

# 前言

《新编大学英语》是一套针对全国普通高等院校学生编写的立体化通用英语教材。教材的设计与编写以教育部关于提高本科教育教学质量系列文件和大学英语教学改革精神为指导，贴近中国大学英语教学实际，并充分吸收国际英语教学最新研究成果。自1999年出版以来，《新编大学英语》系列教材以其先进的编写理念和一流的编写质量取得了令人满意的教学效果，受到我国外语教育界专家、学者以及广大师生的普遍好评。

随着时代的进步、社会的发展、外语教育教学理念的不断更新与高校教学改革的不断深入，为适应新一代英语学习者的特点，满足新形势下中国高校大学英语教学的实际需要以及新时代国家人才培养的战略需求，《新编大学英语》编写团队深入研究各类政策指导文件，广泛调研教学实况，结合教材使用反馈，在延续前三版教材特色与优势的基础上，设计、编写了全新的《新编大学英语》（第四版）系列教材。

《新编大学英语》（第四版）系列教材以立德树人为宗旨，以提升学生的实际语言应用能力为重点，兼顾思辨能力与跨文化交际能力的培养，为新时代高校师生提供全新的大学英语教与学的体验。

## 编写原则

《新编大学英语》（第四版）系列教材在设计与编写中遵循以下原则：

### 基于国家发展需要和社会发展需求设定培养目标

《新编大学英语》（第四版）系列教材将国家发展需要和社会发展需求作为教材编写的出发点和立足点。教材体现了外语教学改革方向，充分吸收了《中国英语能力等级量表》的研究成果，以提高学生语言应用能力为主要培养目标。同时，教材全面落实立德树人的根本任务，充分融合能力提升与价值引领。在素材选择和活动设计中融入社会主义核心价值观和中华优秀传统文化，引导学生树立正确的世界观、人生观和价值观，努力培养兼具语言能力、跨文化交际能力和家国情怀的外语人才。

### 依据“以学生为中心”的教学理念进行教材设计

《新编大学英语》（第四版）系列教材继续秉承“以学生为中心”的教学理念，并丰富了其内涵。教材编写始终围绕新时代大学生的使命与需求，充分考虑学生的认知水平与兴趣爱好，紧贴学生学习实际与发展需求，促进学生各项能力的全面提升。同时，提供丰富的自主学习资源，满足学生个性化学习与发展的需求。

### 依托先进教育技术创建新型教学模式

《新编大学英语》（第四版）系列教材基于新时代背景下大学英语教学模式与学生学习习惯的发展变化，充分利用先进信息技术，配备丰富的多媒体、交互式、个性化教学资源，支持教师的课堂教学与学生的自主学习。同时，依托科学高效的信息化管理平台，联动课内课外、线上线下，助力教师实践智慧教学。

## 教材特色

《新编大学英语》（第四版）系列教材的特色主要体现在以下方面：

#### 立德树人，以文化人

教材编写体现思想性、工具性、人文性的统一。以立德为根本，以树人为核心，从单元话题、学习素材、练习活动等方面入手，将社会主义核心价值观的培养有机融入语言学习之中，引导学生树立正确的理想信念，提升品德修养。

#### 国际视野，中国情怀

教材在素材选择、练习编写、活动设计等方面突出国际视野与文化意识，以语言学习为媒介，引导学生从全球视角理解世界发展。同时，体现文化对比，彰显中华优秀传统文化，帮助学生提高跨文化交际能力，树立文化自信，学会向世界传播中国声音。

#### 提升技能，落实应用

教材编写遵循语言学习的内在规律，帮助学生巩固语言知识，提升各项语言技能。同时，借鉴《中国英语能力等级量表》的能力描述，设定培养目标与评价标准，引导学生学以致用，提升学生在真实交际情境中运用英语进行有效沟通的能力。

#### 贴合需求，促进发展

教材设计始终以学生的实际需求为出发点。单元话题丰富多元，贴近学生生活；素材内容新颖有趣，反映时代发展，激发学生学习兴趣；练习与活动灵活多样，贴合学生的学习实际和发展需要，启迪思考，注重思辨，促进学生全面发展。

#### 创新模式，立体支持

教材提供全方位、立体化的配套支持，包含助教课件、数字课程、微课视频、移动学习应用、试题库等交互式、个性化的数字资源。同时，依托先进的信息化管理平台，支持教师创新教学模式，方便学生进行自主学习。

## 教材构成

《新编大学英语》（第四版）系列教材分为1—3级，供1—2个学年使用。每一级别包含《综合教程》（配教师用书）、《视听说教程》（配电子版教师用书）、《文化阅读教程》等。教材同时配有助教课件、数字课程、微课视频、移动学习应用、试题库等丰富的教学资源，为教师开设智慧课堂及开展线上线下混合式教学提供有力支持。

《综合教程》选取视角多元、内涵丰富的阅读篇章和视听材料，配以形式多样的练习和活动，帮助学生提高听、说、读、写、译等各项语言技能，并在此基础上着重引导学生学以致用，提高语言综合应用能力。同时，兼顾培养思辨能力和跨文化交际能力，锤炼思维品质，提升综合素养。

《视听说教程》各单元主题与《综合教程》相呼应。教材基于地道鲜活、内容丰富的音视频材料，设计多层次的视听理解和口语表达练习，提供相应的策略讲解，帮助学生提高听说技能。同时，每单元均设有真实的交际任务，培养学生在不同情境中进行有效交际的能力。

《文化阅读教程》提供同一主题下不同文化视角的阅读文章，结合跨文化交际的相关理论模型，在培养阅读技能的同时，体现课程思政的理念，帮助学生开阔视野，培养跨文化意识和跨文化交际能力。《文化阅读教程》可以和《综合教程》配套使用，也可以作为文化类后续课程教材独立使用。

## 编写团队

《新编大学英语》（第四版）系列教材总主编为浙江大学何莲珍教授。教材策划与编写凝聚了来自全国十几所高校的几十位专家与一线教师的经验与智慧。同时，在教材编写和修改定稿的过程中，多位外籍专家也参与了审订。我们希望，在教材使用的过程中，能够得到更多院校师生的宝贵意见与建议，以使教材不断完善，为高校大学外语教学提供更多助力。

# 编写说明

《综合教程》是《新编大学英语》（第四版）系列教材的主干教材，编者对其结构和内容进行了全新设计，符合新时代大学生的英语学习特点和发展需求。

## 编写原则

《综合教程》的编写继续坚持“以学生为中心”的教学理念，主要体现在以下方面：

### 设计与编写凸显学生的责任与使命

教材设计与编写始终围绕国家对人才的需求以及新时代大学生的责任与使命。融价值观的培养于语言学习之中，注重立德树人；在拓宽学生国际视野的同时，注重弘扬中华优秀传统文化，引导学生树立文化自信，培养家国情怀。

### 主题与素材契合学生的认知水平与兴趣

选篇主题广泛，涵盖社会、经济、历史、科技、文化、商业等各个领域，体现从个人生活和校园生活到社会生活和职场生活的过渡。每个主题下的素材视角多元，内涵丰富，贴近学生生活，反映时代特色，契合学生的认知水平和发展需求。

### 练习与活动符合学生的实际与需求

练习与活动灵活多样，由易到难，循序渐进，符合学生的学习习惯及在不同阶段的学习需求。单元任务与课文紧密结合，注重启发思考、学以致用，满足学生在不同情境中有效交际的需求。同时注重思辨能力、多元文化理解能力与沟通能力的培养，帮助学生实现全面发展。

