

《现代大学英语》系列辅导丛书

CONTEMPORARY

Learner's Guide

COLLEGE ENGLISH

现代大学英语

精读 3

学习指南

主 编：祁洪彬

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

《现代大学英语》系列辅导丛书

Contemporary College English

现代大学英语

Learner's Guide

精读3 学习指南

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前 言

《现代大学英语 精读》自2001年问世以来，受到广大师生和英语学习者的欢迎，先后被众多院校采用，成为我国高校英语专业精读教学的主干教材。在使用过程中，广大学生普遍反映教材语言材料难度较大，缺乏对相关背景知识的了解。为了帮助广大学生更好地使用这套教材，我们组织具有丰富一线教学经验的教师编写了这套《现代大学英语 精读学习指南》（1—4册）。本套学习指南针对学生的薄弱环节和实际需要，力争做到有的放矢，旨在帮助学生打下扎实的英语语言基础，形成较强的英语综合应用能力。

本套学习指南与学生用书同步，每册由15课组成，每课分别对课文A和课文B两大部分进行详细讲解与辅导。

课文A部分

一、语言要点

将课文中出现的重点单词、词组、典型句式分类列出，便于学生掌握学习重点。

二、背景介绍

紧密结合课文，介绍相关的背景知识，帮助学生拓展视野。

1. 作者介绍：简要介绍作者的生平、主要作品、社会影响、在社会和文学界的地位。
2. 文章介绍：介绍作品的写作动机、时代背景、发表情况、相关评论等。
3. 文化知识：介绍文中涉及的文化知识，包括历史、地理、宗教、政治、经济、体育、音乐、军事、科技、文学、戏剧等各个方面以及有文化内涵的俚语表达法。

三、篇章分析

1. 文章主题：剖析文中的观点和作者的写作目的。
2. 写作手法与语言特色：分析作者在文中运用的写作手法与主要修辞手段，帮助学生进一步欣赏文章。
3. 篇章结构：以表格形式列出文章的主要组成部分，并归纳每部分主要内容，一目了然。

四、句子解析

对课文中出现的重点词汇、词组以英汉双解的形式进行解释，并提供包含典型用法的例句。对文中一些较难或比较有代表性的句子进行分析，理清句子结构，分析作者运用的各种修辞手段，并以典型句式的形式予以强调。

五、译文

本着忠实原文、顺畅自然的原则给出课文的参考译文，以帮助学生加深理解。

六、练习答案

提供除口头练习和写作练习外的课后练习参考答案。

课文 B 部分

一、句子解析

挑选课文中出现的一些较难或比较有代表性的句子进行分析，理清句子结构，并对重点词汇、词组以英汉双解的形式进行解释，提供包含典型用法的例句。

二、译文

本着忠实原文、顺畅自然的原则给出课文的参考译文，以帮助学生加深理解。

本套学习指南的编写人员为国际关系学院英语系的专业教师（以姓氏笔画为序）：

王雪鸽 王朝英 石延芳 白郁 祁洪彬 李亚丽

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在本书编写过程中，我们得到了外语教学与研究出版社高等英语教育出版分社和国际关系学院英语系领导的热情指导和大力协助，有关中外专家和教授帮助我们解决了许多语言和背景知识方面的问题，在此一并致以诚挚的谢意。

由于编者水平所限，书中难免存在错误和疏漏，不妥之处，敬请广大读者批评指正。

编者

2007年11月

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Text A Your College Years

一 语言要点

1. 单词

endeavor	chance	heighten	wardrobe	agenda	excessive	inhibition		
resentment	project	dismayed	dejected	peer	shrink	narrow		
internalize	affirm	observe	interpret	appoint	assemble	process	light	

2. 短语

go through	identity crisis	genetic endowment	chance events
independent from	dependent on	functional independence	freedom from
in relation to	sexual identity	relate to	have a romantic relationship with
drag one's feet	come to do sth.	adolescent years	rebel against
be prejudiced against	grow to do sth.	be aware of	last of all
interact with	at times	for certain	contribute to

3. 典型句式

It occurred to sb. that... It struck sb. that... It dawned on sb. that...

