Pre-reading Tasks

1. Look at the following picture. Can you imagine a story out of it?

"Dear Andy: How have you been? Your mother and I are fine. We miss you. Please sign off your computer and come downstairs for something to eat. Love, Dad."
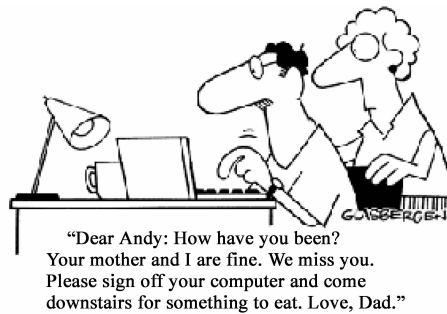
2. What can people do on line? Write down as many activities as you can and categorize them in the following table.

Work	
Study	
Entertainment	
Commerce	

3. Do you think the Internet might have some negative effects upon people's lives? If yes, what are they?
4. On-line existence or reality，which do you prefer? Why?

Text

Alienation and the Internet

Tony Spears

The Internet provides an amazing forum for the free exchange of ideas. And it is my personal belief that the human potential can only be realized by the globalization of ideas. I developed this position years before the Internet came into widespread use. And I am

excited at the potential for the Internet to dramatically alter our global society for the better. However I am also troubled by the possible unintended negative consequences.

There has been much talk about the "new information age". But much less widely reported has been the notion that the Internet may be responsible for furthering the fragmentation of society by alienating its individual users. At first this might sound like an apparent contradiction: how can something, that is on the one hand responsible for global unification by enabling the free exchange of ideas, alienate the participants?

I had a recent discussion with a friend of mine who has what he described as a "problem" with the Internet. When I questioned him further he said that he was "addicted", and has "forced" himself to go off-line. He said that he felt like an alcoholic, in that moderate use of the Internet was just not possible for him. I have not known this fellow to be given to exaggeration, therefore when he described his internet binges, when he would spend over twenty-four hours on line non-stop, it gave me cause to think. He said, "The Internet isn't real, but I was spending all my time on line, so I just had to stop." He went on to say that all of the time that he spent on line might have skewed his sense of reality, and that it made him feel lonely and depressed.

The fragmentation of society has been lamented for some time now. It seems to me that it probably began in earnest after World War Ⅱ when a generation returned from doing great deeds overseas. They won the war, and by God they were going to win the peace. Automobile ownership became commonplace and suburbs were created. "Progress" was their mantra. So even prior to the Internet's widespread popularity, folks were already becoming distanced from their extended families and neighbors. And when we fast-forward to today we see an almost cruel irony in that people can and often do develop on-line relationships with folks on the other side of the globe, without leaving their homes. But at the expense of the time that would have otherwise been available for involvement in other activities which might foster a sense of community in their villages, towns and cities.

Last weekend my wife and I invited our extended family to our home to celebrate our daughter's birthday. During the celebration my young nephew spent the entire time on my computer playing a simulated war game. My brother-in-law and I were chatting nearby and it struck us that in generations past, his son — my nephew — would have been outside playing with his friends. But now the little fellow goes on line to play his games against his friends in cyberspace.

It seems to me that the Internet is a powerful tool that presents an opportunity for the advancement of the acquisition and application of knowledge. However, based on my personal experience I can understand how, as they surf the web, some folks might be confronted with cognitive overload. And I can also understand how one might have his or her sense of reality distorted in the process. Is the Internet a real place? Depending upon how a "real place" is defined it might very well be. At the very least, I believe that when we use the Internet, we are forced to ask fundamental questions about how we perceive

the world about us — perhaps another unintended consequence. Some would argue that the virtual existences created by some users who debate, shop, travel and have romance on line are in fact not real. While others would argue that since in practical terms, folks are debating, shopping, traveling and having romance, the converse is true.

All of this being said, I believe that the key to realizing the potential of the Internet is in achieving balance in our lives. This would allow us to maximize its potential without losing our sense of place. However, like most things, that is easier said than done. It seems to me that we are a society that values immediate gratification above all else, and what better place to achieve it than in cyberspace, where the cyber-world is your cyber-oyster. The widespread use of the automobile forever changed our society and culture, and perhaps a similar sort of thing is occurring now. I am not at all certain where the "information superhighway" will lead us: some say to Utopia, while others feel it's the road to hell. But I do know that we all have the ability to maintain our sense of place in the world. Whether we choose to take advantage of this ability is another matter.

