全新版大学进阶英语综合教程 第二版 第一册

逐段问题与练习·学生版（**Unit 1-2-4-5-6**）

Unit 1: The Pursuit of Dreams — Deaf DJ

Paragraph 1 — 失聪经历

I was born in England with perfect hearing. In 1990, when I was five, my family moved to the United States. I started getting ear infections every three months or so. We didn't have health insurance at the time and when I got a third infection, my parents couldn't pay for the treatment. I went deaf in my right ear and was left with 50 percent hearing in my left. Over time, my remaining hearing dropped to 20 percent, where it is today. My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well.

L1 Q1. When and where was Robbie born? What was his hearing condition at birth?

L1 Q2. Complete the timeline of Robbie's hearing loss:

1990 (age 5) → _____ → _____ → _____ → Today: _____

L2 Q3. Why couldn't Robbie's parents pay for his ear treatment?

L2 Q4. What is the cause-and-effect chain in this paragraph? Identify at least three links.

L3 Q5. The paragraph ends with "so I think I'm doing pretty well." What does this reveal about Robbie's attitude toward his disability?

L3 Q6. Why does Robbie mention his doctors' prediction that he would be "completely deaf by now"?

L4 Q7. If you were in Robbie's situation — losing your hearing due to a treatable condition your family couldn't afford — how would you feel? Would you be able to say "I'm doing pretty well"? Why or why not?

L4 Q8. This paragraph is the opening of the article. Why do you think the author begins with his medical history rather than with his DJ career?

Paragraph 2 — 音乐启蒙与 DJ 起点

There was always music on in my house when I was little. I loved listening to Metallica, Led Zeppelin, Bob Marley, Michael Jackson. My dad was a DJ, so he played disco, folk, dance, rock, and music from other countries. For my 18th birthday, my dad asked me to deejay at the restaurant he owned. After doing that for a few weeks, I was hooked. I wanted to learn more.

L1 Q9. What was Robbie's home environment like regarding music?

L1 Q10. When did Robbie first try deejaying? Where and how did it happen?

L2 Q11. Why does Robbie list specific artists (Metallica, Led Zeppelin, Bob Marley, Michael Jackson) and genres?

L2 Q12. What is the relationship between Para. 1 and Para. 2? How do they contrast?

L3 Q13. What does "hooked" imply about Robbie's reaction to deejaying?

L3 Q14. Why do you think his father asked him to deejay rather than just giving him a normal birthday gift?

L4 Q15. Robbie says "I wanted to learn more." What does this simple sentence reveal about his character?

L4 Q16. Describe a time when you discovered a passion "by accident" — someone gave you an opportunity and you became "hooked." What did you do next?

Paragraph 3 — 拜师学艺

I e-mailed DJ Shiftee, a well-known New York City DJ, when I was 25: "I know you like a challenge. How about teaching a deaf person to deejay?" He wrote back the next day: "Challenge accepted." He tutored me twice a week for two years, helping me develop correct technique. I practiced four hours a day. Now when I'm performing, muscle memory takes over.

L1 Q17. Who did Robbie contact for help? When? How did the person respond?

L1 Q18. How much time did Robbie invest in practice? Calculate the total hours.

L2 Q19. Why did Robbie frame his email as a "challenge"? What was strategic about this approach?

L2 Q20. What does "Challenge accepted" — the immediate next-day reply — tell us about DJ Shiftee?

L3 Q21. What does "muscle memory takes over" mean in this context? Why is it significant?

L3 Q22. The paragraph contains specific numbers: "25," "twice a week," "two years," "four hours a day." Why does the author include these precise figures?

L4 Q23. Robbie was 25 when he contacted DJ Shiftee — 7 years after his first deejaying experience at 18. What does this 7-year gap suggest?

L4 Q24. If you wanted to master a skill and could ask one expert for tutoring, how would you write your "challenge" email? What would make it persuasive?

Paragraph 4 — 俱乐部经历与身份认同

When I started deejaying at clubs, I wouldn't tell the managers I was deaf. I would just show up, introduce myself, and start playing music. At the end of the night, someone would say, "Oh, here's the check." And I'd say, "What? Oh, I can't hear." They were always so surprised. Sometimes I would bring doctor's notes because they wouldn't believe me. It was reassurance that they were giving me jobs because I was good, not out of sympathy. Eventually people started calling me "that Deaf DJ," and the name stuck.

L1 Q25. What did Robbie do when he started deejaying at clubs? Why?

L1 Q26. How did club managers react when they found out Robbie was deaf? What did Robbie sometimes have to do?

L2 Q27. Why was it important for Robbie to be hired "because I was good, not out of sympathy"?

L2 Q28. What does the nickname "that Deaf DJ" reveal about how society labeled him? Is it positive or negative?

L3 Q29. Analyze the dialogue in this paragraph: "Oh, here's the check." / "What? Oh, I can't hear." What makes this exchange effective?

L3 Q30. The phrase "the name stuck" is brief but powerful. What does "stuck" imply about Robbie's relationship with the label?

L4 Q31. Do you think Robbie was right to hide his deafness from club managers? What are the ethical and practical considerations?

L4 Q32. Have you ever been labeled by others in a way you didn't choose? How did you respond? Did the label eventually become empowering or limiting?

Paragraph 5 — 身体感知音乐

For a show, I set up one speaker facing my left side, my good ear, and make it louder all the way up. The speakers that play the bass are on the floor behind me so I can hear some of the lower frequencies and feel the beat in my feet. And I can feel the energy of the song and the crowd goes crazy, you feel that. The song comes to life.

L1 Q33. How does Robbie set up his speakers for a show? Describe the arrangement.

L1 Q34. Through which body parts does Robbie "hear" or feel the music?

L2 Q35. Why does Robbie put the bass speakers on the floor rather than at ear level?

L2 Q36. What is the relationship between the speaker setup and Robbie's specific hearing condition (20% in left ear, deaf in right)?

L3 Q37. What does "The song comes to life" mean in this context? How does it differ from ordinary listening?

L3 Q38. Notice the shift from "I" to "you" in "the crowd goes crazy, you feel that." Why does Robbie switch to "you"?

L4 Q39. Robbie has turned a disability into a unique sensory experience. Can you think of other examples where a "limitation" led to an innovative approach or new perspective?

L4 Q40. Try the experiment Robbie describes: put on music, close your eyes, and place your hand on a speaker. What do you notice that you normally don't when just listening?

Paragraph 6 — 视觉听音乐

I use software that turns the music into lines of color on a computer screen. Red is the bass, blue is snare, green is the vocals or melody. I'm visually hearing the music. What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer.

L1 Q41. What software does Robbie use? What does it do?

L1 Q42. Match each color to its musical element and explain why that color might have been chosen:

L2 Q43. What does "visually hearing the music" mean? Is this a contradiction?

L2 Q44. How does Para. 6 extend the idea from Para. 5? What new dimension does it add?

L3 Q45. Robbie says "What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer." What does this reveal about his motivation?

L3 Q46. Why is the phrase "a machine, two turntables, and a mixer" effective? Why list the specific equipment?

L4 Q47. Technology is central to Robbie's success — without the software, he couldn't "visually hear." Do you think technology levels the playing field for people with disabilities, or does it create new dependencies?

L4 Q48. If you could design a device that translates one sense into another (like music into color), what would you create? Who would it help?

