

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

综合教程

An Integrated English Course

教师用书

第2版

主 编 / 何兆熊 本册主编 / 史志康



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总序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造



英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校 40 余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾 200 种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，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，总体上代表了我国英语教育的发展方向 and 水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



第二版前言

《综合教程》自2004年出版至今已有六年，在这六年中这套教材在全国各地高等院校的英语专业中得到比较广泛的使用，并得到广大师生的认可。

与此同时我们也发现了这套教材存在的一些问题和不足。对此我们进行了认真的反思，并在上海外语教育出版社的大力支持下于2008年开始着手修订工作。

本次第一到第四册修订的主要方面如下：

1. 根据目前用于基础英语教学时数有所减少的现实，我们对第二版的总量作了调整，从原来的每册16单元减少为14单元。每单元的教学时数我们认为以6到8学时为宜，各校可根据自己的教学安排和学生的接受能力而定。

2. 初版《综合教程》的课文具有较浓厚的人文性，这一特色得到绝大多数使用院校的肯定。根据这一反馈，第二版保留了初版中的大部分篇目，但删去了部分主题雷同或学生反映兴趣不大的课文。修订后，每册中新课文约占25%~33%。同时我们对同一册内课文的排序作了调整，以更好地体现由易到难、循序渐进的原则；在各册之间个别课文也作了互换。第二版依然遵循初版的选材原则，即十分注重课文的人文性、文篇类型和题材的多样性。

3. 对学生用书里的注释我们作了扩充，增加了新的注释，充实和更新了一些原有的注释，以方便教学。

4. 每个单元后的练习在保留初版的基本布局外，优化题型，并在题量和难度上作相应的调整。每种练习都有不同程度的修订。

词汇：

第二版第一到第四册的词汇练习均由6个练习构成，其中有4种形式每册都使用，在练习形式和数量上更加整齐划一。在第二版的词汇练习中，我们增加了同义词/反义词练习，采用的形式是从课文中挑出8句子，要求根据句中的某一单词在该句中的意义给出它的同义词或反义词，既有助于学生更好地理解课文，也有助于培养学生的语境意识。

语法:

鉴于目前学生的语法基础相对比较薄弱、语法意识不强的现实,我们认为基础阶段语法能力的培养亟待加强。据此第二版的语法练习较初版有所充实,每个单元都有明确的语法重点,并在教师用书里列出了相关的书目供教师参考。

翻译:

我们在第二版第一到第四册的翻译练习里增加了单句的英译汉练习。从课文里挑选出4个句子要求学生翻译成汉语,旨在帮助学生正确理解课文内容,提高汉语书面表达能力。另外对第一、二册原有的汉英单句翻译我们作了较大的改动,使之更能体现出这两册书之间的坡度。

口语活动:

在第二版里,每个单元我们都从“作讲演”、“对话”、“小组讨论”这三种形式里挑选两种,提出我们的活动建议,比初版的指令具有更大的可操作性。

写作:

在修订过程中,我们对第一到第四册的写作安排作了调整。第一册在句子层面上进行练习;第二册讲授段落写作的基本知识;第三册进入短文写作;第四册则以命题作文为主。我们认为这样的安排使这四册书的写作成为一个相对完整的体系,学生在二年级下学期能较好地达到专业四级考试的写作要求。

听力:

根据初版使用的反馈,第二版只保留第一、二册的听力练习,删去第三、四册的听力练习。

副课文:

对学生用书里副课文的注释和讨论题我们都作了不同程度的改动。在教师用书中,我们为教师提供了更多的有关作者和文章的信息,并增加了供教师参考的注释,以方便教学。每单元的副课文旨在给学生提供更多的和主课文主题相关的阅读材料,教师可以根据具体情况灵活处理,也可在教师的指导下让学生自学。