二 背景介绍

文化知识

埃里克·H. 埃里克森 (Erik H. Erikson) (Para. 2)

埃里克森 (1902—1994), 美国儿童精神分析学家, 当代精神分析自我心理学的最知名人物之一。1902年6月15日出生于德国法兰克福, 1933年移居美国, 1939年加入美国国籍。

1933年—1939年, 埃里克森作为一名儿童精神分析医生, 在美国波士顿开业, 并在哈佛医学院、耶鲁人类关系研究所等机构任职, 研究自我发展问题。1950年, 他的重要著作《儿童期与社会》一书问世, 他在此书以及后来的一些著作中介绍了一种关于儿童发展的崭新学说。1951年后, 埃里克森在发展他的思想体系的基础上, 着重研究了“自我同一性”问题。后来他把有关同一性概念及有关理论在《同一性: 青少年与危机》(1968)一书中作了总结。他的著作还包括《领悟与责任》(1964)、《甘地的真理: 论好战的非暴力根源》(1969)、《新的同一性维度》(1973)、《同一性与生命周期》(1980)等。

“同一性危机”也译作“认同危机”(identity crisis),是埃里克森发明的术语。他一生都致力于这方面的研究。

三 篇章分析

1. 篇章结构

部分	段落	段落大意
第一部分	1	通过提问引出议题。
第二部分	2—9	对认同危机、依赖感与独立性之间的冲突、明确自我性别意识、与成年人交往、选择人生信仰等方面进行分析。
第三部分	10	总结:大学阶段是个人成长和发展的关键时期。

2. 文章主题

本文介绍了大学时代学生的经历,并着重分析了既令人激动又充满挫折的大学生活。如:远离家人、独立生活、感受成长过程中的每一个变化,以及“认同危机”、对父母的依赖感与独立性之间的冲突、明确自我性别意识、与成年人交往、选择人生信仰、建构知识体系、了解未知世界等等。

本文的意义在于帮助大学生在学会知识的同时,更新观念,培养良好的习惯,发展融洽的人际关系,满怀信心地迎接未来的一切机遇与挑战。

3. 写作手法与语言特色

本文是一篇议论文。文章的开头使用了三个设问句,“Have you ever considered...? Has it ever occurred to you that...? Has it ever dawned on you that...?”这样做既突出了文章的主要议题,也吸引了读者的注意力,同时,又使得文章更具有说服力。全文的议论分析非常有条理,这一点在第4段尤其明显。

作者使用了一些排比句式,使得文章的议论层层递进、表达充分。例如:在第6段中有一个复合句,作者三次使用“how”来引导宾语从句,而且,这三个宾语从句中都使用了“relate to”作谓语动词。在第8段中,又出现了一个由三个“how”来引导宾语从句的复合句。在第5段中,还有一个复合句是由两个“how”引导的宾语从句。

四 句子解析

1. **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? [Para. 1]

[典型句式] **It occurs to sb. that...**: if an idea or thought occurs to you, it suddenly comes into your mind. 浮现在某人的脑海中;想起;想到

例: It had never occurred to him that he might be falling in love with her. 他从来没有想到自己会爱上她。

It suddenly occurred to me that Mary was afraid of being alone. 我突然想起玛丽害怕独自一人呆着。

[注] 类似的句型有 “It strikes sb. that...”; “It dawns on sb. that...”。(请参照句子解析2)

2. **Has it ever dawned on you that** certain developmental changes will occur in your life as you move from adolescence to young adulthood? [Para. 1]

[典型句式] **It dawns on sb. that...**: if a fact dawns on you, you realize it for the first time. 了解;感知;想到

例：It dawned on me that Joanna had been right all along. 我突然意识到乔安娜一直都是正确的。

[注] 类似的句型：**It strikes sb. that...**: if sth. strikes you, you think of it, notice it, or realize that it is important, interesting, true, etc. 使突然充满（一种强烈的感情）；使想起……。例如：“It struck him that although he was rich now, he was not very happy.”（他突然意识到尽管他现在很有钱，但并不十分幸福。）

3. 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. [Para. 2]

这是一个并列复合句。第二个分句中，“who they are and what their strengths and weaknesses are”做“find out”的宾语从句。

go through: to experience a difficult or unpleasant situation, feeling, etc. 经历；经受；遭受

