

新目标大学英语系列教材

总主编 / 束定芳 总策划 / 庄智象


主 编 刘正光 何 岚

# 综合教程 3

NEW TARGET COLLEGE ENGLISH  
INTEGRATED COURSE

学生用书

Student's Book

 上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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# 总序

随着高等教育国际化的不断推进,各高校在特色办学、内涵发展和国际化人才培养等方面不断提出新的需求;同时,随着数字网络技术和移动通讯的持续创新,大学生英语学习需求呈现出多元化、多层面的变化和发展趋势。

教育部最近制定的《大学英语教学指南》对接国家发展战略需求,对大学英语教学提出了全新的目标与要求。

为满足各高校全面贯彻执行《大学英语教学指南》提出的提高大学生英语能力、培养国际化人才的要求,我们在上海外语教育出版社的帮助下,组织全国十多所高校设计、编写了这套“新目标大学英语系列教材”。

本系列教材参照《国家中长期教育改革与发展规划纲要(2010-2020年)》、《教育部关于全面提高高等教育质量的若干意见》以及《大学英语教学指南》的精神与要求进行设计、编写,充分参照当今外语教学理论,并基于对中国大学英语现状与发展趋势的充分调研。

## 一、教材特色

“新目标大学英语系列教材”之“新目标”包含三层含义:1.全球化和高等教育国际化发展趋势以及中国新的国家发展战略对中国大学生英语能力提出的新目标和新要求;2.《大学英语教学指南》对大学英语提出的新的多元化课程目标;3.各个大学根据学校办学定位、特色、人才培养规格对学生英语能力设定的新目标和新要求。

教材设计同时体现以下特色:

### 1. 以学生为本

各教程注重语言知识的讲解与传授,以及语言技能、学习技能和思维能力的培养,通过任务、活动及练习的设置引导学生在做中学,在真实的语言交际环境中提高学习技能和语言技能。教材主题的选择对接学生的年龄特点和时代特点,符合学生认知和情感能力发展的需求,可帮助学生拓宽国际视野及提升综合素养。练习类型包括主题拓展、语言知识、思维训练、自主学习能力培养等方面。

### 2. 多维度多层次的立体体系

教材继承传统的“《综合教程》+其他”教材体系,根据新时期大学英语教学的特点以及英语学习的最佳路径,构建全新的“《综合教程》+《视听说教程》+《阅读教程》+‘主题英语教程’”教材体系,不仅全面培养学生的英语听说读写能力,而且注重提高大学生科学人文素养和跨文化交际能力,并培养他们以英语为媒介从事专业学习和国际学术交流的能力。

## 二、教材结构

本系列教材的结构体系按照《大学英语教学指南》提出的“通用英语”、“专门用途英语”和“跨文化交际英语”三大板块进行设计、编写。

### 通用英语

通用英语教材旨在全面提高学生的英语语言技能,为后续课程——特别是专门用途英语课程或全英语专业课程——的学习打下基础。

《综合教程》：1—4册(刘正光主编)

《综合教程》通过帮助学生阅读符合其认知和情感特点的优秀范文，掌握基本阅读技能和语言基础知识，逐步形成系统的组织和表达思想的能力，同时利用阅读材料所提供的英语语言素材和相关主题知识，培养学生综合使用语言的能力。

《视听说教程》：1—4册(徐锦芬主编)

《视听说教程》通过各种口头的语言交际活动，特别是学术交流活动，帮助学生获得听懂专业课程、参与学术交流的能力。

《阅读教程》：1—4册(束定芳主编)

《阅读教程》的主题完全对应《综合教程》的主题，教材内容不仅增加了相同主题选文的体裁和数量，更重要的是帮助学生进一步巩固和拓展相关主题知识和语言技能，熟练掌握阅读技巧，提升阅读速度。

### 专门用途英语

《科技英语教程》(王腊宝主编)；《人文社科英语教程》(文旭主编)

