



普通高等教育“十一五”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（修订版）

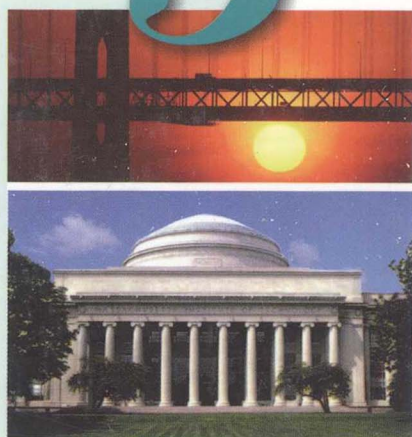
综合教程

学习手册

第2版
Second Edition

主编 许立冰

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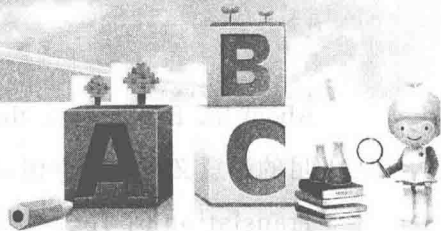
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前言



“新世纪高等院校英语专业本科生系列教材(修订版)”为普通高等教育“十一五”国家级规划教材,选材广泛新颖,编写理念先进科学,体系完整宏大。各册循序渐进,全面培养学生的英语综合能力,并恰当地融合了对学生的素质教育,有助于其发展成为高素质的复合型人才。

该系列教材中,《综合教程》(第2版)为主干教材,共有8册。为了充分发挥学生课后的学习积极性和主观能动性,帮助学生更好地学习课本,获得知识,提高英语能力,在《综合教程》的基础上,上海外语教育出版社组织编写了配套的《综合教程学习手册》。

本套辅导书基本框架如下:

Background Information 旨在介绍与单元课文内容相关的文化知识点,帮助学生更好地理解课文内容。

与Text I相关的内容有以下几个部分: **Summary of the Text**; **Key Words and Expressions**; **Sentence Highlights**; **Stylistic Features** (自第三册起); **About the Exercises in the Student's Book**; **Translation of Text I**。

Summary of the Text 帮助学生对课文的主要意图和内容进行分析归纳,训练学生的逻辑思维能力和对课文的整体把握。

Key Words and Expressions 对重点、常用词汇和词组的用法作出简要解释,给出例句及其译文,并适当提供相关的构词法解析、派生词、近义词、反义词等,帮助学生掌握相关词汇和词组的正确用法,掌握一定的构词法知识,有效扩大词汇量。

Sentence Highlights 挑选课文中的难句或经典句,对其中的语言点进行简要解释并给出全句译文,培养学生细致观察语言的能力,为其深入理解课文打下基础。

Stylistic Features 旨在引导学生把握课文的文体风格、篇章结构以及突出的修辞手段及其文体效果,培养学生的语用能力和对名篇名句的赏析能力。

About the Exercises in the Student's Book 旨在帮助学生了解学生用书中每个练习的目的和意义,并提供相关的答案和解释,使学生的练习活动更具成效。

Translation of Text I 提供课文的完整译文,旨在帮助学生正确理解课文的意思,使学生更加全面地了解段落之间的逻辑关系和语篇的整体意义。

Text II 是对 Text I 主题的扩展和深化。对 Text II 的辅导包含两个部分: Key Words and Expressions 和 Sentence Highlights,旨在帮助学生学习词汇并理解课文。

本书为第三册,供英语专业二年级第一学期使用。

本书由上海外国语大学英语学院的教师负责主体编写修订,具体分工如下:修订后的新课文(除翻译以外的其余部分)第六单元和第十单元由李锐负责,第十三单元由何春燕负责,第十四单元由侯艳萍负责。第二单元、第七单元和第九单元的Text II由许立冰负责。从第一至十四单元的课文翻译由华南理工大学英语教师、“韩素音”翻译奖得主肖锦银完成、许立冰通读并修改,第六和第十单元参考了李锐译文。短文写作由许立冰负责完成。