例：When you're going through a crisis, it often helps to talk to someone. 当你经历危机时，找个人谈谈经常是有帮助的。

These countries have gone/been through too many wars. 这些国家饱经战火。

identity crisis: the difficulties, confusions and anxieties that you go through during adolescence when you are not sure who you really are and what your purpose in life is 认同危机（也译作“同一性危机”，这是埃里克森发明的术语）

endeavor: vi. (fml) to try very hard 努力；尽力

例：We must always endeavor to improve our work. 我们总要努力改进自己的工作。

4. According to Piers and Landau, in an article discussing the theories of Erik H. Erickson 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. [Para. 2]

此句中，三个被动式“is determined by...”，“shaped by...”，“influenced by...”构成平行结构。

genetic endowment: what is inherited from parents 遗传基因

chance: adj. not planned or expected; accidental 意外的；偶然的

例：A chance meeting with a journalist changed everything. 与记者的一次偶遇改变了一切。

A chance remark by one of his colleagues got him thinking. 一个同事无意间的一句话让他想了很多。

5. 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]

在此复合句中，“while”引导时间状语从句，主句中连词“yet”连接两个谓语动词，表示转折。意思是“然而；而；但是”。例如：“He did it again yet still failed.”（他重做了一遍，但又失败了。）

“He is old, yet active.”（他虽然老了，可是挺活跃。）“She is willing, yet unable.”（她心有余而力不足。）

independent from/of: not depending on other people for help, advice or money, etc. 独立的；有主见的；自立的

例：His wages enabled him to become economically independent of his family. 他的薪水使他能够在经济上摆脱家庭而独立。

dependent on: needing sb. or sth. in order to exist, be successful, be healthy, etc. 依赖的；依靠的

例：She is completely dependent on her daughter for money. 她的经济来源唯有女儿。

All effects are dependent on their causes. 一切结果都基于它们的原因。

6. In fact, it may be **heightened** by their choice to pursue a college education. [Para. 3]

句中的“it”指前面提到的“struggle”，不定式“to pursue a college education”在这里做“choice”的后置定语。

heighten: *vt.* to become stronger or intensified 增高；增加；加深；愈发激烈

例：There are fears that the march will heighten racial tension. 人们害怕这次游行会使得种族矛盾愈发激烈。

Increased levels of fat in the diet could heighten the risk of cancer. 饮食中脂肪含量过高会增加患癌的危险。

7. 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]

在这个复合句中，“which”引导定语从句，修饰“functional independence”。

functional independence: independence in handling everyday life situations; the ability to solve practical problems 独立处理日常生活的能力

wardrobe: *n.* the clothes that sb. has (个人的) 全部服装

例：a new summer wardrobe 新夏装 a wardrobe for a trip abroad 国外旅行用装

agenda: *n.* a list of problems or subjects that a government, organization etc. is planning to deal with 议事日程，待办事项（表）

例：place/put sth. on the agenda 把某事提到日程上来

8. Fourth is **freedom from** “**excessive** guilt, anxiety, mistrust, responsibility, **inhibition**, **resentment**, and anger **in relation to** the mother and father.” [Para. 4]

freedom from: the state of not being affected by sth. that makes you worried, unhappy, afraid, etc. 解脱；免除

例：freedom from taxation 免税

freedom from fear/pain/worry/hunger/disease/poverty 免于恐惧/疼痛/焦虑/饥饿/疾病/贫穷

excessive: *adj.* much more than what is reasonable or necessary 过分的；过度的；极度的

例：The food was bad and the bill was excessive in this restaurant. 这家餐馆饭菜很糟，而且价格又很贵。

inhibition: *n.* a feeling of shyness or embarrassment that stops you doing or saying what you really want 感情阻力，禁忌

例：She had no inhibitions about saying what she felt. 对于说出她的感受她毫无顾虑。

resentment: *n.* a feeling of anger because sth. has happened that you think is unfair 愤慨；憎恨；不满

例：Resentment edged his reply. 忿恨使他的回答非常尖锐。

in relation to: concerning 关于……；就……而论

例：I have nothing further to say in relation to this matter. 就这件事我没有好说的了。

9. 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. [Para. 5]