Notes to the Text

1. *Tony Spears*: Senior Director of Curriculum and Assessment at San Diego County Office of Education (SDCOE). He was awarded the Heffernan Memorial Curriculum Award in 2005 by the California Association for Supervision and Curriculum Development (CASCD) for his expertise and leadership in the field of curriculum and professional development.
2. *I developed this position…*: I came to have this opinion…
3. *I have not known this fellow to be given to exaggeration…*: according to my knowledge of this fellow, he's not a person who likes to exaggerate…
   be given to sth./to doing sth*: (formal)* to do sth. often or regularly, e.g.
   He's given to jogging in the morning for an hour.
4. *by God (by gosh)*: an expression used to emphasize a feeling of determination or surprise.
5. *extended families*: family groups that consist of parents, children, and other close relatives, often living in close proximity.
6. *cognitive overload*: excessive load in knowledge acquisition.
7. "*the cyber-world is your cyber-oyster*": referring to the idiom "the world is your oyster" (世界是属于你的,你的前途无量).

Comprehension Tasks

A. *Answer the following questions according to the text.*
  1. Does Tony Spears believe that the Internet is a positive forum?
  2. What predictions about the whole essay can you make on the basis of the first paragraph?

3. Why did the author's friend decide to force himself to go off-line?

4. Does the title meaningfully forecast the main claim of this essay?

5. What exactly does "alienation" mean? Does it mean the same as "being lonely"?

6. What kind of essay is this — and who might be the intended audience?

7. Does paragraph three provide compelling evidence that the Internet can create alienation?

8. The fourth paragraph aims to put Spear's point about fragmentation in a larger historical context: Other forces have also contributed to a growing sense of fragmentation. Do you find most sentences in the paragraph effectively support the topic sentence?

9. Do Spears' examples in the fourth paragraph apply to China?

10. What troubled Spears during his daughter's birthday celebration? Do you think this problem is a real one in China?

11. Spears asks late in the essay "Is the Internet a real place?" and offers positions on both sides. Do you think cyber-romances, cyber-shopping, cyber-chatting, online socializing, and online learning are any less real than their non-virtual counterparts? Is the question relevant to his main point?

12. Toward the end of the essay, Spears says that "I believe that the key to realizing the potential of the Internet is in achieving balance in our lives." He then acknowledges that it is easier said than done. How literally do you think we should "balance" our virtual and non-virtual realities? 50/50?

13. Spears implies an analogy between automobiles: highways :: computers :: superhighways, suggesting that they both paradoxically connect us and tear us apart. Do you agree? Why or why not? If you didn't agree with him before you read the essay, does he say anything to convince you otherwise?

B. *Decide whether the following statements are true or false according to the text.*

1. Human potential can only be realized by widespread use of the Internet.

2. The Internet has dramatically altered our world for the better.

3. The notion that the Internet is related to the fragmentation of society is less widely reported, compared with the topic of "new information age".

4. The main reason why the author's friend quit the Internet lies in that it took him too much time.

5. The fragmentation of society was mainly caused by World War Ⅱ.

6. The Internet's popularity is not the only factor that causes folks' becoming distanced from their extended families and neighbors.

7. The "cruel irony" mentioned in Para.4 refers to the fact that people develop on-line relationship with strangers instead of developing a sense of community where they live.

8. In the author's eyes, while the Internet promotes the acquisition and application of knowledge, it might bring about cognitive overload for it's users.

