

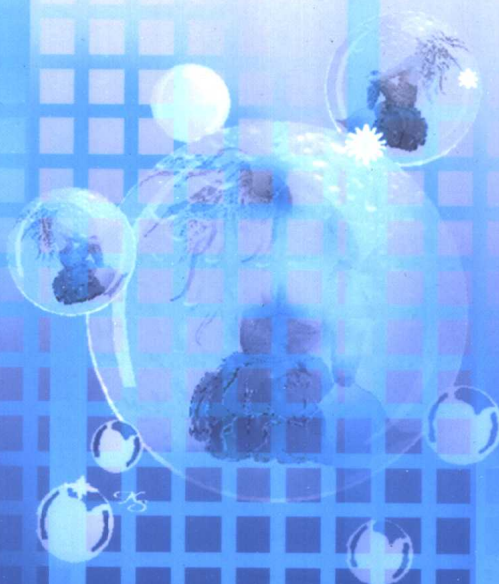
# 当代 研究生英语

ACTIVE  
ENGLISH FOR  
POSTGRADUATES

主编：刘润清 汤德馨 王贵明

## Reading and Writing 2 读写教程 下

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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



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 discorsal 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







# CONTENTS

<b>Unit 1</b>	.....	1
Reading	Text A PASSAGES OF HUMAN GROWTH (I) .....	2
	Text B PASSAGES OF HUMAN GROWTH (II) .....	18
Writing	Sentence Writing .....	25
<b>Unit 2</b>	.....	31
Reading	Text A AIDS IN THE THIRD WORLD—A GLOBAL DISASTER .....	32
	Text B HEROIN, MARIJUANA, AND LSD .....	49
Writing	Paragraph Writing (1) .....	54
<b>Unit 3</b>	.....	61
Reading	Text A NEW FINDINGS OF HIV .....	62
	Text B THE CRISIS OF GLOBAL CAPITALISM .....	77
Writing	Paragraph Writing (2) .....	82
<b>Unit 4</b>	.....	89
Reading	Text A WHO'S IN CHARGE OF THE GLOBAL ECONOMY? .....	90
	Text B MAI SHELL GAME—THE WORLD TRADE ORGANIZATION .....	105
Writing	Types of Paragraphs .....	113
<b>Unit 5</b>	.....	121
Reading	Text A ANYTHING BUT BEEF .....	122
	Text B LESS IS MORE: A CALL FOR SHORTER WORK HOURS .....	138
Writing	Word Choice and Style in Writing .....	145



## READING

**INTRODUCING THE TOPIC**

“Passage”, the term itself can convey various meanings, such as a section of a written work, and the route or course by which a person or thing passes or travels. But in the following texts A and B, “passage” doesn’t mean either of the above. It indicates a way through which human being develop themselves mentally. In these two texts, Gail Sheehy suggests concepts that divide the development of our lives into six stages. What are they? Can they indeed generalize the process of human growth? Read the texts carefully and then use the questions following them to explore the major points of the reading.

**LEAD-IN QUESTIONS**

1. Talk with your partner about your past experience. say. your childhood. your primary and high school life. your college life. your own family life if you are married. your working experience if you worked. etc. Try to find striking features at different stages.
2. Do you have an unforgettable memory in the past? If you do. what is it? When did it happen? If you don’t. can you tell a particular period in your life that you like best? Why?
3. How has your life changed in the last 20 years? In which way or ways is it different? How do you explain it?
4. Do you think your present life pattern will remain unchanged? How do you predict your future life?
5. Are you familiar with the following words? Match them with their definitions.



- |                 |   |
|-----------------|---|
| 1) aspiration   | a. make easy; lessen the difficulty of  |
| 2) suppress     | b. false idea or belief   |
| 3) footing      | c. lasting for a short time only; brief   |
| 4) stagnation   | d. manner of thinking, ideas, characteristic of a person, group, etc. ,<br>esp. as forming the basis of an economic or political system |
| 5) cherish      | e. care for tenderly; keep alive (hope, ambition, feelings, etc.) in<br>one's heart   |
| 6) illusion     | f. placing of the feet; surface for standing on; position (in society, a<br>group, etc.)  |
| 7) mimic        | g. ambition; desire   |
| 8) ideology     | h. prevent from being known or seen   |
| 9) facilitate   | i. the time in a person's life when he or she develops from a child into<br>an adult  |
| 10) adolescence | j. (of water) being without current or tide; being still and stale  |
| 11) transient   | k. imitate or pretend   |

## Text A

### PASSAGES OF HUMAN GROWTH (I)

Gail Sheehy

\*\*\*\*\*

**1** ➔ A person's life at any given time incorporates both external and internal aspects. The external system is composed of our memberships in the culture; our job, social class, family and social roles, how we present ourselves to and participate in the world. The interior realm concerns the meanings this participation has for each of us. In what ways are our values, goals, and aspirations being invigorated or violated by our present life system? How many parts of our personality can we live out, and what parts are we suppressing? How do we feel about our way of living in the world at any given time?

