

当代 研究生英语

ACTIVE
ENGLISH FOR
POSTGRADUATES

主编：刘润清 汤德馨 王贵明

Reading and Writing 读写教程 2 下

(教师用书)

Teacher's Guide

主 编：王贵明
吴树敬
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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

《读写教程》(Reading and Writing)是一本中高级英语读写教程,是《当代研究生英语》系列教程的重要组成部分。本教程分上、下两册,供两个学期使用。每册有10个单元,每个单元又包含A、B两篇课文,A篇供精读使用,B篇供泛读使用。每个单元一般需要3~4个课时,教师可根据学生不同情况进行调整。

本教程的主要目的是培养研究生的篇章阅读能力,此外还侧重了对写作基本能力的训练和对应用文写作的指导。

本教程的教学方法宜采用课前学生预习,准备问题,课堂上由教师引导进行讨论,学生尽量用英语表达,如确有困难可以用双语进行交流。教师可以对重点、难点有针对性地讲解,但要防止满堂灌的教学方法;同时,应着重培养学生独立学习、思考的能力。本教程的主要特点有以下几个方面:

1. **课文选材范围广泛** 选文涵盖社会科学和自然科学诸方面,内容丰富,趣味性强。
2. **文章内容深刻** 选文思想内涵深刻,适合在研究生阶段的英语学习中进行讨论式教学,促使学生能就某些知识点发表个人观点。
3. **语言地道、表达准确** 所选文章经过多次筛选,均为原汁原味的佳作。真实的语境,恰当的用词,以及大量的语言点都使本书既适合研究生课堂教学,也适合于各类中高级英语培训班及自学之用。
4. **文章注释详细明了** 对选文的难点注释详细,有助于学生在预习时提前解决一些语言和文化上的难点,同时便于使用本教材自修的学生自学。
5. **所选词汇重点突出,且读写兼顾** 每篇文章后附有生词表,A篇还将单词和词组分别列出,便于学习、记忆,并重点帮助学生全面理解某些词语的用法。而且,每单元设有 Word Study,此项中既有动词搭配,又有专为不同题材写作提供的词汇,突出了读写结合的特点。
6. **写作部分学用结合** 本教程的写作部分既重视基本技能训练,又注重实际应用能力的培养,能够有效地提高研究生的英文写作水平。
7. **题型多样,难度适宜** 练习设计多样:分为多项选择题、问答题、讨论题和词汇题等;既有读前问题(Lead-in questions)也有复习巩固性的练习等。

《读写教程 下》(Reading and Writing 2) 由王贵明和吴树敬主持编写。阅读部分的编写人员有马晓玲 (Unit 1、2、6、8、10), 来鲁宁 (Unit 3、5B、7、9), 孙德娴 (Unit 4), 王贵明 (Unit 5A); 写作部分由索玉柱完成; 姜丽蓉在前期收集资料和部分阅读篇章的翻译方面担任了一些工作。全书由王贵明审订。

本册教程在编写过程中曾得到美籍专家 Andrew Pathenos 的大力支持。他对本书稿件进行了审读, 在此向他表示感谢。此外, 本教程选用了一些国外书刊上的有关内容。由于选材面涉及较广, 未能在此一一注明, 特此说明, 并向所有有关人士谨表谢忱。

不足或错讹之处敬请读者不吝赐教。

编者

2001 年 12 月于北京

TO THE TEACHER

This course book, *Reading and Writing*, is an important component of the series *Active English for Postgraduates*. Before entering the graduate program students have generally reached the level of CET -4 or higher. Accordingly, during their graduate studies they are expected to acquire the ability to proficiently read and understand both writings of general interest, and the literature within their own specific academic fields. In addition, they are expected to be able to express their ideas in writing, especially in such practical forms of English writing as business letters, resumes, abstracts, and essays. With this in mind, the compilers have endeavored to prepare a textbook that presents interesting and thought-provoking reading materials. To facilitate their independent work, ample notes and detailed explanations are provided within each unit following new words and expressions. There are quite a number of exercises for review, consolidation and expansion. A "Text B" is provided at the end of each unit with new words and expressions and questions for further independent learning. Within each unit there is a writing section which deals with various aspects of writing, from the format of letter, resume, short essay, to the professional writing of abstract, report and thesis. It is believed that if students methodically work through this course book under your careful guidance, they will develop competent English reading and writing ability, which is of vital importance to their 21st century Information Age careers.

