全新版大学进阶英语综合教程 第二版 第一册
逐段问题与练习设计·完整合集（**Unit 1-2-4-5-6**）

设计说明

本设计覆盖课文全部 8 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

- ◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who
- ◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系
- ◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图
- ◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

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.

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

→ He was born in England with perfect hearing — no hearing issues at all at birth.

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

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

→ 1990 (age 5): moved to US, started ear infections every 3 months
→ Third infection: parents couldn't pay for treatment (no health insurance)
→ Right ear went deaf; left ear left with 50% hearing
→ Over time: left ear dropped to 20%
→ Today: 20% hearing in left ear, right ear completely deaf

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

→ Because the family didn't have health insurance at the time. When he got the third infection, the cost of treatment was beyond what they could afford out of pocket.

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

→ (1) Family moved to US → no health insurance → couldn't pay for treatment
(2) Untreated infections → progressive hearing loss (50% → 20%)
(3) Doctors predicted total deafness → but he still has 20% hearing → "I think I'm doing pretty well"

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

→ It reveals optimism and resilience. Instead of complaining about losing his hearing, he frames his current condition (20% hearing) as a positive outcome compared to the doctor's prediction of total deafness. He chooses to focus on what he still has, not what he has lost.

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

→ He uses the doctors' prediction as a contrast to highlight his current condition — he still has 20% hearing, which exceeds medical expectations. This serves two purposes: (1) it shows the severity of his condition (doctors expected total deafness), and (2) it frames his situation as a kind of victory, making his optimism more powerful.

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?

→ (Open answer / Discussion) Students should reflect on the gap between medical access and outcomes, and on the psychological strength required to reframe a loss as a gain. The question encourages empathy and self-awareness about resilience.

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?

→ (Discussion) Starting with the cause of deafness establishes the central conflict of the story — a DJ who cannot hear. It creates dramatic tension: the reader wonders how someone who lost hearing can become a DJ. Beginning with adversity also makes the later success story more compelling and emotionally resonant.

语言练习 · **Para. 1**

① 词汇语境：根据上下文猜词义并选择正确解释

a) "ear infections" — A) 耳朵感染 B) 耳朵手术 C) 耳朵整形

b) "health insurance" — A) 健康检查 B) 医疗保险 C) 健康证明

c) "predicted" — A) 治疗 B) 预言/预测 C) 阻止

d) "treatment" — A) 待遇 B) 治疗 C) 处理

② 句意转述：用自己的话改写下面的句子

"My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well."

参考答案：Doctors expected me to lose all hearing by this point, but I still have some — so I consider myself fortunate.

③ 翻译：将下面句子翻译成中文

"I went deaf in my right ear and was left with 50 percent hearing in my left."

参考答案：我的右耳全聋了，左耳只剩下 50%的听力。

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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.

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

→ Music was always playing in his house. His father was a DJ who played a wide range of genres — disco, folk, dance, rock, and international music. Robbie grew up listening to Metallica, Led Zeppelin, Bob Marley, and Michael Jackson.

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

→ On his 18th birthday, his father asked him to deejay at the restaurant his father owned. He did it for a few weeks and became hooked.

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

→ The specific names show the diversity and richness of his musical upbringing. These artists span rock, reggae, and pop — suggesting his musical taste was broad and not limited to one genre. This detail establishes that his passion for music was deep-rooted and genuine, not a random career choice.

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

→ Para. 1 presents loss (hearing loss), while Para. 2 presents gain (musical environment). Despite losing his hearing, Robbie was surrounded by music from childhood. This contrast is ironic and powerful — the very sense he was losing (hearing) was the one most cherished in his home environment. This tension drives the entire narrative.

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

→ "Hooked" means he became deeply addicted or captivated. It implies an instant, powerful attraction — not just casual interest. The word suggests that deejaying gave him something he craved, possibly a way to reconnect with the music world that his hearing loss had threatened to take away.

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

→ (Discussion) His father, being a DJ himself, likely recognized Robbie's musical passion and wanted to give him a meaningful experience rather than a material gift. It may also have been a way to show confidence in Robbie — that his hearing loss didn't disqualify him from the family trade. This act of trust became a turning point in Robbie's life.

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

→ It shows curiosity, drive, and a growth mindset. Being "hooked" wasn't enough — he immediately wanted to improve. This sentence is the bridge between passive enjoyment and active pursuit, setting up his decision to seek professional training in Para. 3.

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?

→ (Open answer / Discussion) Students share personal experiences of unexpected passion. The goal is to connect Robbie's story to their own lives and reflect on how opportunities can shape life directions.

语言练习 · Para. 2

① 词汇语境

a) "hooked" — A) 受伤的 B) 上瘾的/着迷的 C) 挂住的

b) "disco" — A) 迪斯科 B) 讨论 C) 光盘

c) "folk" (music) — A) 民间音乐 B) 爵士乐 C) 古典乐

② 句意转述

"After doing that for a few weeks, I was hooked."

参考答案：After deejaying at the restaurant for a few weeks, I became completely captivated by it.

③ 讨论：Why does the author mention his father was a DJ? What narrative function does this serve?

参考答案：It explains why music was always present in his home, establishes a family connection to the DJ world, and shows that his entry into deejaying was natural — not a random choice but an extension of his upbringing.

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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.

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

→ He e-mailed DJ Shiftee, a well-known New York City DJ, when he was 25. DJ Shiftee wrote back the next day accepting the challenge. He tutored Robbie twice a week for two years.

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

→ He practiced 4 hours a day. With tutoring twice a week for two years:

• Tutoring sessions: 2 × 52 × 2 = 208 sessions

• Self-practice: 4 hours × 365 × 2 = 2,920 hours (minimum)

• Total: well over 3,000 hours in two years — approaching the "10,000-hour rule" for mastery if sustained.

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

→ By framing it as a challenge rather than a request for pity or accommodation, Robbie appealed to DJ Shiftee's competitive spirit and professional pride. It positioned Robbie not as a victim seeking help, but as someone offering an interesting problem to solve. This approach shows emotional intelligence — he knew how to motivate the person he needed.

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

→ It shows DJ Shiftee was confident, adventurous, and open-minded. The quick response suggests he was intrigued rather than deterred by the idea of teaching a deaf person. It also implies he respected Robbie's directness and saw the challenge as professionally interesting, not as charity.

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

→ It means that after extensive practice (4 hours/day for 2+ years), Robbie's hands and body could perform DJ techniques automatically, without conscious thought. This is significant because it shows how he compensated for hearing loss — through physical training so thorough that technique became instinct. His body learned what his ears couldn't fully guide.

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

→ The specific numbers serve as evidence of dedication. They transform a vague "he worked hard" into a concrete, verifiable record of effort. The numbers also create a sense of credibility — this is not an overnight success story, but the result of sustained, disciplined effort. The precision mirrors the discipline itself.

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?

→ (Discussion) The gap suggests that Robbie didn't rush into professional training. He spent years developing his passion independently before seeking formal mentorship. This shows patience and self-awareness — he knew he needed more, but waited until he was ready to commit to serious training. It also shows that dreams don't have an expiration date.

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?

→ (Open answer / Discussion) Students practice writing a persuasive request. Key elements: show you've done your homework, frame the request as mutually interesting, be specific about commitment (time, effort), and avoid sounding like you're asking for favors.

语言练习 · **Para. 3**

① 词汇语境

a) "tutored" — A) 辅导/教授　B) 跟随　C) 观察

b) "technique" — A) 科技　B) 技巧/技术　C) 工具

c) "muscle memory" — A) 肌肉记忆　B) 肌肉力量　C) 肌肉放松

② 句意转述

"Now when I'm performing, muscle memory takes over."

参考答案：Now during performances, my body moves automatically based on years of training — I don't need to think about each action.

③ 翻译

"He tutored me twice a week for two years, helping me develop correct technique."

参考答案：他每周辅导我两次，持续了两年，帮助我掌握了正确的技巧。

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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.

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

→ He wouldn't tell the managers he was deaf. He would just show up, introduce himself, and start playing. He wanted to be hired for his skills, not out of sympathy for his disability.

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

→ They were always surprised. Sometimes they wouldn't believe him, so he had to bring doctor's notes as proof.

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

→ Because he wanted his skills to be recognized on their own merit. Being hired out of sympathy would mean his disability, not his talent, was the reason — which would undermine his sense of achievement and professional identity. This reflects a desire for genuine respect rather than pity.

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

→ The nickname is double-edged. On one hand, it made him recognizable and memorable — "Deaf DJ" became his brand. On the other hand, it reduced his identity to his disability: he was "deaf" first, "DJ" second. The phrase "the name stuck" suggests he didn't choose it — society assigned it to him. Whether he embraced it or resisted it is left ambiguous.

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

→ The dialogue is dramatic and ironic. The manager offers payment (a moment of success — Robbie completed the job), but Robbie's response reveals his secret. The word "Oh" appears twice — first casual, then surprised. The exchange is effective because it compresses the entire tension of hiding a disability into a brief, vivid moment. It also adds humor, making the serious topic accessible.

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

→ "Stuck" implies permanence — the name became attached to him whether he wanted it or not. It suggests a loss of control over his own identity. However, the fact that he includes this detail in his story suggests he has come to terms with it, perhaps even embraced it as part of his narrative. The word carries both resignation and acceptance.

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

→ (Discussion) Arguments for: he wanted to be judged on merit, not pity; it protected his dignity. Arguments against: it could be seen as deceptive; it created awkward moments. The question raises broader issues about disability disclosure in the workplace — when is it an individual's right to keep private, and when does it become a practical necessity?

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?

→ (Open answer / Discussion) Students reflect on labels they've been given (e.g., "the quiet one," "the smart one," "the foreign student") and how labels shape identity. The goal is to connect Robbie's experience with "that Deaf DJ" to their own lives.

语言练习 · **Para. 4**

① 词汇语境

a) "reassurance" — A) 保证/安心　B) 拒绝　C) 理由

b) "sympathy" — A) 同情　B) 赞美　C) 嫉妒

c) "stuck" (the name stuck) — A) 被贴上/固定了　B) 被删除了　C) 被忘记了

② 句意转述

"It was reassurance that they were giving me jobs because I was good, not out of sympathy."

参考答案：It confirmed that I was being hired for my talent, not because people felt sorry for me.

③ 角色扮演：Work in pairs. Student A is a club manager who just discovered Robbie is deaf. Student B is Robbie. Act out the conversation. Try to include: surprise, disbelief, and Robbie's explanation.

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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.

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

→ He sets up one speaker facing his left side (his good ear, which has 20% hearing) and turns it up to maximum volume. The bass speakers are placed on the floor behind him, so he can hear lower frequencies and feel the beat through his feet.

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

→ (1) Left ear — hears the music from the speaker facing it (louder volume)
(2) Feet — feels the beat and lower frequencies from the bass speakers on the floor
(3) Whole body — feels the energy of the song and the crowd's reaction

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

→ Because bass frequencies produce strong physical vibrations that travel through solid surfaces. By placing bass speakers on the floor, Robbie can feel the low-frequency beats through his feet — compensating for what his damaged ears can't hear. The floor becomes a secondary "ear."

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

→ The setup is precisely calibrated to his hearing profile: the left-side speaker targets his only functioning ear, while the floor bass compensates for frequencies his ears can't process. Every element of the setup is a direct response to his specific hearing loss pattern — it's a customized adaptation, not a generic solution.

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

→ For most people, a song "comes to life" through the ears. For Robbie, it comes to life through a combination of residual hearing (left ear), physical vibration (feet), and emotional energy (crowd). The phrase suggests that his experience of music is actually more multi-sensory and immersive than ordinary hearing — he doesn't just hear the music, he becomes part of it physically.

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

→ The shift to "you" directly involves the reader, as if saying "you would feel it too." It breaks the boundary between narrator and audience, inviting the reader to imagine the experience. This technique also suggests that the sensation is universal — anyone standing there would feel the energy, not just Robbie. It makes his experience relatable rather than unique to his disability.

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?

→ (Discussion) Examples: Beethoven composed while deaf; Stevie Wonder plays piano blind; dyslexic thinkers often excel at spatial reasoning. The question encourages students to see limitations as catalysts for creativity rather than pure obstacles.

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?

→ (Open answer / Activity) Students experience music through touch and vibration. The goal is to realize how much information exists beyond hearing — and how much we normally ignore. This activity directly connects to Para. 7's invitation to "cover your ears."

语言练习 · Para. 5

① 词汇语境

a) "frequencies" — A) 频率 B) 频道 C) 频繁

b) "bass" — A) 高音 B) 低音 C) 中音

c) "comes to life" — A) 变活了/生动起来 B) 结束了 C) 变大了

② 句意转述

"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."

参考答案：I place the bass speakers on the floor behind me, which lets me pick up low frequencies through my feet as physical vibrations.

③ 画图练习：Draw a diagram showing how Robbie's speaker setup works. Label: left ear, bass speakers, floor, feet, vibration path. Compare with a partner.

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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.

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

→ He uses software that converts music into colored lines on a computer screen. Each color represents a different element: red = bass, blue = snare, green = vocals or melody.

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

→ • Red = bass — red is intense and powerful, matching the heavy, dominant nature of bass
• Blue = snare — blue is sharp and crisp, like the sharp hit of a snare drum
• Green = vocals/melody — green is organic and flowing, matching the human, melodic quality of vocals
(Note: the color choices may be software defaults, but the associations are psychologically fitting.)

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

→ It is a deliberate paradox — "visually" and "hearing" seem contradictory, but for Robbie, seeing colors on screen IS his way of hearing. The phrase challenges the assumption that hearing must happen through ears. It expands the definition of "hearing" to include any sensory perception of music.

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

→ Para. 5 shows Robbie hearing through touch (feet/vibration) and residual hearing (left ear). Para. 6 adds a third channel: sight. Together, the two paragraphs show that Robbie has built a multi-sensory system for music — touch, sight, and partial hearing work together. Each paragraph adds a layer, building toward the complete picture of how he performs.

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?

→ His motivation is creative, not compensatory. He doesn't deejay despite being deaf — he deejays because he loves the creative possibilities of the equipment. The listing of tools (machine, turntables, mixer) shows he thinks of deejaying as a craft with specific instruments. His passion comes from what he can create, not from overcoming his disability.

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

→ The list makes the abstract idea of "creativity" concrete. Instead of saying "I love being creative," Robbie grounds it in physical tools — the reader can picture the setup. The list also shows that creativity, for Robbie, is tied to mastery of tools: he needs to know his equipment intimately to compensate for his hearing loss. The tools are his "ears."

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?

→ (Discussion) Arguments for: technology compensates for biological limitations, enabling talents that would otherwise be inaccessible. Arguments against: it creates dependency on specific tools and access to technology (which not everyone can afford). The question connects to broader debates about assistive technology and equity.

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?

→ (Open answer / Creative task) Students brainstorm sensory-substitution devices. Examples: translating touch into sound for visually impaired people, translating emotion into color for neurodivergent individuals. The goal is to think creatively about sensory adaptation.

语言练习 · **Para. 6**

① 词汇语境

a) "snare" — A) 军鼓/小鼓 B) 吉他 C) 钢琴

b) "vocals" — A) 人声/演唱 B) 乐器 C) 节奏

c) "melody" — A) 旋律 B) 和声 C) 节拍

d) "turntables" — A) 唱机/转盘 B) 桌子 C) 音箱

② 句意转述

"I'm visually hearing the music."

参考答案：I am seeing the music through colors on a screen, which functions as my way of hearing it.

③ 创意写作：Write 2-3 sentences describing how you would explain "music" to someone who has never heard sound. Use at least two senses other than hearing.

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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.

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

→ He asks the reader to cover their ears the next time they go dancing. He says they will start using their other senses and discover they can hear music in a different way.

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

→ "You'll" appears three times: "you'll feel," "You'll start using," "You'll start seeing." The repetition creates a sense of certainty — Robbie is confident the reader will experience what he describes. It also creates a step-by-step progression: feel → use other senses → see differently. The repetition builds momentum, like a set of instructions.

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

→ Until Para. 7, the text is a first-person narrative — Robbie tells his own story. In Para. 7, he suddenly turns to the reader and says "you." This shift transforms the reader from a passive listener to an active participant. Robbie is no longer just sharing his experience — he's inviting the reader to share it. It makes the message personal and immediate.

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

→ Step 1: Invitation — "cover your ears" (try the experiment)
Step 2: Prediction — "you'll feel a little bit of how I do it" (you'll understand me)
Step 3: Escalation — "You'll start using your other senses" (discovery)
Step 4: Insight — "You'll start seeing that you're able to hear the music in a different way" (paradigm shift)
Step 5: Conclusion — "Music is not all about hearing" (universal truth)
The structure moves from action → experience → realization → principle.

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

→ After the detailed descriptions of speakers, vibrations, colors, and techniques in Paras. 5-6, this single sentence distills everything into a universal truth. Its brevity gives it weight — it sounds like a manifesto. It also subverts the reader's assumption: most people equate music with hearing, but Robbie asserts that music transcends any single sense. It's the thesis of the entire article.

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

→ The brevity mirrors the directness of the message. After detailed technical explanations (Paras. 5-6), a short, punchy paragraph creates rhetorical impact. It also reflects the simplicity of the experiment — just cover your ears. The short form makes the paragraph memorable and quotable, functioning as the emotional climax of the article.

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.

→ (Open answer / Discussion) Examples: "Education is not all about grades." "Love is not all about words." "Success is not all about money." The exercise encourages students to transfer Robbie's insight — that the conventional understanding of something may be too narrow — to other domains.

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?

→ (Open answer / Activity) Students conduct the experiment and reflect. The goal is experiential learning — moving from intellectual understanding to embodied experience. This activity directly connects to the Bridge-in (Slide 5) and creates a full-circle moment.