**2** ➔ 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. These crucial shifts occur throughout life, yet people consistently refuse to recognize that they possess an internal life system. Ask anyone who seems down, "Why are you feeling low?" Most will displace the inner message onto a marker event: "I've been down since we moved, since I changed jobs, since my wife went back to graduate school and turned into a damn social worker in sackcloth," and so on. Probably less than ten percent would say: "There is some un-



known disturbance within me, and even though it's painful, I feel I have to stay with it and ride it out." Even fewer people would be able to explain that the turbulence they feel may have no external cause. And yet it may not resolve itself for several years.

**3** 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. These are the hazy sensations that compose the background tone of living and shape the decisions on which we take action.

**4** The work of adult life is not easy. As in childhood, each step presents not only new tasks of development but requires a letting go of the techniques that worked before. With each passage some magic must be given up, some cherished illusion of safety and comfortably familiar sense of self must be cast off, to allow for the greater expansion of our own distinctiveness.

## Pulling Up Roots

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

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

**7** Whatever tentative 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. So long as their perspective meshes with our own, they are able to substitute for the sanctuary 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.

**8** 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.



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

**10** 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 may be harder to bear.

## The Trying Twenties

**11** 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. "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?"

**12** 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.

**13** Doing what we "should" is the most pervasive theme of the twenties. 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.

**14** One of the terrifying aspects of the twenties is the inner conviction that the choices we make are irrevocable. It is largely a false fear. Change is quite possible, and some alteration of our original choices is probably inevitable.

**15** 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*.

**16** The other urge is to explore and experiment, keeping any structure tentative and therefore easily reversible. 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* state.



17 Although the choices of our twenties are not irrevocable, they do set in motion a Life Pattern. Some of us follow the locked-in pattern, others the transient pattern, the wunderkind 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 through the life.

18 Buoyed 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 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.

19 "Not me," is the motto, "I'm different."

## NEW WORDS

**adolescence** /ˌædə(ʊ)'lesns/ *n.* the time in a person's life when he or she develops from a child into an adult 青春期;青春

**autonomy** /ɔ:'tɒnəmi/ *n.* (right of) self-government; freedom 自治;自主;人身自由

**bedrock** /'bedrɒk/ *n.* solid rock beneath soil or sand; basic facts or principles [地]基岩;基本原则

**buoy** /bɔɪ/ ① *n.* floating object, anchored to the bottom, used to show a navigable channel or to indicate reefs, submerged wrecks, etc. 浮标;救生圈 ② *v.* keep afloat: [fig] keep up hopes, etc. 使漂浮;振作;鼓舞

**cherish** /'tʃerɪʃ/ *vt.* care for tenderly; keep alive (hope, ambition, feelings, etc.) in one's heart 珍爱;心中怀着(希望,志向,感情等)

**conspirator** /kən'spɪrətə(r)/ *n.* person who conspires 共谋者;阴谋家

**defiance** /dɪ'faɪəns/ *n.* open disobedience or resistance; refusal to recognize authority; defying 挑战;蔑视;违抗

**displace** /dɪs'pleɪs/ *vt.* move sb. sth. from the usual place; take the place of 使离开原位;取代;置换

**disturbance** /dɪ'stɜ:bəns/ *n.* disturbing or being disturbed 动乱;干扰

**diverge** /daɪ'vɜ:dʒ/ *vi.* [from] (of lines, paths, opinions, etc.) get farther apart from a point or from each other as they progress; turn or branch away from 分歧;离题

**erosion** /ɪ'rəʊʒən/ *n.* destroying sth. or wearing sth. away gradually 侵蚀;侵害

**exhilarating** /ɪg'zɪləreɪtɪŋ/ *adj.* filling with high spirits; making lively or glad 使人高兴的;令人振奋的

**facilitate** /fə'sɪlɪteɪt/ *vt.* make easy; lessen the difficulty of (指物体,方式)使容易,使便利

**fad** /fæd/ *n.* fanciful fashion, interest, preference or enthusiasm that is unlikely to last 时尚

**footing** /'fʊtɪŋ/ *n.* placing of the feet; surface for standing on; position (in society, a group, etc.) 立足处;稳固的地位;基础

**gut** /gʌt/ *adj.* instinctive; essential 直觉的; 主要的; 基本的

**hazy** /'heɪzi/ *adj.* misty; [fig] vague; slightly confused; uncertain 多烟雾的; [喻]模糊的

**ideology** /ɪ(a)ɪdɪ'ɒlədʒi/ *n.* manner of thinking, ideas, characteristic of a person, group, etc. . esp. as forming the basis of an economic or political system 思想意识