9. The "information superhighway" will lead us to a promising future.

10. The author believes that the potential of the Internet can be fully realized in our society.

Linguistic Competence

I New Words and Expressions

A. *Match the following words in column A with the words and phrases in column B.*

A	B
1. alter (Para. 1)	a. to give a bias to; distort
2. alienate (Para. 2)	b. to encourage sth. to develop
3. addicted (Para. 3)	c. compulsively and physiologically dependent on a habit-forming substance
4. skew (Para. 3)	d. to change or make different
5. prior to (Para. 4)	e. too much of sth.
6. foster (Para. 4)	f. isolate or dissociate emotionally
7. overload (Para. 6)	g. preceding, before
8. perceive (Para. 6)	h. consider important
9. converse (Para. 6)	i. the opposite or reverse of a fact or statement
10. value (Para. 7)	j. to achieve understanding of

B. *Look up the following words or phrases and write down their definitions according to their use in the text.*

1. fragmentation (Para. 2) _____
2. binge (Para. 3) _____
3. lament (Para. 4) _____
4. in earnest (Para. 4) _____
5. mantra (Para. 4) _____
6. at the expense of (Para. 4) _____
7. acquisition (Para. 6) _____
8. cognitive (Para. 6) _____
9. be confronted with (Para. 6) _____
10. cyberspace (Para. 7) _____

II Word Power: Conversion

A. *Conversion is the formation of new words by changing the words of one class to another. Most often, it occurs between nouns and verbs, even though other classes of*

words may converse as well. The following are two examples from Alienation and the Internet.

   1. He went on to say that all of the time that he spent on line might have <u>skewed</u> his sense of reality… (*adj.→ v.*)

   2. And when we <u>fast-forward</u> to today we see an almost cruel irony… (*adv. →v.*)

B. *Study the following examples.*

   1. v. → n.: By the 19th century，it still was hard to find a clear <u>divide</u> between European countries.

   2. *n. → v.*: He decided to <u>man</u> his boat with a replacement crew.

   3. *adj.→v.*: <u>Wet</u> your clothes before you put them into your washing machine.

   4. *prep.→v.*: He's been here for years; he should know the <u>ins and outs</u> of the city by now.

   5. *pron.→n.*: He said he had no house，no money，no food，no <u>nothing</u>.

   6. *verb phrase→ n.*: If they keep doing that，what do you think would be the <u>outcome</u> (= to come out)？

C. *Read and translate the sentences into Chinese，paying special attention to the italicized words.*

   1. Kissinger got the plans and *helicoptered* to Camp David.

   2. The newspapers *headlined* his long record of accomplishments.

   3. He likes a quiet *smoke* after supper.

   4. The *breakdown* of the car was annoying.

   5. There is only one *black* in my class.

   6. Many *classics* are now available in bookstores.

   7. The *overflow* of the river posed a threat to the crops.

   8. He was knocked out in the first *round*.

   9. His argument contains too many *ifs* and *buts*.

   10. Life is full of *ups* and *downs*.

   11. Good health is a *must* for your successful career.

   12. The intellectuals are *muched* again.

   13. We *downed* a few beers.

   14. See，VH1 doesn't *air* these things once; they're in rotation.

   15. VH1 had *googled* Cher and found an interview.

Ⅲ Content Words and Function Words

A. *Fill in the blanks with the proper forms of the words or phrases from the box below.*

equivalent	position	unintended	moderate	in earnest
commonplace	prior to	be confronted with	overload	converse

   1. People criticized the senator's _____ on arms control.

   2. After solving all the problems，Jack settled down to study _____ for the

examination.

3. Some scientists believe that soon it will be _____ for people to travel to the moon.

4. He changed his pounds for the _____ amount of dollars.

5. We are suffering from information _____ due to the fast technological development.

6. The defendant _____ incontrovertible evidence of guilt.

7. _____ the settlement of Europeans, American Indians had lived in America for thousands of years.

8. The medicine has some _____ side effect that makes patients feel sick.

9. Some of the members had _____ opinions, and, therefore, no agreement was reached at the meeting.

10. It's raining hard. You'd better drive at a _____ speed.

B. *Complete the following exercises on synonyms.*

1. Find words from the text that are similar in meaning to those below.

   change _____   isolate _____   cultivate _____

   imitate _____   mourn _____   common _____

2. Fill in the blanks with appropriate forms of the words you found above.

   1) The design of the electric circuits of the machine must be _____ to meet the new requirement.

   2) Making errors is _____ in writing. Take it easy!

   3) The royal members _____ the passing of aristocratic society.

   4) Role-play is a useful way of _____ real life situations.

   5) We'd better not _____ ourselves from the colleagues.

   6) Artistic talent is usually _____ in childhood.

