



Unit

1

Text A **Your College Years**

Text B **Predictable Crises of Early Adulthood**

现代大学英语

Contemporary College English

Text A



Your College Years

Bob Hartman

- 1 Have you ever considered the changes that are taking place and will take place in your life as a college student? Has it ever occurred to you that your professors and other school personnel have certain goals for your growth and maturity during your college years? Has it ever dawned on you that certain developmental changes will occur in your life as you move from adolescence to young adulthood? Though college students seldom think about them, key changes will probably happen to them during their college years.
- 2 During this time, students are going through an identity crisis and are endeavoring to find out who they are and what their strengths and weaknesses are. They have, of course, plenty of both. It is important to know how people perceive themselves as well as how other people perceive them. According to Piers and Landau, in an article discussing the theories of Erik H. Erikson in *International Encyclopedia of Social Sciences* (1979), identity is determined by genetic endowment (what is inherited from parents), shaped by environment,

and influenced by chance events. People are influenced by their environment and, in turn, influence their environment. How people see themselves in both roles is unquestionably a part of their identity.

- 3 While students are going through an identity crisis, they are becoming independent from their parents yet are probably still very dependent on them. This independence/dependence struggle is very much a part of the later adolescence stage. In fact, it may be heightened by their choice to pursue a college education. Immediately after graduating from high school, some graduates choose to enter the work world. As a result of this choice, they may become financially independent from their parents. But college students have chosen to grow and learn new skills that take years to develop, so they probably need at least some degree of dependence on their parents.
- 4 In his April 1984 article “Psychological Separation of Late Adolescents from Their Parents” in the *Journal of Counseling Psychology*, J. A. Hoffman observed that there are four distinct aspects to psychological separation from one’s parents. First, there is functional independence, which involves the capability of individuals to take care of practical and personal affairs, such as handling finances, choosing their own wardrobes, and determining their daily agenda. Second, there is attitudinal independence, which means that individuals learn to see and accept the difference between their own attitudes, values, and beliefs and those of their parents. The third process of psychological separation is emotional independence. Hoffman defines this process as “freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father.” For example, college students would feel free to select the major that they want to pursue without feeling they must have parental approval. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” College students need to stand back and see where they are in the independence/dependence struggle.
- 5 Probably one of the most stressful matters for young college students is establishing their sexual identity, which includes relating to the opposite sex and projecting their future roles as men or women. Each must define her or his sexual identity in a feminine or masculine role. These are exciting times yet frustrating times. Probably nothing can make students feel lower or higher emotionally than the way they are relating to whomever they are having a romantic relationship with.
- 6 At the same time, these young adults are learning how to give and receive affection in the adult world. This aspect of growth deals not only with interaction with the opposite sex

but with friends of both sexes and all ages. As they grow and reach young adulthood, the way they relate to others changes. It is a time when they as adults should think about how they relate to and show proper respect for peers, how they relate to the children and young adolescents in their lives, and how they relate to their parents and show them affection. For example, when I was a graduate student at Southwestern Baptist Theological Seminary, I visited my parents after I had just finished a course in counseling. During the course I had come to realize that while my world was expanding and new options were opening for me, my father, who was in his sixties, was seeing his world shrink and his options narrow. During my visit home, my father and I had several conversations in which we discussed the content of my course and how it applied to our lives. I found myself seeing my father in a different way and relating to him as a friend whom I could encourage. I was consciously encouraging the man who over the years had encouraged me. I was relating to my father in a different way.

- 7 Another change for college students is internalizing their religious faith, their values, and their morals. Since birth, one or more parents have been modeling for them and teaching them certain beliefs, values, and morals. In their adolescent years, however, these matters are questioned and in some cases rebelled against. Now, as young adults, they have the opportunity to decide for themselves what beliefs, values, and morals they are going to accept for their lives. In the late sixties, a young woman from a background that was extremely prejudiced against people from other races came to college convinced that her race was superior. She was distressed because she had been put into a dorm that had people from a variety of ethnic backgrounds. Over the next four years, this student, who considered herself intelligent, found herself in classes and social events in which people of other races performed as well as or more competently than she did. As she finished her senior year, she had grown to realize that people of other races were not only equal to her but were people who could be her friends and from whom she could learn. These religious, moral, and ethical values that are set during the college years often last a lifetime.
- 8 In addition to affirming personal values, college students develop new ways to organize and use knowledge. The challenges of academic life not only introduce them to new knowledge but force them to evaluate how they gather, process, and apply knowledge in their lives. For some, this will be a painful experience, but for all it will be a growing experience. One student with whom I had worked went on to become an English teacher. She shared with me how her attitude toward literature changed during her college years. “In high school I made good grades in English,” she observed, “but the material meant very little to me.”

She then went on to explain how in college she came to realize that literature is one of the best ways to understand a culture. Her way of learning had changed. All students should be aware of how they react to new knowledge and new ways of learning, how they process the knowledge presented to them, and how they organize this knowledge.

