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研 究 生 英 语 系 列 教 程

总主编 刘鸿章

Intensive Multidimensional Course

Gaining Fluency
Teacher's Book

多维教程 · 通达

教师用书

主编 张振中 姚暨荣

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Textbook Series for 21st Century

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多维教程·**通达**·教师用书

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内容提要

本书是教育部"高等教育面向 21 世纪教学内容和课程体系改革计划"的研究成果,是面向 21 世纪课程教材和教育部"九五"规划教材。本书是《研究生英语系列教程》基础阶段《多维教程·通达》教师用书。书中不仅提供了学生用书中课文的背景材料、练习参考答案和参考译文,而且还对课文知识点进行了详细的讲解,提供了充足的例句。此外,本书还提供了大量与课文主题相关的材料和文章,供教师授课时选择使用。

本书可供从事高等学校非英语专业研究生英语教学工作的教师备课之用,书中材料亦可作为高等学校非英语专业研究生的英语课外阅读材料,供教师灵活选择。

总　序

在"科教兴国"的基本方针指引下，我国的研究生教育有了蓬勃的发展。随着各层次、各类型研究生教学的开展，英语教学也面临着越来越高的要求。《研究生英语系列教程》就是为了适应这一新的形势而编写的系列教材。

《研究生英语系列教程》是以教育部（原国家教委）颁布的《非英语专业研究生英语教学大纲》为依据，根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多，其入学英语水平参差不齐，需要以不同水平为起点，因此本系列教程的编写原则是：既从当前研究生的实际水平出发，也力求满足新世纪对高层次人才的期望；既重视培养学生扎实的语言技能，更注重提高其全面的应用能力；既注意语言教育，更重视素质教育。

本系列教程具有以下特点：

1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验，同时充分采纳国外的先进教学理论和方法，力求有所继承又有所创新，使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计，分工编写，涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。各个分册目的明确，相互衔接，系统性强。由于我国研究生入学时的英语起点不一，对英语的教学目的和要求也不尽相同，因此各分册又相对独立，有利于在教学中根据学生的实际情况和水平灵活使用。既可以从第一册开始，也可以从后续教材开始；可以使用全套教材，也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才，其英语教材应体现先进性和学术性。本系列教程务求内容新颖、知识性强，并且具有学术英语(English for academic purposes) 的特点。同时，语言是交际工具，非英语专业研究生掌握英语的目的是为了进行国际之间的信息交流和从事各种涉外业务活动，研究生英语教学也必须重视学以致用的原则。为此，本系列教程讲求实用，选材广泛，具有鲜明的时代特征。

本系列教程由基础阶段教材和提高阶段教材组成。

基础阶段

《多维教程》：包括3册教材，即：《探索》、《熟谙》、《通达》。本教程以课文为核心，通过语言知识和技能的各种综合训练，提高学生理解和应用英语的能力，从

而达到熟练掌握和运用英语的目的。《多维教程》配有教师用书。

《听说教程》：包括 2 册教材，即：《进阶听说》、《熟练听说》。本教程通过听说能力的强化训练，着重提高学生的听力和口头表达能力，以适应在各种场合用英语进行交际的需要。2 册教材各配有 3 盒录音带。

《泛读教程》：包括 2 册教材，即：《泛读教程（一）》、《泛读教程（二）》。本教程旨在使学生通过大量阅读英语文章，提高阅读技能，培养学生独立阅读原著的能力。

《实用写作教程》：1 册。本教程以练习写作应用文为重点，通过由段落写作至文章写作的循序渐进的强化训练，培养学生的书面表达能力。

提高阶段

《国际交流英语教程》：包括 3 册教材，即：《国际会议交流英语》、《论文写作与发表》、《文献阅读与翻译》。本教程通过各种语言技能的综合训练和介绍学术交流的有关知识，培养学生以英语为工具进行对外学术交流的实际能力。

《英美文学名篇选读》：1 册。本教程通过介绍各种体裁和题材的英美文学作品，培养学生的语感和对英美文学的欣赏能力，从而有助于提高学生的英语水平和文化素养。

本系列教程可供非英语专业的硕士生和博士生使用，也可供研究生课程班和 MBA 班学生使用，还可供具有相当于或接近于本科英语四级水平的英语自学者使用。

《研究生英语系列教程》由上海交通大学、清华大学、哈尔滨工业大学、浙江大学为主的数十位有长期研究生教学经验的骨干教师分工编写。本系列教程已列为教育部面向 21 世纪课程教材和普通高等教育"九五"规划教材。高等教育出版社对本系列教程的编写和出版给予了鼎力支持，投入了很大力量。本系列教程在编写过程中也得到了各有关院校领导的关怀和广大研究生英语教师的支持。我们全体编写人员在此谨表示衷心的谢忱。

