

Unit 1

Text A

Your College Years

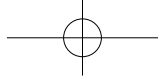
Bob Hartman

I Introduction

1 Background

This is a text about what students will experience in their “college years.” It is addressed to college students in the United States. But with some modifications, what the author says here will also make perfect sense to our students. It is particularly appropriate now as we are just beginning the second academic year, which is considered by many the most important in our college life, because with our first year’s experience we are in a better position to understand the issues involved and the ways to deal with them effectively.

College life is both an exciting and frustrating experience. First of all, to go to a university usually means to go to a new place far away from home and live among strangers. It means that we are on our own. It means that instead of being taken care of, we now have to take care of ourselves and even learn to take care of others. It means that from now on we have to handle our own finance, choose our own wardrobe and determine our own agenda. In short, we have to face many what the author calls “developmental changes” and make many important adjustments and decisions, decisions that will concern our education and career, and values and social responsibilities.



It is clear that young adulthood is an extremely important period in our life. After all we are only young once. However, we must take a warning from George Bernard Shaw, who says, “Youth is often wasted in the young.” We cannot take for granted that we young people automatically know how to deal with all those problems. To make our college experience meaningful and rewarding, we must learn to handle what the author calls “the identity crisis,” to find out who we are, what are our strong points and weaknesses, what we should do and where we should go. Of course we must learn to be independent or self-reliant psychologically as well as in other matters. But to be independent does not mean to be isolated. It simply means that we have to relate to our family, our teachers, our school, the people around us and the society as a whole in a new and more mature way. It means that we have to learn new knowledge, develop new ideas, form new habits, adopt new attitudes, and cultivate new relationships.

Not everyone knows how to handle their sudden independence or freedom. There are some who still find it scary. They are often at a loss because they can no longer get parental guidance for everything they do and they complain that the university professors do not seem to care much what they do or do not do.

There are also those who take their newly found independence to mean that they can do anything they want. They can go to class late or not at all. They can copy their exercises or term papers. They can learn to smoke. They can just “enjoy life” and muddle through the four years. These students do not realize that independence really means self-discipline and a strong sense of responsibility. To abuse their independence is actually an indication that they have remained in their childhood.

There are other challenges too. Not everyone is happy with the progress they are making in their studies. Some may have serious difficulty keeping up with the class. They feel disappointed and discouraged. And this sometimes leads to serious consequences. Then there are also students who feel that they have failed socially because they are not as popular as others. They cannot make friends easily. They therefore feel lonely and depressed.

For English language students, there are some special problems. Since people all say that language is a tool, shouldn't we try to major in something else? When is the best time to specialize?

In this article, the author talks quite a bit about students' need to achieve sexual identity. It obviously is also an important issue for our students. It may, if handled correctly, lead to a meaningful discussion. The teacher is advised to encourage students to exchange their views

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on this. The author also mentions the need to internalize religious faith. In our context, it means the need to form a correct world outlook. Education after all is not just for making a living. It is about how to live. There are things of greater importance other than jobs, money, houses and cars. For English language students it is particularly important for them to realize their duty to understand Western culture properly and use what is good in it for our development and make our contribution in this age of globalization.

In handling this text, teachers are advised to pay more attention to the content than to the language, which is a bit too pedantic for our students at this stage.

2 Structure

I. The introduction (para. 1)

At college students move from adolescence to young adulthood.

II. The body (paras. 2–9)

A. During this time, students experience an identity crisis. (paras. 2–4)

1. This identity crisis is marked by an independence/dependence struggle. (paras. 2–3)
2. Students endeavor to gain functional, attitudinal and emotional independence from their parents. (para. 4)

B. In their college years students grow in a number of aspects. (paras. 5–9)

1. They establish their sexual identity and learn to relate to the opposite sex. (para. 5)
2. They learn to relate to family and friends in a new way. (para. 6)
3. They foster their own beliefs, values and morals. (para. 7)
4. They develop new ways of organizing and using knowledge. (para. 8)
5. They become concerned with people of other cultures. (para. 9)

III. The conclusion (para. 10)

College is a time of personal growth and expansion.

3 Teaching Tips

1. It is our hope that this essay can serve as a little warm-up for the new semester. The success of handling this article may depend on well stimulating students' interest in a lively discussion of the problems raised by the author. So encourage students to raise genuine

questions and share with them your personal experience when you were their age. If we could start our college days all over again, there would be a lot of things we might have done differently.