- 9 And last of all, these young adults are becoming world citizens, are becoming aware not only of other groups in their own culture but also of people of other cultures. As they meet these people and interact with them, they find themselves being introduced to new ways of life and new ways of interpreting life. As they do so, they grow and become more mature people. A student attending a community college in his home town explained how as a student he came to know a student from a Third World country—a country he had not even heard of before. The international student, who expected to be appointed to an important governmental position when he returned home, had a brother who taught law at the major university of his country. The American student and the international student became close friends and spent many hours sharing their thoughts and dreams. The American student observed, “Because of our friendship, I have come to understand people of Third World countries in a way I never realized possible. I can no longer read the newspaper or watch a television newscast without seeing the people from other countries in a different light. They are now real people who have dreams, hopes, and struggles, just as I do.” Because of the opportunities he had while attending college, this young man, like many other students, experienced a new understanding of the world and of himself.
- 10 College is designed to be a time of personal growth and expansion. At times it can be threatening. For certain, it is an experience that contributes to young adults’ growth and maturity. Not only are they being introduced to new people and new knowledge, but they are also acquiring new ways of assembling and processing information. Just as proudly, they are growing in their understanding of themselves, others, and the world in which they live. (1,499 words)

Notes on the Text

1. About the author and the text

Bob Hartman is a children’s storyteller and part-time pastor. He was born in Pittsburgh in the United States, and moved to England in the summer of 2000.

2. Erik H. Erikson (para. 2)

Born in Frankfurt, Germany in 1902, Erikson later became an American citizen. He was a Freudian psychologist, most famous for his work in refining and expanding Freud’s theory

of developmental stages. He taught at Yale, UCLA, and Harvard, and was the author of many books including *Childhood and Society*, *Identity: Youth and Crisis*, and *Gandhi's Truth*.

3. *International Encyclopedia of Social Sciences* (para. 2)

An important reference book published by Macmillan Ltd, New York.

4. adolescent (para. 4)

This is a formal (sometimes also negative) word used to refer to a person aged 13 to 19. The informal word is *teenager*. For people considered fully grown and therefore legally responsible, the word *adults* (formal) and the word *grown-ups* (informal) are used.

5. *Journal of Counseling Psychology* (para. 4)

A journal is a serious magazine produced for professional people or those with a particular interest. This journal is based in Washington, D.C. in the United States.

6. *Southwestern Baptist Theological Seminary* (para. 6)

An American college for training priests or ministers, located in Fort Worth, Texas. Here are two terms related:

Baptist Church: a Christian religious group which believes that baptism should only be for people old enough to understand its meaning and that they should be completely immersed in water during baptism. The Baptists are the largest Protestant group in the US, especially in the South.

Baptism: a religious ceremony in which a person is touched or immersed in water to make them pure and free from guilt or sin and to show that they have been accepted as members of the Church.

7. religious faith (para. 7)

The US has been traditionally called a religious, especially a Protestant country. Today, of course, religion has lost much of its hold on people, but politically and financially, it is still very powerful. For many people, the existence of God is no longer the issue; religion is basically a belief system, a world outlook.

8. ethnic background (para. 7)

Today the word "ethnic" is a term most often used to mean "racial" or "national," especially among academics.

9. community college (para. 9)

A college in the US or Canada that students can attend for two years in order to learn a skill or to prepare for university. It is sometimes known as junior college.

10. Third World countries (para. 9)

A term used loosely to refer to poor countries; once also called *underdeveloped countries*, but now the term *developing countries* is preferred.

Glossary

adolescence /ˌædəʊ'lesəns/	<i>n.</i> the time, usu. between the ages of 13 to 19, when a young person is developing into an adult
adulthood /'ædʌlθhʊd/	<i>n.</i> the time when you are an adult
affirm /ə'fɜːɪm/	<i>v.</i> (<i>fml</i>) to state that sth is true and you agree with it or support it, esp. in public
agenda /ə'dʒendə/	<i>n.</i> a list of things to be done
approval /ə'pruːvəl/	<i>n.</i> feeling or showing or saying that one thinks sth is good or acceptable or satisfactory 同意；批准
attitudinal /ˌætɪ'tjuːdɪnəl/	<i>adj.</i> related to attitude
Baptist /'bæptɪst/	<i>adj.</i> 浸礼会教派的
contribute /kən'trɪbjʊːt/	<i>v.</i> to help to cause sth to happen
counsel /'kaʊnsəl/	<i>v.</i> (<i>fml</i>) to advise
crisis /'kraɪsɪs/	<i>n.</i> a period of great danger, difficulty, or uncertainty
encyclopedia /enˌsaɪkləʊ'piːdʒə/	<i>n.</i> a book or set of books containing facts on many different subjects or one particular subject
endeavor /ɪn'devə(r)/	<i>v.</i> (<i>fml</i>) to try very hard
endowment /ɪn'dəʊmənt/	<i>n.</i> a quality or ability that sb has naturally
ethical /'eθɪkəl/	<i>adj.</i> connected with principles of what is right and what is wrong
ethnic /'eθnɪk/	<i>adj.</i> relating to a particular race, nation, or tribe and their customs and traditions
evaluate /ɪ'væljuːeɪt/	<i>v.</i> to carefully consider sth in order to see how useful or valuable it is
excessive /ɪk'sesɪv/	<i>adj.</i> much more than is reasonable or necessary
feminine /'femɪnɪn/	<i>adj.</i> belonging to or considered typical of women or girls
functional /'fʌŋkʃənəl/	<i>adj.</i> connected with the way human beings function in their daily lives
genetic /dʒɪ'netɪk/	<i>adj.</i> connected with genes (基因)
heighten /'haɪtən/	<i>v.</i> to intensify; to increase in degree
inherit /ɪn'herɪt/	<i>v.</i> to receive (genetic characters) from your parents