语言练习 · Para. 7

① 词汇与结构

a) "cover your ears" — A) 捂住耳朵 B) 洗耳朵 C) 打耳朵

b) "in a different way" — A) 以不同的方式 B) 以相同的方式 C) 以困难的方式

② 句意转述

"Music is not all about hearing."

参考答案：Music can be experienced through senses beyond just hearing — it is a multi-sensory experience.

③ 仿写：Follow the structure of Para. 7 to write a short paragraph inviting someone to experience something familiar in a new way.

Structure: Invitation → Prediction → Escalation → Insight → Universal truth

Example: "The next time you eat, close your eyes. You'll taste flavors you never noticed. You'll start using your other senses. Food is not all about seeing."

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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?"

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

→ He plays all sorts of get-togethers — from college parties to corporate events. Besides performing, he visits elementary schools for the deaf to talk to students about motivation and self-belief. He also speaks to parents, encouraging them to let their children chase their dreams.

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

→ (1) Students at deaf schools — he shares his story as a role model, showing that deafness doesn't limit possibilities.
(2) Parents of deaf children — he advises them to support their children's dreams.
He speaks to both because success requires support from both sides: the child needs self-belief, and the parent needs to provide encouragement and permission. Changing only one side isn't enough.

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

→ Because deaf children are at the age when they're forming their sense of what's possible. By visiting them early, Robbie can show them a real-life example of someone who turned deafness into a strength. Elementary school is also when parents are most anxious about their deaf children's futures — Robbie's visit reassures both children and parents simultaneously.

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

→ "Big on" means he considers it important — he prioritizes it. This shows Robbie understands that parents are the gatekeepers of children's dreams. A deaf child may have motivation, but if parents are overprotective or pessimistic, the child's dreams can be stifled. Robbie targets the root cause — parental attitudes — not just the symptoms.

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

→ The line is powerful because it's both a statement of identity and a challenge. "I'm a deaf DJ" — he owns both labels without apology. "So why not?" — he turns his story into a universal question: if I can do this, what's stopping you? The rhetorical question invites the reader to examine their own excuses. It's humble (he doesn't say "if I can do it, anyone can") yet provocative. The article ends not with a statement but with a question — leaving the reader to answer it.

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

→ Para. 1: A boy loses his hearing — victim of circumstance and poverty.
Para. 8: A man uses his deafness as a platform to inspire others — agent of change.
The journey is from passive victim to active advocate. He doesn't just overcome his disability — he transforms it into a mission. The boy who couldn't afford treatment became the man who tells parents "let your kids chase their dreams." The circle is complete: what was taken from him (hearing) became what he gives to others (hope).

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?

→ (Discussion) This question pushes students beyond simple inspiration to critical thinking. While Robbie's message is empowering, not all dreams are equally realistic or healthy. Students should consider: When should parents encourage dreams vs. guide toward more practical paths? What's the difference between supporting and pushing? Who decides what's "realistic"?

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

→ (Open answer / Discussion) Students formulate their own questions, which requires them to engage deeply with the text and identify what resonates with them personally. The quality of the question reveals the depth of their engagement.

语言练习 · **Para. 8**

① 词汇语境

a) "get-togethers" — A) 聚会/活动 B) 会议 C) 比赛

b) "corporate events" — A) 企业活动 B) 公司会议 C) 商业谈判

c) "motivation" — A) 动力/动机 B) 运动 C) 情感

d) "I'm big on" — A) 我很重视 B) 我很大 C) 我擅长

② 句意转述

"My advice to you is to let [your kids] chase their dreams. I'm a deaf DJ, so why not?"

参考答案：I tell parents to allow their children to pursue what they love. After all, I became a DJ despite being deaf — so what's stopping anyone else?

③ 写作：Write a short paragraph (50-80 words) answering Robbie's question: "Why not?" What dream would you chase if nothing held you back?

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综合练习 · 全文

I. 时间线排序（Chronological Order）

Arrange the following events in chronological order. Write the correct sequence (1-8).

___ Robbie's family moved to the United States.

___ Robbie started getting ear infections.

___ Robbie's father asked him to deejay at his restaurant.

___ Robbie e-mailed DJ Shiftee for tutoring.

___ Robbie started deejaying at clubs without telling managers he was deaf.

___ Robbie's hearing dropped to 20 percent.

___ Robbie began visiting elementary schools for the deaf.

___ Robbie practiced deejaying four hours a day.

参考答案：2, 1, 3, 4, 8, 5, 6, 7

II. 课文填空（Cloze）

Complete the passage with words from the text.

Robbie Wilde was born in _____ with perfect _____. After moving to the US at age five, he suffered repeated ear _____. Without health _____, his family couldn't afford treatment, and he lost hearing in his right ear. His left ear eventually retained only _____ percent hearing.

Despite this, Robbie grew up surrounded by _____. At 18, his father asked him to _____ at his restaurant. He was instantly _____. At 25, he contacted DJ _____ in New York and trained for two years. He learned to "hear" music through _____ (feeling vibrations in his feet), _____ (seeing colors on a screen), and _____ (feeling the crowd's energy).

Now Robbie performs at various events and visits _____ schools to inspire deaf children and their _____. His message: "I'm a deaf DJ, so _____?"

参考答案：England, hearing, infections, insurance, 20, music, deejay, hooked, Shiftee, touch, sight, emotion, elementary, parents, why not

III. 判断题（True or False）

1. ___ Robbie was born deaf in both ears. (F — born with perfect hearing)

2. ___ Robbie's father was also a DJ. (T)

3. ___ DJ Shiftee refused to teach Robbie at first. (F — accepted the challenge the next day)

4. ___ Robbie told club managers about his deafness before performing. (F — he didn't tell them)

5. ___ Robbie uses color-coded software to "visually hear" music. (T)

6. ___ Robbie believes music is only about hearing. (F — "Music is not all about hearing")

7. ___ Robbie only performs at college parties. (F — all sorts of get-togethers, including corporate events)

8. ___ Robbie encourages parents to let their deaf children chase dreams. (T)

IV. 讨论题（Discussion）

1. What is the central message of "Deaf DJ"? Is it about disability, music, dreams, or something else? Defend your answer with evidence from the text.

2. Robbie says "Limitations do not define you." Do you agree? Can you think of a situation where a limitation actually defined someone in a positive way?

3. If you could interview Robbie Wilde, what three questions would you ask? Why these questions?

4. The article is written in first person ("I"). How would it be different if it were written in third person ("Robbie Wilde was born...")? Which is more effective?

5. Connect this text to the unit theme "The Pursuit of Dreams." How does Robbie's story embody or complicate this theme?

V. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a challenge you faced and how you overcame it. Use chronological order (at least 3 time-order words).

Topic B: "Music is not all about hearing." Write about something that can be experienced in more than one way.

Topic C: Write a letter to Robbie Wilde. Tell him what you learned from his story and how it connects to your own life.

要求：① 至少使用 3 个时间顺序词（when I was..., after..., eventually, now...）② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰

设计说明

本设计覆盖课文全部 19 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

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

→ She is standing in line at a university registrar's office, witnessing a father taking charge of his son's registration.

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

→ (1) Her heart went out to him (sympathy) → (2) She felt uncomfortable → (3) She looked away (could not bear to watch).

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

→ From the son's perspective. The author imagines how the young man must feel — having your father take charge in a university setting, where you are supposed to be an adult, is humiliating. The word "humiliating" shows empathy: she feels his embarrassment vicariously.

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

→ Sympathy = feeling WITH someone (shared emotion); pity = feeling ABOVE someone (looking down). The author doesn't look down on the student — she feels WITH him, imagining his shame. This sets the tone: she is an observer who identifies with the student, not the parent.

L3 深层　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?

→ Starting with emotion immediately establishes the author's perspective — we see the scene through her feelings, not as a neutral observer. This is a first-person essay, and the emotional opening pulls the reader into the author's viewpoint before explaining what happened.

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

→ She is empathetic but not confrontational. Rather than intervening or judging aloud, she looks away — giving the student privacy in his humiliation. This shows emotional intelligence: she recognizes the discomfort but respects boundaries.

L4 评价　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?

→ (Discussion) Students reflect on their own experiences of vicarious embarrassment and the ethics of intervention.

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

→ (Discussion) The father likely means well — he's trying to help. But the author frames it as negative because he's doing what his adult son should do himself. The ambiguity is intentional: the essay explores well-intentioned but harmful parenting.

语言练习 · **Para. 1**

① 词汇语境

a) "humiliating" — A) 令人羞辱的　B) 令人兴奋的　C) 令人疲倦的

b) "take charge" — A) 掌管/负责　B) 收费　C) 充电

c) "heart went out to" — A) 心飞向　B) 同情/慰问　C) 心碎

② 句意转述

"How humiliating to be in a university registrar's office with your father taking charge."

参考答案：It must be extremely embarrassing for a university student to have their parent take control at the registration office — a place where they should be handling things themselves.

③ 翻译

"My heart went out to him. In fact, I felt so uncomfortable that I looked away."

参考答案：我对他充满同情。事实上，我感到如此不自在，以至于把目光移开了。

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

→ She is waiting for her own question to be answered at the registrar's office. Mentally, she reflects on how times have changed.

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

→ She is also a student or staff member at the university — she has her own business at the registrar's office. This means she is not just an outside observer; she belongs to the university community and has a personal stake in how students are treated.

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

→ The contrast between past and present: when she was a student (twenty years ago, as we learn later), parents did not accompany their children to university. Now, parents take charge. The brevity of the sentence mirrors the simplicity of the observation — things are obviously, unmistakably different.

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

→ (Discussion) "Times have changed" can be neutral (descriptive), nostalgic (things were better before), or critical (things have gotten worse). In this context, it carries a critical undertone — the change is not for the better.

语言练习 · **Para. 2**

① 词汇语境

a) "reflected on" — A) 反射　B) 反思/深思　C) 拒绝

b) "times" (how times have changed) — A) 次数　B) 时代　C) 时间

② 句意转述

"I reflected on how times have changed."

参考答案：I thought about how different things are now compared to the past.

③ 翻译

"我站在队伍里，等待回答自己的问题时，反思着时代如何变迁。"

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

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Paragraph 3 — 作者身份

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

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

→ She is as old as, or possibly older than, most faculty members at the university.

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

→ By establishing that she is the same age as faculty members, she positions herself as someone with life experience and professional standing — not a young student complaining. Her age gives her the authority to observe and critique parental behavior from a mature perspective.

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

→ The single-sentence paragraph creates a dramatic pause. After the emotional opening (Para. 1) and the reflection (Para. 2), this line establishes the author's credentials. It's a structural pivot: from observer to commentator. The brevity forces the reader to register this fact before the argument unfolds.

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

→ (Discussion) Students explore the relationship between age, experience, and wisdom. The goal is to recognize that the author's authority comes not just from age but from her specific experience as both a student and a university insider.

语言练习 · **Para. 3**

① 词汇语境

a) "faculty" — A) 全体教员　B) 学生　C) 家长

b) "if not older than" — A) 如果不比...老　B) 甚至可能比...更老　C) 不如...老

② 句意转述

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

参考答案：My age is comparable to, and possibly exceeds, that of most university teachers.

③ 翻译

"我和大多数教员一样大，甚至可能比他们还大。"

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

→ Exciting, liberating, and terrifying.

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

→ "That is, if our parents don't come with us." — Growth only happens if parents allow students to experience university independently.

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

→ She is contrasting her current age (as old as faculty) with her memory of being 18. "Nonetheless" means: despite being older now, I still remember what it was like. This bridges her authority (I'm experienced) with her empathy (I remember being young).

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

→ Yes. Exciting = the initial thrill (positive). Liberating = the freedom of independence (positive, deeper). Terrifying = the fear that comes with freedom (negative, honest). The progression moves from surface excitement to deeper freedom to honest fear — showing that growth is both wonderful and scary.

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

→ The first two sentences are warm and reflective. The final clause is a sharp, witty aside — almost a joke, but with a serious point. It shifts from nostalgic memory to pointed critique. The conditional "if" implies that the growth process can be disrupted by overprotective parenting.

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

→ The three experiences (exciting, liberating, terrifying) work together — they are "combined" by the student living through them. The implication is that growth comes from facing all three, not just the pleasant ones. If parents remove the "terrifying" part, the combination is broken.

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

→ (Discussion) Students reflect on their own fears about university life and whether facing fear is essential to personal development.

L4 评价　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?

→ (Discussion) This question forces students to evaluate the role of negative emotions in growth. Removing "terrifying" might feel good but could stunt development.

语言练习 · **Para. 4**

① 词汇语境

a) "nonetheless" — A) 虽然如此/但是　B) 从不　C) 少于

b) "liberating" — A) 令人解放的　B) 令人窒息的　C) 令人疲倦的

c) "combined" — A) 结合　B) 分开　C) 抵消

② 句意转述

"The first-year experience is exciting, liberating and terrifying, all combined to help us grow into adulthood."

参考答案：The mix of excitement, freedom, and fear in the first year of university works together to mature us into adults.

③ 翻译

"尽管如此，我确实记得 18 岁做本科生时是什么感觉。第一年的体验令人兴奋、令人解放也令人恐惧，这一切结合起来帮助我们成长为成年人。前提是，我们的父母不跟着来。"

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

→ He has some sort of registration problem. The author says it is "inevitable in the first year" — meaning registration problems are normal and expected for new students.

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

→ The woman feels embarrassed for the young man. The author knows because she feels the same way — "clearly felt, as I did." They share the same emotional reaction.

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

→ "Well-intentioned" = the father means well; he's trying to help. "Misguided" = his help is directed wrongly; he should be helping his son handle the problem, not handling it for him. The distinction is crucial: the essay is not attacking parents' love, but their method.

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

→ "Inevitable" means problems will happen — they are a natural part of the first year. This implies that dealing with problems IS part of the university experience. If parents solve all problems, students miss the learning that comes from struggling with bureaucracy.

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

→ "No doubt" means "certainly" — the author acknowledges the father's good intentions before criticizing his actions. This is a rhetorical strategy: by first acknowledging the positive intention, she makes her criticism more balanced and harder to dismiss. It shows she is fair-minded, not just angry.

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

→ Similar: "well-meaning but naive," "kind but clumsy," "smart but lazy." The pattern acknowledges a positive quality before introducing a negative one, making the criticism more nuanced and acceptable. It says: I see the good, but the result is still bad.

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

→ (Discussion) Students explore the gap between intention and outcome. Examples: overprotective parenting, helicopter teaching, well-meaning advice that misses the point.

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

→ (Discussion) Students role-play the counter worker's perspective. The goal is to think about professional boundaries and how to empower students without directly confronting parents.

语言练习 · Para. 5

① 词汇语境

a) "inevitable" — A) 不可避免的　B) 可能的　C) 可选的

b) "well-intentioned" — A) 出于好意的　B) 故意的　C) 无意的

c) "misguided" — A) 被误导的　B) 被引导的　C) 被遗弃的

d) "accompanied" — A) 陪同　B) 独自　C) 逃离

② 句意转述

"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."

参考答案：Both the counter worker and I felt awkward for the student, whose father — though undoubtedly meaning well — was actually making things worse by being there.

③ 翻译

"柜台前的年轻人遇到了某种注册问题。这在第一年是不可避免的。柜台后面的女士显然和我一样，为这个年轻人感到尴尬——他被他那无疑是出于好意、却被误导的父亲陪同着。"

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

→ The father is doing all the talking. The son is struggling to lift his eyes and look at the woman helping them — he can barely make eye contact.

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

→ She sees "a student who looked perfectly able to ask a few questions and get the information he needed." The student is capable — he just isn't being allowed to act.

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

→ He can't lift his eyes because of shame. Avoiding eye contact is a classic sign of embarrassment and powerlessness. He knows he should be handling this himself, but his father has taken over, and he can't challenge his father in public.

L2 推理　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?

→ "Painstakingly" means with great care and effort over a long time. It tells us confidence is not given — it is built slowly, piece by piece, through years of small achievements. This makes the destruction worse: years of building can be crushed in one moment at a counter.

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

→ Literally: the registrar's counter where registration happens. Metaphorically: the place where the young man's independence is being crushed by his father's overinvolvement. The counter becomes a symbol of the boundary between childhood and adulthood — a boundary the father is preventing his son from crossing.

L3 深层　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?

→ The movement is: What I see → What I think about → What I conclude. This order builds the argument step by step. If she started with the judgment ("he's perfectly able"), it would sound like an opinion. By starting with observation, then reflection, the judgment feels earned and grounded in evidence.

L4 评价　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?

→ (Discussion) Students consider whether the author is making assumptions. Perhaps the student has a disability, a language barrier, or anxiety. The question encourages nuanced thinking: the author's observation may be correct, but she doesn't have full information.

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

→ (Discussion) Confidence is built through overcoming challenges. If parents remove all challenges, confidence cannot develop. This connects to the essay's central argument: overparenting prevents the very confidence parents want to build.

语言练习 · **Para. 6**

① 词汇语境

a) "struggled to lift his eyes" — A) 努力抬起眼睛　B) 闭上眼睛　C) 转动眼睛

b) "painstakingly" — A) 煞费苦心地　B) 痛苦地　C) 迅速地

c) "crushed" — A) 被摧毁/压垮　B) 被建立　C) 被忽视

d) "perfectly able" — A) 完全有能力　B) 完美　C) 不太能

② 句意转述

"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."

参考答案：I thought about how the confidence he had slowly and carefully built up over the years was being destroyed right there at the registration counter.

③ 翻译

"父亲在说话，而儿子挣扎着想抬起眼睛看那位试图帮助他们的女士。我想着那些在少年时代煞费苦心建立起来的微小自信，以及它们如何在柜台前被摧毁。我看到的是一个看起来完全有能力自己问几个问题、获取所需信息的学生。"

◆◆◆

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

→ She grows very angry. She wants to shout at the father: "Oh, grow up, go home."

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

→ She doesn't shout because it's not her place — she's a stranger in line. The restraint reveals social norms: you don't confront other people's parents in public. But the fact that she WANTED to shows how strong her reaction is.

