



普通高等教育“十一五”国家级规划教材  
高职高专英语专业立体化系列教材

# 英语

综合教程

3

*Integrated Course*

(高职高专英语专业适用)

高职高专英语专业系列教材编写组 编



高等教育出版社  
Higher Education Press



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## 内容提要

《英语》系列教材为普通高等教育“十一五”国家级规划教材，供高职高专英语专业使用。《综合教程》是这套系列教材的主干教材之一，分为基础阶段和专业阶段，其中基础阶段共有3册，专业阶段1册。

本书为第三册，适用于高职高专各英语专业（包括应用英语专业、商务英语专业、旅游英语专业和英语教育专业等）第三学期教学使用。本书共8个单元，每单元分为两部分（课文A部分和课文B部分）。课文A部分包括课文、阅读理解练习、口语实践、词汇和结构、翻译、写作及听写练习。课文B部分包括课文、阅读理解、阅读技能、词汇练习及综合技能练习。每单元还配有趣味阅读，供学生欣赏。

本教材配有教师用书及磁带。

## 图书在版编目 (CIP) 数据

英语综合教程. 3/高职高专英语专业系列教材编写组  
编. —北京：高等教育出版社，2008.6  
高职高专英语专业适用  
ISBN 978-7-04-024608-7

I. 英… II. 高… III. 英语-高等学校：技术学校-教材 IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 072220 号

总策划	周龙	策划编辑	闵阅 孙云鹏	责任编辑	王琳琳	版式设计	刘艳
插图选配	王琳琳	责任校对	王琳琳	责任印制	毛斯璐		

出版发行 高等教育出版社  
社址 北京市西城区德外大街4号  
邮政编码 100120  
总机 010-58581000

经销 蓝色畅想图书发行有限公司  
印刷 北京市大天乐印刷有限责任公司

开本 850×1168 1/16  
印张 15.5  
字数 500 000

购书热线 010-58581118  
免费咨询 800-810-0598  
网址 <http://www.hep.edu.cn>  
<http://www.hep.com.cn>  
网上订购 <http://www.landrac.com>  
<http://www.landrac.com.cn>  
畅想教育 <http://www.widedu.com>

版次 2008年6月第1版  
印次 2008年6月第1次印刷  
定价 34.00元

本书如有缺页、倒页、脱页等质量问题，请到所购图书销售部门联系调换。

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物料号 24608-00

# 前 言

近些年来,我国高职高专教育的改革和发展取得了长足的进步,无论是学校数量,还是在校学生人数都占到高校总数和学生人数的一半以上。高职高专英语专业学校的数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的要求,我们编写了“高职高专英语专业立体化系列教材”《英语》,该套教材被列为普通高等教育“十一五”国家级规划教材

本套教材力图体现我国高职高专英语专业教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的规律和要求,并体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人才培养的要求与目标,力图处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际使用英语从事涉外交际活动的语言应用能力并重。

《英语综合教程》为这套立体化系列教材的主干教材之一,包括基础阶段3册和专业阶段1册。

本书为《英语综合教程》第三册,属基础阶段教材,供二年级第一学期使用。本书共有8个单元,每单元由两部分组成,即课文A部分和课文B部分。课文A前有Before Reading,为开展教学做铺垫。课文A部分包含阅读理解练习、口语实践、词汇和结构、翻译、写作和听写练习。课文B部分包含阅读理解、阅读技能、词汇练习和综合技能练习。其中有些练习供学生课外完成,教师可视情况在课堂上检查或加以必要的讲解。每单元后的Time for Fun部分选配了一些短小精悍的幽默、名言或诗歌,培养学生学习、体味与欣赏英语和英美文化的能力。我们相信这样的安排会给教学提供一定的灵活性,便于组织教学。

本教材配有教师用书,并配有磁带。

《英语综合教程》总主编为上海交通大学陈永捷教授和周国强教授。

《英语综合教程3》由上海交通大学陈永捷和章簧担任主编,副主编为彭新竹,宁顺青。

《英语综合教程3》的编者为:陈永捷、王懿、章簧、王越西、张新、齐建晓、吴辉、纪昌娥、张伟、许西林和梁华蓉。

对外经济贸易大学黄震华教授和中央广播电视大学刘黛琳教授审阅了本书,编者在此表示衷心感谢。

本教材对内容安排和练习形式都作了不少新的尝试,编者真诚地希望使用本教材的学生和教师能对教材的不足之处提出意见,以便我们今后加以完善。

编 者  
2008年5月

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# Unit

# 1

## Scientists' Social Responsibility

### ❖ Before Reading



**Pair work** Complete the following task before you read the text.

What is your view about the social responsibilities of scientists in today's modern world? Try to give your answers by:

- ☀ filling in the questionnaire by yourself.
- ☀ comparing your answers with your classmates'.