C. *Choose a word or phrase that best completes the sentence.*

1. The government _____ the hungry children _____ food.

   A. provided… by   B. gave… by

   C. provided… with   D. gave… with

2. Students have _____ to all materials in the library.

   A. entrance   B. entry

   C. entering   D. access

3. I believe that every crime, _____ the circumstance, should be severely punished.

   A. in spite of   B. because of

   C. instead of   D. on account of

4. You can succeed in it _____ you have friends to help you.

   A. in which   B. in that

   C. for which   D. because of

5. You can see he is quite _____ now, for he just broke up with his girlfriend.

   A. oppressed   B. repressed

   C. depressed   D. depressing

6. Remember to keep a fire extinguisher _____ at all times.
   A. availing   B. available
   C. useful   D. used
7. That newspaper's reports are sometimes _____, so you have reasons to doubt the truth of the news.
   A. distorted   B. retorted
   C. restored   D. reliable
8. Did you _____ a change in his behavior? He seemed to be less polite to others.
   A. receive   B. deceive
   C. conceive   D. perceive
9. He's willing to _____ with anyone about the quotations on the stock market.
   A. reverse   B. diverse
   C. converse   D. averse
10. You are experienced in this field, so I _____ your advice.
    A. value   B. regard
    C. refuse   D. worth

D. *Fill in the blanks in the following passage with proper articles.*

An hour before _____ sunrise in _____ city there is _____ air of cold, solitary desolation about the noiseless streets, in which _____ drunken, _____ dissipated, and _____ criminal have disappeared, and the more sober and orderly part of _____ population have not yet awakened to the labors of the day. A partially opened bedroom window here and there bespeaks _____ heat of _____ weather and the uneasy slumbers of its occupant. Save for _____ sad light, the streets present no signs of life, nor the houses of habitation.

Ⅳ Sentence Structure

A. *Study the following sentences carefully and make two or three sentences in your exercise-books. Remember to use the patterns provided.*

1. There has been much talk about the "new information age." (There has been much talk about…)
2. I have not known this fellow to be given to exaggeration, therefore when he described his internet binges, when he would spend over twenty-four hours on line non-stop, it gave me cause to think. (…know sb. do/to do sth.)
3. It seems to me that it probably began in earnest after World War Ⅱ when a generation returned from doing great deeds overseas. (It seems to sb. that…)
4. And when we fast-forward to today we see an almost cruel irony in that people can and often do develop online relationships with folks on the other side of the globe, without leaving their homes. (…in that…)
5. My brother-in-law and I were chatting nearby and it struck us that in generations

past, his son — my nephew — would have been outside playing with his friends. (It strikes sb. that…)

6. Depending upon how a "real place" is defined it might very well be. (It might very well be…)

7. While others would argue that since in practical terms, folks are debating, shopping, traveling and having romance, the converse is true. (since…the converse is true)

B. *Analyze the following sentences, paying special attention to the italicized parts.*

1. But much less widely reported has been the notion *that the Internet may be responsible for furthering the fragmentation of society by alienating its individual users.*

2. At first this might sound like an apparent contradiction: how can something, *that is on the one hand responsible for global unification by enabling the free exchange of ideas*, alienate the participants?

3. He went on to say *that all of the time that he spent on line might have skewed his sense of reality, and that it made him feel lonely and depressed.*

4. But at the expense of the time *that would have otherwise been available for involvement in other activities which might foster a sense of community in their villages, towns and cities.*

5. *All of this being said*, I believe that the key to realizing the potential of the Internet is in achieving balance in our lives.

C. *Change the following sentences after the model.*

Model: *That the human potential can only be realized by the globalization of ideas is my personal belief.*

It is my personal belief that the human potential can only be realized by the globalization of ideas.

1. That your brother didn't mean to hurt you is clear.

2. That our proposal was rejected and, therefore, all the effort came to nothing is not your fault.

3. That one of the policemen turned out to be the murderer surprises everyone that has been involved.

4. That she was elected the governor of the province, where she was born, made a tremendous stir in her village.

Skill Development

Ⅰ Speaking

A. *Read paragraphs 1 and 3, paying special attention to weak forms.*

B. *Ask your partner about the advantages and disadvantages of the Internet. Enter the*

information in the following table.