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

→ She's saying it to the DAD — the adult. The irony is that the father is acting less mature than his college-age son. "Grow up" is the author's message to the parent: you are the one who needs to mature, not your child.

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

→ The short paragraph creates a burst of emotion — like a sudden outburst that's immediately contained. The long, detailed observation in Para. 6 builds pressure; Para. 7 is the release valve. But it's an INTERNAL release — she only WANTS to shout, she doesn't actually do it.

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

→ (Discussion) Students evaluate whether anger is justified and whether internal anger without action is helpful or frustrating. The question explores the gap between feeling and doing.

语言练习 · **Para. 7**

① 词汇语境

a) "grow up" (reproach) — A) 成熟点　B) 长大　C) 起来

b) "shout at" — A) 对...喊　B) 对...笑　C) 对...点头

② 句意转述

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

参考答案：I felt like yelling at the father from where I stood: "Act your age and go home!"

③ 角色扮演：Work in pairs. Student A is the author, wanting to say something. Student B is a friend who tells A to calm down. Act out the conversation.

◆◆◆

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

→ She is in a seminar for 500 first-year teaching assistants. She is one of the TAs.

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

→ TAs are being told what to do when parents show up at their office to complain about marks or assignments given to their children.

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

→ The first shock was the scene at the registrar's office (Para. 1-7). The second shock is discovering that this is not an isolated incident — it's common enough that TAs need training to handle it. "Equally" connects the two shocks: the personal observation and the systemic revelation.

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

→ "A very real issue" means it's a genuine, widespread problem — not exaggerated or rare. "Very real" emphasizes that this isn't a perception or rumor; it's a fact that universities must deal with. The phrase elevates the scene from personal anecdote to systemic critique.

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

→ 500 TAs means 500 people who all need this training — implying the problem is massive. The number also creates scale: if 500 TAs across one university are dealing with parent complaints, how many parents are involved? The specificity makes the problem concrete and undeniable.

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

→ "And/or" is a legal/formal term meaning one or both. Using it here creates a slightly absurd, bureaucratic tone — as if parents are a formal category that requires official handling. It also implies

that sometimes it's one parent, sometimes both, sometimes Mom, sometimes Dad — the variety makes the problem feel pervasive.

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

→ (Discussion) Students practice professional boundary-setting. Key points: address the student, not the parent; explain grading criteria; refer to professor if needed; maintain professionalism.

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

→ (Discussion) Students debate the appropriate level of parental involvement in university. Where is the line between caring and overstepping?

语言练习 · **Para. 8**

① 词汇语境

a) "seminar" — A) 研讨会　B) 学期　C) 半圆

b) "complaining about" — A) 投诉/抱怨　B) 赞美　C) 询问

c) "marks" — A) 分数　B) 标记　C) 痕迹

d) "issue" — A) 问题　B) 期刊　C) 发行

② 句意转述

"It is a very real issue in universities these days."

参考答案：This is a genuine and widespread problem in universities today.

③ 翻译

"当我坐在一个 500 名一年级助教参加的研讨会上，被告知当妈妈和/或爸爸出现在你办公室，抱怨你给他们孩子打的分数或布置的作业时该怎么办，我同样感到震惊。这在如今的大学里是一个非常现实的问题。"

◆◆◆

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

→ Saying no and letting go.

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

→ Send them directly to professors — escalate the issue rather than handling it themselves.

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

→ They can't say no because they want their children to succeed and believe that saying yes to everything (opportunities, help, interventions) will ensure success. This reveals a values system where success is more important than independence.

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

→ They're afraid their children will fail, make mistakes, or suffer without them. Letting go means accepting that they cannot control outcomes — and that loss of control is terrifying for parents who have managed every aspect of their children's lives.

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

→ "But yes" acknowledges reality despite disbelief. The structure is: I can't believe it → but it's true. This creates a tone of reluctant acceptance — she doesn't want to believe parents do this, but the evidence is overwhelming. The short phrase "it happens" is deliberately understated, making the situation more striking.

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

→ The parallel makes the two problems feel like a pair — two sides of the same coin. "No" and "go" also rhyme internally, creating a memorable phrase. The simplicity of the formulation makes a complex psychological problem sound clear and diagnosable.

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

→ (Discussion) Students explore contexts where saying yes is appropriate (encouragement, opportunity) vs. where it's harmful (removing all obstacles, preventing growth).

L4 评价　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?

→ (Discussion) Students think about developmental milestones and the appropriate age for different levels of independence.

语言练习 · **Para. 9**

① 词汇语境

a) "struggle with" — A) 苦于/难以　B) 战斗　C) 成功

b) "let go" — A) 放手　B) 走开　C) 放弃

c) "in disbelief" — A) 难以置信　B) 相信　C) 不信

d) "massed together" — A) 聚集　B) 分散　C) 离开

② 句意转述

"Baby-boomer parents seem to struggle with two things: saying no and letting go."

参考答案：Parents of the baby-boomer generation appear to have difficulty with two things: refusing their children and releasing control over them.

③ 翻译

"婴儿潮一代的父母似乎在两件事上挣扎：说'不'和放手。聚集在剧场里的助教们被建议把不满意的家长直接引见给教授。我坐在那里难以置信，但确实，这种事发生了。"

◆◆◆

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

→ She addresses "Mom and Dad" — the parents. This is a direct shift from third-person narration (talking ABOUT parents) to second-person address (talking TO parents).

L1 事实　Q63. What rhetorical question does she ask?

→ "So whatever are you doing in line with them at the registrar's office?"

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

→ "No longer children" states what they're NOT. "Trying to be adults" states what they're BECOMING. The distinction is important: they're in transition, not fully adult yet. By saying "trying," she acknowledges the process — and implies that parents standing in line with them interrupts that process.

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

→ "Whatever" adds emphasis and incredulity. "What are you doing?" is a simple question. "WHATEVER are you doing?" implies: I cannot fathom any reason that would justify this. It's not a real question — it's a challenge.

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

→ Until now, the essay has been a first-person narrative — the author telling us what she saw. In Para. 10, she suddenly turns to address parents directly. This creates a dramatic shift: the reader is no longer a passive listener but is positioned as a parent being challenged. If any reader IS a parent, they are now being spoken to.

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

→ "Eagerly" shows that the students WANT to grow up — they are not being forced into independence; they are reaching for it. This makes the parents' behavior more tragic: they're blocking something their children actively desire.

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

→ (Discussion) Students evaluate the rhetorical effectiveness of direct address. Does it persuade or alienate? The answer may depend on whether the reader is a parent or not.

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

→ (Open answer / Discussion) Students formulate their own message to their parents.

语言练习 · **Para. 10**

① 词汇语境

a) "no longer" — A) 不再　B) 长时间　C) 从不

b) "rather" — A) 相反/而是　B) 宁可　C) 相当

c) "eagerly" — A) 渴望地　B) 懒惰地　C) 悲伤地

d) "whatever" (emphatic) — A) 到底什么　B) 无论什么　C) 什么

② 句意转述

"So whatever are you doing in line with them at the registrar's office?"

参考答案：What possible reason could you have for standing in line with your children at the university registration office?

③ 仿写：Write a similar direct address to someone who is overstepping. Use the structure: "___, your ___ is no longer ___. Rather, they are ___. So whatever are you doing ___?"

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

→ Twenty years ago. She attended St. Hilda's College at the University of Toronto.

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

→ They dropped her at the front door and drove five hours back home.

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

→ Five hours is a long drive — it means her parents lived far away and couldn't easily come back. This detail emphasizes that her parents left her to manage on her own, not because they were nearby and could rush back. The distance made independence necessary.

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

→ "Front door" suggests a clean, quick drop-off — not going inside, not meeting professors, not registering for her. They drove her there, dropped her off, and left. The image conveys trust: they trusted her to handle everything beyond that door.

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

→ The personal story provides evidence for her argument. Until now, she has observed and criticized. Now she says: I know what I'm talking about because I lived it. The personal narrative makes her argument not just intellectual but experiential.

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

→ The journey from home to university — both physically and metaphorically. "All the way" means parents didn't follow their children into the university experience: not to registration, not to offices, not to classes. The phrase implies a boundary that parents respected.

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

→ (Discussion) Students explore whether independence requires physical separation or is a mental/behavioral state. Cultural differences: in some cultures, multi-generational living is normal.

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

→ (Discussion) Students evaluate whether the author is romanticizing the past or making a legitimate comparison. The question of whether change = decline is central to the essay.

语言练习 · **Para. 11**

① 词汇语境

a) "dropped" (dropped me at) — A) 放下/送到 B) 掉落 C) 减少

b) "all the way" — A) 一路/全程 B) 总是 C) 有点

② 句意转述

"My parents dropped me at the front door of St. Hilda's College at the University of Toronto and drove five hours back home."

参考答案：My parents left me at the entrance of my college in Toronto and then drove five hours to return home.

③ 翻译

"二十年前，当我刚进大学时，父母不会一路跟着孩子到学校。我的父母把我送到多伦多大学圣希尔德学院门口，然后开了五个小时回家。"

◆◆◆

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

→ No — she was "not ready, prepared or clearly aware." She "muddled through" — managed despite not being fully prepared.

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

→ She learned from (1) professors and teaching assistants (academic), and (2) registrars and student-loan officers (administrative).

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

→ "Muddle through" means to manage despite difficulty, without a clear plan. It's honest and humble — she didn't excel perfectly, she stumbled through. This word choice makes her more relatable and undermines the idea that success requires perfect preparation.

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

→ University has both dangers (perils) and joys (pleasures). The pairing implies that you can't have one without the other — the perils ARE part of the pleasures. If parents remove the perils, they also remove the pleasures of overcoming them.

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

→ "But then I still do" means she still makes mistakes now, as an adult. This addition does two things: (1) it normalizes mistakes — even successful adults make them; (2) it undermines the parents' argument that mistakes must be prevented. If a successful person still makes mistakes, then mistakes are not catastrophic.

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

→ The list covers the full range of university bureaucracy — academic (professors, TAs) and administrative (registrars, loan officers). By listing all four, she shows that she navigated the ENTIRE system herself. The list is evidence of her independence.

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

→ (Discussion) Students evaluate whether "muddling through" is a valid strategy or whether it's romanticized hindsight. The question explores the role of struggle in growth.

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

→ (Discussion) Students reflect on whether normalizing mistakes reduces anxiety or removes motivation to avoid them.

语言练习 · **Para. 12**

① 词汇语境

a) "muddled through" — A) 跌跌撞撞地应付　B) 清晰地通过　C) 失败

b) "perils" — A) 危险　B) 快乐　C) 无聊

c) "pleasures" — A) 快乐　B) 危险　C) 痛苦

d) "naturally" — A) 自然地　B) 不自然地　C) 故意地

② 句意转述

"Naturally, I made mistakes, but then I still do."

参考答案：Of course I made mistakes back then — and I still make mistakes now, even as an adult.

③ 翻译

"我没有准备好、没有预备、也不清楚接下来四年会发生什么，但我跌跌撞撞地过来了。从教授和助教到注册官和学生贷款官员，我学会了在大学生活的危险与快乐中找到自己的路。自然地，我犯了错，但说实话我现在仍然会犯错。"

◆◆◆

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

→ No — she says "Not at all." Her parents DID care; they just weren't overinvolved.

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

→ They were NOT "university-educated baby-boomers who believe all events must be designed and controlled." She contrasts her parents with baby-boomer parents.

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

→ She anticipates the reader's objection: if your parents didn't help you, maybe they didn't care. By asking the question first, she addresses this assumption directly. The Q&A structure makes her argument stronger — she's already considered the counterargument.

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

→ Baby-boomer parents see their children's actions as extensions of themselves — if the child fails, the parent feels personally reflected upon. This conflation of parent and child identity is at the root of overparenting: they can't let go because their child's success = their own success.

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

→ The double negation creates a process of elimination: (1) Were they uncaring? No. (2) Were they baby-boomers? No. By saying what they were NOT, she defines them by absence — and the absence is positive. The structure forces the reader to consider each possibility before arriving at the truth.

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

→ "Designed" and "controlled" suggest that baby-boomer parents treat their children's lives like projects to be managed. This language reveals the author's critique: these parents approach parenting with an engineering mindset — planning, controlling, optimizing — rather than allowing organic growth.

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

→ (Discussion) Students explore whether education level correlates with overparenting. The author implies a connection, but is it causal? Educated parents can also raise independent children — the key factor is mindset, not education.

L4 评价　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?

→ (Discussion) Students explore the boundary between family identity and individual identity. At what point does a child's behavior stop reflecting on parents?

语言练习 · **Para. 13**

① 词汇语境

a) "caring" — A) 关心的　B) 冷漠的　C) 严厉的

b) "uninterested" — A) 不感兴趣的　B) 有趣的　C) 受伤的

c) "reflection on" — A) 对...的反映　B) 反射　C) 拒绝

d) "designed" — A) 设计/策划　B) 绘画　C) 签名

② 句意转述

"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."

参考答案：My parents were not baby-boomer graduates who felt they had to plan and control every aspect of my life and saw my every action as a judgment on their parenting.

③ 翻译

"我的父母不关心我吗？完全不。他们不是受过大学教育的婴儿潮一代——那些人认为所有事情都必须被设计和控制，我做的每一件事都直接反映了他们的形象。"

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

→ They came from "another generation" (not baby-boomers). They never set foot in a university — they were not university-educated.

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

→ They were pleased and supportive — but they considered her an adult at 18.

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

→ Her parents came from a generation that treated 18-year-olds as adults. Their approach: be supportive but step back. They didn't see university as something they needed to participate in — it was their daughter's journey, not theirs.

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

→ In this context, it's an advantage. Because they never went to university, they didn't have expectations about what the experience should be. They couldn't micromanage what they didn't understand. Their ignorance created space for their daughter's independence.

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

→ "Pleased and supportive" = emotional encouragement. "Considered me an adult" = behavioral boundary. They COEXIST: you can be emotionally supportive while behaviorally stepping back. This is the essay's core model of good parenting: care without control.

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

→ "Set foot in" emphasizes physical presence — they never even ENTERED a university. This physical language connects to the essay's imagery: baby-boomer parents are physically present (in line, at the office), while her parents were physically absent. The metaphor of "foot" also echoes "letting go" — feet that walk away.

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

→ (Discussion) Students debate the appropriate age of adulthood. Cultural differences: in some cultures, 16 is adult; in others, 21. The question explores what "adult" means — is it a number or a behavior?

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

→ (Discussion) Students explore whether support and independence can coexist. The author argues they can — but many parents see support as requiring involvement. The question challenges this assumption.

语言练习 · **Para. 14**

① 词汇语境

a) "generation" — A) 一代人　B) 产生　C) 类型

b) "set foot in" — A) 踏足/进入　B) 离开　C) 脚印

c) "supportive" — A) 支持的　B) 反对的　C) 中立的

d) "considered" — A) 认为/视为　B) 考虑　C) 拒绝

② 句意转述

"They were pleased, and supportive, when I decided to attend but they considered me an adult at 18."

参考答案：They were happy and encouraging about my decision to go to university, but they also treated me as a grown-up who could manage her own life.

③ 翻译

"我的父母来自另一代人。他们从未踏足过大学。当我决定上大学时，他们很高兴也很支持，但他们认为我 18 岁就是成年人了。"

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

→ No, it was "not an unusual sight." She wishes it were unusual — meaning she wishes it were rare.

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

→ Another parent-child grouping. A son is pleading with his mother to stay put (wait) while he goes to the counter to deal with the problem himself. They are still negotiating when the author leaves.

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

→ In the first incident, the father takes charge and the son is passive (can't lift his eyes). In the second, the son is actively pleading to handle it himself, and the mother won't let him. The difference: the first son has given up; the second son is still fighting for his independence.

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

→ "Negotiating" implies a power struggle — the son is bargaining with his mother for the right to handle his own registration. This word reveals that independence is not given; it must be fought for. The fact that they're STILL negotiating when she leaves suggests the mother hasn't conceded.

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

→ The subjunctive "I wish it were" expresses a desire for something contrary to fact. It tells the reader: this is NOT unusual, and that's a problem. The subjunctive mood adds emotional weight — it's not just a statement of fact but a lament.

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

→ "Grouping" sounds clinical, almost sociological — as if the author is categorizing what she sees. It distances her emotionally from the scene, creating an observational tone. "Pair" would be warmer; "grouping" makes the parent-child unit sound like a social phenomenon to be studied.

L4 评价　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?

→ (Discussion) Students explore how to negotiate independence with overprotective parents. Strategies: have a conversation before university, set boundaries, involve a third party if needed.

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

→ (Discussion) If two incidents happen in one line at one office at one university, how many are happening nationwide? Students extrapolate from the specific to the systemic.

语言练习 · **Para. 15**

① 词汇语境

a) "unusual" — A) 不寻常的　B) 通常的　C) 无聊的

b) "pleading" — A) 恳求　B) 命令　C) 建议

c) "stay put" — A) 留在原地　B) 离开　C) 坐下

d) "negotiating" — A) 协商　B) 争吵　C) 同意

② 句意转述

"They were still negotiating when I left."

参考答案：They were still arguing about whether the son could handle things himself when I walked away.

③ 翻译

"我在注册处看到的那一幕并不罕见。我希望它是。相反，在我后面大约六个人的位置，我又发现了一对家长和孩子的组合。这次是一个儿子恳求母亲留在原地，让他自己去柜台处理问题。我离开时他们还在协商。"

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

→ Success. They are overly concerned with their children's success.

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

→ They don't want to let go.

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

→ If you believe that success requires your involvement — that without you, your child will fail — then letting go feels like abandoning them to failure. The overconcern with success makes parents believe their control is necessary for their child's achievement.

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

→ "Too many" means more than is acceptable, but not all. This qualification shows the author is not making a blanket generalization. She acknowledges that some baby-boomer parents do let go — but too many don't. The qualification makes her argument more credible.