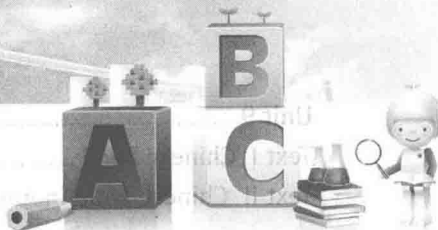
除了这次修订的第六、十、十三和十四这四个单元之外,其他单元词汇、句型部分的删减由许立冰负责完成,初版时因时间仓促造成的一些疏漏和错误之处由许立冰一并通读并修改。

由于时间依然仓促,加上修订者水平有限,本书依然存在着一些问题,我们真诚希望同行专家、广大师生不吝赐教。

编者

2012年4月

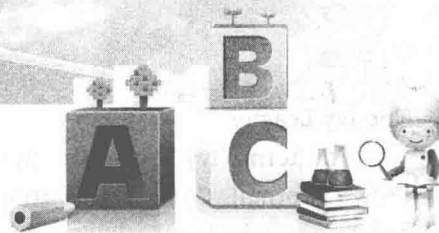
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UNIT 1



BACKGROUND INFORMATION

Higher Education in the USA

The USA has more than 3,300 accredited colleges and universities, which offer a wide range of undergraduate and graduate programs.

Undergraduate Programs (Bachelor's Degree)

This is the first level of post-secondary education that begins after 12 years of primary and secondary schooling. It includes at least 4 years of education and earns a bachelor's degree. There are also two-year programs which earn an associate degree. A student who has an associate degree has to study further for a minimum of 2 years to earn a bachelor's degree.

Graduate Programs (Master's Degree & Doctorate)

Graduate programs usually involve one year or more of education depending on the subject or course, and earn a master's or doctoral degree like MBA, MS or PhD. Admission to a graduate program usually requires a minimum of 16 years of formal education. That is, 12 years of primary and secondary schooling and further 4 years of college education.

Types of Institutions

There is no central ministry of education in the US and each institution can determine its own programs and admissions standards. There are private as well as state-funded colleges. **Universities** are academic institutions that include one or more undergraduate colleges, as well as any number of graduate and professional schools, i.e. schools offering study for a single profession such as law. **Four-year colleges** are undergraduate institutions offering academic programs leading to a bachelor's degree. Community colleges or junior colleges are undergraduate institutions offering up to two years of academic instruction beyond secondary school at a relatively low cost. These offer certificate programs that last for a few months to a year as well as associate degrees. **Institutes of technology** or polytechnic institutes offer specialized programs in sciences and engineering, in addition to basic sciences, humanities and the social sciences, at both the graduate and undergraduate levels.

(Source: <http://www.infozee.com/usa/education.htm>)

The Ivy League

The term "Ivy League" is informally used to describe eight East Coast universities — Brown, Cornell, Columbia, Dartmouth, Harvard, Princeton, the University of Pennsylvania, and Yale — which are acknowledged as among the most prestigious post-secondary schools in the United States. The ivy image derives from the fact that these institutions are also among the oldest in the country, with stately buildings and beautiful historic campuses. Because of highly selective admissions criteria, an "Ivy League" degree represents the near-guarantee that a graduate will rise to the top of his — or, only since the 1970s, her — profession (the Ivy League colleges were originally all-male institutions).

The term itself did not originally connote academic excellence: it was coined in the late 1930s by Cas Adams, a *New York Herald-Tribune* reporter, who bestowed the name on the schools because he noticed that buildings on all eight campuses were covered in vines. Before the 1880s, contacts between these institutions were few until intercollegiate athletic teams began to develop.

Walter Camp, a Yale student in the 1870s, had all but invented college football and, by the turn of the century, the eight universities were dominating the sport.

With applications to most Ivy League universities topping 20,000 a year by the 1990s, and acceptance rates hovering between 10 and 15 percent, it is not hard to see how the Ivy League sets the benchmark against which other post-secondary institutions are measured. Many high school seniors and their parents invest so much in acceptances — from SAT preparation classes to costly counselors — that they overlook colleges that do not have such recognizable brand names.

