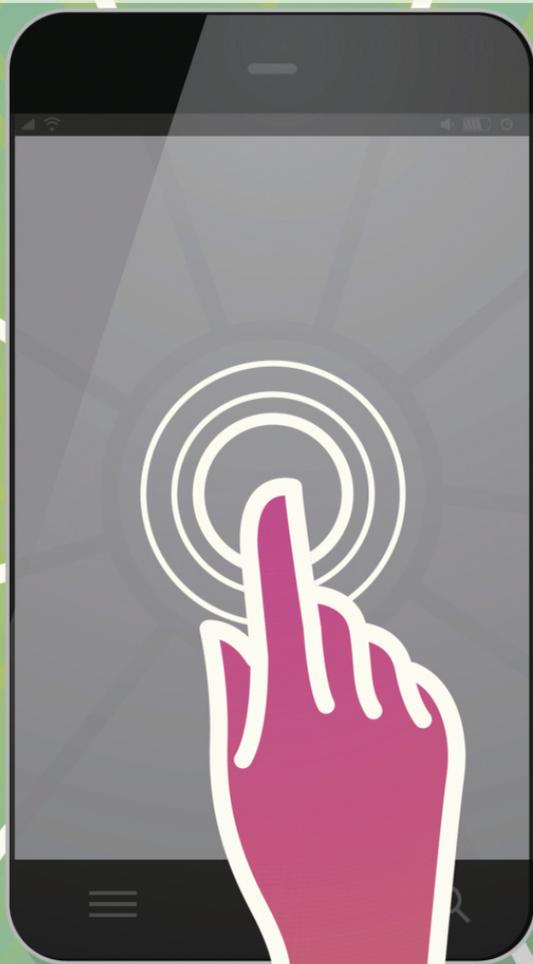


UNIT

# 3

# Networks



**After studying this unit, you will be able to:**

- ▶ understand how the social network helps to enhance the parent-child relationship;
- ▶ beware of the dark side of the social network;
- ▶ write a paragraph in spatial order;
- ▶ use the passive voice correctly;
- ▶ conduct a survey on the use of social networking sites.

# Warm-up

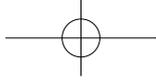
**Task 1** Write down the names of the following social networking sites and match them with their major functions in the middle.

The diagram shows the following connections:

- Weibo (red eye icon) connects to Social Communicating.
- Qzone (blue star icon) connects to Social Communicating.
- WeChat (green speech bubbles icon) connects to Multimedia Sharing.
- Instagram (camera icon) connects to Multimedia Sharing.
- Twitter (blue 't' icon) connects to Social Communicating.
- Facebook (blue 'f' icon) connects to Social Communicating.
- LinkedIn (blue 'in' icon) connects to Professional Exchanging.
- Tudou (orange smiley face icon) connects to Professional Exchanging.

**Task 2** Complete the following profile copied from the Weibo homepage and then post a new Weibo to tell your experiences during your first college days.

Profile		A new Weibo
<b>Account</b>	Joeisbest@163.com	<p><b>What's on your mind?</b></p> <p>Overwhelming. Lots of new friends and experiences. It's time to fully take charge of my life. To some degree, it doesn't matter what I did in the past... in terms of study or relationships. No one really cares whether I graduated with honor or not from high school. No one cares whether I dated around. It's time to start fresh and I'm ready.</p>
<b>Name</b>	Hello Joe	
<b>Gender</b>	Male	
<b>Location</b>	Beijing, China	
<b>About</b>	<p><b>Introduce yourself</b></p> <p>I love three things in this world: the sun, the moon and you. The sun for the day, the moon for the night and you forever.</p>	



# In-depth Reading

## Topic Preview:

Today, it is not uncommon to see young people using various social networking sites. Users of those sites usually have a long list of “friends,” with whom they discuss hot issues and share daily stories, photos and videos. The social network, indeed, brings about a new pattern for friendships as well as relationships, and the parent-child relationship is inevitably one of them.



## The Social Network Brings Parents and Children Closer

- 1 Yesterday evening, I had a very interesting conversation with a parent who joined Facebook after the **persistence** of his friends. He spoke of his two sons' **reactions** when he requested to add them as friends on Facebook by saying “My elder son did not **hesitate** to add me but my younger one felt as if I wanted to tail him!” He then spoke of how Facebook, in a way, was able to bring him closer to his elder son who lives abroad through looking at his posted pictures and **status updates**.
- 2 This got me thinking...
- 3 Indeed, parents may not be as familiar with social networking sites as their **teenage** children, but new research shows they shouldn't shy away from sending their **teens** friend requests on Facebook or **engaging** them on Twitter, Instagram and other social platforms.
- 4 Brigham Young University professor Sarah Coyne found that teenagers who are connected to their parents on social networking sites feel closer to their parents in real life. The study of nearly 500 families also found that teens who **interact** with their parents on social networking sites have higher **rates** of “pro-social” **behavior**—meaning that they are kinder, more **generous** and helpful to others.
- 5 How does the social network help families feel more connected? “You can do a lot with the social network. Your kid might post a picture, and you might show support by liking it or making a nice comment, or a status update that does the same kind of thing. It gives more **opportunities** to give positive **feedback** or show **affection**,” said Dr. Coyne.



# T In-depth Reading

## Text Analysis

The text is about how the social network affects the parent-child relationship. The main idea is that the social network is beneficial to promoting the parent-child relationship and thus parents should make full use of it even if they are not as familiar with it as their children.

The text can be roughly divided into three parts. The first part consists of the first two paragraphs, in which the author introduces the topic through a parent's experience. The second part contains Paragraphs 3-6, discussing how the social network enhances the parent-child relationship. The third part contains Paragraphs 7-10, in which some suggestions are given to parents using the social network.

## Detailed Study

### Paragraph 1

1. speak of: mention or describe 提起, 讲述

e.g. Speaking of Paris, the first thing coming to my mind is the Eiffel Tower.

【辨析】speak about: 提起, 讲述 speak well / highly of: 称赞 speak ill of: 贬损

2. My elder son did not hesitate to add me but my younger one felt as if I wanted to tail him!

1) hesitate: vi. 犹豫, 迟疑不决

e.g. ① Please do not hesitate to call me if you have any problems.

② Tom hesitated about accepting the job offer.

【拓展】hesitation: n. 犹豫 hesitant: a. 犹豫的

2) as if: 似乎, 好像, 仿佛

e.g. She went to school as if nothing had happened.

【同义词组】as though: 似乎, 好像, 仿佛

3. in a way: 在某种程度上

e.g. In a way, winning the game has been his greatest achievement.

【同义词组】in one way: 在某种程度上, 就某种意义上来说

e.g. It is satisfactory in one way.

【辨析】in sb.'s way: 妨碍, 挡着某人的路

### Paragraph 3

4. Indeed, parents may not be as familiar with social networking sites as their teenage children, but new research shows they shouldn't shy away from sending their teens friend requests on Facebook or engaging them on Twitter, Instagram and other social platforms.

1) 该句包含 not as... as... 结构, 意为“不如……”。再如: As a teacher, I am not as busy as my husband.

2) shy away from: 回避, 躲避

e.g. During that period, all other people shied away from talking to him about his wife.

3) send friend requests 是社交网络上的行为, 意为“发送添加好友的请求”。社交网站上常见的其他行为还有: post: 发表(见文章第1段); repost: 转发; like: 点赞(见文章第5段); comment / make a comment: 发表评论(见文章第5段); share a link: 分享链接。

4) engage: vt. / vi. 吸引住(注意力、兴趣); 雇用; 从事, 参加

e.g. ① I am not good at engaging other people's attention.

② Jenny was engaged as a columnist for *The New York Times*.

③ I'm sorry but I have no time to engage in your discussion.

### Paragraph 4

5. pro-social: a. 亲社会的

该词中 pro- 为构词前缀, 构成形容词时表示“拥护, 支持, 亲”的意思。

### Paragraph 5

6. Your kid might post a picture, and you might show support by liking it or making a nice comment, ...

该句包含由 by 引导的方式状语, 表示“通过做……”的意思。再如: Can I improve my spoken English by watching American movies?