	Yes.	No.	Why?
1. Scientists should always tell truth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Scientists should work for the benefits of human beings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Scientists should be held responsible for the unpleasant effects of their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Scientists should promote the distribution of scientific benefits for all human beings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A scientist should present a true picture to the public about new developments in his own field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEXT A

### ❖ First Reading

Read the text as fast as possible and then do Exercise 1.

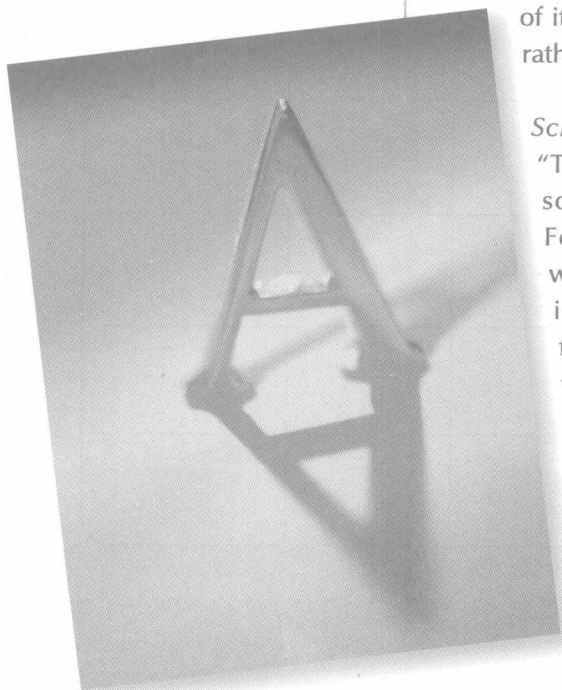
**What is the difference between university scientists and those who work in industry?**

### Social Responsibility of Scientists

There has been much **debate** for a number of years about how far scientists should **be responsible** to society **for** the results of their work. This question **applies** particularly **to** university scientists as they are the ones who are free to choose their field of research. The greater number of scientists today work for government **sponsored** bodies, or in industry; in their case, the responsibility **lies** mainly **with** the **authorities** that employ them; they are not entirely free agents, **short of resigning** from their post.

In 1979 legal charges were brought against the University of California claiming that **agricultural** research which it promoted had led to increased **automation** and **consequently** farm workers losing their jobs. The University's **defence** was that the results of research have been of benefit to the community **as a whole** through increased productivity and lower food prices, and that **in any case** the social **consequences** of its research were the responsibility of the whole community rather than of the University.

In 1970 the British Society for Social Responsibility in *Science* held an international conference in London on "The Social Impact of Modern Biology." Twenty famous scientists, including three Nobel prize-winners and six Fellows of the Royal Society, presented papers which were **subsequently** published **along with** the discussions in a book. It was generally accepted that within the next few decades developments in the **biological** sciences will **radically** change civilization as we know it today. Discoveries used wisely can be of **immense** benefit to mankind, but many can also be used in ways that either **intentionally** or **unintentionally** have **disastrous** effects on man and on the other **inhabitants** of this planet. Most scientists feel involved and have well-developed **consciences** in these matters, but the problems are extremely **complex**. **In the first place** scientists — especially





## What dilemma is he in?

those doing pure research — often do not know what sort of discovery they are likely to make, or, having made it, they cannot **foresee** the **eventual** impact on society. Very **occasionally** a scientist may find himself in a **cruel dilemma**. 35