### 配套资源满足学生的个性化学习需求

教材提供丰富的多媒体、交互式、个性化自主学习资源，帮助学生随时随地自主学习，满足学生个性化发展的需求。

## 教材内容

### 单元结构

每级教材包含 8 个单元，各单元结构如下：

#### Lead-in

##### Quotation

引用与单元主题相关的名言警句，凸显主题内涵。

##### Set the scene

通过简洁生动的文字引入单元主题，激发学生学习兴趣。

##### Learning objectives

从单元内容、写作策略、交际能力等维度设定学习目标，帮助学生明确学习目标和重点，便于学生自我评价。



#### Reading 1 & Reading 2

每个单元各有两篇阅读文章。文章主题丰富，体裁多样，视角多元，语言地道，兼具时代特色与人文内涵。

每篇文章配有如下练习：

##### Get ready to read

采用音频、视频或图片等生动有趣、契合文章主题的输入材料，通过理解性练习和思考讨论题，为学生深入学习文章做好铺垫，同时培养学生的视听、读图和口头交流能力。



##### Read and understand

**Global understanding:** 通过思维导图填空、文章主旨选择、段落大意匹配等灵活多样的练习帮助学生梳理和整合文章主旨大意。

**Detailed understanding:** 通过正误判断、信息匹配、单项选择、图表填空等练习检测学生对文章重点细节内容的理解。





### Read and think

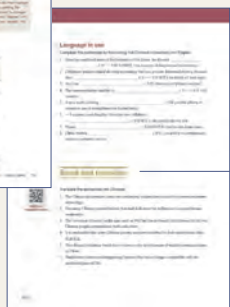
从写作技巧和主题内容两个方面对文章进行探讨：

- 引导学生思考文章写作手法和特点，如叙事顺序、修辞手法、写作意图、立论驳论等。
- 针对文章主要观点或内容，引导学生结合自身经历，进行多维度的思考和探讨，拓展视角，深化理解，提升学生的综合阅读理解能力和思辨能力。



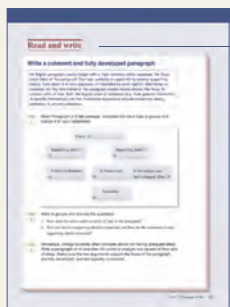
### Read and practice

考查并巩固学生对课文重点单词、短语、搭配、句式等的掌握和应用。从语义到语用，从句子到语篇，帮助学生在不同层面扩展和巩固语言储备，学以致用。



### Read and translate

包含汉译英(Reading 1)、英译汉(Reading 2)两个翻译练习，从第一级的句子翻译逐步过渡到第二、三级的段落翻译。翻译练习贴近单元主题，彰显中华优秀传统文化，在提高学生翻译技巧的基础上，培养他们对主题相关内容的理解和表达能力，引导他们用英语讲述中国故事。此部分配备了额外的微课视频，帮助学生系统学习翻译技巧和策略，学练结合，提高翻译能力。



### Read and write (Reading 1)

通过讲解和分步练习，引导学生挖掘、理解、内化课文中的谋篇布局、遣词造句、修辞手段等写作技巧，以及写作过程中构思、撰写及修改阶段的不同策略，并最终应用在相应的写作任务中。



## Unit project

依据单元主题及两篇阅读文章的内容，设计相关的任务情境，逐步引导学生在具体情境中结合单元所学，通过口头汇报、写作、辩论、短剧等形式实现语言表达、知识和技巧的迁移和应用，同时培养沟通协调、解决问题等多元能力。



### 写作附录

考虑到写作技能在学生学业发展及未来职业发展中的重要性，《综合教程》每一级的附录均提供了系统的英语写作知识讲解，帮助学生夯实英语写作基础，实现有效的书面沟通。

## 配套资源

《综合教程》配有教师用书、助教课件、数字课程、微课视频、移动学习应用、题库等多种资源。其中，数字课程依托U校园智慧教学云平台，可收集、分析学习数据，支持教师制订个性化教学进度，帮助学生制订有针对性的学习策略，助力混合式教学模式实践。课程支持多终端学习，全方位提升学习体验和教学效果。此外，数字课程还针对学生较为薄弱的翻译技能，提供了额外的微课视频。微课以动画形式呈现，配合实例分析，系统讲解翻译技巧和策略。每个微课均配有翻译训练，学练结合，帮助学生巩固所学知识。学生可通过扫描教材中的二维码，定位至相应微课，利用碎片化时间随学随练。

# 8

## UNIT

# Communication at your fingertips

### Set the scene

A long time ago, people communicated without the Internet. Even longer ago, people communicated without phones, faxes and had to speak face to face or put pen to paper. However, with the speedy development of technology, we have entered the great information age, also known as the computer age or digital age, where individuals can transfer and communicate information freely, and have instant access to information that would have been difficult or impossible to find in the past. While some people find new forms of communication to be highly beneficial, others don't feel comfortable using them. Differing attitudes aside, we need to learn to reap the benefits of the digital age while minimizing the distraction, alienation, etc. brought about by it.

### Learning objectives

**Upon completion of this unit, you will be able to:**

- talk about various aspects of digital communication and its impact on modern life;
- use an anecdote to illustrate your point in an argumentative essay;
- develop an in-depth understanding of different opinions regarding digital communication and make your own evaluation of these opinions.





The gentleman makes things his servants;  
the petty man is servant to things.

— Xunzi



**Reading 1**

**Is social media the enemy? P187**

**Reading 2**

**Why I am not going to buy a cellphone P197**

**Unit project**

**Suggestions for a social media app designed specifically for college students P203**

Get ready to read

Picture description

The pictures illustrate Xiaolei — an office lady’s typical morning. Look at the pictures carefully and describe her activities at 7 a.m., 8 a.m., and 8:30 a.m.

**Words and expressions for reference**

WeChat Moments	posts	likes	comments
WeChat Pay	log on	WeChat for Desktop	

## A typical morning of Xiaolei powered by WeChat

**Name:** Xiaolei  
**Age:** 28 years old  
**Profession:**  
Head of Sales  
in a furniture  
company

7 a.m.

8 a.m.

8:30 a.m.

A day in my life powered by social media

Do social media apps such as WeChat play an important role in your life, too? Work in groups and discuss how a typical day of yours involves the use of WeChat or other social media apps.

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# IS SOCIAL MEDIA THE ENEMY?

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- 1 Two events today, although worlds apart, seem closely tied together. And the bond between them is as human as it is electronic.
- 2 First, on my way to the coffee shop, I got a message from my 10-year-old son, just saying good morning and letting me know he was going to a birthday party today. I don't get to see him all the time. He's growing up in two houses, as I did.<sup>1</sup> But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.
- 3 The amount of calming satisfaction it gives me to be able to communicate with my son through technology is **undeniable** and human. It's the other side of the "I don't care what you ate for breakfast this morning" argument against the **mundane** broadcasting of social media. In this case, I absolutely care about this. I'd listen to him describe a piece of **bacon** and hang on every word. Is it better than a conversation with "real words"? No. But is it better than waiting two more days, when the mundane moment that I long to hear about so much is gone? Definitely yes.
- 4 Moments later, I sat down and opened the paper. A piece of news immediately caught my attention: In China, social media has been used to find lost kids. I'm reading about the tears of the family, the **rapt** attention of the town and country, and I'm again **marveling** at the human side of the Internet.

