



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

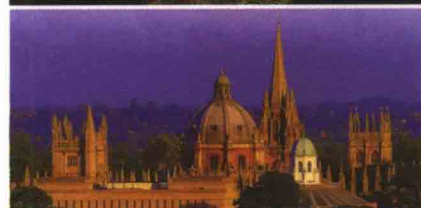
AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 顾大偉

## 第五册

Book 5



## 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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主 编 何兆熊

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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应这种潮流。

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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《综合教程》第五、六册是为高等院校英语专业三年级学生编写的高级英语课教材。分别由上海师范大学和华东师范大学负责编写。

英语专业的四年教学，第一、二年级是基础阶段，三、四年级是提高阶段。因此，第五、六册是在第一到四册基础上的提高和延续。通过头两年的学习，学生应该在听、说、读、写、译的能力等方面，以及在基础语法和词汇的掌握和运用方面都打下了比较扎实的基础，但毋庸置疑他们仍然面临着进一步提高的任务。因此，第五、六册的编写沿袭了前面四册的编写思路，仍然以全面提高学生的语言综合运用能力为目标，使学生能在更高的层次上进行语言交际。

第五、六册课文的挑选遵循了前面四册的选材原则，课文全部为英美作者的原文，我们只在个别情况下作了极少的删节和改动。除了选自报刊杂志的时政类文章外，和前面四册不同的是在五、六册中我们增加了英美文学的一些经典名篇，使教材具有更强的人文气息。这样做我们认为符合英语专业的总体培养目标，也是英语专业教材一个重要特点。

第五、六册每册含16个单元，每个单元的构成如下：

Pre-reading questions

Text I

Text comprehension

Writing strategies

Language work

Translation

Topics for discussion

Writing practice

Listening exercises

Text II

各个部分的编写意图和使用方式和前面四册相应的部分大致相同。需要说明的有以下几点：

Writing strategies 可以说是第三、四册中的 Structural analysis 和 Rhetorical features 这两个部分的结合，目的是让学生提高对写作手法的认识程度，以便他们能在自己的写作过程中借鉴运用。

Topics for discussion 取代了前面四册中的 Oral activities，我们只建议了讨论的题目，对开展口语活动的形式不作限定，这样教师和学生都可以享有更大的自由度。

我们对写作的安排是把段落写作的基本原则和常用的方法分别放在第五册的16个单元里做简单的介绍,第六册则以应用文的写作为主。各校可以根据自己学校对写作课教学的安排来使用本教材中的写作内容。

为了方便教师使用,和前面四册一样第五、六册配备了较为详尽的教师用书。

由于编写的时间仓促,编者的水平有限,我们的教材难免会有不尽如人意之处,也肯定会有种种的谬误,我们真诚希望广大使用本教材的教师和学生给我们指出,以便我们改进和更正。

何兆熊

2006年5月



# 编写说明

《综合教程》高级阶段是《综合教程》基础阶段的延续，也分四册，本册为第五册，供英语专业三年级第一学期使用。

第五册共有 16 个单元，每个单元由 Text I、Text II 和相关的练习构成。

本册所有的课文均选自第一手的英文资料，除了原文偏长需要删节以及少数冷僻词语作了替换外，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，涉及种族问题、文化差异、名人逸事、网络技术、语言、教育、社会问题等；体裁多样，有叙述、记述、论说、演说等。本书旨在让学生在学习英语的同时，拓展视野，陶冶情操，提高素养。

本册练习种类较多，目的在于采取各种方式提高学生的理解能力和应用能力。

与 Text I 相关的练习共有 8 个部分：Pre-reading questions; Text comprehension; Writing strategies; Language work; Translation; Topics for discussion; Writing practice; Listening exercises.

Pre-reading questions 与 Text I 的话题相关但不涉及课文的具体内容，起到“热身”作用，引导学生进入本单元的主题。

Text comprehension 设计的问题都与 Text I 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。

Writing strategies 着重解释课文作者所使用的写作、修辞手法，以提高学生对文篇的欣赏能力和写作水平。

Language work 包括多种类型的语言练习。其中有词汇练习，旨在帮助学生掌握一些积极词汇的意义并拓展其用法，做到熟练运用；语法练习，对一些常用的语法现象进行操练，增强学生的语法识别能力和应用能力；完形填空，帮助学生从词汇、语法、篇章结构等方面综合运用语言。

Translation 含有两个部分，句子翻译(全部为汉译英)和段落翻译(单课为英译汉，双课为汉译英)。句子翻译有助于巩固词汇，段落翻译进一步帮助学生提高运用英语的综合能力。

Topics for discussion 提出一些结合 Text I 而提出的话题，既能激发学生开动脑筋联系实际展开讨论，又能培养他们运用英语表达观点和思想，并与他人交流、辩论、沟通的能力，全面提高他们的素质。