Paragraph 7 — 邀请体验

The next time you go dancing cover your ears, and you'll feel a little bit of how I do it. You'll start using your other senses. You'll start seeing that you're able to hear the music in a different way. Music is not all about hearing.

L1 Q49. What does Robbie ask the reader to do? What does he say will happen?

L1 Q50. How many times does "you'll" appear? What effect does this repetition create?

L2 Q51. Why does Robbie directly address the reader here ("you")? How does this change the text's relationship with the audience?

L2 Q52. What is the logical structure of this paragraph? How does Robbie build his argument?

L3 Q53. "Music is not all about hearing." This is the shortest and most powerful sentence in the paragraph. Why is it effective?

L3 Q54. This paragraph is very short (4 sentences) compared to the detailed paragraphs before it. Why did the author choose to keep it brief?

L4 Q55. "Music is not all about hearing." Can you apply this logic to other areas? Complete the sentence: "_____ is not all about _____." Explain your choice.

L4 Q56. Actually try Robbie's experiment: cover your ears for 3 minutes while music plays. Write down what you noticed. Did your experience of the music change?

Paragraph 8 — 现状与寄语

I play all sorts of get-togethers now, from college parties to corporate events. I also go to elementary schools for the deaf and talk to the students about motivation and believing in themselves. I'm big on talking to the parents. I tell them, "My advice to you is to let [your kids] chase their dreams. I'm a deaf DJ, so why not?"

L1 Q57. What kinds of events does Robbie play now? What else does he do besides performing?

L1 Q58. Who are the two audiences Robbie speaks to at schools? Why both?

L2 Q59. Why does Robbie specifically go to elementary schools for the deaf rather than general schools?

L2 Q60. What does "I'm big on talking to the parents" reveal about Robbie's priorities?

L3 Q61. Analyze the closing line: "I'm a deaf DJ, so why not?" What makes this an effective conclusion?

L3 Q62. How does Para. 8 connect back to Para. 1? What is the full-circle journey?

L4 Q63. Robbie says "let [your kids] chase their dreams." Do you think all dreams are worth chasing? Where do you draw the line between encouragement and realism?

L4 Q64. If Robbie visited your class, what question would you ask him? Write your question and explain why it matters to you.

Unit 2: Freshman Year — All Grown Up and Still in Tow

Paragraph 1 — 注册处的一幕

My heart went out to him. In fact, I felt so uncomfortable that I looked away. How humiliating to be in a university registrar's office with your father taking charge.

L1 Q1. Where is the author? What is she witnessing?

L1 Q2. What are the author's three emotional reactions in this paragraph? List them in order.

L2 Q3. Why does the author say "How humiliating"? From whose perspective — the son's or hers?

L2 Q4. "My heart went out to him" — Why sympathy rather than pity? What's the difference?

L3 Q5. The paragraph opens with "My heart went out to him" — not with a description of the scene. Why start with emotion rather than action?

L3 Q6. "I felt so uncomfortable that I looked away" — What does "looked away" reveal about the author's character?

L4 Q7. Have you ever witnessed a scene where someone was publicly embarrassed by a family member? How did you react? Did you intervene or look away?

L4 Q8. "Taking charge" can be positive (leadership) or negative (overstepping). In this paragraph, is it clearly negative, or is there ambiguity?

Paragraph 2 — 感慨时代变迁

As I stood in line, waiting for my own question to be answered, I reflected on how times have changed.

L1 Q9. What is the author doing while standing in line? What does she do mentally?

L2 Q10. Why does the author mention she is "waiting for her own question"? What does this tell us?

L3 Q11. "How times have changed" is a very short reflection. What contrast is implied?

L4 Q12. "Times have changed" is a common expression. Is it always neutral, or can it carry judgment?

Paragraph 3 — 作者身份

I am as old as, if not older than, most faculty members.

L1 Q13. What does the author tell us about her age?

L2 Q14. Why does the author mention her age? How does it relate to her authority to comment?

L3 Q15. This is the shortest paragraph in the essay — one sentence. Why isolate it?

L4 Q16. Does age automatically equal wisdom? Can you think of situations where older people give worse advice than younger ones?

Paragraph 4 — 大学第一年的体验

Nonetheless, I do remember what it was like to be an 18-year-old undergraduate. The first-year experience is exciting, liberating and terrifying, all combined to help us grow into adulthood. That is, if our parents don't come with us.

L1 Q17. What three words does the author use to describe the first-year experience?

L1 Q18. What is the condition she attaches to growing into adulthood?

L2 Q19. Why does she say "Nonetheless" at the beginning? What is she contrasting?

L2 Q20. Why are the three adjectives in this order: exciting → liberating → terrifying? Is there a progression?

L3 Q21. "That is, if our parents don't come with us" — How does this clause change the tone of the paragraph?

L3 Q22. "All combined to help us grow into adulthood" — Who or what is doing the combining? Is it the experiences themselves, or something else?

L4 Q23. Do you agree that the first-year experience is "terrifying"? What makes it terrifying? Is the fear necessary for growth?

L4 Q24. If you could remove one of the three emotions (exciting, liberating, terrifying) from your university experience, which would you remove? What would be lost?

Paragraph 5 — 注册柜台前

The young man at the counter had some sort of registration problem. It is inevitable in the first year. The woman behind the counter clearly felt, as I did, embarrassed for this young man, who was accompanied by his no doubt well-intentioned, but misguided, father.

L1 Q25. What problem does the young man have? How common is it?

L1 Q26. How does the woman behind the counter feel? How does the author know?

L2 Q27. Why does the author describe the father as "well-intentioned, but misguided"? What's the distinction?

L2 Q28. Why is the registration problem described as "inevitable"? What does this word imply about the purpose of university?

L3 Q29. "No doubt well-intentioned" — Why does the author add "no doubt"? What does it achieve rhetorically?

L3 Q30. The phrase "well-intentioned, but misguided" uses a contrast structure. Find similar structures in everyday language. Why is this pattern effective?

L4 Q31. Is it possible to be "well-intentioned" and still cause harm? Can you think of examples from your own life?

L4 Q32. If you were the woman behind the counter, how would you handle this situation? Would you address the father or the student?

Paragraph 6 — 父亲代劳，儿子沉默

Dad did the talking while his son struggled to lift his eyes and look at the woman trying to help them. I thought about those small bits of self-confidence that were so painstakingly built in boyhood, and how they were being crushed at the counter. What I saw was a student who looked perfectly able to ask a few questions and get the information he needed.

L1 Q33. What is the father doing? What is the son doing?

L1 Q34. What does the author observe about the student's ability?

L2 Q35. Why can't the son lift his eyes? What emotion does this physical detail reveal?

L2 Q36. "Small bits of self-confidence that were so painstakingly built in boyhood" — Why "painstakingly"? What does this word tell us about how confidence is constructed?

L3 Q37. "Being crushed at the counter" — The counter is both a literal place and a metaphor. What does it represent?

L3 Q38. The paragraph moves from observation ("Dad did the talking") to reflection ("I thought about...") to judgment ("perfectly able"). Trace this movement. Why is the order important?

L4 Q39. The author sees the student as "perfectly able." Is she being generous, or is she assuming? Could there be reasons the father needs to take charge that she doesn't know about?

L4 Q40. "Self-confidence... painstakingly built in boyhood" — Who builds it? Parents? Teachers? The child? Can it be built if parents do everything?