这两本教材是专门为理工科和人文社科专业方向学生进入全英语专业课学习或阅读专业文献而编写的过渡性教材，也可作为不同专业学生的拓展阅读教程。

### 跨文化交际英语

《中国文化英语教程》(束定芳主编)；《西方文化英语教程》(殷企平主编)

这两本教材的设计充分考虑到中国学生对中国传统文化和西方文化的兴趣，能满足学生加深对中国传统文化和西方文化了解的需求。

## 三、教材使用建议

本系列教材可充分满足《大学英语教学指南》提出的通用英语课程中基础级和提高级的教学要求，各高校可根据本校学生的实际情况和教学目标选择使用。

本系列教材中的《综合教程》、《视听说教程》、《阅读教程》可作为主干教材用于基础阶段和提高阶段的教学；《科技英语教程》、《人文社科英语教程》、《中国文化英语教程》和《西方文化英语教程》可作为提高阶段教材，或作为学生自主学习的拓展资源。

新生英语基础相对较好的高校可加快各基础阶段的教学进度，并补充主题英语的内容；对于新生英语基础相对比较薄弱的高校，建议使用基础阶段教材帮助学生打好语言基本功，再视学生语言能力开设拓展课程。

本系列教材在策划和编写过程中得到上海外语教育出版社社长兼总编辑庄智象教授的全方位支持和专业指导，此外还得到其他多方面的支持，特别是教育部大学外语教学指导委员会、外语界许多知名专家学者、高校一线教师和上海外语教育出版社高等教育事业部的编辑等，在此一并表示衷心的感谢！

由于编者水平所限，编写时间仓促，教材中难免有疏漏与不足，欢迎专家、广大教师和学生批评指正。

束定芳

## Preface

The *New Target College English* series is the most comprehensive English language textbook series that I have seen. The whole series is based on the new college English curriculum guidelines set by the Ministry of Education, which emphasizes both training in basic skills and the development of cross-cultural awareness and some ESP skills. The contents of the textbooks are ideal for achieving these goals.

There is a primary focus on reading and writing in the *Integrated Course* but the reading texts also serve as a basis for creative thinking and developing speaking skills. The topics of each unit have been very carefully chosen to reflect the global role that English now plays. I was especially pleased to see that the reading passages were extensive rather than the fashionable short texts that figure in many contemporary textbooks. There is — very rightly — a major emphasis on developing students' vocabulary, including both words and phrases.

The *New Target College English* series also focuses on academic listening and speaking with the specially designed *Video Course*. *Readings in Western Culture* and *Readings in Chinese Culture* provide extensive reading materials in both Chinese and Western cultures while *Readings in Science and Technology* and *Readings in the Humanities and Social Sciences* are designed as ESP materials to enhance students' academic skills in English. This series will appeal to a wide range of teachers with its blend of traditional type and communicative activities.

A key feature of the series is that it aims to cater to the different needs of Chinese students at different levels and locations. There is a rich array of learning activities in each course that will allow teachers the opportunities to select those activities that they consider best suited to their own students. Teachers can also elect to use one, two or all of the courses in the complete series based on their students' English proficiency and the aims and objectives of the English curriculum in their own college. My hope, however, is that they will take advantage of the whole series.

The textbook series also takes account of the fact that many Chinese college students will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.

My lifelong work in second language acquisition points to one key principle that needs to inform the design of language courses — namely, the importance of providing as much input in the second language as possible. Language learning is a slow and gradual process that can only be successful if learners are exposed to massive amounts of input. Most language courses consist only of the main textbooks, which by themselves can never ensure the quantity of input needed to achieve high levels of proficiency. The *New Target College English* series is a very welcome exception.

I am very happy to endorse the *New Target College English* series.