inhibition /,ɪnhɪ'biʃən/	<i>n.</i> a feeling of worry or embarrassment that stops you doing or saying what you really want to
interaction /,ɪntər'ækʃən/	<i>n.</i> the act or process of interacting
internalize /ɪn'tɜ:nəlaɪz/	<i>v.</i> to make (attitudes or behavior) part of one's nature by learning or unconscious assimilation (通过学习或反复经历使某种准则或行为方式) 内化
masculine /'mæskjʊlɪn/	<i>adj.</i> belonging to or considered typical of men or boys
newscast /'nju:zkɑ:st/	<i>n.</i> (AmE) a news program on radio or television
option /'ɒpʃən/	<i>n.</i> a choice you can make in a particular situation
peer /piə(r)/	<i>n.</i> sb of the same age or the same social status as you
perceive /pə'si:v/	<i>v.</i> to understand or think of sth in a particular way
process /'prəʊses/	<i>v.</i> to deal with (sth such as an official document, or request) by using a particular method or system 处理; 加工
project /prəʊ'dʒekt/	<i>v.</i> to show other people (what your future role will be as a man/a woman)
rebel /rɪ'bel/	<i>v.</i> to oppose or fight against sb in a position of authority
resentment /rɪ'zentmənt/	<i>n.</i> a feeling of anger because sth has happened that you think is unfair
seminary /'semɪnəri/	<i>n.</i> a college for training priests or ministers 神学院
stressful /'stresfʊl/	<i>adj.</i> full of stress or tension; making you worry a lot
theological /,θi:ə'lɒdʒɪkəl/	<i>adj.</i> related to theology, the study of religion and religious ideas and beliefs
unquestionably /ʌn'kwɛstʃənəblɪ/	<i>adv.</i> doubtlessly; certainly
wardrobe /'wɔ:drəʊb/	<i>n.</i> a large piece of furniture where you can hang your clothes; (here) the clothes that sb has

Preview

1 Read the text carefully and answer the following questions.

1. What is your overall impression of this essay?
2. What do you think the author is trying to say in this essay? What are the main points he is trying to make? Who is he addressing himself to?
3. Has the author said anything that strikes you as interesting and thought-provoking? Anything that you feel worth remembering?

4. Do you totally agree with the author? Is there anything about which you don't see eye to eye with him?
5. Has this essay in some way roused your interest in pursuing this subject? What would you like to find out?
6. What do you think of the language and style of this essay?

2 Do the following exercises.

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

1. His **absence** was **undoubtedly intentional**. There is something **fishy** about this **skinny** guy.
2. The night sky **blossomed** with stars. We sat by the lake. The **white-haired** farmer grinned at me **toothlessly**.
3. **Unquestionably**, it is still **premature** to talk about a world based on **brotherhood**.
4. He argued for the need of the company to **pursue** an **expansionist** policy.
5. The world is becoming more and more **interdependent**. **Personally** I think it is a **simplification** to say that **globalization** is **synonymous** with **Americanization**.
6. She was an **influential environmentalist**. She was **knowledgeable** and her **arguments** against global warming were **exceptionally convincing**.
7. After the **unexpected disastrous** nuclear **meltdown**, their life was **totally disrupted**.

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

1. Human life is commonly divided into the following stages:
_____.
2. College students must try to _____ during this period.
3. Our identity is determined by three things: _____.
4. They must learn to _____ new knowledge or information.
5. They usually also try to be independent in every way, not just _____, but also academically.
6. Another thing they must do during this time is to internalize _____.

3 Observe how these words are formed.

1. deject; reject; object; subject; eject; project; interject; inject
2. perceive; receive; conceive; deceive
3. reserve; preserve; conserve

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

1. Death can be as **light** as a feather or heavier than Mount Tai.
2. Now many people are beginning to see the problem in a new **light**.
3. **Light** travels at a speed of about 300,000 km per second.
4. This law **applies** to the whole human **race**.
5. Some of the top athletes in the world have **applied** to take part in the Beijing International Long-distance **Race**.
6. This is going to be a big **project** in **light** industry.
7. They knew they were **racing** against time. The **project** had to be completed before the rainy season.
8. Total profit this year is **projected** to rise by 20 percent, and they plan to **apply** the increased income on development and research.
9. After the Watergate, the country badly needed a president who could **project** the image of an honest man.