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## Notes

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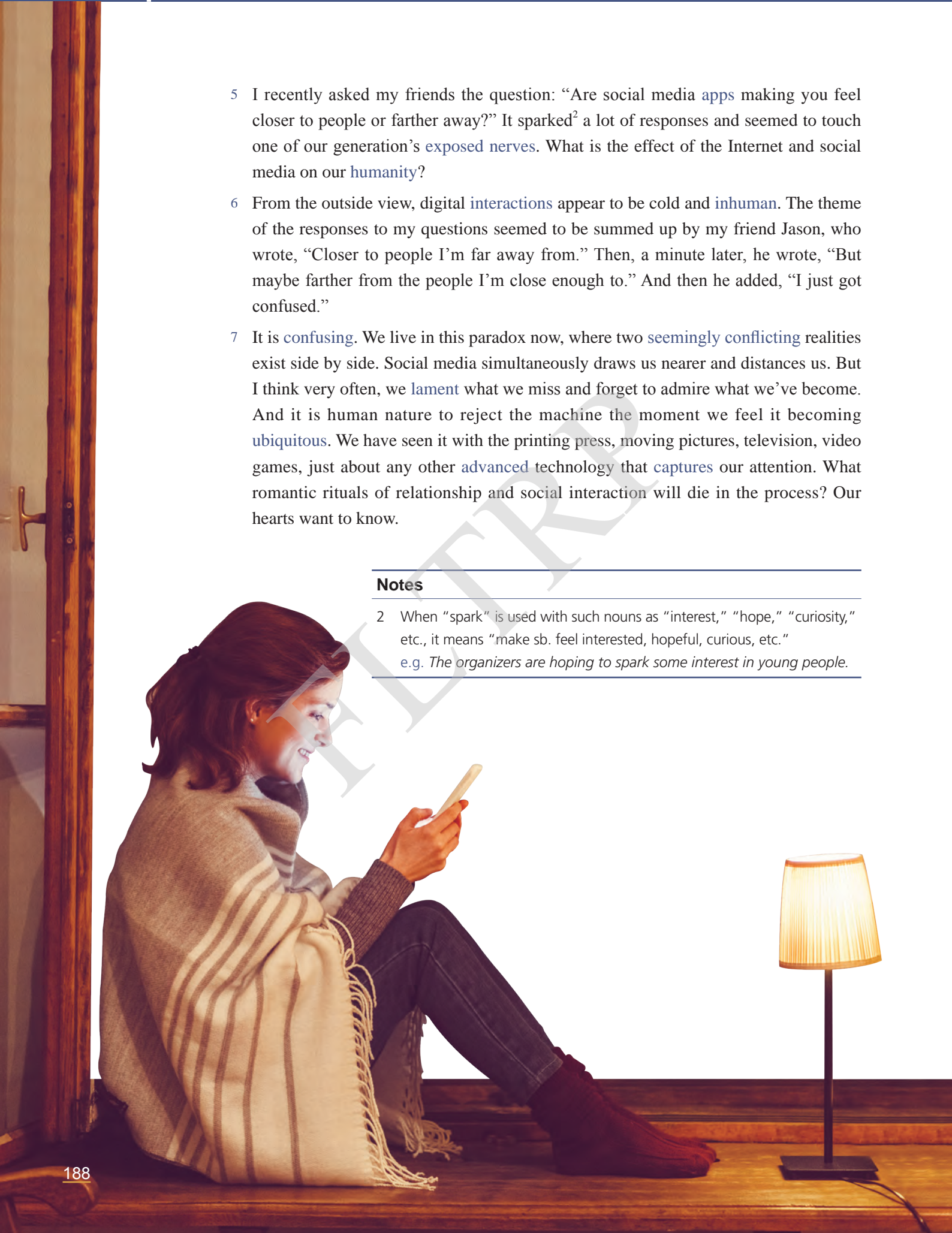
- 1 This sentence implies that the author and his wife were separated or divorced, and the couple were probably awarded joint custody (监护权) of their son. Hence, the boy was living in two houses. The author himself also grew up this way.
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- 5 I recently asked my friends the question: “Are social media **apps** making you feel closer to people or farther away?” It sparked<sup>2</sup> a lot of responses and seemed to touch one of our generation’s **exposed nerves**. What is the effect of the Internet and social media on our **humanity**?
- 6 From the outside view, digital **interactions** appear to be cold and **inhuman**. The theme of the responses to my questions seemed to be summed up by my friend Jason, who wrote, “Closer to people I’m far away from.” Then, a minute later, he wrote, “But maybe farther from the people I’m close enough to.” And then he added, “I just got confused.”
- 7 It is **confusing**. We live in this paradox now, where two **seemingly conflicting** realities exist side by side. Social media simultaneously draws us nearer and distances us. But I think very often, we **lament** what we miss and forget to admire what we’ve become. And it is human nature to reject the machine the moment we feel it becoming **ubiquitous**. We have seen it with the printing press, moving pictures, television, video games, just about any other **advanced** technology that **captures** our attention. What romantic rituals of relationship and social interaction will die in the process? Our hearts want to know.

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#### Notes

- 2 When “spark” is used with such nouns as “interest,” “hope,” “curiosity,” etc., it means “make sb. feel interested, hopeful, curious, etc.”  
e.g. *The organizers are hoping to spark some interest in young people.*
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- 8 In *The New Yorker* this week, there's an article "How the Internet Gets Inside Us." The author breaks down a large number of new books on the subject and **categorizes** them all into the **viewpoints**: "the Never-Betters, the Better-Nevers, and the Ever-Wasers."<sup>3</sup> In short, there are three groups of people who see the current movement as good, bad, or normal. But ultimately, the last group is the one best **equipped** to handle it all.
- 9 Another **observation** from the coffee shop: Sitting not far from me, five people are looking at screens, and four people are reading something on paper. And I'm doing both. The **dynamics** in this coffee shop is quite a bit more **revealing** than any article or book. Think about the **dynamic** relationships between physical and digital. People aren't giving up long-form reading, considered thinking, or social interaction. They are just filling all the space between. And even that is not entirely true as I watch the **occasional** stare out the window or long glance around the room.
- 10 The way people engage with the Internet and social media isn't like any kind of interaction we've ever seen before. It's like an **intertwining** sine wave<sup>4</sup> that touches in and out **continuously**.
- 11 The Internet doesn't steal our humanity; it reflects it. The Internet doesn't get inside us; it shows what's inside us. And social media isn't cold; it's just complex and hard to define. The machine does not control us. It is a tool. Looking through this **lens**, perhaps we should **re-frame** our discussions about technology from how it is changing us to how we are using it.

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### Notes

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- 3 In that article, the author, Adam Gopnik, defines the "Never-Betters" as those people that hold humans are on the brink of a new utopia, where information will be free and democratic. The "Better-Nevers" are defined as those that think humans would have been better off if the whole thing, i.e., the Internet, had never happened. The "Ever-Wasers" insist that at any moment in modernity something like the Internet is going on, and that a new way of organizing data and connecting users is always thrilling to some and chilling to others — that something like this is going on is exactly what makes it a modern moment.
- 4 A sine wave or sinusoidal wave ( 正弦曲线  ) is a mathematical curve that describes a smooth periodic oscillation ( 摆动 ). A sine wave is a continuous wave.
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## Read and understand

### Global understanding

Read the passage and complete the summary with information from the passage.

As social media becomes increasingly popular, it has 1) \_\_\_\_\_ different responses from people. While some are optimistic or regard it as 2) \_\_\_\_\_, others have become concerned about how it affects relationships and social 3) \_\_\_\_\_. Meanwhile, many are also uncertain whether social media draws people closer or 4) \_\_\_\_\_ them. As for the author, he is grateful that devices such as smartphones help him communicate with his son when they are 5) \_\_\_\_\_ and is happy that the Internet can help people in trouble. Moreover, based on his observation, he finds that the way people 6) \_\_\_\_\_ with the Internet and social media is both 7) \_\_\_\_\_ and complex. Viewing social media as a tool, he suggests people pay more attention to how they use it rather than how they are 8) \_\_\_\_\_ by it.

### Detailed understanding

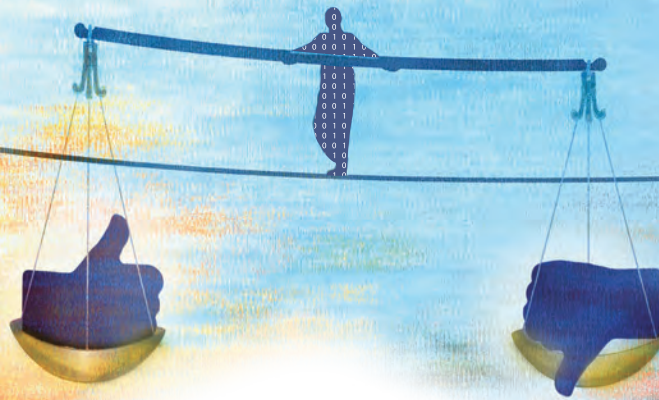
Read the passage again and choose the best way to complete the unfinished statements.

- Some people are opposed to the mundane postings on social media because \_\_\_\_\_.
  - they often find the content offensive
  - they are not interested in others' lives
  - they consider it an invasion of privacy
  - they prefer a conversation with "real words"
- The question the author posed to his friends (Para. 5) \_\_\_\_\_.
  - could be answered quite easily
  - hit a raw nerve in many people
  - triggered a storm of public debate
  - touched upon people's fear of change



3. People worry about losing \_\_\_\_\_ in the age of social media.
  - A. their chance to find romantic love
  - B. their ability to make sound judgments
  - C. some romantic rituals of relationship
  - D. some old but important social skills
4. The article in *The New Yorker* (Para. 8) \_\_\_\_\_.
  - A. compares different lifestyles in the digital age
  - B. reviews some new books on the effects of the Internet
  - C. criticizes all three schools of thought regarding the Internet
  - D. examines how much people dislike using the Internet
5. The author's observation of the dynamics in the coffee shop convinced him that \_\_\_\_\_.
  - A. social media had negative effects on concentration
  - B. many had stopped considered thinking
  - C. people enjoyed observing their surroundings
  - D. social media was just part of people's lives
6. At the end of the passage, the author suggests \_\_\_\_\_.
  - A. people hold more discussions about social media
  - B. people try harder to define social media
  - C. people have more faith in their humanity
  - D. people think more about how they use technology





## Read and think

### Evidence of the argument

**Step 1** In the passage, the author puts forward five sub-arguments to prove that social media is not the enemy of humanity. Match each sub-argument with the specific piece of evidence that supports it.

