# All Grown Up and Still in Tow

*Sherri Beattie | Unit 2: Freshman Year*

*每段四层递进：事实提取 → 因果推理 → 深层理解 → 评价延伸*

## 设计说明

本设计覆盖课文全部 19 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

设计说明

本设计覆盖课文全部 19 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

◆◆◆

## Paragraph 1 — 注册处的一幕

> *My heart went out to him. In fact, I felt so uncomfortable that I looked away. How humiliating to be in a university registrar's office with your father taking charge.*

**L1 事实　Q1. Where is the author? What is she witnessing?**

→ She is standing in line at a university registrar's office, witnessing a father taking charge of his son's registration.

**L1 事实　Q2. What are the author's three emotional reactions in this paragraph? List them in order.**

→ (1) Her heart went out to him (sympathy) → (2) She felt uncomfortable → (3) She looked away (could not bear to watch).

**L2 推理　Q3. Why does the author say "How humiliating"? From whose perspective — the son's or hers?**

→ From the son's perspective. The author imagines how the young man must feel — having your father take charge in a university setting, where you are supposed to be an adult, is humiliating. The word "humiliating" shows empathy: she feels his embarrassment vicariously.

**L2 推理　Q4. "My heart went out to him" — Why sympathy rather than pity? What's the difference?**

→ Sympathy = feeling WITH someone (shared emotion); pity = feeling ABOVE someone (looking down). The author doesn't look down on the student — she feels WITH him, imagining his shame. This sets the tone: she is an observer who identifies with the student, not the parent.

**L3 深层　Q5. The paragraph opens with "My heart went out to him" — not with a description of the scene. Why start with emotion rather than action?**

→ Starting with emotion immediately establishes the author's perspective — we see the scene through her feelings, not as a neutral observer. This is a first-person essay, and the emotional opening pulls the reader into the author's viewpoint before explaining what happened.

**L3 深层　Q6. "I felt so uncomfortable that I looked away" — What does "looked away" reveal about the author's character?**

→ She is empathetic but not confrontational. Rather than intervening or judging aloud, she looks away — giving the student privacy in his humiliation. This shows emotional intelligence: she recognizes the discomfort but respects boundaries.

**L4 评价　Q7. Have you ever witnessed a scene where someone was publicly embarrassed by a family member? How did you react? Did you intervene or look away?**

→ (Discussion) Students reflect on their own experiences of vicarious embarrassment and the ethics of intervention.

**L4 评价　Q8. "Taking charge" can be positive (leadership) or negative (overstepping). In this paragraph, is it clearly negative, or is there ambiguity?**

→ (Discussion) The father likely means well — he's trying to help. But the author frames it as negative because he's doing what his adult son should do himself. The ambiguity is intentional: the essay explores well-intentioned but harmful parenting.

语言练习 · **Para. 1**

① 词汇语境

a) "humiliating" — A) 令人羞辱的　B) 令人兴奋的　C) 令人疲倦的

b) "take charge" — A) 掌管/负责　B) 收费　C) 充电

c) "heart went out to" — A) 心飞向　B) 同情/慰问　C) 心碎

② 句意转述

"How humiliating to be in a university registrar's office with your father taking charge."

参考答案：It must be extremely embarrassing for a university student to have their parent take control at the registration office — a place where they should be handling things themselves.

③ 翻译

"My heart went out to him. In fact, I felt so uncomfortable that I looked away."

参考答案：我对他充满同情。事实上，我感到如此不自在，以至于把目光移开了。

◆◆◆

## Paragraph 2 — 感慨时代变迁

*As I stood in line, waiting for my own question to be answered, I reflected on how times have changed.*

**L1 事实　Q9. What is the author doing while standing in line? What does she do mentally?**

→ She is waiting for her own question to be answered at the registrar's office. Mentally, she reflects on how times have changed.

**L2 推理　Q10. Why does the author mention she is "waiting for her own question"? What does this tell us?**

→ She is also a student or staff member at the university — she has her own business at the registrar's office. This means she is not just an outside observer; she belongs to the university community and has a personal stake in how students are treated.

**L3 深层　Q11. "How times have changed" is a very short reflection. What contrast is implied?**

→ The contrast between past and present: when she was a student (twenty years ago, as we learn later), parents did not accompany their children to university. Now, parents take charge. The brevity of the sentence mirrors the simplicity of the observation — things are obviously, unmistakably different.

**L4 评价　Q12. "Times have changed" is a common expression. Is it always neutral, or can it carry judgment?**

→ (Discussion) "Times have changed" can be neutral (descriptive), nostalgic (things were better before), or critical (things have gotten worse). In this context, it carries a critical undertone — the change is not for the better.

语言练习 · **Para. 2**

① 词汇语境

a) "reflected on" — A) 反射　B) 反思/深思　C) 拒绝

b) "times" (how times have changed) — A) 次数　B) 时代　C) 时间

② 句意转述

"I reflected on how times have changed."

参考答案：I thought about how different things are now compared to the past.

③ 翻译

"我站在队伍里，等待回答自己的问题时，反思着时代如何变迁。"

参考答案：As I stood in line, waiting for my own question to be answered, I reflected on how times have changed.

◆◆◆

## Paragraph 3 — 作者身份

*I am as old as, if not older than, most faculty members.*

**L1 事实　Q13. What does the author tell us about her age?**

→ She is as old as, or possibly older than, most faculty members at the university.

**L2 推理　Q14. Why does the author mention her age? How does it relate to her authority to comment?**

→ By establishing that she is the same age as faculty members, she positions herself as someone with life experience and professional standing — not a young student complaining. Her age gives her the authority to observe and critique parental behavior from a mature perspective.

**L3 深层　Q15. This is the shortest paragraph in the essay — one sentence. Why isolate it?**

→ The single-sentence paragraph creates a dramatic pause. After the emotional opening (Para. 1) and the reflection (Para. 2), this line establishes the author's credentials. It's a structural pivot: from observer to commentator. The brevity forces the reader to register this fact before the argument unfolds.

**L4 评价　Q16. Does age automatically equal wisdom? Can you think of situations where older people give worse advice than younger ones?**

→ (Discussion) Students explore the relationship between age, experience, and wisdom. The goal is to recognize that the author's authority comes not just from age but from her specific experience as both a student and a university insider.

语言练习 · **Para. 3**

① 词汇语境

a) "faculty" — A) 全体教员　B) 学生　C) 家长

b) "if not older than" — A) 如果不比...老　B) 甚至可能比...更老　C) 不如...老

② 句意转述

"I am as old as, if not older than, most faculty members."

参考答案：My age is comparable to, and possibly exceeds, that of most university teachers.

③ 翻译

"我和大多数教员一样大，甚至可能比他们还大。"

◆◆◆

## Paragraph 4 — 大学第一年的体验

*Nonetheless, I do remember what it was like to be an 18-year-old undergraduate. The first-year experience is exciting, liberating and terrifying, all combined to help us grow into adulthood. That is, if our parents don't come with us.*

**L1 事实　Q17. What three words does the author use to describe the first-year experience?**

→ Exciting, liberating, and terrifying.