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

→ "Concerned" = caring, which is positive. "Overly concerned" = excessively concerned, which is negative. The word "overly" marks the boundary between healthy care and harmful overprotection. The author is not against concern — she's against excess.

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

→ After the specific incidents (Paras. 1-15), the author distills her argument into a two-sentence diagnosis. The brevity creates a sense of finality — this is the core problem, stated plainly. No more examples needed; the conclusion is clear.

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

→ (Discussion) Students define the threshold between healthy ambition and unhealthy pressure. Is it about frequency? Intensity? Control?

L4 评价　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?

→ (Discussion) Students explore whether overparenting is a conscious decision or a psychological compulsion. Can it be unlearned? What would help parents let go?

语言练习 · **Para. 16**

① 词汇语境

a) "overly" — A) 过度地　B) 不足地　C) 适当地

b) "concerned with" — A) 关心　B) 无关　C) 反对

c) "let go" — A) 放手　B) 抓住　C) 返回

② 句意转述

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

参考答案：A large number of baby-boomer parents are excessively focused on their children's achievement, and they simply cannot bring themselves to release control.

③ 翻译

"太多婴儿潮一代的父母过度关注成功。他们就是不愿放手。"

◆◆◆

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

→ She has won a scholarship and will undertake graduate research in Europe in the fall.

L1 事实　Q119. How does her mother respond?

→ She says, "That's nice, dear." — a very understated, casual response.

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

→ Her mother treats this as the author's own accomplishment — not something the family needs to celebrate or manage. The casualness reflects trust: she doesn't need to be excited because she already assumes her daughter will succeed. It's a form of respect.

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

→ Baby-boomer parents would be overly excited, would want to manage the process, would treat it as a reflection on themselves. The author's mother says "That's nice, dear" — she acknowledges it, then moves on. The difference: ownership. The mother sees it as her daughter's achievement, not hers.

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

→ It's not cold — it's calibrated. The mother acknowledges the achievement ("That's nice") and shows affection ("dear"), but doesn't amplify it. This is a specific form of support: quiet confidence. She doesn't need to celebrate because she already believes in her daughter. The understatement IS the support.

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

→ It proves that her mother's approach WORKED. The author won a scholarship and is going to Europe — she succeeded WITHOUT parental management. The anecdote is evidence that letting go doesn't lead to failure; it leads to independence and achievement.

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

→ (Discussion) Students reflect on different styles of emotional support. Some prefer enthusiasm; others prefer calm trust. The question explores what "supportive" means to different people.

L4 评价　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?

→ (Open answer / Discussion) Students reflect on their own family dynamics and what kind of response feels most supportive to them.

语言练习 · **Para. 17**

① 词汇语境

a) "scholarship" — A) 奖学金　B) 学校　C) 学者

b) "undertake" — A) 承担/从事　B) 取消　C) 理解

c) "graduate research" — A) 研究生研究　B) 毕业研究　C) 毕业论文

② 句意转述

"That's nice, dear."

参考答案：That's wonderful, sweetheart. (Note: The mother's understatement is intentional — she acknowledges without overreacting.)

③ 翻译

"当我告诉母亲我获得了奖学金，今年秋天要去欧洲从事研究生研究时，她说：'那挺好的，亲爱的。'"

◆◆◆

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

→ Her mother believes the success is the author's own — meaning she (the mother) had nothing to do with it.

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

→ She believes her success is a result of being allowed the freedom to make mistakes and find her own way.

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

→ The mother says: "You succeeded on your own — I didn't help." The daughter says: "You DID help — by NOT helping. Your letting go IS what made my success possible." The disagreement is about what constitutes "help." The mother sees help as intervention; the daughter sees help as non-intervention.

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

→ "Allowed" means the parents permitted it — they chose not to intervene. This word is important: it means the freedom was not accidental but intentional. The parents made a conscious decision to step back, and that decision is what made success possible.

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

→ The author endorses her own argument ("I would argue that..."). She positions her mother's view first, then counters it with her own. The structure — "My mother would argue X. I would argue Y." — presents two perspectives but gives the author the final word.

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

→ The repetition creates a thematic link: finding your own way is the essay's central metaphor for independence. In Para. 12, she learned to find her way through university. In Para. 18, she argues that this ability IS her success. The repetition shows that the process (finding your way) and the outcome (success) are the same thing.

L4 评价　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?

→ (Discussion) Students explore whether the freedom to make mistakes is essential or whether some mistakes are too costly to allow. Where is the line between beneficial and harmful mistakes?

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

→ (Discussion) Students evaluate both arguments. The mother is right that the daughter did the work. The daughter is right that the mother created the conditions. Both are partially right — success is both individual effort and environmental support.

语言练习 · **Para. 18**

① 词汇语境

a) "argue" — A) 认为/主张　B) 争吵　C) 同意

b) "a result of" — A) ...的结果　B) ...的原因　C) ...的过程

c) "freedom" — A) 自由　B) 限制　C) 恐惧

d) "find my own way" — A) 找到自己的路　B) 迷路　C) 跟随

② 句意转述

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

参考答案：I believe I succeeded precisely because my parents gave me the liberty to fail and to figure things out on my own.

③ 翻译

"我母亲会说我的成功是我自己的。我会说我的成功是被允许犯错、找到自己道路的自由的结果。"

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

→ Parents whose children are attending first-year university.

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

→ "They have all grown up now. It is time for you to do the same." — She tells parents that their children have grown up, and parents need to grow up too.

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

→ Yes. "Do the same" means grow up — just as their children have. The implication is that overparenting is itself a form of immaturity. Parents who can't let go are the ones who need to grow up, not their children.

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

→ "Just" simplifies the message — it's not complicated. Remember this one thing: your children have grown up. The word "just" implies that the solution is simple (though not easy): let go. It cuts through all the rationalizations parents might offer.

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

→ Throughout the essay, the author has been criticizing parents for not letting their children grow up. In the final line, she turns the criticism: YOU need to grow up too. This reversal is powerful because it redefines the problem. It's not the children who are immature — it's the parents. The closing line is a call to action directed at the reader.

L3 深层　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?

→ The title says: they are grown up BUT still being towed (dragged along by parents). The ending says: they have grown up — now YOU do the same. The title states the problem; the ending offers the solution. The essay has come full circle: from observation (the problem) to advice (the solution).

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

→ (Discussion) Students evaluate whether the advice is practical. The solution sounds simple, but letting go is emotionally complex. The question explores the gap between knowing what to do and actually doing it.

L4 评价　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?

→ (Open answer / Creative task) Students write their own closing paragraph, applying the essay's themes to their own context.

语言练习 · Para. 19

① 词汇语境

a) "attend" — A) 上(学) B) 出席 C) 注意

b) "grown up" — A) 长大了 B) 起立 C) 增加

c) "do the same" — A) 做同样的事 B) 做不同的事 C) 什么都不做

② 句意转述

"It is time for you to do the same."

参考答案：It is time for you, as parents, to mature and let go — just as your children have matured.

③ 翻译

"对于孩子正在上大一的家长们，请记住他们已经长大了。现在该你们也长大了。"

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综合练习 · 全文

I. 课文填空（Cloze）

Complete the passage with words from the text.

The author witnessed a father _____ his son at the registrar's office, doing all the _____ while the son struggled to lift his eyes. She felt _____ for the young man, whose self-confidence was being _____ at the counter. In a seminar for 500 teaching assistants, she learned that parents _____ about marks and assignments is a very real _____. Baby-boomer parents struggle with saying _____ and letting _____. The author's own parents never set _____ in a university but considered her an _____ at 18. She argues her success resulted from being allowed the _____ to make mistakes and find her own _____.

参考答案：accompanying, talking, uncomfortable, crushed, complaining, issue, no, go, foot, adult, freedom, way

II. 判断题（True or False）

1. ___ The author is a university student. (F — she is as old as faculty members; she is a TA/graduate student)

2. ___ The father at the registrar's office was helping his son effectively. (F — he was well-intentioned but misguided)

3. ___ Registration problems are rare in the first year. (F — they are "inevitable")

4. ___ The author's parents followed her to university. (F — they dropped her at the front door and drove home)

5. ___ The author's mother was excited about her scholarship. (F — she said "That's nice, dear.")

6. ___ The author believes mistakes are necessary for growth. (T)

7. ___ Baby-boomer parents are good at saying no. (F — they struggle with saying no)

8. ___ The author thinks parents need to grow up too. (T)

III. 讨论题（Discussion）

1. What is the author's core argument? Is she against all parental involvement, or against a specific type?

2. The author says "I muddled through." Is muddling through a valid strategy for university life? Or should students be better prepared?

3. Compare the two incidents at the registrar's office (Para 1-6 and Para 15). What do the differences reveal about the range of parent-child dynamics?

4. The essay was written in 2004. Has the situation improved or worsened since then? What about in China?

5. If you could give one piece of advice to parents of university students, what would it be? Why?

IV. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a time when a parent (yours or someone else's) was "well-intentioned but misguided." What happened? What would you have done differently?

Topic B: "Freedom to make mistakes" — Do you agree that this freedom is essential for success? Defend your position with examples.

Topic C: Write a letter to your future self (as a parent). What kind of parent will you be? How will you balance caring and letting go?

要求：① 至少使用 3 个课文关键词(accompany, inevitable, misguided, let go, take charge, muddle through 等) ② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰

设计说明

本设计覆盖课文全部 7 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

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

→ He is a distinguished linguist and Buddhism researcher. He wrote the book The Journey to Dunhuang.

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

→ (1) "My inner voice tells me to stay here, perhaps forever." (2) "Though my body must leave, my heart belongs to Dunhuang forever."

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

→ Ji Xianlin is a famous, authoritative figure — his quote lends weight to the essay's theme. Starting with a distinguished scholar's emotional attachment to Dunhuang establishes the caves' significance before the specific stories of guardians are told. Ji is not a guardian himself; he is a witness, like the reader.

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

→ "Inner voice" = mind/consciousness — a rational decision to stay. "Heart" = emotion/love — an emotional belonging. Together they show that Ji's attachment to Dunhuang is both intellectual (he studied Buddhism) and emotional. The progression from voice to heart deepens the commitment.

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

→ Contrast (body vs. heart). The contrast between physical departure and emotional permanence creates a sense of devotion that transcends physical presence. It elevates the relationship from geographical to spiritual.

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

→ By starting with Ji's words, the author positions herself as a curator of stories rather than the protagonist. The essay is about OTHERS' devotion to Dunhuang, not her own. Starting with a quote also creates a sense of testimony — multiple voices testifying to Dunhuang's power.

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

→ (Discussion) Students reflect on places that hold deep personal meaning — hometowns, schools, natural sites, cultural heritage.

L4 评价　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?

→ (Discussion) Students explore the gap between appreciation and action. Ji's words inspire others to protect Dunhuang, but he himself did not physically guard the caves. The question explores different forms of contribution.

语言练习 · **Para. 1**

① 词汇语境

a) "distinguished" — A) 杰出的　B) 普通的　C) 区分的

b) "linguist" — A) 语言学家　B) 画家　C) 僧侣

c) "wrote of" — A) 写到/记述　B) 写信　C) 写作

d) "inner voice" — A) 内心的声音　B) 外界声音　C) 噪音

② 句意转述

"Though my body must leave, my heart belongs to Dunhuang forever."

参考答案：Even though I physically have to go, emotionally I will always be tied to Dunhuang.

③ 翻译

"我内心的声音告诉我，也许要永远留在这里，"著名的语言学家和佛学研究者在《敦煌游记》一书中写到敦煌莫高窟时说。"虽然我的身体必须离开，但我的心永远属于敦煌。"

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

→ They are listed as a UNESCO World Heritage site. They are located at a strategic point along the Silk Road in Gansu province, carved into the cliffs.

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

→ 735 caves. They house colored statues, frescos, and Buddhist scriptures. First built by monks in the year 366.

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

→ 366 (first built by monks) → over time (gathering place for worshippers, traders) → after Yuan dynasty (declined, sank into oblivion) → early 20th century (rediscovered) → now (UNESCO site, attracting scholars and painters)

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

→ The Yuan dynasty (1271-1368) was the last major dynasty before a period of reduced Silk Road activity. Maritime trade replaced overland routes, and the Mogao Caves — located along the Silk Road — lost their strategic importance. Political instability and the shift of economic centers led to neglect.

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

→ "Even" implies that devoting one's LIFE to protecting cave art is extreme — beyond what most people would do. The word acknowledges the extraordinary nature of this commitment before introducing the two main examples.

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

→ The chronological sweep establishes the caves' historical significance and endurance — they have survived for over 1600 years. This scale makes the guardians' work feel meaningful: they are not protecting a minor site but a civilization's heritage. The timeline also creates urgency — the caves declined once; they could decline again without protection.

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

→ "Shining" suggests that Chang and Fan are beacons — they illuminate the path for others. The metaphor connects to the caves themselves (which contain golden statues and bright frescos). It also elevates the guardians from ordinary people to heroic figures, setting up the narrative tone for the rest of the essay.

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

→ (Discussion) Students explore the concept of cultural rediscovery — how sites can be forgotten and then brought back to awareness. Examples: Pompeii, Angkor Wat, Machu Picchu. What gets lost when a site is forgotten? What is gained when it is rediscovered?

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

→ (Discussion) Students explore whether passion or duty is more sustainable for long-term preservation. The essay suggests passion (Chang and Fan's devotion), but institutional duty also plays a role (UNESCO, government).

语言练习 · **Para. 2**

① 词汇语境

a) "fascinated" — A) 深深吸引　B) 害怕　C) 厌恶

b) "strategic" — A) 战略性的/重要的　B) 无关的　C) 小的

c) "carved into" — A) 雕刻入　B) 建造　C) 拆除

d) "declined" — A) 衰落　B) 兴起　C) 保持

e) "sank into oblivion" — A) 渐被遗忘 B) 沉入水中 C) 上升

f) "stand out" — A) 突出/杰出 B) 站立 C) 坐下

② 句意转述

"Some have even devoted their lives to protecting the cave art and keeping it alive."

参考答案：Some people have given their entire lives to preserving the cave art and ensuring it survives for future generations.

③ 翻译

"季羡林既不是第一个也不是最后一个被莫高窟深深吸引的人。莫高窟现已被列入联合国教科文组织世界遗产名录。它位于甘肃省丝绸之路上的一个战略要点，开凿在悬崖峭壁上，735 个洞窟内存有彩色塑像、壁画和佛经。"

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

→ He attended top art schools in France. He was known for his oil paintings, winning numerous awards in the 1920s and 30s.

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

→ He came across a book on the Dunhuang caves. He was amazed to discover that China had such a long-hidden treasure house of art.

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

→ He was amazed because he — a Chinese art student studying in France's top schools — didn't know China had such a treasure. This reveals that Dunhuang was not widely known or celebrated in China at the time. The fact that he learned about it from a book (likely in France) suggests that Western scholars may have known about Dunhuang before many Chinese did.

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

→ "All this" = his successful life in France (awards, recognition, top schools). The foreshadowing creates anticipation — the reader knows a dramatic shift is coming. It also emphasizes the magnitude of the change: he didn't just add Dunhuang to his life; he abandoned his entire career for it.

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

→ "Immediate" suggests that the connection was instant — not built over time but felt in a single moment. This frames Chang's decision as a calling rather than a rational choice. The word implies that some commitments are not calculated but instinctive — you recognize them the moment you encounter them.

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

→ The contrast heightens the sacrifice: Chang is not leaving a mediocre life for a better one — he's leaving success and recognition for hardship and anonymity. The contrast also highlights the pull of cultural heritage: Dunhuang's power is strong enough to draw someone away from Paris, the art capital of the world.

L4 评价　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?

→ (Discussion) Students explore the role of chance in life-changing decisions. If Chang hadn't seen the book, he might have remained a successful painter in Paris. The question explores how seemingly small encounters can redirect an entire life.

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

→ (Discussion) Students debate whether leaving success for a cause is noble or irresponsible. The question explores different definitions of "selfish" — is it selfish to pursue personal success, or selfish to abandon obligations for a personal calling?

语言练习 · **Para. 3**

① 词汇语境

a) "aspiring" — A) 有抱负的　B) 失望的　C) 年老的

b) "making a name for himself" — A) 成名　B) 改名　C) 隐姓埋名

c) "came across" — A) 偶然发现　B) 走过　C) 来到

d) "amazed" — A) 惊讶　B) 害怕　C) 无聊

e) "connection" — A) 联系/连接　B) 断开　C) 拒绝

② 句意转述

"But all this was soon to change, after he came across a book on the Dunhuang caves."

参考答案：However, everything was about to shift when he happened to find a book about the Dunhuang caves.

③ 翻译

"作为一个有抱负的年轻人，常书鸿在法国顶尖艺术学校学习，在 20 世纪 20 和 30 年代因油画赢得无数奖项而声名鹊起。但这一切很快就改变了——在他偶然看到一本关于敦煌石窟的书之后。常书鸿惊讶地发现，中国竟然有这样一个长期隐藏的艺术宝库。对他来说，这是一个与敦煌产生即时联系的时刻。"

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

→ In 1943. Conditions were "beyond description" — they worked in a temple, lived in a stable, drank salty muddy water, ate rock-hard pancakes and plain noodles. They were short of funds.

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

→ (1) Searched for cultural relics (2) Copied frescos (3) Numbered caves — systematically and meticulously studying and protecting the treasures.

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

→ "All the suffering is worth it! Yes! At first glance, I said to myself, I'll be happy to die here."

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

→ Specific details make the suffering concrete and real — not abstract. "Hardships" is vague; "drinking salty, muddy water" is visceral. The specificity also contrasts with Chang's letter: despite these conditions, he wrote "All the suffering is worth it!" — making his devotion more powerful.

