid of making mistakes that cause embarrassment?

1 I first began to wonder what I was doing on a college campus anyway when my parents drove off, leaving me standing pitifully in a parking lot, wanting nothing more than to find my way safely to my dorm room. The fact was that no matter how mature I liked to consider myself, I was feeling just a bit first-gradish.² Adding to my distress was the distinct impression that everyone on campus was watching me. My plan was to keep my ears open and my mouth shut and hope no one would notice I was a freshman.

2 With that thought in mind, I raised my head, squared my shoulders, and set out in the direction of my dorm, glancing (and then ever so discreetly) at the campus map clutched in my hand. It took everything I had not to stare when I caught my first glimpse of a real live college football player.³ What confidence, what reserve, what muscles! I only hoped his attention was drawn to my airs of assurance rather than to my shaking knees. I spent the afternoon seeking out each of my classrooms so that I could make a perfectly timed entrance before each lecture without having to ask dumb questions about its whereabouts.

3 The next morning I found my first class and marched in. Once I was in the

room, however, another problem awaited me. Where to sit? Freshmen manuals advised sitting near the front, showing the professor in intelligent and energetic demeanor. After deliberation, I chose a seat in the first row and to the side. I was in the foreground (as advised), but out of the professor's direct line of vision.

I cracked my anthology of American literature and scribbled the date at the top of a crisp ruled page. "Welcome to Biology 101," the professor began. A cold sweat broke out on the back of my neck. I groped for my schedule and checked the room number. I was in the right room. Just the wrong building.

So now what? Get up and leave in the middle of the lecture? Wouldn't the professor be angry? I knew everyone would stare. Forget it. I settled into my chair and tried to assume the scientific pose of a biology major, bending slightly forward, tensing my arms in preparation for furious notetaking, and cursing under my breath. The bottled snakes along the wall should have tipped me off.

After class I decided my stomach (as well as my ego) needed a little nourishment, and I hurried to the cafeteria. I piled my tray with sandwich goodies and was heading for the salad bar when I accidentally stepped in a large puddle of ketchup. Keeping myself upright and getting out of the mess was not going to be easy, and this flailing of my feet was doing no good. Just as I decided to try another maneuver, my food tray tipped and I lost my balance. As my rear end met the floor, I saw my entire life pass before my eyes: it ended with my first day of college classes.

In the seconds after my fall I thought how nice it would be if no one had noticed. But as all the students in the cafeteria came to their feet, table by table, cheering and clapping, I knew they had not only noticed, they were determined that I would never forget it. Slowly I kicked off my ketchup-soaked sandals and jumped clear of the toppled tray and spilled food. A cleanup brigade came charging out of the kitchen, mops in hand. I sneaked out of the cafeteria as the cheers died down behind me.

For three days I dined alone on nothing more than humiliation, shame, and an assortment of junk food from a machine strategically placed outside my room. On the fourth day I couldn't take another crunchy-chewy-salty-sweet bite.⁴ I needed some real food. Perhaps three days was long enough for the campus population to have forgotten me. So off to the cafeteria I went.

I made my way through the food line and tiptoed to a table, where I collapsed in relief. Suddenly I heard a crash that sounded vaguely familiar. I looked up to see that another poor soul had met the fate I'd thought was reserved only for me. I was even more surprised when I saw who the poor soul was: the very composed, very

upper class football player I'd seen just days before (though he didn't look quite so composed wearing spaghetti on the front of his shirt). My heart went out to him as people began to cheer and clap as they had for me. He got up, hands held high above his head in a victory clasp, grinning from ear to ear. I expected him to slink out of the cafeteria as I had, but instead he turned around and began preparing another tray. And that's when I realized I had been taking myself far too seriously.

10 What I had interpreted as a malicious attempt to embarrass a naive freshman had been merely a moment of college fun. Probably everyone in the cafeteria had done something equally dumb when he or she was a freshman — and had lived to tell about it.

11 Who cared whether I dropped a tray, where I sat in class, or even whether I showed up in the wrong lecture? Nobody. This wasn't like high school. Popularity was not so important; running with the crowd was no longer a law of survival. In college, it didn't matter. This was my big chance to do my own thing, be my own woman — if I could get past my preoccupation with doing everything perfectly.

12 Once I recognized that I had no one's expectations to live up to but my own, I relaxed. The shackles of self-consciousness fell away, and I began to view college as a wonderful experiment. I tried on new experiences like articles of clothing, checking their fit and judging their worth. I broke a few rules to test my conscience. I dressed a little differently until I found the Real Me. I discovered a taste for jazz, and I decided I liked going barefoot.