Since ours is such a vast country with varied conditions for teaching graduate English, we have attempted to compile a textbook on reading and writing that will, as nearly as possible, meet the needs of different programs. Its primary features include:

1. Providing sufficient reading materials to expose the students to writings of different genres such as popular science, news reports, essays, and short stories. It is at your discretion, in accordance with the time allotted for English study within the graduate program, to choose and select appropriate materials or complete all of the readings.

2. Providing very detailed textual notes and explanations in order to facilitate the students' independent study. It is advisable to ask the students to individually work on the texts and then bring to class their questions and insights. In so doing it is not necessary to

be excessively concerned about words and phrases within the texts. You can therefore teach the texts from a discursal point of view, concentrating more on the ideas and emotions expressed by the authors, their methods of organizing the texts, their points of view and other subtleties of culture which students need to know to be efficient and critical readers. If, on the other hand, your students have more difficulty grasping the text on their own, it might be useful to first help them acquire reading comprehension as accurately as possible with the help of the notes and then go beyond the sentence level to that of discourse and the general ideas within each text.

3. Starting each unit with an "Introducing the Topic" section, which is used to introduce the students to the general topic discussed in the text, and to activate their knowledge framework which they already possess in a Chinese context, so that they may take advantage of this framework in their English reading. Research has shown the importance of pre-reading activities, and in the case of graduate students who are fairly knowledgeable both in their specific fields and otherwise, such activities are especially relevant. Remember, however, that pre-reading activities are meant to stimulate rather than intimidate your students, so don't make it too hard for them to answer some of the questions even before they have acquired the necessary expressions in English to do so. The questions are there merely to provoke student thinking. Correctly answering them may often wait until after the text is read and understood.

4. Preparing exercises for students of different proficiency. There are exercises that are meant to strengthen their command of words, phrases and difficult grammatical points, and others of a more communicative nature, testing their global understanding and appreciation and asking them to discuss and argue a certain point. It is felt that a combination of the two will be most beneficial for learning, and we hope that you will not just do one kind of exercise at the expense of the other.

5. Building a connection between reading and writing through the "Word Study", which contains especially useful collocations for our students to use in their writing. It may not be necessary for you to work on this part; in most cases, calling your students' attention to this will be adequate.

6. The writing section deals with what the students need most, from the writing of letter to that of short essay, which often appears in writing tests. In Book 2 more topics are dealt with to enable students to ultimately write their theses in English. It has been proved that imitation provides a good starting point for learning. Therefore several samples are provided as an integral part of each unit. These samples are intended to help your students, rather than to confine them. They are encouraged to do their own writing to serve real-life purposes.

We believe that graduate English teaching should be conducted in a way different from the teaching of undergraduate English. While it unmistakably sets higher demands on the instructor, it is in turn significantly more rewarding. The students will bring their real-life problems in the use of English to the classroom, thus making the teaching truly communicative in nature. Greater flexibility must be incorporated in textbooks used for teaching graduate students. This two-volume course book for reading and writing contains enough materials for roughly 80 hours of teaching in increments of 4 hours for each unit. Each volume consists of 10 units intended for 40 hours of classroom instruction. A teacher's guide is provided to assist your teaching.

Finally, as much as we emphasize the importance of reading and writing in graduate English, we never for a moment minimize the importance of listening and speaking skills for graduate students. We view language as an integrated whole with all four fundamental skills feeding into and complementing one another. We are confident that you will implement this idea in your teaching of this book so as to assist your students to develop their proficiency not only in reading and writing, but in listening and speaking as well.

The Compilers

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Unit 1

Text A

Introducing the Topic

Gail Sheehy thoroughly probes into the process of human life growing from the teenage period to the elderly period, which is referred to as “passages of human growth”. In Text A, the focus is on the teenage and the twenties periods.

According to the author, during each of these passages, how we feel about our way of living will undergo subtle changes in four areas of perception. One is the interior sense of self in relation to others. A second is the proportion of safeness to danger we feel in our lives. A third is our perception of time—do we have plenty of it, or are we beginning to feel that time is running out? Last, there will be some shift at the gut level in our sense of aliveness or stagnation.