5 Give synonyms of the following words.

- | | |
|--------------------------------|------------------|
| 1. goal _____ | 5. journal _____ |
| 2. endeavor _____ | 6. faith _____ |
| 3. distinct _____ | 7. option _____ |
| 4. major (<i>adj.</i>) _____ | 8. emotion _____ |

6 Give antonyms of the following words.

- | | |
|--------------------|---------------------|
| 1. competent _____ | 6. widen _____ |
| 2. guilty _____ | 7. approval _____ |
| 3. trust _____ | 8. equality _____ |
| 4. encourage _____ | 9. shrink _____ |
| 5. distinct _____ | 10. practical _____ |

Speaking

1 Work in pairs and exchange your views on the following questions.

1. Have you experienced any important changes since you entered your university? Do you have a better idea now about your strengths and weaknesses?

2. Do you agree that young adults such as college students are bound to go through an identity crisis? Have you had any identity crisis yourself so far?
3. Do you consider yourself reasonably independent from your parents? Why is it so important to gain this independence?
4. How in Erikson's opinion is identity determined? Which of the three factors he mentioned is the most important? Our genes? The environment? Or chance events?
5. Do you find it easy to relate to the opposite sex? What kind of role would you like to project in the future as a man/a woman? Do you agree with the author that stressful as it is, this is nevertheless one of the most important goals we must achieve during our college years?
6. What other things should students do at university? What does the author mean by "internalizing" religious faith, values, and morals?
7. What does the author mean when he talks about "gathering, processing, assembling, applying, and evaluating" information? What have you learned in this respect?

2 Comment on any one of the following statements.

1. What students need today is more discipline, not more freedom or independence.
2. College education is of vital importance. Romantic relationship had better wait.
3. Religion is the opium of the laboring people. Why do we have to internalize it at college?
4. Religion means some kind of belief system and is important for social control. If there is no good modern religion, we are going to have its cheap substitute—superstition.
5. Our destiny is determined by our genes and other objective factors. It is not in our own hands.
6. It's too risky to rebel against traditional rules. So just try to get good grades and go for a nice job.
7. ... undergraduates... were always in revolt. They were never static. The only way they could form their minds was by opposing accepted opinion. —Helen MacInnes
8. Like its politicians... society has the teenagers it deserves. —J. B. Priestley

3 Discuss in groups some of the following questions.

1. Is it true that our struggle for independence and our desire to establish our identity start at college when we reach early adulthood? Isn't that a bit too late?
2. Is the excessive need for parental approval the only thing that stands in the way of our achieving independence? Does it automatically make us independent once we stop listening to our parents?

3. Do you consider yourself an independent person? Independent from whom and from what?
4. Have you gained much freedom now that you are a college student? If the answer is yes, how are you enjoying your newly acquired freedom?
5. What kind of beliefs, values and morals have you “internalized” since you came to the university? Do you now know your identity or “destiny,” that is, who you are and what kind of person you want to be?
6. Do you feel that the university/college has done a good job in helping you deal with your “developmental changes”? Is there any room for improvement?

Vocabulary

1 Translate the following expressions.

Into English

- | | |
|------------|---------|
| 1. 给这个词下定义 | 6. 履行义务 |
| 2. 反感这种对待 | 7. 缩小差距 |
| 3. 使学生沮丧 | 8. 扩大业务 |
| 4. 宣战 | 9. 陈述事实 |
| 5. 对结果作出评估 | |

Into Chinese

1. realize one's strengths and weaknesses
2. enter the work world
3. learn to handle one's personal finances
4. have excessive need for parental approval
5. project our future roles as men or women
6. internalize religious faith, value and morals
7. learn to choose one's wardrobe
8. establish one's identity
9. question and rebel against old ideas
10. defy and challenge authority

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

to apply

to observe

to involve

to handle

to occur

to pursue

1. Scientists say that the collision of the Earth with another star from outer space would be a rare _____. But if it does _____, it will certainly destroy the Earth.
2. About fifty thousand people _____ for those positions. The _____ included many university postgraduates. This showed that young people were more interested in being government officials than in continuing their intellectual _____. Obviously interesting changes were _____ in social values.
3. The border issue _____ quite a few countries. It must be _____ with care. In _____ international relations we must _____ the traditional policy of peaceful co-existence.
4. Many people had seen apples fall, but it took the _____ eye of Isaac Newton to discover the Law of Gravity from this common _____.
5. She was a woman of sharp _____. She _____ that certain interesting things would _____ before an earthquake.
6. He projected the image of a government leader who really cared for the people and would always be there on the spot to _____ difficult situations whenever some crisis _____.
7. They did not _____ the rules laid down in the contract about the _____ of this fund.
8. Obviously it never _____ to him that his _____ in the scandal would be discovered so soon.
9. They have invited many international _____ to see to it that their national election is properly _____.
10. She was still in critical condition, and the doctor said that she should remain under careful _____.