在这个复合句中，“which”引导非限制性定语从句，关系代词“which”在从句中作主语。“includes”后面有两个动名词短语作宾语。

sexual identity: the state of identifying oneself as male or female 性别意识的自我确认

relate to: to be able to have a good relationship with people because you understand their feelings,

problems, situation, etc. 与人相处得好

例: He finds it difficult to relate to children. 他发现自己很难与孩子们相处。

project: *vt.* to plan (a scheme, course of action, etc.) 拟制 (方案、行动步骤等); 计划; 规划

例: Our projected visit has to be cancelled. 我们原定的访问不得不取消。

projecting their future roles: planning, designing, outlining, devising the future roles 对未来角色的设计

10. 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**. [Para. 5]

在这个复合句中, “they are relating to whomever they are having a romantic relationship with” 作定语从句, 修饰 “the way”。在这个从句中, “whomever they are having a romantic relationship with” 作 “relating to” 的宾语从句, 其中, 关系代词 “whomever” 作介词 “with” 的宾语。

have a romantic relationship with sb.: to be in love with sb. 和某人恋爱

11. He went on to explain how he had met an extraordinary young woman and how this relationship was all he had dreamed a romantic relationship should be. [Para. 5]

在这个复合句中, “explain” 带有两个由 “how” 引导的宾语从句。在第二个宾语从句中, “he had dreamed a romantic relationship should be” 作定语从句, 修饰 “all”, 其中, 关系代词 “that” 省略。

12. That same young man came into my office less than a week later, **dragging his feet with a dismayed, dejected look** on his face. [Para. 5]

此句中, “dragging his feet with a dismayed, dejected look on his face” 是分词短语, 作伴随状语。

drag one's feet: (*informal*) to walk slowly and listlessly, looking very unhappy and disappointed 拖着脚行进; 缓慢、倦怠、无精打采地走

例: Tom dragged his feet into the classroom this afternoon. 今天下午, 汤姆拖着脚步走进教室。

[注] “drag one's feet” 经常用在比喻的修辞手法中, 表示 “因为不想做某事, 所以故意拖延。” 如:

“The authorities are dragging their feet over banning cigarette advertising.” (在禁止烟草广告这个问题上, 有关当局拖拖拉拉。)

dismayed: *adj.* worried, disappointed, and upset when sth. unpleasant happens 沮丧; 失望; 不高兴

例: They were dismayed at the cost of the repairs. 这次维修高昂的费用让他们很不开心。

We are dismayed that the demonstration was allowed to take place. 这次示威游行被批准了, 我们为此很失望。

dejected: *adj.* unhappy, disappointed, or sad 沮丧的; 灰心的

例: The unemployed stood at street corners, dejected. 失业人员情绪低落地站在街角。

14. Thus, the way students are relating to those of the opposite sex has a definite influence on their emotions. [Para. 5]

此句中, 主语是 “the way”, 谓语是短语 “has a... influence on”, 其中, “students are relating to those of the opposite sex” 是定语从句, 修饰 “the way”, 关系代词 “that” 省略。

15. 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. [Para. 6]

在这个复合句中, “when” 引导定语从句, 在这个定语从句中, 谓语动词短语 “think about” 带有三个 “how” 引导的宾语从句。

peer: *n.* a person who has equal standing with another or others, as in rank, class, or age 同辈; 同等的

人（通常用复数）

例：children who are easily influenced by their peers 易受同龄人影响的孩子

American children did less well in math than their peers in Japan. 在数学方面，美国儿童不如日本同龄儿童。

16. During the course I had **come to** realize that while my world was expanding and new options were opening to me, my father, who was in his sixties, was seeing his world **shrink** and his options **narrow**.