1. People have always worried about what they could lose due to new technology.

**A** The author's observation of people in the coffee shop

2. Complexity is an important feature of human interaction with the Internet.

**B** Objections to inventions such as printing press and television

3. Social media helps shorten the distance between those far from each other.

**C** The newspaper report about lost kids

4. Social media is often used to fill in the periods between activities such as reading.

**D** Jason's responses to the author's question

5. Social media can be used to help those who are in need.

**E** The author's communication with his son

**Step 2** Do you find the above evidence convincing? Why or why not? If you were to provide evidence for these arguments, what would you use?

### Your attitude toward technology

**Step 1** In the passage, the author quotes an article in *The New Yorker*, which classifies viewpoints on new technology as "the Never-Betters, the Better-Nevers, and the Ever-Wasers." Work in pairs and tell each other which type of viewpoint you hold.

**Step 2** In the passage, the author claims that the "Ever-Wasers" are "the one best equipped to handle it all." Do you agree with his viewpoint? Share your opinion with your partner and offer specific reasons to justify your belief.

## Read and practice

### Synonyms

Replace the italicized words in the sentences with words from the passage.

1. Elderly people often feel *lost* in today's world of electronic communication.
2. My morning *routine* includes reading the newspaper while I drink my coffee.
3. Some believe that, *eventually*, social media will replace face-to-face communication.
4. Teachers *complained* that students wasted too much of their in-class time checking social media.
5. Thanks to technology, space can no longer keep loved ones *separated* like before.
6. There are online tools that help simplify the *complicated* medical language for patients.

### Word building

Complete the sentences with the proper form of the words given.

1. So far my laptop has been working fine except for \_\_\_\_\_ disconnection from Wi-Fi. (occasion)
2. Some new tools help users \_\_\_\_\_ post content on multiple social media sites. (simultaneous)
3. Social media postings offered some \_\_\_\_\_ insights into this social problem. (reveal)
4. I've recently made a quite interesting \_\_\_\_\_ about people's use of cellphones. (observe)
5. There are \_\_\_\_\_ views on the effects smartphones have on study. (conflict)
6. The lack of cyber security left many phone users' data in a(n) \_\_\_\_\_ position. (expose)
7. There are \_\_\_\_\_ reasons why communication is important in a marriage. (deny)
8. I have never had the feeling that digital interactions are \_\_\_\_\_ and cruel. (human)

### Collocations

Correct the mistakes in the collocations in the sentences.

1. Some social media apps can help strengthen the bond with people.
2. The question on social media addiction can be broken up into two parts.
3. I checked the emails, made several phone calls, wrote my paper on the computer — for short, it was a very busy night.
4. I have been wondering if I should hand in my old cellphone to my daughter.
5. She used to hang on to every word of his text messages.
6. Reading all those arguments for social media, he decided not to buy his son a cellphone.

## Banked cloze

Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

apps	audience	beneficial	bond	devices
dynamic	ignore	intend	interaction	obsessed
revealing	tend	ubiquitous	undeniable	viewer

The cellphone has completely changed the way we communicate. It's changed almost everything about us: The way we engage with one another, the way we market brands and ourselves, etc. To all of us it seems like social media apps have been 1) \_\_\_\_\_ for quite some time. We've become so 2) \_\_\_\_\_ with this new and advanced technology that we've pretty much forgotten how to communicate with each other face to face. This is a(n) 3) \_\_\_\_\_ fact in the world today that we simply cannot 4) \_\_\_\_\_.

I've been taking some steps to keep face-to-face communication 5) \_\_\_\_\_ for myself. I urge you to do the same. This will be 6) \_\_\_\_\_ for more than one reason. You will be able to speak your mind a lot easier, feel more comfortable in front of a(n) 7) \_\_\_\_\_, and express your feelings in a better way than through texts. The best way to create the 8) \_\_\_\_\_ between people is through face-to-face 9) \_\_\_\_\_. Verbal instead of written. Feeling someone else's emotions is nothing like reading about them on a cellphone. When you speak your mind out loud, more people 10) \_\_\_\_\_ to listen to and remember you.

## Read and translate

Translate the sentences into English.

1. 我正试图对中国用户常用的社交类手机应用进行分类和研究，想借此发现一些中国用户的网络社交习惯。(categorize)
2. 一些中国老人抱怨手机按键太小，不便使用，专门为他们这个群体开发的手机太少了。(lament)
3. 为什么不请教一下他呢？他的专业是信息科学，因此他最有资格来处理这个问题。(equip)
4. 这些无处不在的网络流行语其实很有启示性。它们反映了中国网民充满活力、丰富多彩的网络生活。(ubiquitous, revealing, dynamic)
5. 越来越多的中国电视台转向通过社交媒体与观众建立密切关系。(engage with)
6. 中国大学生渴望通过网络倡导积极文明的生活方式，建设更为健康的网络文化。(long to)



## Read and write

### Use anecdotes to illustrate your point

In argumentative writing, in order to make ideas more convincing, writers sometimes use an anecdote, i.e., a short story based on their personal experience. Effective anecdotes are brief, descriptive, and relevant:

- The anecdotes you choose to share in an argumentative essay should be fairly short in order to keep your readers' attention. Short stories also ensure that you still have space to thoroughly address a topic. To stay brief, remember that it's unnecessary to tell a story from beginning to end. Instead, focus on the most important event while providing just enough context for it to make sense to your readers.
- When including anecdotes, you should also use descriptive writing. You want your readers to be able to use the detail in your essay to paint an image in their mind.
- Be sure that the anecdote you choose to include in your essay is relevant. While the story you describe might be funny or interesting, if it does not address the topic or further the point you are making, it will only be considered a distraction.

**Step 1** In Paragraphs 2 and 3, the author uses an experience of his own to illustrate how social media benefits people who are apart. Now read these two paragraphs again and analyze the effectiveness of this anecdote in terms of whether it is brief, descriptive, and relevant. Share your view with a partner.

**Step 2** In the passage, the author argues that people are worried that some romantic rituals of relationship and social interaction might die in the age of social media. Personally, do you think letter-writing is going to disappear in the age of social media? What anecdote(s) would you use to back up your point of view? Brainstorm in groups and evaluate your ideas according to the principle of being relevant.

**Step 3** Write an essay of no less than 80 words on the topic "Will letter-writing disappear in the age of social media?" Include in your essay an anecdote that you have discussed, or come up with a new one, to illustrate your point. Bear in mind the principles of being brief and descriptive.

## Get ready to read



Video clip

### NEW WORDS

**Uber** v. 用优步打车  
n. 优步 (打车软件)

**landline** n. 有线电话

**sophisticated** a.  
复杂的

**privilege** n. 特权

### Watch for information

Watch a video clip and find out how living without a cellphone for a whole week is like for a group of four young people. Pay attention to the difficulties or troubles not having a cellphone caused them and the things they learned from this experience, and complete the table with information from the video clip.



### FOUR PEOPLE TRY LIVING WITHOUT A CELLPHONE FOR A WEEK

	Troubles caused by not having a phone	Things learned from the experience
<b>Girl 1</b>	She had nothing to keep her 1) _____ without a phone at a party.	She learned to 5) _____ the privilege that comes with having a cellphone.
<b>Guy 1</b>	When he made a wrong turn, he had to use a tiny 2) _____ to figure out how to correct it.	His 6) _____ became more sophisticated.
<b>Girl 2</b>	She couldn't use an 3) _____ without her phone.	The experience made her 7) _____ the world again.
<b>Guy 2</b>	He had to ask for favors to use a 4) _____.	He was a lot more 8) _____ with his time.