**L1 事实　Q18. What is the condition she attaches to growing into adulthood?**

→ "That is, if our parents don't come with us." — Growth only happens if parents allow students to experience university independently.

**L2 推理　Q19. Why does she say "Nonetheless" at the beginning? What is she contrasting?**

→ She is contrasting her current age (as old as faculty) with her memory of being 18. "Nonetheless" means: despite being older now, I still remember what it was like. This bridges her authority (I'm experienced) with her empathy (I remember being young).

**L2 推理　Q20. Why are the three adjectives in this order: exciting → liberating → terrifying? Is there a progression?**

→ Yes. Exciting = the initial thrill (positive). Liberating = the freedom of independence (positive, deeper). Terrifying = the fear that comes with freedom (negative, honest). The progression moves from surface excitement to deeper freedom to honest fear — showing that growth is both wonderful and scary.

**L3 深层　Q21. "That is, if our parents don't come with us" — How does this clause change the tone of the paragraph?**

→ The first two sentences are warm and reflective. The final clause is a sharp, witty aside — almost a joke, but with a serious point. It shifts from nostalgic memory to pointed critique. The conditional "if" implies that the growth process can be disrupted by overprotective parenting.

**L3 深层　Q22. "All combined to help us grow into adulthood" — Who or what is doing the combining? Is it the experiences themselves, or something else?**

→ The three experiences (exciting, liberating, terrifying) work together — they are "combined" by the student living through them. The implication is that growth comes from facing all three, not just the pleasant ones. If parents remove the "terrifying" part, the combination is broken.

**L4 评价　Q23. Do you agree that the first-year experience is "terrifying"? What makes it terrifying? Is the fear necessary for growth?**

→ (Discussion) Students reflect on their own fears about university life and whether facing fear is essential to personal development.

**L4 评价　Q24. If you could remove one of the three emotions (exciting, liberating, terrifying) from your university experience, which would you remove? What would be lost?**

→ (Discussion) This question forces students to evaluate the role of negative emotions in growth. Removing "terrifying" might feel good but could stunt development.

语言练习 · **Para. 4**

① 词汇语境

a) "nonetheless" — A) 虽然如此/但是　B) 从不　C) 少于

b) "liberating" — A) 令人解放的　B) 令人窒息的　C) 令人疲倦的

c) "combined" — A) 结合　B) 分开　C) 抵消

② 句意转述

"The first-year experience is exciting, liberating and terrifying, all combined to help us grow into adulthood."

参考答案：The mix of excitement, freedom, and fear in the first year of university works together to mature us into adults.

③ 翻译

"尽管如此，我确实记得 18 岁做本科生时是什么感觉。第一年的体验令人兴奋、令人解放也令人恐惧，这一切结合起来帮助我们成长为成年人。前提是，我们的父母不跟着来。"

◆◆◆

## Paragraph 5 — 注册柜台前

*The young man at the counter had some sort of registration problem. It is inevitable in the first year. The woman behind the counter clearly felt, as I did, embarrassed for this young man, who was accompanied by his no doubt well-intentioned, but misguided, father.*

**L1 事实　Q25. What problem does the young man have? How common is it?**

→ He has some sort of registration problem. The author says it is "inevitable in the first year" — meaning registration problems are normal and expected for new students.

**L1 事实　Q26. How does the woman behind the counter feel? How does the author know?**

→ The woman feels embarrassed for the young man. The author knows because she feels the same way — "clearly felt, as I did." They share the same emotional reaction.

**L2 推理　Q27. Why does the author describe the father as "well-intentioned, but misguided"? What's the distinction?**

→ "Well-intentioned" = the father means well; he's trying to help. "Misguided" = his help is directed wrongly; he should be helping his son handle the problem, not handling it for him. The distinction is crucial: the essay is not attacking parents' love, but their method.

**L2 推理　Q28. Why is the registration problem described as "inevitable"? What does this word imply about the purpose of university?**

→ "Inevitable" means problems will happen — they are a natural part of the first year. This implies that dealing with problems IS part of the university experience. If parents solve all problems, students miss the learning that comes from struggling with bureaucracy.

**L3 深层　Q29. "No doubt well-intentioned" — Why does the author add "no doubt"? What does it achieve rhetorically?**

→ "No doubt" means "certainly" — the author acknowledges the father's good intentions before criticizing his actions. This is a rhetorical strategy: by first acknowledging the positive intention, she makes her criticism more balanced and harder to dismiss. It shows she is fair-minded, not just angry.

**L3 深层　Q30. The phrase "well-intentioned, but misguided" uses a contrast structure. Find similar structures in everyday language. Why is this pattern effective?**

→ Similar: "well-meaning but naive," "kind but clumsy," "smart but lazy." The pattern acknowledges a positive quality before introducing a negative one, making the criticism more nuanced and acceptable. It says: I see the good, but the result is still bad.

**L4 评价　Q31. Is it possible to be "well-intentioned" and still cause harm? Can you think of examples from your own life?**

→ (Discussion) Students explore the gap between intention and outcome. Examples: overprotective parenting, helicopter teaching, well-meaning advice that misses the point.

**L4 评价　Q32. If you were the woman behind the counter, how would you handle this situation? Would you address the father or the student?**

→ (Discussion) Students role-play the counter worker's perspective. The goal is to think about professional boundaries and how to empower students without directly confronting parents.

语言练习 · **Para. 5**

① 词汇语境

a) "inevitable" — A) 不可避免的　B) 可能的　C) 可选的

b) "well-intentioned" — A) 出于好意的　B) 故意的　C) 无意的

c) "misguided" — A) 被误导的　B) 被引导的　C) 被遗弃的

d) "accompanied" — A) 陪同　B) 独自　C) 逃离

② 句意转述

"The woman behind the counter clearly felt, as I did, embarrassed for this young man, who was accompanied by his no doubt well-intentioned, but misguided, father."

参考答案：Both the counter worker and I felt awkward for the student, whose father — though undoubtedly meaning well — was actually making things worse by being there.

③ 翻译

"柜台前的年轻人遇到了某种注册问题。这在第一年是不可避免的。柜台后面的女士显然和我一样，为这个年轻人感到尴尬——他被他那无疑是出于好意、却被误导的父亲陪同着。"

◆◆◆

## Paragraph 6 — 父亲代劳，儿子沉默

> *Dad did the talking while his son struggled to lift his eyes and look at the woman trying to help them. I thought about those small bits of self-confidence that were so painstakingly built in boyhood, and how they were being crushed at the counter. What I saw was a student who looked perfectly able to ask a few questions and get the information he needed.*

**L1 事实　Q33. What is the father doing? What is the son doing?**

→ The father is doing all the talking. The son is struggling to lift his eyes and look at the woman helping them — he can barely make eye contact.

**L1 事实　Q34. What does the author observe about the student's ability?**

→ She sees "a student who looked perfectly able to ask a few questions and get the information he needed." The student is capable — he just isn't being allowed to act.

**L2 推理　Q35. Why can't the son lift his eyes? What emotion does this physical detail reveal?**

→ He can't lift his eyes because of shame. Avoiding eye contact is a classic sign of embarrassment and powerlessness. He knows he should be handling this himself, but his father has taken over, and he can't challenge his father in public.