2. The text is written in a quite formal style. While we would like to suggest putting more stress on content, it might also be a good idea to draw students' attention to the features of formal writings. Students should in fact be encouraged to conduct their discussions in more informal style.
3. Attention should also be paid to the use of technical terms such as "developmental changes," "identity crisis," "functional, emotional, attitudinal and psychological independence," "internalizing religious faith," etc., without a clear understanding of which it will be hard to grasp the meaning of the whole text.

II Language Focus

1. Phrases, idioms and expressions

be dependent on	in one's sixties
be independent from	inherit from
be prejudiced against	interact with
contribute to	over the years
define sth as	perceive sb/sth as
for certain	react to
freedom from	rebel against
from a background	relate to
happen to	separate from
have a romantic relationship with	

2. Collocations

accept the consequence	encourage the young people
acquire new ways	enter the work world
affirm personal values	establish one's sexual identity
apply knowledge	evaluate knowledge
assemble information	gather information
choose one's own wardrobe	handle personal finances
design a machine	influence the environment
determine one's daily agenda	internalize one's religious faith
develop skills	interpret life

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make good grades
process knowledge
project the future role
pursue a college education

question these morals
select one's major
show respect for

3. Sentence patterns

- 1) **Has it ever occurred to you that...**
Has it ever dawned on you that...
- 2) He had many conversations with his father **in which**...
She is a very charming girl from Taiwan **with whom**...
About two miles away is a mountain **on the top of which**...
It is a small satellite orbiting the planet **on which**...
It must have been something **with which** the cavemen used to...

4. Grammar

- 1) four uses of the conjunction *while*
- 2) parallel structure

III Detailed Discussion of Text A

1. Has it ever occurred to you that... (para. 1)

Draw students' attention to the difference between Chinese and English in expressing one's idea: In Chinese, the subject is usually a personal pronoun, whereas in English, the anticipatory "it" is often used.

More examples:

It never occurred to me that wealth could ruin a person's life.
It suddenly occurred to him that he had not touched any meat for months.
It suddenly dawned on us that high savings rate may not be a good thing.
It gradually began to dawn on the economists that the problem was not overproduction, but under-consumption.
It struck her that although she was now rich by her own standard, she was not really happy.

2. other school personnel have certain goals for your growth (para. 1)

personnel: The word is plural. We never say "a personnel."

3. ... certain developmental changes will occur in your life as you move from adolescence to young adulthood? (para. 1)

developmental changes: This is a psychological term which refers to the physiological and behavioral changes throughout the life span.

from adolescence to young adulthood: The term “adolescence” began as a Western concept, which means the period between childhood and adulthood. This passage to adulthood is often marked by a number of small changes in status during or near the end of adolescence. Graduation from high school, the right to vote, to drink liquor, and to drive a car are all events that, to some degree, signify adult status. But the main changes are psychological as well as physical. It is usually fraught with anxiety and conflict.

4. During this time, students are going through an identity crisis... (para. 2)

go through: to experience

Cf.

He really believed that by saying those magic words he could go through walls without any trouble.

I don't think this plan will go through the Security Council. (be accepted by)

We have gone through all these arguments. (go over carefully from beginning to end)

It's too late to back out. We just have to go through with it. (do sth because sb has promised or planned to do it, even though no longer sure whether he or she wants to do it)

identity crisis: It refers to the difficulties, confusions and anxieties that people go through during adolescence when they are not sure who they really are and what their purposes in life are.

Also: national identity; political identity; cultural identity; social identity

5. ... how people perceive themselves as well as how other people perceive them. (para. 2)

perceive: to think of as, e.g.

He perceived himself a loser who could not even support his family.

Cf.

I gradually perceived that culture and language cannot really be separated. (understand)

Musicians can perceive very small differences in sounds. (notice; observe)

6. ... identity is determined by genetic endowment (what is inherited from parents), shaped by environment, and influenced by chance events. (para. 2)

Who we are is determined by three things: first, our genes, or what our parents have given us,

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our legacy; second, environment; third, luck or opportunities.

chance events: “Chance” here is an adjective, meaning “accidental,” e.g.

This chance meeting with the famous writer changed his whole life.

This medicine is said to be a chance discovery.