13 I gave up trying to act my way through college (this wasn't drama school) and began not acting at all. College, I decided, was probably the only time I would be completely forgiven for massive mistakes (including stepping in puddles of ketchup and dropping food trays). So I used the opportunity to make all the ones I thought I'd never make.

14 Three years after graduation, I'm still making mistakes. And I'm even being forgiven for a few.

1, 128 words

WORDS AND EXPRESSIONS

square / skweə / v.

to set straight or at approximate right angles

discreetly / dis'kri:tli / ad.

carefully

reserve / ri'zɜ:v / n.

self-restraint in expression; the habit of not showing one's feelings or thoughts

whereabouts / 'hweərə'baʊts / n.	the place where somebody or something is
anthology / æn'θɒlədʒɪ / n.	a collection of literary pieces, such as poems, short stories, or plays
grope / grəʊp / v.	to search blindly or uncertainly
tip off	to give an advance warning or hint to
goody / 'ɡʊdɪ / n.	something attractive or delectable, especially something sweet to eat
puddle / 'pʌdl / n.	a small pool of liquid
ketchup / 'ketʃəp / n.	a thick cold red sauce made from tomatoes, used for giving a pleasant taste to food
flail / fleɪl / v.	to (cause something to) wave or swing about wildly
maneuver / mə'nu:və / n.	a skillful or careful movement
rear / riə / a.	of the back part
sandal / 'sændəl / n.	a light open-sided shoe worn in warm weather
brigade / brɪ'ɡeɪd / n.	a group of persons organized for a specific purpose
sneak / sni:k / v.	to go or move in a quiet, stealthy way
junk food	(<i>informal and derogative</i>) food (e.g., potato crisps) eaten as a snack and usually thought to be not good for one's health
crunchy / 'krʌntʃɪ / a.	making a crunching or cracking sound, as when chewed; crisp
spaghetti / spə'ɡetɪ / n.	a type of pasta in long strings
somebody's heart goes out to somebody	used to say that someone feels a lot of sympathy towards another person
clasp / kla:sp / n.	a grasp or grip of the hand
slink / slɪŋk / v.	to move as if one feels guilty or ashamed, or does not want to be seen; to sneak
malicious / mə'liʃəs / a.	having the wish to hurt others
shackle / 'ʃækl / n.	a metal fastening, usually one of a pair, for encircling and confining the ankle or wrist of a prisoner or captive; (<i>figurative</i>) a restraint or check to action or progress, often used in the plural form

Notes

- About the text and the author 📖 The text, written by Evelyn Herald (contemporary), appeared in *Nutshell* magazine in 1989.
- ... I was feeling just a bit first-gradish. (Paragraph 1) 📖 “-ish” is a suffix meaning characteristic of, like, tending to. For example, *babyish* and *bookish*.

3. It took everything I had not to stare when I caught my first glimpse of a real live college football player. (Paragraph 2) ¶ Here the word “football” refers to American football which is similar to rugby played by the British and Australians. As football is very popular among American colleges, football players are admired and even idolized by many college girls.
4. ... I couldn't take another crunchy-chewy-salty-sweet bite. (Paragraph 8) ¶ Here the modifier “crunchy-chewy-salty-sweet” describes the texture and taste of the fast food, which is crunchy, chewy, salty and sweet. The four adjectives are chained up with hyphens to form a new modifier placed before a noun. Other examples are *a round-by-round report* and *a devil-may-care attitude*.

Text Comprehension

I. Decide which of the following is NOT part of the theme of the essay.

When in college, one should

- A. be true to oneself.
- B. find one's true self by trial and error.
- C. take less seriously what others think of him/her.
- D. be whatever one wants to be.

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

1. Evelyn slipped in a puddle of ketchup and lost her balance in the school cafeteria.
2. Evelyn felt that somebody had already foreseen her rotten fortune on the first day of college and had placed a food machine outside her room.
3. Evelyn was extremely careful with her steps when dining for the second time in the school cafeteria.
4. Evelyn adopts a bitter tone in this passage when recounting her first days of college.

III. Answer the following questions.

1. How did Evelyn feel on her first arrival at the college campus?
2. Where did Evelyn choose to sit in her first class? Why?
3. What was the footballer's response to the students' cheers and claps when he fell on the cafeteria floor? And why?
4. What, according to Evelyn, is one of the major differences between college and high school lives?
5. How should a person take his/her college life according to Evelyn? Do you agree?