[Para. 6]

在这个复合句中，“that”引导宾语从句，在这个宾语从句中，连词“while”引导让步状语从句，表示转折。其中，主句是：“my father, who was in his sixties, was seeing... narrow”。在这个主句中，“who was in his sixties”是定语从句，修饰“father”。

come to do sth.: to begin to realize, understand, believe, feel or like sth. as a result of time or experience 逐渐认识到（懂得；相信；觉得等）

例：He came to think of Italy as his home. 他渐渐觉得意大利就是他的家了。

I came to believe that he was innocent after all. 我开始认识到他毕竟是无辜的。

[注] 意思相近的短语有：“grow to do sth.”（请参照句子解析 22）。

shrink: *vt./vi.* to become smaller, or to make sth. smaller, through the effects of heat or water 使缩小；（织物等）缩水

例：The dress shrank when I washed it. 这条裙子洗后缩水了。

narrow: *vi.* to become less 变狭窄；收缩

例：The sea narrows into a strait. 大海变窄形成了海峡。

The economic gap between the two countries was beginning to narrow. 这两个国家之间的经济差距开始变小了。

17. 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. [Para. 6]

这是一个复合句，关系代词“which”指代的是“several conversations”。介词 in + 关系代词 which 引导限制性定语从句。

[注] 在这种结构中，关系代词只能用 whom 或 which，不能用 that。而且，有一些固定的动词短语，像 look at, take care of, listen to, depend on 等在定语从句中一般不将介词与动词分开。例如：

This is the old man whom he has been taking care of. （这就是他一直在照顾的那位老人。）

18. Another change for college students is **internalizing** their religious faith, their values, and their morals. [Para. 7]

internalize: *vt.* a psychological term meaning “to make faith, values, morals, attitudes, behavior, language, etc. part of your nature by learning or assimilating them unconsciously” 使内化；使成为自我的一部分

例：Ideas of feminine incapacity are also internalized by women. 女性无能的观念也被妇女们内化为自我意识的一部分。

19. In their **adolescent years**, however, these matters are questioned and in some cases **rebelled against**. [Para. 7]

adolescent years: the time, usu. between the ages of 12 and 18, when a young person is developing into an adult 青春期

rebel against: to oppose or fight against sb. in authority or against an idea or situation which you do not agree with 造反；反叛；反抗

例：The students rebelled against their government. 学生们起来反抗他们的政府。

Teenage boys are likely to rebel against their parents. 青春期的男孩子容易与父母对抗。

20. 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. [Para. 7]

在这个复合句中，主语是“a young woman”，谓语是“came to”。“that was extremely prejudiced... races”在句中是定语从句，修饰“a background”。句中，“convinced that her race was superior”是主语补足语，补充说明“a young woman”。

be prejudiced against: having an unreasonable dislike of sb. or sth., esp. a dislike of a group of people who belong to a different race, sex, or religion 对……有偏见；对……反感

例：The early Christian church was prejudiced against the Jews. 早期的基督教教会对于犹太人持有偏见。

21. 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]

在这个复合句中，“this student”是主语，“found”是谓语。句中有两个定语从句，第一个是：“who considered herself intelligent”，修饰“this student”。第二个是：“in which people... she did”，修饰“classes and social events”。

22. 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. [Para. 7]

“As she finished her senior year”在句中作状语从句，“she had grown to realize... from whom she could learn”是主句。主句中“that”引导的是宾语从句。在这个宾语从句中有两个定语从句：“who could be her friends”与“from whom she could learn”，它们都修饰“people”。

grow to do sth.: to begin to realize, understand, believe, feel or like sth. as a result of time or experience 逐渐认识到（懂得；相信；觉得等）（请参照句子解析 16）

23. In addition to **affirming** personal values, college students develop new ways to organize and use knowledge. [Para. 8]

affirm: vt. to strengthen a feeling, belief, or idea 断言；确认；肯定

例：He claims that modern physics affirms his Christian beliefs. 他说现代物理学坚定了他的基督教信仰。

He affirmed his love for her. 他明确表达了对她的爱。

24. For some, this will be a painful experience, but for all it will be a growing experience. [Para. 8]

这是一个并列句，连词“but”在这里表示转折。“some”在第一句中代替的是“some college students”。第二句中，“all”代替的是“all college students”。

25. “In high school I made good grades in English,” she observed, “but the material meant very little to me.” [Para. 8]

observe: vt. (*fml*) to say or write what you have noticed about a situation 说；评述；评论

例：He observed that we should probably have rain. 他说我们可能会赶上下雨。

He observed that our work was very well done. 他说我们的工作做得很好。

26. 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. [Para. 8]