7. ... they are becoming independent from their parents yet are probably still very dependent on them. (para. 3)

Note: The prepositions used after “dependent” and “independent” are different, e.g.

Financially, they are still dependent on their parents.

These banks are now completely independent from/of each other.

8. In fact, it may be heightened by their choice to pursue a college education. (para. 3)

“It” here refers to the word “struggle” in the previous sentence. The whole sentence means that if they choose to go to college to continue their education, they will face an even more serious struggle between the desire to be independent and the need to depend on the financial support of their parents.

9. First, there is functional independence... such as handling finances, choosing their own wardrobes, and determining their daily agenda. (para. 4)

functional independence: independence in handling everyday life situations; the ability to solve practical problems

handle finances: to learn how to spend money wisely

choose their own wardrobes: to choose their own clothes

determine their daily agenda: to make a list of what they are going to do every day

10. Hoffman defines this process as “freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father.” (para. 4)

freedom from sth: no longer having sth that sb does not want, e.g.

The most important freedom our people should have is the freedom from hunger.

Also: to be free from sth, e.g.

An ideal society is one free from exploitation and oppression.

Within a month, the whole building is free from flies and mosquitoes.

Note: “Freedom from sth” is different from “freedom of sth,” e.g.

... we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is

freedom of every person to worship God in his own way—everywhere in the world.
The third is freedom from want... everywhere in the world. The fourth is freedom
from fear... anywhere in the world.

— Franklin D. Roosevelt

excessive: much more than reasonable or necessary

If someone has an excessive need for approval, it means that he or she is too dependent on other people's approval. Children need their parents to tell them what to do and what not to do. They also need to be close to their parents and receive encouragement, love, and all kinds of emotional support which give them strength. But when they grow up, this should change. They should no longer have the same needs like babies.

11. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” (para. 4)

Children often feel very guilty in relation to their parents because they think they have done something wrong; they are also anxious because they are eager to please their parents; they sometimes feel unhappy because they think that their parents have not been fair to them; they feel that they are responsible to their parents for everything they do; they are always afraid of saying the wrong thing or not behaving properly; all this may make them angry with their parents or make them feel resentful. These feelings reflect their emotional dependence on their parents. When they grow up, they usually strive for the freedom from these.

12. Probably nothing can make students feel lower or higher emotionally... (para. 5)

feel lower: to feel unhappy, without much hope for the future

13. ... my father... was seeing his world shrink and his options narrow. (para. 6)

My father was beginning to realize that his world was getting smaller and his choices fewer.

narrow: Here it is used as a verb, e.g.

We must try to narrow the difference in income between the rich and the poor without delay.

This mighty river narrows to a gorge of about 50 meters when it comes to this place between the mountains.

14. Another change for college students is internalizing their religious faith, their values, and their morals. (para. 7)

internalize: (a psychological term) to make faith, values, morals, attitudes, behavior, language, etc. part of one's nature by learning or assimilating them unconsciously

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15. one or more parents have been modeling for them (para. 7)

model for sb: to serve as a model for sb; to set an example for sb

Cf.

model oneself on/after: (*AmE*) to try to be or behave like (sb that one admires), e.g.

Children often model themselves after their parents and teachers.

Nowadays young people tend to model themselves after pop icons.

16. ... however, these matters are questioned and in some cases rebelled against. (para. 7)

However, adolescents begin to doubt about the beliefs, values and morals their parent have taught them, and sometimes openly refuse to accept them.

rebel against: to oppose or fight against, e.g.

Sooner or later, a child will rebel against the tyrannical rule of his father.

Young people tend to rebel against traditional practices.

17. a background that was extremely prejudiced against people from other races (para. 7)

be prejudiced against: Do not drop the preposition “against.”

Also: be agreed on; be attended to; be discriminated against; be done away with; be focused on; be looked after; be put an end to; be put up with; be rebelled against; be taken care of

18. ... a dorm that had people from a variety of ethnic backgrounds. (para. 7)

a variety of ethnic backgrounds: (here) many different races in the US

Today sociologists often prefer “ethnic” to “racial,” and “ethnic group” to “race.”

19. people of other races were not only equal to her (para. 7)

be equal to: to be just as good as, e.g.

Many of our products are equal to the best in the world.

It is ridiculous to think one race is not equal to another simply because it has a different skin color.