**L2 推理　Q36. "Small bits of self-confidence that were so painstakingly built in boyhood" — Why "painstakingly"? What does this word tell us about how confidence is constructed?**

→ "Painstakingly" means with great care and effort over a long time. It tells us confidence is not given — it is built slowly, piece by piece, through years of small achievements. This makes the destruction worse: years of building can be crushed in one moment at a counter.

**L3 深层　Q37. "Being crushed at the counter" — The counter is both a literal place and a metaphor. What does it represent?**

→ Literally: the registrar's counter where registration happens. Metaphorically: the place where the young man's independence is being crushed by his father's overinvolvement. The counter becomes a symbol of the boundary between childhood and adulthood — a boundary the father is preventing his son from crossing.

**L3 深层　Q38. The paragraph moves from observation ("Dad did the talking") to reflection ("I thought about...") to judgment ("perfectly able"). Trace this movement. Why is the order important?**

→ The movement is: What I see → What I think about → What I conclude. This order builds the argument step by step. If she started with the judgment ("he's perfectly able"), it would sound like an opinion. By starting with observation, then reflection, the judgment feels earned and grounded in evidence.

**L4 评价　Q39. The author sees the student as "perfectly able." Is she being generous, or is she assuming? Could there be reasons the father needs to take charge that she doesn't know about?**

→ (Discussion) Students consider whether the author is making assumptions. Perhaps the student has a disability, a language barrier, or anxiety. The question encourages nuanced thinking: the author's observation may be correct, but she doesn't have full information.

**L4 评价　Q40. "Self-confidence... painstakingly built in boyhood" — Who builds it? Parents? Teachers? The child? Can it be built if parents do everything?**

→ (Discussion) Confidence is built through overcoming challenges. If parents remove all challenges, confidence cannot develop. This connects to the essay's central argument: overparenting prevents the very confidence parents want to build.

语言练习 · **Para. 6**

① 词汇语境

a) "struggled to lift his eyes" — A) 努力抬起眼睛　B) 闭上眼睛　C) 转动眼睛

b) "painstakingly" — A) 煞费苦心地　B) 痛苦地　C) 迅速地

c) "crushed" — A) 被摧毁/压垮　B) 被建立　C) 被忽视

d) "perfectly able" — A) 完全有能力　B) 完美　C) 不太能

② 句意转述

"I thought about those small bits of self-confidence that were so painstakingly built in boyhood, and how they were being crushed at the counter."

参考答案：I thought about how the confidence he had slowly and carefully built up over the years was being destroyed right there at the registration counter.

③ 翻译

"父亲在说话，而儿子挣扎着想抬起眼睛看那位试图帮助他们的女士。我想着那些在少年时代煞费苦心建立起来的微小自信，以及它们如何在柜台前被摧毁。我看到的是一个看起来完全有能力自己问几个问题、获取所需信息的学生。"

◆◆◆

## Paragraph 7 — 内心的愤怒

*I grew very angry. "Oh, grow up, go home," I wanted to shout at Dad from my place in the line.*

**L1 事实　Q41. What emotion does the author feel? What does she want to shout?**

→ She grows very angry. She wants to shout at the father: "Oh, grow up, go home."

**L2 推理　Q42. Why doesn't she actually shout? What does the restraint reveal?**

→ She doesn't shout because it's not her place — she's a stranger in line. The restraint reveals social norms: you don't confront other people's parents in public. But the fact that she WANTED to shows how strong her reaction is.

**L2 推理　Q43. "Grow up" is usually said to children. Who is she saying it to? Why is this ironic?**

→ She's saying it to the DAD — the adult. The irony is that the father is acting less mature than his college-age son. "Grow up" is the author's message to the parent: you are the one who needs to mature, not your child.

**L3 深层　Q44. The paragraph is very short (2 sentences). After the detailed Para. 6, why this brevity?**

→ The short paragraph creates a burst of emotion — like a sudden outburst that's immediately contained. The long, detailed observation in Para. 6 builds pressure; Para. 7 is the release valve. But it's an INTERNAL release — she only WANTS to shout, she doesn't actually do it.

**L4 评价　Q45. Is anger an appropriate response here? Could the author have responded more constructively?**

→ (Discussion) Students evaluate whether anger is justified and whether internal anger without action is helpful or frustrating. The question explores the gap between feeling and doing.

语言练习 · **Para. 7**

① 词汇语境

a) "grow up" (reproach) — A) 成熟点　B) 长大　C) 起来

b) "shout at" — A) 对...喊　B) 对...笑　C) 对...点头

② 句意转述

"Oh, grow up, go home," I wanted to shout at Dad from my place in the line.

参考答案：I felt like yelling at the father from where I stood: "Act your age and go home!"

③ 角色扮演：Work in pairs. Student A is the author, wanting to say something. Student B is a friend who tells A to calm down. Act out the conversation.

◆◆◆

## Paragraph 8 — TA 研讨会的震惊

*I was equally shocked as I sat in a seminar for 500 first-year teaching assistants and was told what to do when Mom and/or Dad shows up at our office complaining about the marks or assignments that you have given to their children. It is a very real issue in universities these days.*

**L1 事实　Q46. Where is the author? How many people are in the seminar?**

→ She is in a seminar for 500 first-year teaching assistants. She is one of the TAs.

**L1 事实　Q47. What are TAs being told? What do parents do?**

→ TAs are being told what to do when parents show up at their office to complain about marks or assignments given to their children.

**L2 推理　Q48. Why is the author "equally shocked"? What was the first shock?**

→ The first shock was the scene at the registrar's office (Para. 1-7). The second shock is discovering that this is not an isolated incident — it's common enough that TAs need training to handle it. "Equally" connects the two shocks: the personal observation and the systemic revelation.

**L2 推理　Q49. What does "a very real issue" mean? Why add "very real"?**

→ "A very real issue" means it's a genuine, widespread problem — not exaggerated or rare. "Very real" emphasizes that this isn't a perception or rumor; it's a fact that universities must deal with. The phrase elevates the scene from personal anecdote to systemic critique.

**L3 深层　Q50. The number "500" is specific. Why mention the exact number of TAs?**

→ 500 TAs means 500 people who all need this training — implying the problem is massive. The number also creates scale: if 500 TAs across one university are dealing with parent complaints, how many parents are involved? The specificity makes the problem concrete and undeniable.

**L3 深层　Q51. "Mom and/or Dad" — Why the "and/or"? What does this legalistic phrasing achieve?**

→ "And/or" is a legal/formal term meaning one or both. Using it here creates a slightly absurd, bureaucratic tone — as if parents are a formal category that requires official handling. It also implies that sometimes it's one parent, sometimes both, sometimes Mom, sometimes Dad — the variety makes the problem feel pervasive.

**L4 评价　Q52. If you were a TA and a parent came to complain about your grading, how would you handle it? What would you say?**

→ (Discussion) Students practice professional boundary-setting. Key points: address the student, not the parent; explain grading criteria; refer to professor if needed; maintain professionalism.

**L4 评价　Q53. Should universities have policies banning parents from TA offices? Or should parents have a role in their children's education?**

→ (Discussion) Students debate the appropriate level of parental involvement in university. Where is the line between caring and overstepping?