Writing practice 着重段落写作。每课中，先就段落写作的一个方面给予简明扼要的指导，然后附上范文，最后要求学生写出相应的段落。通过段落写作，培养学生的写作能力，为今后的论文写作作好铺垫。

Listening exercises 继续帮助学生提高听力。鉴于本册中该项练习的内容基本上均与 Text I 的内容有所关联，所以可以深化学生对同一个问题的理解、思考和认识。

Text II 是对 Text I 主题的扩展和深化, 如妥善处理, 前后两篇文章可以起到相辅相成的作用。Text II 仅配有 Questions for discussion 一项练习。问题基本上以开拓学生的思路为主, 让学生就这些问题发表自己的见解, 并且运用英语表达自己的观点和看法, 从而养成分析问题、解决问题的能力。

第五册的编写由上海师范大学承担。具体分工如下: 顾大僖担任主编, 负责编写组织、协调和定稿工作, 并编写 Writing practice 部分; 蔡龙权负责 Language work 的 III 和 IV 部分, 以及 Translation 的选择和译文; 萧春麟负责 Pre-reading questions、Text comprehension 和 Listening exercises; 武成负责 Glossary、Text I 的 Notes 和 Language work 的 I 和 II 部分; 谭卫国负责 Writing strategies 以及《教师用书》中的 Text explanations; 苏承志负责 Language work 的 V 和 VI 部分以及 Topics for discussion; 程星华负责 Text II 的 Notes 和 Questions for discussion。

本册配有《教师用书》, 里面有学生用书的编写者们为各自负责的练习提供的参考答案。

在整个编写过程中, 本套教程的主编对第五册的全部书稿进行了细致的审读, 并提供了及时的指导, 值此机会, 我们对他表示由衷的感谢。

由于时间仓促, 加上水平有限, 本册教材中可能还存在一些问题。我们真诚希望同行专家和广大教师不吝赐教。

编者

2006年4月

# Contents

## An Integrated English Course (5)

### UNIT 1

TEXT I	<i>The Fourth of July</i> .....	1
TEXT II	<i>Champion of the World</i> .....	14

### UNIT 2

TEXT I	<i>The Struggle to Be an All-American Girl</i> .....	18
TEXT II	<i>No Name Woman</i> .....	29

### UNIT 3

TEXT I	<i>A Hanging</i> .....	32
TEXT II	<i>Shooting an Elephant</i> .....	44

### UNIT 4

TEXT I	<i>The Girl in the Fifth Row</i> .....	48
TEXT II	<i>Bumping into Mr. Ravioli</i> .....	61

### UNIT 5

TEXT I	<i>Force of Nature</i> .....	65
TEXT II	<i>Her World on a String</i> .....	78

### UNIT 6

TEXT I	<i>Give Me Liberty or Give Me Death</i> .....	83
TEXT II	<i>I Have a Dream</i> .....	95

### UNIT 7

TEXT I	<i>How America Lives</i> .....	101
TEXT II	<i>On the Pressures and Politics of Waiting in Line</i> .....	111

### UNIT 8

TEXT I	<i>The Art of Smart Guessing</i> .....	115
TEXT II	<i>Education</i> .....	124

### UNIT 9

TEXT I	<i>Pigskin English</i> .....	128
TEXT II	<i>Black English</i> .....	140

## Contents

## An Integrated English Course (5)

## UNIT 10

TEXT I	<i>Love and Resentment</i> .....	144
TEXT II	<i>Gay</i> .....	155

## UNIT 11

TEXT I	<i>Kids and Computers: Digital Danger</i> .....	158
TEXT II	<i>The World of the E-Books Is Here</i> .....	168

## UNIT 12

TEXT I	<i>The New Immorality</i> .....	172
TEXT II	<i>Growing Old</i> .....	182

## UNIT 13

TEXT I	<i>Beauty</i> .....	186
TEXT II	<i>A Grateful Wife Has Second Thoughts</i> .....	197

## UNIT 14

TEXT I	<i>Our Lingua Franca</i> .....	200
TEXT II	<i>English and American Sportsmanship</i> .....	209

## UNIT 15

TEXT I	<i>Clothes Make the Man — Uneasy</i> .....	214
TEXT II	<i>The Feminine Physique</i> .....	224

## UNIT 16

TEXT I	<i>The Battle of the Ants</i> .....	229
TEXT II	<i>The Alligators of East Florida</i> .....	241

GLOSSARY .....	245
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# UNIT 1

## An Integrated English Course (5)

### TEXT I

### *The Fourth of July*<sup>1</sup>

Audre Lorde<sup>2</sup>

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

1. What is special with the date, the Fourth of July in the United States?
2. What does the name Washington, D.C. signify?