### Watch and discuss

Have you ever tried living without your cellphone for an extended period of time, like one day or even longer? If yes, what is that experience like? If no, can you imagine the biggest inconvenience not having a cellphone would cause? Share your experience or opinion with a partner.



# Why I am not going to buy a cellphone



- 1 It is perhaps **rebellious** and a little **old-fashioned** when someone insists on using their **flip phone** and refuses a smartphone. Refusing both kinds of phones is viewed as totally **insane**, especially if the person refusing was born after the 1980s. But I've never had a cellphone and I'm not going to get one. I have several reasons, and they are good ones.
- 2 The first is cost. No cellphone means no **monthly bill**, no **possibility** of an **upgrade**, no taxes, and no **roaming** charges. The second is concern for the environment. The manufacture of mobile phones, the power they consume, and the energy used to **transmit** calls and access the Internet all produce significant CO<sub>2</sub> **emissions**. The idea that cellphones are good only for a couple of years is widespread, increasing the number of phones that end up in **landfills** and let out **toxic** heavy metals into the soil and water.
- 3 The **decisive** reason, however, for me to refuse a cellphone is the opposite of everyone else's reason for having one: I do not want the ability to communicate with anyone **anytime** and anywhere. Cellphones put their users constantly on call, constantly available, and as much as<sup>1</sup> that can be **liberating** or convenient, it can also be an **overwhelming burden**. The burden comes in the form of feeling an obligation to individuals and events that are physically elsewhere. Anyone who has checked their phone during a face-to-face conversation understands the **temptation** to respond immediately. And anyone who has been talking to someone who has checked their phone understands the problem it causes.
- 4 Communicating with someone who is not physically present also forces the mind to separate from the body. We see this, for example, in the well-known and ubiquitous dangers of texting<sup>2</sup> while driving, but also in more mundane experiences: friends or lovers ignoring each other's **presence** in favor of their Facebook feeds<sup>3</sup>; people

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## Notes

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- 1 Here the expression "(as) much as" is used to express a contrast between one clause and another, meaning "even though; although." The sentence means: Although the ability to communicate with anyone anytime and anywhere can be liberating or convenient, it can also be an overwhelming burden.
  - 2 Here "text" is used as a verb, meaning "send sb. a written message on a mobile phone."  
*e.g. Kids seem to prefer texting non-stop these days.*
  - 3 Here "feed" is used as a noun, meaning "a special feature on a blog, news website, social networking website, etc. that allows you to see new information without having to visit the website."
-

broadcasting their entertainment, their meals, and their passing<sup>4</sup> thoughts to all who will bear **witness**; parents capturing their daughter's ballet performance on their phones rather than watching it live.

- 5 The **intrusive** effects of cellphones have significant implications for our relationships with the self and with others. Truly knowing and understanding others requires **patience**, risk, **empathy**, and **affection**, all of which are made impossible by cellphones. Cellphones also interfere with **contemplation**, the activity which I think is **essential** for living a good life. Avoiding a cellphone allows, for me, space to think and so enables a richer, more **fulfilling** way of life. With fewer tasks to perform and preferences to satisfy, life slows to a pace **compatible** with contemplation and **gratitude**.
- 6 A cellphone-free<sup>5</sup> life not only helps to liberate the mind, but also the body. The ancient **Greek** philosopher Anaxagoras believes that “It is by having hands that man is the most intelligent of animals.” We can be pretty sure that Anaxagoras was not **anticipating** the invention of smartphones. On the contrary, refusing a cellphone enables one to use one's hands to carry out **meaningful** activities (playing the piano, or reading a book) in such a way that one is fully **absorbed** in those activities, so that they reach their height of meaning.
- 7 Of course, it's true that cellphones can be used responsibly. We can shut them off or simply ignore the incoming text. But this takes extraordinary **willpower**. According to a recent Pew survey, 82 percent of Americans believe that cellphone use in social situations more often hurts than helps conversation, yet 89 percent of cellphone **owners** still use their phones in those situations. Refusing a cellphone **guarantees** that I won't use it when I shouldn't.
- 8 The original meaning of “connect” indicated a physical relationship — a **binding** or **fastening** together. But now we apply this word to our cellphone communication. Yet the “connections” are **unreal**; our words and thoughts reach the upper regions of space next to the cell tower while our devices **disconnect** us from those with whom we share space. Even though we have two hands, I'm **convinced** that you can't hold a cellphone and someone else's hand at the same time.

### Notes

- 4 Here “passing” is used to modify a thought that is short and not very serious. “Passing” can also be used to modify a feeling, interest, etc.
- 5 “-free” is a suffix used in adjectives and adverbs, meaning “without sth. that you do not want.”



# Read and understand

## Global understanding

Read the passage and complete the outline with information from the passage.

**Introduction**  
I am not going to buy a cellphone.

**Reason 1: Cost**

**Reason 2: Concern for the 1) \_\_\_\_\_**

**Reason 3:**  
Do not want the ability to communicate with anyone  
2) \_\_\_\_\_ and 3) \_\_\_\_\_

- It could be a(n) 4) \_\_\_\_\_.
- It forces the 5) \_\_\_\_\_ to separate from the 6) \_\_\_\_\_.
- It has impacts on our 7) \_\_\_\_\_ with the self and with others.
- It occupies our mind and body so that we cannot do 8) \_\_\_\_\_ activities and live a richer and more 9) \_\_\_\_\_ life.

**Counter-argument**  
Cellphones can be used  
10) \_\_\_\_\_,  
but most of us lack the  
11) \_\_\_\_\_ to do so.

**Conclusion**  
Cellphone communication cannot result in real  
12) \_\_\_\_\_.

## Detailed understanding

Read the passage again and decide whether the statements are true (T) or false (F).

- \_\_\_ 1. The author believes that people born after the 1980s can understand his decision of not using a cellphone.
- \_\_\_ 2. Parents nowadays are so absorbed in their kids' live performance that they forget to record it on their phones.
- \_\_\_ 3. The author believes that cellphones make people lose their patience and empathy.
- \_\_\_ 4. According to the author, a slow life pace and contemplation go together.
- \_\_\_ 5. The Greek philosopher Anaxagoras held that using hands contributed greatly to human intelligence.
- \_\_\_ 6. Undivided attention is a must for activities such as reading to be meaningful.
- \_\_\_ 7. The majority of Americans believe cellphones help move conversations along.
- \_\_\_ 8. The original meaning of "connect" was to join physical items together.

## Read and think

### Identify evidential support

An argumentative essay requires well-researched, accurate, detailed, and current information to support its thesis statement. Read the passage and decide whether the following types of evidence are provided by the author. Check (✓) those chosen and then find specific examples from the passage to illustrate them.

- A. quotations \_\_\_\_\_
- B. anecdotes \_\_\_\_\_
- C. statistical evidence \_\_\_\_\_
- D. facts or observations \_\_\_\_\_
- E. expert opinions \_\_\_\_\_

### Evaluate opposing viewpoints

**Step 1** In Passage A, different viewpoints on new technology were labeled as “the Never-Betters, the Better-Nevers, and the Ever-Wasers.” Which of these labels would you use to describe the author of Passage B? Why?

**Step 2** The two passages in this unit present two opposing views regarding cellphones and social media. Which of these two viewpoints do you agree with more? Discuss in groups and give specific reasons or examples to illustrate your point.





## Read and practice

### Meaning in context

Choose the best answer from the four choices marked A, B, C, and D to complete the sentences.

- The production of electronic devices such as cellphones may generate toxic \_\_\_\_\_.  
A. transmissions      B. admissions      C. emissions      D. commissions
- This will be a(n) \_\_\_\_\_ step in strengthening network security.  
A. exclusive      B. decisive      C. intrusive      D. respective
- Helen chose a cheap cellphone plan to reduce her financial \_\_\_\_\_.  
A. load      B. obligation      C. worry      D. burden
- The number of amazing smartphones available at the moment is a massive \_\_\_\_\_ for Paul.  
A. contemplation      B. temptation      C. anticipation      D. affection
- The constant ringing of her cellphone \_\_\_\_\_ with her study.  
A. interfered      B. interrupted      C. disturbed      D. bothered
- Good cellphone habits are \_\_\_\_\_ for high productivity at study.  
A. compatible      B. essential      C. effective      D. influential
- In his opinion, nursing is one of the most \_\_\_\_\_ careers.  
A. touching      B. fulfilling      C. moving      D. pleasing
- Deleting some gaming apps \_\_\_\_\_ that I will not waste my time playing.  
A. guarantees      B. convinces      C. anticipates      D. promises

### Word building

Complete the sentences with antonyms of the words in brackets.