语言练习 · **Para. 8**

① 词汇语境

a) "seminar" — A) 研讨会　B) 学期　C) 半圆

b) "complaining about" — A) 投诉/抱怨　B) 赞美　C) 询问

c) "marks" — A) 分数　B) 标记　C) 痕迹

d) "issue" — A) 问题　B) 期刊　C) 发行

② 句意转述

"It is a very real issue in universities these days."

参考答案：This is a genuine and widespread problem in universities today.

③ 翻译

"当我坐在一个 500 名一年级助教参加的研讨会上，被告知当妈妈和/或爸爸出现在你办公室，抱怨你给他们孩子打的分数或布置的作业时该怎么办，我同样感到震惊。这在如今的大学里是一个非常现实的问题。"

◆◆◆

## Paragraph 9 — 婴儿潮父母的两难

*Baby-boomer parents seem to struggle with two things: saying no and letting go. The teaching assistants massed together in the theatre were advised to send unhappy parents directly to professors. I sat in disbelief, but yes, it happens.*

**L1 事实　Q54. What two things do baby-boomer parents struggle with?**

→ Saying no and letting go.

**L1 事实　Q55. What were TAs advised to do with unhappy parents?**

→ Send them directly to professors — escalate the issue rather than handling it themselves.

**L2 推理　Q56. Why can't these parents say "no"? What does this reveal about their values?**

→ They can't say no because they want their children to succeed and believe that saying yes to everything (opportunities, help, interventions) will ensure success. This reveals a values system where success is more important than independence.

**L2 推理　Q57. Why can't they "let go"? What are they afraid of?**

→ They're afraid their children will fail, make mistakes, or suffer without them. Letting go means accepting that they cannot control outcomes — and that loss of control is terrifying for parents who have managed every aspect of their children's lives.

**L3 深层　Q58. "I sat in disbelief, but yes, it happens" — What is the function of "but yes"?**

→ "But yes" acknowledges reality despite disbelief. The structure is: I can't believe it → but it's true. This creates a tone of reluctant acceptance — she doesn't want to believe parents do this, but the evidence is overwhelming. The short phrase "it happens" is deliberately understated, making the situation more striking.

**L3 深层　Q59. "Saying no and letting go" — Notice the parallel structure (V-ing + no/go). Why is this phrasing effective?**

→ The parallel makes the two problems feel like a pair — two sides of the same coin. "No" and "go" also rhyme internally, creating a memorable phrase. The simplicity of the formulation makes a complex psychological problem sound clear and diagnosable.

**L4 评价　Q60. Is it always wrong to not say no? Are there situations where saying yes to everything is good parenting?**

→ (Discussion) Students explore contexts where saying yes is appropriate (encouragement, opportunity) vs. where it's harmful (removing all obstacles, preventing growth).

**L4 评价　Q61. "Letting go" is easy to say but hard to do. If you were a parent, at what age would you stop managing your child's education? Why?**

→ (Discussion) Students think about developmental milestones and the appropriate age for different levels of independence.

语言练习 · **Para. 9**

① 词汇语境

a) "struggle with" — A) 苦于/难以　B) 战斗　C) 成功

b) "let go" — A) 放手　B) 走开　C) 放弃

c) "in disbelief" — A) 难以置信　B) 相信　C) 不信

d) "massed together" — A) 聚集　B) 分散　C) 离开

② 句意转述

"Baby-boomer parents seem to struggle with two things: saying no and letting go."

参考答案：Parents of the baby-boomer generation appear to have difficulty with two things: refusing their children and releasing control over them.

③ 翻译

"婴儿潮一代的父母似乎在两件事上挣扎：说'不'和放手。聚集在剧场里的助教们被建议把不满意的家长直接引见给教授。我坐在那里难以置信，但确实，这种事发生了。"

◆◆◆

## Paragraph 10 — 对父母的直接喊话

*Mom and Dad, your children are no longer children. Rather, they are eagerly trying to be adults. So whatever are you doing in line with them at the registrar's office?*

**L1 事实　Q62. Who is the author addressing directly? What shift in perspective does this represent?**

→ She addresses "Mom and Dad" — the parents. This is a direct shift from third-person narration (talking ABOUT parents) to second-person address (talking TO parents).

**L1 事实　Q63. What rhetorical question does she ask?**

→ "So whatever are you doing in line with them at the registrar's office?"

**L2 推理　Q64. Why does she say "no longer children" and then "trying to be adults"? Why not just say "they are adults"?**

→ "No longer children" states what they're NOT. "Trying to be adults" states what they're BECOMING. The distinction is important: they're in transition, not fully adult yet. By saying "trying," she acknowledges the process — and implies that parents standing in line with them interrupts that process.

**L2 推理　Q65. "Whatever are you doing" — Why "whatever" instead of just "what"?**

→ "Whatever" adds emphasis and incredulity. "What are you doing?" is a simple question. "WHATEVER are you doing?" implies: I cannot fathom any reason that would justify this. It's not a real question — it's a challenge.

**L3 深层　Q66. This paragraph directly addresses parents. How does this change the essay's relationship with the reader?**

→ Until now, the essay has been a first-person narrative — the author telling us what she saw. In Para. 10, she suddenly turns to address parents directly. This creates a dramatic shift: the reader is no longer a passive listener but is positioned as a parent being challenged. If any reader IS a parent, they are now being spoken to.

**L3 深层　Q67. "Eagerly trying to be adults" — Why "eagerly"? What does this word add?**

→ "Eagerly" shows that the students WANT to grow up — they are not being forced into independence; they are reaching for it. This makes the parents' behavior more tragic: they're blocking something their children actively desire.

**L4 评价　Q68. Is the author's direct address to parents effective? Or does it come across as preachy?**

→ (Discussion) Students evaluate the rhetorical effectiveness of direct address. Does it persuade or alienate? The answer may depend on whether the reader is a parent or not.

**L4 评价　Q69. If you could say one thing to your own parents about your university life, what would it be?**

→ (Open answer / Discussion) Students formulate their own message to their parents.

语言练习 · **Para. 10**

① 词汇语境

a) "no longer" — A) 不再　B) 长时间　C) 从不

b) "rather" — A) 相反/而是　B) 宁可　C) 相当

c) "eagerly" — A) 渴望地 B) 懒惰地 C) 悲伤地

d) "whatever" (emphatic) — A) 到底什么 B) 无论什么 C) 什么

② 句意转述

"So whatever are you doing in line with them at the registrar's office?"

参考答案：What possible reason could you have for standing in line with your children at the university registration office?

③ 仿写：Write a similar direct address to someone who is overstepping. Use the structure: "___, your ___ is no longer ___. Rather, they are ___. So whatever are you doing ___?"

◆◆◆

## Paragraph 11 — 二十年前的父母

> *Twenty years ago, when I first entered university, parents did not follow their children all the way there. My parents dropped me at the front door of St. Hilda's College at the University of Toronto and drove five hours back home.*

**L1 事实 Q70. When did the author enter university? Where did she attend?**

→ Twenty years ago. She attended St. Hilda's College at the University of Toronto.

**L1 事实 Q71. What did her parents do? How far did they drive?**

→ They dropped her at the front door and drove five hours back home.