## 参考译文

### 社交网络让亲子关系更紧密

1 昨天晚上, 我和一位家长进行了有趣的交谈, 他刚刚在朋友们的坚持下加入了脸书。他谈到了在脸书上向两个儿子发送添加朋友的请求之后他们的反应: “我的大儿子毫不犹豫地加了我, 但小儿子却觉得我像是要盯梢。”他接着说脸书在某种程度上拉近了他和生活在国外的大儿子之间的距离, 他可以看到他上传的照片以及状态更新。

2 这引发了我的思考……

3 的确, 父母可能并不像他们十多岁的孩子那样熟悉社交网站, 但新的研究表明, 父母不应该回避在脸书上向孩子发送添加朋友的请求或者在推特、趣味相机以及其他社交平台上吸引孩子的注意力。

4 杨百翰大学教授萨拉·科因发现, 在社交网站上和父母联系密切的青少年会在现实生活中感觉和父母更亲密。一项对将近500个家庭进行的研究也发现, 在社交网站上和父母互动频繁的青少年“亲社会”行为的比率更高——这意味着他们会更加友善、慷慨并乐于助人。

5 社交网络如何让家人感觉更亲密呢? 科因博士说: “你可以利用社交网络做很多事情。你的孩子可能会上传一张照片, 那么你便可以通过点赞、发表好评或更新一条做类似事情的状态来表达你对他们的支持。社交网络提供了更多给予正面反馈或表达喜爱的机会。”



### Paragraph 6

7. The social network gives an intimate look at your teenager's life.

该句中intimate的词义较为特殊，意为“详尽的”。该词的常见词义为“亲密的，密切的”。

e.g. ① The seven-year-old girl surprised me with her intimate knowledge of Chinese history.

② Whenever I'm in trouble, I turn to my intimate friends for help.

8. It lets parents know what their kids are going through, what their friends think is cool or fun, and helps them feel more connected to their kids.

该句中包含了两个由what引导的宾语从句。可以引导宾语从句的疑问词还有which、who、whom、whose、how、why等。再如：I don't know what he is thinking about and how I can help him.

### Paragraph 7

9. It is important to note, however, that parents can take it too far.

该句中词组take... too far意为“做得过分”，可理解为：continue doing sth. beyond reasonable limits。其同义词组还有carry... too far、go too far、go this / that far。

e.g. Tom has always been impolite, but we never thought he'd go this far this time.

10. You don't want to be the parent who posts embarrassing pictures of your kids all the time or makes offensive comments.

1) embarrassing: a. 令人尴尬的，使人害羞的

e.g. The journalist asked many embarrassing questions.

【拓展】embarrass: vt. 使尴尬，使窘迫

embarrassed: a. 尴尬的，窘迫的

embarrassment: n. 窘迫，害羞，难堪；困境

2) all the time: 经常，总是；一直，始终

e.g. ① The naughty boy plays jokes on his classmates all the time.

② She lied to people about her age all the time.

【同义词组】the whole time 经常，总是；一直，始终

11. respectful: a. 尊敬的，表示敬意的

e.g. We were brought up to be respectful of the old.

【辨析】respectable: a. 值得尊敬的，体面的

respective: a. 分别的，各自的

### Paragraph 8

12. But how much of this is a chicken-and-egg phenomenon?

该句中的a chicken-and-egg phenomenon意为“鸡与蛋的现象”，起源于人们在先有鸡还是先有蛋这个问题上的争论，通常用来描述难以分辨何为因、何为果的两个事物，它们往往相辅相成、互相制约。

13. ..., the parents would seem more likely to friend their kids on social networking sites.

该句中的friend作动词，可理解为：add a person to one's list of contacts on a social networking site, 即“添加某人至社交网络的好友名单”。

14. bi-directional: a. 双向的

该词中bi-为构词前缀，表示“二，两次，两倍”等意思，再如：bilateral: a. 双边的；biannual: a. 一年两度的

### Paragraph 10

15. Some teens prefer newer social platforms that haven't caught on with parents as much as Facebook has.

1) catch on: 受欢迎，流行起来，变得时髦

e.g. This video game quickly catches on among teenagers.

【辨析】catch up (with): 赶上，追上

2) 该句包含as... as... 结构，意为“和……一样，如同”。再如：Jenny didn't study as well as her younger sister did.

16. Dr. Coyne recommends that parents be media-acquainted and know where their kids are.

该句包含了虚拟语气的用法，且动词be前省略了should。recommend、ask、advise等词后面接宾语从句表示“建议、请求、命令”时，宾语从句中的谓语动词要用虚拟语气“should + 动词原形”，而且should可以省略。再如：All his family members asked that he (should) come back home to find a job.

6 她进一步说道：“社交网络让你更加详尽地了解孩子的生活。它让父母知道孩子正在经历什么、他们的朋友认为何为炫酷、何为有趣，并且让父母感觉跟孩子更加亲密。它提供了一扇美妙的小窗，向父母展现正在发生的事情。”

7 但要特别指出的是，父母可能做得很过分。科因博士提到，“在如何利用社交网络这个问题上，父母需要明智一点。我认为社交网络确实是拉近父母和孩子间距离的有效工具。但正如所有其他事情一样，我们在使用时要适度。你一定不想变成总是上传孩子尴尬照片或者发表恶性评论的父母。你务必要把握住一个合适的度并且尊重孩子的想法。”

8 但这何尝不是一个鸡与蛋的现象呢？如果家庭关系本来就亲密，那么父母更有可能将孩子添加至社交网络上的好友名单中。科因博士解释说：“总体说来，跟孩子关系更加亲密的父母会希望在其他方面也保持这种关系。我认为双方都一样——这是双向的。正如我们在新媒体中已有的经历一样，社交网络巩固了已有的联系。”

9 她还说：“社交媒体仅仅代表一整套正确教养方式中的一个方面。它只是父母与孩子保持联系的众多工具中的一种。这就是孩子们正在做的——他们已经在使用社交媒体，所以这是很棒的工具。”

10 有些青少年青睐更新一些的社交平台，而这些社交平台还没能像脸书那样在父母当中流行起来。科因博士建议父母要熟悉各类媒体，了解孩子的最新动向。“很多青少年都在使用推特，但还有很多父母没有。如果你真的想和孩子保持密切关系的话，就不能害怕学习新技术、使用新网站，了解孩子的动向。”



- 6 “The social network gives an **intimate** look at your teenager’s life. It lets parents know what their kids are going through, what their friends think is cool or fun, and helps them feel more connected to their kids. It gives a nice little window into what is going on,” she added.
- 7 It is important to note, however, that parents can take it too far. Dr. Coyne said, “Parents need to be smart about how they use it. I think it is a really great tool to connect with your kids. But just like everything else, it’s got to be used in **moderation**. You don’t want to be the parent who posts **embarrassing** pictures of your kids all the time or makes **offensive** comments. You have to keep it at the level that is **appropriate** and **respectful** of what the teens want as well.”
- 8 But how much of this is a chicken-and-egg **phenomenon**? If a family was already close to each other, the parents would seem more likely to friend their kids on social networking sites. “Parents who are more connected to their teens in general want to keep that **connection** elsewhere. I think it’s a bit of both—it’s bi-directional. As we have experiences in new media, it **strengthens bonds** that are already there,” explained Dr. Coyne.
- 9 “Social media **represent** just one point of an **overall** healthy **parenting** style. It’s just one tool in a workshop that parents have to connect with their teens. This is what teens are doing—they are on social media already, so it’s a nice tool to use,” she said.
- 10 Some teens prefer newer social platforms that haven’t caught on with parents as much as Facebook has. Dr. Coyne **recommends** that parents be **media-acquainted** and know where their kids are. “A lot of teenagers are on Twitter and not a lot of parents are on that. If you really want to stay involved with your kids, you can’t be afraid to learn new technology, to learn new **websites** and to know where your teens are.”

(602 words)

## Words

**persistence** /pə'sɪstəns/ *n.* 1. determination to do sth. even though it is difficult or other people oppose it 坚持；2. the state of continuing to exist for a long period of time 维持

**reaction** /ri'ækʃn/ *n.* what you do, say or think as a result of sth. that has happened 反应, 回应

**hesitate** /'hezɪteɪt/ *v.* be slow to speak or act because you feel uncertain or nervous 犹豫, 迟疑不决

**status** /'stetəs/ *n.* 1. the situation at a particular time 状况, 情形；2. the social or professional position of sb. / sth. 地位, 身份

**update** /'ʌpdeɪt/ *n.* the most recent information 最新信息, 最新情况

**teenage** /'ti:n,eɪdʒ/ *a.* between 13 and 19 years

old 十几岁的(指13至19岁), 青少年的

**teen** /ti:n/ *n.* (also **teenager**) a person who is between 13 and 19 years old (13至19岁之间的) 青少年

**engage** /ɪn'geɪdʒ/ *v.* 1. attract and keep sb.'s attention or interest 吸引住(注意力、兴趣)；2. employ sb. or use their services 雇用；3. be involved in 从事, 参加

**interact** /,ɪntər'ækt/ *v.* 1. communicate 交流, 沟通；2. if two things interact, they have an effect on each other 相互影响, 相互作用

**rate** /reɪt/ *n.* 1. the number of times sth. happens during a particular period 比率；2. the speed at which sth. happens 速度, 进度；3. an amount of money that is charged or paid for sth. 费用, 价格

**behavior** /bɪ'heɪvjə/ *n.* (*BrE* **behaviour**) the way that sb. behaves, especially toward other people 行为, 举止



**generous** /'dʒenərəs/ *a.* 1. giving or willing to give freely 慷慨的, 大方的; 2. more than is necessary 丰富的, 充足的; 3. kind in the way you treat people 宽厚的