- All these useless pre-installed apps are driving me \_\_\_\_\_ (sane).
- This new type of cellphone is environmentally friendly as it is made mostly of \_\_\_\_\_ (toxic) materials.
- I didn't finish the video conference because my phone got \_\_\_\_\_ (connected) from the hotel Wi-Fi.
- I couldn't \_\_\_\_\_ (fasten) my coat because I was holding two phones in my hand.
- Quite a few new apps are \_\_\_\_\_ (compatible) with my phone. I probably need to get a new one.

#### Negative prefixes

Some adjectives and verbs can be transformed into their antonyms by adding negative prefixes like "un," "in," "dis," or "non-." For example, "complete" is changed into its antonym "incomplete," and "do" is changed into its antonym "undo."

## Language in use

Complete the sentences by translating the Chinese in brackets into English.

1. Since he conducted most of his business on his phone, he showed \_\_\_\_\_  
\_\_\_\_\_ (对……的极大的担忧) the security of his personal information.
2. Cellphone makers should develop technology that can prevent distracted driving, because they \_\_\_\_\_ (对……负有责任) the safety of their users.
3. Are you \_\_\_\_\_ (支持) banning cellphones in class?
4. The communication satellite is \_\_\_\_\_ (与……分开) its launcher.
5. A new study is being \_\_\_\_\_ (开展) on the effects of extensive use of smartphones on human body.
6. — I suppose your daughter likes her new cellphone.  
— \_\_\_\_\_ (恰恰相反), she prefers the old one.
7. Please \_\_\_\_\_ (关闭你的手机) before the exam starts.
8. China Mobile \_\_\_\_\_ (坚信) its ability to continuously improve customer service.

## Read and translate

Translate the sentences into Chinese.

1. The Chinese government insists on conducting independent research on communications technology.
2. Not many Chinese parents believe that their kids have the willpower to use cellphones moderately.
3. The invention of social media apps such as WeChat has profound implications for the way Chinese people communicate with each other.
4. It is undeniable that some Chinese parents are more absorbed in their smartphones than their kids.
5. This disused telephone booth bore witness to the development of mobile communications in China.
6. Handwritten letters are disappearing because they are no longer compatible with the quickened pace of life.



Additional  
translation skills



## Present a proposal

### Suggestions for a social media app designed specifically for college students

Though it does cause troubles to the users, social media has become indispensable to modern life. Now, suppose a new social media app is being designed specifically for college students and the designers are asking for your suggestions. It is both the designers' and your wish that the app can help you use social media reasonably, keep it from becoming a distraction, and aid you in your study.



#### Step 1 Learn about your classmates' use of social media

- 1 Work in groups of three or four and conduct a survey of social media use in your class. Ask at least four students not in your group the following questions.
- How much time do you spend using social media per day on average?
  - What are the biggest problems social media has caused you?
  - Do you think social media could facilitate study? Why or why not?
- You may also ask other questions related to social media use.

#### Step 2 Give suggestions on app functions

- 2 Based on the findings of your survey, discuss in groups the functions you want this new app to have. Bear in mind that the app should help you make better use of social media and also function as an aid to the life and study of college students.

#### Step 3 Prepare a proposal

- 3 Prepare a short proposal based on your survey findings and discussion and get ready to present it to the class.

#### Step 4 Present your proposal and vote for the best functions

- 4 Present your proposal to the class. After the presentation, the whole class votes for the top three functions.

## Reading 1

### New words

**undeniable** /ˌʌndɪˈnaɪəbl/ *a.*

definitely true or certain 不可否认的; 无可争辩的  
e.g. *The link between poverty and bad health is undeniable.*

**mundane** /ˌmʌnˈdeɪn/ *a.*

ordinary and not interesting or exciting 平凡的; 平淡的; 乏味的  
e.g. *The mundane task of setting the table can be fun on holidays.*

\* **bacon** /ˈbeɪkən/ *n.* [U] 咸猪肉; 熏猪肉

**rapt** /ræpt/ *a.*

(*written*) so interested in sth. that you do not notice anything else 全神贯注的; 专心致志的  
e.g. *She listened to the speaker with rapt attention.*

\* **marvel** /ˈmɑːvl/ *v.*

feel or express great surprise or admiration at sth., esp. sb.'s behavior (尤指对他人的行为) 感到惊讶; 钦佩; 赞美  
e.g. *I marvel at my mother's ability to remain calm in crisis.*

\* **app** /æp/ *n.* [C] 应用程序; 应用软件

\* **expose** /ɪkˈspəʊz/ *vt.*

1) put sb. in a situation where they are not protected from sth. dangerous or unpleasant 使暴露 (于险境); 使置身 (于危险) 当中

e.g. *The report revealed that workers had been exposed to high levels of radiation.*

2) show sth. that is usu. covered or hidden 显露; 露出 (通常掩盖或隐藏的东西)

e.g. *He lifted his T-shirt to expose a scar across his chest.*

**exposed** /ɪkˈspəʊzd/ *a.*

1) not protected from attack 无保护的; 易受攻击的  
e.g. *These developments leave the company in an exposed position.*

2) not protected from the weather 无遮蔽的; 不挡风雨的

e.g. *This side of the garden is exposed to wind.*

\* **nerve** /nɜːv/ *n.*

1) [C] any of the long threads that carry messages between the brain and parts of the body, enabling you to move, feel pain, etc. 神经

e.g. *She was diagnosed with a rare condition which affected the nerves in her back.*

2) (~s) [pl.] feelings of worry or anxiety 神经紧张; 焦虑不安

e.g. *Sean drank a large glass of brandy to calm his nerves.*

\* **humanity** /hjuːˈmænəti/ *n.* [U]

1) the state of being human rather than an animal or machine 人性

e.g. *When we're in touch with our common humanity, we remember that feelings of disappointment are universal.*

2) people in general 人; 人类 (总称)

e.g. *We want a clean environment for all humanity.*

\* **interaction** /ˌɪntərˈækʃn/ *n.* [C, U]

1) (~ with / between / among) the activity of talking to other people, working together with them, etc. 交流

e.g. *The researchers watch through a two-way mirror the interaction between mother and child in a small room.*

2) a process by which two or more things affect each other 相互影响; 相互作用

e.g. *Price is determined through the interaction of demand and supply.*

**inhuman** /ɪnˈhjuːmən/ *a.*

1) lacking any human qualities in a way that seems strange or frightening (怪异、恐怖而) 异于人类的  
e.g. *I quit this inhuman job. I don't want to work for a machine.*

2) very cruel or without any normal feelings of pity 残暴的; 无同情心的

e.g. *The prisoners had suffered inhuman treatment.*

\* **confuse** /kənˈfjuːz/ *vt.*

make sb. feel that they cannot think clearly or do not understand 使困惑; 把 (某人) 弄糊涂

e.g. *I understand the text but the diagrams are confusing me.*

**confusing** /kənˈfjuːzɪŋ/ *a.*

unclear and difficult to understand 令人困惑的; 模糊不清的; 难懂的

e.g. The road signs were very confusing and we ended up getting lost.

\* **seemingly** /'si:mɪŋli/ *ad.*

in a way that appears to have a particular quality when this may or may not be true 看上去；表面上；外观上

e.g. The new minister was faced with a seemingly impossible task.

\* **conflicting** /,kɒn'flɪktɪŋ/ *a.*

conflicting ideas, beliefs, opinions, etc. cannot exist together or both be true (想法、信仰、观点等) 冲突的，矛盾的

e.g. It can be difficult to balance the conflicting demands for our time.

**lament** /lə'ment/ *vt.*

1) express annoyance or disappointment about sth. that you think is unsatisfactory or unfair 抱怨

e.g. He lamented that people had expected too much of him.

2) express feelings of great sadness about sth. (为...) 悲痛，痛惜

e.g. The nation lamented the death of its great leader.