**L2 推理 Q72. Why does she mention "five hours"? What does this detail add?**

→ Five hours is a long drive — it means her parents lived far away and couldn't easily come back. This detail emphasizes that her parents left her to manage on her own, not because they were nearby and could rush back. The distance made independence necessary.

**L2 推理 Q73. "Dropped me at the front door" — Why "front door" specifically? What does this image convey?**

→ "Front door" suggests a clean, quick drop-off — not going inside, not meeting professors, not registering for her. They drove her there, dropped her off, and left. The image conveys trust: they trusted her to handle everything beyond that door.

**L3 深层 Q74. This paragraph introduces a personal narrative. Why does the author shift from observation to autobiography here?**

→ The personal story provides evidence for her argument. Until now, she has observed and criticized. Now she says: I know what I'm talking about because I lived it. The personal narrative makes her argument not just intellectual but experiential.

**L3 深层 Q75. "Parents did not follow their children all the way there" — "All the way" implies a journey. What is the metaphorical journey?**

→ The journey from home to university — both physically and metaphorically. "All the way" means parents didn't follow their children into the university experience: not to registration, not to offices, not to classes. The phrase implies a boundary that parents respected.

**L4 评价 Q76. The author's parents drove five hours away. Is physical distance necessary for independence? Can you be independent while living at home?**

→ (Discussion) Students explore whether independence requires physical separation or is a mental/behavioral state. Cultural differences: in some cultures, multi-generational living is normal.

**L4 评价　Q77. "Twenty years ago" — Is the author nostalgic? Is she saying things were better then? Or just different?**

→ (Discussion) Students evaluate whether the author is romanticizing the past or making a legitimate comparison. The question of whether change = decline is central to the essay.

语言练习 · **Para. 11**

① 词汇语境

a) "dropped" (dropped me at) — A) 放下/送到　B) 掉落　C) 减少

b) "all the way" — A) 一路/全程　B) 总是　C) 有点

② 句意转述

"My parents dropped me at the front door of St. Hilda's College at the University of Toronto and drove five hours back home."

参考答案：My parents left me at the entrance of my college in Toronto and then drove five hours to return home.

③ 翻译

"二十年前，当我刚进大学时，父母不会一路跟着孩子到学校。我的父母把我送到多伦多大学圣希尔德学院门口，然后开了五个小时回家。"

◆◆◆

## Paragraph 12 — 跌跌撞撞中成长

*I was not ready, prepared or clearly aware about what would happen over the course of the next four years, but I muddled through. From professors and teaching assistants to registrars and student-loan officers, I learned to find my way through the perils and pleasures of university life. Naturally, I made mistakes, but then I still do.*

**L1 事实　Q78. Was the author ready for university? How did she manage?**

→ No — she was "not ready, prepared or clearly aware." She "muddled through" — managed despite not being fully prepared.

**L1 事实　Q79. Who did she learn from? What two categories of people does she mention?**

→ She learned from (1) professors and teaching assistants (academic), and (2) registrars and student-loan officers (administrative).

**L2 推理　Q80. "Muddled through" — Why this phrase instead of "succeeded" or "managed well"?**

→ "Muddle through" means to manage despite difficulty, without a clear plan. It's honest and humble — she didn't excel perfectly, she stumbled through. This word choice makes her more relatable and undermines the idea that success requires perfect preparation.

**L2 推理　Q81. "Perils and pleasures" — Why pair these two words? What does the pairing imply?**

→ University has both dangers (perils) and joys (pleasures). The pairing implies that you can't have one without the other — the perils ARE part of the pleasures. If parents remove the perils, they also remove the pleasures of overcoming them.

**L3 深层　Q82. "Naturally, I made mistakes, but then I still do" — What is the function of "but then I still do"?**

→ "But then I still do" means she still makes mistakes now, as an adult. This addition does two things: (1) it normalizes mistakes — even successful adults make them; (2) it undermines the parents' argument that mistakes must be prevented. If a successful person still makes mistakes, then mistakes are not catastrophic.

**L3 深层　Q83. The paragraph lists four types of university staff: professors, TAs, registrars, loan officers. Why this specific list?**

→ The list covers the full range of university bureaucracy — academic (professors, TAs) and administrative (registrars, loan officers). By listing all four, she shows that she navigated the ENTIRE system herself. The list is evidence of her independence.

**L4 评价　Q84. The author says she "muddled through" and made mistakes. Is this a model for success? Or is she just lucky?**

→ (Discussion) Students evaluate whether "muddling through" is a valid strategy or whether it's romanticized hindsight. The question explores the role of struggle in growth.

**L4 评价　Q85. "I still do [make mistakes]" — Does knowing that adults still make mistakes make you more or less afraid of university?**

→ (Discussion) Students reflect on whether normalizing mistakes reduces anxiety or removes motivation to avoid them.

语言练习 · **Para. 12**

① 词汇语境

a) "muddled through" — A) 跌跌撞撞地应付　B) 清晰地通过　C) 失败

b) "perils" — A) 危险　B) 快乐　C) 无聊

c) "pleasures" — A) 快乐　B) 危险　C) 痛苦

d) "naturally" — A) 自然地　B) 不自然地　C) 故意地

② 句意转述

"Naturally, I made mistakes, but then I still do."

参考答案：Of course I made mistakes back then — and I still make mistakes now, even as an adult.

③ 翻译

"我没有准备好、没有预备、也不清楚接下来四年会发生什么，但我跌跌撞撞地过来了。从教授和助教到注册官和学生贷款官员，我学会了在大学生活的危险与快乐中找到自己的路。自然地，我犯了错，但说实话我现在仍然会犯错。"

◆◆◆

## Paragraph 13 — 父母的缺席与信任

*Were my parents not caring or uninterested? Not at all. What they were not was university-educated baby-boomers who believe all events must be designed and controlled and that everything I did was a direct reflection on them.*

**L1 事实　Q86. Does the author think her parents didn't care? What does she say?**

→ No — she says "Not at all." Her parents DID care; they just weren't overinvolved.

**L1 事实　Q87. What were her parents NOT? What group does she contrast them with?**

→ They were NOT "university-educated baby-boomers who believe all events must be designed and controlled." She contrasts her parents with baby-boomer parents.

**L2 推理　Q88. Why does she ask "Were my parents not caring or uninterested?" as a question before answering it?**

→ She anticipates the reader's objection: if your parents didn't help you, maybe they didn't care. By asking the question first, she addresses this assumption directly. The Q&A structure makes her argument stronger — she's already considered the counterargument.

**L2 推理　Q89. "Everything I did was a direct reflection on them" — What does this reveal about baby-boomer parents' psychology?**

→ Baby-boomer parents see their children's actions as extensions of themselves — if the child fails, the parent feels personally reflected upon. This conflation of parent and child identity is at the root of overparenting: they can't let go because their child's success = their own success.

**L3 深层　Q90. The paragraph uses a double negative structure: "Were they not...? Not at all. What they were not was..." Why this layered negation?**

→ The double negation creates a process of elimination: (1) Were they uncaring? No. (2) Were they baby-boomers? No. By saying what they were NOT, she defines them by absence — and the absence is positive. The structure forces the reader to consider each possibility before arriving at the truth.