Paragraph 7 — 内心的愤怒

I grew very angry. "Oh, grow up, go home," I wanted to shout at Dad from my place in the line.

L1 Q41. What emotion does the author feel? What does she want to shout?

L2 Q42. Why doesn't she actually shout? What does the restraint reveal?

L2 Q43. "Grow up" is usually said to children. Who is she saying it to? Why is this ironic?

L3 Q44. The paragraph is very short (2 sentences). After the detailed Para. 6, why this brevity?

L4 Q45. Is anger an appropriate response here? Could the author have responded more constructively?

Paragraph 8 — TA 研讨会的震惊

I was equally shocked as I sat in a seminar for 500 first-year teaching assistants and was told what to do when Mom and/or Dad shows up at our office complaining about the marks or assignments that you have given to their children. It is a very real issue in universities these days.

L1 Q46. Where is the author? How many people are in the seminar?

L1 Q47. What are TAs being told? What do parents do?

L2 Q48. Why is the author "equally shocked"? What was the first shock?

L2 Q49. What does "a very real issue" mean? Why add "very real"?

L3 Q50. The number "500" is specific. Why mention the exact number of TAs?

L3 Q51. "Mom and/or Dad" — Why the "and/or"? What does this legalistic phrasing achieve?

L4 Q52. If you were a TA and a parent came to complain about your grading, how would you handle it? What would you say?

L4 Q53. Should universities have policies banning parents from TA offices? Or should parents have a role in their children's education?

Paragraph 9 — 婴儿潮父母的两难

Baby-boomer parents seem to struggle with two things: saying no and letting go. The teaching assistants massed together in the theatre were advised to send unhappy parents directly to professors. I sat in disbelief, but yes, it happens.

L1 Q54. What two things do baby-boomer parents struggle with?

L1 Q55. What were TAs advised to do with unhappy parents?

L2 Q56. Why can't these parents say "no"? What does this reveal about their values?

L2 Q57. Why can't they "let go"? What are they afraid of?

L3 Q58. "I sat in disbelief, but yes, it happens" — What is the function of "but yes"?

L3 Q59. "Saying no and letting go" — Notice the parallel structure (V-ing + no/go). Why is this phrasing effective?

L4 Q60. Is it always wrong to not say no? Are there situations where saying yes to everything is good parenting?

L4 Q61. "Letting go" is easy to say but hard to do. If you were a parent, at what age would you stop managing your child's education? Why?

Paragraph 10 — 对父母的直接喊话

Mom and Dad, your children are no longer children. Rather, they are eagerly trying to be adults. So whatever are you doing in line with them at the registrar's office?

L1 Q62. Who is the author addressing directly? What shift in perspective does this represent?

L1 Q63. What rhetorical question does she ask?

L2 Q64. Why does she say "no longer children" and then "trying to be adults"? Why not just say "they are adults"?

L2 Q65. "Whatever are you doing" — Why "whatever" instead of just "what"?

L3 Q66. This paragraph directly addresses parents. How does this change the essay's relationship with the reader?

L3 Q67. "Eagerly trying to be adults" — Why "eagerly"? What does this word add?

L4 Q68. Is the author's direct address to parents effective? Or does it come across as preachy?

L4 Q69. If you could say one thing to your own parents about your university life, what would it be?

Paragraph 11 — 二十年前的父母

Twenty years ago, when I first entered university, parents did not follow their children all the way there. My parents dropped me at the front door of St. Hilda's College at the University of Toronto and drove five hours back home.

L1 Q70. When did the author enter university? Where did she attend?

L1 Q71. What did her parents do? How far did they drive?

L2 Q72. Why does she mention "five hours"? What does this detail add?

L2 Q73. "Dropped me at the front door" — Why "front door" specifically? What does this image convey?

L3 Q74. This paragraph introduces a personal narrative. Why does the author shift from observation to autobiography here?

L3 Q75. "Parents did not follow their children all the way there" — "All the way" implies a journey. What is the metaphorical journey?

L4 Q76. The author's parents drove five hours away. Is physical distance necessary for independence? Can you be independent while living at home?

L4 Q77. "Twenty years ago" — Is the author nostalgic? Is she saying things were better then? Or just different?

Paragraph 12 — 跌跌撞撞中成长

I was not ready, prepared or clearly aware about what would happen over the course of the next four years, but I muddled through. From professors and teaching assistants to registrars and student-loan officers, I learned to find my way through the perils and pleasures of university life. Naturally, I made mistakes, but then I still do.

L1 Q78. Was the author ready for university? How did she manage?

L1 Q79. Who did she learn from? What two categories of people does she mention?

L2 Q80. "Muddled through" — Why this phrase instead of "succeeded" or "managed well"?

L2 Q81. "Perils and pleasures" — Why pair these two words? What does the pairing imply?

L3 Q82. "Naturally, I made mistakes, but then I still do" — What is the function of "but then I still do"?

L3 Q83. The paragraph lists four types of university staff: professors, TAs, registrars, loan officers. Why this specific list?

L4 Q84. The author says she "muddled through" and made mistakes. Is this a model for success? Or is she just lucky?

L4 Q85. "I still do [make mistakes]" — Does knowing that adults still make mistakes make you more or less afraid of university?

Paragraph 13 — 父母的缺席与信任

Were my parents not caring or uninterested? Not at all. What they were not was university-educated baby-boomers who believe all events must be designed and controlled and that everything I did was a direct reflection on them.

L1 Q86. Does the author think her parents didn't care? What does she say?

L1 Q87. What were her parents NOT? What group does she contrast them with?

L2 Q88. Why does she ask "Were my parents not caring or uninterested?" as a question before answering it?

L2 Q89. "Everything I did was a direct reflection on them" — What does this reveal about baby-boomer parents' psychology?

L3 Q90. The paragraph uses a double negative structure: "Were they not...? Not at all. What they were not was..." Why this layered negation?

L3 Q91. "Designed and controlled" — These are management/engineering terms. Why apply them to parenting?

L4 Q92. The author's parents were NOT university-educated. Does education level determine parenting style? Can educated parents raise independent children?

L4 Q93. "Everything I did was a direct reflection on them" — Do you think children's actions reflect on their parents? Where do you draw the line?

Paragraph 14 — 另一代人

My parents came from another generation. They never set foot in a university. They were pleased, and supportive, when I decided to attend but they considered me an adult at 18.

L1 Q94. What generation did the author's parents come from? Did they attend university?

L1 Q95. How did her parents react when she decided to attend university?

L2 Q96. Why does she say "another generation"? What defines this generation's approach to parenting?

L2 Q97. "They never set foot in a university" — Is this a disadvantage or an advantage in this context?

L3 Q98. "Pleased, and supportive" vs. "considered me an adult" — These are two different stances. How do they coexist?

L3 Q99. "Set foot in" is an idiom meaning "enter." Why use this physical metaphor instead of just saying "They didn't go to university"?

L4 Q100. The author's parents considered her an adult at 18. Is 18 the right age? Should it be younger or older?

L4 Q101. Can parents be "pleased and supportive" AND "consider you an adult" at the same time? Is this contradictory?

Paragraph 15 — 并非个例

The incident I saw in the registrar's office was not an unusual sight. I wish it were. Rather, about six people behind me in line, I discovered another parent-child grouping. This time a son was pleading with his mother to stay put while he went to the counter and dealt with the problem himself. They were still negotiating when I left.