The conference indicated that most scientists do have a feeling of responsibility toward society, but how far they are able to influence the application of their work is another matter. What they can do is to keep the public informed and especially to advise **politicians** and other **influential** persons. When a new technical development becomes available it should be examined by a **commission** on which all sections of the community are represented, including of course scientists **competent** in the particular field. The universities have a role to play here **in that** they can provide **unbiased** experts. The scientists should make the technological **assessment** of **foreseeable** benefits and harmful effects, and these should be clearly stated for all to see, but the decisions and responsibilities should be shared by all sections of the community. One of the problems is to **arrive at** a general agreement about social values and goals. Public debate through the media is essential in helping shape values and make choices, but everyday experience of politics in **democratic** countries shows how difficult this often is. 40 45 50

One of the clearest statements I have read about the social responsibilities of scientists is an article by Nobel prize-winner Sir Ernst Chain. First he **makes the point**, with which I agree, that the general run of scientists outside their own specialty are no wiser than non-scientists, nor are they free from **prejudice** and emotional attitudes. Indeed even within their own field they are sometimes **intolerant** of the views of colleagues with whom they disagree. Their advice should be sought and **respected** on technical, **factual** matters within their **competence**, but outside that most scientists should be regarded in the same light as other citizens of comparable standing. Chain **concludes** that scientists cannot be held responsible for the unpleasant effects of their inventions; responsibility lies with the society that **adopts** the technological application. It is **up to** society to take — and **pay for** — measures against the unwanted **side-effects** such as pollution or **invasion** of **privacy**. Like others, Chain says that one thing scientists can and should do is to **counteract** the **tendency** of the news media to **exaggerate** and **sensationalize** new developments. 55 60 65

A point on which all scientists agree as an **ideal** when discussing these matters is that a scientist should be responsible for presenting a true picture to the public about new developments in his own field, and for indicating possible **implications so far as** he can see them. But of course scientists working in the defence services are rarely free to do this, nor are most of those in industry. A final word: whatever **critics** may 70

say or wish, today science is an extremely important part of our culture, and modern civilization **is** in fact **based on** technology; there is no going back, and science and technology will influence our lives and the world we live in to an increasing extent. Therefore man will have to adjust to this situation as he has to other changes. Scientists must take a positive part, individually and **collectively**, in helping people understand the spirit of the brave new world.

75

80



### New Words

<p>debate /dɪ'beɪt/ <i>n.</i></p>	<p>discussion of a particular subject that often continues for a long time and in which people express different opinions</p>
<p>sponsor /'spɒnsə/ <i>v.</i></p>	<p>to support a person, organization or activity by giving money, encouragement or other help</p>
<p><i>n.</i></p>	<p>a person or company that pays for a show, broadcast, sports event, etc. esp. in exchange for the right to advertise at that event, or supports someone by paying for their training, education, living costs, etc.</p>
<p>authority /ɔ:'θɒrɪti/ <i>n.</i></p>	<p>(often <i>pl.</i>) a person or organization having power or control in a particular, esp. political or administrative, sphere, that are in charge of a particular country or area 当局, 当权者 (或机构)</p>
<p>resign /rɪ'zɑːm/ <i>v.</i></p>	<p>to officially announce that you have decided to leave your job or an organization</p>
<p>agricultural /,ægrɪ'kʌltʃərəl/ <i>a.</i></p>	<p>of agriculture 农业的</p>
<p>automation /ɔ:tə'meɪʃən/ <i>n.</i></p>	<p>the act or practice of using machines that need little or no human control</p>
<p>consequently /'kɒnsɪkwəntli/ <i>ad.</i></p>	<p>as a result</p>
<p>defence, -se /dɪ'fens/ <i>n.</i></p>	<p>1. something that you say or do in order to support someone or something that is being criticized 2. the act of protecting something or someone from attack</p>
<p>consequence /'kɒnsɪkwəns/ <i>n.</i></p>	<p>an often bad or inconvenient result of a particular action or situation</p>
<p>subsequently /'sʌbsɪkwəntli/ <i>ad.</i></p>	<p>after an event in the past</p>
<p>biological /,baɪə'lɒdʒɪkəl/ <i>a.</i></p>	<p>connected with the natural processes of living things 生物的</p>
<p>radically /'rædɪkəli/ <i>ad.</i></p>	<p>completely or noticeably 根本地, 彻底地</p>
<p>immense /ɪ'mens/ <i>a.</i></p>	<p>extremely large in size or degree</p>
<p>intentionally /ɪn'tenʃənəli/ <i>ad.</i></p>	<p>in an intentional manner; deliberately</p>
<p>unintentionally /,ʌnɪn'tenʃənəli/ <i>ad.</i></p>	<p>not deliberately</p>