20. These religious, moral, and ethical values that are set during the college years often last a lifetime. (para. 7)

These values that are established during the college years often last a lifetime. It is believed that our character or basic moral principles are formulated during this period of time.

21. In addition to affirming personal values... (para. 8)

affirm: to strengthen beliefs, ideas, or feelings

values: moral principles; principles of what is right and what is wrong

personal values: values concerning personal life or behavior, as opposed to social values

22. ... seeing the people from other countries in a different light. (para. 9)

see sb/sth in a certain light: to see sb/sth in a certain way, e.g.

What he did made us see him in a new light.

After I took that course, I began to see the world in a different light.

23. For certain, it is an experience that contributes to young adults' growth and maturity. (para. 10)

for certain: certainly; definitely; no doubt, e.g.

He is probably an accountant. I don't know it for certain.

I can't say for certain how much this car will cost.

contribute to: to help to cause sth to happen, e.g.

These measures contributed greatly to the economic recovery of that country.

What do you think are the main factors that contributed to the success of that company?

24. ... they are also acquiring new ways of assembling and processing information. (para. 10)

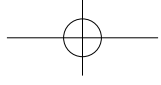
They are also finding or learning new ways of arranging, organizing, analyzing or understanding information. It implies that unrelated, unclassified information is not scientific truth. Scientific truth requires the processing of information. In college, students will learn new approaches, methods, and theories which will change many of their prejudices.

IV Translation of Text A

大学时代

鲍勃·哈特曼

你是否考虑过，作为一名大学生，你的生活现在起着什么变化，将来又会有什么变化？你是否想过，大学教授和其他学校工作人员对你大学期间的成长及成熟是有目标的？你是否想过，在你由青春期迈向成年的过程中，你的个人发展会发生某些变化？虽然大学生们很少思考这些问题，但是他们在大学时代很可能会发生一些重大的变化。



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在此期间，学生要经历一次认同危机，他们想弄明白自己是什么样的人，自己的优点和弱点在哪里。他们当然有不少优点和弱点。知道人们怎样看待自己，以及别人如何看待自己，这一点很重要。在《国际社会科学百科全书》(1979)的一篇讨论爱利克·H. 埃里克森(心理学)理论的文章里，皮尔斯和兰多认为，身份的形成取决于基因(由父母遗传)，受环境的塑造，并且被不确定的事件影响。人们受环境影响，转面也影响他们所处的环境。人们怎样看待这双重角色，毫无疑问构成了他们身份的一部分。

学生在经历自我认同危机的过程中，逐渐独立于父母，但可能仍然很依赖他们。这一独立与依赖的挣扎构成了青春期后期生活的一大部分。事实上，选择大学教育可能会加剧这一矛盾。有些人中学毕业后，选择立即参加工作，因此他们在经济上可能不再依赖父母。可是大学生选择了发展，选择了学习需要几年的工夫才能掌握的新技能，因而他们至少在一定程度上可能还得继续依靠父母。

J. A. 霍夫曼在其 1984 年 4 月刊登于《咨询心理学杂志》上的《青春期后期青少年与父母的心理分离》一文中提出，与父母心理分离包含四个方面。第一，功能独立，涉及个人处理实际事务和私人事务的能力，如打理财务、选择着装、确定日程安排。第二，态度独立，即个人学会区分并接受自己在态度、价值观、信仰等方面和父母的差异，并且能够有所取舍。心理分离的第三个过程是感情独立。霍夫曼把这个过程界定为“在认可、亲近、亲密、及感情支持这些方面摆脱对父母的过多依赖”。比如大学生可以自由选择自己想学习的专业，不会认为必须得到父母的同意。第四，摆脱“对父母过多的内疚、忧虑、疑心、责任感、犹豫、不满及愤怒”。大学生需要以局外人的目光审视自己在独立与依赖的挣扎中所处的位置。

对于年轻的大学生们来说，压力最大的事情之一可能是确立自己的性别身份，这包括建立与异性的关系以及规划自己未来作为男人或女人的角色。他们每个人都必须界定自己的性别角色。这个阶段既令人兴奋，也令人沮丧。也许没有什么会比恋爱更能使大学生的感情向两个极端波动了。