TEXT I FRESH START

I. Summary of the Text

本文为记叙文，作者叙述了她在大学生活的第二天里所犯下的两个小错（在她当时看来却是愚不可及的大错），并告诉读者她是如何走出自己的心理误区，从此健康快乐地度过大学时代。

按照以上写作意图，作者把文章分为4个部分。第1部分即第1小段，作者特意用生硬的文笔写出了她初进校园时紧张的心情和生怕犯错的忧虑。接下来的6个自然段构成第2部分，作者以生动幽默的文笔再现了她在上课第一天发生的两件糗事以及由此引发的恶劣心情。第8、第9小段告诉了读者她的懊恼是如何烟消云散的。最后一部分包括了5个小段，这部分以自然流畅的文笔描写了作者在3个事件后开始思索，终于走出了以往的心理误区，人生得以健康发展。

II. Key Words and Expressions

1. distinct

adj. 明显的, 清楚的, 易于被感觉和察觉的【同apparent】【反obscure】*e.g. He speaks with a distinct Shanghai accent.* 他说话带有明显的上海口音。

扩展 distinctness **n.** 不同; 明显
distinctly **adv.** 不同地; 明显地

辨析 distinctive, distinct

distinctive 和 distinct 是很容易混淆的两个单词。前者的意思是“特别的”(characteristic), 而后者的意思是“不同的”(different)、“明显的”(apparent)。

2. square

vt. & vi. (使)成方形; 弄平, (使)直 *e.g. square one's cap* 抚平某人的帽子

扩展 squarely **adv.** 方形地, 直角地
squareness **n.** 方形; 小心拘谨, 一丝不苟

搭配 ① 当square作动词时, 有短语:

square away 整理; 把...放起来或整齐地放

square off <美>摆出作战姿势, 准备作战

square up 结清账单或债务

square up to 直面(困难等)

② 当square作名词时, 有短语:

on the square 诚实的(地)

out of square 意见不同

③ 当square作形容词时, 有短语:

fair and square 公平的

a square peg in a round hole 不适合担当某职务的人

3. glance

vi. 扫视, 匆匆一看【同glimpse, skim, scan】*e.g. The waiter handed the menu to him but he only glanced at it and ordered a glass of black tea.* 服务员递给他一份菜单, 但他只瞄了一眼, 然后点了杯红茶。

搭配 glance at 浏览, 大致地看

He glanced at his watch and then looked at the sky. 他瞧了瞧手表, 然后又看了看天空。

辨析 glance, glimpse, skim, scan

这四个单词都有“浏览”、“粗略地看”的意思。但glimpse所表达的看的时间比glance还要短, 有时甚至是无心的。skim和scan主要强调看东西的速度很快。

4. demeanor

n. 行为; 举止; 风度【同bearing, behavior, conduct, manner, deportment】*e.g. Her*

arrogant demeanor turned everybody away. 她举止傲慢, 人人避之不及。

联想 demean (使行为举止显出某种特征) + or (名词后缀)

扩展 demean *v.* 降低…的身份

5. grope

vi. & vt. 摸索; 盲目地或不确定地寻找【同search, explore, fumble, feel, look for】

e.g. He groped for the door handle in the dark. 他在黑暗中摸索着门把手。We are groping after the truth. 我们在探索真理。

扩展 groping *adj.* 探索的, 暗中摸索的

gropingly *adv.* 摸索着, 暗中摸索地

搭配 grope for 摸索

grobe after 探索, 追求

辨析

grobe有很多同义词, 如上所述。它与其他单词的区别在于它强调在“黑暗中或在不确定情况下艰难地摸索、探寻”。

6. tip (sb.) off

暗中向…泄漏消息; 告诫, 提示 *e.g.* If he had not been tipped off to flee in time, he would have been killed. 如果他事先没有听到风声及时逃走的话, 他早就被杀害了。

注意 该短语在表示“事先给某人警告或暗示”的意思时, 一般用在口语中。

7. maneuver

n. 策略【同strategy, tactic, scheme】 *e.g.* The football player tried every maneuver to score a goal, but was blocked by the goalkeeper of the rival team. 这位足球运动员千方百计想进球, 可惜还是被对方守门员拦截了。