**impede** /ɪm'pi:d/ *vt.* get in the way of; hinder 阻碍; 妨碍

**impetus** /'ɪmpɪtəs/ *n.* force with which a body moves; impulse; driving force 动力; 激励

**inaccessible** /ɪnæk'sesəbl/ *adj.* [to] not accessible; not able to be reached, used, visited, etc. 进不去的; 难得到的

**incorporate** /ɪn'kɔ:pəreɪt/ *v.* make or become united in one body or group 结合; 合并

**invigorate** /ɪn'vɪɡəreɪt/ *vt.* make vigorous; give strength or courage to 使有生气; 鼓舞

**irrevocable** /ɪ'revəkəbl/ *adj.* final and unalterable; that cannot be changed 不可改变的

**mentor** /'mentə/ *n.* wise and trusted adviser and helper 良师益友; 私人教师; 辅导教师

**merge** /mɜ:dʒ/ *v.* [with] (cause to) become one (使)合并

**mesh** /meʃ/ *v.* (cause to) be engaged (with others); [fig] harmonize (使)调和; (使)协调

**mimic** /'mɪmɪk/ *vt.* imitate or pretend 模仿

**motto** /'mɒtəʊ/ *n.* short sentence or phrase used as a guide or rule of behavior 箴言; 座右铭

**muster** /'mʌstə(r)/ *v.* call, collect or gather together 召集; 集中

**peer** /pɪə(r)/ *n.* equal in rank, merit or quality 同等的人; 同等地位的人

**pervasive** /pɜ:'veɪsɪv/ *adj.* tending to spread through every part of 弥漫的; 渗透的

**piggyback** /'pɪɡɪbæk/ *v.* carry on the back or shoulders like a bundle 背驮; 肩扛

**prolong** /prə'lɒŋ/ *vt.* make longer 延长; 拖延

**protestation** /ɪprəute'steɪʃən, ɪprɒ-/ *n.* [fml] solemn declaration; objection 断言; 主张; 抗议; 反对

**reversible** /rɪ'vɜ:səbl/ *adj.* that can be turned the opposite way round 可倒退的; 可反转的

**sackcloth** /'sækklɒθ/ *n.* 麻袋布; 粗布

**sanctuary** /'sæŋktʃuəri/ *n.* holy or sacred place, esp. a church, temple or mosque; place of refuge 圣殿; 避难所

**sensation** /sen'seɪʃən, sən-, sn-/ *n.* ability to feel; feeling; (sth. that causes a) quick and excited reaction 感觉; 轰动

**skip** /skɪp/ *v.* jump lightly and quickly: (or of a subject) go from one place to another quickly or casually 轻快地跳; 跳跃

**stagnation** /stæg'neɪʃən/ *n.* (of water) being without current or tide; being still and stale; [fig] being dull or sluggish through disuse, inactivity etc. 不流动; 停滞

**suppress** /sə'pres/ *vt.* prevent from being known or seen 抑制; 隐瞒

**transient** /'trænzɪənt/ *adj.* lasting for a short time only; brief 短暂的; 易逝的

**turbulence** /'tɜ:bjuləns/ *n.* sth. violent or uncontrolled; disorder 动荡; 暴乱

**wunderkind** /'wʌndəkɪnd/ *n.* 神童; 天才

## PHRASES & COLLOCATIONS

allow for	考虑到,顾及;为……留出余地;体谅
be preoccupied with	全神贯注于
be subject to	易受……;取决于
cast about/around/round for	到处寻找;试图或设法找到
cast off	放开;抛弃;丢弃
let go of	松手;放弃;与……断绝关系
live out	过活;实践
put...into effect	实现;实施
ride out	安然渡过(风暴等);经受得住
take hold	控制
throw sb. off balance	使……不平稳;使……无准备,慌张
set...in motion	使……开始运转
substitute for	取代

## DETAILED EXPLANATION OF THE TEXT



- 1) *In what ways are our values, goals and desires being respected or neglected by our present way of life?* In what ways are our values, goals and desires being respected or neglected by our present way of life?

*aspiration*: a strong desire or ambition

He has serious aspirations for a career in politics.

I've never had any aspiration to become rich and famous.

*invigorate*: make sb. feel more lively and healthy

I feel invigorated by all this fresh air.

New skills are needed to invigorate the country's industry.



- 2) *The inner system is where the important or fundamental changes begin to cause a person to be in danger of losing balance when he is growing up, and in this case one needs to move on to a new status or position, or in other words, one needs to develop him-*