**L3 深层　Q91. "Designed and controlled" — These are management/engineering terms. Why apply them to parenting?**

→ "Designed" and "controlled" suggest that baby-boomer parents treat their children's lives like projects to be managed. This language reveals the author's critique: these parents approach parenting with an engineering mindset — planning, controlling, optimizing — rather than allowing organic growth.

**L4 评价　Q92. The author's parents were NOT university-educated. Does education level determine parenting style? Can educated parents raise independent children?**

→ (Discussion) Students explore whether education level correlates with overparenting. The author implies a connection, but is it causal? Educated parents can also raise independent children — the key factor is mindset, not education.

**L4 评价　Q93. "Everything I did was a direct reflection on them" — Do you think children's actions reflect on their parents? Where do you draw the line?**

→ (Discussion) Students explore the boundary between family identity and individual identity. At what point does a child's behavior stop reflecting on parents?

语言练习 · **Para. 13**

① 词汇语境

a) "caring" — A) 关心的　B) 冷漠的　C) 严厉的

b) "uninterested" — A) 不感兴趣的　B) 有趣的　C) 受伤的

c) "reflection on" — A) 对...的反映　B) 反射　C) 拒绝

d) "designed" — A) 设计/策划　B) 绘画　C) 签名

② 句意转述

"What they were not was university-educated baby-boomers who believe all events must be designed and controlled and that everything I did was a direct reflection on them."

参考答案：My parents were not baby-boomer graduates who felt they had to plan and control every aspect of my life and saw my every action as a judgment on their parenting.

③ 翻译

"我的父母不关心我吗？完全不。他们不是受过大学教育的婴儿潮一代——那些人认为所有事情都必须被设计和控制，我做的每一件事都直接反映了他们的形象。"

◆◆◆

## Paragraph 14 — 另一代人

*My parents came from another generation. They never set foot in a university. They were pleased, and supportive, when I decided to attend but they considered me an adult at 18.*

**L1 事实　Q94. What generation did the author's parents come from? Did they attend university?**

→ They came from "another generation" (not baby-boomers). They never set foot in a university — they were not university-educated.

**L1 事实　Q95. How did her parents react when she decided to attend university?**

→ They were pleased and supportive — but they considered her an adult at 18.

**L2 推理　Q96. Why does she say "another generation"? What defines this generation's approach to parenting?**

→ Her parents came from a generation that treated 18-year-olds as adults. Their approach: be supportive but step back. They didn't see university as something they needed to participate in — it was their daughter's journey, not theirs.

**L2 推理　Q97. "They never set foot in a university" — Is this a disadvantage or an advantage in this context?**

→ In this context, it's an advantage. Because they never went to university, they didn't have expectations about what the experience should be. They couldn't micromanage what they didn't understand. Their ignorance created space for their daughter's independence.

**L3 深层　Q98. "Pleased, and supportive" vs. "considered me an adult" — These are two different stances. How do they coexist?**

→ "Pleased and supportive" = emotional encouragement. "Considered me an adult" = behavioral boundary. They COEXIST: you can be emotionally supportive while behaviorally stepping back. This is the essay's core model of good parenting: care without control.

**L3 深层　Q99. "Set foot in" is an idiom meaning "enter." Why use this physical metaphor instead of just saying "They didn't go to university"?**

→ "Set foot in" emphasizes physical presence — they never even ENTERED a university. This physical language connects to the essay's imagery: baby-boomer parents are physically present (in line, at the office), while her parents were physically absent. The metaphor of "foot" also echoes "letting go" — feet that walk away.

**L4 评价　Q100. The author's parents considered her an adult at 18. Is 18 the right age? Should it be younger or older?**

→ (Discussion) Students debate the appropriate age of adulthood. Cultural differences: in some cultures, 16 is adult; in others, 21. The question explores what "adult" means — is it a number or a behavior?

**L4 评价　Q101. Can parents be "pleased and supportive" AND "consider you an adult" at the same time? Is this contradictory?**

→ (Discussion) Students explore whether support and independence can coexist. The author argues they can — but many parents see support as requiring involvement. The question challenges this assumption.

语言练习 · **Para. 14**

① 词汇语境

a) "generation" — A) 一代人　B) 产生　C) 类型

b) "set foot in" — A) 踏足/进入　B) 离开　C) 脚印

c) "supportive" — A) 支持的　B) 反对的　C) 中立的

d) "considered" — A) 认为/视为　B) 考虑　C) 拒绝

② 句意转述

"They were pleased, and supportive, when I decided to attend but they considered me an adult at 18."

参考答案：They were happy and encouraging about my decision to go to university, but they also treated me as a grown-up who could manage her own life.

③ 翻译

"我的父母来自另一代人。他们从未踏足过大学。当我决定上大学时，他们很高兴也很支持，但他们认为我 18 岁就是成年人了。"

◆◆◆

## Paragraph 15 — 并非个例

*The incident I saw in the registrar's office was not an unusual sight. I wish it were. Rather, about six people behind me in line, I discovered another parent-child grouping. This time a son was pleading with his mother to stay put while he went to the counter and dealt with the problem himself. They were still negotiating when I left.*

**L1 事实　Q102. Was the first incident (Para. 1-6) unusual? What does the author wish?**

→ No, it was "not an unusual sight." She wishes it were unusual — meaning she wishes it were rare.

**L1 事实　Q103. What does she discover six people behind her? What is happening?**

→ Another parent-child grouping. A son is pleading with his mother to stay put (wait) while he goes to the counter to deal with the problem himself. They are still negotiating when the author leaves.

**L2 推理　Q104. Compare the two incidents. What is the key difference?**

→ In the first incident, the father takes charge and the son is passive (can't lift his eyes). In the second, the son is actively pleading to handle it himself, and the mother won't let him. The difference: the first son has given up; the second son is still fighting for his independence.

**L2 推理　Q105. "They were still negotiating when I left" — What does "negotiating" imply about the parent-child relationship?**

→ "Negotiating" implies a power struggle — the son is bargaining with his mother for the right to handle his own registration. This word reveals that independence is not given; it must be fought for. The fact that they're STILL negotiating when she leaves suggests the mother hasn't conceded.

**L3 深层　Q106. "I wish it were" — This is a subjunctive (虚拟语气). What does the subjunctive mood achieve here?**

→ The subjunctive "I wish it were" expresses a desire for something contrary to fact. It tells the reader: this is NOT unusual, and that's a problem. The subjunctive mood adds emotional weight — it's not just a statement of fact but a lament.

**L3 深层　Q107. The word "grouping" is unusual — why not "pair" or "couple"?**

→ "Grouping" sounds clinical, almost sociological — as if the author is categorizing what she sees. It distances her emotionally from the scene, creating an observational tone. "Pair" would be warmer; "grouping" makes the parent-child unit sound like a social phenomenon to be studied.

**L4 评价　Q108. The second son is "pleading" — he's fighting for his independence. What would you do if your parent refused to let you handle your own business at university?**

→ (Discussion) Students explore how to negotiate independence with overprotective parents. Strategies: have a conversation before university, set boundaries, involve a third party if needed.