3 Translate the following sentences into English.

1. 他对他的研究如此专心致志，从来没有过很快就要退休的念头。
2. 很多人都曾说过，如果没有有效的制约，我们都有滥用权力的倾向。
3. 有些国家拒绝卷入这一争端，而且他们对外国的干涉非常反感。

4. 控制沙尘暴需要大量的工作和资金。
5. 你们用这些技术的时候，必须考虑到当地的条件。
6. 所有的申请者都必须填好这些表格，然后邮寄 50 美元的报名费。
7. 他根据对孩子们行为的观察得出结论：学习是一种自然的乐趣。
8. 在一个多民族的国家里，各民族之间的和谐需要小心处理。
9. 政府决定严惩所有涉案的腐败官员。
10. 考试作弊并不经常发生，但一旦发生，学校会采取严厉的态度。

4 Fill in the blanks with appropriate words.

1. This problem is too complicated. Let's leave it _____ for the moment.
A. on B. behind C. aside D. off
2. _____ this day, these experiences are still _____ great value.
A. To, with B. To, of C. On, in D. Until, at
3. More than a hundred policemen were sent _____ search of the bank robbers.
A. out, for B. off, to C. out, in D. away, on
4. It was not the best result. But he was quite content _____ the improvement. So _____ great relief, he went to sleep.
A. with, with B. with, on C. of, with D. of, on
5. In spite of the women's liberation movement, people are still not yet completely free _____ prejudice _____ women.
A. for, against B. from, for C. from, against D. in, towards
6. It was a tragic love story relating _____ a young couple who rebelled _____ traditional arranged marriage.
A. with, to B. to, at C. with, against D. to, against
7. Modern educational theories require teachers to interact _____ students. They should act as models _____ their students of course. But they should also learn from the people they teach.
A. with, for B. with, after C. on, after D. on, for
8. It suddenly dawned _____ me that there was another thing that contributed _____ their economic success.
A. to, to B. on, to C. on, for D. to, for
9. Historians have reacted very warmly _____ psychologists' recent discoveries. They agree that these discoveries have helped us to look at human history _____ a new light.
A. against, with B. against, in C. to, with D. to, in

10. They are now dependent _____ imports for more than 90% of their oil needs. But by expanding nuclear power industry, they hope to be independent _____ imported oil by and by.
- A. on, from B. on, on C. from, from D. from, on

5 Choose the right words in their proper forms.

1 objective; object

1. For quite some time they were unable to identify the flying _____.
2. We have two _____ in our economic work. One is to develop our economy, and the other is to protect our environment.
3. After you have set your _____, you must decide on the concrete measures.
4. You must look at the situation in an _____ way.
5. Galileo proved that two _____ of different weight will drop to the ground from the same height at the same time.

2 acquire; inquire; require

1. Democracy _____ people to be responsible citizens.
2. Our modernization effort _____ a peaceful environment.
3. Many laid-off workers have to _____ new skills to get re-employed.
4. University is not just a place to _____ knowledge passed on to us from the past, it should also be a place to explore new ideas.
5. I wrote them a formal letter to _____ whether they could offer me a position in their company.

3 entrust; trust; believe

1. While he was away, the company was _____ to his son.
2. He was _____ with the construction of the expressway, and he used this opportunity to steal public money.
3. The new leaders of our village are chosen through free election. The village people _____ them.
4. Nobody _____ her when she said that she was poor. Many people _____ that she must have inherited a large fortune from her parents.
5. Don't _____ a man who keeps flattering you. A true friend will never do that.

4 pay; repay; place; replace

1. Finally the book was published. That _____ all the sleepless nights over those three years.
2. We can not only _____ our workers good wages, we can also _____ all our loans.
3. She was criticized for trying to _____ her daughter in a government job.
4. I don't know what I can do to _____ your kindness.
5. Several reports were _____ on my desk to be signed. One of them said that our chief computer was out of date and needed to be _____.

5 anxious(ly); eager(ly)

1. They are getting very _____ because the world market is getting more and more competitive.
2. I waited _____ outside the emergency room during my mother's operation.
3. Young people are usually _____ to try out new things.
4. When I looked at the _____ faces of the children, I said to myself, "I can't leave them to their own devices. They need me."
5. Naturally we are all _____ to know the result of the test.

Grammar

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

Categories	a. during the time that sth is happening
	b. at the same time as sth is happening
	c. as long as
	d. used to contrast two things

1. While students are going through an identity crisis, they are becoming independent from their parents yet are probably still very dependent on them. (para. 3)
2. ... while my world was expanding and new options were opening for me, my father... was seeing his world shrink and his options narrow. (para. 6)
3. While he was at it, he decided, he might as well mop the floor. (para. 47, Unit 2, Book 2)

4. ... while we breathe, we hope... (para. 30, Unit 15, Book 2)
5. While my grandfather is something of a computer expert, my grandmother is a computer illiterate.
6. Make hay while the sun shines.
7. While there's life, there's hope.
8. I was stunned, as though he'd awakened me while I was dreaming.
9. While you're at college, take advantage of any opportunity coming your way.
10. A child who misbehaves is sent to bed without dinner, while obedience is rewarded with candy or ice cream.