在这个复合句中，谓语动词“should be aware of”带有三个由“how”引导的宾语从句。在第二个宾语从句中，“presented to them”是过去分词短语作定语，修饰“the knowledge”。

be aware of: knowing about a situation or a fact 知道，意识到

例：They are aware of the dangers. 他们意识到了危险。

27. 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. [Para. 9]

last of all: used when giving a final point or piece of information 最后

例：Last of all, I'd like to thank everyone for coming. 最后，我要感谢各位的光临。

28. 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. [Para. 9]

这是复合句，“as”引导时间状语从句，逗号后面是主句。在主句中，“being introduced to new ways of life and new ways of interpreting life”作宾语补足语。

interact with: if people interact with each other, they talk to each other, work together, etc. 一起活动或互相合作

例：Lucy interacts well with other children in the class. 露西与班上的同学相处得很好。

interpret vt. to explain the meaning of sth.; to believe that sth. sb. does or sth. that happens has a particular meaning 解释；说明；认为是……的意思

例：to interpret life 阐明人生的意义

We interpreted his silence as a refusal. 我们认为他的沉默就是拒绝。

They are worried that the workers might interpret the new law as a restriction of their rights. 他们担心工人们会认为这项新的法律条款是对他们权利的限制。

29. 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. [Para. 9]

在这个复合句中，主语是“A student”。现在分词短语“attending a community college in his home town”作定语，修饰“A student”。谓语动词是“explained”，后面是“how”引导的宾语从句。在这个宾语从句中，“as a student”是方式状语提前。破折号后面是“a Third World country”的同位语，其中，“he had not even heard of before”是定语从句，修饰“a country”。

30. 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. [Para. 9]

在这个复合句中，主语是“The international student”，谓语和宾语是“had a brother”。第一个“who”引导定语从句。在第一个定语从句中，关系代词“who”作主语，“when he returned home”是时间状语从句。“who taught... his country”是定语从句，修饰“a brother”。

appoint: vt. to choose sb. for a position or a job 任命；委任

例：This is the first time that a woman has been appointed to the post. 女性担任这项职务尚属首次。

The company has appointed a new sales director. 公司任命了一位新的销售部经理。

31. I can no longer read the newspaper or watch a television newscast without seeing the people from other countries in a different **light**. [Para. 9]

light: *n.* if sb. or sth. is seen or shown in a particular light, people can see that particular part of their character (观察人、物等的) 角度, 眼光

例: I began to see my father in a different light. 我开始以不同的眼光看待我父亲了。

The workers and the employers look at difficulties in quite a different light. 工人和雇主对困难的想法很不相同。

32. 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. [Para. 9]

在这个复合句中, 主语是“this young man”, 谓语是“experienced”。“he had while attending college”是定语从句, 修饰“the opportunities”。“while attending college”在定语从句中作状语, 是定语从句的一部分。

33. **At times** it can be threatening. [Para. 10]

at times: sometimes 有时; 偶尔; 不时

例: At times Jean deeply regretted not having children. 有时琼会为没有孩子感到很遗憾。

In a job like this, you're bound to feel a little stressed at times. 做这种工作, 你肯定有时会有点儿压力的。

34. **For certain**, it is an experience that **contributes** to young adults' growth and maturity. [Para. 10]

for certain: without doubt; for sure 肯定地; 确凿地

例: I know for certain it's in here somewhere. 我肯定它就在这里的某个地方。

One thing is for certain, he won't be back. 毫无疑问, 他不会回来了。

contribute to: to help to make sth. happen 起作用; 有助于; 促成

例: Alcohol contributes to 100,000 deaths a year in the US. 在美国, 每年有十万人因饮酒而身亡。

35. Not only are they being introduced to new people and new knowledge, but they are also acquiring new ways of **assembling** and **processing** information. [Para. 10]

assemble: *vt.* to get a large number of things from several different places or people 搜集; 汇编; 组合

例: We will let you have the report as soon as we have assembled all the data. 我们汇编完资料后, 马上把报告给你。

When all the evidence is assembled, it will be clear that Michael is innocent. 搜集完所有的证据之后, 会搞清楚迈克尔是清白的。

process: *vt.* to deal with information using a computer 加工; 处理

例: One has to process a photographic film to print pictures from it. 必须先处理照相底片才能冲印出相片。