**L4 评价　Q109. Two incidents in one line at one office. What does this tell you about the scale of the problem?**

→ (Discussion) If two incidents happen in one line at one office at one university, how many are happening nationwide? Students extrapolate from the specific to the systemic.

语言练习 · **Para. 15**

① 词汇语境

a) "unusual" — A) 不寻常的　B) 通常的　C) 无聊的

b) "pleading" — A) 恳求　B) 命令　C) 建议

c) "stay put" — A) 留在原地　B) 离开　C) 坐下

d) "negotiating" — A) 协商　B) 争吵　C) 同意

② 句意转述

"They were still negotiating when I left."

参考答案：They were still arguing about whether the son could handle things himself when I walked away.

③ 翻译

"我在注册处看到的那一幕并不罕见。我希望它是。相反，在我后面大约六个人的位置，我又发现了一对家长和孩子的组合。这次是一个儿子恳求母亲留在原地，让他自己去柜台处理问题。我离开时他们还在协商。"

◆◆◆

## Paragraph 16 — 不愿放手

*Too many baby-boomer parents are overly concerned with success. They just don't want to let go.*

**L1 事实　Q110. What are baby-boomer parents "overly concerned with"?**

→ Success. They are overly concerned with their children's success.

**L1 事实　Q111. What do these parents not want to do?**

→ They don't want to let go.

**L2 推理　Q112. Why does "overly concerned with success" lead to "not wanting to let go"? What's the causal link?**

→ If you believe that success requires your involvement — that without you, your child will fail — then letting go feels like abandoning them to failure. The overconcern with success makes parents believe their control is necessary for their child's achievement.

**L2 推理　Q113. "Too many" — not "all." Why this qualification?**

→ "Too many" means more than is acceptable, but not all. This qualification shows the author is not making a blanket generalization. She acknowledges that some baby-boomer parents do let go — but too many don't. The qualification makes her argument more credible.

**L3 深层　Q114. "Overly concerned" — The word "overly" is key. What's the difference between "concerned" and "overly concerned"?**

→ "Concerned" = caring, which is positive. "Overly concerned" = excessively concerned, which is negative. The word "overly" marks the boundary between healthy care and harmful overprotection. The author is not against concern — she's against excess.

**L3 深层　Q115. The paragraph is just two short sentences. Why this brevity after the detailed narrative?**

→ After the specific incidents (Paras. 1-15), the author distills her argument into a two-sentence diagnosis. The brevity creates a sense of finality — this is the core problem, stated plainly. No more examples needed; the conclusion is clear.

**L4 评价　Q116. Is concern for success always "overly"? When does concern become excessive?**

→ (Discussion) Students define the threshold between healthy ambition and unhealthy pressure. Is it about frequency? Intensity? Control?

**L4 评价　Q117. "They just don't want to let go" — Is this a choice or an inability? Can parents who can't let go learn to?**

→ (Discussion) Students explore whether overparenting is a conscious decision or a psychological compulsion. Can it be unlearned? What would help parents let go?

语言练习 · **Para. 16**

① 词汇语境

a) "overly" — A) 过度地　B) 不足地　C) 适当地

b) "concerned with" — A) 关心　B) 无关　C) 反对

c) "let go" — A) 放手　B) 抓住　C) 返回

② 句意转述

"Too many baby-boomer parents are overly concerned with success. They just don't want to let go."

参考答案：A large number of baby-boomer parents are excessively focused on their children's achievement, and they simply cannot bring themselves to release control.

③ 翻译

"太多婴儿潮一代的父母过度关注成功。他们就是不愿放手。"

◆◆◆

## Paragraph 17 — 母亲的淡然

*When I tell my mother that I have won a scholarship and will undertake graduate research in Europe this fall she says, "That's nice, dear."*

**L1 事实　Q118. What has the author achieved? What will she do?**

→ She has won a scholarship and will undertake graduate research in Europe in the fall.

**L1 事实　Q119. How does her mother respond?**

→ She says, "That's nice, dear." — a very understated, casual response.

**L2 推理　Q120. Why does the mother respond so casually to a significant achievement?**

→ Her mother treats this as the author's own accomplishment — not something the family needs to celebrate or manage. The casualness reflects trust: she doesn't need to be excited because she already assumes her daughter will succeed. It's a form of respect.

**L2 推理　Q121. Contrast this mother's response with the baby-boomer parents' behavior. What's the key difference?**

→ Baby-boomer parents would be overly excited, would want to manage the process, would treat it as a reflection on themselves. The author's mother says "That's nice, dear" — she acknowledges it, then moves on. The difference: ownership. The mother sees it as her daughter's achievement, not hers.

**L3 深层　Q122. "That's nice, dear" — Is this cold? Unsupportive? Or something else?**

→ It's not cold — it's calibrated. The mother acknowledges the achievement ("That's nice") and shows affection ("dear"), but doesn't amplify it. This is a specific form of support: quiet confidence. She doesn't need to celebrate because she already believes in her daughter. The understatement IS the support.

**L3 深层　Q123. Why does the author include this anecdote? What does it prove?**

→ It proves that her mother's approach WORKED. The author won a scholarship and is going to Europe — she succeeded WITHOUT parental management. The anecdote is evidence that letting go doesn't lead to failure; it leads to independence and achievement.

**L4 评价　Q124. Would you prefer your parents to be excited or casual about your achievements? Which feels more supportive?**

→ (Discussion) Students reflect on different styles of emotional support. Some prefer enthusiasm; others prefer calm trust. The question explores what "supportive" means to different people.

**L4 评价　Q125. The mother says "That's nice, dear" to a scholarship for Europe. What would your parents say? What would you want them to say?**

→ (Open answer / Discussion) Students reflect on their own family dynamics and what kind of response feels most supportive to them.

语言练习 · **Para. 17**

① 词汇语境

a) "scholarship" — A) 奖学金　B) 学校　C) 学者

b) "undertake" — A) 承担/从事　B) 取消　C) 理解

c) "graduate research" — A) 研究生研究　B) 毕业研究　C) 毕业论文

② 句意转述

"That's nice, dear."

参考答案：That's wonderful, sweetheart. (Note: The mother's understatement is intentional — she acknowledges without overreacting.)

③ 翻译

"当我告诉母亲我获得了奖学金，今年秋天要去欧洲从事研究生研究时，她说：'那挺好的，亲爱的。'"

◆◆◆

## Paragraph 18 — 成功的根源

*My mother would argue that my success is my own. I would argue that my success is a result of being allowed the freedom to make mistakes and find my own way.*

**L1 事实　Q126. What does the author's mother believe about her success?**

→ Her mother believes the success is the author's own — meaning she (the mother) had nothing to do with it.

**L1 事实　Q127. What does the author believe about her success?**

→ She believes her success is a result of being allowed the freedom to make mistakes and find her own way.

**L2 推理　Q128. There is a subtle disagreement between mother and daughter. What is it?**

→ The mother says: "You succeeded on your own — I didn't help." The daughter says: "You DID help — by NOT helping. Your letting go IS what made my success possible." The disagreement is about what constitutes "help." The mother sees help as intervention; the daughter sees help as non-intervention.

