**Zhang, He (Aaron)**

**StepUp Reading – Fall 2018 - Study Guide**

Chapters 3-5 *No Apparent Distress* (Pearson, 2018)

**Directions:** Complete the questions using full sentences.

**Chapter 3:**

1. In the first paragraph (p. 22), Pearson describes her move to Portland, Oregon. She wants to make the reader understand that she was willing to relocate in order to achieve her dream of becoming a doctor. Find New York, Texas, and Oregon on a map. They make a big triangle. Why do you think she wants the reader to understand her geographic location? What can we infer about her sense of adventure?

*The author wish reader to know her determination for being a doctor. I can infer from the fact that she chose a one-year pre-med program with so many subjects hard to understand for an English major graduate.*

1. In that same paragraph on page 22, she uses the word “masochistic” to describe her premed program. What does this word mean?

*She can feel achievement from being abused, or from so many tough subjects. \_*

1. At the bottom of page 22, she describes her house as a “safe haven” before she admits (p. 23) that she is “lonely” away from home. How does she cope with this feeling?

*She found a roommate, Frank, and she also wished to build connection with outside classmates or unfamiliar persons.*

1. On page 23, Pearson introduces us to her friend Frank. Why do you think they bond (make friends) so quickly?

*They shared the same feelings: they all felt unsafety in the City of Portland; they felt stressfulness under the great pressure of premed program; and they felt uncertainty on the issue weather they can be admitted by some MD programs.*

1. On page 24, Rachel Pearson describes the stories that she and Frank tell each other. Describe ***one*** of these:

*Frank told Rachel that he had a happy family and family numbers would take picnic together.*

1. On page 25, Frank shares one of his worries with Rachel. What is he afraid of needing to “hide” in interviews?

*He was a gay not a straight man. In his opinion, to be a gay was to be irrational or even pathological. An irrational man (or a gay) cannot be a good candidate for medical relative job position.*

1. (Page 26) What does Rachel miss about Texas?

*The life in Taxes was easy and happy. Without so many pressure or so many uncertainty, she enjoyed the life rather than struggled on her life in Taxes*

1. (Page 26) Rachel Pearson writes, “Cloudforrest, this is Rachel. You missed a quiz! I’m worried about you; call me back.” What is the signal that she is sending to readers?

*There was something seriously wrong with Frank*

1. On pages 28-29, Pearson describes her friend Frank’s death. He left a suicide note, and Pearson writes about how he killed himself: “He had gone out in the style of a good science student: well-researched, precise, effective, using a simple method we had studied in organic chemistry lab. He even described using the lethal dose” (Pearson, p. 28). Why do you think he chose this method?

*In my perspective, a perspective of previously science student, Frank’s death was both irrational and rational: from one side, he commented suicide irrationally but the way he ended his life seemed very rational. This great incongruity reveals the intensive struggling inside his mind: he wished to be alive but the cost to be alive was great.*

1. What advice does Rachel’s father give her on page 30?

*Rachel’s father wished Rachel to know who she was and where she came from. The father restate the determination, or wish, of being a doctor. Besides, her family had a great tradition of facing death subjectively and indifferently.*

1. On pages 31-32, Rachel describes Frank’s funeral. Why do you suppose she felt guilty? Select a quote from page 32 that pays homage to her friend Frank:

*She believed that she would stopped Frank from suicide. “And even through for a long time I wondered if I had failed Frank by not walking the desert of grief for long enough in his honor.*

**Chapter 4:**

1. Why do you think it is important for Rachel Pearson to tell her readers where she didn’t want to go to medical school first? (Pages 34-35)

*She would like to provide a background how med school look like: self-centered professors and arrogant med students.*

1. On page 36, Rachel Pearson introduces us (again) to Mr. Rose. Why do you think he plays such an important role?

*She would like present Mr. Rose to be a very kind staff at this stage of story line. With the development of plot, the author would change her attitude towards this person, in my opinion.*

1. On page 37, Rachel Pearson writes, “To understand Galveston, you have to understand hurricanes.” She then lists a series of historical events. List three of these and check off the ones you want to learn more about:

*The Great Storm of 1900*

*The Hurricane Carla in 1961*

*Rita in 2005*

1. So, after reading pages 36-38, what DO you understand about the people of Galveston?

*Because of its climatic condition and its construction of dam, this area was subdivided into two areas: an area for white and an area for none white.*

1. What happened after hurricane Rita? (page 39)

*This hurricane caused great lose for local government from paying for evacuation and the government did not have enough money to support hospital for free treatment for the poor*

1. What storm came to Galveston in 2008? Why is that date significant? Why does she keep mentioning storms?

*Ike came at 2008 and it is significant because it was very near and its influence can still be identified.*

1. How are hurricanes categorized? (page 42)

*They were classified by the speed of their movement.*

1. On page 46, the author cleverly ties several stories together. What are they, and what will she remember most about that day?

*The author mentions the hurricane, the beauty of the island and the influence of hurricanes on the island. These elements are linked by the last paragraph, an hard copy of her offer.*

Chapter 5:

1. On page 47, we meet Susan. Who is she? What does she do?

*Susan is a physician who deal with patients with head-and-neck cancer*

1. Read the “form letter” at the bottom of page 49. How does Susan learn about it? (page 50)

*She believed that it was not true and the intention of the letter is opposite to the no abandonment theory*

1. Susan treats cancer patients. On page 51, one of her patients asks, “Why won’t you treat me anymore?” How does it make her feel?

*She felt disappointment to herself. She could not provide found for treatment, nor could she have spare time to do treatment as she was overloaded.\_*

1. What did she do about this situation to try to help her patients? (pp. 52-53)

*She could only provide conformant to her patients.*

1. How did her patients respond? (pp. 53-55)

*They varied a lot. Some of them could understand the fact but some still wished to be alive and became angry.*

1. What else did she do for her patients? (pp. 36-37)

*She did some physical conformant to make them easy to take the fact*

1. On pages 57-58, Rachel Pearson discusses her patients’ funerals and deaths. Why doesn’t she attend the funerals?

*In my mind, she felt guilty to the death of these people*

**Unfamiliar words:**

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| **Page** | **Word** | **Definition** | **Word in context** |
| **L4,P34** | **Jocular** | **a.** characterized by jokes and good humor | **My tour guilder announced jocularly.** |
| **L33,P25** | **hysterical** | **a.** marked by excessive or uncontrollable emotion | **He didn’t brighten up and laugh hysterically at my dumb jocks until we were well away from campus.** |
| **L2,P41** | **scramble** | **vt.** to move hurriedly; climb awkwardly, as if by scrambling | **St. Vincent’s parents scrambled to evacuate.** |
| **L19,P51** | **fathom** | **vt.** come to understand; measure the depth of (a body of water) with a sounding line | **Susan could not fathom the logic of the form letter.** |
| **L26,P50** | **indigent** | **a.** poor enough to need help from others | **Indigent patients** |
| **L27,P53** | **tracheostomies** | **n.** a surgical operation that creates an opening into the trachea with a tube inserted to provide a passage for air; performed when the pharynx is obstructed by edema or cancer or other causes |  |
| **L6,P54** | **inexorable** | **a.** not to be placated or appeased or moved by entreaty; not to be placated or appeased or moved by entreaty; | **Head-and-neck cancer is offen inexorable.** |
| **L8,P54** | **hemorrhage** | **n.** the flow of blood from a ruptured blood vessel | **You can hemorrhage out of your mouth.** |