36. Just as proudly, they are growing in their understanding of themselves, others, and the world in which they live in. [Para. 10]

在这个复合句中, “Just as proudly”作方式状语。“in which”引导的定语从句修饰“the world”。

大学时代

鲍勃·哈特

[1] 上大学时，你考虑过那些在你的生活中正在发生和即将发生的变化吗？你想到过吗，你的教授们以及其他教职工为了你的成长和发展曾经制定了某些目标？你是否意识到，从青少年到渐渐成人的过程中，你会发生某些变化呢？尽管大学生们很少考虑这些，但是，在大学期间，很可能会发生一些重要的变化。

[2] 在大学期间，学生们正经历着自我认同危机，而且，他们正在竭力了解自己的身份，以及自身的优缺点。当然，他们的优点和缺点都不少。重要的是要了解人们如何看待自己，以及其他他人又如何看待他们。皮尔斯和兰道曾在一篇文章中讨论了埃里克·H. 埃里克森在《世界社会科学百科全书》(1979)中的有关理论。根据他们的观点，性格特征由遗传基因（即父母的遗传）决定，由环境塑造，并受偶然事件的影响。人们受环境的影响，反过来也影响他们的环境。人们如何看待自己扮演的这两个角色无疑正是他们性格特征的一部分。

[3] 当学生们经历自我认同危机的时候，他们会摆脱父母，渐渐独立。然而，他们也有可能仍然非常依赖父母。这种独立性与依赖感之间的冲突在青少年末期是很普遍的。实际上，如果他们选择接受大学教育继续深造，这种冲突很可能会愈发激烈。高中一毕业，一些学生便会立即进入社会开始工作。这种选择的结果就是他们可能在经济上获得独立。而大学生们选择了用几年的时间来掌握新知识并且继续发展，因此，他们可能至少在一定程度上还要依靠父母。

[4] 1984年4月，杰弗里·A. 霍夫曼在《心理咨询杂志》上发表了题为《即将成人的青年与父母的心理距离》的文章。他在文章中对孩子与父母产生心理距离的四个不同方面作了评论。第一，职能独立，它包括个人独自处理实际事务和个人事务的能力，如理财、自主选购服装和决定日程安排。第二，态度独立，也就是个人学会正确看待和接受自己与父母在态度、价值观和信仰上的差异。第三个心理分离过程是情感独立。霍夫曼将这一过程定义为“摆脱对父母的赞许、亲近、陪伴和情感支持的过分依赖”。例如，大学生们会自由选择专业，而不会觉得必须要征得父母的同意。第四是摆脱“与父母有关的过度内疚、焦虑、怀疑、责任、压抑、反感和愤怒的心理”。大学生们需要退一步看清自己在独立性与依赖感的冲突中所处的位置。

[5] 对于大学生们来说，他们所面临的最紧张的问题之一可能就是构建自己的性别特征。这包括与异性之间的关系以及设计自己未来作为男性或女性的角色。每个人都必须将其性别特征定义为男性或女性角色。这个阶段不但会令人兴奋也会令人沮丧。也许没有什么能比恋爱更让学生们情绪低落或情绪高涨的了。例如，那时，我正和一名年轻的大学生共事，有一次，他满脸笑容地闯进了我的办公室，激动地宣布道：“今天是我一生中最快乐的一天！”接着，他讲了他是如何认识了一位非凡的女孩，这次浪漫爱情与他梦中所期待的是多么相符。然而不到一个星期，这个年轻人却步伐沉重，神情沮丧地走进了我的办公室。他在同一张椅子上坐下，深深地叹了口气，宣布道：“我刚刚度过了一生中最糟糕的一天。”他和那个女孩刚刚吵过架，两人的关系不好了。由此可见，大学生们与异性交往的方式对他们的情感有一定的影响。

[6] 与此同时，这些刚刚成年的年轻人正在学习如何在成年人的世界里给予和接受感情。这方面的成长不仅要涉及到与异性的相处，还会涉及到与所有性别、所有年龄段的朋友的相处。随着他们渐