2 Learn to use parallelisms.

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

Examples	... identity is <u>determined by genetic endowment...</u> , <u>shaped by environment</u> , and <u>influenced by chance events</u> . (para. 2, three past participle phrases)
	... he bounced into my office, with <u>a smile on his face</u> and <u>excitement in his voice</u> . (two prepositional phrases)

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. —Clark Kerr
7. Courage is resistance to fear, mastery of fear—not absence of fear. —Mark Twain
8. What the superior man seeks is in himself; what the small man seeks is in others. —Confucius
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. —Clifton Paul Fadiman
10. Rather than love, than money, than fame, give me truth. —Henry David Thoreau

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

1. The _____ is what you pay; the value is what you receive.

2. More men fail through _____ of their strength than fail through knowledge of their weakness.
3. Too often we give children answers to remember rather than _____ to solve. —Roger Lewin
4. Don't judge each day by _____ you reap, but by the seeds you plant. —Robert Louis Stevenson
5. This is one small step for a man, one giant _____ for mankind. —Neil Armstrong
6. The things taught in schools and colleges are not an education, but the _____ of an education. —Ralph Waldo Emerson
7. The greatest happiness in life is the conviction that we are loved—loved _____, or rather loved in spite of ourselves. —Victor Hugo
8. Blessed are those that can give without remembering and take without _____ . —Princess Elizabeth Bibesco
9. They say a person needs just these things to be truly happy in this world: someone to love, something to do, and something to _____ for. —Tom Bodett
10. A _____ sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty. —Sir Winston Churchill

3 Study the grammatical structure of these involved sentences.

	Probably one of the most stressful matters for young college students is establishing their sexual identity, which includes relating to the opposite sex and projecting the future roles as men or women. (para. 5)
Example	<p>Subject (主语): one of the most stressful matters for young college students (noun phrase)</p> <p>Predicate verb (谓语动词): is (link verb)</p> <p>Predicative (表语): establishing their sexual identity (gerund phrase)</p> <p>Qualifier (修饰语): which includes relating to the opposite sex... as men or women (a non-defining relative clause modifying "establishing their sexual identity")</p>

1. During the course I had come to realize that while my world was expanding and new options were opening for me, my father, who was in his sixties, was seeing his world shrink and his options narrow. (para. 6)
2. Over the next four years, this student, who considered herself intelligent, found herself in classes and social events in which people of other races performed as well as or more competently than she did. (para. 7)

4 Translate the selection into Chinese.

We are not unlike a particularly hardy crustacean. The lobster grows by developing and shedding a series of hard, protective shells. Each time it expands from within, the confining shell must be sloughed off. It is left exposed and vulnerable until, in time, a new covering grows to replace the old.

With each passage from one stage of human growth to the next we, too, must shed a protective structure. We are left exposed and vulnerable, but also yeasty and embryonic again, capable of stretching in ways we hadn't known before. These sheddings may take several years or more. Coming out of each passage, though, we enter a longer and more stable period in which we can expect relative tranquility and a sense of equilibrium regained...

As we shall see, each person engages the steps of development in his or her own characteristic step-style. Some people never complete the whole sequence. And none of us "solves" with one step—by jumping out of the parental home into a job or marriage, for example—the problems in separating from the caregivers of childhood. Nor do we "achieve" autonomy once and for all by converting our dreams into concrete goals, even when we attain those goals. The central issues or tasks of one period are never fully completed, tied up, and cast aside. But when they lose their primacy and the current life structure has served its purpose, we are ready to move on to the next period.

Writing

Write an essay of about 300 words by answering the following question.

In what ways do you think college is a time of growth and expansion?

Poem of the Week

Poetry

Eleanor Farjeon

What is Poetry? Who knows?
Not a rose, but the scent of the rose;
Not the sky, but the light in the sky;
Not the fly, but the gleam of the fly;
Not the sea, but the sound of the sea;
Not myself, but what makes me
See, hear, and feel something that prose
Cannot: and what is it, who knows?

About the Poet

Eleanor Farjeon (1881–1965) was born in London and educated privately. She was the daughter of an English novelist and grand-daughter of the great American actor Joseph Jefferson. Throughout her life she was enchanted by fairy tales and nursery songs and her poems repeatedly echo their language and rhythms. Her poems are loved both by children and by grown-ups.

诗

埃莉诺·法杰恩

谁能告诉我，什么是诗？
它不是玫瑰，却像玫瑰般的芳香；
它不是蓝天，却似蓝天一样透亮；
它不是萤火虫，却在黑暗中闪光；
它不是大海；却似大海万顷波涛，激起轰响；
它不是我，却使我看到，听到，感受到
一种奇妙的东西，
一种散文难以描绘的意境。
谁能告诉我，什么是诗？

Text B

Predictable Crises of Early Adulthood¹

Gail Sheehy²

1 Although I have indicated the ages when Americans are likely to go through each stage and the differences between men and women where they are striking, do not take the ages too seriously. The stages are the thing, and most particularly the sequence. Here is the briefest outline of the developmental ladder.

PULLING UP ROOTS³

2 Before 18, the motto is loud and clear: “I have to get away from my parents.” But the words are seldom connected to action. Generally still safely part of our families, even if away at school, we feel our **autonomy**⁴ to **be subject to**⁵

erosion⁶ from moment to moment.