本系列教程的编者怀着为我国的研究生英语教学改革略尽绵力的心情，集思广益，通力合作，编写了这套可供各类研究生使用的大型系列教材。由于这是第一次尝试，经验不足，水平有限，缺点在所难免。我们诚挚地希望广大师生和读者提出批评与建议，以便使这套系列教材在今后修订中不断得到改进和完善。

刘鸿章
1999 年 3 月 20 日于上海

前　言

随着21世纪的到来，我国对高层次专业人才的需求将越来越大，要求也越来越高。为了适应国家和社会的需要，非英语专业研究生的英语教学也必须加快改革的步伐，以培养出更多的全面掌握英语、善于以英语为工具进行专业研究和工作的高级人才。

作为《研究生英语系列教程》基础阶段的主干教材，《多维教程》以培养学生的语言交际能力为目标，从课文入手，对学生进行读、听、说、写、译综合训练，从而全面提高学生实际应用语言知识和语言技能的能力。本教程不囿于孤立地强调"精读"，而是强调"以阅读带动综合培养"，这就是其定名为《多维教程》的缘由。

我们认为，目前非英语专业研究生的英语教学中有两个问题值得重视：其一是要强调学生应用能力的提高。学习英语的目的是为了使用英语，理解是使用，表达也是使用。二者之间，后者往往滞后于前者，对外语学习者来说后者也困难得多，因此表达能力的培养显得尤其重要，这也是学生日益迫切的需要。其二是要从学生的实际出发，因材施教。由于目前学生的入学英语水平差距甚大，班级的高低不一定代表英语水平的高低，甚至硕士生和博士生也不一定截然分为两个英语水平层次。按部就班、齐头并进式的教学只会导致时间和精力的浪费。因此我们主张根据学生的实际水平来选用教材。《多维教程》各分册的编写既循序渐进也相对独立，这就便于在教学中有选择地使用。这是一个新的尝试，希望能更有利于有针对性地进行教学。

《多维教程》的选材均来自90年代后期的英美原著，广泛地涉及当前社会、政治、经济、文化、科技等题材，体现了很强的现实性和学术性；同时也饶有趣味，有益于启迪思维。

英语是一门实践性很强的课程，其教材中的练习至关紧要。《多维教程》新颖而多样化的练习与课文有机结合，既利于学生语言知识和技能的单项训练，更注重其综合训练。有的练习（如：Comprehension）需要结合阅读、讨论和书写等多种手段完成，这就能既起到巩固所学知识与技能的作用又富有启发性。

总之，《多维教程》严格贯彻《非英语专业研究生英语教学大纲》制定的目标，在以语言基本功训练为主的同时，着重培养学生实际应用语言的能力。它以阅读教学为出发点，使学生通过语言的应用习得语言和掌握语言技能，语言的习得又促进应用能力的提高，从而达到学以致用的目的。

《多维教程》分《探索》、《熟谙》和《通达》三册，以相当于大学本科英语4级的程度为起点，各册循序渐进，涵盖研究生课程班学生、硕士生和博士生的整个基础阶段。教师在教学中可以按学生的实际水平循序使用三册，或选用其中的两册甚至一册。

为了强化学生读、听、说、写、译的能力，建议同时选用《研究生英语系列教程》中相应的配套教材。本教程的后续教材是《研究生英语系列教程》中的提高阶段教材。

三册教程的安排如下：

《探索》供相当于以大学本科英语四级为起点，有初步听、说、读、写、译能力的硕士研究生或研究生课程班学生使用。全书共12课。本书从对课文的理解着手，偏重于围绕基本语言能力的综合训练。本书的练习从各个角度用不同的形式和题型帮助并引导学生理解课文的内容，深入了解课文的主题思想与作者的意图。本书的课文包括不同的题材和体裁，内容有一定的思想性，趣味性与启发性；有利于学生在巩固所学内容、提高基本技能的同时加强文化素质的培养。每一课的主课文前有引导学生进入有关涉及课文主题内容的讨论题，以减少阅读理解时的障碍，使学生逐步进入课文的内容。主课文之后，除了理解和讨论的练习外，还配有与课文主题相关的、能巩固课文中出现的词汇和句型的各种语言活动。本书使本科阶段与研究生阶段紧密衔接，可为学生学习《熟谙》打下良好的基础。