**opportunity** /,ɒpə'tju:nəti/ *n.* a time when a situation makes it possible to do or achieve sth. 机会, 时机

**feedback** /'fi:dbæk/ *n.* advice, criticism or information about how good or useful sth. or sb.'s work is 反馈, 反应

**affection** /ə'fekʃn/ *n.* the feeling of liking or loving sb. / sth. very much 喜爱, 钟爱

**intimate** /'ɪntɪmət/ *a.* 1. (of knowledge) very detailed and thorough 详尽的; 2. (of people) having a close and friendly relationship 亲密的, 密切的

**moderation** /,mɒdə'reɪʃn/ *n.* the quality of being reasonable and not being extreme 适度, 适中

**embarrassing** /ɪm'bærəsɪŋ/ *a.* making you feel shy, awkward or ashamed 令人尴尬的, 使人害羞的

**offensive** /ə'fensɪv/ *a.* rude in a way that causes you to feel upset, insulted or annoyed 冒犯的, 无理的

**appropriate** /ə'prəʊpriət/ *a.* suitable, acceptable or correct for the particular circumstances 合适的, 恰当的

**respectful** /rɪ'spektfl/ *a.* showing or feeling respect 尊敬的, 表示敬意的

**phenomenon** /fə'nɒmɪnən/ *n.* a fact or an event in nature or society 现象

**connection** /kə'nekʃn/ *n.* sth. that connects two facts, ideas, etc. 联系, 关联

**strengthen** /'streŋθ(ə)n/ *v.* make sb. / sth. stronger 加强, 巩固

**bond** /bɒnd/ *n.* sth. that forms a connection between people or groups 联系, 纽带, 关系

**represent** /,reprɪ'zent/ *v.* 1. be sth. 意味着, 相当于; 2. be a symbol of sth. 代表, 象征

**overall** /,əʊvər'ɔ:l/ *a.* general 全面的, 综合的, 总体的

**parenting** /'peərəntɪŋ/ *n.* the process of caring for your child or children 养育, 抚养, 教养

**recommend** /,rekə'mend/ *v.* 1. advise sb. to do sth. 劝告, 建议; 2. tell sb. that sth. is good or useful, or that sb. would be suitable for a particular job 推荐, 介绍

**acquainted** /ə'kweɪntɪd/ *a.* familiar with sth. 熟悉的, 了解的

**website** /'web,saɪt/ *n.* a place on the Internet where information is available about a particular subject organization etc. 网站

## Phrases and Expressions

**as if** in a way that suggests sth. 似乎, 好像, 仿佛

**in a way** to some extent 在某种程度上

**shy away from** avoid doing sth. because you are nervous or frightened 回避, 躲避

**all the time** 1. very often 经常, 总是; 2. during the whole of a particular period of time 一直, 始终

**a bit of** a little of 一点儿

**catch on** become popular or fashionable 受欢迎, 流行起来, 变得时髦

## Proper Names

**Instagram** /'ɪnstə,græm/ 趣味相机 (图片分享应用软件)

**Brigham Young University** /'brɪgæm jʌŋ ,ju:ni'vɜ:səti/ 杨百翰大学 (美国最大的教会大学)

**Sarah Coyne** /'seərə kɔɪn/ 萨拉·科因 (人名)



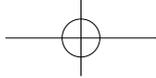
## Comprehension

**Task 1** Complete each of the following five sentences by matching the first part in Column A with its second part in Column B.

<p><b>Column A</b></p> <ol style="list-style-type: none"> <li>1 Parents shouldn't avoid sending friend requests to their kids online,</li> <li>2 You can either like or make nice comments on the photos posted by your kids,</li> <li>3 The social network can be a great tool for parents to connect with their kids,</li> <li>4 Parents and children can communicate better on social networking sites,</li> <li>5 Parents are recommended to stay familiar with social media</li> </ol>	<p><b>Column B</b></p> <ol style="list-style-type: none"> <li>A if they already enjoy a good relationship in real life.</li> <li>B although they may not be good at using social networking sites.</li> <li>C in order to stay involved with their kids.</li> <li>D only if they use it in moderation.</li> <li>E so as to show your affection and support.</li> </ol>
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**Task 2** Complete the following summary according to the text. Write no more than three words on each line.

SUMMARY	
<b>Findings</b>	<p>The children communicating with their parents on social networking sites</p> <ul style="list-style-type: none"> <li>• <u>feel closer</u> to their parents in real life;</li> <li>• are more likely to become <u>pro-social</u>.</li> </ul>
<b>Opinions</b>	<p>1. The parents communicating with their children on social networking sites</p> <ul style="list-style-type: none"> <li>• enjoy more chances to give <u>positive feedback</u> or show support and affection for their children;</li> <li>• manage to have a(n) <u>intimate</u> look at their children's life.</li> </ul> <p>2. There is a(n) <u>chicken-and-egg</u> phenomenon: The social network brings parents and children closer <u>in real life</u>, while being close in real life can in turn bring parents and children more connected on social media.</p>
<b>Suggestions</b>	<p>1. The social network, despite a nice tool for communication, needs to be used <u>in moderation</u>.</p> <p>2. If you really want to <u>stay involved</u> with your children, you should not be afraid to learn and use new technology.</p>



## Follow-up Exercises

### I Vocabulary

**Task 1** Match the following words in Column A with their synonyms in Column B.

Column A	Column B
1 behavior	A proper
2 opportunity	B love
3 appropriate	C tie
4 status	D chance
5 affection	E detailed
6 bond	F act
7 intimate	G kind
8 generous	H situation

**Task 2** Rewrite the following sentences using the words or phrases given in brackets.

- 1 I strongly hope that he goes to the hospital right now. (recommend)  
I strongly recommend that he go to the hospital right now.
- 2 The movie manages to attract a huge audience, both young and old. (engage)  
The movie manages to engage a huge audience, both young and old.
- 3 The girl talked as though she knew Taylor Swift very well. (as if)  
The girl talked as if she knew Taylor Swift very well.
- 4 I'm glad, to some extent, that you lost the game this time. (in a way)  
I'm glad, in a way, that you lost the game this time.
- 5 It is hard for the boss of such a huge company to communicate with each employee. (interact)  
It is hard for the boss of such a huge company to interact with each employee.
- 6 Lily forgets to turn off the lights very often. (all the time)  
Lily forgets to turn off the lights all the time.
- 7 Why are you avoiding my eyes if you didn't do anything wrong? (shy away from)  
Why are you shying away from my eyes if you didn't do anything wrong?
- 8 This book was not really popular when first published. (catch on)  
This book didn't really catch on when first published.

**Task 3** Fill in the blanks in the following passage by selecting suitable words from the word bank. You may not use any of the words more than once.

The social network is the talk of the day. It has developed at an unprecedented (1) C over the past few years. Various social networking sites provide many kinds of services to users, like helping them to (2) H with new friends, share opinions and comments with like-minded people, and stay (3) E with old friends and colleagues. Popular social networking sites are built in such a way that they are (4) B user-friendly. Most sites are so easy to use that they require



very little knowledge of the Internet. Above all, the best feature of those (5) D is that they are mostly free to use.

You must be wondering how these sites earn when they provide everything for free. Advertisement! They bring in money by (6) F advertising. These sites are great for advertisers as they can (7) A millions of people. If you have a product on “music” you wish to promote, all you need to do is to join one of these social platforms and promote it to music lovers. Once successful, your product will most (8) G become the hottest of the year. This is what makes social networking sites heaven for advertisers and all the more popular worldwide.

A) engage	B) overall	C) rate	D) websites
E) involved	F) running	G) likely	H) interact

## II Sentence Structure

**Task 1** Combine two short sentences into a long one after the model.

*Model:*

Yesterday evening, I had a very interesting conversation with a parent. The parent joined Facebook after the persistence of his friends.

→ Yesterday evening, I had a very interesting conversation with a parent who joined Facebook after the persistence of his friends.

1 Teachers speak highly of James. James is always modest and hard-working.

Teachers speak highly of James who is always modest and hard-working.

2 The man is one of my best friends. The man is delivering a speech on TV.

The man who is delivering a speech on TV is one of my best friends.

3 Joe and Grace are making a cake for their dad. They respect and love their dad very much.

Joe and Grace who respect and love their dad very much are making a cake for him.

**Task 2** Rewrite the following sentences after the model by using “not as... as...”

*Model:*

Indeed, parents may be less familiar with social networking sites than their teenage children.

→ Indeed, parents may not be as familiar with social networking sites as their teenage children.

1 Money is less important than job satisfaction.

Money is not as important as job satisfaction.

2 Houses in Wuhan are generally less expensive than those in Beijing.

Houses in Wuhan are generally not as expensive as those in Beijing.

3 To be happy alone is less meaningful than to be happy together with you.

To be happy alone is not as meaningful as to be happy together with you.