与此同时，这些年轻的成年人也不断地学会如何给予和接纳成人世界中的感情。这方面的成长不仅涉及与异性的关系，也涉及到与两种性别以及所有年龄段的朋友的相处。随着他们逐渐成年，他们与人交往的方式也发生着变化。在这个时期，作为成年人，他们应该考虑如何与同龄人相处，如何适当表达对同龄人的尊重；如何与在生活中所遇到的儿童和青少年相处；如何与父母相处并表现出对他们的关爱。我在西南浸礼教会神学院读研究生的时候，有一次在修完一门辅导学课程后，我去看望父母。我发现在我的世界不断扩展、一个个新选择向我开放的同时，我 60 多岁的父亲却目睹着他的世界渐渐缩小，选择也变得越来越少。那次回家，我和父亲交谈过几次，谈到了我修的那门课程的内容，以及这些内容如何适用于我们的生活。我发现自己在以一种与以往不同的方式看待父亲，我把他看作我的朋友，一个我可以鼓励的朋友。我有意识地鼓励一位多年来一直鼓励我的人。我和父亲的关系变了。

大学生们的另一个变化是逐步内化宗教信仰、价值观以及道德标准。从出生以来，他们的父亲或母亲，或是双亲，就一直言传身教，教给他们一些信念、价值观和道德观。不过，在青春期，他们会怀疑，甚至反叛这些观念。现在，作为成年人，他们有机会自己决定接受什么样的信念、价值观以及道德观。在 20 世纪 60 年代末，有个女生，一直深受极端歧视其他种族思想的影

响,刚入大学时她深信自己种族的优越性。她被安排到一栋住着来自不同民族背景的学生的宿舍楼,她因此感到沮丧。在四年大学生活中,这位自认为聪慧的学生发现无论是在课堂上还是在社交活动中,其他种族的人一点儿都不比她差,或者是比她更有能力。大学毕业的时候,她已经认识到其他种族的人不仅与她平等,而且还能够成为值得她学习的朋友。这些在大学时代确立的宗教、道德、价值观念往往终生不变。

除了确立个人的价值观外,大学生还会逐渐形成整理与运用知识的新方法。学业中遇到的挑战不仅将他们引入新的知识领域,还迫使他们学会考量如何在生活中获取、整理并运用知识。对于一些大学生来说,这是一个痛苦的经历,但对所有学生而言,这是一个成长的过程。与我合作过的一个学生后来当了英语老师。她曾告诉我她是如何在大学期间改变了对文学的态度。“上高中的时候,我的英语成绩不错,”她说,“不过读的那些材料对我来说没有什么意义。”她接着解释了在大学里她是怎样认识到文学是理解文化的最好方式之一。她的学习方法改变了。所有大学生都应该知道他们该如何回应新的知识和新的学习方法,如何处理这些知识,以及如何将这些知识条理化。

最后一点,这些年轻人正逐步成为世界公民。他们不仅在逐渐了解本文化体系的其他群体,同时也在了解其他文化体系的人们。在遇到这些人并与之交流的过程中,他们发现自己接触到了新的生活方式,以及对生活的不同认识。与此同时,他们成长起来,变得更加成熟。一个在家乡上社区学院的学生跟我说过他与一位来自第三世界国家的学生相识的经历。以前他甚至都没听说过这个国家。这位外国学生回国后会被指派到一个重要的政府部门工作。他还有个哥哥在国内一所重点大学教法律。这位美国学生和这位外国学生成了好朋友,他俩在一起度过了不少时光,交流想法和梦想。这个美国学生说,“由于我们之间的友谊,我开始了解第三世界国家的人,这是我从来都没有想到过的。现在我读报或是看电视新闻时都是以新的视角来看待其他国家的人。他们都是真实存在的人,和我一样是有梦想、有希望、在奋斗的人。”因为在上大学时有了这样的机会,这个年轻人和许许多多其他学生一样,对这个世界、对自己有了新的理解。

大学的宗旨是使学生能成长与发展。有时候它可能来势汹汹。但上大学肯定有利于年轻人的成长与成熟。他们不仅会接触到新的群体、新的知识,还会学到整合、处理信息的新方式。同样值得自豪的是,他们对自己、对他人、对他们所处的世界的理解也在不断提高。