《熟谙》是《探索》的后续教材，但这不意味着必须学完《探索》再学《熟谙》。教师可以根据学生的实际水平考虑是否两册教材都用。供略高于大学英语四级水平，有一定的听、说、读、写、译能力的硕士研究生使用。全书共12课。本书既注重对课文的理解也注重语言的表达与应用。《探索》使学生有了探索语言的能力，《熟谙》则使学生在巩固这些语言能力的基础上，得到进一步的提高，以达到基本熟练运用语言的程度。本书的编写形式与《探索》大体相似，但语言的难度与深度有明显的增加，主课文的内容更为广泛。学生在语言知识与能力不断提高的过程中，知识面也在不断地扩大，从而在不同的问题上都能够较熟练地用英语来表达自己的思想，为《通达》阶段的学习打好更坚实的基础。

《通达》适用于已掌握相当扎实的英语知识和具有较好的听、说、读、写、译能力的学生，全书共12课，分为两大部分。本书以语言应用能力的培养为重点，提供听、说、读、写、译等各种训练（如讨论、演说、写作、英汉互译等等），以便充分开展教学活动，从而不仅能引导学生深入理解课文的内容，还可以帮助其提高应用英语的熟巧。本书的课文包括不同的体裁和题材，涉及21世纪面临的各种热点问题。每一课的主课文前有激发学生学习兴趣的有关讨论题；还有利用课文原句编写的、根据上下文猜测词义的练习，以减少阅读课文时的生词量，并取得逐步进入课文意境的效果。每课除主课文外，还提供了与其主题相关的文章，使学生能在主题更广泛的基础上投入各种培养语言能力的活动。

由于《多维教程》的使用对象是各级各类研究生，因此教师在教学中已不能仅仅局限于语言知识的传授，而应侧重于语言交际能力的培养。教师应自始至终扮演语言实践活动的组织者、指导者的角色，以引导学生利用自己现有的语言知识，积极参与教学的全过程，以便在学习中运用语言，在语言运用中使自己的言语能力得到进一步培养和提高。

1.完成 Warming-up Activities 里规定的任务：课前准备好有关问题的答案是为使学生初步了解课文内容，在课堂上能做有准备的发言。此外，《通达》一书中猜测词义的练习是学生消除部分生词障碍，进一步阅读全文，大概了解文章内容的必要一步。

2.学生应主动去图书馆或上网寻找与本课话题相关的资料，摘抄有关词组或语汇，补充或启发新思路、新观点，丰富自己的思想，充实讨论的内容。

3.无论做不做得到第二点，学生都必须自学课文后的 Phrases and Expressions, Notes on the Text，以及 Reading 中的文章，因为这些材料都是为上课时积极参与教学活动做好准备。

教师在组织教学活动时，建议整个课文教学过程按照每课后 Comprehension 部分设定的步骤进行。因为 Comprehension 练习设计的指导思想是除了检查学生对课文的理解外，更重要的是能起到导教、导学的作用。因此这部分练习应与教师的课文讲解紧密结合，以练习带讲解，不宜在课文讲解之后孤立使用。在 Comprehension 练习中，有部分问题没有提供答案，因为这些问题仅供学生讨论之用，学生可以根据自己不同的阅历和思想给出不同的答案，以达到讨论的目的。做完这一步仅仅意味着阅读过程的结束，在此基础上教师可根据学生的情况，做有关的语言知识点的检查或讲解。这项工作大致包括：An Oral Summary of the Text, Sentence Paraphrasing, Long Sentence Translation into Chinese, Useful Sentence Pattern Imitation (*from Chinese into English*) 等。Vocabulary, Cloze 等练习由教师自定的方式进行。Speaking 练习，除了课后规定的活动外，在课文阅读教学一开始就可进行：可要求学生当堂回答，也可先分小组讨论，后班组汇报等，还可以就文中的某个 statement 所说的观点以个人阐述，分组讨论后汇报，全班讨论等方式进行。总而言之，一定要让学生在课堂上多开口。

在 Related Passage 部分，我们提供了一定量的与课文题材相关的阅读材料，其主要用途在于为教师提供更多的有关该题材的信息和语言素材，以帮助教师更好地组织好说、写活动。这些材料也可以作为学生的补充阅读材料。