### III Translation

**Task 1** Translate the following sentences from Chinese into English.

- 1 在众人面前跳舞太令人难为情了。(embarrassing)

It is so embarrassing to dance in public.

- 2 你父母对你要结婚的消息有何反应? (reaction)

What's your parents' reaction to the news that you are about to get married?

- 3 老师建议她明年毕业后出国深造。(recommend)

The teacher recommended that she (should) go abroad to further her study next year.

- 4 如果需要任何帮助, 请尽管告诉我。(hesitate)

If you need any help, do not hesitate to let me know.

**Task 2** Translate the following sentences from English into Chinese.

- 1 Nowadays, it is not a rare phenomenon that parents and children interact actively online.

现在, 父母与孩子在网上频繁互动的情形很常见。

- 2 Social networking websites connect a person with others who share similar interests.

社交网站将拥有相同兴趣的人联系起来。

- 3 It is no good making offensive comments on the Internet all the time.

一直在网上发表恶性评论没有任何好处。

- 4 It was with the persistence of his girlfriend that Chuck went to the Halloween party.

恰克在他女朋友的坚持下才参加了万圣节晚会。



# Further Reading



## Facebook Is Bad for You

- 1 When an online **forum** for shared experiences posted the line, “I think Facebook makes me **depressed**,” dozens of similar stories streamed in.
- 2 “It makes me sad when other girls post pictures of themselves and get a whole **bunch** of ‘likes’ and comments saying ‘beautiful,’ ‘**gorgeous**,’ or ‘you’re so pretty,’” one girl wrote on the website. “No one has ever commented or liked any of the pictures of me, so what am I supposed to think?”
- 3 Researchers and social media users **alike** are discovering a darker side of Facebook. As “friends” post their successes in all **aspects** of life, **displaying** their seemingly perfect world, the viewer’s life often appears, well, **miserable**.
- 4 Researchers **surveyed** hundreds of college students on their Facebook use and the **findings** showed that the more time someone spent on Facebook, the more likely they would believe that friends lived happier lives and that life was unfair.
- 5 This probably wasn’t Mark Zuckerberg’s plan when he made his social media site.
- 6 The fact of the matter is that people carefully display themselves online, **deleting** anything ugly or socially damaging. Even with over 3,000,000,000 pieces of shared information every month, the complete picture of a person’s life is **rarely** given. In fact, **depression** caused by social media has become a problem amongst the younger generation.
- 7 “As with **offline** depression, those who suffer from Facebook depression are at risk for social **isolation** and sometimes turn to risky Internet sites that may **promote** bad behavior for ‘help’”
- 8 But to say that Facebook causes depression may be a bit **hasty**. Getting depressed because other people seem happier has indeed been around for a long time. Laozi, an **ancient** Chinese **thinker** and the **founder** of Taoism, offered his advice against comparing, saying that “When you are content to be simply yourself and don’t compare or **compete**, everybody will respect you.”

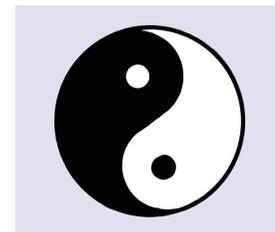


- 9 While Facebook doesn't necessarily cause depression, it may make the **tendency** to compare even worse. For this reason, we should take **caution** in comparing our real lives with the Facebook life of another. Teenagers and those people already **prone** to depression should be especially careful, since they are most likely to suffer Facebook depression.
- 10 Some **experts** mention that social media are capable of making us not just sad, but lonely. Social media, along with other modern forms of **communication**, cause us to **flee** from real conversation, thus damaging our chances for real relationships. We turn to things like social media because they support **fantasies**, **namely** that we are always heard and that we are never alone. And then it is **depressing** when we discover that even with 400 "friends," nobody is actually offering their ears or a shoulder to lean on.
- 11 Feeling sad and lonely after a Facebook session might be a **signal** that something needs to be changed. Some people need to change who they **communicate** with on Facebook and for others it is simply a matter of time spent on the site. Remember that social media should never be considered a **substitute** for real human-to-human **interaction**, which is what develops real relationships that form a lasting support. Don't make Facebook the ground you build your social life upon, because when the rain comes, you may discover it's a **sandy foundation**.

(537 words)

### Note

**Taoism** (道家), founded by Laozi, is a philosophical tradition of Chinese origin that emphasizes living in harmony with Tao. The term "Tao" indicates something that is both the source and the force behind everything that exists. Taoist ethics tend to emphasize *wu-wei* (action through non-action), naturalness, simplicity and the Three Treasures: compassion, moderation and humility.



### Words

**forum** /'fɔːrəm/ *n.* a place where people can exchange opinions and ideas 论坛, 讨论会

**depressed** /dɪ'prest/ *a.* very sad and without hope 沮丧的, 意志消沉的

**bunch** /bʌntʃ/ *n.* 1. a large amount 大量, 大批; 2. a number of things which are growing or tied together 串, 束, 扎

**gorgeous** /'gɔːdʒəs/ *a.* 1. very beautiful and attractive 非常漂亮的, 美丽动人的; 2. with very deep color, impressive 绚丽的, 灿烂的, 华丽的

**alike** /ə'laɪk/ *ad.* both or equally 两者都, 同样地

**aspect** /'æspekt/ *n.* a particular part or feature of sth. 方面, 层面

**display** /dɪ'spleɪ/ *v.* 1. show sth. to sb. 展示, 展出; 2. show signs of sth., especially a quality or feeling 显露, 表现 (特性或感情等)

**miserable** /'mɪz(ə)rəbl/ *a.* very unhappy or uncomfortable 痛苦的, 可怜的

**survey** /sə'veɪ/ *v.* 1. investigate people by asking them questions 调查; 2. study and give a general description of sth. 总体研究, 概述

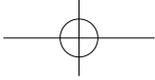
**finding** /'faɪndɪŋ/ *n.* (findings) information that discover or opinions that you form after doing research 调查发现, 调研结果

**delete** /dɪ'li:t/ *v.* remove sth. that has been written or printed, or that has been stored on a computer 删除

**rarely** /'reəli/ *ad.* not very often 罕有, 很少, 不常

**depression** /dɪ'preʃn/ *n.* 1. the state of feeling very sad and without hope 沮丧, 消沉, 抑郁; 2. a period when there is little economic activity and many people are poor or without jobs 萧条期, 不景气

**offline** /,ɒf'laɪn/ *a.* not connected to a computer or to the Internet 未联网的, 线下的



**isolation** /ˌaɪsəˈleɪʃn/ *n.* 1. the state of being alone or lonely 孤独, 孤立状态; 2. the state of being separated 隔离, 隔离状态

**promote** /prəˈməʊt/ *v.* 1. help sth. to happen or develop 推动, 促进; 2. help sell a product, service, etc. 促销; 3. move sb. to a higher rank or position 晋升

**hasty** /ˈheɪsti/ *a.* 1. acting or deciding too quickly, without enough thought 草率的, 考虑不周的; 2. done in a hurry because you don't have much time 匆忙的, 仓促的

**ancient** /ˈeɪnʃ(ə)nt/ *a.* 1. relating to people who lived a very long time ago, and to their culture and way of life 古代的, 古人的, 古文化的; 2. very old 古老的, 很老的

**thinker** /ˈθɪŋkə/ *n.* a person who thinks seriously, and often writes about important things 思想家

**founder** /ˈfaʊndə/ *n.* a person who starts an organization, institution, etc. or causes sth. to be built 创始人

**compete** /kəmˈpi:t/ *v.* try to be more successful or better than sb. else 竞争, 对抗

**tendency** /ˈtendənsi/ *n.* 1. a habit or situation that is starting to develop 趋势, 趋向; 2. a strong chance that sth. will happen in a particular way 偏好, 倾向

**caution** /ˈkɔːʃn/ *n.* care that you take in order to avoid danger or mistakes 谨慎, 小心

**prone** /prəʊn/ *a.* likely to suffer from sth. or to do sth. 易遭受……的, 有……倾向的

**expert** /ˈekspɜ:t/ *n.* a person with special knowledge, skill or training in sth. 专家, 行家

**communication** /kəˌmjuːnɪˈkeɪʃn/ *n.* the process of giving information or making emotions or ideas known to sb. 表达, 交流

**flee** /fliː/ *v.* leave a person or a place very quickly to avoid possible danger 逃避, 逃跑

**fantasy** /ˈfæntəsi/ *n.* a pleasant situation that you imagine but that is unlikely to happen 幻想, 想象

**namely** /ˈneɪmli/ *ad.* used to introduce more detailed information about sth. you are discussing 即, 也就是

**depressing** /dɪˈpresɪŋ/ *a.* making you feel very sad and without hope 令人沮丧的, 令人抑郁的

**signal** /ˈsɪgn(ə)l/ *n.* 1. an event, action or fact that shows sth. is likely to happen 预示; 2. a movement or sound that you make to give sb. information 信号, 暗号