扩展 maneuverable *adj.* 容易操作的, 有机动性的

maneuverability *n.* 可操作性, 机动性

搭配 maneuver sb. into / out of doing sth. 诱使某人做/不做某事

8. come to one's feet

站起来【同stand up】 *e.g.* The boxer was hit hard on the head and fell on the ground heavily. But to everyone's relief, he came to his feet within ten seconds and went on fighting. 这位拳击手头部受重击倒地。但他在10秒钟之内居然又站了起来并继续比赛, 让大家都松了一口气。

搭配 这个短语很普通, 但是和foot有关的短语很多, 以下提供参考:

fall on one's feet 安然脱离困境

have one foot in the grave 已是风烛残年

jump to one's feet 跳起身来

rise / spring / struggle to one's feet 站(跳、挣扎着)起来

set foot on / in 踏上(进入)

show the cloven foot 露马脚

9. sneak

vi. 偷偷地走, 溜【同steal, slink, lurk, creep】 *e.g.* Just as the thief sneaked into the bedroom

of the owner, he was caught on the spot by the awaiting policeman. 小偷刚溜进户主的卧室, 就被早已等候多时的警察抓了个正着。

扩展 sneaker *n.* 运动鞋

sneaking *adj.* 偷偷摸摸的, 卑鄙的

sneakingly *adv.* 偷偷地, 卑鄙地

sneaksby *n.* 偷偷摸摸的人, 鬼鬼祟祟的人

sneaky *adj.* 鬼鬼祟祟的, 卑鄙的

搭配 sneak in 渐显, 淡入

sneak into 偷偷溜进

sneak out (of) 偷偷溜出; 淡出

sneak up on sb. 偷偷走近某人

10. composed

adj. 镇静的, 沉着的【同calm, cool, balanced, self-possessed, dispassionate, imperturbable, placid, sedate, serene】*e.g.* It is necessary for one to keep composed when facing unexpected incidents. 在突发事件面前保持沉着冷静是很有必要的。

联想 com-(一起) + pose(放置) + -(e)d (形容词后缀)

扩展 composedly *adv.* 镇定地, 沉着地

composedness *n.* 镇定, 沉着

composed是从compose衍生出来的, 后者最重要的义项是“组成, 构成”。由该词衍生出来的词很多, 如:

composing *n.* 著作, 构成, 组成; 排字

composite *adj.* 合成的, 复合的 *n.* 合成物

composition *n.* 写作, 作文; 成分; 合成物

compositional *adj.* 成分的

compositive *adj.* 组成的, 合成的, 集成的, 混合的

compositor *n.* 排字工人; 排序

11. sb.'s heart goes out to sb. else

同情某人【同take pity on sb.】*e.g.* Seeing a picture depicting a mother crying over her dead baby killed by the tsunami, my heart went out to her. 看到一位母亲为她在海啸中丧生的孩子哭得悲痛欲绝的图片时, 我不禁对她同情万分。

搭配 这是一个非常形象的短语, 有关 heart 的常见短语还有:

a heart of gold 金子般的心

a heart of oak 刚强勇敢的人

break one's heart 使某人伤心

cry one's heart out 恸哭

give / lose one's heart to sb. 爱上某人

have the heart to do sth. 忍心做某事(通常用否定形式)

heart and soul 全心全意地

learn by heart 记住

lose heart 丧失信心

set one's heart at rest 使某人放心

take heart 恢复信心, 振作

12. clasp

n. 紧握, 抱住 *e.g.* He held her hand in a firm clasp. 他紧紧握着她的手。

扩展 clasp *vt.* 握紧; 抱紧

clasper *n.* 扣子, 钩子

13. slink

vi. 潜行【同sneak, steal, flee】*e.g.* The cat slink through the grass toward its prey. 那只猫偷偷地穿过草丛向猎物扑去。

扩展 slinkingly *adv.* 偷偷摸摸地

slinky *adj.* [非正式]动作优雅柔软的; (指服装)紧身、性感的

注意 该词的过去式和过去分词分别是slunk(或<古>slank)和slunk。

14. preoccupation

n. 入神, 专注【同devotion, dedication, absorption】*e.g.* Einstein's preoccupation with science was exceptional. 爱因斯坦对于科学的专注程度是少有的。