Rod Ellis  
Distinguished Professor, University of Auckland  
Changjiang Scholar, Shanghai International Studies University



## 编者的话

《综合教程》根据教育部制定的《大学英语教学指南》编写，借鉴国内外先进的教材编写理念，旨在帮助大学生实现《大学英语教学指南》中所提出的通用英语课程基础阶段和提高阶段的教学目标。

### 一、编写理念

教材编写理念源自对语言及其学习过程的本质特征的认识，统领着教材内容、编写方法、教学方式的选择。本教程的编写秉承以下理念：

#### 1. 回归语言本体，语言、文化、思维能力同步提高

大学英语作为一门课程，虽然其基本任务是培养学习者的语言交际能力，但更要让学习者深刻领会汉英双语所承载的思想文化内涵的异同，增强文化自觉与思维能力。本教程注重基本语言知识的分析与掌握，亦重视语言技能的训练与应用。

#### 2. 基于内容的语块教学

基于内容主要指课文选文和练习活动的设计围绕某一重点展开并相互关联。教程在主题分布上，每册各有一个相对集中的领域：第一册主要围绕学生的校园和文化生活展开；第二册围绕学生怎样适应社会展开；第三册的主题是基本的人文社会科学知识；第四册则是自然科学的常见话题。

语块教学的理念主要体现在课后练习设计的基本思路和方式上，其中词汇练习主要操练词的搭配，阅读、翻译以及写作练习尽可能考虑各种习惯用法和表达方式的掌握。

### 二、编写目标和特色

本教程力求帮助师生实现有效课堂教学，同时有利于学习者自主学习。

#### 1. 一课一得，有利于有效教学

教程明确“读”与“说”和“写”的关系。“读”既是目的又是手段。作为目的，它旨在通过课文阅读来提高阅读技能和思辨能力。作为手段，它是语言输入的重要途径，同时为“说”和“写”提供话题或语言表达所需的资源。其次，本教程通过知识的网络化以追求语言知识尽可能高的复现率，建立起新旧知识之间的联系。

各单元练习突出“阅读、词汇、翻译、写作”四个板块，每个板块都围绕一个明确的技能展开，有利于师生明确学习目标、检验学习效果。各板块彼此呼应，形成有机整体，有利于活学活用。

#### 2. 授人以渔，好学好教

对语言知识全面的理解既能促进语言的学习，又能更好地培养学习者的思辨能力。本教程在编写过程中，主要从三个方面贯彻“好学好教”：一是各项任务的设计紧扣能力，每个单元首先将要培养的能力内涵简明扼要地提炼出来，作为各项任务设计的指南。二是技能训练知识化，每个单元的阅读、词汇、写作和翻译练习都提纲挈领地讲解技能的要点，并落实到课文内容的理解与实践过程之中。三是各项练习设计均强调实际操作过程的引导，尤其是写作部分。

#### 3. 选材多元，经典与现代、人文与科技有机融合

每个单元的选材尽可能考虑新一代大学生的学习特点，主题内容力求知识性、可读性、启发性

的完美结合,引发学习者对人性的感悟,对人生、社会等基本问题的思考,让他们在感悟中成长,在思考中启智。

#### 4. 阅读练习既培养阅读能力又培养表达能力

阅读练习围绕阅读能力的培养而设计,所有练习内容都要求理解之后再书面完成。这样既能培养学习者的阅读理解能力,又能培养准确的文字表达能力,从而为写作训练服务。

#### 5. 词汇练习突出词语的组合和相关知识的网络化

词语组合的学习,即语块学习,贯穿整部教程。词汇练习特色之一,即是以课文中出现的词语为线索,将相近或相同的各种表达方式归纳起来,既让学习者懂得它们之间的共同点,更让学习者了解它们之间的差异,以更好地培养学习者准确表达的能力,提高学习效率。

#### 6. 翻译练习注重准确表达与能力培养

每一单元围绕一种翻译技能的培养设计练习。如第一册第二单元的课文A具有深刻的思想内涵,而这种内涵全部体现在课文的标题“Left Behind”中,课文内容随着leave behind的不同意义的升华而展开。本单元的英译汉练习精选了课文中能体现leave behind意义升华的五个句子。这样既深化了阅读理解,又提升了学习者语言表达的丰富性和多样性。