- 3 After 18, we begin Pulling Up Roots in earnest. College, military service, and short-term travels are all customary vehicles our society provides for the first round trips between family and a base of one’s own. In the attempt to separate our view of the world from our family’s view, despite vigorous **protestations**⁷ to the contrary—“I know exactly what I want!”—we **cast about for**⁸ any beliefs we can call our own. And in the process of testing those beliefs we are often drawn to **fads**⁹, preferably those most mysterious and inaccessible to our parents.
- 4 Whatever tentative memberships we try out in the world, the fear haunts us

1 The text is excerpted from the second chapter of Gail Sheehy’s best-selling book *Passages: Predictable Crisis of Adult Life* (1976), which has been called “a road map of adult life.” The selection is an analysis of young adult behavior between the ages of 18 and 30. The title is the textbook editors’.

2 **Gail Sheehy:** 盖尔·希伊 (1937–), an American writer and lecturer, known for her books on life and the life cycle: *Passages: Predictable Crisis of Adult Life* (1976), *The Silent Passage* (1992), *New Passages* (1995), *Passages in Caretaking: Turning Chaos into Confidence* (2010). She has also written a biography of Hilary Clinton and a novel.

3 **pull up roots:** 离开原居地; 另谋生活

4 **autonomy:** independence

5 **be subject to:** to suffer from

6 **erosion:** the state of being slowly reduced or destroyed

7 **protestation:** a strong statement that sth is true, esp. when other people do not believe you

8 **cast about for sth:** to try hard to think of or find sth, esp. when this is difficult

9 **fad:** sth that people are interested in for only a short period of time

that we are really kids who cannot take care of ourselves. We cover that fear with acts of defiance and mimicked confidence. For allies to replace our parents, we turn to our contemporaries. They become **conspirators**¹. So long as their perspective **meshes with**² our own, they are able to substitute for the **sanctuary**³ of the family. But that doesn't last very long. And the instant they diverge from the shaky ideals of "our group," they are seen as betrayers. Rebounds to the family are common between the ages of 18 and 22.

- 5 The tasks of this passage are to locate ourselves in a peer group role, a sex role, an anticipated occupation, an ideology or world view. As a result, we gather the impetus to leave home physically and the identity to *begin* leaving home emotionally.
- 6 Even as one part of us seeks to be an individual, another part longs to restore the safety and comfort of merging with another. Thus one of the most popular myths of this passage is: We can **piggyback our development by**

attaching to a Stronger One⁴. But people who marry during this time often prolong financial and emotional ties to the family and relatives that **impede**⁵ them from becoming self-sufficient.

- 7 A stormy passage through the Pulling Up Roots years will probably facilitate the normal progression of the adult life cycle. If one doesn't have an identity crisis at this point, it will erupt during a later transition, when the **penalties**⁶ may be harder to bear.

THE TRYING⁷ TWENTIES

- 8 The Trying Twenties confront us with the question of how to take hold in the adult world. Our focus shifts from the interior turmoils of late adolescence—"Who am I?" "What is truth?"—and we become almost totally preoccupied with working out the **externals**⁸. "How do I put my aspirations into effect?" "What is the best way to start?" "Where do I go?" "Who can help me?" "How did *you* do it?"
- 9 In this period, which is longer and more stable compared with the passage that

1 **conspirator:** 同伙

2 **mesh with:** to fit together or match closely

3 **sanctuary:** safety and protection

4 **piggyback our development by attaching to a Stronger One:** to use a larger organization, etc. for our development

5 **impede:** to delay or stop the progress of sth

6 **penalty:** the disadvantage suffered as a result of sth

7 **trying:** annoying or difficult to deal with

8 **externals:** 内心意识之外的具体问题

leads to it, the tasks are as enormous as they are exhilarating: To shape a Dream, that vision of ourselves which will generate energy, aliveness, and hope. To prepare for a lifework. To find a mentor if possible. And to form the capacity for intimacy, without losing in the process whatever consistency of self we have thus far mustered. The first test structure must be erected around the life we choose to try.

- 10 Doing what we “should” is the most **pervasive theme of the twenties**¹. The “shoulds” are largely defined by family models, the press of the culture, or the prejudices of our peers. If the prevailing cultural instructions are that one should get married and settle down behind one’s own door, a nuclear family is born. If instead the peers insist that one should do one’s own thing, the 25-year-old is likely to harness himself onto a **Harley-Davidson**² and burn up **Route 66**³ in the commitment to have no commitments.
- 11 One of the terrifying aspects of the twenties is the inner conviction that the choices we make are **irrevocable**⁴. It is largely a false fear. Change is quite possible, and some alteration of our original choices is probably inevitable.
- 12 Two impulses, as always, are at work. One is to build a firm, safe structure for the future by making strong commitments, to “be set.” Yet people who slip into a ready-made form without much self-examination are likely to find themselves **locked in**⁵.
- 13 The other urge is to explore and experiment, keeping any structure **tentative**⁶ and therefore easily **reversible**⁷. Taken to the extreme, these are people who skip from one trial job and one limited personal encounter to another, spending their twenties in the **transient**⁸ state.
- 14 Although the choices of our twenties are not irrevocable, they do **set in motion**⁹ a Life Pattern. Some of us follow the

1 **pervasive theme of the twenties**: 二十多岁的人普遍讨论的话题

2 **Harley-Davidson**: a type of large, powerful, and expensive US motorcycle

3 **Route 66**: a famous road in the US that is mentioned in books, films, and songs. It was built in the early 1930s, and was the first road to go across the US, from Chicago to Los Angeles.