**L2 推理　Q129. "Being allowed the freedom to make mistakes" — Why "allowed"? Who allows?**

→ "Allowed" means the parents permitted it — they chose not to intervene. This word is important: it means the freedom was not accidental but intentional. The parents made a conscious decision to step back, and that decision is what made success possible.

**L3 深层　Q130. This paragraph presents two arguments. Which one does the author endorse? How do you know?**

→ The author endorses her own argument ("I would argue that..."). She positions her mother's view first, then counters it with her own. The structure — "My mother would argue X. I would argue Y." — presents two perspectives but gives the author the final word.

**L3 深层　Q131. "Find my own way" echoes Para. 12 ("I learned to find my way"). Why this repetition?**

→ The repetition creates a thematic link: finding your own way is the essay's central metaphor for independence. In Para. 12, she learned to find her way through university. In Para. 18, she argues that this ability IS her success. The repetition shows that the process (finding your way) and the outcome (success) are the same thing.

**L4 评价　Q132. The author says her success came from "being allowed the freedom to make mistakes." Do you agree? Is freedom to fail the key to success?**

→ (Discussion) Students explore whether the freedom to make mistakes is essential or whether some mistakes are too costly to allow. Where is the line between beneficial and harmful mistakes?

**L4 评价　Q133. The mother and daughter disagree about the source of success. Who do you think is right? Or are both partially right?**

→ (Discussion) Students evaluate both arguments. The mother is right that the daughter did the work. The daughter is right that the mother created the conditions. Both are partially right — success is both individual effort and environmental support.

语言练习 · **Para. 18**

① 词汇语境

a) "argue" — A) 认为/主张　B) 争吵　C) 同意

b) "a result of" — A) ...的结果　B) ...的原因　C) ...的过程

c) "freedom" — A) 自由　B) 限制　C) 恐惧

d) "find my own way" — A) 找到自己的路　B) 迷路　C) 跟随

② 句意转述

"I would argue that my success is a result of being allowed the freedom to make mistakes and find my own way."

参考答案：I believe I succeeded precisely because my parents gave me the liberty to fail and to figure things out on my own.

③ 翻译

"我母亲会说我的成功是我自己的。我会说我的成功是被允许犯错、找到自己道路的自由的结果。"

◆◆◆

## Paragraph 19 — 对父母的忠告

*To parents whose children are attending first-year university, just remember they have all grown up now. It is time for you to do the same.*

**L1 事实　Q134. Who is the author addressing in the final paragraph?**

→ Parents whose children are attending first-year university.

**L1 事实　Q135. What is her final message? What does she tell parents to do?**

→ "They have all grown up now. It is time for you to do the same." — She tells parents that their children have grown up, and parents need to grow up too.

**L2 推理　Q136. "It is time for you to do the same" — What does "do the same" mean? Grow up?**

→ Yes. "Do the same" means grow up — just as their children have. The implication is that overparenting is itself a form of immaturity. Parents who can't let go are the ones who need to grow up, not their children.

**L2 推理　Q137. Why does she say "just remember"? What does "just" achieve?**

→ "Just" simplifies the message — it's not complicated. Remember this one thing: your children have grown up. The word "just" implies that the solution is simple (though not easy): let go. It cuts through all the rationalizations parents might offer.

**L3 深层　Q138. The essay ends by turning the criticism back on the parents. How does this closing strategy work?**

→ Throughout the essay, the author has been criticizing parents for not letting their children grow up. In the final line, she turns the criticism: YOU need to grow up too. This reversal is powerful because it redefines the problem. It's not the children who are immature — it's the parents. The closing line is a call to action directed at the reader.

**L3 深层　Q139. "They have all grown up now" echoes the title "All Grown Up and Still in Tow." How does the ending connect to the title?**

→ The title says: they are grown up BUT still being towed (dragged along by parents). The ending says: they have grown up — now YOU do the same. The title states the problem; the ending offers the solution. The essay has come full circle: from observation (the problem) to advice (the solution).

**L4 评价　Q140. Is the author's closing advice too simple? "Just remember they've grown up" — is it really that easy?**

→ (Discussion) Students evaluate whether the advice is practical. The solution sounds simple, but letting go is emotionally complex. The question explores the gap between knowing what to do and actually doing it.

**L4 评价　Q141. The essay ends with a command to parents. If you could add one more paragraph, what would you say? To parents? To students? To universities?**

→ (Open answer / Creative task) Students write their own closing paragraph, applying the essay's themes to their own context.

### 语言练习 · Para. 19

① 词汇语境

a) "attend" — A) 上(学)  B) 出席  C) 注意

b) "grown up" — A) 长大了  B) 起立  C) 增加

c) "do the same" — A) 做同样的事  B) 做不同的事  C) 什么都不做

② 句意转述

"It is time for you to do the same."

参考答案：It is time for you, as parents, to mature and let go — just as your children have matured.

③ 翻译

"对于孩子正在上大一的家长们，请记住他们已经长大了。现在该你们也长大了。"

◆◆◆

## 综合练习 · 全文

### I. 课文填空（Cloze）

Complete the passage with words from the text.

The author witnessed a father _____ his son at the registrar's office, doing all the _____ while the son struggled to lift his eyes. She felt _____ for the young man, whose self-confidence was being _____ at the counter. In a seminar for 500 teaching assistants, she learned that parents _____ about marks and assignments is a very real _____. Baby-boomer parents struggle with saying _____ and letting _____. The author's own parents never set _____ in a university but considered her an _____ at 18. She argues her success resulted from being allowed the _____ to make mistakes and find her own _____.

参考答案：accompanying, talking, uncomfortable, crushed, complaining, issue, no, go, foot, adult, freedom, way

## II. 判断题（True or False）

1. ___ The author is a university student. (F — she is as old as faculty members; she is a TA/graduate student)

2. ___ The father at the registrar's office was helping his son effectively. (F — he was well-intentioned but misguided)

3. ___ Registration problems are rare in the first year. (F — they are "inevitable")

4. ___ The author's parents followed her to university. (F — they dropped her at the front door and drove home)

5. ___ The author's mother was excited about her scholarship. (F — she said "That's nice, dear.")

6. ___ The author believes mistakes are necessary for growth. (T)

7. ___ Baby-boomer parents are good at saying no. (F — they struggle with saying no)

8. ___ The author thinks parents need to grow up too. (T)

## III. 讨论题（Discussion）

1. What is the author's core argument? Is she against all parental involvement, or against a specific type?

2. The author says "I muddled through." Is muddling through a valid strategy for university life? Or should students be better prepared?

3. Compare the two incidents at the registrar's office (Para 1-6 and Para 15). What do the differences reveal about the range of parent-child dynamics?

4. The essay was written in 2004. Has the situation improved or worsened since then? What about in China?

5. If you could give one piece of advice to parents of university students, what would it be? Why?

## IV. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a time when a parent (yours or someone else's) was "well-intentioned but misguided." What happened? What would you have done differently?

Topic B: "Freedom to make mistakes" — Do you agree that this freedom is essential for success? Defend your position with examples.

Topic C: Write a letter to your future self (as a parent). What kind of parent will you be? How will you balance caring and letting go?

要求：① 至少使用 3 个课文关键词(accompany, inevitable, misguided, let go, take charge, muddle through 等) ② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