**communicate** /kəˈmjuːnɪˌkeɪt/ *v.* exchange information, news, ideas, etc. with sb. 交流, 沟通

**substitute** /ˈsʌbstɪˌtju:t/ *n.* 1. sth. that is used instead of sth. else 代替物; 2. sb. who does sb. else's job 代替者, 顶替者

**interaction** /ˌɪntərˈæktʃn/ *n.* 1. communication 交流, 沟通; 2. a process by which two or more things affect each other 相互作用, 相互影响

**sandy** /ˈsændi/ *a.* covered with or containing sand 铺满沙子的, 含沙的

**foundation** /faʊnˈdeɪʃn/ *n.* 1. the solid underground base of a building 地基, 地脚; 2. the most basic part of sth. from which the rest of it develops 基础

## Phrases and Expressions

**at risk** in danger of sth. unpleasant or harmful happening 有危险, 冒风险

**turn to** go to... for help, advice, etc. 向……求助 (或寻求指教等)

**be capable of** have the ability or qualities necessary for doing sth. 有能力做某事

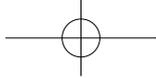
**along with** in the same way as 一起, 一道

**lean on** depend on sb. / sth. for help and support 依靠, 依赖

## Proper Names

**Mark Zuckerberg** /mɑ:k ˈzʌkəbɜ:g/ 马克·扎克伯格 (脸书创始人)

**Laozi** 老子 (中国古代伟大的思想家、哲学家, 道家创始人)



# T Further Reading

## Detailed Study

### Paragraph 1

1. stream in: come in large numbers 纷至沓来, 蜂拥而入

e.g. When the gate was opened, people streamed in.

### Paragraph 3

2. As “friends” post their successes in all aspects of life, displaying their seemingly perfect world, the viewer’s life often appears, well, miserable.

- 1) 画线部分为现在分词结构作伴随状语, 再如: He ran out of the room, shouting at his friends downstairs.
- 2) well 为感叹词, 表示说话时的稍微停顿, 无实际意义。

### Paragraph 4

3. ... and the findings showed that the more time someone spent on Facebook, the more likely they would believe that friends lived happier lives and that life was unfair.  
画线部分为比较级的特殊句型 “the + 比较级, the + 比较级”, 意为 “越……越……”, 再如: Sometimes the more you eat, the hungrier you get.

### Paragraph 6

4. ..., deleting anything ugly or socially damaging.  
该句中 ugly 和 damaging 均为形容词作后置定语, 修饰不定代词 anything, 而 socially 为副词, 修饰形容词 damaging。英语中, 修饰 somebody、something、anybody 等复合不定代词的形容词要放在这些不定代词之后。再如: Let’s discuss something important.

5. amongst 等同于 among, 意为 “在……中”。

### Paragraph 7

6. “As with offline depression, those... are at risk for...”  
1) 该句中 as with 意为 “和……一样, 如同”。再如: As with many other new things, it came across a lot of resistance.

2) at risk: 有危险, 冒风险

e.g. The quarrel could well place their friendship at risk.

【拓展】at the risk of: 冒着……的风险

### Paragraph 8

7. But to say that Facebook causes depression may be a bit hasty.

该句为过渡句, 承上启下。上文提及脸书会导致一些人抑郁, 但下文解释说抑郁也并不全是脸书导致的, 脸书导致抑郁的背后是由来已久的攀比之风。因此, 该句认为我们不能草率地下结论。

8. “When you are content to be simply yourself and don’t compare or compete, everybody will respect you.”

该句摘自老子的《道德经》, 汉语原句为: “夫唯不争, 故无尤。”

### Paragraph 9

9. Teenagers and those people already prone to depression should be especially careful, since they are most likely to suffer Facebook depression.

- 1) 该句中 prone to depression 为形容词短语作后置定语, 修饰 those people, 而 already 为副词, 修饰形容词 prone。
- 2) since 引导的是原因状语从句, 通常用于解释原因, 再如: Since you don’t have to work tomorrow, let’s go shopping.

### Paragraph 10

10. Social media, along with other modern forms of communication, cause us to flee from real conversation, thus damaging our chances for real relationships.

该句中画线部分为现在分词结构作结果状语, 再如: The boy threw the cup on the ground, breaking it into pieces.

11. And then it is depressing when we discover that even with 400 “friends,” nobody is actually offering their ears or a shoulder to lean on.

- 1) 该句中画线部分运用了转喻 (metonymy) 的修辞手法。Metonymy is a figure of speech in which a thing or a concept is referred to not by its own name but by the name of something associated in meaning with that thing or concept. 因此, 画线部分应理解为: listening to you or supporting you.
- 2) lean on: 依靠, 依赖

e.g. The children lean heavily on their parents.

【同义词组】rely on: 依赖, 依靠



### Paragraph 11

12. Remember that social media should never be considered a substitute for real human-to-human interaction, which is what develops real relationships that form a lasting support.

1) human-to-human 为合成形容词，其构词方式为：n. + to + n.，中间用连字符连接。再如：face-to-face: 面对面的

2) 该句画线部分为 which 引导的非限制性定语从句，对主句中的 real human-to-human interaction 进行进一步解释说明。另外，该定语从句中 is 后面是 what 引导的表语从句。

13. Don't make Facebook the ground you build your social life upon, because when the rains come, you may discover it's a sandy foundation.

该句包含一个类比 (analogy)。上文提到脸书作为虚拟社交网络的代表，不能代替真实的人际交往。只有真实的人际交往才能发展为真实的人际关系，构建永恒的基石。因此，该句中作者将脸书比作经不住大雨冲刷的沙土基石，不足以支撑你的社交生活。

### 参考译文

#### 脸书于你无益

1 有人在一个分享经历的在线论坛上发表了这样的内容：“我觉得脸书让我很沮丧。”然后，大量类似的故事纷至沓来。

2 “看到其他女孩上传自己的照片之后有一大堆人为她们点赞或发表评论说‘很漂亮’、‘美极了’、‘你好美’，我便感到很伤心。”一个女孩在网站上写道，“不曾有人为我的任何一张照片点赞或发表评论，我该作何感想呢？”

3 研究人员和社交媒体用户都在发现脸书更为阴暗的一面。当“好朋友们”展示他们在生活各个方面的成功和他们看似完美的世界时，观看者的生活往往显得悲惨万分。

4 研究人员调查了数百名大学生的脸书使用情况，结果表明，在脸书上消耗越多时间的人越有可能相信朋友们的生活更加幸福，认为生活不公。

5 这可能并不是马克·扎克伯格在创办该社交媒体网站时的初衷。

6 事实是，人们在网上展示自己的时候会小心翼翼，他们会删除任何难看或对社交有害的内容。即使每个月有30多亿条共享信息，也难以完整地呈现一个人的生活。事实上，由社交媒体所导致的抑郁已经成为年轻一代的一大问题。

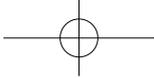
7 “和网络之外的抑郁一样，那些遭受了脸书抑郁的人面临着与社会隔绝的危险，有时还会向有危险的网站寻求‘帮助’，这可能会催生不良行为。”

8 但如果说是脸书导致了人的抑郁也略为草率。因为别人看起来比自己更加幸福而感到沮丧，这种现象其实由来已久。中国古代著名思想家、道家创始人老子针对攀比的问题给出了他的建议，他说道：“夫唯不争，故无尤。”

9 尽管不一定是脸书导致了人的抑郁，但它可能会让攀比之风更甚。因此，我们在将自己的现实生活与别人的脸书生活进行对比之时要保持警惕。青少年和那些较易抑郁的人应该格外小心，因为他们最有可能患脸书抑郁症。

10 有些专家指出，社交媒体不仅会让我们感到悲伤，还会让我们感到孤独。社交媒体以及其他形式的现代化交流手段让我们逃离真正的交谈，因此也会破坏我们建立真实关系的机会。我们会使用社交媒体这类事物是因为它们让人产生幻想，即幻想着总会有人在倾听、我们并不孤独。当我们发现，即使有400个“好友”，却没有一个真正在倾听或给予我们支持时，抑郁便会随之而来。

11 在使用脸书一段时间之后感到悲伤和孤独可能是一个信号，它提醒我们需要改变。有些人需要改变的是他们在脸书上交往的朋友，而有些人则仅仅是需要调整使用脸书的时间。请记住，社交媒体绝不能被当成真实人际交往的替代品，只有真实的人际交往才能建立起真实的人际关系，从而形成永久的支持基石。不要让脸书成为你社交生活的基石，一旦大雨来临，你会发现它危如累卵，不堪一击。



## Comprehension

**Task** Choose the best answer to each of the following questions or statements according to the text.

- The expression “stream in” in the first paragraph most probably means  A .  
 A. come in great numbers                      B. take place  
 C. discuss    D. gather together
- What do the research findings show according to Paragraph 4?  C   
 A. If someone spends a lot of time on Facebook, they will feel as happy as others.  
 B. The less time someone spends on Facebook, the more likely they will think life is fair.  
 C. If someone spends more time on Facebook, they will probably think others are happier.  
 D. The more time someone spends on Facebook, the more likely they are happier than others.
- What kind of people will most probably suffer Facebook depression?  D   
 A. People who like to talk with others.      B. People usually posting photos on Facebook.  
 C. People using Facebook a lot.              D. Teenagers.
- Social media are capable of making us lonely because they  C .  
 A. support fantasies                              B. offer actual listening and support  
 C. cause us to flee from the real world      D. cause depression
- What can we infer from the text?  B   
 A. It is social media that cause depression and sadness.  
 B. Real human-to-human relationships cannot be replaced by online interaction.  
 C. Social media like Facebook can help people get a lasting support.  
 D. People should not use social media which often bring about loneliness.