**ubiquitous** /ju:'bɪkwɪtəs/ *a.*

(*fml.*) seeming to be everywhere — sometimes used humorously 似乎无处不在的 (有时为幽默手法)

e.g. He is as recognizable and as ubiquitous as the celebrities he photographs.

\* **advanced** /əd'vɑ:nst/ *a.*

very modern 先进的

e.g. Modern armies consist of fewer soldiers and more advanced weapon systems.

\* **capture** /'kæptʃə/ *vt.*

1) (~ sb's imagination / attention, etc.) make sb. feel very interested in sth. 引起某人想象；吸引某人注意等

e.g. His stories of foreign adventure captured my imagination.

2) catch a person and keep them as a prisoner 俘虏；逮捕

e.g. Government troops have succeeded in capturing the rebel leader.

\* **category** /'kætəg(ə)rɪ/ *n.* [C]

a group of people or things that are all of the same type 类别；种类；范畴

e.g. Seats are available in ten price categories.

**categorize** /'kætɪgə,raɪz/ *vt.*

(*BrE* **categorise**) put people or things into groups according to the type of person or thing they are 对...进行分类；把...归类

e.g. The population is categorized according to age, sex, and social group.

\* **viewpoint** /'vju:,pɔɪnt/ *n.* [C]

a particular way of thinking about a problem or subject 观点；看法；见解

e.g. From a practical viewpoint, I'd advise you not to go.

\* **equip** /ɪ'kwɪp/ *vt.*

1) give sb. the information and skills that they need to do sth. 使有能力；使能够胜任

e.g. We equip students with the skills they will need once they leave college.

2) provide a person or place with the things that are needed for a particular kind of activity or work 装备；配备

e.g. They spent a lot of money equipping the school with new computers.

\* **observation** /,ɒbzə'veɪʃn/ *n.*

1) [C] sth. that you notice when watching sb. / sth. 观察结果

e.g. Some interesting observations emerged from this research.

2) [C, U] the process of watching sb. / sth. carefully for a period of time 观察；注意；监视

e.g. Most information was collected by direct observation of the animals' behavior.

\* **dynamic** /daɪ'næmɪk/

*n.*

(~s) [pl.] the way in which things or people behave, react, and affect each other 动态；(事物或人)相互作用的方式

e.g. He did research on group dynamics and leadership styles.

*a.*

1) continuously moving or changing 不断移动的；不断变化的；动态的

e.g. These countries are characterized by highly dynamic economies.

2) full of energy and new ideas, and determined to succeed 精力充沛的；有创新思想的；志在成功的

e.g. We're looking for someone positive and dynamic.

★ **revealing** /rɪ'vi:liŋ/ *a.*

a remark or event that is revealing shows you sth. interesting or surprising about a situation or sb.'s character 揭露真相的；揭示内情的  
e.g. *The document provided a revealing insight into the way government works.*

★ **occasional** /ə'keɪʒn(ə)l/ *a.*

(only before noun) happening sometimes but not often or regularly 偶尔的；不经常的  
e.g. *He spent five years in Paris, with occasional visits to Italy.*

**intertwine** /,ɪntə'twain/ *v.*

1) if two things intertwine, or if they are intertwined, they are twisted together (使) 缠绕；(使) 交织在一起  
e.g. *He told us a story in which the present and the past intertwined.*

2) if two situations, ideas, etc. are intertwined, they are closely related to each other (使) (局势、观点等) 紧密相关  
e.g. *Her fate intertwined with his.*

★ **continuously** /kən'tɪnjuəsli/ *ad.*

without a pause or interruption 持续地；不间断地  
e.g. *He has lived and worked in France almost continuously since 1990.*

★ **lens** /lenz/ *n.* [C] (照相机的) 镜头

★ **re-frame** /rɪ'freɪm/ *vt.*

frame or express (words, or a concept or plan) differently 全新地拟定(或表达)(话语、概念或计划)  
e.g. *She is trying to re-frame the debate about the care of children in need.*

## Phrases and expressions

### worlds apart

completely different in attitudes, opinions, etc. (观点、态度等) 有天壤之别  
e.g. *On the surface, they look the same. But in reality, they are worlds apart.*

### hand down

give or leave sth. to people who will live after you 传给(后代)  
e.g. *The ring was handed down to her from her grandmother.*

### hang on sb.'s every word / words

pay close attention to everything sb. is saying 倾听(注意)某人每一个字/说的话  
e.g. *She was watching him, hanging on his every word.*

### long to do sth.

want sth. very much, esp. when it seems unlikely to happen soon 渴望；盼望  
e.g. *These were the words she had secretly longed to hear.*

### touch / hit a (raw) nerve

mention sth. that makes sb. upset, angry, or embarrassed, esp. accidentally (尤指无心地) 触到敏感话题，触到痛处  
e.g. *You touched a raw nerve when you mentioned his first wife.*

### sum up

show the most typical qualities of sb. / sth., esp. in a few words 简而言之；概括  
e.g. *For me, the novel summed up the major problems of human existence.*

### break down

separate sth. into smaller parts so that it is easier to do or understand 拆分；把…分成若干部分(以方便做或理解)  
e.g. *The question can be broken down into two parts.*

### in short

used when you want to give the main point of sth. 总而言之；简单地说  
e.g. *His novels belong to a great but vanished age. They are, in short, old-fashioned.*

### engage with

become involved with and try to understand sb. / sth. 与…建立密切关系；尽力理解  
e.g. *Are you so tired that you don't have the energy to engage with your kids?*

## Proper names

*The New Yorker* 《纽约客》(美国知识、文艺类综合杂志)

## Reading 2

### New words

**cellphone** /'sel,fəʊn/ *n.* [C]

(*BrE mobile phone*) 移动电话; 手机

\* **rebellious** /rɪ'beljəs/ *a.*

deliberately not obeying people in authority or rules of behavior 叛逆的; 反叛的; 反抗的

e.g. Her teachers consider her a rebellious, trouble-making girl.

\* **old-fashioned** /,əʊld 'fæʃnd/ *a.*

not considered to be modern or fashionable anymore 旧式的; 老式的; 过时的

e.g. His idea is regarded as rather old-fashioned.

**flip phone** /'flɪp ,fəʊn/ *n.* [C] 翻盖手机

\* **insane** /ɪn'seɪn/ *a.*

(*infml.*) completely stupid or crazy, often in a way that is dangerous 愚蠢的; 疯狂的

e.g. For some insane reason he decided to do the whole journey in one day.

\* **monthly** /'mʌnθli/ *a.*

(*only before noun*) used to talk about the total amount of sth. that is received, paid, measured, or calculated in a month 按月结算的; 每月的

e.g. Summers are hot here, with monthly average temperature above 30°C.

\* **possibility** /,pɒsə'bɪləti/ *n.* [C, U]

if there is a possibility that sth. is true or that sth. will happen, it might be true or it might happen 可能; 可能性

e.g. There is always a possibility that he might go back to Seattle.

\* **upgrade** /'ʌp,ɡreɪd/ *n.* [C, U]

the act of making a computer, machine, or piece of software better and able to do more things (计算机、机器、软件的) 升级

e.g. The upgrade to the latest version costs \$395.

**roaming** /'rəʊmɪŋ/ *n.* [U]

the process that a mobile phone uses when it is in a different country or area from usual, and has to connect to a different network (手机) 漫游

\* **transmit** /trænz'mɪt/ *v.*

send out electronic signals, messages, etc. using

radio, television, or other similar equipment 传输, 发送, 传送 (电子信号、信息等)

e.g. The system transmits information over digital phone lines.

\* **emission** /ɪ'mɪʃn/ *n.* [C, usu. pl.]

a gas or other substance that is sent into the air 排放物; 散发物

e.g. The government has decided to clean up industrial emissions.

**landfill** /'lænd,fɪl/ *n.*

1) [C] a place where waste is buried under the ground 废弃物填埋场

2) [U] the practice of burying waste under the ground, or the waste buried in this way 废弃物的填埋; 填埋的废弃物

♦ **toxic** /'tɒksɪk/ *a.*

containing poison, or caused by poisonous substances 有毒的; 由有毒物质引起的

e.g. Toxic chemicals have been spilled into the river for the past three months.