disastrous /di'zɑ:stɹəs/ <i>a.</i>	extremely bad or unsuccessful
inhabitant /ɪn'hæbɪtənt/ <i>n.</i>	a person or animal that lives in a particular place
conscience /'kɒnʃəns/ <i>n.</i>	an inner sense of right and wrong 良心, 道德
complex /'kɒmpleks/ <i>a.</i>	difficult to understand or find an answer to because of having many different parts
foresee /fɔ:'si:/ <i>v.</i>	( <i>foresaw</i> /'fɔ:sɔ/, <i>foreseen</i> /fɔ:'si:n/) to see in advance
eventual /ɪ'ventʃuəl/ <i>a.</i>	(of an event) happening at last as a result
occasionally /ə'keɪzənəli/ <i>ad.</i>	now and then
cruel /'kru:əl/ <i>a.</i>	1. making someone suffer or feel unhappy 2. deliberately hurting people or animals
dilemma /dɪ'lemə/ <i>n.</i>	a situation in which it is very difficult to decide what to do, because all the choices seem equally good or equally bad
politician /,pɒlɪ'tɪʃən/ <i>n.</i>	someone who works in politics, esp. an elected member of the government
influential /ɪnflu'entʃəl/ <i>a.</i>	having great influence
commission /kə'mɪʃən/ <i>n.</i>	a group of people who have been given the official job of finding out about something or controlling something 委员会
competent /'kɒmpɪtənt/ <i>a.</i>	having the ability or skill to do what is needed
unbiased /,ʌn'baɪəst/ <i>a.</i>	able to judge fairly because you are not influenced by your own opinions 公正的, 不偏袒一方的
assessment /ə'sesmənt/ <i>n.</i>	a judgement or opinion 评价, 估计
foreseeable /fɔ:'si:əbl/ <i>a.</i>	predictable 可预见的, 可预测的
democratic /,demə'krætɪk/ <i>a.</i>	1. of, relating to, or supporting democracy or its principles (与) 民主 (有关) 的 2. favoring or characterized by social equality 大众的, 主张平等的
prejudice /'predʒudɪs/ <i>n.</i>	unfair and often unfavorable feeling or opinion 偏见
intolerant /ɪn'tɒlərənt/ <i>a.</i>	not able to accept ways of thinking and behaving which are different from one's own 不能容忍的
factual /'fæktʃuəl/ <i>a.</i>	of, concerning, or based on facts
competence /'kɒmpɪtəns/ <i>n.</i>	the ability to do something well
conclude /kən'klu:d/ <i>v.</i>	to come to believe after consideration of known facts
adopt /ə'dɒpt/ <i>v.</i>	to take and use as one's own
side-effect /saɪd ɪ'fekt/ <i>n.</i>	a secondary or indirect effect
invasion /ɪn'veɪʒən/ <i>n.</i>	1. an unwelcome intrusion into another's domain 侵犯, 干预 2. when the army of one country enters another country by force, in order to take control of it 侵略, 入侵
privacy /'praɪvəsi/ <i>n.</i>	someone's right to keep their personal matters and relationships secret
counteract /,kauntə'rækt/ <i>v.</i>	to act against and make (action, force, etc.) of less effect 对抗, 抵制
tendency /'tendənsɪ/ <i>n.</i>	1. a likelihood to behave in a particular way or like a particular

exaggerate /ɪg'zædʒəreɪt/ v.

sensationalize /sen'seɪʃənə'laɪz/ v.

ideal /aɪ'diəl/ n.

a.

implication /,ɪmplɪ'keɪʃən/ n.

critic /'krɪtɪk/ n.

collectively /kə'lektɪvli/ ad.

thing 2. a general change or development in a particular direction to say or believe more than the truth about 夸张

to deliberately make something seem as strange, exciting, or shocking as possible 使引起轰动, 以耸人听闻的手段处理

1. a principle or a way of behaving that is of a very high standard  
2. a perfect thing or situation

without fault; perfect, or the best possible

a possible future effect or result of an action, event, decision, etc.