L1 Q102. Was the first incident (Para. 1-6) unusual? What does the author wish?

L1 Q103. What does she discover six people behind her? What is happening?

L2 Q104. Compare the two incidents. What is the key difference?

L2 Q105. "They were still negotiating when I left" — What does "negotiating" imply about the parent-child relationship?

L3 Q106. "I wish it were" — This is a subjunctive (虚拟语气). What does the subjunctive mood achieve here?

L3 Q107. The word "grouping" is unusual — why not "pair" or "couple"?

L4 Q108. The second son is "pleading" — he's fighting for his independence. What would you do if your parent refused to let you handle your own business at university?

L4 Q109. Two incidents in one line at one office. What does this tell you about the scale of the problem?

Paragraph 16 — 不愿放手

Too many baby-boomer parents are overly concerned with success. They just don't want to let go.

L1 Q110. What are baby-boomer parents "overly concerned with"?

L1 Q111. What do these parents not want to do?

L2 Q112. Why does "overly concerned with success" lead to "not wanting to let go"? What's the causal link?

L2 Q113. "Too many" — not "all." Why this qualification?

L3 Q114. "Overly concerned" — The word "overly" is key. What's the difference between "concerned" and "overly concerned"?

L3 Q115. The paragraph is just two short sentences. Why this brevity after the detailed narrative?

L4 Q116. Is concern for success always "overly"? When does concern become excessive?

L4 Q117. "They just don't want to let go" — Is this a choice or an inability? Can parents who can't let go learn to?

Paragraph 17 — 母亲的淡然

When I tell my mother that I have won a scholarship and will undertake graduate research in Europe this fall she says, "That's nice, dear."

L1 Q118. What has the author achieved? What will she do?

L1 Q119. How does her mother respond?

L2 Q120. Why does the mother respond so casually to a significant achievement?

L2 Q121. Contrast this mother's response with the baby-boomer parents' behavior. What's the key difference?

L3 Q122. "That's nice, dear" — Is this cold? Unsupportive? Or something else?

L3 Q123. Why does the author include this anecdote? What does it prove?

L4 Q124. Would you prefer your parents to be excited or casual about your achievements? Which feels more supportive?

L4 Q125. The mother says "That's nice, dear" to a scholarship for Europe. What would your parents say? What would you want them to say?

Paragraph 18 — 成功的根源

My mother would argue that my success is my own. I would argue that my success is a result of being allowed the freedom to make mistakes and find my own way.

L1 Q126. What does the author's mother believe about her success?

L1 Q127. What does the author believe about her success?

L2 Q128. There is a subtle disagreement between mother and daughter. What is it?

L2 Q129. "Being allowed the freedom to make mistakes" — Why "allowed"? Who allows?

L3 Q130. This paragraph presents two arguments. Which one does the author endorse? How do you know?

L3 Q131. "Find my own way" echoes Para. 12 ("I learned to find my way"). Why this repetition?

L4 Q132. The author says her success came from "being allowed the freedom to make mistakes." Do you agree? Is freedom to fail the key to success?

L4 Q133. The mother and daughter disagree about the source of success. Who do you think is right? Or are both partially right?

Paragraph 19 — 对父母的忠告

To parents whose children are attending first-year university, just remember they have all grown up now. It is time for you to do the same.

L1 Q134. Who is the author addressing in the final paragraph?

L1 Q135. What is her final message? What does she tell parents to do?

L2 Q136. "It is time for you to do the same" — What does "do the same" mean? Grow up?

L2 Q137. Why does she say "just remember"? What does "just" achieve?

L3 Q138. The essay ends by turning the criticism back on the parents. How does this closing strategy work?

L3 Q139. "They have all grown up now" echoes the title "All Grown Up and Still in Tow." How does the ending connect to the title?

L4 Q140. Is the author's closing advice too simple? "Just remember they've grown up" — is it really that easy?

L4 Q141. The essay ends with a command to parents. If you could add one more paragraph, what would you say? To parents? To students? To universities?

Unit 4: Meeting People Who Have Touched China — Guardians of Dunhuang

Paragraph 1 — 季羡林的心归敦煌

"My inner voice tells me to stay here, perhaps forever," distinguished linguist and Buddhism researcher Ji Xianlin wrote of the Mogao Caves in his book The Journey to Dunhuang. "Though my body must leave, my heart belongs to Dunhuang forever."

L1 Q1. Who is Ji Xianlin? What is his profession?

L1 Q2. What did Ji Xianlin say about the Mogao Caves? Quote his two sentences.

L2 Q3. Why does the author begin the essay with Ji Xianlin's quote? Why not start with Chang Shuhong or Fan Jinshi?

L2 Q4. "My inner voice tells me" vs. "my heart belongs to" — Why two different body parts (voice/heart)? What does each represent?

L3 Q5. "Though my body must leave, my heart belongs to Dunhuang forever" — What rhetorical device is this? What effect does it create?

L3 Q6. The paragraph is just two sentences — a quote within a quote. Why frame the entire essay with someone else's words?

L4 Q7. Have you ever felt that a place "owns your heart"? What place would you be willing to dedicate your life to?

L4 Q8. Ji Xianlin was a scholar, not a guardian. What's the difference between admiring a place and protecting it? Can admiration alone preserve cultural heritage?

Paragraph 2 — 莫高窟的历史与地位

Ji was not the first or the last to be fascinated by the Mogao Caves, now listed as a UNESCO World Heritage site. Located at a strategic point along the Silk Road in Gansu province, carved into the cliffs, the 735 caves house colored statues, frescos, and Buddhist scriptures. They were first built by monks in the year 366. As time went by, the site became a gathering place for worshippers, traders and other travelers, but it declined after the Yuan dynasty and sank into oblivion. It was not until the early 20th century that the caves were rediscovered. Since then, they have again attracted people's attention, with a number of famous scholars and painters visiting the caves to study them. Some have even devoted their lives to protecting the cave art and keeping it alive. Among them, Chang Shuhong and Fan Jinshi stand out as two shining examples of such passionate commitment.

L1 Q9. What is the Mogao Caves' UNESCO status? Where are they located?

L1 Q10. How many caves are there? What do they house? When were they first built?

L1 Q11. Complete the timeline: 366 → ? → ? → ? → Now

L2 Q12. Why did the caves "decline after the Yuan dynasty and sink into oblivion"? What historical factors might explain this?

L2 Q13. "Some have even devoted their lives to protecting the cave art" — Why "even"? What does this word imply?

L3 Q14. The paragraph moves from history (366) to present (UNESCO). What is the function of this chronological sweep?

L3 Q15. "Stand out as two shining examples" — Why "shining"? What does this metaphor achieve?

L4 Q16. The caves were "rediscovered" in the early 20th century. What does "rediscovery" mean? Can something be lost and found again?

L4 Q17. "Passionate commitment" — Is passion necessary for preservation? Can cultural heritage be protected through duty alone, without passion?

Paragraph 3 — 常书鸿：从巴黎到敦煌

As an aspiring young man, Chang Shuhong attended top art schools in France and was making a name for himself there by winning numerous awards for his oil paintings in the 1920s and 30s. But all this was soon to change, after he came across a book on the Dunhuang caves. Chang was amazed to discover that China had such a long-hidden treasure house of art. For him, this was a moment when he felt an immediate connection with Dunhuang.

L1 Q18. Where did Chang Shuhong study art? What was he known for?

