

▲ Text A Your College Years

▲ Text B Predictable Crises of Early Adulthood

UNIT

1



Lead-in

- 1** How would you evaluate your experience or performance in the past year? Have you been moving steadily toward the goals you have set out to realize? Are you happy with the progress you have made in all important aspects?
- 2** Now that you have completed your first year of college, are you facing any new challenges? In what ways are these challenges different from those you encountered before? How do you intend to cope with them?



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 the 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.

(1,504 words)

Notes on the Text

1. About the author

Bob Hartman (1955–) is a popular children’s storyteller, who has spent many years writing and telling stories. Primarily he has written children’s books with a strong moral theme.

2. Erik H. Erikson (para. 2)

Erik H. Erikson (1902–1994) was born in Frankfurt, Germany, and later became an American citizen. He was a neo-Freudian psychologist, best known for his work in refining and expanding Sigmund Freud’s theory of psychosexual developmental stages.

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

It is an important reference book first published in 1968 in New York.

4. adolescents (para. 4)

An adolescent is a young person who is developing from a child into an adult. The adolescent age range varies by different standards. The World Health Organization (WHO) defines adolescents as individuals between the ages of 10 and 19. For people considered fully grown and therefore legally responsible, the words “adults” (formal) and “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)

It is an American college for training priests or ministers, located in Fort Worth, Texas.

7. community college (para. 9)

A community college is a type of educational institution. The term can have different meanings in different countries. In the U.S. and Canada, it refers to a college that students can attend for two years in order to learn a skill or to prepare for university. It is sometimes known as the junior college.

8. Third World countries (para. 9)

This is a term used to refer to the developing countries in Asia, Africa, Latin America, and other regions. It has decreased in use and the term “developing countries” is preferred now.

Glossary

adolescence /ˌædəˈlesəns/ <i>n.</i>	the time when a young person is developing into an adult
adulthood /ˈædʌlθʊd/ <i>n.</i>	the time when you are an adult
affirm /əˈfɜːm/ <i>v.</i>	(<i>fm</i>) to strengthen a feeling, belief, or idea
agenda /əˈdʒendə/ <i>n.</i>	a list of things to be done
approval /əˈpruːvəl/ <i>n.</i>	feeling or showing or saying that one thinks sth. is good or acceptable or satisfactory 同意; 认可; 赞许
attitudinal /ˌætəˈtjuːdənəl/ <i>adj.</i>	relating to attitude
Baptist /ˈbæptɪst/ <i>adj.</i>	浸礼会教派的
contribute /kənˈtrɪbjʊt/ <i>v.</i>	to help to make sth. happen 促成; 促使
counsel /ˈkaʊnsəl/ <i>v.</i>	to listen and give support to sb. with problems
crisis /ˈkraɪsɪs/ <i>n.</i>	a period of great danger, difficulty, or uncertainty
encyclopedia /ɪnˌsʌrkləˈpiːdiə/ <i>n.</i>	百科全书
endeavor /ɪnˈdevə/ <i>v.</i>	(<i>fm</i>) to try very hard
endowment /ɪnˈdaʊmənt/ <i>n.</i>	a quality or ability that sb. has from birth
ethical /ˈeθɪkəl/ <i>adj.</i>	connected with principles of what is right and what is wrong 伦理的; 道德的
ethnic /ˈeθnɪk/ <i>adj.</i>	relating to a particular race, nation, or tribe and their customs and traditions
evaluate /ɪˈvæljuet/ <i>v.</i>	to form an opinion of the value, amount, degree, or quality of sth.
excessive /ɪkˈsesɪv/ <i>adj.</i>	much more than is reasonable or necessary
feminine /ˈfemɪnɪn/ <i>adj.</i>	of or having qualities considered typical to or suitable for a woman
functional /ˈfʌŋkʃənəl/ <i>adj.</i>	connected with the ability of a person to handle the ordinary problems in daily life
genetic /dʒəˈnetɪk/ <i>adj.</i>	connected with genes 基因的
heighten /ˈhaɪtn/ <i>v.</i>	to intensify; to increase in degree
inherit /ɪnˈherɪt/ <i>v.</i>	to be born with the same physical or mental characteristics as one of your parents
inhibition /ˌɪnhəˈbɪʃən/ <i>n.</i>	a feeling of worry or embarrassment that stops you doing or saying what you really want 压抑; 顾忌; 拘谨
interact /ˌɪntərˈækt/ <i>v.</i>	to communicate or work closely with each other

