

Unit 7 Individuality and Conformity

I. Words and phrases

1.

- (1) individualism
- (2) conform
- (3) spontaneous
- (4) emotional
- (5) relative
- (6) structure
- (7) identity
- (8) powerless
- (9) Fascism

2.

- (1) A
- (2) A
- (3) C
- (4) B
- (5) B
- (6) C
- (7) D
- (8) C; C
- (9) A; B
- (10) B; A

3.

- (1) particular
- (2) special
- (3) peculiar
- (4) exact/specific
- (5) specific
- (6) particular/special
- (7) exact

- (8) substitute
- (9) replace/substitute
- (10) replace
- (11) transplant
- (12) supplant/replace

- (13) pleasure
- (14) pleasant
- (15) pleasing/pleasant
- (16) pleasing

(17) pleasant

4.

(1) constraints

(2) obey

(3) randomly

(4) adverse

(5) declared

(6) pauperized

(7) obstacle

II. Sentence and Discourse

1. Paraphrase

1) to start with, most children have a certain measure of hostility and rebelliousness as a result of their conflicts with a surrounding world that tends to block their expansiveness and to which, as the weaker opponent, they usually have to yield.

At the beginning, when most children try to increase the scope of their knowledge and activity in the world around them, they are met with difficulties that hinder their development, and therefore become somewhat unfriendly to the world and tend to resist it, but since they are much weaker than the world, they have to give up their resistance and do whatever the world wants them to do.

2) It is about as useful as instructions concerning life in the Arctic would be to someone who has asked how to prepare for an expedition to the Sahara Desert.

This false description and interpretation of the world is totally useless for children trying to understand the world, just as knowledge about life in the Arctic is totally useless for people who want to know what preparations to make for a

journey to the Sahara Desert, a place completely different from the Arctic.

3) If we look only at the economic needs as far as the “normal” person is concerned, if we do not see the unconscious suffering of the average automatized person, then we fail to see the danger that threatens our culture from its human basis.

If we think people are doing the usual things and therefore are quite all right, and we only try to satisfy their economic needs, and if we do not realize that common people today are merely passively doing what they are expected to do without their own feeling, thinking and willing, and feel much pain which they themselves might not be aware of, then we do not see that the people, which are the very basis of our culture, are having great problems, and this might lead to great trouble for our culture in the future

8

1.

1) 在过去，他们的生活主要由三种理念所主宰：一是需要着重激发、保护与提升的男性自我；二是堪与家庭相提并论的等级观念；三是人际关系的亲疏远近。

2) 村里初来乍到的新人迫切希望融入，会对当地人曲意逢迎，但有时却由于对乡村生活的错误预期而适得其反。

3) 在文艺批评圈弥漫着一种风气，对那些拒不承认莎士比亚作品普世性的人嗤之以鼻，仿佛他们是自由主义神圣教会里的古怪教派。

3.

Erich Fromm was both a practicing psychoanalyst and a committed social theorist. He had the ability to write for a popular audience, to develop a strong social critique, and to combine psychological insight with social theory, drawing on diverse sources such as Freud and Marx. These qualities did not endear him to a number of his

colleagues who viewed his efforts with some suspicion and even alarm. Today, his insights into the nature of society and human activity have a lot to say to educators – especially those committed to working for fairer forms of living.

In 1941, the first of Fromm's deeply influential books appeared: *Escape From Freedom*. It argued that freedom from the traditional bonds of medieval society, made him feel alone and isolated. This alienation from place and community, and the insecurities and fears entailed, helps to explain how people seek the security and rewards of authoritarian social orders such as fascism.

4.

(1)C

(2)B

(3)D