除了上述的主要修订外,学生用书的“读前问题”、“课文理解”、“综合技能”等板块以及教师用书的“课文分析”和“语言点”等部分均有不同程度的改动。在此不一一细述。

我们希望修订后的《综合教程》第一到第四册能更好地满足英语专业基础阶段教学的需要,更有利于提高基础阶段学生的语言水平和整体素质培养。

何兆熊

2010年1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。

根据目前用于基础英语教学时数有所减少的现实，以及使用本教程师生的意见，我们对第二版的总量作了调整，从原来的每册16单元减少为14单元。我们删去两个单元，替换了四个单元。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、知识与智慧、道德与伦理、婚姻与家庭、爱情与亲情、科技与生活等主题，使学生在学习英语的同时扩展个人视野，提高人文素养。

本册练习种类较多，目的在于采取不同的方式提高学生的英语理解能力和应用能力。

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

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 着重分析课文的总体结构，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。

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 包含多个类型的词汇练习，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。在第二版中，我们增加了一种练习：根据课文某句中一个单词的意义给出它的同义词或反义词，这既有助于学生更好地理解课文，也有助于培养学生的语境意识。

Grammar 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，以增强学生语言的活用能力。

Translation 分英译汉和汉译英两个部分。英译汉保留了初版的段落翻译，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。汉译英是句子翻译练习，检查学生应用所学词汇和短语进行翻译的能力。在第二版中，我们增加了新题型，从 Text I 中挑选出较难的句子，要求学生翻译成中文，旨在帮助学生进一步领会其含义。

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。在第二版中，每个单元我们都从“讲演”、“对话”、“小组讨论”这三种形式里挑选两种，提出我们的活动建议，比初版的指令具有更大的可操作性。当然，教师也可以另行设计练习，关键是激发学生开口，培养他们用英语表达自己的观点和意见、与他人交流思想、进行辩论的能力。

Writing 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，应鼓励学生运用所学的词汇和句型，并鼓励学生发表自己的观点。

Text II 是对 **Text I** 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。在第二版中，我们为 **Text II** 编写了有关文章作者的信息，以及对文章的概述，并且适当增加了一些注释。**Text II** 只配 **Questions for discussion** 一个练习，所提的问题可以开拓学生的思路，就相关问题提出自己的观点和看法，有利于进一步培养学生分析问题和解决问题的能力。

第三册的修订工作主要由上海外国语大学承担。具体分工如下：史志康负责 **Rhetorical features of the text**, **Translation**, **Text II** 的 **Questions for discussion**, **Memorable quotes**；赵美娟负责 **Grammar**；吴刚负责 **Structural analysis of the text**；黄协安负责 **Pre-reading questions**, **Notes**, **Text comprehension**, **Oral activities**, **Writing**, **Text II** 的 **Notes**；刘焱负责 **Words and expressions**, **Vocabulary**, **Exercises for integrated skills**, **Glossary**。第三册第二版的选材和定稿工作由史志康负责。在整个编写、修订过程中，本教程总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。该部分的修订工作均由吴刚负责。史志康承担了《教师用书》的定稿工作。

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
2010年9月

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UNIT

I

Text I

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Text I

Pre-reading questions

1. One year has passed since you entered this college. Do you still remember your first day at college? Did anything special happen to you then?
2. What would you do if you should bump into an embarrassment?



FRESH START

*Evelyn Herald*¹

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-gradish². 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 air 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 foreground⁴ (as advised), but out of the professor's direct line of vision.

4 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.

5 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.

6 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.

7 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 hands. I sneaked out of the cafeteria as the cheers died down behind me.

8 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 bite⁵. 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.

9 I made my way through the food line and tiptoed to a table, where I collapsed in relief⁶. Suddenly I heard a crash that sounded vaguely familiar. I looked up to see that another poor soul had met the fate that I'd thought was reserved for only 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 naïve 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.⁸ 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.