L1 Q19. What changed Chang's life? What did he discover?

L2 Q20. Why was Chang "amazed"? What does this reveal about awareness of Dunhuang at the time?

L2 Q21. "All this was soon to change" — What is "all this"? Why does the author use foreshadowing here?

L3 Q22. "An immediate connection" — Why "immediate"? What does this word suggest about the nature of calling?

L3 Q23. The paragraph contrasts Paris (glamour, success) with Dunhuang (remote, unknown). Why this contrast?

L4 Q24. Chang discovered Dunhuang through a book. How different would his life have been if he had never seen that book? Can a single book change a person's life?

L4 Q25. Chang was "making a name for himself" in France. Was it selfish to abandon that success? Or was it more selfish to stay?

Paragraph 4 — 常书鸿：艰苦中的坚守

Chang returned to China and helped set up a research institute to study the Dunhuang cave art. In 1943, he and his team arrived at Dunhuang, only to find that they were short of funds and that the conditions were beyond description. They had to work in a temple, living in a stable, drinking salty, muddy water, and eating rock-hard pancakes and plain noodles. However, Chang wrote to his wife, "All the suffering is worth it! Yes! At first glance, I said to myself, I'll be happy to die here." Over the years, he and his colleagues searched for cultural relics, copied frescos, and numbered caves, thus systematically and meticulously studying and protecting the treasures of Dunhuang.

L1 Q26. When did Chang arrive at Dunhuang? What were the conditions like?

L1 Q27. What did Chang and his team do over the years? List three specific activities.

L1 Q28. What did Chang write to his wife? Quote his words.

L2 Q29. Why does the author list specific hardships (stable, muddy water, rock-hard pancakes)? What effect does this specificity create?

L2 Q30. "Only to find" — What does "only to" imply? How does it change the tone?

L3 Q31. "I'll be happy to die here" — Why such an extreme statement? Is this hyperbole or sincerity?

L3 Q32. The paragraph lists three activities: searching, copying, numbering. Why this order? Is there a logic?

L4 Q33. Chang left a successful art career in Paris for a life of hardship in Dunhuang. Would you make a similar sacrifice for something you believe in?

L4 Q34. "All the suffering is worth it" — Is suffering necessary for great achievement? Can great work be done in comfort?

Paragraph 5 — 樊锦诗：敦煌的女儿

Following in Chang's footsteps came Fan Jinshi, widely known as "the daughter of Dunhuang" for dedicating her whole life to the cause of protecting the caves. Her admirable work has earned her several national titles, including the "100 people who touched China" award and the "outstanding contributor to the cultural heritage preservation" award. Born in Beijing but brought up in Shanghai, Fan graduated from Peking University with an archeology degree and first came to Dunhuang on an internship in 1963. "To say I didn't hesitate to stay is a lie. Dunhuang is a different world from Beijing and Shanghai," Fan admitted. However, she was completely overcome by the beauty of the ancient artworks.

L1 Q35. What is Fan Jinshi's nickname? Why is she called this?

L1 Q36. What awards has Fan received? What is her educational background?

L1 Q37. What did Fan admit about her initial reaction to Dunhuang?

L2 Q38. Why does Fan admit she "hesitated"? What does this honesty achieve?

L2 Q39. "Following in Chang's footsteps" — What does this phrase imply about the relationship between Chang and Fan?

L3 Q40. "A different world from Beijing and Shanghai" — What does this contrast reveal about Dunhuang in 1963?

L3 Q41. "Completely overcome by the beauty" — "Overcome" is a strong word. What does it suggest about the power of art?

L4 Q42. Fan hesitated but stayed. Is it braver to stay without hesitation, or to stay DESPITE hesitation?

L4 Q43. Fan was "overcome by the beauty of the ancient artworks." Can art alone justify a life's sacrifice? Or must there be other reasons (duty, patriotism, etc.)?

Paragraph 6 — 樊锦诗的贡献与数字化保护

Fan did much of her research without electricity until the 1980s, when conditions improved slightly. Through her painstaking work, she was able to date the various caves and their construction by dynasty. Later, as vice-president, then president of the Dunhuang Academy, Fan took charge of site planning, scientific research, environmental monitoring and control, and visitor management. She saw challenges to protecting the site, when quickening erosion and over-tourism became serious threats. "Frescos can't be remade; neither can they be preserved forever," Fan said, as she pushed herself to be innovative in digital preservation and sustainable use of the relics. A tourist center is now in place to welcome visitors and ease pressure on the caves. Fan also launched the Digital Dunhuang project to build a database of all the statues and frescos, using state-of-the-art technology. "Despite our efforts to reduce damage, we can't completely stop them from being eroded. But the digital database will last," she said.

L1 Q44. How long did Fan work without electricity? When did conditions improve?

L1 Q45. What roles did Fan hold at the Dunhuang Academy? What did she take charge of?

L1 Q46. What two threats to the site did Fan identify? What two solutions did she implement?

L2 Q47. "Frescos can't be remade; neither can they be preserved forever" — What is the logic of this statement? What conclusion does it lead to?

L2 Q48. Why did Fan "push herself to be innovative"? What does "pushed herself" reveal about her character?

L3 Q49. The paragraph lists Fan's roles: researcher → vice-president → president. What does this progression reveal?

L3 Q50. "The digital database will last" — The word "last" is key. What does it mean in this context? How does it contrast with the physical frescos?

L4 Q51. Fan worked without electricity until the 1980s — nearly 20 years in the dark. What kind of person can endure that? What does this tell us about motivation?

L4 Q52. "Digital Dunhuang" — Is digitization a form of preservation, or is it something different? Can a digital copy replace the original?

Paragraph 7 — 结语：守护者的遗产

Indeed, thanks to the lifelong devotion and personal sacrifices of these Guardians — Chang Shuhong, Fan Jinshi and their colleagues — the Mogao Caves will be able to continue astonishing the world far into the future.

L1 Q53. Who does the author credit? What two qualities does she attribute to them?

L1 Q54. What will the Mogao Caves be able to do "far into the future"?

L2 Q55. "Thanks to" — What is the causal relationship? What would have happened WITHOUT the guardians?

L2 Q56. "Lifelong devotion and personal sacrifices" — Why both? Is devotion without sacrifice enough?

L3 Q57. "Continue astonishing the world" — Why "astonishing"? Why not "educating" or "inspiring"?

L3 Q58. The essay ends with "far into the future." How does this phrase connect to the opening paragraph?

L4 Q59. The author calls them "Guardians" with a capital G. What does capitalization achieve? Are they heroes, or ordinary people who did extraordinary things?

L4 Q60. The essay is about guardians of Dunhuang. But who guards the guardians? How do we ensure that future generations will continue this work?

Unit 5: The Water Problem

Paragraph 1 — 七岁女儿的节水课

In 2007, when my daughter was seven years old, we would brush our teeth together every night as part of our daily ritual. To conserve water, we would turn off the faucet after wetting our brushes and turn it back on only to rinse. One night I didn't turn off the water fast enough to her liking. She turned off the faucet, made an angry face at me, and growled "Turn off the water, Daddy. The scientists need time."

L1 Q1. When did this story take place? How old was the author's daughter?

L1 Q2. What was their nightly ritual? How did they conserve water while brushing teeth?

L1 Q3. What did the daughter do when the father didn't turn off the water fast enough? What did she say?

L2 Q4. Why did the daughter say "The scientists need time"? What did she mean?