The teenage period is characterized with young people striving to be independent of their family, but still feeling a bit uncertain about themselves. The author describes this period as Pulling Up Roots years and it is a stormy passage. The next period is called The Trying Twenties, during which the focus shifts from the interior turmoils of late adolescence to the externals. The strong feature of this period is that young people begin to think seriously about starting their life and work. They begin to choose and make decisions, but still not rational enough, and quite often with illusions.

The Gist of the Article

The whole article “Passages of Human Growth”(Text A and B) can be divided into seven parts.

Part One includes paragraphs 1 to 4. It deals with the idea that a person’s life at any given time incorporates both external and internal aspects, of which the writer is mainly concerned about the latter, because the inner realm is where the crucial shifts in bedrock begin to throw a person off balance, signaling the necessity to change and move on to a new footing in the next stage of development.

Part Two with the subtitle “Pulling Up Roots” deals with the teenage period. The important characteristic of people in this period is reflected in the idea “I have to get away from my parents”.

Part Three with the subtitle “The Trying Twenties” is about the situation of people in their twenties. The tasks for them are enormous. To shape a dream, that vision of ourselves which will generate energy, aliveness and hope, would be the most important one.

Part Four with the subtitle “Catch-30” is about the period approaching the thirties. People in this period blame all sorts of things, but these can boil down to one thing: the outgrowth of career and personal choices of the twenties.

Part Five with the subtitle “Rooting and Extending” briefly describes the life in the early thirties—people begin to settle down in the full sense.

Part Six with the subtitle “The Deadline Decade” explains the life of the middle-thirties, when people

come upon a crossroads, facing physical and spiritual problems and trying to come through them.

Part Seven is about the life after the mid-forties when a new stability is achieved, which may be more or less satisfying. And at 50, the motto might be “No more bullshit.”

Teaching Suggestions

◆ Lead-in questions

Time: 10 minutes

Purposes:

- To make students aware of the differences in one's life experience so that they can be actively involved in the coming text
- To present a number of key words related to one's mental growth so that students can familiarize themselves with the terms they will encounter
- To encourage students to think about the topic of the coming text
- To develop students' skill in predicting the main idea of the text

Methodology:

This activity is designed to arouse students' interest in the topic of the text and prepare them to read the text actively. In order to get the whole class involved, before-class research activity is advised. It is well recommended that students be divided into pairs or groups or just move around the classroom talking with each other, exchanging ideas and experience with each other, then the teacher can gradually lead them into the topic of the text.

Key to lead-in questions

1. - 4. (Answers can be diverse.)

5. 1) g 2) h 3) f 4) j 5) e 6) b 7) k 8) d 9) a 10) i 11) c

◆ Detailed reading of the text

Time: 45 - 50 minutes

Purposes:

- To help students draw the important facts of each paragraph
- To help students identify and remove the source of difficulty in understanding the text
- To help students actively interact with the text and develop strategies to work out the meaning of the text
- To give students practice in note-taking

Methodology:

When working through the text, you can, besides explanation (refer to “Detailed Explanation of the Text” in the student’s book), use the technique of asking questions to develop students’ understanding. Make sure students always keep their text open when they answer the questions. The purpose of asking questions is to make students actively interact with the text and develop their strategies to draw the meaning from the text. At the same time, they can become aware of the way language is used to convey meaning. There is a close connection between answering questions and developing understanding.

At the start, three types of questions should be designed for this purpose. First, straightforward questions should be asked to draw students’ attention to the important facts in the text and to ensure they understand the literal meaning of the facts. The second type of questions should be used to develop students’ skills of tackling difficult sentences. The third type should make students recognize grammatical and lexical features that play a crucial part in the interpretation of the text.

When students answer your questions they should also practice taking notes.

You can ask the following questions orally.