(Abridged)

1 The first time I went to Washington D.C. was on the edge of the summer when I was supposed to stop being a child. At least that's what they said to us all at graduation from the eighth grade. My sister Phyllis graduated at the same time from high school. I don't know what she was supposed to stop being. But as graduation presents for us both, the whole family took a Fourth of July trip to Washington D.C., the **fabled** and famous capital of our country.

2 It was the first time I'd ever been on a railroad train during the day. When I was little, and we used to go to the Connecticut shore, we always went at night on the milk train<sup>3</sup>, because it was cheaper.

3 Preparations were in the air around our house before school was even over. We packed for a week. There were two very large suitcases that my father carried, and a box filled with food. In fact, my first trip to Washington was a mobile feast; I started eating as soon as we were comfortably **ensconced** in our seats, and did not stop until somewhere after Philadelphia. I remember it was Philadelphia because I was disappointed not to have

passed by the Liberty Bell<sup>4</sup>.

4 My mother had roasted two chickens and cut them up into dainty bite-size pieces<sup>5</sup>. She packed slices of brown bread and butter, and green pepper and carrot sticks. There were little violently yellow iced cakes with scalloped edges called “marigolds,” that came from Cushman’s Bakery. There was a spice bun and rock-cakes from Newton’s, the West Indian bakery across Lenox Avenue from St. Mark’s school, and iced tea in a wrapped mayonnaise jar. There were sweet pickles for us and dill pickles for my father, and peaches with the fuzz still on them, individually wrapped to keep them from bruising. And, for neatness, there were piles of napkins and a little tin box with a washcloth dampened with rosewater and glycerine for wiping sticky mouths.

5 I wanted to eat in the dining car because I had read all about them, but my mother reminded me for the umpteenth time that dining car food always cost too much money and besides, you never could tell whose hands had been playing all over that food, nor where those same hands had been just before. My mother never mentioned that Black people were not allowed into railroad dining cars headed south in 1947. As usual, whatever my mother did not like and could not change, she ignored. Perhaps it would go away, deprived of her attention.<sup>6</sup>

6 I learned later that Phyllis’s high school senior class trip had been to Washington, but the nuns had given her back her deposit in private, explaining to her that the class, all of whom were white, except Phyllis, would be staying in a hotel where Phyllis “would not be happy,” meaning, Daddy explained to her, also in private, that they did not rent rooms to Negroes. “We still take among-you to Washington, ourselves<sup>7</sup>,” my father had avowed, “and not just for an overnight in some measly fleabag hotel.”

7 In Washington D.C., we had one large room with two double beds and an extra cot for me. It was a back-street hotel that belonged to a friend of my father’s who was in real estate, and I spend the whole next day after Mass<sup>8</sup> squinting up at the Lincoln Memorial<sup>9</sup> where Marian Anderson<sup>10</sup> had sung after the D.A.R.<sup>11</sup> refused to allow her to sing in their auditorium because she was Black. Or because she was “Colored”, my father said as he told us the story. Except that what he probably said was “Negro”, because for his times, my father was quite progressive.<sup>12</sup>

8 I was squinting because I was in that silent agony that characterized all of my childhood summers, from the time school let out in June to the end of July, brought about by my dilated and vulnerable eyes exposed to the summer brightness.

9 I viewed Julys through an agonizing corolla of dazzling whiteness and I always hated the Fourth of July, even before I came to realize the travesty such a celebration was for Black people in this country.

10 My parents did not approve of sunglasses, nor of their expense.

11 I spent the afternoon squinting up at monuments to freedom and past presidencies and

democracy, and wondering why the light and heat were both so much stronger in Washington D.C., than back home in New York City. Even the pavement on the streets was a shade lighter in color than back home.

12 Late that Washington afternoon my family and I walked back down Pennsylvania Avenue. We were a proper caravan, mother bright and father brown, the three of us girls step-standards in-between<sup>13</sup>. Moved by our historical surroundings and the heat of early evening, my father decreed yet another treat. He had a great sense of history, a flair for the quietly dramatic and the sense of specialness of an occasion and a trip.<sup>14</sup>

13 “Shall we stop and have a little something to cool off, Lin?”

14 Two blocks away from our hotel, the family stopped for a dish of vanilla ice cream at a Breyer’s ice cream and soda fountain. Indoors, the soda fountain was dim and fan-cooled, deliciously relieving to my scorched eyes.

15 Corded and crisp and pinafores, the five of us seated ourselves one by one at the counter. There was I between my mother and father, and my two sisters on the other side of my mother. We settled ourselves along the white mottled marble counter, and when the waitress spoke at first no one understood what she was saying, and so the five of us just sat there.

16 The waitress moved along the line of us closer to my father and spoke again. “I said I kin give you to take out, but you can’t eat here, sorry.” Then she dropped her eyes looking very embarrassed, and suddenly we heard what it was she was saying all at the same time, loud and clear.