扩展 preoccupy *vt.* (使)全神贯注, 迷住

preoccupied *adj.* 全神贯注的; 被抢先占据的

preoccupancy *n.* 先占据, 先取

preoccupant *adj.* 抢先占据的

15. live up to one's expectation

没有辜负某人的期望【同meet one's expectation】*e.g.* Xiaoming lived up to his parents' expectation and entered Tsinghua University. 小明不负父母的期望, 考上了清华大学。

16. shackle

n. [常用复数]桎梏, 束缚物 *e.g.* The egalitarian policy, which had worked well for the Chinese people at wartime, became an economic shackle after the war was over. 平均主义政策在战争时期确实为中国人民带来了好处, 但是战争一结束, 这种政策就成了经济发展的障碍。

III. Sentence Highlights

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. (Para. 1)

第一次问自己究竟到大学校园干什么来了, 是在父母驾车离去、留下我可怜兮兮地站在停车场时, 那会儿我脑子里唯一的念头就是平平安安地找到宿舍。

nothing more than: only, merely, just

e.g. Given the current situation, what I can do is **nothing more than** keep comforting him.

2. **Adding to my distress was** the distinct impression that everyone on campus was

watching me. (Para. 1)

雪上加霜的是，我清楚地感觉到校园里每个人都在盯着我。

add to sb.'s distress: to make sb. even more distressful

e.g. *Adding to his distress was the feeling that he was left helplessly alone.*

3. **It took everything I had not to** stare when I caught my first glimpse of a real live college football player. (Para. 2)

第一次亲眼看见一个活生生的大学橄榄球球员的时候，我费了很大的劲儿才控制自己不去傻盯着他看。

It takes everything sb. has not to: sb. simply can't help doing sth.

e.g. *It took everything he had not to reveal his innermost feelings to her.*

4. 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. (Para. 5)

我坐到椅子上，一边努力装出生物专业学生的科研姿态——身体微微前屈，绷紧手臂时刻准备奋笔疾书做笔记——一边暗暗骂自己。

assume the pose of: to pose as

e.g. *He always assumes the pose of an expert, which greatly annoys his fellow workers.*

5. Slowly I kicked off my ketchup-soaked sandals and jumped **clear of** the toppled tray and spilled food. (Para. 7)

我慢慢地踢掉沾满番茄酱的凉鞋，从打翻的盘子和撒了一地的食物边跳开。

clear of: completely away from

e.g. *stand clear of the doors*

6. I sneaked out of the cafeteria as the cheers **died down** behind me. (Para. 7)

我溜出了餐厅，欢呼声在我身后渐渐平息。

die down: to lose strength; subside

e.g. *The winds died down.*

7. He got up, hands held high above his head in a victory clasp, **grinning from ear to ear**. (Para. 9)

他站起来，双手高举到头顶做出胜利的手势，嘴巴笑得快咧到后脑勺去了。

grin from ear to ear: to laugh heartedly

e.g. *The villagers living in the mountains grinned from ear to ear when they saw the film for the first time.*

8. Popularity was not so important; **running with the crowd** was no longer a law of survival. (Para. 11)

有没有人缘不要紧；随波逐流不再是生存规则。

follow / go with / move with / run with the crowd: to be content to do what most people do

e.g. *Not wanting to make my controversial views known yet, I preferred to follow the crowd for a while.*

IV. Stylistic Features

1. 文体：这是一篇典型的记叙文。记叙文用来叙述人物的活动或是事情的发展过程，一般有时间、地点、人物、事件、原因和结果六要素，写作时要明白、清楚地予以表达：写人时，要注意介绍人物的身世、经历和事迹等，叙事则要写清事情发生与发展的过程以及事情发生的前因后果等。这种文体可以用于日记、通信、游记、传记以及新闻通讯等的写作，也是小说、故事、神话、传说的主要叙事方式。
2. 修辞：从修辞角度而言，句子可分成松散句(Loose Sentences)和掉尾句(Periodic Sentences)。在松散句中，最重要的信息往往在词序上排在所有修饰、限定成分的前面，读者不必读完全句就可以大体了解这句话的意思。掉尾句与此相反，最重要的信息总是排在句末或接近句末的部分，读者不读完全句就无法知道这句话的大意。

请看课文中的下列句子：

- a) The next morning I found my first class and marched in.
- b) Once I was in the room, however, another problem awaited me.
- c) I cracked my anthology of American literature and scribbled the date at the top of a crisp ruled page.
- d) I made my way through the food line and tiptoed to a table, where I collapsed in relief.