L2 Q5. Why does the author begin the essay with a personal anecdote about his daughter?

L3 Q6. "Growled" — Why not "said" or "told"? What does this word choice reveal?

L3 Q7. "Daily ritual" — Why "ritual" and not "habit" or "routine"?

L4 Q8. The daughter understood water conservation at age seven. Do you think children understand environmental issues better than adults sometimes? Why or why not?

L4 Q9. "The scientists need time" — Is buying time through conservation enough? Or do we need more than time?

Paragraph 2 — 女儿的话至今回响

That statement still rings in my ears today, not only because of her precociousness but also because she was exactly right. We need to conserve our resources to buy ourselves time so scientists can find new solutions to our problems. And this is especially true for water.

L1 Q10. Does the statement still affect the author today? Why?

L1 Q11. What do we need to do? What will it achieve?

L2 Q12. "Not only because of her precociousness but also because she was exactly right" — What are the two reasons? Which is more important?

L2 Q13. "Buy ourselves time" — What does "buy time" mean? Why is time something you can "buy"?

L3 Q14. "Rings in my ears" — What sensory metaphor is this? Why use sound rather than sight?

L3 Q15. "And this is especially true for water" — Why does the author add this sentence? What does it achieve structurally?

L4 Q16. The author's daughter was "exactly right." Do children sometimes see truths that adults miss? Can you think of an example?

Paragraph 3 — 水：21 世纪最重要的资源

Water is on track to be the most important and most contentious resource of the 21st century. It could replace oil as the strategic resource that triggers geopolitical conflicts. But with the right solutions, it could also be the one that brings us all together.

L1 Q17. What is water "on track" to become? What two adjectives describe it?

L1 Q18. What could water replace? What are the two possible outcomes?

L2 Q19. Why does the author compare water to oil? What did oil represent in the 20th century?

L2 Q20. "But with the right solutions, it could also be the one that brings us all together" — Why "also"? What does this word imply?

L3 Q21. "On track" — What does this phrase imply? Is the outcome predetermined?

L3 Q22. The paragraph presents a choice: conflict or cooperation. How does this structure function rhetorically?

L4 Q23. Do you think water will replace oil as the trigger for geopolitical conflicts? Or is the comparison exaggerated?

L4 Q24. "Brings us all together" — Can a shared crisis create unity? Can you think of examples where a common threat united people?

Paragraph 4 — 斯莫利的人类十大问题

In 2003, the late Nobel Laureate Richard Smalley gave a lecture at Rice University's Energy & Nanotechnology Conference highlighting humanity's top 10 problems for the next 50 years. His list, in descending order of importance, was: energy, water, food, environment, poverty, terrorism and war, disease, education, democracy and population.

L1 Q25. Who was Richard Smalley? When and where did he give his lecture?

L1 Q26. List Smalley's top 10 problems in order. Where does water rank?

L2 Q27. Why does the author cite a Nobel Laureate? What does Smalley's authority add?

L2 Q28. Why is water ranked second, after energy? Why not first?

L3 Q29. "The late" — Why does the author add "the late"? What does it achieve?

L3 Q30. "In descending order of importance" — Why this ordering? What does it reveal about problem-solving?

L4 Q31. Smalley's list was made in 2003 for the "next 50 years." We're now 20+ years in. Has the list changed? Should anything be added or re-ranked?

L4 Q32. Do you agree with the ranking? Would you put water first? What would your top 3 problems be?

Paragraph 5 — 能源与水的因果链

The reason energy and water sit at the top, ahead of food and poverty, is that addressing them makes subsequent problems easier to deal with. Developing abundant sources of clean, reliable, affordable energy enables an abundance of clean water. An abundance of clean water enables food production and protects the environment. And so forth.

L1 Q33. Why do energy and water sit at the top of the list? What is the principle?

L1 Q34. Trace the causal chain: energy → ? → ? → ?

L2 Q35. Why does solving energy make solving water easier? What's the connection?

L2 Q36. "And so forth" — What does this phrase imply? What comes after food and environment?

L3 Q37. The paragraph uses a chain structure: A enables B, B enables C, C enables D. Why this structure? What does it achieve?

L3 Q38. "Clean, reliable, affordable" — Why three adjectives? What would happen if one were missing?

L4 Q39. The causal chain assumes that solving top problems automatically solves the rest. Is this always true? Can you think of exceptions?

L4 Q40. "Ahead of food and poverty" — Is it right to prioritize energy and water over poverty? Isn't poverty the root cause of suffering?

Paragraph 6 — 从能源冲突到水冲突

In many ways, the 1900s was the century of energy conflict. Now, the dawn of a new energy era is just around the corner — with the prices of solar power going down, and distributed generation and energy efficiency on the point of taking off — and we can foresee a time this century when water replaces energy as the next great challenge for humanity. Getting water right could clear the path to a fully liberated, healthy, and peaceful civilization.

L1 Q35. What was the 20th century called? What is "just around the corner"?

L1 Q36. What will replace energy as the next great challenge? What could it lead to?

L2 Q37. Why does the author say the new energy era is "just around the corner"? What evidence does he give?

L2 Q38. "Getting water right" — What does "getting right" mean? Why not "solving"?

L3 Q39. "The dawn of a new energy era" — What metaphor is this? Why "dawn"?

L3 Q40. "Fully liberated, healthy, and peaceful civilization" — Why three adjectives? What does each represent?

L4 Q41. The author says water will replace energy as the next great challenge. Do you agree? Or will energy remain the top challenge?

L4 Q42. "Getting water right could clear the path to a peaceful civilization." Is this too optimistic? Can water alone bring peace?

Paragraph 7 — 水的复杂性

But water is complicated. First, there's no alternative. There are alternatives to coal and petroleum, but water cannot be replaced. Second, water is intertwined with every other sector of society. Energy production requires water for cooling power plants and fracturing shale. Agriculture needs water for irrigation. Industry and cities use trillions of gallons of water for all sorts of purposes. Third, water demands are growing at the same time supplies are fluctuating. Climate change is expected to intensify droughts and floods while shifting where water will be and when. That means humanity will be confronted with decisions about whether to move people to water or water to people.

L1 Q43. What three reasons make water complicated? List them.

L1 Q44. What does energy production need water for? What does agriculture need it for?

L1 Q45. What decision will humanity face about water and people?

L2 Q46. Why is "no alternative" the first and most fundamental complication? What does it mean for water's importance?

L2 Q47. "Move people to water or water to people" — What does this mean? Give examples of each approach.

L3 Q48. The paragraph uses a three-part structure (First, Second, Third). Why this organizational choice?

L3 Q49. "Intertwined" — Why this word instead of "connected" or "related"?

L4 Q50. "Move people to water or water to people" — Which approach do you think is better? What are the trade-offs?

L4 Q51. The paragraph says climate change will "shift where water will be and when." How might this affect your region?

Paragraph 8 — 解决方案：从大到小

Thankfully, there are solutions. Some are large, incredibly expensive, and energy-intensive, such as building cross-continent water-transfer aqueducts, new hydroelectric dams, and massive desalination plants. Some are small, such as using micro water harvesters that condense water vapor out of the air. All of them take a while.

L1 Q46. What two categories of solutions does the author describe? Give examples of each.

L1 Q47. What does the author say about all solutions? What do they have in common?

L2 Q48. Why does the author present both large and small solutions? What's the argument?