1. What is the main idea of paragraph 1?
2. Is it a topic paragraph of the whole text?
3. What are the two aspects of a person’s life?
4. What does each of them indicate?
5. Why do people refuse to recognize that they possess an internal life system?
6. What are the subtle changes we will undergo in our way of living?
7. Why is the work of adult life not easy?
8. What is the motto before 18?
9. Why are college, military service, and short-term travels called customary vehicles?
10. What do we fear when we try out our memberships in the world?
11. What are the tasks in the teenage passage?
12. What does the sentence “We can piggyback our development by attaching to a Stronger One” mean?
13. What will happen if one doesn’t have an identity crisis in the teenage period?
14. What is the question confronting people in their twenties?
15. What is the difference between the teenage passage and the passage of the twenties according to paragraph 11?
16. How do you understand the word “should” in paragraph 13?
17. How do you explain the idea in the sentence “Two impulses, as always, are at work”?
18. How do you explain the idea in the last paragraph: “Not me,” is the motto, “I’m different”?

◆ Global understanding and appreciation of the text

Time: 20 – 25 minutes

Purposes :

- To help students get a full understanding of the text as a whole
- To increase students' awareness of the organization of the text
- To help students read between the lines and put together the pieces of information that are scattered in the text
- To help students read critically and evaluate the text in terms of the writer's attitude, bias, as well as the force and effectiveness of his argument
- To make students aware of the rhetorical devices and language style of the text

Methodology:

Human growth is so close to everybody that it is very likely that people consider it a natural thing and take it for granted. We seldom stop for a while and ponder over the meaning of it. In learning this text, we are not only learning the English language, but also trying to understand the author's idea, then think about it to see whether we agree with him or not. In this way, we will provide students with the whole picture, not just linguistic skills.

First, ask the students to read the text carefully and then do the global understanding and appreciation exercises individually or in groups. With the basic knowledge of the text, the students will be asked to take part in the discussion of the topics in the exercise.

◆ Vocabulary development

Time: 30 – 35 minutes

Purposes :

- To focus on important vocabulary items (phrases and collocations) that occur in the text
- To provide, in the form of Word Study, a number of common verb phrases, nouns and adjectives that can be used in students' writing
- To provide different exercise types so that students can work out their own strategies for consolidating and using vocabulary

Methodology:

It is not always necessary to explain every vocabulary item. Some unfamiliar ones can be explained in contexts. The "Detailed Explanation of the Text" in the student's book has provided explanations and, sometimes, examples to show how a vocabulary item is used. You can refer particular vocabulary usage to this part of the student's book.

Vocabulary exercise A gives students some practice in using new words they have

learned in the text. If they have read the detailed explanation of the text, they should have little difficulty finding the proper ones to complete the sentences. If they have trouble doing the exercise, it is necessary for you to explain the usage of the relevant phrases or collocations.

Exercise B is designed to test the students' general mastery of vocabulary they have learnt so far, not limited in this text.

◆ Cloze

Time: 15 – 20 minutes

Purposes:

- To consolidate language related to the text
- To develop students' skills of recognizing and tackling complex sentence structures
- To give students practice in using common vocabulary items

Methodology:

Individual differences may be rather wide in students' ability to do this exercise. Encourage all students to work out the answers independently, because this is a good exercise to involve them in using the language actively. Should there be any difficulties, they can discuss with each other or in class after they finish it.

◆ Translation

Time: 10 minutes

Purposes:

- To consolidate, by translating the particular parts of the text, understanding of the text
- To help students memorize vocabulary items used in the text
- To give students practice in developing their translation skills

Methodology:

This exercise can be assigned as homework. It will do students good to give them some written work. After reading their work, you can comment on students' common mistakes or problems in class if there are any.

Key to Exercises

I. Reading comprehension

A. Read the text and choose the best answer to the following questions.

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. a | 3. c | 4. b | 5. d |
| 6. d | 7. a | 8. b | 9. a | 10. a |

B. Global understanding and appreciation of the text.

1.- 2. (Open)

II. Vocabulary

A. Choose the right word from the following list to fill in the blanks.

- | | | | |
|------------------|----------------|---------------|-----------------|
| 1. incorporated | 2. invigorate | 3. suppressed | 4. disturbance |
| 5. stagnation | 6. cherished | 7. motto | 8. inaccessible |
| 9. defiance | 10. ideology | 11. impetus | 12. facilitate |
| 13. exhilarating | 14. conviction | 15. transient | |

B. Choose the best word to complete each of the following sentences.

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. a | 3. d | 4. c | 5. b |
| 6. a | 7. b | 8. b | 9. c | 10. d |