Advantages	Disadvantages

C. *Retell your partner's opinion to the class.*

D. *Discuss with your partner the following topic. You can refer to the information you've acquired from the above activities.*

Internet — Advantages Outweighing Disadvantages
       or Disadvantages Outweighing Advantages

Ⅱ Translation

A. *Translate the following sentences into English，using the expressions given in the brackets.*

1. 他不断修改计划。同伴们都无法理解他到底在想什么。(alter)

2．我在面试之前与高年级同学进行了不少交流,从他们那里获得了一些宝贵经验。(prior to)

3．王明迷上了打扑克牌,连课也不愿去上了。(addicted to)

4．她的自私行为导致她的朋友同她疏远了。(alienate)

5．因为他太疲劳,所以他不想和我们一起去。(in that)

6．哥哥宁愿放弃读研究生的机会,也要攒钱给父亲治病。(at the expense of)

7．这位拳手在职业生涯中遭遇过无数强敌,但都被他一一击败。(be confronted with)

8．这是一个相当于命令的请求。这对于他来说是难以接受的。(equivalent to)

B. *Translate paragraphs 2 and 4 of the text into Chinese.*

Ⅲ Listening

A. *Passage Dictation.*

_____

_____

_____

B. *Listen and choose the best answers to complete the following sentences.*

1. The prisoner had a wish _____.

   A. to be excused

   B. to go away freely

   C. to be a free man in the prison

   D. to have better conditions in the prison

2．After many months，the prisoner thought that _____.

   A. no one would believe he was guilty

B. he could never be free again

C. nothing could help him become free again

D. nothing could stop him from trying to escape

3. He was sorry for _____.

A. what he had done illegally

B. the mistake he had made before he was captured

C. thinking of no means of escape

D. having none to come to help him

4. He thought he _____.

A. was not a murderer

B. had explained his events very clearly

C. had not committed any crime

D. must be free before long

5. When he stole the keys and came to the door, the prisoner was not sure whether he could _____.

A. open the door   B. climb the wall

C. flee across the fields   D. all of the above

Ⅳ Writing

A. *Look at Picture 1 and write a passage, using "Characteristics of an Internet Addict" as your title.*

Picture 1

B. *What is implied in Picture 2? Write down your impression.*

Picture 2

C. *Composition*.

At present，digital books come popular on the Internet. Do you think traditional books someday be replaced by digital books? Write an essay of more than 250 words to state your opinion.

Supplementary Reading

Technology Rewrites the Book
Peter Wayner

When Steve Mandel，a management trainer from Santa Cruz，Calif.，wants to show his friends why he stays up late to peer through a telescope，he pulls out a copy of his latest book，"Light in the Sky"，filled with pictures he has taken of distant nebulae，star clusters and galaxies.

"I consistently get a very big ' Wow!' The printing of my photos was spectacular — I did not really expect them to come out so well." he said. "This is as good as any book in a bookstore."

Mr. Mandel，56，put his book together himself with free software from *Blurb.com*. The 119-page edition is printed on coated paper，bound with a linen fabric hard cover, and then wrapped with a dust jacket. Anyone who wants one can buy it for $37.95，and Blurb will make a copy just for that buyer.

The print-on-demand business is gradually moving toward the center of the marketplace. What began as a way for publishers to reduce their inventory and stop wasting paper is becoming a tool for anyone who needs a bound document. Short-run presses can turn out books economically in small quantities or singly，and new software simplifies the process of designing a book.

As the technology becomes simpler，the market is expanding beyond the earliest adopters，the aspiring authors. The first companies like AuthorHouse，Xlibris，iUniverse and others pushed themselves as new models of publishing，with an eye on shaking up the dusty book business. They aimed at authors looking for someone to edit a manuscript, lay out the book and bring it to market.

Blurb's product will appeal to people searching for a publisher，but its business is aimed at anyone who needs a professional-looking book，from architects with plans to present to clients，to travelers looking to immortalize a trip.

Blurb.com's design software，which is still in beta testing，comes with a number of templates for different genres like cookbooks，photo collections and poetry books. Once one is chosen，it automatically lays out the page and lets the designer fill in the photographs and text by cutting and pasting. If the designer wants to tweak some details of the template — say，the position of a page number or a background color — the changes affect all the pages.