#### 7. 写作技能训练循序渐进,分步骤指导,并提供语言表达资源

教程在写作能力的培养上坚持以下三点:1)循序渐进,从写好句子到写好段落,再到写好篇章,最后到写作的学术规范,构成一个有机的整体;2)写作任务分步骤设计;3)提供与写作任务相关的语言表达资源。这样做的目的有二:一是不让该项任务流于形式;二是有利于学习者自主学习,有信心独立完成。

### 三、教程的基本内容与结构

本教程共四册,第一、二册侧重语言基本能力的培养,其主题内容与学生的学业生活和所需的社会知识密切相关,可满足《大学英语教学指南》提出的通用英语课程教学的目标和要求。第三、四册在继续培养语言基本能力的基础上,着重满足大学生学业或专业发展的需要,如选材内容更多涉及社会科学和自然科学的基本主要话题,写作任务紧扣学习者学业或未来工作的需要,如研究论文的基本规范和应用文的写作,突出学术英语的教学设计和要求。各高校可视具体情况选择使用。

本教程从酝酿到完稿历经五年,其间得到各方面的大力支持和帮助。外教社社长兼总编辑庄智象教授、本系列教程总主编上海外国语大学束定芳教授从宏观策划到具体细节都提出了许多宝贵的意见。湖南大学外国语学院部分教师参与了教程的试用工作,为修改和完善积累了宝贵的经验。对以上同仁的支持和帮助,编写组表示由衷的感谢。

编者  
2016年1月  
于岳麓山下

# Scope and Sequence

Unit Theme	Reading	Reading Skill
<b>Unit 1</b> <b>Experiencing a Changing World</b> 7	<b>Text A</b> Can't Get Away from It All? <b>Text B</b> Generation Me: the Millennial Generation's Obsession with Being Unique	Identifying a subjective tone
<b>Unit 2</b> <b>Conflicting Ideas in Higher Education</b> 31	<b>Text A</b> Get the Most Out of College <b>Text B</b> A Worried Parent Writes from the UK	Identifying pros and cons
<b>Unit 3</b> <b>Interpreting Leadership</b> 58	<b>Text A</b> Leadership and the Art of Struggle <b>Text B</b> Be a Better Leader, Have a Richer Life	Understanding the author's purpose (to inform)
<b>Unit 4</b> <b>Art Inspirations</b> 84	<b>Text A</b> The Starry Night <b>Text B</b> Sonic Bloom! A New Solar-Powered Sculpture	Distinguishing between facts and opinions
<b>Unit 5</b> <b>Sparkles of Literature</b> 115	<b>Text A</b> The Romance of a Busy Broker <b>Text B</b> Death of a Salesman	Understanding the implied meaning of the author
<b>Unit 6</b> <b>Life As You See It</b> 145	<b>Text A</b> Battling Depression as a College Student <b>Text B</b> How to Build a Happier Brain	Identifying problems and solutions
<b>Unit 7</b> <b>Volunteering — A Way of Self-Elevation</b> 171	<b>Text A</b> Let the Volunteer Spirit Shine <b>Text B</b> Inspiring Stories: The Heroes of Hurricane Sandy	Understanding the author's purpose (to persuade)
<b>Unit 8</b> <b>Urbanization</b> 198	<b>Text A</b> Civilization through Urbanization <b>Text B</b> Urban Explosion	Drawing conclusions from textual clues