《多维教程》教师用书的编写原则是：

1.竭诚为教师服务，努力为教师有效地组织、指导整个教学过程提供便利。因此，

在编排上对所有重难点、语言点都标明了在文中的段落和行数，免除教师备课查资料之苦。在教学参考内容的选择上，除了提供文章背景材料和练习参考答案之外，还突出背景文化的知识性，为教师提供在实施教学过程中与所涉及话题有密切关系的人物、机构、公司、事件、历史、典故、作品等大量的背景知识。为了有利于开展话题的口头讨论、笔头讨论，还同学生用书课后的 Reading 部分相配合，增加了 Related Passages 部分，提供与课文主题密切相关的具有启迪作用的文章。这些资料和文章不仅能帮教师清除教学过程中因背景不明而造成的障碍，还有助于对有关话题的讨论提供更多可供选择的语料。对教师来说，了解这些资料的内容，不仅是一种知识的充实，更重要的是可以借此丰富自己的教学内容，以适应高层次人才的语言应用能力培养中必然会涉及的思想深度的要求，有利于同学生进行比较有深度的交流，更好发挥自己在教学活动中的指导作用。

2. 针对课文中有关的语言知识点、难点进行较为详尽地解释或释义，并提供大量例句。由于注释相当详尽，教师在使用中有更大的选择余地。

应广大一线教师的要求，我们对《多维教程·教师用书》进行了修订。修订后的教师用书与《多维教程》中《探索》、《熟谙》和《通达》三分册分别对应，原教师用书也随之一分为三。修订后的《多维教程·教师用书》在内容上作了以下调整：

1) 进一步完善了 Background Information 部分，对课文内容和作者情况均作了介绍；

2) 完善了 Language Points 部分，增加了大量难句，长句讲解；

3) 更换了原教师用书中 Related Passages 部分里的部分过时文章，并增补了注释，降低了阅读文章难度；

4) 增补了课文译文。

总之，《多维教程》教师用书的宗旨重在方便教师，减除教师备课时查资料的压力。以便更好地集中精力在研究教学法上，把课教好。

编　者

2003 年 5 月

Contents

Unit 1

What Will Be

1. About the author and the book

For two decades, technological oracle, entrepreneur, and consultant Michael Dertouzos has led cutting-edge research on information technologies and has advised policymakers and CEOs (i.e. chief executive officers) on the future course and impact of these technologies. In 1980 Dertouzos predicted today's world of information with stunning accuracy. Now, in *What Will Be* he charts a unique and richly detailed map of the ways information technology will alter every facet of our public and private lives, from a few years to a century hence.

Dertouzos heads the MIT Laboratory for Computer Science — home of the World Wide Web and birthplace of many of the high-tech products and processes that surround us today. In *What Will Be*, he offers the ultimate insider's preview of the inventions that will usher in a Third Revolution to rival the Agricultural and Industrial Revolutions. And in deft and detailed analysis, Dertouzos reveals the changes we will experience in everyday life, in the pursuit of pleasure, health, learning, office work, commerce, manufacturing, and governance. Debunking the starry-eyed view of new technology promoted by many commentators — while taking the Luddites firmly to task — Dertouzos unveils a crisp

picture of the new century's global information marketplace and shows how it will affect one-half of the world's industrial economies. He uncovers what's wrong with technology, explains how we can right the wrongs, and identifies the key trade-offs tomorrow will bring. Dertouzos even highlights what aspects of our society and ourselves will never be altered by technology and offers an inspiring blueprint for how new tech could bridge the centuries-old gaps between reason and the spirit.

Bill Gates wrote the foreword to the book. The book has three parts: I. Shaping the Future, which explains the new technologies so that readers can judge unfolding events for themselves; II. How Your Life Will Change, which imagines how and justifies why our lives will be recast; and III. Reuniting Technology and Humanity, which assesses the impact of these changes on our society and our humanity.

2. some fundamental ancient human forces *(lines 1-2, para. 1)*

Dertouzos points out that no matter how powerful and pervasive a technological force may be, it will face some immutable human traits that will always act to conserve the constancy and stability of our species. We carry the features and mannerisms of our ancestors as well as our common reflexes and human patterns acquired through evolution. The fear, love, anger, greed, and sadness that we feel today are rooted in the caves that we inhabited thousands of years ago. It was in that ancient setting that the predator's growl and the enemy's attack defined primal fear. It was there, too, that our other primal feelings became reinforced — protecting our children, enjoying the pleasure of physical contact with our mate, relying on our fellow tribespeople, and so on. These are the forces of the cave. In the new world of information, these fundamental human qualities haven't left us.

3. the Information Marketplace *(lines 2-3, para. 1)*

Dertouzos thinks that there is great confusion in the world today about what the "Information Age" is, both physically and functionally. The model of an Information Marketplace is a clean way to envision both. In this Information Marketplace, people and machines buy, sell, and freely exchange information and information services.