17 Straight-backed and indignant, one by one, my family and I got down from the counter stools and turned around and marched out of the store, quiet and outraged, as if we had never been Black before. No one would answer my emphatic questions with anything other than a guilty silence. “But we hadn’t done anything!” This wasn’t right or fair! Hadn’t I written poems about freedom and democracy for all?

18 My parents wouldn’t speak of this injustice, not because they had contributed to it, but because they felt they should have anticipated it and avoided it. This made me even angrier. My fury was not going to be acknowledged by a like fury.<sup>15</sup> Even my two sisters copied my parents’ pretense that nothing unusual and anti-American had occurred. I was left to write my angry letter to the president of the United States all by myself, although my father did promise I could type it out on the office typewriter next week, after I showed it to him in my copybook diary.


19 The waitress was white, and the counter was white, and the ice cream I never ate in Washington D.C., that summer I left childhood was white, and the white heat and the white pavement and the white stone monuments of my first Washington summer made me sick to my stomach for the whole rest of that trip and it wasn’t much of a graduation present after all.

1,251 words

GLOSSARY













fabled	cot
ensconce	real estate
dainty	squint
pepper	auditorium
carrot	let out
scalloped	bring about
marigold	dilated
spice	corolla
bun	dazzle
rock-cake	travesty
bakery	caravan
mayonnaise	decree
pickle	flair
dill	cool off
fuzz	vanilla
bruise	soda fountain
napkin	corded
tin	crisp
washcloth	pinafore
dampen	mottle
rosewater	marble
glycerine	indignant
umpteenth	outraged
avow	anticipate
measly	copybook
fleabag	



1. The Fourth of July  This day marks the Declaration of Independence on the fourth of July, 1776, in Philadelphia. Although the signing of the Declaration was not completed until August,



the Fourth of July holiday has been accepted as the official anniversary of U.S. independence and is celebrated in all states and territories of the United States. The holiday was first observed in Philadelphia on the eighth of July, 1776, at which time the Declaration of Independence was read aloud, city bells rang, and bands played. It was not declared a legal holiday until 1941. Family picnics and outings are a feature of private Fourth of July celebrations.

2. About the author  Audre Lorde (1934–1992) was born in New York City, and she attended Hunter College and Columbia University and later became a professor of English at Hunter College in New York. Her writings included *Between Ourselves* (1976) and *Chosen Poems* (1982). “*The Fourth of July*” is taken from her autobiography, *Zami: A New Spelling of My Name* (1982).
3. the milk train (Paragraph 2)  a train that is used to transport milk and dairy products, and passenger cars may also be attached to it
4. the Liberty Bell (Paragraph 3)  a historic bell in Independence National Historical Park in Philadelphia, rung on July 8, 1776, after the first public reading of the Declaration of Independence. The bell bears the following inscription: “Proclaim Liberty Throughout All the Land unto All the Inhabitants Thereof. Leviticus xxv:x.”
5. bite-size pieces (Paragraph 4)  pieces small enough to be eaten as a single mouthful
6. Perhaps it would go away, deprived of her attention. (Paragraph 5)  Perhaps the whole thing would be gradually forgotten, if she did not pay any attention to it.
7. We still take among-you to Washington. ourselves. (Paragraph 6)  We’ll take you girls, all three of you to Washington, ourselves.  
Here, “among-you” means “your kind” or “you as a group.”
8. Mass (Paragraph 7)  a Christian church ceremony, especially in a Catholic church or Orthodox church, during which people eat bread and drink wine in order to remember the last meal of Jesus Christ
9. Lincoln Memorial (Paragraph 7)  a national memorial authorized in 1911, located in Washington, D.C.; the structure commemorates United States President Abraham Lincoln (1861–1865).
10. Marian Anderson (Paragraph 7)  (1897–1993), American contralto, who was the first African American singer to perform at the Metropolitan Opera House in New York City. She was awarded the Presidential Medal of Freedom in 1963 and a Congressional gold medal in 1978. She retired from singing in 1965, and in 1991 she received a Grammy Lifetime Achievement Award. Her autobiography is entitled *My Lord, What a Morning* (1956).
11. D.A.R. (Paragraph 7)  The National Society Daughters of the American Revolution, with its current 800,000 members, was founded on October 11, 1890, during a time that was marked by a revival in patriotism among women, its objectives being Historical, Educational and Patriotic.
12. Except that what he probably said was “Negro”, because for his times, my father was quite progressive. (Paragraph 7)  If my father had not used the word “Colored”, he might have used the word “Negro” as he told us the story; compared with most other people of his time, he was quite radical to use the then progressive word.
13. the three of us girls step-standards in-between (Paragraph 12)  the three of us girls neither bright like mother nor brown like father, but in a series of progressive colors from bright to