1、2句都是掉尾句，句子重心都在句末，它们的句首都只是句子的一个成分，不能独立成句。3、4句都是松散句，句子要传递的信息中，最重要的都在句首，而且句首可以单独成句；松散句的特点是平铺直叙，风格自然、直接、平淡；而掉尾句的句子重心不到句末不会出现，句子结构因而比松散句要复杂，它可以引起读者的期待，在风格上偏向正式，有较强的文学意味。如果脱离上下文，单论松散句和掉尾句孰优孰劣并无多大意义。

课文为了取得幽默风趣的叙事风格，运用了不少掉尾句。

V. About the Exercises in the Student's Book

Text comprehension

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

C

(This statement goes to extremes. Though the author stresses the notion that we should find our true selves and be faithful to them in college, she does not mean we should ignore others in pursuit of our true selves.)

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

1. F (Refer to Paragraph 2. Evelyn acted carefully and put on air of assurance for fear that other students might notice she was a freshman.)
2. T (Refer to Paragraph 6. When she fell, she seemed to see the failure of her entire life, as if it ended with the first day of college classes.)
3. F (Refer to Paragraph 7. All the students in the cafeteria stood up, cheering and clapping, making fun of the most miserable person. And Evelyn knew that they had all noticed her embarrassment and "determined that I would never forget it.")
4. T (Refer to Paragraphs 9 and 10. The response of the football player gave her a sudden realization that she had been taking herself far too seriously, and what she had interpreted as a malicious attempt to embarrass a freshman had been merely a moment of college fun.)
5. F (Refer to Paragraphs 12 and 13. She did make some mistakes on purpose, but the purpose was to

try new experiences like new articles of clothing in order to find out her real self.)

III. Answer the following questions.

1. Refer to Paragraphs 1 and 2. She felt "first-gradish" on her arrival at the campus. The "first-gradish" feeling refers basically to naivety and anxiety, so she attempted to behave in a perfect way with the hope that no one would notice she was a freshman.
2. Refer to Paragraph 3. She chose to sit in the front row and to the side. This was because the freshman manual suggested sitting near the front to show that one is an intelligent and enthusiastic student, but as she was not confident enough to sit in the professor's direct line of vision, she chose a side seat in the front row.
3. Refer to Paragraph 6. She felt as if her life had plunged into total failure and the doom of life had come.
4. Refer to Paragraph 9. The football player got up, hands held high above his head in a victory clasp, which is an expression of fun. At this moment, Evelyn realized that she had been too serious and on the contrary her slip could be a moment of fun for other people and herself alike. Everyone may have done something dumb, but they have all survived after all.
5. Refer to Paragraphs 13 and 14. She understood that one could live his college life as an experiment. She should not be afraid of making mistakes because it is only through trial and error that one can find his real self and finding his real self is the ultimate purpose of a college education. The college allows one to make massive mistakes. And even after graduation, she was still making mistakes of which she was no longer afraid.

IV. Explain in your own words the following sentences.

1. I planned to keep silent and act in such a way that nobody would notice that I was only a new-comer in college.
2. For three days, I had not been to the cafeteria due to my feeling of humiliation and shame. Instead, I stayed alone in my room and ate junk food of various kinds from a vending machine which was in just the right place to aid me in avoiding others.
3. It didn't matter whether or not you were widely accepted or admired; you did not have to behave to the liking of everybody else.

Structural analysis of the text

Unlike a piece of expository writing, which usually expresses the main idea in a thesis statement, in a piece of narrative writing, the point is shown through dialogues, actions or events. The three incidents that are treated expansively in this essay are related to one another by their implicit messages — the author made mistakes and her reaction toward the mistakes. It was in this process that the author achieved significant insight into life and herself.