1. a person who forms and gives judgement 批评家, 评论家 2. a person who (regularly) finds faults with someone or something 爱挑剔的人

as a group 集体地, 共同地

### Phrases and Expressions

be responsible for

对…负责

apply to

适用于, 适宜于

lie with

(责任、问题等) 在于

short of

除了, 除非

as a whole

整个来看

in any case

无论如何, 总之, 不管怎么说

along with

与…一起

in the first place

第一点, 首先

in that

由于, 因为

arrive at

达到, 得出

make a point

表明一种看法, 证明一个论点

be up to

是…的职责

pay for

对…负责, 为…承担后果或责任

so far as

(表示程度, 范围) 就…, 尽…

be based on

以…为基础, 以…为根据

### Proper Names

the University of California

加利福尼亚大学

the Royal Society

(英国) 皇家学会 (= the Royal Society of London for Improving Natural Knowledge)

Ernst Chain /ə:nst tʃeɪn/

厄恩斯特·钱恩 (人名)

*Exercise 1 Decide whether the statements are True (T) or False (F) according to the text.*

1. The university scientists are different from other scientists mainly because they seem to have less sense of responsibility. (     )
2. We may infer from the text that some scientists are not qualified because they sometimes fail to be aware of the disastrous effects their discovery may bring about. (     )
3. One problem that needs our attention is how to get a general agreement about social values and goals. (     )
4. Chain believes the scientists should be responsible for the unpleasant side-effects of their inventions. (     )
5. The author believes that a scientist should tell the truth to the public about new developments in his or her field. (     )

❖ **Second Reading**

**Read the text again and do the following exercises.**

*Exercise 2 Scan the passage to find the answers.*

1. The main focus of the debate:

---

2. The author's purpose of writing paragraph 2:

---

3. The scientist's dilemma:

---

4. The implication of the last sentence of paragraph 4:

---

5. Who should be responsible for the side-effects of an invention?

---

6. The author's view on the issue (the last paragraph):

---

**Exercise 3** Complete the outline of the text.

Social Responsibility of Scientists	
I. Focus of the debate	
A. Beneficial effects of a scientist's work	
B. Harmful effects of a scientist's work	
II. Scientists' attitude toward their social responsibility	
A. (On the one hand)	
B. (On the other hand)	
III. The author's view on the issue	

❖ **Oral Practice**



**Group work**

**Exercise 4** Use the words and expressions you have learnt from the text to talk about the social responsibility of a scientist. You may use the following words and expressions.

be responsible to ... for  
consequences  
keep ... informed

be of immense benefit to mankind  
have disastrous effects on  
counteract the tendency of

❖ **Vocabulary and Structure**

**Exercise 5** Put the following expressions into Chinese or English.

- |  |          |
|--|----------|
| 1. _____                                       | 对社会负责    |
| be held responsible for the unpleasant effects | _____    |
| be responsible for the accident                | _____    |
| _____  | 对乘客的安全负责 |

2. agree on a data for the next meeting \_\_\_\_\_

就需要更多信息 一事达成  
一致意见

\_\_\_\_\_

agree to differ/disagree

country life really agrees with me \_\_\_\_\_

3. \_\_\_\_\_

对个人隐私的侵犯/干预

invasion of civil rights \_\_\_\_\_

the U.S. military invasion of Iraq \_\_\_\_\_

prepare for the annual summer \_\_\_\_\_

invasion of tourists \_\_\_\_\_

4. \_\_\_\_\_

新闻媒体对新发明肆意夸大的倾向

an increasing/growing tendency \_\_\_\_\_

a tendency for a new manager to \_\_\_\_\_

make changes \_\_\_\_\_

have a tendency to avoid arguments \_\_\_\_\_

**Exercise 6** Fill in the blanks with the words given. Change the form where necessary.

debate

resign

subsequently

foresee

eventual

dilemma

influential

unbiased

assessment

prejudice

exaggerate

implication

1. It is a common \_\_\_\_\_: Should you stay where you have friends and family, or take a good job in a far-away city?
2. She was considered to be in the front ranks of women physicists, but when the Nazis came to power, she was dismissed from her position because of the strong \_\_\_\_\_ against women scientists.
3. Concerns about the quality and safety of products made in China should not be \_\_\_\_\_ because these comprise less than 1 percent of all Chinese exports, according to the government spokesman.
4. Nixon was the first U.S. President to \_\_\_\_\_ before the end of his term of office.