L2 Q49. "All of them take a while" — Why is this sentence important? How does it connect to Para 1?

L3 Q50. "Thankfully" — Why does the author use this word? What tone does it set?

L3 Q51. The paragraph contrasts "large" and "small" solutions. Why this binary? What does it exclude?

L4 Q52. "All of them take a while" — Given that solutions take time, what should we do NOW? Is conservation enough?

L4 Q53. Which type of solution — large or small — do you think is more promising? Why?

Paragraph 9 — 肯尼迪的预言

In April 1961, President John F Kennedy said, "If we could ever competitively — at a cheap rate — get freshwater from saltwater, it would be in the long-range interest of humanity and would really dwarf any other scientific accomplishments." That was one month before his famous moon-shot speech. Before the decade was over, we sent man to the moon and back. But we still haven't found a solution as to how to get freshwater from saltwater without a lot of money and energy. That's mainly because our great innovation apparatus has not been dedicated to water. Research budgets have prioritized energy, defense, and health while mostly ignoring water, even though fixing water would help our energy, defense, and health problems. If we spent as much money looking for water on Earth as we do searching for it on Mars, the outcomes might be very different.

L1 Q54. When did Kennedy make his statement? What was his famous speech one month later?

L1 Q55. What did Kennedy say about getting freshwater from saltwater? What would it achieve?

L1 Q56. What is the irony? What did we achieve, and what did we fail to achieve?

L2 Q57. Why does the author compare desalination to the moon landing? What's the argument?

L2 Q58. "Research budgets have prioritized energy, defense, and health while mostly ignoring water" — Why have these areas been prioritized? What does this reveal about priorities?

L3 Q59. "If we spent as much money looking for water on Earth as we do searching for it on Mars" — What is the author's point? Is this a criticism of space exploration?

L3 Q60. "Dwarf any other scientific accomplishments" — Why "dwarf"? What does this word imply about the scale of desalination?

L4 Q61. The author implies we should spend less on space and more on water. Do you agree? Or are both important?

L4 Q62. Kennedy made this statement in 1961 — over 60 years ago. Have we made progress on desalination? Or are we still where we were?

Paragraph 10 — 结语：节约争取时间

In the end, we can solve the water problem. But we need aggressive conservation that will buy us time while our inventors get to work.

L1 Q57. Can we solve the water problem? What do we need to do?

L1 Q58. What are the two parallel actions needed? Who does each?

L2 Q59. "Aggressive conservation" — Why "aggressive"? What does this word imply?

L2 Q60. How does this final paragraph connect to Para 1 (the daughter's statement)?

L3 Q61. "In the end" — Why this phrase? What does it achieve?

L3 Q62. "While our inventors get to work" — Why "our" inventors? What does this pronoun achieve?

L4 Q63. The essay ends with a call for "aggressive conservation." What does aggressive conservation look like in practice? What would you change in your daily life?

L4 Q64. The essay argues that conservation + innovation = solution. Do you agree? Or is there a third element missing (e.g., policy, education, justice)?

Unit 6: Going Offline — 14 Days with (Almost) No Internet

Paragraph 1 — 米勒的断网实验

Last year, Paul Miller made waves online when he published his article detailing a unique personal experiment: going one full year with absolutely no internet.

L1 Q1. Who is Paul Miller? What did he do last year?

L1 Q2. How long was Miller's experiment? What was the condition?

L2 Q3. Why does the author say Miller "made waves" online? What does this idiom imply?

L2 Q4. Why does the author begin with Miller's story instead of his own? What function does Miller serve?

L3 Q5. "Absolutely no internet" — why "absolutely"? What does this word achieve?

L3 Q6. The paragraph is one sentence. Why such brevity for the opening?

L4 Q7. Could you go one full year with absolutely no internet? What would be the hardest part?

L4 Q8. Miller's article about disconnecting went viral online. Is this ironic? What does it say about our relationship with technology?

Paragraph 2 — 众人的期待

Of course, at the time, what we all wanted to know was what amazing discoveries Miller had made from his 365 days offline.

L1 Q9. What did everyone want to know from Miller's experiment?

L2 Q10. "Of course" and "what we all wanted to know" — Why does the author use "we"? Who is "we"?

L2 Q11. "Amazing discoveries" — Why "amazing"? What expectation does this word create?

L3 Q12. The paragraph is one sentence — a question framed as a statement. Why this structure?

L3 Q13. "365 days" — Why not "a year"? What does the specific number achieve?

L4 Q14. "What we all wanted to know" — Do you think society expects too much from digital detox? Is going offline supposed to be transformative?

Paragraph 3 — 米勒的意外发现

As it turns out, despite a promising first few months of the experiment (during which he lost weight, took time to smell the flowers and wrote a lot of stuff), what Miller discovered in the end was that the very technology he'd begun to criticize actually had very little, if anything, to do with his life's problems. In fact, Miller realized that without the net he had started becoming even more "out of touch with life."

L1 Q15. What happened during the first few months? List three positive effects.

L1 Q16. What did Miller discover in the end? Was it what everyone expected?

L2 Q17. "As it turns out" — What does this phrase signal? How does it change the direction?

L2 Q18. "The very technology he'd begun to criticize" — Why "very"? What does this word emphasize?

L3 Q19. "Took time to smell the flowers" — What does this idiom mean? Why use it here?

L3 Q20. "Out of touch with life" is in quotation marks. Why? Whose words are these?

L4 Q21. Miller found that technology wasn't his problem. Do you agree? Is technology usually the problem, or is it how we use it?

L4 Q22. Miller became "out of touch with life" without the internet. Can being offline actually make you MORE disconnected? How?

Paragraph 4 — 作者自己的断网实验

Last month, I went on my own digital detox. It was only two weeks, but it was the longest I've gone offline in 13 years.

L1 Q23. When did the author go on his digital detox? How long did it last?

L1 Q24. How does the author's experiment compare to Miller's?

L2 Q25. "Only two weeks" — Why "only"? Is the author downplaying his experiment?

L2 Q26. "13 years" — Why mention this specific number? What does it reveal?

L3 Q27. "My own digital detox" — "Own" connects to Miller's experiment. How does this word frame the author's experience?

L3 Q28. "Digital detox" — What metaphor is this? Why "detox"?

L4 Q29. The author went offline for two weeks. How long would you need to disconnect to feel the effects? A day? A week? A month?

L4 Q30. "13 years" of being continuously online. Has the internet been a net positive or negative in your life over the past decade?

Paragraph 5 — 为什么断网

Why did I do it? Throughout the last decade, I've been plugged in 24–7, living in a world where the line between digital and real gets a bit blurred at times. For a while I'd felt the urge to free myself from it all, and wanted to see what would happen then.

L1 Q31. What question does the author ask? How does he answer it?

L1 Q32. What does "plugged in 24-7" mean? How long has this been going on?

L2 Q33. "The line between digital and real gets a bit blurred" — What does "blurred" mean? Give an example.

L2 Q34. "For a while I'd felt the urge" — Why "urge" and not "decision" or "plan"?

L3 Q35. "Wanted to see what would happen then" — Why this open-ended framing? Why not a specific hypothesis?

L3 Q36. "Plugged in" — What image does this metaphor create? Why "plugged"?

L4 Q37. "The line between digital and real gets blurred." Can you identify moments when you can't tell if you're in digital or real life? What does this blurring feel like?