internalize /ɪn'tɜ:nəlaɪz/ *v.*

to make beliefs, attitudes, or behavior part of one's nature by learning or assimilation (通过学习或吸收) 内化

masculine /'mæskjəlɪn/ *adj.*

of or having qualities considered typical or suitable for a man

newscast /'nju:zkɑ:st/ *n.*

(*AmE*) a news program on radio or television

option /'ɒpʃən/ *n.*

a choice you can make in a particular situation

peer /piə/ *n.*

sb. of the same age or the same social status as you

perceive /pə'si:v/ *v.*

to understand or think of sb. or sth. in a particular way

process /'prəʊses/ *v.*

to deal with sth. by using a particular method or system 处理; 加工

project /prə'dʒekt/ *v.*

to have or show qualities, images, etc. that can be seen by others

rebel /rɪ'bel/ *v.*

to oppose or fight against sb. in authority or against an idea or situation which you do not agree with

resentment /rɪ'zentmənt/ *n.*

a feeling of anger because sth. has happened to you that you think is unfair

seminary /'semənəri/ *n.*

a college for training priests or ministers 神学院

stressful /'stresfəl/ *adj.*

full of stress or tension; making you worry a lot

theological /θi:ə'lɒdʒɪkəl/ *adj.*

relating to theology (=the study of religion and religious beliefs)

unquestionably *adv.*

doubtlessly; certainly

/ʌn'kwɛstʃənəbli/

wardrobe /'wɔ:drəʊb/ *n.*

a large piece of furniture where you can hang your clothes; (here) the clothes that sb. has

Language Focus

1 Study how the following words are formed.

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

2 List useful phrases from the text.

1. Verb phrases

2. Prepositional phrases

3. Noun phrases

3 List useful verb + noun collocations from the text.

4 Study parallelism and find more examples from the text.

Parallelism refers to the use of similar grammatical structures for related words, phrases, or clauses in a sentence or a paragraph.

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

5 Underline useful sentence patterns in the text and study how they are used.

▶ Reading Comprehension

1 Read the text and complete the outline.

<p>Part I (para. 1)</p>	<p>The introduction: College students are going to experience key _____ during the period from adolescence to young _____, which are so important and yet they seldom think about.</p>
<p>Part II (paras. 2–9)</p>	<p>The body: College students face six important challenges or what the author calls “_____ changes.”</p> <ol style="list-style-type: none">1. The first challenge: how to deal with _____<ol style="list-style-type: none">1) They must find out who they really are, and their strengths and _____.2) Their identity is influenced by three factors: _____.3) They may still be financially dependent on their parents to some degree, but they must try to gain four kinds of independence from their parents.<ol style="list-style-type: none">a. _____ independenceb. _____ independencec. _____ independenced. Freedom from excessive guilt, anxiety, responsibility, etc.2. Other important matters for their growth and maturity<ol style="list-style-type: none">1) Establishing _____ and learning to interact with the opposite sex2) Learning how to _____ in the adult world3) _____ their beliefs, values, and morals4) Evaluating _____ instead of merely increasing knowledge5) Learning to become _____ and interact with people of other cultures
<p>Part III (para. 10)</p>	<p>The conclusion: College is designed to be a time of personal growth and _____, as well as a time when students are growing in their _____ of themselves, others, and the world in which they live.</p>

2 Paraphrase the following sentences.

1. 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. (para. 2)

2. 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. (para. 4)
3. College students need to stand back and see where they are in the independence/dependence struggle. (para. 4)

3 Answer the following questions according to your understanding of the text.

1. What do you think the author means by “identity crisis”? Have you experienced such a crisis so far?
2. How are we to know who we are? Which of the three factors mentioned by Erik H. Erikson is the most important? Our genes? The environment? Or chance events? How do they influence our identity?
3. Why is it so important to achieve more independence during college years? In your opinion, what does it mean to have more freedom in our lives?
4. Do you still find parental advice helpful? Does it mean you have an excessive need for parents’ support? How do you understand “excessive”? Can you give an example? Does it automatically make you independent once you stop listening to your parents? Where do you draw the line between what is excessive and what is reasonable?
5. Do you agree that it’s one of the most stressful matters to establish sexual identity? What is the future role you want to project as a man or woman? Is it different from the conventional view? What has affected your perception of your sexual identity?
6. The author talks about the importance of internalizing beliefs, values, and morals. What beliefs, values, and morals are advocated in our culture? Do you have any experience in internalizing them?
7. How should college students change the way they react to new knowledge according to paragraph 8? Is it enough to simply gather information and obtain knowledge? What is the new focus in learning?
8. What do you think of the argument of this essay? Has the author left out any important aspects? Has he argued powerfully on all points? Any criticisms?
9. What do you think of the language and style of this essay?