Vocabulary and Structure	Translation	Writing
<p><b>“Verb + preposition” construction (1)</b></p> <ul style="list-style-type: none"> <li>○ Verb + at</li> <li>○ Verb + with</li> </ul>	<ul style="list-style-type: none"> <li>○ Expressions vague in meaning</li> <li>○ A theme-related paragraph about Bhutan and modern technology</li> </ul>	<p><b>Writing effective essays</b></p>
<p><b>“Verb+ preposition” construction (2)</b></p> <ul style="list-style-type: none"> <li>○ Verb + for</li> <li>○ Verb + on</li> </ul>	<ul style="list-style-type: none"> <li>○ Attributive clauses</li> <li>○ A theme-related paragraph about the imperial examination system in ancient China</li> </ul>	<p><b>Outlining an essay</b></p>
<p><b>“Adjective + preposition” construction</b></p> <ul style="list-style-type: none"> <li>○ Adjective + to</li> <li>○ Adjective + of</li> </ul>	<ul style="list-style-type: none"> <li>○ Abstract nouns and general verbs</li> <li>○ A theme-related paragraph about leadership</li> </ul>	<p><b>Writing an introductory paragraph</b></p>
<p><b>“Noun + preposition” construction</b></p> <ul style="list-style-type: none"> <li>○ Derived noun + preposition</li> </ul>	<ul style="list-style-type: none"> <li>○ Expository sentences</li> <li>○ A theme-related paragraph about traditional Chinese painting</li> </ul>	<p><b>Writing body paragraphs</b></p>
<p><b>“Adjective + noun” construction</b></p> <ul style="list-style-type: none"> <li>○ Fixed “adjective + noun” construction</li> <li>○ Strong “adjective + noun” construction</li> </ul>	<ul style="list-style-type: none"> <li>○ Parallel structures</li> <li>○ A theme-related paragraph about <i>A Dream of Red Mansions</i></li> </ul>	<p><b>Writing a concluding paragraph</b></p>
<p><b>“Verb + noun” construction (1)</b></p> <ul style="list-style-type: none"> <li>○ Fixed “verb + noun” construction</li> <li>○ Strong “verb + noun” construction</li> </ul>	<ul style="list-style-type: none"> <li>○ Nouns of verbal meanings</li> <li>○ A theme-related paragraph about mental health</li> </ul>	<p><b>Paraphrasing quotations</b></p>
<p><b>“Verb + noun” construction (2)</b></p> <ul style="list-style-type: none"> <li>○ “Polysemous Chinese verb + noun” construction</li> <li>○ “Polysemous English verb + noun” construction</li> </ul>	<ul style="list-style-type: none"> <li>○ Complex sentences</li> <li>○ A theme-related paragraph about volunteer spirit</li> </ul>	<p><b>Writing abstracts and keywords</b></p>
<p><b>“Verb + adjective + noun” construction</b></p> <ul style="list-style-type: none"> <li>○ Varied constructions</li> <li>○ Specific constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Expressions with “make”</li> <li>○ A theme-related paragraph about urbanization in China</li> </ul>	<p><b>Writing references</b></p>

# Unit 1

## Experiencing a Changing World

### Unit Contents

#### Reading

- Text A Can't Get Away from It All?  
Text B Generation Me: The Millennial Generation's Obsession with Being Unique

#### Reading Skill

- Identifying a subjective tone by:
- understanding expressions indicating the author's emotions, attitudes, etc.
  - understanding evidence indicating the author's preferences or personal opinions
  - using background knowledge to make inferences

#### Vocabulary and Structure

- "Verb + preposition" construction (1)
- Verb + at
  - Verb + with

#### Writing

##### Writing effective essays

- Writing a thesis statement

##### Language for writing

- Words and expressions for making concessions

# Listening and Speaking

1. Listen to the following passage and fill in the blanks with what you hear.

As technology is getting advanced, many products have been 1) ..... to make life easier. With the help of modern technology, people's 2) ..... has changed and their life is more 3) ..... People use these new products not only to 4) ..... but also their health, beauty and wealth. For example, mobile phones and smartphones have become important 5) ..... Today everyone needs a mobile phone for 6) ..... Computers play an important role in every field including hospitals, hotels, schools, and other 7) ..... There are also mobile 8) ..... like tablets and smartphones that can be used as a portable computer. These help people to get their 9) ..... done through 10) ..... a button.