5. Understanding women's concerns about health has practical \_\_\_\_\_ for the

- development of health and social policy.
6. Student performance will be judged on the basis of degree examination results, thesis and continuous \_\_\_\_\_, following current University regulations.
  7. The book was published in 1994 and was \_\_\_\_\_ translated into fifteen languages.
  8. Although she was not a professional politician, her views were \_\_\_\_\_ in shaping government policy.
  9. There has been fierce \_\_\_\_\_ over whether or not gas prices should be totally decontrolled and the price allowed to find its own level.
  10. The teams competed against each other to make the highest profits for their branch, and the \_\_\_\_\_ winners were Northern Ireland, with England runners-up, Wales third and Scotland fourth.
  11. Some argue that the media are essentially a mirror, attempting to report political facts in a relatively straight forward and \_\_\_\_\_ manner.
  12. Clearly, those businesses that \_\_\_\_\_ the critical changes will have a far better chance of being successful than those who cannot or will not.

**Exercise 7** *Replace the underlined words in the following sentences with the expressions from the text that best keep each sentence's original meaning. You may use the paragraph number as a clue.*

1. One question they argued about at the meeting was whether science and technology and their creators should be blamed for the unfortunate consequences or all responsibility should be placed on greedy businessmen and power thirsty politicians. (Para. 1)
2. We believe that the future of our country depends on the current young generation. We see that our education system plays a very important role in this. (Para. 1)
3. All of what I have said about students who find math hard also is relevant to those who find science boring. (Para. 1)
4. I can't find any means to overcome my present financial crisis, except for selling the house. (Para. 1)
5. The sciences should be at the service of humanity considering them as one unit, and should contribute to providing everyone with a deeper understanding of nature and society. (Para. 2)
6. Interested candidates should send a detailed CV, research interests, in addition to a list of publications, and the names and addresses of three references to Dr. John Smith. (Para. 3)
7. You know that, first of all, there is no generally accepted scientific theory as to how life came to exist on our planet. (Para. 3)
8. Research scientists are somewhat unique employees because the very nature of their research requires a great deal of expertise and, very frequently, many years of continuous research on a single subject. (Para. 4)
9. As we all know, after years of debate, the scientific community has reached the conclusion that global warming is in fact a reality. (Para. 4)



10. All delegations had the same opinion about the important role played by education and training in promoting personal development and in facilitating people's employability. (Para. 6)

**Exercise 8** Fill in each of the following blanks with a preposition or an adverb.

- It's sad to me that most who claim tolerance for all often are intolerant \_\_\_\_\_ others that disagree with them.
- There is evidence to suggest that some blame lies \_\_\_\_\_ the police.
- Not everyone views environmental pollution \_\_\_\_\_ the same light, nor does everyone agree on the short as well as long-term effects.
- As Chief maintainer, it is \_\_\_\_\_ to me to determine the direction of the project.
- The telecommunications revolution, once mainly of benefit \_\_\_\_\_ business, now promises to transform the home.
- If you are unhappy with the way the Council has arrived \_\_\_\_\_ a decision, you can complain, and send your email to complaints@wycombe.gov.uk for further information.
- What we find is that society has an impact \_\_\_\_\_ science and can readily mold the direction in which science takes.
- My hope was to give a somewhat smaller party, and perhaps we can agree \_\_\_\_\_ a date that would allow me time to prepare.
- These regulations apply \_\_\_\_\_ students admitted to the first year of study for an AA degree.
- The woman who came appeared under stress and clearly made an incorrect assessment \_\_\_\_\_ the situation.

**Exercise 9** Match each word below with the group of words that regularly come before it and then put the Chinese parts in the following sentences into English.

responsibility	consequence	application	service
1. _____	2. _____	3. _____	4. _____
practical	efficient	individual	serious
formal	lip	personal	disastrous
written	various	social	environmental
successful	community	moral	negative
job	public	shared	tragic
make	emergency	shoulder	suffer
send in	customer	carry	have
turn down	improve	accept	face
reject	provide	bear	bear
require	offer	take	lead to