Rhetorical features of the text

"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*" (Paragraph 5). "*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*" (Paragraph 6). The italicized parts in the selections offer vivid pictures of what she did or how she looked in the embarrassing situations.

Vocabulary exercises

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

1. I had just the feeling of a newcomer at college without the strength a mature student might possess
2. my apparent confidence
3. some food to appease my hunger (as well as my anxiety)
4. going with the tide was no longer crucial to one's success
5. foolish and glaring mistakes

II. Fill in the blank in each sentence with a word taken from the box in its appropriate form.

- | | |
|------------------|-----------------|
| 1. distress | 2. clutched |
| 3. pose | 4. sneaked |
| 5. preoccupation | 6. shackles |
| 7. curse | 8. deliberation |

III. Fill in the blanks with the appropriate forms of the given words.

- | | |
|-----------------|------------------|
| 1. assure | 2. discretion |
| 3. relaxation | 4. humiliate |
| 5. strategy | 6. embarrassment |
| 7. maneuverable | 8. immaturity |

IV. Fill in the blank(s) in each sentence with an appropriate phrasal verb or collocation taken from the text.

- | | |
|----------------|-------------------|
| 1. lived up to | 2. headed for |
| 3. seek out | 4. has broken out |
| 5. groped for | 6. trying on |
| 7. go out to | 8. tipped off |

V. Give a synonym or an antonym of the word underlined in each sentence in the sense it is used.

1. Antonym: vague (indistinct)
2. Synonym: inconspicuously (unobtrusively)
3. Synonym: self-restraint (self-control)
4. Antonym: clever (intelligent, sensible)
5. Synonym: manner (behavior)
6. Antonym: excited (agitated)
7. Synonym: sneak
8. Antonym: mature (sophisticated)

VI. Explain the underlined phrasal verbs in your own words.

- | | |
|-------------------|------------|
| 1. became popular | 2. respect |
| 3. keep up | 4. lead to |
| 5. understand | 6. found |
| 7. use | 8. start |

Grammar exercises

I. Combine each nominal clause in Column A with a sentence fragment in Column B to create a sensible sentence.

- | | | | |
|------|------|------|------|
| 1. c | 2. d | 3. b | 4. f |
| 5. a | 6. e | 7. h | 8. g |

II. Rewrite the following sentences, beginning each one with a noun phrase or a nominal clause.

1. My decision to resign was wise.
2. Their readiness to accept the peace agreement really surprised the diplomatic world.
3. My determination to pass the test helped me.
4. Her failure to get into college disappointed her parents.
5. My willingness to cooperate was appreciated.

6. His refusal to help surprised me.
7. The proposal that we should import more equipment is to be discussed at the meeting.
8. Who can have told you that puzzles me.

III. Complete each sentence with what you think is the most appropriate of the four choices given.

1. D
2. B (*That* introduces an appositive clause.)
3. C 4. C 5. A
6. B (When the antecedent is *the way*, the relative word can be *that* or *in which*.)
7. D
8. B (*Or not* is sometimes used at the end of clauses introduced by *whether* or *if*. It can also be used directly after *whether*, but not *if*.)

IV. Combine the two sentences in each group into one, using *so that*.

1. I spent the afternoon seeking out each of my classrooms so that I could make a perfectly timed entrance before each lecture.
2. He wore glasses and a false beard so that nobody would recognize him.
3. The stranger spoke very slowly so that I could understand what he said.
4. She locked the door so that she wouldn't be disturbed.
5. John whispered so that others couldn't hear him.
6. Please arrive early so that we can start the meeting on time.
7. John has bought a bicycle so that he may save money on bus travel.
8. The lecturer showed some slides so that he might illustrate his point.

V. Complete the following sentences using the words in the box.

1. Although / Though
(Very often, both *although* and *though* can be used in the same way. *Though* is more common in informal speech or writing.)
2. yet
3. however / though
4. however / nevertheless / though
(*Though* can be put at the end of a sentence, with the meaning of "however.")
5. Although / Though still / nevertheless
6. Despite / In spite of