\* **decisive** /dɪ'saɪsɪv/ *a.*

an action, event, etc. that is decisive has a big effect on the way that sth. develops 决定性的; 关键性的

e.g. It is the chief executive's opinion that is ultimately decisive.

**anytime** /'eni,tʌɪm/ *ad.*

at a time that is not fixed 任何时候

e.g. They should arrive anytime between noon and 3 p.m.

\* **liberate** /'lɪbə,reɪt/ *vt.*

free sb. from feelings or conditions that make their life unhappy or difficult 使自由; 使摆脱束缚

e.g. Writing poetry liberated her from the routine of everyday life.

\* **overwhelming** /,əʊvə'welmɪŋ/ *a.*

having such a great effect on you that you feel confused and do not know how to react 难以抗拒的; 令人不知所措的

e.g. She felt an overwhelming desire to tell someone about what had happened.

\* **burden** /'bɜ:dn/ *n.* [C]

sth. difficult or worrying that you are responsible for 重担; 负担

e.g. His family responsibilities have started to become a burden.



♦ **temptation** /temp'teɪʃn/ *n.* [C, U]

(~ to do sth.) a strong desire to have or do sth. even though you know you should not 引诱; 诱惑

e.g. *Resist the temptation to buy the item until you're certain you need it.*

\* **presence** /'prezns/ *n.* [U]

when sb. / sth. is present in a particular place 出席; 到场; 存在

e.g. *Your presence is requested at the club meeting on Friday.*

\* **witness** /'wɪtnəs/ *n.* [C]

sb. who sees a crime, accident, or other event and can describe what happened ( 罪案、事故、事件的 ) 目击者

e.g. *According to witnesses, the thief escaped through the bedroom window.*

\* **intrude** /ɪn'tru:d/ *vi.*

interrupt sb. or become involved in their private affairs, in an annoying and unwanted way 打扰; 干涉

e.g. *Would I be intruding if I came with you?*

**intrusive** /ɪn'tru:sɪv/ *a.*

affecting sb's private life or interrupting them in an unwanted and annoying way 干涉的; 打扰的

e.g. *Some residents of the island found the presence of the film crew too intrusive.*

\* **patience** /'peɪʃns/ *n.* [U]

the ability to continue waiting or doing sth. for a long time without becoming angry or anxious ( 持续等待或长时间做某事的 ) 耐心

e.g. *Teaching children with special needs requires patience and understanding.*

**empathy** /'empəθi/ *n.* [U]

the ability to understand other people's feelings and problems 同情; 同感; 共鸣

e.g. *The nurse should try to develop empathy between herself and the patient.*

\* **affection** /ə'fekʃn/ *n.* [U, sing.]

a feeling of liking or love and caring 喜爱; 钟爱; 慈爱

e.g. *She looked back on those days with affection.*

♦ **contemplation** /,kɒntem'pleɪʃn/ *n.* [U]

quiet serious thinking about sth. 沉思; 冥想; 默想

e.g. *The monks spend an hour on contemplation each morning.*

\* **essential** /ɪ'senʃl/ *a.*

(~ for / to) extremely important and necessary 极其重要的; 必不可少的

e.g. *It is becoming almost essential for students to learn a second language.*

\* **fulfil** /fʊl'fɪl/ *vt.*

if you fulfil a hope, wish, or aim, you achieve the thing that you hoped for, wished for, etc. 实现 ( 希望、愿望、目标等 )

e.g. *Visiting Disneyland has fulfilled my boyhood dream.*

**fulfilling** /fʊl'fɪlɪŋ/ *a.*

making you feel happy and satisfied because you are doing interesting, useful, or important things 令人满意的

e.g. *Each of these courses is academically challenging and personally fulfilling.*

\* **compatible** /kəm'pætəbl/ *a.*

able to exist or be used together without causing problems 可共存的; 可兼用的

e.g. *Are measures to protect the environment compatible with economic growth?*

\* **gratitude** /'grætɪ,tju:d/ *n.* [U]

the feeling of being grateful 感激 ( 之情 )

e.g. *I would like to express my gratitude to everyone for their hard work.*

**Greek** /gri:k/ *a.*

relating to Greece, its people, or its language 希腊的; 希腊人的; 希腊语的

\* **anticipate** /æn'tɪsɪpeɪt/ *vt.*

expect that sth. will happen and be ready for it 预期; 预料

e.g. *We need someone who can anticipate and respond to changes in the fashion industry.*

\* **meaningful** /'mi:nɪŋfl/ *a.*

1) serious, important, or useful 严肃的; 重要的; 有用的

e.g. *They want a chance to do meaningful work.*

2) having a meaning that is easy to understand and makes sense 有意义的; 浅显易懂的

e.g. *These statistics are not meaningful to anyone but a scientist.*



- \* **absorbed** /əb'zɔ:bd/ *a.*  
so interested or involved in sth. that you do not notice anything else 极感兴趣的; 全神贯注的; 专注的  
e.g. *Judith was totally absorbed in her book.*
- \* **willpower** /'wɪl,pəʊə/ *n.* [U]  
the ability to control your mind and body in order to achieve sth. that you want to do 毅力; 意志力  
e.g. *It took all his willpower to remain calm.*
- \* **owner** /'əʊnə/ *n.* [C]  
sb. who owns sth. 所有人; 物主; 业主  
e.g. *The police have been unable to trace the owner of the vehicle.*
- \* **guarantee** /,gærən'ti:z/ *vt.*  
1) make it certain that sth. will happen 使必然发生; 确保  
e.g. *The process of training does not automatically guarantee you a job.*  
2) promise to do sth. or promise that sth. will happen 保证  
e.g. *I guarantee you will love this film.*
- \* **bind** /baɪnd/ *vt.* (bound, bound)  
tie sb. / sth. so that they cannot move or are held together firmly 捆绑; 系  
e.g. *They bound the package with brightly colored ribbons.*
- \* **fasten** /'fɑ:sn/ *v.*  
close or join together the two parts of sth; become closed or joined together (使两部分) 系牢, 扎牢, 结牢, 扣紧  
e.g. *I was so fat that my skirt wouldn't fasten.*
- \* **unreal** /,ʌn'reɪəl/ *a.*  
1) (not before noun) an experience, situation, etc. that is unreal seems so strange that you think you must be imagining it 不真实的; 虚幻的  
e.g. *It seemed unreal to be talking to someone so famous.*  
2) not related to real things that happen 脱离现实的; 不切实际的  
e.g. *Many people have unreal expectations of what marriage will be like.*
- \* **disconnect** /,dɪskə'nekt/ *v.*  
1) if you disconnect or become disconnected from your feelings, family, society, etc., you no longer

feel you belong or have a relationship with them (使)脱离(关系); (使)不联系

e.g. *Divorced men can too easily become disconnected from their children.*

2) remove the supply of power, gas, water, etc. from a machine or piece of equipment 切断(机器或设备)的电力(煤气、水)等供应

e.g. *You should pay attention to disconnecting the machine from the mains first.*

- \* **convince** /kən'vɪns/ *vt.*  
make sb. feel certain that sth. is true 使确信; 使信服  
e.g. *Her arguments didn't convince everyone, but changes were made.*

**convinced** /kən'vɪnst/ *a.*

(not before noun) feeling certain that sth. is true 确信的; 信服的

e.g. *I was convinced that we were doing the right thing.*

## Phrases and expressions

### (be) on call

if sb. such as a doctor or engineer is on call, they are ready to go and help whenever they are needed as part of their job (医生、工程师等)待命, 随叫随到  
e.g. *Don't worry, there is a doctor on call 24 hours a day.*

### bear witness (to sth.)

show that sth. is true or exists 见证(某事); (为某事)证明

e.g. *The empty workshops bear witness to the industrial past.*

### on the contrary / quite the contrary

used to add to a negative statement, to disagree with a negative statement by sb. else, or to answer no to a question 正相反; 恰恰相反

e.g. *It wasn't a good thing; on the contrary it was a huge mistake.*

## Proper names

**Anaxagoras** /,ænæk'sæɡərəs/ 阿那克萨哥拉(古希腊哲学家)

**Pew survey** /,pju: 'sɜ:veɪ/ 皮尤调查(美国 Pew Research Center 开展的民意调查)