2. In what ways has the improvement of technology changed our life? Discuss with your partner and share your opinions with the class.

## Reading Skill Focus

### Identifying a subjective tone

Tone refers to an author's use of words and writing style to convey his or her feelings and attitudes towards a topic. The subjective tone shows approval or disapproval, and it is personal, often biased and emotional. Readers could identify the author's tone mainly by:

- *understanding expressions indicating the author's emotions, attitudes, etc.*
- *understanding evidence indicating the author's preferences or personal opinions*
- *using background knowledge to make inferences*

## Text A

# Can't Get Away from It All?

Mat Honan



*On a connected planet, you can't run away from technology — you have to manage it.*

1 A few years ago, my wife and I spent three weeks hiking the backcountry of California. We walked more than 200 miles without crossing a road — and even better, without fielding any calls, emails, tweets, or other day-to-day Internet channel. It was heavenly. But at trail's end, as we stood atop Mount Whitney, looking over the unfolding American West, I was appalled to see smartphones everywhere. People were snapping photos and sending texts; one woman was even making calls. We sniffed at the jibber-jabbers, walked down to the trailhead, and hitchhiked back into Yosemite, where our car was parked, feeling pretty smug.

2 As I began telling my story to a colleague, he stopped me cold: "Did you bring GPS?" I said that I had. "Well, that's not really being out in the wilderness," he replied. And he kind of had a point.

3 Everyone has a different definition of getting away from it all. By some definitions, my clean break wasn't so clean. Even during my most remote moments in the backcountry, satellite signals bounced down to tell me exactly where I was.

4 The practice of taking an intentional break from technology and civilization is probably as old as technology and civilization. But it seems increasingly urgent now, in an era when the Internet — and thus most of the planet — is as close as an iPhone. We go to seek *waldeinsamkeit*, as the poet Ralph Waldo Emerson described it — the feeling of being alone in the woods.

5 This feeling is prominent in our written history. In *Heart of Darkness*, the protagonist, Charles Marlow, is driven by his desire to visit the few remaining blank spaces on the



map. That is, more or less, how many of us plan our vacations today. Of course, the rivers and valleys and borders were long ago mapped; our blank spaces are the few remaining holes in the global communications network. We go where it's impossible to connect, no matter what. But quite soon those gaps will all be filled. Before much longer, the entire planet will be smothered in signals, and we won't be able to find places that are off the grid.

6 We're already nearly there. Take a look at the National Telecommunications and Information Administration's broadband coverage maps for the US online and you'll see a nation that is painted almost solid blue, save for some very high mountains and sparsely populated deserts. Internationally, even formerly isolated countries like Laos and Bhutan are becoming smartphone-friendly as Internet access becomes more and more widespread. And if telecom towers can't do it, satellites, Google balloons, and Mark Zuckerberg are all working to bring the global cacophony to even the loneliest outposts.

7 Which means we're now seeing some pretty bizarre attempts to get away from it all. Technology critic Evgeny Morozov famously puts his router and phone in a safe with a timer lock when he needs to be free of distractions. Techno-isolation is one of Burning Man's many appeals (though citizens of the playa are increasingly willing and able to Instagram or tweet their escapades in the desert). There are now multiple high-end summer camps for adults, and part of what you pay for is having counselors enforce strict no-phone, no-camera policies.