V Key to Exercises

Preview

2 Do the following exercises.

1 Guess the meaning of the following sentences, especially the derivatives of familiar words in bold type.

1. 他的缺席无疑是有意**的**。这个瘦骨伶仃的家伙身上有点让人怀疑的东西。

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2. 夜晚，天上繁星点点。我们坐在湖边。那位满头白发的农夫张着没牙的嘴冲着我笑。
3. 毫无疑问，现在谈建立在博爱基础上的世界还为时过早。
4. 他极力主张公司采取扩张政策。
5. 世界正在变得日益互相依赖。我个人认为，说全球化就是美国化，这观点过于简单。
6. 她是一个很有影响的环境保护主义者。她知识渊博，且其反对地球升温的论点非常有说服力。
7. 在那次突如其来的灾难性的核反应堆熔毁事件之后，他们的生活就完全被打乱了。

2 Fill in the blanks with as many words as you can recall from the text.

1. infancy, childhood, adolescence, adulthood and old age
2. understand their developmental changes; discover their strengths and weaknesses; establish their identity; deal with their identity crisis; struggle for their independence; meet the goals set by the school for their growth and maturity; internalize beliefs, values and morals; learn new knowledge and new ways to gather, process, and apply knowledge; become world citizens; learn to project their future roles as men or women
3. genetic endowment, environment and chance events
4. store; gather; assemble; acquire; organize; process; evaluate; use; apply; react to
5. functionally; emotionally; psychologically; attitudinally
6. religious beliefs, values and morals

3 Observe how these words are formed.

1. -ject: to throw
2. -ceive: to take
3. -serve: to keep

4 Observe the use of the following words in bold type in different contexts.

1. 轻的 (as light as a feather 轻如鸿毛)
2. 角度 (in a new light 从新的角度)
3. 光
4. 适用; (人) 类
5. 申请; (速度) 比赛
6. 项目; 轻 (工业)
7. 赛跑; 项目
8. 预计; 利用
9. 展现出 (某种形象)

5 Give synonyms of the following words.

- | | |
|--------------------------|-----------------------|
| 1. aim/purpose/objective | 5. magazine |
| 2. try/attempt | 6. belief |
| 3. clear | 7. alternative/choice |
| 4. chief/main | 8. feeling |

6 Give antonyms of the following words.

- | | |
|-------------------|-----------------|
| 1. incompetent | 6. narrow |
| 2. innocent | 7. disapproval |
| 3. distrust/doubt | 8. inequality |
| 4. discourage | 9. expand |
| 5. indistinct | 10. impractical |

Vocabulary

1 Translate the following expressions.

Into English

- | | |
|---------------------------|-----------------------|
| 1. define the word | 6. perform one's duty |
| 2. resent the treatment | 7. narrow the gap |
| 3. frustrate the students | 8. expand business |
| 4. declare war | 9. present the facts |
| 5. evaluate the result | |

Into Chinese

1. 认识自己的优缺点
2. 进入职场
3. 学会管理个人财务
4. 凡事都得请父母做主
5. 为我们将来如何扮演男人或女人的角色作准备
6. 逐步培养和建立自己的宗教信仰、道德和价值观念
7. 学会选择着装
8. 确定个人身份
9. 怀疑并反抗旧观念
10. 向权威叫板和挑战

Unit 1

2 Fill in the blanks with the proper form of the appropriate words listed below.

- | | |
|---|--------------------------|
| 1. occurrence, occur | 6. handle, occurred |
| 2. applied, applicants, pursuits, occurring | 7. observe, application |
| 3. involves, handled, handling, pursue | 8. occurred, involvement |
| 4. observant, occurrence | 9. observers, handled |
| 5. observation, observed, occur | 10. observation |

3 Translate the following sentences into English.

1. He is so devoted to his research that it never occurs to him that he will soon have to retire.
2. Many people have observed that, without effective checks, we all have a tendency to abuse our power.
3. Some countries refuse to get involved in this dispute and they resent any foreign interference.
4. The control of sand storms will involve a tremendous amount of work and money.
5. You have to take the local conditions into consideration when you apply these technologies.
6. All applicants will have to fill out these forms and mail in an application fee of 50 dollars.
7. Based on his careful observation of children's behavior, he came to the conclusion that learning is a natural pleasure.
8. In a country of many nationalities, ethnic harmony requires very careful handling.
9. The government is determined to punish all the corrupt officials involved.
10. Cheating at/on exams does not occur very often. But when it does, the school takes a very tough position.