▶ Language Exercises

1 Expand your vocabulary.

1. Give corresponding synonyms and antonyms for the following words.

Synonyms

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

Antonyms

- | | |
|--------------------|-------------------------------|
| 1) distinct _____ | 6) narrow (<i>v.</i>) _____ |
| 2) practical _____ | 7) shrink _____ |
| 3) approval _____ | 8) encourage _____ |
| 4) guilty _____ | 9) competent _____ |
| 5) trust _____ | 10) equality _____ |

2. Translate the following expressions.

Into Chinese

- | | |
|-----------------------------|---|
| 1) establish one's identity | 5) handle personal finances |
| 2) rebel against old ideas | 6) have an excessive need for parental approval |
| 3) challenge authority | 7) project our future roles as men or women |
| 4) choose one's wardrobe | 8) internalize beliefs, values, and morals |

Into English

- | | |
|---------|-------------|
| 1) 履行义务 | 5) 给这个词下定义 |
| 2) 缩小差距 | 6) 认清自己的优缺点 |
| 3) 拓展业务 | 7) 进入职场 |
| 4) 陈述事实 | 8) 对结果做出评估 |

2 Choose the best answer to fill in the blanks.

- This problem is too complicated. Let's leave it _____ for the moment.
A. on B. behind C. aside D. off
- _____ 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; toward
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 students 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 the 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

3 Fill in the blanks with the correct form of the appropriate words. Note that more than one of them may be appropriate.

objective; object

1. For quite some time they were unable to identify the flying _____.
2. We have two _____ in our economic development. 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 a(n) _____ way.
5. Galileo proved that two _____ of different weight dropped from the same height will touch the ground at the same time in the absence of air resistance.

acquire; inquire; require

6. Our modernization effort _____ a peaceful environment.
7. Many laid-off workers have to _____ new skills to get re-employed.
8. 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.
9. I wrote them a formal letter to _____ whether they could offer me a position in their company.

entrust; trust; believe

10. While he was away, the company was _____ to his son.
11. He was _____ with the construction of the expressway.
12. The new leaders of our village are chosen through a free election. The villagers _____ them.
13. Nobody _____ her when she said that she was poor. Many people _____ that she must have inherited a large fortune from her parents.
14. Don't _____ a man who keeps flattering you. A true friend will never do that.

pay; repay; place; replace

15. Finally the book was published. That _____ all the sleepless nights over those three years.
16. We can not only _____ our workers good wages, but also _____ all our loans.
17. She was criticized for trying to _____ her daughter in a government job.
18. I don't know what I can do to _____ your kindness.
19. 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 _____.

anxious; eager

20. They are getting very _____ because the world market is getting more and more competitive.
21. I waited _____ outside the emergency room during my mother's operation.

22. Young people are usually _____ to try out new things.
23. 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.”
24. Naturally we are all _____ to know the result of the test.

4 Rewrite the following sentences with the correct form of the words and expressions from the text, paying attention to the parts in bold type.

1. **Have you ever considered** what would surely happen if the sea level should rise another 2.5 inches?
2. The **most important** challenge today during our college years is to **collect** and **analyze** and **use** the knowledge we **obtain**.
3. We used to **rely on our parents’ permission**, but now that we have become young adults, we will **try** to find our own identity, and sometimes will even **refuse to obey** our parents.
4. When I first came to college, I did not really know how to **spend my money** and how to **use my time**.
5. GDP is important, but now people have learned to look at their economic performance **in a new way**. They **finally began to realize** that environmental protection and reasonable distribution of wealth are just as important if not more so.
6. Many people hold the wrong view that our beliefs, values, and morals are **fixed** in high school, and it is perhaps too late to start to **learn and absorb** them in college.
7. This book **is of little help to** our understanding of the subject.