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

→ "Only to find" means "but then discovered" — it introduces an unexpected, usually negative result. The phrase implies that Chang expected better conditions but was met with worse. It creates a tone of disappointment that makes his subsequent enthusiasm ("All the suffering is worth it!") more striking.

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

→ It is likely sincere — Chang felt that finding Dunhuang gave his life such meaning that even death there would be acceptable. The extremity of the statement conveys the depth of his calling. It also foreshadows his lifelong commitment: he didn't just work there; he dedicated his entire remaining life to Dunhuang.

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

→ Yes. Searching = finding what exists. Copying = documenting it. Numbering = organizing it systematically. The order moves from discovery to documentation to systematization — a progression from raw exploration to scholarly rigor. The adverbs "systematically and meticulously" emphasize that this was not haphazard but scientific.

L4 评价　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?

→ (Discussion) Students reflect on what they would be willing to sacrifice for a cause. The question explores the boundary between idealism and practicality.

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

→ (Discussion) Students explore whether hardship is a prerequisite for meaningful work or simply a byproduct of underfunded preservation. The question challenges the romanticization of suffering.

语言练习 · **Para. 4**

① 词汇语境

a) "short of" — A) 缺乏　B) 充足　C) 超过

b) "beyond description" — A) 难以描述 B) 可以描述 C) 不需要描述

c) "stable" (n.) — A) 马厩 B) 稳定 C) 房子

d) "rock-hard" — A) 坚硬如石 B) 柔软 C) 湿润

e) "worth it" — A) 值得 B) 不值 C) 免费

f) "meticulously" — A) 一丝不苟地 B) 粗心地 C) 快速地

② 句意转述

"All the suffering is worth it! Yes! At first glance, I said to myself, I'll be happy to die here."

参考答案：Every bit of hardship is justified! The moment I saw this place, I told myself I would be content to spend the rest of my life — and even die — here.

③ 翻译

"常书鸿回到中国，帮助建立了研究敦煌石窟艺术的研究所。1943 年，他和团队到达敦煌，却发现资金短缺，条件难以描述。他们不得不在寺庙里工作，住在马厩里，喝咸浊的泥水，吃硬如石头的饼和清汤面条。然而，常书鸿写信给妻子说：'所有的苦难都是值得的！是的！第一眼看到这里，我就对自己说，我很乐意死在这里。'"

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

→ "The daughter of Dunhuang." She is called this because she dedicated her whole life to protecting the caves.

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

→ Awards: "100 people who touched China" and "outstanding contributor to cultural heritage preservation." Education: Born in Beijing, brought up in Shanghai, graduated from Peking University with an archeology degree. First came to Dunhuang on an internship in 1963.

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

→ She admitted: "To say I didn't hesitate to stay is a lie. Dunhuang is a different world from Beijing and Shanghai." She did hesitate initially.

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

→ Admitting hesitation makes Fan more human and relatable — she didn't arrive as a hero; she arrived as a young woman from Beijing/Shanghai who found Dunhuang alien. The honesty also makes her eventual commitment more powerful: she CHOSE to stay despite hesitation, not because she felt no fear.

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

→ It implies that Fan continued the work Chang started — she walked the same path. The phrase also suggests a lineage of guardianship: Chang was the pioneer, Fan the successor. This creates a sense of tradition and continuity, as if protecting Dunhuang is a calling passed from one person to another.

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

→ Beijing and Shanghai were modern cities with electricity, running water, and urban life. Dunhuang in 1963 was remote, harsh, and primitive — no electricity, poor living conditions. The contrast emphasizes the sacrifice Fan made: she left urban comfort for desert hardship. The word "world" (not "city" or "place") emphasizes the magnitude of the difference.

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

→ "Overcome" means to be overwhelmed, as if by a force stronger than oneself. The word suggests that the artworks' beauty was not just visually pleasing but emotionally overpowering — it conquered her hesitation. This frames art as an active force that can change people's decisions, not a passive object of appreciation.

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

→ (Discussion) Students explore whether fearlessness or courage-despite-fear is more admirable. The essay suggests the latter: Fan's commitment is more meaningful because she overcame doubt.

L4 评价　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.)?

→ (Discussion) Students explore what motivates lifelong commitment. Is art enough? Or does preservation require additional justification — cultural identity, historical duty, national pride?

语言练习 · **Para. 5**

① 词汇语境

a) "following in sb.'s footsteps" — A) 步某人后尘　B) 跟随脚步　C) 走开

b) "dedicating" — A) 奉献　B) 拒绝　C) 购买

c) "admirable" — A) 令人钦佩的　B) 可怜的　C) 普通的

d) "hesitate" — A) 犹豫　B) 决定　C) 同意

e) "overcome" — A) 被征服/被感动　B) 克服　C) 忽视

② 句意转述

"To say I didn't hesitate to stay is a lie. Dunhuang is a different world from Beijing and Shanghai."

参考答案：It would be dishonest to claim I had no doubts about staying. Dunhuang was completely unlike the modern cities I was used to.

③ 翻译

"继常书鸿之后，樊锦诗来到了敦煌——她因将一生奉献给保护石窟事业而被广泛称为'敦煌的女儿'。她令人钦佩的工作为她赢得了多个国家级称号，包括'感动中国 100 人'奖和'文化遗产保护杰出贡献者'奖。樊锦诗生于北京、长于上海，毕业于北京大学考古专业，1963 年第一次来敦煌实习。'说我没有犹豫过留下，那是谎话。敦煌和北京、上海是完全不同的世界，'樊锦诗坦言。然而，她完全被古代艺术品的美丽所征服。"

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

→ She worked without electricity until the 1980s, when conditions improved slightly.

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

→ Vice-president, then president. She took charge of: site planning, scientific research, environmental monitoring and control, and visitor management.

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

→ Threats: (1) quickening erosion (2) over-tourism. Solutions: (1) A tourist center to ease pressure on the caves (2) The Digital Dunhuang project — a database of all statues and frescos using state-of-the-art technology.

L2 推理　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?

→ The statement acknowledges two facts: frescos are irreplaceable (can't be remade) AND impermanent (can't be preserved forever). This leads to the conclusion that digital preservation is necessary — if physical preservation is impossible, digital preservation ensures the art survives in another form. The statement is both realistic (accepting impermanence) and proactive (finding an alternative).

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

→ She pushed herself because traditional preservation wasn't enough — erosion and tourism were accelerating. "Pushed herself" suggests she went beyond her comfort zone, learning new technologies and approaches. It reveals a character that doesn't settle for existing methods but actively seeks better solutions.

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

→ The progression shows that Fan grew with the institution — she started as a researcher and rose to leadership. This means her authority came from experience, not appointment. As president, she could implement changes at scale — the Digital Dunhuang project required institutional power, not just individual effort.

L3 深层　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?

→ "Last" means endure over time. The physical frescos are eroding — they will NOT last. The digital database WILL last. This contrast is the entire justification for the project: digital preservation is a way to make impermanent art permanent. The word "last" carries the weight of the essay's theme — preservation against time.

L4 评价　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?

→ (Discussion) Students explore what sustains someone through decades of hardship. The question explores whether intrinsic motivation (passion for the art) or external factors (duty, recognition) drives such endurance.

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

→ (Discussion) Students debate whether digital preservation is true preservation or a substitute. The digital database captures images but not the physical presence, scale, or texture. Is a digital fresco still a fresco? The question explores the relationship between original and copy.

语言练习 · **Para. 6**

① 词汇语境

a) "painstaking" — A) 煞费苦心的　B) 痛苦的　C) 快速的

b) "take charge of" — A) 负责　B) 收费　C) 充电

c) "erosion" — A) 侵蚀　B) 建设　C) 保护

d) "innovative" — A) 创新的　B) 传统的　C) 保守的

e) "state-of-the-art" — A) 最先进的　B) 过时的　C) 普通的

f) "eroded" — A) 被侵蚀　B) 被保护　C) 被建造

② 句意转述

"Frescos can't be remade; neither can they be preserved forever."

参考答案：It is impossible to recreate the frescos, and it is equally impossible to keep them in their original condition indefinitely.

③ 翻译

"樊锦诗在 20 世纪 80 年代之前一直在没有电的条件下做研究，直到 80 年代条件才略有改善。通过她煞费苦心的研究，她得以将各个洞窟按朝代确定建造年代。后来，作为敦煌研究院副院长、院长，樊锦诗负责遗址规划、科学研究、环境监测与控制以及游客管理。"

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

→ She credits Chang Shuhong, Fan Jinshi, and their colleagues. She attributes to them: (1) lifelong devotion (2) personal sacrifices.

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

→ Continue astonishing the world.

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

→ Thanks to = because of. The guardians' devotion CAUSED the caves' survival. Without them, the caves might have eroded further, been looted, or been destroyed by tourism. The phrase implies that the caves' future is not guaranteed by nature but by human effort.

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

→ Devotion = emotional commitment. Sacrifice = actual cost (comfort, career, health, family time). The essay argues that BOTH are needed: devotion without sacrifice is sentiment; sacrifice without devotion is duty. The guardians had both, which is what makes them extraordinary.

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

→ "Astonishing" suggests wonder — a visceral, emotional reaction, not just intellectual appreciation. The word implies that the caves are not just informative but breathtaking — they exceed expectations. "Educating" would be too dry; "inspiring" would be too mild. "Astonishing" captures the awe that has drawn people to Dunhuang for 1600 years.

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

→ Para 1 opens with Ji Xianlin's heart belonging to Dunhuang "forever." Para 7 closes with the caves astonishing the world "far into the future." Both use temporal language (forever / far into the future) to suggest permanence. The essay comes full circle: from one person's eternal attachment to the caves' eternal impact.

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

→ (Discussion) Capital "Guardians" elevates them from job titles to mythic figures — like "Founding Fathers" or "Knights of the Round Table." The question explores whether this elevation is deserved or whether it obscures their humanity. The essay shows them as real people (Chang ate rock-hard pancakes; Fan hesitated), but the capital G frames them as legends.

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

→ (Discussion) Students explore succession planning in cultural preservation. Chang was followed by Fan; who follows Fan? The question connects to the essay's theme of lineage — "following in footsteps." Preservation is not a one-time effort but an unbroken chain.

语言练习 · **Para. 7**

① 词汇语境

a) "devotion" — A) 奉献　B) 拒绝　C) 犹豫

b) "sacrifices" — A) 牺牲　B) 获得　C) 享受

c) "astonishing" — A) 令人惊叹　B) 令人厌烦　C) 令人害怕

d) "far into the future" — A) 远至未来　B) 过去　C) 现在

② 句意转述

"Thanks to the lifelong devotion and personal sacrifices of these Guardians, the Mogao Caves will be able to continue astonishing the world far into the future."

参考答案：Because these Guardians gave their entire lives and made personal sacrifices, the Mogao Caves will keep amazing people for generations to come.

③ 翻译

"确实，正是由于这些守护者——常书鸿、樊锦诗及其同事们——终生的奉献和个人的牺牲，莫高窟才能在未来继续令世界惊叹。"

综合练习·全文

I. 课文填空（Cloze）

Complete the passage with words from the text.

The Mogao Caves, a UNESCO World _____ site in Gansu province, were first built by _____ in 366 CE. Over centuries, the site _____ after the Yuan dynasty and sank into _____. It was _____ in the early 20th century. Among those who _____ their lives to protecting the caves, Chang Shuhong and Fan Jinshi _____ out. Chang, a successful artist in _____, returned to China after _____ across a book on Dunhuang. Despite conditions "beyond _____," he wrote "All the suffering is _____ it." Fan, known as "the _____ of Dunhuang," initially _____ but was _____ by the beauty of the artworks. She later launched the _____ Dunhuang project to create a digital _____ of all statues and frescos, ensuring they will _____ the world far into the future.

参考答案：Heritage, monks, declined, oblivion, rediscovered, devoted, stand, Paris, coming, description, worth, daughter, hesitated, overcome, Digital, database, astonish

II. 判断题（True or False）

1. ___ Ji Xianlin was a guardian of the Mogao Caves. (F — he was a scholar who wrote about Dunhuang, not a guardian)

2. ___ The Mogao Caves were first built in the year 366. (T)

3. ___ Chang Shuhong studied art in France. (T)

4. ___ Chang's living conditions at Dunhuang were comfortable. (F — temple, stable, muddy water, rock-hard pancakes)

5. ___ Fan Jinshi did not hesitate to stay at Dunhuang. (F — she admitted "To say I didn't hesitate to stay is a lie.")

6. ___ Fan worked with electricity from the beginning. (F — no electricity until the 1980s)

7. ___ The Digital Dunhuang project aims to replace the original frescos. (F — it aims to preserve them digitally since they can't be preserved forever physically)

8. ___ The essay suggests the caves' survival depends on human effort, not nature. (T)

III. 讨论题（Discussion）

1. The essay is titled "Guardians of Dunhuang." What makes someone a guardian, not just a visitor or a scholar? Define the term based on the essay.

2. Both Chang and Fan left comfortable lives for hardship at Dunhuang. Is this kind of sacrifice necessary for great preservation work, or is it a product of a specific era?

3. Fan said "Frescos can't be remade; neither can they be preserved forever." Is digital preservation a solution or a compromise? What is gained and what is lost?

4. The essay covers 1600+ years of history. How does the author use this long timeline to make the guardians' work feel significant?

5. If you could interview either Chang Shuhong or Fan Jinshi, what three questions would you ask? Why these questions?

IV. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a cultural heritage site in China that you believe needs more protection. What threats does it face? What should be done?

Topic B: "Devotion and sacrifice" — Do you agree that great achievements require personal sacrifice? Defend your position with examples from the text and your own knowledge.

Topic C: Write a letter to either Chang Shuhong or Fan Jinshi. Tell them what you learned from their story and how it connects to your own life goals.

要求：① 至少使用 3 个课文关键词(guardian, devote, sacrifice, fascinating, preserve, innovative, state-of-the-art 等) ② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰

设计说明

本设计覆盖课文全部 10 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

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

→ In 2007. His daughter was seven years old.

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

→ They brushed teeth together every night. They turned off the faucet after wetting their brushes and turned it back on only to rinse.

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

→ She turned off the faucet, made an angry face at him, and growled: "Turn off the water, Daddy. The scientists need time."

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

→ She meant that water is a problem scientists are trying to solve, and by wasting water, her father was reducing the time scientists have to find solutions. Conserving water = buying scientists time. A seven-year-old understood this causal chain.

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

→ Starting with a personal story makes a global issue (water crisis) feel intimate and immediate. The reader connects with a father-daughter moment before being asked to think about geopolitics. The daughter's precociousness also establishes the theme: even a child knows water conservation is urgent.

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

→ "Growled" suggests animal-like, instinctive anger — not polite speech. The word reveals that the daughter's reaction was visceral, not calculated. She wasn't reciting a lesson; she was genuinely angry. The word also creates a slight humor: a seven-year-old growling at her father about water.

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

→ "Ritual" implies something meaningful, almost sacred — not just a mechanical routine. Brushing teeth together was a bonding activity, not just hygiene. The word elevates the ordinary and foreshadows the essay's theme: water conservation should be a ritual, not just a habit.

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

→ (Discussion) Students explore whether children's environmental awareness is sharper because they learn it in school, or whether adults understand complexity better. The question examines the role of education in shaping environmental consciousness.

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

→ (Discussion) Students debate whether conservation alone can solve the water crisis or whether technological innovation is equally important. The essay argues for both: conservation buys time, but inventors must also find solutions.

语言练习 · **Para. 1**

① 词汇语境

a) "ritual" — A) 仪式/惯例　B) 随意　C) 偶尔

b) "conserve" — A) 节约/保护　B) 浪费　C) 忽视

c) "faucet" — A) 水龙头　B) 水管　C) 水池

d) "growled" — A) 低吼　B) 微笑　C) 低语

② 句意转述

"She turned off the faucet, made an angry face at me, and growled 'Turn off the water, Daddy. The scientists need time.'"

参考答案：She shut off the tap, glared at me with annoyance, and snapped, "Turn off the water, Daddy — the scientists need time to find solutions."

③ 翻译

"2007 年，我女儿七岁时，我们每天晚上一起刷牙，这是我们日常仪式的一部分。为了节约用水，我们会在弄湿牙刷后关掉水龙头，只在漱口时再打开。有一天晚上我关水不够快，她不满。她关掉水龙头，冲我做了个生气的表情，低吼道：'关掉水，爸爸。科学家们需要时间。'"

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

→ Yes — it "still rings in my ears today." Because of her precociousness AND because she was exactly right.

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

→ We need to conserve resources to buy ourselves time so scientists can find new solutions. This is especially true for water.

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

→ (1) Her precociousness (impressive for a child) (2) She was exactly right (the content is true). The second is more important — the statement matters not because a child said it, but because it's correct. The "not only... but also" structure emphasizes content over cuteness.

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

→ "Buy time" means to delay a crisis through present action, giving others time to find solutions. Time is framed as a commodity — you "pay" for it with conservation, and you "spend" it on scientific research. The metaphor makes abstract urgency concrete.

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

→ "Rings in my ears" means the words echo persistently — the author keeps hearing them. Sound is more involuntary than sight: you can close your eyes but not your ears. The metaphor suggests the daughter's words are inescapable — they haunt him, driving his commitment to water issues.

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

→ The sentence narrows the focus from general conservation to water specifically. Structurally, it's a pivot: Para 1 is the anecdote, Para 2 is the reflection, and this sentence launches the essay's main argument. Without it, the essay could be about any resource; with it, the essay is about water.

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

→ (Discussion) Students explore whether children's simplicity allows them to see through adult rationalizations. Examples: climate change, inequality, honesty. The question examines the relationship between simplicity and wisdom.

语言练习 · **Para. 2**

① 词汇语境

a) "rings in my ears" — A) 在耳边回响　B) 戴耳环　C) 按门铃

b) "precociousness" — A) 早熟　B) 迟钝　C) 调皮

c) "conserve" — A) 节约　B) 消费　C) 生产

d) "especially" — A) 尤其　B) 排除　C) 偶尔

② 句意转述

"We need to conserve our resources to buy ourselves time so scientists can find new solutions to our problems."