渐长大成人，他们与人交往的方式也在发生着变化。这时，作为成年人他们应该考虑如何与同龄人相处并表现出适度的尊敬；如何在生活中与青少年和孩子们相处；如何与他们的父母相处并表达自己的感情。例如，我在西南浸礼教会神学院读研究生时，在我刚刚修完一门咨询课程后，我去探望父母。在学习这门课的过程中我渐渐意识到，当我的世界不断扩展，新的机遇不断出现时，我的父亲，一个年过花甲之人，正在亲眼目睹自己的世界在变小，选择在变少。在家的那些日子里，我和父亲几次谈心，一起探讨我所学课程的内容以及这些内容在我们的生活中如何得到了应用。我发现自己正以一种新的方式看待父亲，把他当成一个我可以鼓励的朋友来相处。我有意识地去鼓舞这个以前一直在鼓舞我的人。我在以一种不同的方式与父亲相处。

[7] 大学生们的另一个变化就是内化他们的宗教信仰、价值尺度和道德观念。自出生之日起，父母中的一方或者双方一直作他们的榜样，并教给他们特定的信仰、价值观和道德观。然而，当他们到了青春期，这些信仰、观念却遭到了质疑，在有些情况下甚至遭到了反叛。现在，作为刚刚成年的年轻人，他们有机会为自己决定一生中将要接受何种信仰、价值观和道德观。60年代末，一位来自极度歧视其他种族的群体的年轻女子来上大学，她对自己种族的优越性深信不疑。令她苦恼的是她被安排在了间多民族学生共住的宿舍里。在随后的四年中，这个自认为很聪明的学生却发现，无论是在课堂上还是在社会活动中，那些来自其他种族的学生们跟她一样优秀，甚至表现得比她更加能干。在她读完高年级课程后，她已经渐渐意识到，其他种族的学生不仅与她平等，而且还可以成为她的朋友，也同样值得她学习。这些在大学时代形成的宗教、道德和种族观念常常会伴随人的一生。

[8] 除了确定个人的价值观之外，大学生们还掌握了新的方式来组织和运用知识。学术生活的挑战不仅使他们接触到了新的知识，还促使他们考量如何在生活中搜集、整理和运用知识。对于一些学生来说，这会是一段痛苦的经历，但是对于所有的学生来说，这将是一段成长的经历。曾经与我共事的一个学生后来成了一名英语教师。她向我讲述了在大学期间她对文学的态度是如何转变的。她说：“上高中时，我的英语成绩很不错，但学的那些东西对我来说没有什么意义。”随后，她继续解释在大学期间她是如何渐渐意识到文学是了解一种文化的最佳途径之一。她的学习方法发生了变化。所有的学生都应该清楚他们是如何应对新知识和新的学习方法，如何处理呈现在他们面前的知识，以及如何组织这些知识的。

[9] 最后一点，这些年轻人即将成为世界公民，他们不仅要清楚地了解属于同一种文化的其他种族，而且还要了解属于其他文化的人们。当他们遇到这些人并和他们交往时，他们发现自己接触到了新的生活方式和新的诠释生活的方法。这样做的时候，他们成长了，也变得更加成熟了。一名在自己家乡一所社区大学读书的学生讲述了他作为学生是如何逐渐了解来自某个第三世界国家的同学的，之前他从未听说过这个国家。这位留学生盼望回国后能谋到一个政府要职。他有一个兄弟在他祖国的一所著名大学里教授法律。这位美国学生和这个留学生成了亲密的朋友，他们经常在一起分享各自思想和梦想。这位美国学生说：“因为我们的友谊，我已经开始以一种从不曾有的方式来理解第三世界国家的人们。而且，在我看报和电视新闻时，我已经以一种不同的视角去看待其他国家的人民了。他们就像我一样，拥有梦想和希望，努力拼搏。”因为这些上大学时遇到的机会，这个年轻人和其他许多学生一样，经历了一个对世界和对自我的全新的理解过程。

[10] 大学被设计成个人成长和发展的时期。有时它可能是令人恐惧的。确切地说，它是一种有助于年轻人长大和成熟的经历。他们不仅接触到了新人和新知识，而且还掌握了一些收集和处理信息的新方法。他们在了解自我、了解他人并了解世界的过程中自豪地成长起来。