The software is markedly easier to use — although less capable — than InDesign from *Adobe* or *Quark XPress*, professional publishing packages that cost around $700. It is also free because Blurb expects to make money from printing the book. Prices start at $29.95 for books of 1 to 40 pages and rise to $79.95 for books of 301 to 440 pages.

The potential market for these books is attracting a number of start-ups and established companies, most of them focusing on producing bound photo albums. Online photo processing sites like Kodak Gallery (formerly Ofoto), Snapfish and Shutterfly and popular packages like the iPhoto software from *Apple* let their customers order bound volumes of their prints.

These companies offer a wide variety of binding fabrics, papers, templates and background images, although the styles are dominated by pink and blue pastels. Snapfish offers wire-bound "flipbooks" that begin at $4.99. Kodak Gallery offers a "Legacy Photo Book" made with heavier paper and bound in either linen or leather. It starts at $69.99. Apple makes a tiny 2.6-by-3.5-inch softbound book that costs $3.99 for 20 pages and 29 cents for each additional page.

The nature and style of these options are changing as customers develop new applications. "Most of the people who use our products are moms with kids", says Kevin McCurdy, a co-founder of *Picaboo.com* in Palo Alto, Calif. But he said there had been hundreds of applications the company never anticipated: teachers who make a yearbook for their class, people who want to commemorate a party and businesses that just want a high-end brochure or catalog.

Picaboo, like Blurb, distributes a free copy of its book design software, which runs on the user's computer. Mr. McCurdy said that running the software on the user's machine saves users the time and trouble of uploading pictures. The companies that offer Web-based design packages, however, point out that their systems do not require installing any software and also offer a backup for the user's photos.

As more companies enter the market, they are searching for niches. One small shop in Duvall, Wash., called *SharedInk.com*, emphasizes its traditional production techniques and the quality of its product. Chris Hickman, the founder, said that each of his books was printed and stitched together by "two bookbinders who've been in the industry for 30 or 40 years." The result, he said, is a higher level of quality that appeals to professional photographers and others willing to pay a bit more. Books of 20 pages start at $39.95.

Some companies continue to produce black-and-white books. Lulu.com is a combination printer and order-fulfillment house that prints both color and black-and-white books, takes orders for them and places them with bookstores like *Amazon.com*.

Lulu works from a PDF file, an approach that forces users to rely on basic word processors or professional design packages. If this is too complex, Lulu offers a marketplace where book designers offer their services. Lulu does offer a special cover design package that will create a book's cover from an image and handle the specialized calculations that compute the size of the spine from the number of pages and the weight

of the paper.

A 6-by-9-inch softcover book with 150 black-and-white pages from Lulu would cost $7.53 per single copy.

These packages are adding features that stretch the concept of a book, in some cases undermining the permanent, fixed nature that has been part of a book's appeal. The software from SharedInk.com, for instance, lets a user leave out pages from some versions of the book. If Chris does not like Pat, for instance, then the copy going to Chris could be missing the pages with Pat's pictures.

Blurb is expanding its software to let a community build a book. Soon, it plans to introduce a tool that would allow group projects to be created through Blurb's Web site. The project leader would send out an e-mail message inviting people to visit the site and add their contributions to customized templates, which would then be converted into book pages.

"Books are breaking wide open", Ms.Gittins said. "Books are becoming vehicles that aren't static things."

Notes to the Text

1. *Peter Wayner*: a writer on computer technology. He is the editor for www.fly-zone.com and the author of eight professional computer books, including *Disappearing Cryptography* and *Free for All*. He holds a Ph.D. from Cornell University, and an A.B. from Princeton, where he majored in mathematics.
2. *Dust jacket*: a removable paper cover used to protect the binding of a book.
3. *print-on-demand business*: business of printing demanded by costumers.
4. *with an eye on*: with the intention of doing something.
5. *start-up*: a business or an undertaking that has recently begun operation.
6. *flipbook*: an application that allows people to draw simple frames by frame animations, view them, save them, export them to PDF and share them with others via e-mail.
7. *high-end*: high-class, high-price.
8. *backup*: a copy of a program or file that is stored separately from the original.
9. *word processor*: a computer system either specially designed for or capable of word processing.