4 Fill in the blanks with appropriate words.

- | | |
|------|-------|
| 1. C | 6. D |
| 2. B | 7. A |
| 3. C | 8. B |
| 4. A | 9. D |
| 5. C | 10. A |

5 Choose the right words in their proper forms.

- | | | | | |
|-----------------|---------------|--------------|-----------------------|---------------------|
| 1. object | 2. objectives | 3. objective | 4. objective | 5. objects |
| 2. 1. requires | 2. requires | 3. acquire | 4. acquire | 5. inquire |
| 3. 1. entrusted | 2. entrusted | 3. trust | 4. believed, believed | 5. trust |
| 4. 1. repaid | 2. pay, repay | 3. place | 4. repay | 5. placed, replaced |
| 5. 1. anxious | 2. anxiously | 3. eager | 4. eager/anxious | 5. eager/anxious |

Grammar

1 Study the uses of the conjunction *while* in the following sentences and put each into a category listed below.

Category a: 3, 6, 8

Category b: 1, 9

Category c: 4, 7

Category d: 2, 5, 10

2 Learn to use parallelisms.

1 Recognize parallel structures in each of the following sentences and underline them.

1. A moment's insight is sometimes worth a life's experience.
2. There are no victories without conflicts, no rainbow without a cloud and a storm.
3. A house without books is like a room without windows.
4. Youth is not a time of life—it is a state of mind. You are as young as your faith, as old as your doubt.
5. Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.
6. The purpose of the university is to make students safe for ideas—not ideas safe for students.
7. Courage is resistance to fear, mastery of fear—not absence of fear.
8. What the superior man seeks is in himself; what the small man seeks is in others.
9. One measure of friendship consists not in the number of things friends can discuss, but in the number of things they need no longer mention.
10. Rather than love, than money, than fame, give me truth.

2 Complete the sentences by putting in the blanks appropriate words.

- | | | | | |
|----------|------------------|---------------|----------------|---------------|
| 1. price | 2. ignorance | 3. problems | 4. the harvest | 5. leap |
| 6. means | 7. for ourselves | 8. forgetting | 9. hope | 10. pessimist |

3 Study the grammatical structure of these involved sentences.

1. This is a complex sentence.

Subject: I

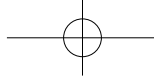
Predicate verb: had come to realize

Qualifier: during the course (an adverbial modifying the predicate verb)

Object clause: while my world... his options narrow (a clause introduced by "that")

In the object clause:

Main clause: my father was seeing his world shrink and his options narrow



Unit 1

Qualifier: who was in his sixties (a non-restrictive relative clause modifying “my father”)

Subordinate clause: while my world was expanding and new options were opening for me (an adverbial clause introduced by “while,” used to contrast the son’s condition with the father’s)

2. This is also a complex sentence.

Subject: this student

Qualifier: who considered herself intelligent (a non-restrictive relative clause modifying the subject)

Predicate verb: found

Qualifier: over the next four years (an adverbial modifying the predicate verb)

Object: herself

Object complement: in classes and social events

Qualifier: in which... than she did (a relative clause modifying “classes and social events”)

4 Translate the selection into Chinese.

我们人类成长的过程与海里的虾蟹颇相似。龙虾的成长需要不断长出又脱去保护其肉体的硬壳。每次它从内向外扩展时，限制它发展的硬壳必须得脱掉，在替代旧壳的新壳长出之前，其肉体就暴露无遗，极易受到伤害。

在人类从一个阶段过渡到下一个成长阶段的过程中，我们也必须脱掉一套保护性的机制，这使我们完全暴露，极为脆弱，但同样会帮助我们过渡到新的成长期，使我们以前所未有的方式发展。人类这种“脱壳”每次可能需要几年或者更长的时间完成。不过每完成一个阶段的成长，我们就进入一个更长也更稳定的阶段，在新的阶段我们可以获得相对的平静，重新获得一种心理平衡感……

我们看到，每个人都以自己独特的方式应对这些发展阶段。有些人永远完不成整个过程。我们当中谁也不能一蹴而就——比如说通过从父母的家直接进入职场或婚姻这种方式——解决我们与童年时的看护者分离过程中面临的各类难题。我们也不可能通过将自己的梦想转换为具体目标，而一劳永逸地达到自立的境界，即使是实现了这些目标。一个时期的核心问题或任务从不会是全部完成，而后打包搁置一边。然而当这些问题已不再是首要任务，当前阶段的生活机制已经达到其目的时，我们迈进下一阶段发展的时机就已成熟。