4 **irrevocable**: cannot be changed

5 **(be) locked in**: to be involved in a difficult situation, an argument, a disagreement, etc.

6 **tentative**: (of an arrangement, agreement, etc.) not definite or certain because you may want to change it later 临时的

7 **reversible**: (of a process, an action or a disease) that can be changed so that sth returns to its original state or situation

8 **transient**: continuing for only a short time

9 **set (sth) in motion**: to start sth

locked-in pattern, others the transient pattern, the **wunderkind**¹ pattern, the caregiver pattern, and there are a number of others. Such patterns strongly influence the particular questions raised for each person during each passage...

- 15 **Buoyed**² by powerful illusions and belief in the power of the will, we commonly insist in our twenties that what we have chosen to do is the one true course in life. **Our backs go up**³ at the merest hint that we are like our parents, that two decades of parental training might be reflected in our current actions and attitudes.

- 16 “Not me,” is the motto, “I’m different.”

CATCH-30⁴

- 17 Impatient with devoting ourselves to the “shoulds,” a new vitality springs from within as we approach 30. Men and women alike speak of feeling too narrow and restricted. They blame all sorts of things, but what the restrictions boil down to are the outgrowth of career and personal choices of the twenties. They may have been choices perfectly suited to that stage. But now the fit

feels different. Some inner aspect that was left out is striving to be taken into account. Important new choices must be made, and commitments altered or deepened. The work involves great change, turmoil, and often crisis—a simultaneous feeling of **rock bottom**⁵ and the urge to bust out.

- 18 One common response is the tearing up of the life we spent most of our twenties putting together. It may mean striking out on a secondary road toward a new vision or converting a dream of “running for president” into a more realistic goal. The single person feels a push to find a partner. The woman who was previously content at home with children **chafes**⁶ to venture into the world. The childless couple reconsiders children. And almost everyone who is married, especially those married for seven years, feels a discontent.
- 19 If the discontent doesn’t lead to a divorce, it will, or should, call for a serious review of the marriage and of each partner’s aspirations in the Catch-30 condition. The gist of that condition was expressed by a 29-year-old associate

1 **wunderkind**: a person who is very successful at a young age

2 **buoy**: to make sb feel cheerful or confident

3 **our backs go up**: we are annoyed

4 **Catch-30**: a phrase derived from “Catch-22” (=an impossible situation where you are prevented from doing one thing until you have done another thing, but you cannot do the other thing until you have done the first thing) 三十的困境

5 **rock bottom**: the lowest point or level that is possible

6 **chafe**: to be or become annoyed or lose patience because of rules or limits

with a Wall Street law firm:

- 20 “I’m considering leaving the firm. I’ve been there four years now; I’m getting good feedback, but I have no clients of my own. I feel weak. If I wait much longer, it will be too late, too close to that fateful time of decision on whether or not to become a partner. I’m success-oriented. But the concept of being 55 years old and stuck in a monotonous job drives me wild. It drives me crazy now, just a little bit. I’d say that 85 percent of the time I thoroughly enjoy my work. But when I get a **screwball**¹ case, I come away from court saying, ‘What am I doing here?’ It’s a **visceral**² reaction that I’m wasting my time. I’m trying to find some way to make a social contribution or a slot in city government. I keep saying, ‘There’s something more.’”
- 21 Besides the push to broaden himself professionally, there is a wish to expand his personal life. He wants two or three more children. “The concept of a home has become very meaningful to me, a place to get away from troubles and relax. I love my son in a way I could not have anticipated. I never could live alone.”
- 22 Consumed with the work of making his own critical life-steering decisions, he demonstrates the essential shift at this age: an absolute requirement to be more self-concerned. The self has new value now

that his competency has been proved.

- 23 His wife is struggling with her own age-30 priorities. She wants to go to law school, but he wants more children. If she is going to stay home, she wants him to make more time for the family instead of taking on even wider professional commitments. His view of the bind, of what he would most like from his wife, is this:
- 24 “I’d like not to be bothered. It sounds cruel, but I’d like not to have to worry about what she’s going to do next week. Which is why I’ve told her several times that I think she should do something. Go back to school and get a degree in social work or geography or whatever. Hopefully that would fulfill her, and then I wouldn’t have to worry about her line of problems. I want her to be decisive about herself.”
- 25 The trouble with his advice to his wife is that it comes out of concern with *his* convenience, rather than with *her* development. She quickly picks up on this lack of goodwill: He is trying to dispose of her. At the same time, he refuses her the same latitude to be “selfish” in making an independent decision to broaden her own horizons. Both perceive a lack of mutuality. And that is what Catch-30 is all about for the couple. (1,674 words)

1 **screwball**: (*AmE infml*) funny in a silly and strange way

2 **visceral**: resulting from strong feelings rather than from careful thought