Reading Comprehension

A. *Answer the following questions according to the text.*
  1. The definition of "book" seems to be obvious. So, just what is a book?
  2. The author lists many software packages that enable ordinary people to write and produce their own books. What are some of the packages mentioned? Have you heard of any of these? Can you name any others? Would you be interested in using any of them?

3. According to Peter Wayner, what was it that started the "print-on-demand" process, the ability to produce just a few copies of a book? (It used to be that printers had to print a large number of books at once to justify the cost of printing any at all.)

4. The author ends the short essay by quoting Ms. Gittins, noting that "' Books are breaking wide open', Ms. Gittins said. ' Books are becoming vehicles that aren't static things.'" Do you think this is true? Does this quotation challenge or alter your definition of "book"?

5. In what specific ways did Ms. Gittins (referenced above) say that books are "breaking wide open"?

6. In the digital age, new artifacts might qualify as books. What would NOT count as a book? How would you distinguish between a book and something else in a digital medium?

7. The question "what is a book?" raises related questions about all words. How stable are the definitions of words?

8. The Oxford-English-Dictionary (OED) is a special dictionary that gives the history or etymology of a word as far back as it can be traced. If you have online access to the OED, look up some older definitions of "book". When did the word first appear in English? When did it peak? What relationship does the word "book" have to the technology of printing?

9. We customarily think of books as having authors. What are some of the implications for authorship in the digital age?

10. Is the title a good predictor of the contents of this essay?

B. *Are the following statements true or false?*

1. Steve Mandel wants to show his friends a copy of his latest book on management training.

2. Steve Mandel is a publisher of books on astronomy.

3. One of the advantages of print-on-demand business lies in that it is an effective way for publishers to reduce their inventory and avoid wasting paper.

4. Only start-ups are interested in the potential market of the new style of books.

5. To some degree, the nature and style of these books are decided by customers themselves.

C. *Underline the following words in the passage and find their meanings according to the context.*

1. peer (Para. 1)   _____

2. coated (Para. 3)   _____

3. inventory (Para. 4)   _____

4. manuscript (Para. 5) _____

5. template (Para. 7)   _____

6. anticipate (Para. 11) _____

7. commemorate (Para. 11) _____

8. upload (Para. 12) _____

9. stitch (Para. 13) _____

10. undermine (Para. 17) _____

Further Work

The Internet and Life Style

☞ *Step One*

How many hours do you spend online every day? Choose your answer.

A. less than half an hour   B. 2-3 hours   C. more than 5 hours

☞ *Step Two*

If you choose A, you might have a take-it-or-leave-it attitude towards the Internet; if B, you are an ordinary Internet user; if C, you might be described as an Internet addict. Now you may exchange your answers with your classmates and try to observe if different attitudes towards the Internet is leading to different life styles.

Learning to Learn

Analyze Compound Words

A. *Compounding is one of the important ways of forming new words in English. It is built on the root, which is the basic part of a word. If a root is combined with another root or other roots, the newly-formed word is a compound word. You can combine nouns, adjectives, and verbs to make compound words. You can refer to Book 1, unit 3,5,7,9 for more before you move on to the following exercises.*

B. *Find out compound words from the texts of this unit. Then break them down into parts to gain the meaning of the whole.*

Examples: off-line: off + line: Not connected to a computer or computer network

start-up: start + up: A business or an undertaking that has recently begun operation

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

C. *Analyze the following compounds and work out how these words are formed*, *their word-classes*, *and meanings.*

Compounds	Word Formation	Word-class	Meaning
Data processing			
Chain-smoke			
First-aid			
Absent-minded			
Far-reaching			
Baby-sit			
Short-circuit			
The jumping-on-a-chair-at-the-sight-of-a-mouse era			

Self-Assessment

1. In this unit, I learned _____

2. My favorite activity in this unit is _____

3. What ways did I use to help my study of this unit?

_____

4. Did I understand how to use the learning strategy that is introduced in this unit?

_____

5. List of personal vocabulary in this unit.

Personal Vocabulary	

6. My plan for the next unit:

_____

_____

_____