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

(1,110 words)

Words and Expressions

brigade /brɪ'geɪd/ *n.* a group of persons organized for a specific purpose

clasp /klɑːsp/ *n.* a grasp or grip of the hand

crunchy /'krʌntʃɪ/ *a.* making a crunching or cracking sound, as when chewed; crisp

discreetly /dɪ'skriːtli/ *ad.* carefully

flail /fleɪl/ *v.* (cause sth. to) wave or swing about widely

goody /'gʊdi/ *n.* sth. attractive or delectable, esp. sth. sweet to eat

junk food (*informal* and *derog.*) food (e.g. potato crisps) eaten as a snack and usu. thought to be not good for one's health

ketchup /'ketʃəp/ *n.* a thick red sweet sauce made from tomatoes, used for giving a pleasant taste to food

malicious /mə'lɪʃəs/ *a.* having the wish to hurt others

maneuver /mə'nuːvə/ *n.* (*BrE*: manoeuvre) a skillful movement

puddle /'pʌdl/ *n.* a small pool of liquid

reserve /rɪ'zɜːv/ *n.* self-restraint in expression; the habit of not showing one's feelings or thoughts

sandal /'sændəl/ *n.* a light open-sided shoe worn in hot weather

shackle /'ʃækəl/ *n.* a metal fastening, usu. one of a pair, for encircling and confining the ankle or wrist of a prisoner or captive; (*fig.*) a restraint or check to action or progress, often used in the plural form

slink /slɪŋk/ *v.* move as if one feels guilty or ashamed, or does not want to be seen; sneak

sneak /sniːk/ *v.* go or move in a quiet, stealthy way

spaghetti /spə'geti/ *n.* an Italian food of flour paste (pasta) in long strings

square /skweə/ *v.* set straight or at approximate right angles

whereabouts /'hweərə.baʊts/ *n.* (=where-about) the place where sb./sth. is

tip off give an advance warning or hint to

go out to sb. offer or extend strong sympathy to sb.

Notes

1. **About the author and the text:** The text was written by Evelyn Herald (contemporary) and it appeared in *Nutshell* magazine in 1989. Herald recalls her embarrassing experiences during her first days at college in this autobiographical essay.
2. ... **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*. To be “first-gradish” means to have the qualities of a freshman, such as being naive, dumb and anxious, as the author was on her first day at college.
3. **It took everything I had not to stare when I caught my first glimpse of a real live college football player.** (Paragraph 2): I could not help staring at the football player who was a direct contrast to myself and represented what I had desired but failed to be. Here the word “football” refers to American football, which is similar to rugby played by the British and Australians. As the game of football is very popular in American colleges, football players are admired and even idolized by many college girls.
4. **I was in the foreground** (Paragraph 3): Foreground means, as opposite to background, the part of a scene, landscape, etc. nearest, or represented in perspective as nearest, to the viewer, or the most noticeable or conspicuous position.
5. ... **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 junk food she ate, which was crunchy, chewy, salty and sweet. The four adjectives are chained up with hyphens to form a new modifier placed before a noun. Here are two examples: *a round-by-round report* and *a devil-may-care attitude*.
Junk food is an informal term applied to some foods which are perceived to have little or no nutritional value, or to products which, though having nutritional value, have ingredients considered unhealthy when regularly eaten. The term was coined by Michael Jacobson, director of the Center for Science in the Public Interest, in 1972.
6. ... **where I collapsed in relief.** (Paragraph 9): What she meant is that she sat down in relief as no one had noticed her. “Collapsed” is a hyperbole indicating her anxiety and the contrasting reality that no one actually cared.
7. ... **had lived to tell about it.** (Paragraph 10): It simply means that everyone who had done something dumb had survived the embarrassment (and so was able to recount the experience afterwards).
8. **I dressed a little differently until I found the Real Me.** (Paragraph 12): Metaphorically, she means that she tried different experiences, as if trying on different articles of clothing, until she finally determined what her life should be like.