参考答案：We must save our resources now to give researchers the time they need to develop new solutions to the challenges we face.

③ 翻译

"那句话至今仍在我耳边回响，不仅因为她的早熟，更因为她完全正确。我们需要节约资源，为自己争取时间，让科学家找到解决问题的新方案。这对水来说尤其如此。"

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

→ The most important and most contentious resource of the 21st century.

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

→ It could replace oil as the strategic resource that triggers geopolitical conflicts. Two outcomes: (1) It triggers conflict (2) With the right solutions, it brings us all together.

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

→ Oil was the defining strategic resource of the 20th century — it triggered wars, shaped alliances, and drove geopolitics. By comparing water to oil, the author says water will play the same role in the 21st century. The comparison makes the stakes immediately clear.

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

→ "Also" means: in addition to causing conflict, water COULD bring unity. The word acknowledges the negative possibility (conflict) before offering the positive one (unity). This balanced framing makes the essay constructive rather than alarmist.

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

→ "On track" means heading in a certain direction, like a train on rails. It implies momentum — water IS becoming the most important resource. But "on track" also suggests the track can be changed — the destination isn't fixed. The phrase balances inevitability with agency.

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

→ Presenting both outcomes creates urgency AND hope. If only conflict were mentioned, the essay would be despairing. If only cooperation, it would be naive. By presenting both, the author says: the outcome depends on what we do. This frames the essay as a call to action.

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

→ (Discussion) Students evaluate whether water conflicts are likely. Examples: China-India water tensions, African dam disputes, California droughts. The question explores whether water is truly comparable to oil as a strategic resource.

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

→ (Discussion) Students explore whether crises unite or divide. Examples: COVID-19 (mixed results), climate agreements, disaster relief. The question examines the relationship between shared threats and cooperation.

语言练习 · **Para. 3**

① 词汇语境

a) "on track" — A) 正在走向　B) 偏离轨道　C) 在轨道上

b) "contentious" — A) 有争议的 B) 无争议的 C) 内容的

c) "strategic" — A) 战略性的 B) 战术的 C) 无关的

d) "geopolitical" — A) 地缘政治的 B) 地理的 C) 政治的

e) "triggers" — A) 引发 B) 阻止 C) 忽视

② 句意转述

"It could replace oil as the strategic resource that triggers geopolitical conflicts."

参考答案：Water may take over from oil as the key resource that sparks international conflicts.

③ 翻译

"水正在成为 21 世纪最重要也最具争议的资源。它可能取代石油，成为引发地缘政治冲突的战略资源。但如果解决方案正确，它也可能成为将我们团结在一起的力量。"

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

→ He was a Nobel Laureate (now deceased). He gave the lecture in 2003 at Rice University's Energy & Nanotechnology Conference.

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

→ (1) Energy (2) Water (3) Food (4) Environment (5) Poverty (6) Terrorism and war (7) Disease (8) Education (9) Democracy (10) Population. Water ranks second.

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

→ Citing a Nobel Laureate gives the argument scientific authority — this isn't just the author's opinion; it's backed by a Nobel Prize winner. The citation also grounds the essay in expert consensus rather than personal speculation.

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

→ As Para 5 explains, energy is ranked first because solving energy makes solving water easier (you need energy to pump, treat, and desalinate water). Water is second because it's the next most fundamental — without water, food, environment, and health all fail. The ranking reflects a causal chain, not just importance.

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

→ "The late" means deceased — Smalley died in 2005. Adding "the late" acknowledges his death and gives his words a sense of legacy — he is no longer alive, but his list endures. The phrase adds gravity and respect.

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

→ Descending order means most important first. This reveals a problem-solving philosophy: tackle the biggest problems first because solving them makes subsequent problems easier. The ordering implies a hierarchy of intervention — you don't address education before energy.

L4 评价　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?

→ (Discussion) Students evaluate whether the list still holds. Should AI be added? Has climate change risen? Has terrorism fallen? The question explores how problem rankings evolve over time.

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

→ (Discussion) Students create their own rankings and defend them. The question encourages critical thinking about priorities and the relationship between problems.

语言练习 · **Para. 4**

① 词汇语境

a) "late" (the late...) — A) 已故的　B) 迟到的　C) 晚上的

b) "Nobel Laureate" — A) 诺贝尔奖得主　B) 诺贝尔　C) 学者

c) "highlighting" — A) 强调/突出　B) 隐藏　C) 忽略

d) "descending order" — A) 降序　B) 升序　C) 随机

② 句意转述

"His list, in descending order of importance, was: energy, water, food, environment, poverty, terrorism and war, disease, education, democracy and population."

参考答案：He ranked humanity's challenges from most to least critical: energy, water, food, environment, poverty, terrorism and war, disease, education, democracy, and population.

③ 翻译

"2003 年，已故诺贝尔奖得主理查德·斯莫利在莱斯大学能源与纳米技术会议上发表演讲，强调了未来 50 年人类面临的十大问题。他的列表按重要性降序排列为：能源、水、食物、环境、贫困、恐怖主义与战争、疾病、教育、民主和人口。"

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

→ Because addressing them makes subsequent problems easier to deal with. Solving the top problems creates a cascade that solves the rest.

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

→ Energy → clean water → food production + environmental protection → (and so forth). Each solution enables the next.

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

→ Energy is needed to pump, treat, transport, and desalinate water. Without abundant energy, clean water is expensive and scarce. With abundant clean energy, clean water becomes achievable — you can power desalination plants, pumping stations, and treatment facilities.

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

→ "And so forth" means the chain continues: clean water → food → health → reduced poverty → better education → etc. The phrase implies that the cascade is endless — solving the top problems creates a domino effect that addresses all subsequent problems.

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

→ The chain structure shows that problems are interconnected — you can't solve them in isolation. It also argues for a specific strategy: start at the top (energy) and the rest follows. The structure makes a complex world seem manageable — there is a logical order to intervention.

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

→ All three are necessary: clean (not polluting), reliable (not intermittent), affordable (accessible to all). If energy is clean but not affordable, only rich nations benefit. If affordable but not clean, it worsens the environment. The three adjectives define the QUALITY of solution needed.

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

→ (Discussion) Students explore whether the cascade model always works. Are there problems that energy and water DON'T solve? Examples: education (requires teachers, not just resources), democracy (requires political will, not just water). The question examines the limits of technological solutions.

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

→ (Discussion) Students debate the ranking. The essay argues that solving energy and water REDUCES poverty, so they should be addressed first. But others argue that poverty is a political problem, not just a resource problem. The question explores the relationship between resources and inequality.

语言练习 · **Para. 5**

① 词汇语境

a) "addressing" — A) 解决/应对　B) 地址　C) 演讲

b) "subsequent" — A) 随后的　B) 之前的　C) 同时

c) "abundant" — A) 丰富的　B) 缺乏的　C) 适中的

d) "enables" — A) 使...成为可能　B) 阻止　C) 减少

e) "and so forth" — A) 等等/以此类推　B) 停止　C) 向前

② 句意转述

"Developing abundant sources of clean, reliable, affordable energy enables an abundance of clean water."

参考答案：Creating plentiful supplies of clean, dependable, and inexpensive energy makes it possible to produce large quantities of clean water.

③ 翻译

"能源和水排在食物和贫困之前的原因是，解决它们会使后续问题更容易处理。开发丰富、清洁、可靠、可负担的能源，就能获得充足的清洁水。充足的清洁水使粮食生产成为可能，并保护环境。以此类推。"

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

→ The 1900s was "the century of energy conflict." A new energy era is "just around the corner" — solar power prices are dropping, distributed generation and energy efficiency are about to take off.

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

→ Water will replace energy as the next great challenge. "Getting water right could clear the path to a fully liberated, healthy, and peaceful civilization."

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

→ Three signs: (1) solar power prices going down (2) distributed generation on the point of taking off (3) energy efficiency on the point of taking off. These trends suggest energy is becoming solved, which means water will become the next focus.

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

→ "Getting right" means handling correctly — not just solving technically but managing politically, economically, and socially. "Solving" implies a single answer; "getting right" implies a process of correct management. The phrase acknowledges that water is not just a technical problem but a governance challenge.

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

→ "Dawn" = the beginning of daylight, symbolizing a new beginning. The metaphor suggests that the energy era is transitioning — the old (oil/coal) is ending, the new (solar/efficiency) is beginning. "Dawn" also implies hope: after the darkness of energy conflict, a brighter era is emerging.

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

→ Liberated = freedom from scarcity and conflict. Healthy = physical well-being through clean water. Peaceful = no wars over resources. Together they describe a utopian outcome — solving water doesn't just fix water; it transforms civilization. The three adjectives make the stakes feel civilizational, not just practical.

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

→ (Discussion) Students debate whether energy or water will be the defining challenge of the 21st century. Some argue energy (climate change, fossil fuels); others argue water (scarcity, pollution, conflict). The question explores the relationship between the two resources.

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

→ (Discussion) Students evaluate whether solving water would truly bring peace. The essay suggests water is a gateway — solving it enables other solutions. But peace also requires political will, justice, and cooperation. The question explores the limits of resource solutions.

语言练习 · **Para. 6**

① 词汇语境

a) "just around the corner" — A) 即将到来　B) 在拐角　C) 很远

b) "distributed generation" — A) 分布式发电　B) 集中发电　C) 停电

c) "on the point of taking off" — A) 即将起飞/腾飞　B) 降落　C) 停止

d) "foresee" — A) 预见　B) 回顾　C) 忽视

e) "clear the path" — A) 铺平道路　B) 阻塞　C) 偏离

② 句意转述

"Getting water right could clear the path to a fully liberated, healthy, and peaceful civilization."

参考答案：Properly managing water could pave the way for a civilization that is fully free, healthy, and at peace.

③ 翻译

"在许多方面，20 世纪是能源冲突的世纪。如今，新能源时代的曙光就在眼前——太阳能价格下降，分布式发电和能源效率即将腾飞——我们可以预见，本世纪水将取代能源成为人类下一个巨大挑战。解决好水问题，将为一个完全解放、健康、和平的文明铺平道路。"

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

→ (1) There's no alternative — water cannot be replaced. (2) Water is intertwined with every sector — energy, agriculture, industry, cities. (3) Demands are growing while supplies are fluctuating — climate change intensifies droughts and floods.

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

→ Energy: cooling power plants and fracturing shale. Agriculture: irrigation.

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

→ Whether to move people to water or water to people.

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

→ Coal can be replaced by solar; petroleum by electricity. But water has no substitute — there is no "alternative water." This makes water uniquely non-negotiable. You can transition away from oil; you cannot transition away from water. This is why water is the ultimate resource.

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

→ Move people to water: populations migrate to water-rich regions (e.g., climate refugees). Move water to people: build aqueducts, pipelines, canals to transport water to populated areas (e.g., China's South-North Water Diversion Project). Both approaches have enormous costs and consequences.

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

→ The three-part structure makes complexity feel manageable — it's not a chaotic problem but a structured one with three dimensions. Each "first/second/third" builds on the previous: no alternative (fundamental) → intertwined (systemic) → growing vs. fluctuating (dynamic). The structure moves from essence to system to change.

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

→ "Intertwined" suggests threads woven together — you can't separate them without unraveling both. "Connected" is looser; "intertwined" implies deep, structural interdependence. The word makes water seem embedded in every aspect of society — pulling on water affects everything else.

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

→ (Discussion) Students debate the two approaches. Moving water: expensive, environmentally disruptive, but keeps communities intact. Moving people: socially disruptive, cultural loss, but less infrastructure. Examples: China's water diversion vs. migration. The question explores resource geography.

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

→ (Discussion) Students consider local impacts of climate change on water — droughts, floods, seasonal shifts. The question connects global climate change to personal experience.

语言练习 · **Para. 7**

① 词汇语境

a) "complicated" — A) 复杂的　B) 简单的　C) 清楚的

b) "alternative" — A) 替代品　B) 选择　C) 两者都

c) "intertwined" — A) 交织/密切相关　B) 分开　C) 无关

d) "fracturing" — A) 压裂　B) 修复　C) 建造

e) "fluctuating" — A) 波动　B) 稳定　C) 上升

f) "confronted with" — A) 面临　B) 逃避　C) 解决

② 句意转述

"That means humanity will be confronted with decisions about whether to move people to water or water to people."

参考答案：This means humans will face a choice: relocate populations to where water is abundant, or transport water to where people already live.

③ 翻译

"但水很复杂。第一，没有替代品。煤炭和石油有替代品，但水无法被取代。第二，水与社会的每个部门都交织在一起。能源生产需要水来冷却发电厂和压裂页岩。农业需要水来灌溉。工业和城市使用数万亿加仑的水用于各种用途。第三，水需求在增长的同时，供应在波动。气候变化预计将加剧干旱和洪水，同时改变水在哪里、在什么时候。这意味着人类将面临一个决定：是把人搬到水那里，还是把水搬到人那里。"

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

→ (1) Large, expensive, energy-intensive: cross-continent aqueducts, hydroelectric dams, massive desalination plants. (2) Small: micro water harvesters that condense water vapor from the air.

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

→ "All of them take a while" — none are quick fixes; they all require time to implement.

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

→ Presenting both scales shows that solutions exist at every level — from massive infrastructure to individual devices. The argument is that no single solution is sufficient; we need both. Large solutions handle scale; small solutions handle accessibility. The variety also makes the problem feel solvable.

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

→ This sentence connects back to the daughter's statement: "The scientists need time." The solutions exist, but they take time — which is why conservation is necessary. Conservation buys the time that solutions need. The essay comes full circle: the daughter's insight is validated by the technical reality.

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

→ "Thankfully" shifts the tone from alarming (Para 7's complications) to hopeful. It acknowledges that the situation is dire but not hopeless. The word also creates a conversational tone — the author is talking WITH the reader, not lecturing. It makes the solutions feel accessible rather than intimidating.

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

→ The binary (large vs. small) excludes medium-scale solutions — policy changes, water pricing, community management. The binary simplifies the solution space into two extremes, which is rhetorically effective but practically incomplete. The question explores what's missing from the binary.

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

→ (Discussion) Students explore the gap between solution and implementation. If desalination takes 20 years to scale, what do we do for 20 years? The question connects to the daughter's insight: conservation is the bridge between problem and solution.

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

→ (Discussion) Students debate large vs. small solutions. Large: scale, impact, but slow and expensive. Small: fast, accessible, but limited scale. The question explores the trade-offs between infrastructure and innovation.

语言练习 · **Para. 8**

① 词汇语境

a) "incredibly" — A) 难以置信地　B) 稍微　C) 适度地

b) "energy-intensive" — A) 能源密集的　B) 节能的　C) 无能源的

c) "aqueducts" — A) 渡槽/水渠　B) 水坝　C) 水管

d) "desalination" — A) 海水淡化　B) 污染　C) 蒸发

e) "condense" — A) 凝结　B) 蒸发　C) 冷冻

f) "take a while" — A) 需要一些时间　B) 立即　C) 永远

② 句意转述

"All of them take a while."

参考答案：Every one of these solutions requires significant time to implement and take effect.

③ 翻译

"幸运的是，解决方案是有的。一些是大型、极其昂贵且能源密集的，比如建造跨大陆调水渠、新的水力发电大坝和大型海水淡化厂。一些是小型的，比如使用微型集水器从空气中凝结水蒸气。但所有这些都需要时间。"

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

→ April 1961. One month later was his famous moon-shot speech — committing to send man to the moon before the decade was over.

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

→ He said it "would be in the long-range interest of humanity and would really dwarf any other scientific accomplishments."

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

→ We achieved the moon landing (within the decade) but still haven't solved desalination. We went to the moon but can't cheaply get freshwater from saltwater.

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

→ The comparison shows that humanity CAN achieve ambitious goals when it commits resources. We solved the moon challenge because we dedicated money and innovation to it. We haven't solved desalination because we haven't dedicated the same resources. The argument: the problem isn't capability, it's priority.

L2 推理　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?

→ Energy, defense, and health are seen as immediate national security concerns. Water has been treated as a local issue, not a strategic one. This reveals a gap in strategic thinking: water underpins energy, defense, and health, but it hasn't been funded as a priority. The priorities are reactive, not systemic.

L3 深层　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?

→ The author is highlighting a misallocation of resources: we spend billions searching for water on Mars while ignoring water scarcity on Earth. It's not necessarily anti-space exploration — it's pro-Earth priorities. The comparison is rhetorical: if we applied Mars-level funding to Earth's water, the outcomes would be transformative.

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

→ "Dwarf" means to make seem small by comparison. Kennedy is saying desalination would be bigger than the moon landing, bigger than any scientific achievement. The word implies that solving water is the ultimate scientific challenge — more important than space, more impactful than any single discovery.

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

→ (Discussion) Students debate resource allocation between space exploration and Earth's problems. Arguments for space: spin-off technologies, inspiration, long-term survival. Arguments for water: immediate need, lives at stake. The question explores the ethics of scientific priorities.

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

→ (Discussion) Students research current desalination technology. Progress: Israel, Saudi Arabia have large plants. But it's still expensive and energy-intensive. The question explores whether Kennedy's challenge has been partially met.

语言练习 · **Para. 9**

① 词汇语境

a) "competitively" — A) 有竞争力地 B) 竞争地 C) 合作地

b) "dwarf" — A) 使...相形见绌 B) 矮人 C) 增长

c) "moon-shot speech" — A) 登月演讲 B) 月亮 C) 射击

d) "apparatus" — A) 机构/体系 B) 设备 C) 工具

e) "prioritized" — A) 优先考虑 B) 忽视 C) 推迟

f) "outcomes" — A) 结果 B) 输出 C) 开始

② 句意转述

"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."

参考答案：If we invested as much funding in finding water solutions on our own planet as we spend exploring for water on Mars, the results could be dramatically better.