5 Fill in the blanks with appropriate words, paying attention to the use of parallelism.

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.
4. Don’t judge each day by the _____ you reap, but by the seeds you plant.
5. This is one small step for a man, one giant _____ for mankind.
6. The greatest happiness in life is the conviction that we are loved—loved _____ ourselves, or rather, loved in spite of ourselves.
7. Blessed are those that can give without remembering and take without _____.
8. A(n) _____ sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.

6 Translate the following sentences, using the conjunction "while."

1. 生命不息，希望不止。
2. 趁着现在打折，我们买台电脑吧。
3. 我爷爷可以说是个电脑行家，我奶奶却对电脑一窍不通。
4. 虽然辣椒在我们的日常生活中看起来毫不起眼，但它却能在烹饪时产生奇效。
5. 这本书深受专业人士好评，大众读者也同样喜欢。

7 Translate the following sentences, using the words and expressions in the brackets. Change the form where necessary.

1. 很多人都注意到，如果没有有效的制约，我们都有滥用权力的倾向。(observe)
2. 双方很好地遵守了停火协议，国际观察员们都很满意。(observe)
3. 防治大气污染是一项非常艰巨的任务，因为它涉及所有国家，同时涉及各种复杂的技术、大量的工作和巨额的资金。(involve)
4. 我们采用这些技术的时候，必须考虑当地的条件。同一项技术可能适合这个地区，但在另一个地区就不适用。(apply)
5. 大约有五万人申请这些政府部门职位，申请者当中有不少博士生。(apply)
6. 医生让她将这种药膏抹在烫伤处，说它能止痛并使伤处快速愈合。(apply)
7. 今年的利润预计将增长 20%，他们计划把大部分用于研发。(project; apply)
8. 前任总裁因卷入这起重重大丑闻下台，公司现在迫切需要一位能够树立正直形象的新总裁。(project)
9. 这部电影讲述了一个关于兄弟关系的感人故事，引起了观众的共鸣，得到了影评人士的好评。(relate to)
10. 在他们国家，地震是经常发生的事，所以地震时居民一般都不会非常惊慌。(occur)

8 Translate the following passage 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.

9 Identify and correct the 10 mistakes in the following passage. There is ONE mistake in each indicated line.

The young person proudly asserts independence from what parents want and succeeds to provoking their disapproval. Parents usually dislike adolescent rebellion not only because it creates more resistance to their guidance but because rebellion can lead to serious kinds of harm. 1. _____

It can cause young people to rebel their own self-interests, rejecting relationships that often supporting self-esteem. It can cause them to engage in self-defeated and self-destructive behavior, like refusing to do schoolwork. It can cause them to experiment with high-risk excitement, like accepting dares that as children they would refuse. It can cause them to reject safe rules, like letting impulse overrule judgment. And it can cause them to injure valued relationships, pushing those they care away. Although the young person thinks rebellion is an act of independence, it actually is never. It is really an act of dependency. Rebellion causes the young person to base their self-definition and personal conduct on doing the opposition of what other people want. 2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

To which degree a young person needs to rebel varies widely. Psychologist Frank Sulloway has found that later-born children tend to rebel less than first-borns. Some of his reasoning is that they identify less with parents, do not want to be exact copies of the older children, and seek to give themselves more freedom to grow in nontraditional ways. 9. _____
10. _____



课文录音

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 **autonomy⁴** to **be subject to⁵** **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 **protestations⁷** to the contrary—“I know exactly what I

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

2 **Gail Sheehy:** 盖尔·希伊 (1937–2020), American writer and lecturer, known for her books on life and the life cycle: *Passages: Predictable Crises of Adult Life* (1976), *The Silent Passage: Menopause* (1992), *New Passages: Mapping Your Life Across Time* (1995), *Passages in Caregiving: Turning Chaos into Confidence* (2010). She has also written a biography of Hillary Clinton.

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

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**¹⁰ memberships we try out in the world, the fear haunts us 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**¹¹. So long as their perspective **meshes**¹² with our own, they are able to substitute for the **sanctuary**¹³ 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 One**¹⁴. But people who marry during this time often prolong financial and emotional ties to the family and relatives that **impede**¹⁵ 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**¹⁶ may be harder to bear.

8 **cast about for:** 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

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

11 **conspirator:** 同伙

12 **mesh:** to fit together or match closely

13 **sanctuary:** safety and protection

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

15 **impede:** to delay or stop the progress of sth.