III. Cloze

- | | | | | |
|------------------|--------------------|--------------|-------------------|-------------|
| 1. with | 2. some | 3. But | 4. unless | 5. happens |
| 6. up | 7. environmentally | 8. fail | 9. never | 10. capable |
| 11. demonstrated | 12. separate | 13. isolated | 14. opportunities | 15. however |
| 16. difference | 17. in | 18. when | 19. measure | 20. average |

IV. Translation (略)

Translation of the Text

人生旅程 (节选)

盖尔·希伊

一个人在每一特定时期内的生活都是由外部生活和内心生活这两个方面结合而成的。外部生活是指我们在文明社会中的实际生活,其中包括我们的工作、家庭生活以及我们作为社会阶级成员的活动等。内心生活是指我们所参与的种种外部活动对我们个人产生的影响。例如,我们目前的生活体系是符合我们的价值观、目标和理想呢,还是与之相违背?我们的个性能在多大程度上得到发挥,还是受到某种程度的压抑?在每一特定时期,我们对自己的生活方式又有何种感受?

人的内心生活是阶段性的:在人生必经的一些重大转折关头,如果一个人觉得失去自我平衡,那就意味着要进行调整,以步入人生发展的下一个阶段。这些重大转折是人生不可避免的,只是人们往往不承认自己具有这样一种内在的生命系统。如果你问一个看来不得志的人:“你为何如此消沉?”大部分人总是把那些内心因素解释成比较明显的外部因素——他会对你说:“我之所以不高兴,是因为我最近搬家了,我原来的工作也换了,我的妻子又回学校去读研究生,还要干什么不相干的社会工作,还因为其他一些乱七八糟的事。”或许只有不足十分之一的人会说:“我感到有一种不可名状的烦恼,尽管很痛苦,可我还得设法忍受它、克服它。”更少有人会承认这些思想情绪的波动和外界因素没有什么关系。而这种痛苦可能需要好几年才能熬过去。

在这些变化和转折中,我们对生活方式的看法要经历四个感知方面的微妙变化:第一,在内心对自己和他人的看法;第二,在生活的各种威胁面前所具有的安全感;第三是我们对时间的认

识,是感到来日方长,还是开始感到时日无多?最后是对自己的精力和活力的直觉意识,是感到精力充沛,还是感到力不从心?这些都是在我们内心里产生的若明若暗的感觉,它们构成了我们生活的基调,影响着 we 采取行动前的种种决定。

成年后的生活很不容易。正如童年时代一样,每一步不但有新的发展任务,还要求我们放弃对从前有效的方法。在每一发展阶段,一些不切实际的幻想得放弃,一些虚幻的安全感和舒适良好的自我感觉也得放弃,以便能有更大的空间发展自己的独特个性。

自立之年

不到 18 岁,我们的座右铭就已非常明确而响亮:“离开父母,自力更生。”话虽如此,实际情况未必尽然。一般说来,我们依然还是家庭中无法自立的成员。即便是离家在外上学,我们也经常感到自主权不时地要受到客观因素的限制和侵犯。

18 岁之后,我们便开始认真考虑如何才能真正地离家独立自主。上大学、服兵役以及短期外出旅行等自然是社会为我们提供的第一次在家庭和自己的基地之间进行的双程旅行。为了显示自己对社会的看法与父母不同,我们常常急于寻找一切可称之为独立见解的看法。我们大声抗议“我很清楚我该做什么!”但实际上对此并不确定。我们为证实自己的信念,常常追求一些时尚概念,尤其是在父母感到神秘或者不懂的问题上更想独树一帜。

无论在社会上尝试什么角色我们都时时有一种恐惧,即自己还是个孩子无力照管自己。于是我们就采取了对什么都不在乎的态度,假装信心十足,以此掩盖我们的恐惧心理。为了寻求支持以摆脱父母的羁绊,我们求助于同伴,于是他们便成了为我们出谋划策的参谋。只要同伴与我们的看法一致,意趣相投,他们就可以取代家庭的庇护。但这种关系一般长不了。一旦彼此的看法出现矛盾,双方便会分道扬镳。这时我们就又有可能回到家里。对于 18 到 22 岁的青年人来说,这种去而复返的现象司空见惯。