③ 翻译

"1961 年 4 月，肯尼迪总统说：'如果我们能以竞争性的——低廉的——价格从海水中获取淡水，这将符合人类的长远利益，并将真正使任何其他科学成就相形见绌。'那是在他著名的登月演讲前一个月。在那个十年结束之前，我们送人登上了月球并返回。但我们仍然没有找到如何在不花费大量金钱和能源的情况下从海水中获取淡水的方案。这主要是因为我们伟大的创新体系还没有致力于水。研究预算优先考虑能源、国防和健康，而基本上忽视了水——尽管解决水问题有助于我们的能源、国防和健康问题。如果我们在地球上找水花的钱和我们在火星上找水一样多，结果可能会大不相同。"

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

→ Yes, we can solve it. But we need aggressive conservation to buy us time while inventors get to work.

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

→ (1) Aggressive conservation (everyone) (2) Inventors getting to work (scientists/engineers). Conservation buys time; innovation solves the problem.

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

→ "Aggressive" means forceful, determined, not passive. It implies that conservation must be proactive and intense — not just turning off the faucet occasionally, but systematic, large-scale reduction. The word elevates conservation from a personal virtue to a strategic necessity.

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

→ The daughter said "The scientists need time." The final paragraph says conservation "will buy us time while our inventors get to work." The essay comes full circle: the daughter's insight IS the essay's conclusion. Conservation buys time; time enables innovation; innovation solves the problem. The structure validates the daughter's wisdom.

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

→ "In the end" signals the conclusion — after all the complexity (paras 3-9), the answer is simple: conserve and invent. The phrase creates a sense of finality and clarity. After pages of analysis, the reader gets a two-sentence summary. The brevity mirrors the daughter's simplicity in Para 1.

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

→ "Our" makes inventors belong to all of us — they are not distant experts but part of our collective effort. The pronoun creates shared responsibility: conservation is what WE do; invention is what OUR inventors do. Together, we solve the problem. The word builds solidarity.

L4 评价　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?

→ (Discussion) Students propose specific conservation actions: shorter showers, fixing leaks, rainwater harvesting, reducing water-intensive foods. The question moves from theory to practice.

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

→ (Discussion) Students explore what else is needed beyond conservation and innovation. Policy: water pricing, regulations. Education: awareness. Justice: equitable distribution. The question examines the limits of the essay's two-part solution.

语言练习 · Para. 10

① 词汇语境

a) "aggressive" — A) 积极的/大力度的　B) 攻击的　C) 被动的

b) "conservation" — A) 节约/保护　B) 消费　C) 生产

c) "buy us time" — A) 为我们争取时间　B) 买时间　C) 浪费时间

d) "inventors" — A) 发明家　B) 投资　C) 债务

② 句意转述

"But we need aggressive conservation that will buy us time while our inventors get to work."

参考答案：But we must aggressively conserve water to give our scientists and engineers the time they need to develop solutions.

③ 翻译

"最终，我们可以解决水问题。但我们需要大力度的节约来为我们争取时间，让发明家们开始工作。"

综合练习 · 全文

I. 课文填空（Cloze）

Complete the passage with words from the text.

The author's seven-year-old daughter once _____ at him for not turning off the water fast enough, saying "The scientists need _____." That statement still _____ in his ears today. Water is on track to be the most important and most _____ resource of the 21st century, potentially replacing _____ as the trigger for geopolitical conflicts. Nobel Laureate Richard Smalley ranked humanity's top problems: energy first, water _____. Solving energy enables clean water; clean water enables _____ and environmental protection. Water is complicated because there's no _____, it's _____ with every sector, and demands are growing while supplies

_____. Solutions exist — from massive _____ plants to micro water _____ — but all take time. Kennedy predicted in 1961 that desalination would _____ any other scientific accomplishment, but research budgets have _____ energy, defense, and health over water. In the end, we need _____ conservation to buy time while inventors get to work.

参考答案：growled, time, rings, contentious, oil, second, food, alternative, intertwined, fluctuate, desalination, harvesters, dwarf, prioritized, aggressive

II. 判断题（True or False）

1. ___ The author's daughter was angry because he used too much toothpaste. (F — she was angry about wasting water)

2. ___ Water could replace oil as the strategic resource that triggers conflicts. (T)

3. ___ Smalley ranked water as the most important problem. (F — energy was first, water second)

4. ___ There are alternatives to water, just as there are alternatives to coal. (F — "there's no alternative" to water)

5. ___ Climate change will make water supplies more stable. (F — it will intensify droughts and floods, making supplies fluctuate)

6. ___ Kennedy made his desalination statement after the moon landing. (F — it was one month BEFORE the moon-shot speech)

7. ___ Research budgets have prioritized water over energy and defense. (F — they've prioritized energy, defense, and health, ignoring water)

8. ___ The author believes conservation alone can solve the water problem. (F — conservation buys time; inventors must also find solutions)

III. 讨论题（Discussion）

1. The essay opens with a child's insight and ends with a call for "aggressive conservation." How does the personal anecdote frame the global argument?

2. Smalley's list ranks energy first, water second. Do you agree with this ranking? Would you reorder any of the top 5?

3. "Move people to water or water to people" — Which approach does China's South-North Water Diversion Project represent? What are its pros and cons?

4. The author compares desalination funding to Mars exploration funding. Is this a fair comparison? Or are they fundamentally different types of investment?

5. If you could allocate $1 billion to solve one water problem, what would you fund: desalination, conservation education, infrastructure, or research? Why?

IV. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a water-related issue in your region. What is the problem, and what solutions would you propose?

Topic B: "The scientists need time." — Do you agree that conservation is primarily about buying time? Or does conservation have intrinsic value beyond time?

Topic C: Write a letter to your local government about water conservation. What policies would you recommend, and why?

要求：① 至少使用 3 个课文关键词(conserve, contentious, alternative, intertwined, fluctuate, desalination, aggressive 等) ② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰

设计说明

本设计覆盖课文全部 12 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

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

→ Paul Miller is someone who conducted a unique personal experiment: going one full year with absolutely no internet. He published an article about it, which "made waves online."

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

→ One full year (365 days) with absolutely no internet.

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

→ "Made waves" means to cause a stir or attract widespread attention. The irony is that an article about disconnecting from the internet went viral ON the internet. The phrase implies Miller's experiment was provocative — it challenged people's assumptions about being online.

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

→ Miller serves as a foil and reference point. By starting with Miller, the author establishes a precedent — someone else tried disconnecting first. This makes the author's own experiment feel like part of a larger conversation, not an isolated stunt. Miller's story also creates curiosity: what did he discover?

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

→ "Absolutely" means zero internet, no exceptions. The word emphasizes the extremity of the experiment — not "less internet" or "limited internet" but NONE. This absoluteness makes the experiment dramatic and tests whether total disconnection is possible (or desirable).

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

→ A single-sentence opening creates immediate impact — it's a hook, not an explanation. The reader wants to know: What happened? What did Miller find? The brevity mirrors the simplicity of the experiment's premise: no internet, one year. Details come later.

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

→ (Discussion) Students reflect on their own internet dependency. The question explores what the internet provides (connection, information, entertainment) and what happens when it's removed.

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

→ (Discussion) Students explore the paradox: we're fascinated by stories of disconnection, but we consume them through the very technology being criticized. The question examines whether we can critique technology from within it.

语言练习 · **Para. 1**

① 词汇语境

a) "made waves" — A) 引起轰动 B) 制造波浪 C) 冲浪

b) "detailing" — A) 详述 B) 细节 C) 简述

c) "unique" — A) 独特的 B) 普通的 C) 重复的

d) "absolutely" — A) 绝对地 B) 几乎 C) 偶尔

② 句意转述

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

参考答案：Paul Miller caused a stir on the internet by writing about his unusual personal experiment: spending an entire year completely offline.

③ 翻译

"去年，保罗·米勒在网上引起轰动，他发表了一篇文章，详述了一个独特的个人实验：整整一年完全不上网。"

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

→ What amazing discoveries Miller had made from his 365 days offline.

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

→ "We" = the online community, including the author and readers. Using "we" positions the author as part of the audience — he was also curious, not just reporting. "Of course" implies the curiosity was natural and universal: anyone hearing about a year offline would want to know what was discovered.

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

→ "Amazing" sets up the expectation that Miller found something extraordinary. This expectation is then subverted in Para 3, where Miller's actual discovery is disappointing. The word functions as a setup for the twist: we expected amazing, we got ordinary.

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

→ The sentence is a rhetorical question disguised as a statement. It creates suspense: the reader wants to know the answer. By making it a standalone paragraph, the author creates a dramatic pause — the answer comes in the next paragraph. The structure mimics the curiosity of the online community.

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

→ "365 days" sounds longer and more specific than "a year." The number emphasizes the duration and makes the experiment feel more rigorous — each day was counted. It also echoes the precision of Miller's experiment: this wasn't a vague period but a measured, exact duration.

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

→ (Discussion) Students explore the cultural expectation that disconnecting will lead to enlightenment. The question examines whether this expectation is realistic or a form of romanticization.

语言练习 · **Para. 2**

① 词汇语境

a) "of course" — A) 当然　B) 然而　C) 因为

b) "amazing" — A) 令人惊叹的　B) 普通的　C) 令人失望的

c) "discoveries" — A) 发现　B) 覆盖　C) 消失

② 句意转述

"What we all wanted to know was what amazing discoveries Miller had made from his 365 days offline."

参考答案：Everyone was eager to learn what incredible insights Miller had gained from his year without the internet.

③ 翻译

"当然，当时我们大家都想知道的是，米勒在 365 天的离线生活中有什么惊人的发现。"

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

→ (1) He lost weight (2) He took time to smell the flowers (3) He wrote a lot of stuff.

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

→ No. He discovered that technology had very little to do with his life's problems. Without the internet, he had started becoming even more "out of touch with life."

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

→ "As it turns out" signals a twist — the outcome was contrary to expectations. Everyone expected amazing discoveries; instead, Miller found that disconnecting made him MORE out of touch. The phrase creates a reversal that drives the essay's argument: technology isn't the problem; the relationship with technology is.

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

→ "Very" means "the exact same" — the specific technology Miller blamed for his problems. The word emphasizes the irony: he blamed technology, but technology wasn't the culprit. "Very" makes the reversal sharper — it was the EXACT thing he criticized, and he was wrong about it.

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

→ "Stop and smell the flowers" = slow down and appreciate life's small pleasures. The idiom suggests Miller's initial months were idyllic — he was present, mindful, productive. This makes the later disappointment more striking: the idyllic beginning didn't last. The idiom also creates a pastoral image that contrasts with digital life.

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

→ The quotation marks indicate these are Miller's own words — the author is quoting Miller's self-assessment. The quotes also create distance, as if the author is evaluating Miller's phrase rather than endorsing it. The phrase "out of touch" is ironic: going offline was supposed to put Miller IN touch with life, but it did the opposite.

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

→ (Discussion) Students debate whether technology is inherently problematic or whether the issue is usage patterns. The question explores the distinction between tool and behavior.

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

→ (Discussion) Students explore how disconnection from the internet can mean disconnection from people, events, and ideas. Being offline can isolate you from social networks, news, and professional opportunities. The question examines the paradox of digital disconnection.

语言练习 · **Para. 3**

① 词汇语境

a) "as it turns out" — A) 结果是　B) 转身　C) 关掉

b) "promising" — A) 有希望的/有前途的　B) 令人失望的　C) 完成的

c) "criticize" — A) 批评　B) 赞美　C) 忽视

d) "out of touch" — A) 脱节/不联系　B) 触摸　C) 在联系中

② 句意转述

"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."

参考答案：Miller ultimately realized that the technology he had been blaming for his problems was barely responsible for them at all.

③ 翻译

"结果，尽管实验的头几个月很有希望（在此期间他减了肥、花时间闻花香、写了很多东西），米勒最终发现的是，他开始批评的那种技术实际上与他的生活问题几乎毫无关系。事实上，米勒意识到，没有网络，他反而开始变得更加'与生活脱节'。"

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

→ Last month. It lasted two weeks — the longest he'd been offline in 13 years.

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

→ Miller's was one year; the author's was two weeks. The author's experiment is much shorter but still significant — it's the longest he's been offline in 13 years.

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

→ "Only" acknowledges the shorter duration compared to Miller's year. But the word also creates a contrast: even "only" two weeks was the longest in 13 years — implying the author has been continuously online for 13 years. The word makes the 13-year figure more shocking.

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

→ 13 years means the author has been online continuously since approximately 2001 (if the essay was written in 2014). This covers the entire rise of social media, smartphones, and always-on internet. The number reveals that the author is a digital native — he has never known adult life without the internet. This makes his experiment more significant.

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

→ "Own" means: not Miller's experiment, but mine. The word positions the author's experience as personal, not derivative. He's not copying Miller — he's conducting his own exploration. The word also implies ownership: this is MY detox, MY lessons, MY conclusions.

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

→ "Detox" = detoxification, originally a medical term for removing toxins from the body. Applied to digital life, it implies that internet use is like an addiction — a toxin that needs to be flushed. The metaphor frames internet use as potentially harmful and positions disconnection as a health intervention.

L4 评价　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?

→ (Discussion) Students reflect on their own digital habits and how long it would take to notice changes. The question explores the relationship between duration and insight.

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

→ (Discussion) Students evaluate the overall impact of the internet on their lives. The question explores whether connectivity has enriched or diminished their experience.

语言练习 · **Para. 4**

① 词汇语境

a) "digital detox" — A) 数字排毒　B) 数字中毒　C) 数字设备

b) "offline" — A) 离线　B) 在线　C) 上线

② 句意转述

"It was only two weeks, but it was the longest I've gone offline in 13 years."

参考答案：Though it lasted just two weeks, it was the most time I'd spent away from the internet in over a decade.

③ 翻译

"上个月，我进行了自己的数字排毒。虽然只有两周，但这是我 13 年来离线时间最长的一次。"

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

→ "Why did I do it?" He answers: he's been plugged in 24-7 for a decade, the line between digital and real is blurred, and he felt the urge to free himself and see what would happen.

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

→ "24-7" means 24 hours a day, 7 days a week — constantly connected. This has been going on for the last decade.

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

→ "Blurred" means the boundary is unclear. Example: checking phone during dinner (digital intrudes on real), or thinking in terms of likes/shares (digital thinking enters real life). The blurring means you can't tell where online ends and offline begins.

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

→ "Urge" suggests an emotional, almost physical need — not a rational decision. The word implies the desire to disconnect built up over time, like pressure. "Decision" would sound deliberate; "urge" sounds instinctive. The word makes the detox feel like a response to an internal pressure.

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

→ The open-ended framing ("see what would happen") shows the author didn't have a specific goal. He wasn't testing a hypothesis; he was exploring. This makes the experiment feel genuine — not designed to prove a point but to discover something. The framing also creates suspense: what DID happen?

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

→ "Plugged" suggests being physically connected to a power source, like an appliance. The metaphor dehumanizes the author — he's not a person using a tool; he's a device plugged into a socket. The image makes internet use feel involuntary, as if he can't unplug without effort.

L4 评价　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?

→ (Discussion) Students reflect on moments of digital/real blur — phantom phone vibrations, dreaming in social media formats, reaching for phone during conversations. The question explores the phenomenology of digital life.

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

→ (Discussion) Students share their own experiences of wanting to disconnect. The question explores what triggers the desire for digital detox — overwhelm, anxiety, comparison fatigue?

语言练习 · **Para. 5**

① 词汇语境

a) "plugged in" — A) 连接/ plugged in B) 拔掉 C) 关闭

b) "blurred" — A) 模糊的 B) 清晰的 C) 锐利的

c) "urge" — A) 强烈的欲望 B) 犹豫 C) 决定

d) "free myself" — A) 解放自己 B) 束缚 C) 付费

② 句意转述

"I've been plugged in 24–7, living in a world where the line between digital and real gets a bit blurred at times."

参考答案：I've been constantly connected to the internet, existing in a reality where the boundary between online and offline life has become increasingly unclear.

③ 翻译

"我为什么这样做？在过去十年里，我 24 小时 7 天在线，生活在一个数字与现实界限有时变得模糊的世界里。有一段时间我一直有种冲动，想从这一切中解放出来，看看会发生什么。"

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

→ He is CEO of a social media company. His life's work is built around the belief that being connected makes lives richer and more rewarding.

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

→ He'd forgotten moderation. He realized he needed to step back and get perspective as more of his life was spent scanning social feeds.

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

→ Mentioning he's a CEO of a social media company creates irony: the person advocating disconnection profits from connection. This disclosure builds credibility — he's not anti-technology; he's pro-balance. It also makes his critique more powerful: if even a social media CEO thinks we need to disconnect, the problem must be real.

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

→ Moderation = not too much, not too little; balance. In this context, it means using technology without being consumed by it. The author isn't saying technology is bad; he's saying EXCESSIVE technology is bad. Moderation is the forgotten lesson — he knew it once but lost it as his online life expanded.

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

→ "Scanning" implies quick, superficial consumption — not deep reading. The word suggests the author was consuming content without engaging, skimming without absorbing. "Reading" would imply

attention; "scanning" implies compulsion. The word captures the mindless nature of social media consumption.

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

→ "Perspective" = a broader view, seeing things in context. When you're immersed in social feeds, you can't see the pattern — you're too close. "Stepping back" creates distance, allowing you to see your behavior from outside. The phrase implies that immersion distorts perception; only distance reveals truth.

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

→ (Discussion) Students debate whether a social media CEO can genuinely advocate moderation. Arguments for credibility: he knows the industry. Arguments against: his company profits from engagement. The question explores the ethics of tech leadership.

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

→ (Discussion) Students explore whether social media platforms are designed to prevent moderation. The question examines the tension between user wellbeing and platform engagement metrics.