## Level-up Exercise

**Task** Make an overall analysis on the dark sides of the social network and then give some suggestions on how to deal with them.

### Dark Sides

- Causing depression.
- Making people indulged in the virtual world and ignorant of the real world.
- Wasting a lot of time.
- Causing security problems.

### Suggestions

- Be objective when viewing other people's posts; learn to find the beauty of one's own life and be content with it.
- Communicate with families and friends face to face: calling or visiting them; inviting them out.
- Set a time limit or time table for using the social network; keep in mind the most important tasks.
- Choose reliable social platforms; think twice before posting any private information.



# Applied Listening and Speaking

**Task 1** Listen to five short conversations and choose the best answer to each question you have just heard.

- 1 A. 800.                      B. 120.  
C. 200.                      D. 880.
- 2 A. He uses the social network to make new friends.  
B. He seldom uses the social network.  
C. He uses the social network to share daily stories with old friends.  
D. He likes sharing stories with new friends through the social network.
- 3 A. Because he is preparing for an important exam.  
B. Because he fails an important exam.  
C. Because he loses interest in Facebook.  
D. Because he is busy with a lot of exams.
- 4 A. She went to Joe's wedding last weekend.  
B. She had no idea about Joe's wedding.  
C. She saw Joe's wedding photos online.  
D. She took many photos at Joe's wedding.
- 5 A. The man knew Joyce would like his WeChat Moments.  
B. The woman liked the man's WeChat Moments.  
C. The man added Joyce as a WeChat friend.  
D. The woman added the man as a WeChat friend.

## Word Bank

wonder /'wʌndə/ *n.* 惊讶, 惊奇  
*v.* 想知道  
WeChat Moments 微信朋友圈

**Task 2** Listen to two long conversations and choose the best answer to each question you have just heard.

## Conversation One

- 1 A. Because the project is interesting.  
B. Because the project is popular.  
C. Because he wants to know his online friends better.  
D. Because he wants to have coffee with people.
- 2 A. Three weeks or more.              B. Three years.  
C. Five years.                              D. Three years or more.
- 3 A. He asks them out in person.  
B. He sends them messages online to invite them out.  
C. He posts online videos to invite them out.  
D. He gives them phone calls before going out.

## Conversation Two

- 4 A. To keep in touch with friends.  
B. To teach his students.  
C. To post interesting videos.  
D. To share some information.
- 5 A. They will find information by themselves.  
B. They will discuss with each other online.  
C. They will visit Mr. Blake's Facebook page.  
D. They will visit Mr. Blake in person.
- 6 A. Because he wants to know more about his students.  
B. Because he thinks it can help him know what his students really want in class.  
C. Because he wants to communicate with his students.  
D. Because he thinks his students will like that.

## Word Bank

confident /'kɒnfɪd(ə)nt/ *a.* 自信的  
account /ə'kaʊnt/ *n.* 账号  
notice /'nəʊtɪs/ *n.* 通知  
encounter /ɪn'kaʊntə/ *v.* 遇到



# Applied Listening and Speaking

## Task 1 Transcript

- M: Can you believe that? Helen got 120 new Weibo followers in just one week.  
W: No wonder. She is always active on Weibo and now has altogether 880 followers on it.  
Q: How many Weibo followers does Helen have now?
- W: I'm wondering what you guys usually do with the social network.  
M: Well, I seldom use it to make new friends but share daily stories with old friends.  
Q: What does the man usually do with the social network?
- W: You haven't posted any updates on Facebook for a long time. What are you busy with?  
M: An important exam is coming up soon. I don't want to fail it.  
Q: Why hasn't the man updated his Facebook for quite a while?
- M: Grace, did you hear that Joe got married last weekend?  
W: Yes, he posted many wedding photos on Qzone.  
Q: What does the woman mean?
- M: Joyce liked my WeChat Moments and left a comment to support me. What a surprise!  
W: You see? Sending her a friend request is not a bad idea.  
Q: What can we learn from the conversation?

## Task 2 Transcript

### Conversation One

- W: Hello, Matt, you just started an interesting project called "1000 + Coffees," didn't you?
- M: Yes, Kristin, I started it just three weeks ago in September.
- W: So why did you have such an idea to do the project?
- M: The point of the project is to get to know my online friends in real life. I want to talk to them face to face.
- W: Indeed, making friends is one of the most enjoyable things in life. But as you said, it will take you three years or longer to finish the project. Now it is just the beginning. Are you sure you can finish it?
- M: I am confident enough to make it. Be it three years or five years or more. I don't care, because I do enjoy the process of doing all this.
- W: I am wondering how you carry out your project. Is it difficult?
- M: In fact, it is quite simple. I just message them online and say, "Hey, do you want to grab a coffee?" If the answer is yes, then we meet. And I'll later post photos and stories of our happy coffee time.
- W: OK, Matt, thank you. We're looking forward to your updates in the future.

### Questions 1 to 3 are based on the conversation you have just heard.

- Why did Matt start this "1000 + Coffees" project?
- How long will it take to complete this project?
- How does Matt invite his online friends out to have coffee?



### Conversation Two

W: Mr. Blake, as a college teacher, you communicate a lot with your students on Facebook. When did you first use it?

M: Three years ago, I applied for a Facebook account. At the very beginning, I just used it to keep in touch with some friends just like most people do.

W: What changed your idea then?

M: After using Facebook for a year, I found more and more students became my Facebook friends. One day I tried posting a notice online, and to my great surprise, all the students received it. It was at that time that I learned the great power of the social network and made up my mind to use it for education.

W: It is said your students will visit your page to find information or leave you a message when they encounter problems about your lecture. Is that true?

M: Yes, for my students, Facebook becomes a second classroom.

W: Do you visit your students' Facebook page?

M: Yes, of course. By doing it, I get a better understanding about what they really want in my class. It helps me a lot in preparing my lecture.

W: Mr. Blake, I'm sure your way of using the social network for education will become more and more popular in the future. Thank you for sharing.

### Questions 4 to 6 are based on the conversation you have just heard.

4. What did Mr. Blake first do with Facebook?
5. What will the students do when they have problems about Mr. Blake's lecture?
6. Why does Mr. Blake visit his students' Facebook page?

### Task 3 Transcript

A Facebook friend is someone who is connected to another person through the social networking site. To help protect Facebook members' privacy, you must make a request through the site to become someone else's Facebook friend. It is then up to them to accept or reject the request.

After someone becomes a Facebook friend with another person, the bond does more than just connect two people on a social networking site. After a Facebook friendship is formed, the friends are able to see what's on the other's wall, a list of postings on a user's Facebook homepage. Facebook friends can also view any photos, videos and other information that have been posted by or about that person. Even users who are not Facebook friends can view other users' list of Facebook friends, which might help them discern between a person they know and another person with the same name.

### Questions 1 to 3 are based on the passage you have just heard.

1. How can you become someone else's Facebook friend?
2. What the friends cannot do after a Facebook friendship is formed?
3. What can you infer from the passage?



**Task 3** Listen to a passage and choose the best answer to each question you have just heard.

- 1 A. Write a letter through the site.  
 B. **Make a request through the site.**  
 C. Mention the person through the site.  
 D. Post a photo through the site.
- 2 A. See a list of postings on each other's Facebook homepage.  
 B. See what on each other's wall is.  
 C. View photos and videos posted by each other.  
 D. **Accept each other's friend request.**
- 3 A. Facebook friendship is stronger than friendship in real life.  
 B. A Facebook friend is someone who knows you very well on the social networking site.  
 C. Users who are not Facebook friends cannot view other users' list of Facebook friends.  
 D. **It is up to the users themselves to accept or reject a friend request.**



**Task 4** Work in pairs to make a conversation according to the situation given below, using the useful expressions given in the box if necessary.

**Situation:** Kimi and Joe are good friends and they haven't seen each other for a long time. Joe is an active user of Weibo, who knows nearly every update of his friends. So Kimi, who hasn't been on Weibo for a while, is asking Joe about their friends' latest posts.

### Useful Expressions

Asking about new posts on social networking sites:

- What's new on...?
- Is there anything interesting on...?
- Have you got anything new online?
- Have you seen the latest posts of...?