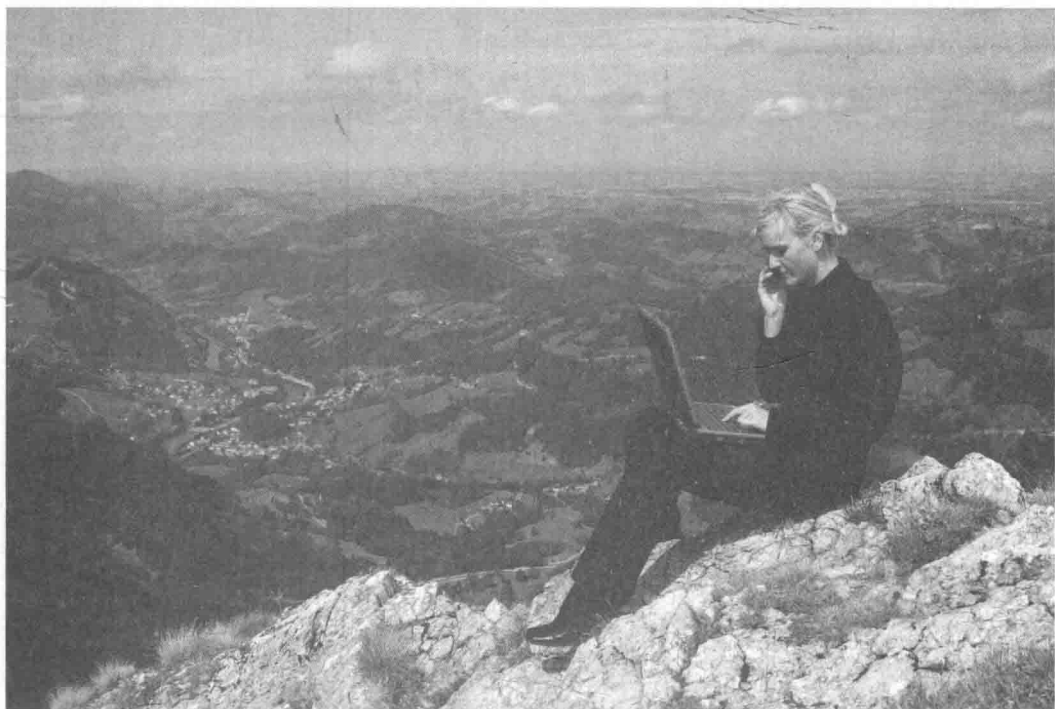
8 Those may be silly examples, but they're worth thinking about. We're living in a remarkable time, when it will soon be impossible to be truly alone. *Waldeinsamkeit* becomes more and more endangered with every cell tower. And if you're the kind of person who can only leave email behind when you go off the grid, that means you're going to need a new plan. Our streets are already filled with people staring into their hands. So are our dinner tables and cafés, even our living rooms and bedrooms. Rather than focusing on taking temporary breaks from technology, we need the discipline to live with it at all times. We can't rely on a mountain or a remote wasteland to create *waldeinsamkeit*; we have to create it ourselves.

9 Getting away from technology by leaving it behind becomes a pointless exercise in competitive reductionism. Where do you draw the line? Your smartphone? Your GPS? Your compass? Your tent? Fire?

10 Here's a better idea: Shut up and bring your iPhone into the backcountry, but resist the urge to open the email app. If you can't manage that, delete or turn off the account. Don't worry, it'll come back.

11 Meanwhile, technology can enhance your wilderness experience. The Night Sky mobile app on iOS, for example, can tell you exactly which constellations you're





observing, and it serves up thousands of years of human history. There are other apps that have transformed birding; they can identify species, forecast migrations, even alert you to rare birds in your area. And by tracking your location from your pocket, your phone lets you spend less time squinting at a map and more time looking at the world.

12 The phone isn't the problem. The problem is us — our inability to step away from email and games and inessential data, our inability to look up, be it at an alpine lake or at family members. We won't be able to get away from it all for very much longer. So it's vitally important that each of us learns how to live with a persistent connection, everywhere we go, whether it's in the wilderness or at a dinner party.

13 I still love the wilderness, and I can't wait for my next trip to the backcountry — to walk for miles without crossing a road, without fielding a call or an email or a tweet. To once again drink deeply from a mountain stream. And to stretch out under the open sky at night, gaze up at the stars, and use my phone to name each and every one.

(977 words)