语言练习 · **Para. 6**

① 词汇语境

a) "rewarding" — A) 有益的/值得的　B) 惩罚的　C) 无聊的

b) "moderation" — A) 适度/节制　B) 现代　C) 修改

c) "scanning" — A) 浏览　B) 精读　C) 写作

d) "perspective" — A) 视角/观点　B) 透视　C) 专业

② 句意转述

"Still, I'd forgotten one key lesson along the way: moderation."

参考答案：However, I had lost sight of one crucial principle over the years: the importance of balance.

③ 翻译

"我当然没有忘记我是社交媒体公司的 CEO。我一生的事业建立在这样一个信念上：连接使我们的生活更丰富、更有价值。然而，在这个过程中我忘记了一个关键教训：适度。随着我越来越多地花时间浏览社交信息流，我意识到我需要退后一步，获得一些视角。"

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

→ Mexico, for winter vacation. 14 days.

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

→ (1) Ate delicious seafood (2) Surfed (3) Fixed up his hut on the beach. Exception: checked email periodically to make sure no emergency was unfolding.

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

→ The specific activities ground the detox in physical reality — all three are tactile, bodily, outdoor. They contrast with digital life (sitting, scrolling, screen-gazing). The details make the detox feel real and embodied, not abstract. They also create a pastoral image: simple, physical, present.

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

→ The exception acknowledges reality: as a CEO, he can't fully disconnect. But the exception is narrow — only email, only for emergencies. The exception actually strengthens his credibility: he's not pretending to be a monk; he's a working professional finding a realistic balance. The word "just" minimizes the exception.

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

→ "Hut" suggests a simple, rustic dwelling — not a luxury hotel. The word creates an image of simplicity and manual labor. Fixing a hut is the opposite of fixing digital problems: it's physical, tangible, immediately visible. The hut represents a return to material reality.

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

→ (1) Ocean surfing (physical, on waves) (2) Web surfing (digital, on internet). The author is doing the first instead of the second. The wordplay highlights the contrast: real surfing vs. digital surfing. Both involve "riding" something, but one is embodied and the other is disembodied.

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

→ (Discussion) Students debate whether checking email disqualifies the detox. The question explores what counts as "disconnection" — is it total abstinence or mindful reduction?

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

→ (Discussion) Students explore whether detox requires physical activity or whether it's a mental state. The question examines the relationship between bodily and digital disconnection.

语言练习 · **Para. 7**

① 词汇语境

a) "took a break from" — A) 暂停　B) 休息　C) 打破

b) "surf" — A) 冲浪　B) 浏览　C) 游泳

c) "fixed up" — A) 修理　B) 固定　C) 打破

d) "periodically" — A) 定期地　B) 从不　C) 总是

e) "emergency" — A) 紧急事件　B) 出现　C) 融化

② 句意转述

"I took a break from being active on the internet for the entire trip."

参考答案：I refrained from using the internet for the whole duration of my vacation.

③ 翻译

"所以在去墨西哥的冬假中，我整个旅程都没有上网。整整 14 天，我吃了很多美味的海鲜，冲浪，修整了我在海滩上的小屋。除了定期查看邮件——只是为了确保我不在时没有紧急情况发生——我没有上网。"

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

→ No. He reflected on how technology has let him experience rewarding moments: seeing world events unfold on social networks, seeing people use technology to stay in touch with loved ones, seeing businesses connect with clients through LinkedIn.

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

→ Both didn't discover technology is evil. Both found that the relationship with technology is more nuanced than expected.

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

→ "Living and breathing" means technology is so integrated into his life that it's like air — he doesn't just use it, he inhales it. "Breathing" implies technology is essential to his existence, not just a tool. The phrase makes his appreciation more powerful: even someone who breathes technology can benefit from stepping away.

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

→ (1) World events on social networks = information/awareness (2) Staying in touch with loved ones = connection/relationships (3) Businesses connecting with clients = professional value. Together, the three examples cover personal, social, and professional domains — technology serves all aspects of life. The number three makes the argument comprehensive.

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

→ Framing as a negative (didn't discover X) acknowledges the expectation that detox should reveal technology's harm. By negating it, the author says: I expected to find evil, but I didn't. This structure makes the conclusion more credible — he was open to finding problems but didn't. It also creates a twist: the detox didn't produce the expected anti-technology revelation.

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

→ "Before my eyes" means he witnessed events directly, in real time. The phrase suggests immediacy — social media brought world events to him as they happened. The phrase also creates a visual image: he SAW events unfold, as if he were there. This makes technology feel like a window, not a screen.

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

→ (Discussion) Students debate whether the author's positive examples are genuine or self-serving. As a social media CEO, he has an incentive to portray technology positively. The question explores the credibility of industry insiders.

L4 评价　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?

→ (Discussion) Students explore the difference between integration and dependence. When does "living and breathing" technology become addiction? The question examines the boundary between immersion and compulsion.

语言练习 · **Para. 8**

① 词汇语境

a) "evil" — A) 邪恶的　B) 好的　C) 中性的

b) "reflecting on" — A) 反思　B) 反射　C) 拒绝

c) "rewarding" — A) 有益的　B) 惩罚的　C) 无聊的

d) "unfold" — A) 展现　B) 折叠　C) 关闭

e) "innovative" — A) 创新的　B) 传统的　C) 过时的

② 句意转述

"I didn't end up discovering that technology is evil."

参考答案：I did not ultimately conclude that technology is inherently harmful.

③ 翻译

"我从短暂的实验中学到的，其实和米勒的发现没有太大不同。我最终并没有发现技术是邪恶的。事实上，我发现自己开始反思：生活和呼吸着技术如何让我经历了一些人生中最有价值的时刻：我通过社交网络亲眼目睹了世界事件的展开；我看到人们用新技术与所爱的人保持联系。我也看到企业通过 LinkedIn 等渠道找到创新的方法与客户连接。"

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

→ By stepping away from digital things, he felt even MORE appreciative of technology. Disconnection increased appreciation, not resentment.

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

→ (1) It's how he interacts with important people (2) It's made him who he is professionally and personally.

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

→ It's ironic because you'd expect disconnection to make you dislike technology. Instead, it made the author appreciate it more. The irony is that distance creates appreciation — you don't value what you're immersed in until you step away. The paradox: to appreciate technology, you need to stop using it.

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

→ "Part of me" means technology is not just a tool but a component of his identity. Removing technology would be like removing a limb. The phrase implies that technology has become constitutive of self — it shapes how he thinks, relates, and works. This makes disconnection feel like self-amputation, not just a break.

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

→ (Discussion) Students explore whether technology should be part of identity. Arguments for: it enables experiences that shape us. Arguments against: if technology makes us who we are, removing it destroys us. The question examines the ethics of technological identity.

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

→ Saying technology shaped him "professionally and personally" covers his entire identity — work and life. The duality makes the claim comprehensive: technology isn't just a work tool or just a personal tool; it's both. The phrase leaves no area of life untouched by technology.

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

→ (Discussion) Students explore two outcomes of disconnection: (1) appreciation (the author's experience) (2) realization of unimportance (Miller's experience — he found technology wasn't his problem). The question examines what determines which outcome occurs.

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

→ (Discussion) Students reflect on which technologies feel constitutive of their identity — phone, social media, gaming, specific apps. The question explores personal relationships with technology.

语言练习 · **Para. 9**

① 词汇语境

a) "irony" — A) 讽刺　B) 铁　C) 相似

b) "stepping away" — A) 远离　B) 走近　C) 留下

c) "appreciative" — A) 感激的　B) 批评的　C) 无视的

d) "interact" — A) 互动　B) 行动　C) 反应

② 句意转述

"The irony is that by stepping away from all things digital for a while, I actually felt even more appreciative of it."

参考答案：Paradoxically, distancing myself from digital technology temporarily made me value it even more.

③ 翻译

"讽刺的是，通过暂时远离一切数字化的东西，我反而对技术更加感恩。毕竟，技术现在是我的一部分，它是我与生活中许多最重要的人互动的方式；它也在职业和个人层面塑造了今天的我。"

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

→ He learned "a few other lessons" from his digital detox. He's diving back into his "connected reality" — returning to online life.

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

→ "Dive" suggests plunging into water — immersive, sudden, total. The metaphor implies that returning to online life is like jumping into a pool: you're surrounded immediately. "Dive" also suggests intentionality — he's choosing to return, not falling back accidentally. The word makes reconnection feel active, not passive.

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

→ "Make sure to remember" implies the lessons are valuable but easy to forget — once you're back online, the old habits return. The phrase shows self-awareness: he knows the detox insights might fade. It also creates a contract with the reader: these lessons are worth remembering.

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

→ The single-sentence paragraph creates a structural pause — a breath between the reflection (paras 8-9) and the lessons (paras 11-12). The isolation signals: what follows is important. It also mimics the act of re-entering: a moment of transition before the list begins.

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

→ "Reality" implies that being connected is his normal state — his default existence. "Going online" would suggest a choice; "connected reality" suggests a condition. The phrase acknowledges that for the author (and many readers), online life IS reality, not an alternative to it.

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

→ (Discussion) Students explore whether digital detox insights are permanent or temporary. Research suggests people often revert. The question examines the sustainability of behavioral change.

语言练习 · **Para. 10**

① 词汇语境

a) "dive back" — A) 重新投入　B) 潜水　C) 退出

b) "connected reality" — A) 连接的现实　B) 断开的现实　C) 虚拟现实

c) "make sure" — A) 确保　B) 确信　C) 怀疑

② 句意转述

"As I dive back into my connected reality, I'll make sure to remember."

参考答案：As I return to my online life, I intend to hold onto these insights.

③ 翻译

"我从短暂的数字排毒中还学到了其他几个教训——当我重新投入连接的现实时，我会确保记住它们："

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

→ Snacks = cheap, easy, addictive pieces of online content (cat pictures, tweets, quick videos). Full meals = longer, thoughtful articles and good books that nourish the mind.

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

→ He didn't miss online snacking at all. He started to crave longer, thoughtful articles and good books — reading that nourishes his mind.

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

→ Snacks are: cheap (free), easy (instant), addictive (hard to stop), but not nutritious. Online content shares these qualities: it's free, instant, addictive, but doesn't nourish the mind. The metaphor makes the problem visceral — everyone knows snacking is fun but unhealthy. The comparison makes digital consumption feel like a dietary issue.

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

→ "Mindlessly" means without thinking — automatically, unconsciously. The word reveals that online snacking is not a choice but a compulsion. You don't decide to scroll; you just do. The word frames the behavior as addictive — the user is not in control.

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

→ "Nourishes" = provides nutrients for growth. The word extends the food metaphor: snacks don't nourish, but full meals do. Just as junk food doesn't nourish the body, snacky content doesn't nourish the mind. The word makes reading feel like healthy eating — essential for mental growth.

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

→ "Absence" means something is missing — as if snacky content is a presence that needs to be removed. The word implies that online snacking is so pervasive that its removal creates a vacuum. The vacuum is then filled by better content (longer articles, books). The word frames detox as removal, not addition.

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

→ (Discussion) Students debate whether it's possible to only consume "full meal" content. The question explores whether short-form content has value or is purely detrimental.

L4 评价　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?

→ (Discussion) Students reflect on their own content consumption. What percentage is "snacks" vs. "meals"? The question encourages self-assessment of digital diet.

语言练习 · **Para. 11**

① 词汇语境

a) "snacking" — A) 吃零食 B) 正餐 C) 禁食

b) "explosion" — A) 爆炸/激增 B) 减少 C) 稳定

c) "addictive" — A) 上瘾的 B) 无聊的 C) 有益的

d) "mindlessly" — A) 无意识地 B) 有意地 C) 聪明地

e) "crave" — A) 渴望 B) 厌恶 C) 忽视

f) "nourishes" — A) 滋养 B) 损害 C) 忽视

② 句意转述

"Snacking is fun, but it shouldn't replace full meals."

参考答案：Casual snacking is enjoyable, but it should not substitute for proper, nutritious meals.

③ 翻译

"吃零食很有趣，但不应该用它代替正餐。随着数字爆炸，大量廉价、简单、令人上瘾的在线内容让我们随手可得地当零食吃。难怪我们很容易养成在网上无意识地从一个美味零食跳到另一个、花上几个小时的习惯。有趣的是，我发现在 14 天离线期间，我一点也不想念这种在线零食。事实上，在零食内容缺席的情况下，我开始渴望的是更长的、有深度的文章和好书——那些能滋养我心灵的阅读。"

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

→ Studies have proven that deep reading can improve brain function. Some have even suggested it can make you a better person.

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

→ Instead of cat pictures: dive into "long reads" that change how you look at the world. Better yet: pick up a novel or read a book that can benefit you, whether related to your job or your passions.

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

→ Reading can make you better by: (1) increasing empathy (understanding others' perspectives) (2) expanding knowledge (3) improving critical thinking (4) exposing you to different values and experiences. The claim is that reading is not just cognitive but moral — it shapes character.

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

→ Job-related reading = professional development, skills, career advancement. Passion-related reading = personal growth, joy, meaning. Together, they cover both instrumental (useful) and intrinsic (enjoyable) reading. The duality says: read for work OR for love — both are valid.

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

→ In Para 10, he "dives back into" connected reality. In Para 12, he recommends "diving into" long reads. The repetition creates a contrast: dive into shallow water (digital life) vs. dive into deep water (long reads). The same verb, different depths. The echo suggests that the author is replacing one dive with another — swapping shallow for deep.

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

→ "Stuff" is informal, casual — it avoids sounding pretentious. The word makes the recommendation feel accessible, not academic. "Content" would sound clinical; "articles" would sound formal. "Stuff" says: it doesn't matter what form it takes, as long as it changes your perspective. The word prioritizes impact over format.

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

→ (Discussion) Students debate whether reading has moral effects. Arguments for: empathy, perspective-taking. Arguments against: knowledge ≠ virtue. The question explores the relationship between reading and character.

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

→ (Discussion) Students evaluate whether the recommendation is actionable. The question explores the gap between knowing what's good (deep reading) and doing it (the pull of short-form content).

语言练习 · **Para. 12**

① 词汇语境

a) "numerous" — A) 大量的　B) 少数的　C) 没有的

b) "brain function" — A) 大脑功能　B) 脑力　C) 头痛

c) "dive into" — A) 深入/投入　B) 跳出　C) 拒绝

d) "benefit" — A) 有益于　B) 损害　C) 忽视

e) "passions" — A) 热爱/激情　B) 冷漠　C) 被动的

② 句意转述

"Numerous studies have proven that such reading can improve brain function; some have even suggested it can make you a better person."

参考答案：Many studies have shown that deep reading enhances cognitive abilities, and some research even indicates it can improve your character.

③ 翻译

"大量研究已证明，这种阅读可以改善大脑功能；有些研究甚至表明它可以让你成为更好的人。所以，与其看搞笑的猫咪图片，不如深入阅读那些出现在你屏幕上的精彩'长读'——那些真正改变你看待世界方式的内容。更好的是，拿起一本小说，或读一本关于某个对你有益的主题的书，无论它与你的工作还是你的热爱相关。"

综合练习·全文

I. 课文填空（Cloze）

Complete the passage with words from the text.

Paul Miller made _____ online when he went one full year with absolutely no internet. Everyone wanted to know his amazing _____, but it turned out that technology had little to do with his life's problems — without the net, he became more "out of _____ with life." The author, CEO of a social media company, went on his own digital _____ for two weeks in Mexico. He'd been _____ in 24-7 for a decade and had forgotten the lesson of _____. During his 14 days offline, he ate seafood, _____, and fixed up his hut. He didn't discover technology is _____; instead, he felt more _____ of it. The _____ is that stepping away made him value technology more. He learned that online "_____" — cheap, addictive content — shouldn't replace "full _____" of thoughtful articles and books. He recommends _____ into long reads that change how you look at the world, or picking up a _____ that benefits you, whether related to your job or your _____.

参考答案：waves, discoveries, touch, detox, plugged, moderation, surfed, evil, appreciative, irony, snacks, meals, diving, novel, passions

II. 判断题（True or False）

1. ___ Miller's experiment lasted 365 days. (T)

2. ___ Miller discovered that technology was the main cause of his problems. (F — technology had "very little, if anything, to do with his life's problems")

3. ___ The author is anti-technology. (F — he's CEO of a social media company and believes connection makes lives richer)

4. ___ The author completely disconnected during his 14 days in Mexico. (F — he checked email periodically for emergencies)

5. ___ The author found that stepping away from technology made him appreciate it more. (T)

6. ___ The author missed online "snacking" during his detox. (F — he didn't miss it at all; he craved longer articles and books)

7. ___ Studies suggest deep reading can make you a better person. (T)

8. ___ The author recommends replacing all short-form content with novels. (F — he says "better yet" pick up a novel, but doesn't say replace ALL short-form)

III. 讨论题（Discussion）

1. Both Miller and the author found that technology wasn't their main problem. What IS the main problem, according to the essay? Do you agree?

2. The author is a social media CEO who advocates moderation. Is this credible? Or is there a conflict of interest?

3. "Snacking vs. full meals" — Apply this metaphor to your own digital diet. What percentage of your online consumption is "snacks"? What would it take to shift the balance?

4. The author felt MORE appreciative of technology after disconnecting. Is this always the case? Can disconnection also make you realize you don't need something?

5. The essay recommends "long reads" and novels. In the age of TikTok and short videos, is this recommendation still relevant? Or has the definition of "deep reading" changed?

IV. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe your own experience with digital detox (or a time you wished you could disconnect). What did you learn (or what do you think you would learn)?

Topic B: "Moderation" — The author says moderation is the key lesson. Do you agree? Or is moderation impossible with addictive technology? Defend your position.

Topic C: "Snacking vs. full meals" — Audit your digital diet for one day. What did you consume? Was it snacks or meals? Write about what you found and what you'd change.

要求：① 至少使用 3 个课文关键词(detox, moderation, blurred, appreciative, irony, nourish, addictive 等) ② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