16 **penalty:** a disadvantage suffered as a result of sth.

The Trying¹⁷ 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**¹⁸. “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 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**¹⁹. 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**²⁰ and burn up **Route 66**²¹ 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**²². 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**²³.

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

18 **externals**: 内心意识之外的具体问题

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

20 **Harley-Davidson**: a type of large, powerful, and expensive U.S. motorcycle

21 **Route 66**: a famous road in the U.S. that is often mentioned in books, films, and songs. It was built during the 1920s and 1930s, and was the first road to go across the U.S., from Chicago to Los Angeles.

22 **irrevocable**: impossible to be changed

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

- 13 The other urge is to explore and experiment, keeping any structure tentative and therefore easily **reversible**²⁴. 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**²⁵ state.
- 14 Although the choices of our twenties are not irrevocable, they do **set in motion**²⁶ a Life Pattern. Some of us follow the locked-in pattern, others the transient pattern, the **wunderkind**²⁷ 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**²⁸ 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**²⁹ 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-30³⁰

- 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**³¹ and the urge to bust out.
- 18 One common response is the tearing up of the life we spent most of our twenties putting

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

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

26 **set (sth.) in motion:** to start sth.

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

28 **buoy:** to make sb. feel cheerful or confident

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

30 **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) 三十岁的困境

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

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**³² 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 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**³³ case, I come away from court saying, ‘What am I doing here?’ It’s a **visceral**³⁴ 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:

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

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

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

- 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.

(1,680 words)

Unit Project



Choose ONE of the two tasks given and work on it as instructed.

1. What should we do in order to become talents of international communication, being able to understand other cultures and better introduce China to the world? Discuss the question in groups and give a 5-minute presentation on your discussion in class.
2. Read the following quotes about youth. Choose one quote and write a comment on it in about 300 words.
 - 1) ... undergraduates ... were always in revolt. They were never static. The only way they could form their minds was by opposing accepted opinion.
—Helen MacInnes
 - 2) I think the hardest part about being a teenager is dealing with other teenagers—the criticism and the ridicule, the gossip and rumors.
—Beverley Mitchell
 - 3) Youth should be radical. Youth should demand change in the world. Youth should not accept the old order if the world is to move on.
—William Allen White
 - 4) A child becomes an adult when he realizes that he has a right not only to be right but also to be wrong.
—Thomas Szasz
 - 5) Young people need models, not critics.
—John Wooden

Poem of the Week

Bright Star

John Keats

Bright star! would I were stedfast as thou art—
Not in lone splendour hung aloft the night,
And watching, with eternal lids apart,
Like nature's patient, sleepless eremite,
The moving waters at their priestlike task
Of pure ablution round earth's human shores,
Or gazing on the new soft-fallen mask
Of snow upon the mountains and the moors;
No—yet still stedfast, still unchangeable,
Pillow'd upon my fair love's ripening breast,
To feel for ever its soft swell and fall,
Awake for ever in a sweet unrest,
Still, still to hear her tender-taken breath,
And so live ever—or else swoon to death.

About the Poet

John Keats (1795–1821) was born into the family of a stable owner in London, and ended his life as a poor, unmarried, and tuberculosis-ridden young man at the age of 25. He is one of the most beloved poets of the English language and a perfect example of Romanticism. His best-known works include “Lamia,” “The Eve of St. Agnes,” “Ode on a Grecian Urn,” “Ode to Psyche,” “Ode to a Nightingale,” “On Melancholy,” and “To Autumn.” His poetry is always sensuous, colorful, and rich in imagery.

灿烂的星

约翰·济慈

灿烂的星星啊，我多么希望能如您那样，
坚定不移，永不动摇。
但我不愿独自高挂夜空，散发美丽的清亮，
永远睁着双眼，就像大自然无比耐心、从不睡眠的一位隐士，
俯视滔滔不断纯净的海洋给大洋两岸的民众净身，
抑或凝视着轻轻飘落在群山和洼地上的初雪，如同大地美丽的脸罩。
哦不——虽然我同样要坚持不懈，永不变心，
但我宁愿俯卧在我心爱之人那结实丰满的胸脯上，
去感受它不停的起伏，
永不睡眠，永远这样享受心里的甜美，静静地听着她
轻轻的情意绵绵的呼吸。
我愿意就这样度过我的一生——或者就在这无限的激动中死去。