Talking about new posts on social networking sites:

- ... just shared an interesting link on...
- ... posted beautiful photos of their journey.
- ... updated their status... days / minutes ago.

Asking for comments:

- What's your idea about...?
- What do you think of...?
- How do you like...?

Making comments:

- Oh, ... is so cute in that video. I like... very much.
- Well, in my opinion, it is cool / not bad / gorgeous...
- To be honest, I don't like...



# Paragraph Writing

## 空间顺序法

空间顺序法 (Spatial Order) 是一种非常有效的写作方法, 在描写地点和物体时尤为适用。顾名思义, 空间顺序法就是按照事物的空间结构顺序来对其进行说明或描写, 或从内到外, 或从上到下, 或按顺时针方向, 或从整体到局部, 等等。

在运用空间顺序法写作时, 通常会使用一些表示空间位置的过渡词或词组来说明事物的具体位置或方向, 如 above、alongside、beneath、beyond、farther along、in front of、nearby、on top of、to the left、to the right。

例如, 用空间顺序法来描写某大学校园时, 可以先从整体入手, 介绍校园的总体方位, 继而从校园的各个组成部分依次展开具体的描写, 或从南到北, 或从前往后, 或从中间向四周扩散。



### Sample:

**Our campus** is located **next to** a gorgeous lake. As you can see, **the front gate** faces the south, enjoying full sunshine on every sunny day. **The main teaching building**, the symbol of the school, stands **in the middle of** the campus. Most of the teachers' offices are on the third floor. There is **a huge square in front of** the main teaching building. **On the left of** the square is **our library** and **on the right** is **a large playground**. And **the dormitory building** is situated **right behind** the playground.

描写对象

该描写对象的主要组成部分

表示空间位置的词组



**Task 1** Look at the pictures below and then fill in the boxes with the four cities in China and their famous dishes.

**FOOD  CITY**



Chengdu



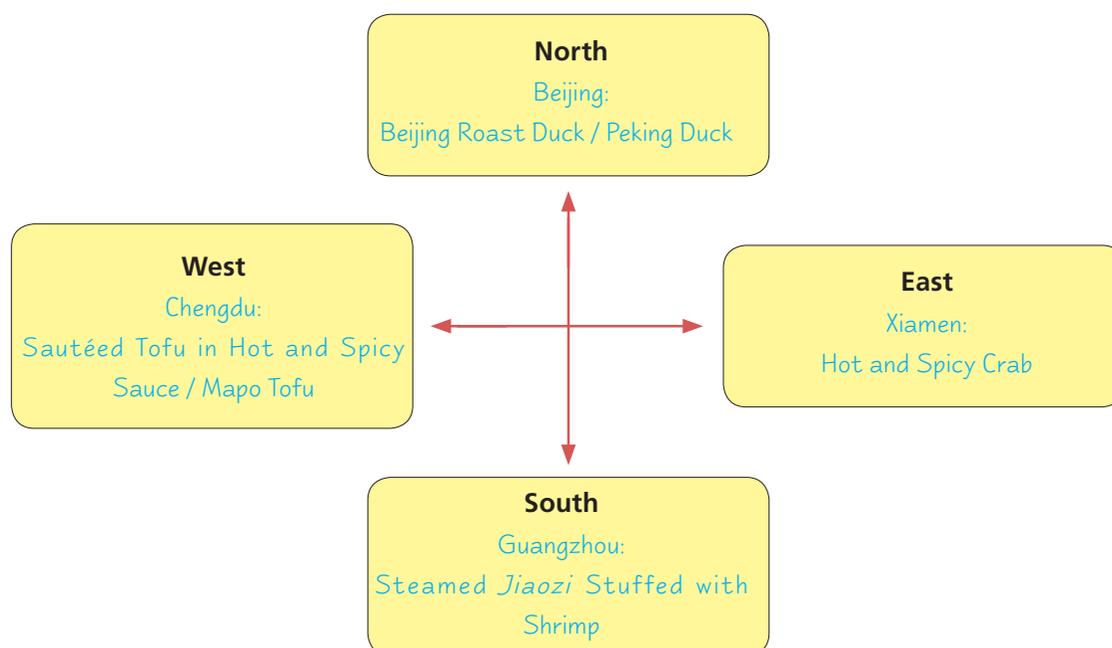
Beijing



Xiamen



Guangzhou





**Task 2** Write a paragraph on China's top food cities listed in Task 1 in spatial order. You should write at least 60 words but no more than 90 words.

China's long history, vast land and rich culture give birth to various kinds of delicious food. Its top food cities with distinctive dishes are spread all over the country. Beijing, the capital located in North China, is undoubtedly one of them. Peking Duck named after the city is a must-have for tourists. Xiamen, the coastal city in the southeast, is abundant in seafood. Its Hot and Spicy Crab is rather popular. Not far away from Xiamen, Guangzhou, which lies in the southern part of China, is most famous for Steamed *Jiaozi* Stuffed with Shrimp. In the west, Chengdu is crowned as the kingdom of spicy food, best represented by Mapo Tofu.



# Grammar Focus

## 被动语态

语态 (Voice) 是动词的一种形式, 用以说明主语和谓语之间的关系。英语中的语态分为两种, 即主动语态 (the Active Voice) 和被动语态 (the Passive Voice)。主动语态表示主语是动作的执行者, 被动语态表示主语是动作的承受者。一般只有及物动词可用于被动语态。被动语态的基本结构为 “be + 动词过去分词”。时态不同, 被动语态的具体结构也不同, 如下表所示:

	现在时	过去时	将来时
一般时	am / is / are done	was / were done	will / shall be done
进行时	am / is / are being done	was / were being done	—
完成时	have / has been done	had been done	—

### 被动语态的转换: 主动句转换为被动句

- ✓ 把主动句中的宾语变为被动句的主语。
- ✓ 把动词变为被动结构, 并且注意其人称和数的相应变化, 动词的时态则保持不变。
- ✓ 原句的主语如需要则放在 by 后面以宾格形式出现, 如不需要则可省略。
- ✓ 其他成分 (定语、状语等) 不变。

例如:

- ① CCTV invited her to host the final show. → She was invited by CCTV to host the final show.
- ② Your family will always support you. → You will always be supported by your family.
- ③ They have run this website for three years. → This website has been run (by them) for three years.
- ④ We are considering a travel plan. → A travel plan is being considered.
- ⑤ They were holding a party when I arrived. → A party was being held when I arrived.
- ⑥ People hadn't heard of the news before yesterday. → The news hadn't been heard of before yesterday.

此外, 情态动词的被动语态结构为 “情态动词 + be + 动词过去分词”, 例如:

- ① Homework should be handed in on time.
- ② What's done is done and cannot be undone.

### 被动语态的特殊用法

1. 不及物动词无被动语态, 如 happen、come、disappear、rise。
2. 有些动词用主动形式表示被动意义, 如 sell。例如:  
Rowling's new book sells well.
3. 感官动词 (如 see、hear) 和使役动词 (如 make、let、have) 在主动语态中接不带 to 的动词不定式, 但变为被动语态时, 必须加上 to。例如:  
The boss made Tom do heavy work.  
→ Tom was made to do heavy work by the boss.
4. 如果是将接双宾语的动词改为被动语态, 且将直接宾语 (物) 变为主语时, 那么动词后需要加介词, 这个介词由与其搭配的动词决定。例如:  
The teacher showed me an example. → An example was shown to me by the teacher.
5. 有些动词短语用于被动语态时, 应将动词短语看作一个整体, 不能省略其中的介词或副词。例如:  
The boy is taking care of those flowers. → Those flowers are being taken care of by the boy.



**Task 1** Choose the best answer to complete each of the following sentences.

- 1 The book D by Jennifer by the end of last month.  
A. have finished    B. finished    C. have been finished    D. had been finished
- 2 A stylish bike was bought B me by my parents as a birthday present.  
A. to    B. for    C. by    D. on
- 3 A stranger B walk into the building.  
A. has seen to    B. was seen to    C. has seen    D. was seen
- 4 I D one day to decide whether I should accept this invitation.  
A. give    B. gave    C. has given    D. was given
- 5 The movie star A everything before he went out of the hotel.  
A. had been told    B. has told    C. has been told    D. is told
- 6 Great changes C in my hometown during the past 20 years.  
A. were taken place    B. have been taken place  
C. have taken place    D. taking place
- 7 The milk B to each house before 7:00 every morning.  
A. send    B. should be sent  
C. will send    D. has been sent
- 8 No one likes D in public.  
A. to laugh at    B. laugh at  
C. been laughed at    D. to be laughed at

**Task 2** Rewrite each of the following sentences by using the passive voice.

- 1 People regard Vint Cerf as Father of the Internet.  
Vint Cerf is regarded as Father of the Internet.
- 2 The teacher mentioned two books of Mark Twain.  
Two books of Mark Twain were mentioned by the teacher.
- 3 The clown made the kids laugh.  
The kids were made to laugh by the clown.
- 4 We have not completed the preparations for the new semester.  
The preparations for the new semester have not been completed.
- 5 A young lady saw my cell phone drop when she passed by.  
My cell phone was seen to drop by a young lady when she passed by.
- 6 We should focus our attention on finding solutions to the hazy weather.  
Our attention should be focused on finding solutions to the hazy weather.
- 7 The audience gave warm applause to all performers taking part in the show.  
Warm applause was given by the audience to all performers taking part in the show.
- 8 His team must finish the design of a new product by the end of this week.  
The design of a new product must be finished by his team by the end of this week.