L4 Q38. The author felt an "urge" to disconnect. Have you ever felt this urge? What triggered it?

Paragraph 6 — CEO 的反思：适度

I haven't of course forgotten that I'm CEO of a social media company. My life's work is built around the belief that being connected makes our lives richer and more rewarding. Still, I'd forgotten one key lesson along the way: moderation. As more and more of my life was spent scanning social feeds, I realized that I needed to step back and get some perspective.

L1 Q39. What is the author's job? What is his life's work built around?

L1 Q40. What key lesson had he forgotten? What did he realize?

L2 Q41. Why does the author mention he's a CEO? What does this disclosure achieve?

L2 Q42. "Moderation" — Why is this the key lesson? What does moderation mean in this context?

L3 Q43. "Scanning social feeds" — Why "scanning" and not "reading" or "browsing"?

L3 Q44. "Step back and get some perspective" — What does "perspective" mean? Why is distance needed?

L4 Q45. The author is a CEO who advocates moderation. Is this hypocritical, or is it uniquely credible?

L4 Q46. "Moderation" — Is moderation possible with social media? Or is social media designed to be addictive, making moderation impossible?

Paragraph 7 — 墨西哥的 14 天

So on my winter vacation to Mexico, I took a break from being active on the internet for the entire trip. For a whole 14 days, I ate a lot of delicious seafood, surfed and fixed up my hut on the beach. I didn't go online except to check my email periodically — just to make sure an emergency wasn't unfolding while I was away.

L1 Q47. Where did the author go? How long was the trip?

L1 Q48. What three activities did the author do? What was the one exception to going offline?

L2 Q49. Why does the author mention specific activities (seafood, surfing, fixing hut)? What do these details achieve?

L2 Q50. "Just to make sure an emergency wasn't unfolding" — Why this exception? Does it undermine the detox?

L3 Q51. "Fixed up my hut on the beach" — Why "hut"? What image does this word create?

L3 Q52. "Surfed" — This word has a double meaning. What are the two senses? How do they connect?

L4 Q53. The author checked email for emergencies. Is this truly a "detox"? Or is it a modified diet?

L4 Q54. The author did physical activities (surfing, fixing). Is physical activity a necessary part of digital detox? Or can you detox while sitting still?

Paragraph 8 — 技术不是恶的

What I learned from my short experiment was actually not too unlike what Miller learned. I didn't end up discovering that technology is evil. In fact, I found myself reflecting on how living and breathing tech has let me experience some of the most rewarding moments of my life: I've seen world events unfold before my eyes over social networks; I've seen people using new technologies to stay in touch with their loved ones. I've also seen businesses finding new and innovative methods to connect with their clients through channels like LinkedIn.

L1 Q55. Did the author discover that technology is evil? What did he discover instead?

L1 Q56. How is the author's conclusion similar to Miller's?

L2 Q57. "Living and breathing tech" — What does this phrase mean? Why "breathing"?

L2 Q58. The author lists three examples of technology's value. Why three? What does each represent?

L3 Q59. "I didn't end up discovering that technology is evil" — Why frame it as a negative? What does this structure achieve?

L3 Q60. "Before my eyes" — Why this phrase? What does it add?

L4 Q61. The author lists positive examples of technology. Is this balanced, or is he rationalizing his own industry?

L4 Q62. "Living and breathing tech" — Is it possible to live and breathe something without being controlled by it? Or does total integration mean total dependence?

Paragraph 9 — 反讽：远离反而更感恩

The irony is that by stepping away from all things digital for a while, I actually felt even more appreciative of it. After all, technology is a part of me now and it's how I interact with many of the most important people in my life; it's also made me who I am both professionally and personally.

L1 Q63. What is the "irony" the author describes?

L1 Q64. What two roles does technology play in the author's life?

L2 Q65. Why is this "ironic"? What makes it ironic?

L2 Q66. "Technology is a part of me" — Why "part of me"? What does this phrase imply about identity?

L3 Q67. "It's made me who I am" — Is this healthy? Can technology shape identity? What are the risks?

L3 Q68. "Professionally and personally" — Why both? What does this duality achieve?

L4 Q69. "Stepping away made me more appreciative." Is this always true? Can stepping away also make you realize you don't need something?

L4 Q70. "Technology is a part of me." Do you feel this way? Is there a technology that's part of your identity?

Paragraph 10 — 过渡：其他教训

I learned a few other lessons from my short digital detox, which — as I dive back into my connected reality — I'll make sure to remember:

L1 Q71. What does the author say he learned? What is he diving back into?

L2 Q72. "As I dive back into my connected reality" — Why "dive"? What does this metaphor suggest?

L2 Q73. "I'll make sure to remember" — Why this phrase? What does it imply about the lessons?

L3 Q74. This paragraph is a transition — one sentence that introduces the remaining paragraphs. Why isolate it?

L3 Q75. "Connected reality" — Why not just "going online"? What does "reality" add?

L4 Q76. The author plans to "remember" the lessons. Do detox lessons typically last? Or do people revert to old habits?

Paragraph 11 — 零食与正餐的比喻

Snacking is fun, but it shouldn't replace full meals. With the digital explosion has come an excess of cheap, easy, and addictive pieces of online content for us to readily snack on. No wonder it's so easy to fall into the habit of spending hours online mindlessly moving from one tasty snack to another. The funny thing is that I found I didn't miss this kind of online snacking at all during my 14 days offline. In fact, what I started to crave in the absence of snacky content was longer, thoughtful articles and good books, reading that nourishes my mind.

L1 Q77. What metaphor does the author use? What are "snacks" and "full meals"?

L1 Q78. What did the author find during his 14 days offline? What did he start to crave?

L2 Q79. Why is the snacking metaphor effective? What makes it apt for online content?

L2 Q80. "Mindlessly moving from one tasty snack to another" — Why "mindlessly"? What does this word reveal?

L3 Q81. "Nourishes my mind" — Why "nourishes"? How does this word connect to the food metaphor?

L3 Q82. "In the absence of snacky content" — Why "absence"? What does this word imply?

L4 Q83. The author replaced "snacks" with "full meals." Is this realistic for most people? Or do we need both?

L4 Q84. "Snacking is fun, but it shouldn't replace full meals." Do you agree? What's the right balance between snacks and meals in your digital diet?

Paragraph 12 — 深度阅读的力量

Numerous studies have proven that such reading can improve brain function; some have even suggested it can make you a better person. So instead of funny cat pictures, dive into some of the great "long reads" that show up on your screen — stuff that actually changes how you look at the world. Better yet, pick up a novel or read a book about a topic that can benefit you in some way, whether it's related to your job or your passions.

L1 Q85. What have studies proven about deep reading? What can it do?

L1 Q86. What does the author recommend instead of cat pictures? What's the "better yet" option?

L2 Q87. "Make you a better person" — What does this mean? How can reading make you better?

L2 Q88. "Whether it's related to your job or your passions" — Why these two categories? What does each offer?

L3 Q89. "Dive into" — Why "dive" again (used in Para 10)? What connects the two uses?

L3 Q90. "Stuff that actually changes how you look at the world" — Why "stuff"? Why not "content" or "articles"?

L4 Q91. "Make you a better person" — Do you believe reading can make you morally better? Or is this an overstatement?

L4 Q92. The essay ends with a recommendation: read long-form content. Is this practical advice? Or is it unrealistic given most people's habits?