人生这一阶段的任务是,在同龄人中、在性别角色中、在期望的职业中、以及在思想意识和世界观方面确立自己的位置。这样,我们既有了离家独立的动力,也有了离家独立的心理准备。

在这个阶段,我们想离开家庭独立生活,而另一方面又渴望与另一人结合以重新找到安全和舒适感。因此,在这段时间里,最神秘、最令人神往的事之一莫过于同一个出众的异性相结合,来带动我们事业的发展。然而,在这个阶段内结婚的青年人,越发延长了同家庭及亲属在经济上和感情上的维系,无法实现真正独立的愿望。

在力图自立的阶段中,风风雨雨的锻炼也许有利于促使一个人正常地长大成人。如果一个人没有在这一阶段遇到任何自立的危机的话,那在将来某个发展阶段他一定还会遇到,但那时他要付出的代价将可能更加沉重。

迷惘求索的二十几岁

到了二十几岁,我们面临的难题是如何在这成年人的世界中生存。在内心波动的青春期后期,我们关注的焦点是:“我究竟是怎样的一个人?”“生活的真谛到底是什么?”而此时我们几乎完全沉浸在有关外部生活的问题上:“怎样才能使自己的抱负得以实现?”“最好从何处着手?”“我应朝什么目标努力?”“谁能帮我的忙?”“别人是如何走过来的?”

与前一阶段相比,这个阶段的时间更长,也更稳定一些。在这个阶段中,人们的任务既艰巨

而又令人振奋：绘制一幅美妙的生活蓝图，这种美好的憧憬会使我们充满活力、激情和希望；为毕生的事业做好准备；如果可能的话，找一个良师益友。还要培养一种既不丧失自己固有的风格，又能做到善解人意的能力。最初的实验基地必须围绕自己设计的生活蓝图去建立。

13 “做我们‘应该’做的事。”这是二十几岁的人的生活基调。但我们应该做什么主要取决于家庭的类型，文化的影响，以及同龄人的特定见解。如果当时最盛行的社会时尚就是到了这种年龄要结婚成家，那么年青人就会去建立小家庭。

14 二十几岁的人内心有一种可怕的想法，他们认定自己所做的选择将来不能改弦易辙。实际上这种担忧是不对的，因为变化是可能的，改变初衷也常常是必然的。

15 这个时期有两个方面的动力在起作用。一种动力是信誓旦旦地要为未来筑造一个坚实而安全的生活构架。不过那些未经深思熟虑就落入一种现成的生活模式的人，往往到头来会发现自己陷入了一个十分狭小的天地里而不能自拔。

16 另外一种动力就是不断地开拓和尝试。他们把任何生活结构都看成是试验性的，因而可以随意更改的。在极端的情况下，这些人工作试来换去，人际之间的短暂邂逅接二连三，结果很可能在一种反复不定的状态中度过这二十几岁的时光。

17 虽然我们在二十几岁时的选择并不是一成不变的，它们对于我们生活方式的形成还是起着决定性的作用。有的人按照关在自己小天地里的生活模式一直生活下去，有些人则变来变去很难定型；有的人少年得志，成就卓著，有的人一心为他人奉献。当然还有其他一些类型。这些生活模式都极大地影响着每个人在人生每一阶段所面临的具体问题。

18 由于幻想的鼓舞和支持以及对自己的意志充满信心，我们在二十几岁时普遍认定自己所选择的道路是人生真正的事业所在。如果有人说我们很像自己的父母，说我们的言行举止是父母二十多年来教育和熏陶的结果，我们会很不高兴。

19 “不，我绝不是那样，我与他们不同。”我们总会这样说。

Text B

◆ Key to Comprehension and Appreciation

1. Because people in this period feel differently. 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.
2. We may take a couple as an example. The wife begins to struggle with her own age-30 priorities. She wants to go to law school, but the husband 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. But he would prefer not to be bothered and would like her to fulfill herself so that he wouldn't have to worry about her line of problems.
3. We begin to settle down in the full sense. We buy houses and become very earnest about climbing career ladders. Satisfaction with marriage generally goes downhill in the thirties. This coincides with the couple's reduced social life outside the family and the in-turned focus on raising their children.
4. "The Deadline Decade" refers to a decade between 35 and 45. The problems that people may encounter in this passage are that they begin to lose physical powers, and at