# Team Project



Work in groups to conduct a survey on the use of social networking sites. Each member in the group is supposed to invite several people of different age groups to complete the following questionnaire. After finishing that, analyze all the information collected by group members and then give a report on your findings.

## QUESTIONNAIRE

### PERSONAL DETAILS

Age group  10-15  16-20  21-25  26-30  30+

Job \_\_\_\_\_

### QUESTIONS

1. Are you part of a social networking society?  Yes  No  
(If yes, go directly to Question 3; if no, go to Question 2.)
2. For what reason are you not part of a social networking society?  No interest  No time  
 No reason  Others \_\_\_\_\_  
(For all respondents who answered Question 2, this is the end of the questionnaire.)
3. How long have you been using social networking sites?  Less than 6 months  
 6 months to 1 year  
 1-2 years  More than 2 years
4. What is your favorite social networking site?  Weibo  WeChat  
 Qzone  Others \_\_\_\_\_
5. How do you usually access the social network?  Laptop  Cell phone  
 PC  Others \_\_\_\_\_
6. When do you most frequently use the social network?  Right after getting up  
 During meal time  
 Right before going to bed  
 Others \_\_\_\_\_
7. How much time do you spend on social networking sites every day?  Less than 1 hour  1-2 hours  
 2-3 hours  More than 3 hours
8. What do you usually post on social networking sites?  Photos  Videos  Text  
 Shared links  Others \_\_\_\_\_
9. What do social networking sites bring to you?  Positive feelings  
 Negative feelings  Both
10. Will you continue to use social networking sites in the future?  Yes  Yes and more  
 Yes but less  No

**THE END**

### Your report should:

- ▶ tell how the survey has been conducted;
- ▶ sum up the answers to each of the questions and explain them;
- ▶ offer a conclusion to your findings.



# Team Project

This part is to help students explore when, where, why and how people use the social network, and therefore get a better understanding of its power and effect. In this way, the students will make better use of the social network in their study and life in the future.

The activity in this unit, which involves a questionnaire, can be conducted as follows:



**Project A:** 10 students / group + the traditional way + a written report

**Project B:** 5 students / group + the modern way + an oral report

Specifically speaking, as to Project A, the teacher divides the students into several groups (10 students in each group to make sure they will get enough respondents). Then the questionnaire will be finished in the traditional way, which means it will be carried out through face-to-face interviews or paper-and-pencil presentations. Each student in the group is required to invite at least 10 people to do the questionnaire. After finishing it, all group members should gather together to share and analyze the information obtained and make a summary accordingly. In the end, each group hands in a written report, in which the group members should first explain briefly the process of conducting the project, then choose some questions in the questionnaire to make some analyses in detail, and at last put forward some suggestions to the problems found. A sample of a written report is given below:

### **Sample:**

Within a week, all members in our group finished the questionnaire with altogether 114 people, among whom only 4 declare they are not part of a social networking society. The questionnaire is mainly conducted through face-to-face interviews, with about 22% telephone interviews as well.

After summarizing all the answers to the questions, what impresses us most is that 100% of the 110 people access the social network through cell phones, to be more exact, smartphones. Smartphones, indeed, are becoming increasingly popular today, especially among young people. And social networking sites are probably the most important thing going on with smartphones. They become very convenient for people to share opinions, post pictures and create topics at any time and place.

Another thing that draws our attention is that about 43% of the respondents say they spend more than 3 hours on social networking sites during a typical day. This means that they may spend all their spare time staring at their smartphones. This is unhealthy both physically and mentally. After all, things should be done in moderation.

As to Project B, the teacher divides the students into several groups (5 students in each group will be enough since the Internet can help them find enough respondents). Then the questionnaire will be finished in the modern way, which means it will be carried out through the social network (Weibo or



WeChat Moments, for example). Students in each group work together to create a link or a topic through the social network, and then invite all their online friends to finish the questionnaire online. After that, all group members should gather together to share and analyze the information obtained and make a summary accordingly. In the end, each group gives an oral report to the class. In the report, the students can, apart from summarizing and analyzing the results of the questionnaire, share their experiences of conducting the project through the social network. The following questions may help the students give the oral report.

- ▼ What do you think of the modern way of doing the questionnaire? Is it effective enough?
- ▼ Does the social network help you find enough respondents? Why or why not?
- ▼ Are your online friends active in finishing the questionnaire? Why or why not?
- ▼ Do you have any special ways to arouse your friends' interest in finishing the questionnaire?
- ▼ What do you think is the biggest difficulty while doing a questionnaire online? And what is your solution?
- ▼ What is your biggest harvest of doing this team project?
- ▼ What impress you most while doing this team project?
- ▼ ...

**Notes:**

Project A and Project B are given for reference. The teacher can either choose Project A or Project B, or ask some students to do Project A and others do Project B. The teacher can also adjust the number of group members according to the realities in class.





# A Glimpse of Workplace

## Social Media in the Workplace

If you're anything like me, you've probably heard of or even experienced an office communication failure that led to unhappiness or even a career ending. No matter how we use social media, we must always be aware of their limits. It's easy to feel anxiety over saying the wrong thing, but if you know how to use them well, social media in the office can and should do good to your career.



### 1. Understand the company policy

If your office has an **internal** social network, you should understand what types of interaction are considered valuable (helping a **co-worker**, for example) and what kinds of action would be frowned upon (like posting pictures of Hello Kitty all day).

### 2. Be professional

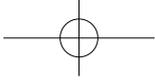
When communicating over your company's **digital** platforms, your focus should be on getting your work done and helping your **colleagues** get their work done. Sometimes, mixing a bit of your own "flavor" is a good thing. But remember that you can easily cross the line to **overly** personal.

### 3. Be mindful before posting anything

Suppose you posted something to a private space or sent a note to someone's **inbox**, it doesn't mean it won't find its way into the hands of someone else later. Before writing anything to anyone—publicly or privately—ask yourself if you'd mind seeing it on the front page of *The New York Times*. Being mindful is always right.

### 4. Respect privacy

Suppose someone told you something in another channel, it doesn't give you the right to repost it. If you'd like to repost something, make sure that the **original** author has **approved**. The same is true when adding new members to a private group—make sure that the existing members feel comfortable that this new member will be able to see what's already been posted.



## Questions:



- 1 What should you do before you post or repost something through social media?

*Before posting anything through social media, no matter publicly or privately, we should be mindful enough. And before reposting, we should make sure that the original author has approved.*

- 2 As an employee, will you add your boss as a friend on social networking sites? Why or why not?

*Yes, because I think social networking sites will bring me closer to my boss.*  
*No, because I think the social network is a private space where I can freely express myself. But if my boss is there, I won't feel free.*

## Words

**internal** /ɪn'tɜːnl/ *a.* existing or happening within an object, building, organization, country, etc. 内部的

**co-worker** /'kəʊ,wɜːkə/ *n.* a person that you work together with 同事, 合作者

**professional** /prə'feʃnəl/ *a.* connected with a job that needs special training or skill 职业的, 专业的

**digital** /'dɪdʒɪtl/ *a.* storing information such as sound or pictures as numbers or electronic signals 数字的, 数码的

**colleague** /'kɒliːg/ *n.* a co-worker or sb. that you work with 同事

**overly** /'əʊvəli/ *ad.* too, very 过于, 十分

**mindful** /'maɪndfl/ *a.* careful about or conscious of sth. 小心的, 注意的, 意识到的

**inbox** /'ɪn,bɒks/ *n.* (on a computer) a folder in a mailbox where incoming messages are received 收件箱

**privacy** /'praɪvəsi/ *n.* the state of being alone and not watched or distributed by other people 隐私, 私密

**original** /ə'ɹɪdʒənəl/ *a.* existing at the beginning of a particular period, process or activity 原来的, 起初的

**approve** /ə'pruːv/ *v.* 1. think that sb. / sth. is good, acceptable or suitable 赞成, 同意; 2. officially agree to a plan, proposal, request, etc. 批准



## Phrases and Expressions

**be aware of** know or realize 知道, 意识到

**frown upon** disapprove of 不赞成, 不同意, 不许可

**make sure** do sth. in order to be certain that  
sth. else happens 确保, 设法保证

## Proper Names

**Hello Kitty** /hə'ləʊ 'kɪti/ 凯蒂猫 (品牌名)

**The New York Times** 《纽约时报》(美国报纸名)