4. the questions we raised at the very beginning *(line 4, para. 1)*

In Chapter One of Part I *Shaping the Future*, the author lists a number of questions the book will tackle. They include: Will computers increase the industrial performance of the world's nations, or is the help they offer irrelevant to that quest? Will

our way of life improve through cheaper, faster, and higher-quality health care and a greater access to knowledge? Or is better information a minor player in these quests? What new software will flourish in the Information Marketplace? How close to the real world can we get with goggles, tactile bodynets, virtual "feelies" and "smellies"? Will ordinary citizens be better heard by their governments, or are electronic town halls impossible to achieve? What will happen to human relationships?

5. the information infrastructure *(line 5, para. 2)*

*T*he Information Marketplace is more extensive than a village market. It is closer to a bustling metropolis where many people, shops, offices, and organizations busily conduct millions of personal and commercial interactions in pursuit of their own goals. In a real city, these activities are supported by a shared foundation — an infrastructure of roads for the transportation of people and goods; of pipes and wires for moving water, electricity, and phone conversations; of doors, locks, and police that maintain order; and of some agreed-upon conventions like a common language and accepted behaviors that facilitate interactions among the city's people.

In exactly the same way, the Information Marketplace is built on a shared infrastructure made up of all the information tools and services that enable its many activities to function smoothly and productively. This infrastructure will be distributed and owned by all of us, not a single organization. It will move the data, voice, text, and X-ray images in the severe-asthma scenario by negotiating automatically with phone, cable, satellite, and wireless carriers and with the kiosk and computers at the radiology lab and doctors' offices. The infrastructure will support all the online interviews and reviews people will perform in their daily jobs. And it will help transact all the business from the World Shop.

6. virtual reality *(line 7, para. 2)*

*I*t's a system that enables one or more users to move and react in a computer-simulated environment. Various types of devices allow users to sense and manipulate virtual objects much as they would real objects. This natural style of interaction gives participants the feeling of being immersed in the simulated world. Virtual worlds are created by mathematical models and computer programs.

7. electronic bulldozers and electronic proximity *(lines 2-3, para. 4)*

*A*ccording to Dertouzos, ultimately most of the hardware and communications technologies, human-machine interfaces, middleware, and information

infrastructures will either serve as *electronic bulldozers* or create *electronic proximity*. The bulldozers will relieve us of the burden of human work, either by completely replacing information-related human activities or by augmenting our ability to carry out these activities with less human work — in short, by increasing our productivity.

The second new force arising from the Information Marketplace is *electronic proximity*. During the Industrial Age people's physical mobility expanded tremendously, widening a person's universe of potential relationships from a few hundred village neighbors to hundreds of thousands of people within driving range. As a result, our proximity to people whom we could reach grew a thousandfold. Incredibly, the Information Marketplace will increase this range by yet another thousandfold, to hundreds of millions of people who will be within electronic reach. That is the essence of the gigantic new force we call *electronic proximity*. Because distance in the Information Marketplace is not measured in kilometers but in keystrokes and other electronic gestures, the whole scene will resemble a billion people and machines all squeezed into one electronic city block.

8. two industrial revolutions *(line 2, para. 13)*

*T*he first industrial revolution began in England when the steam engine was invented in the middle of the eighteenth century. The appearance of the internal combustion engine, electricity, synthetic chemicals, and the automobile by the end of the nineteenth century marked the second industrial revolution.

Language Points

1. **crescendo** n. *(line 7, para. 1)*: [C, usu. singular] a sound or a piece of music that becomes gradually louder; a time when people are becoming more and more excited, anxious, or angry

   e.g. In the past ten days Zaire has published a mounting **crescendo** of attacks on Belgium.
   A **crescendo** of resentment was built up between the two companies because of a series of conflicts in trade transactions.

   rise to / reach a crescendo: become gradually louder
   e.g. It's possible for the organist to **reach a very quick crescendo** by using all these stops.

2. **interface** n. *(line 6, para. 2)*: [C] the part of a computer system through which two different machines are connected; the way in which two subjects, events etc. affect each other 接口；界面；相互联系

   e.g. In a press conference, the Prime Minister proposed some new ways of involving young people with the **interface** between technology and design.

   They have just designed a new **interface** between a computer and a typesetting machine, which works extremely well.

   v.: [+ with] connect; cooperate

   e.g. **interface** a device **with** a computer

   The computer technicians **interface with** the flight controllers.

3. **single out** *(line 8, para. 2)*: choose, select one person or thing from among several for special comment, treatment etc.

   e.g. I imagine that to be **singled out** by the Captain for a farewell luncheon is indeed an honor.

   Nina and Margaret were **singled out** for special praise for their outstanding performance during the experiment.

4. **imminent** a. *(line 9, para. 2)*: about to happen, usu. used in reference to things that are unpleasant or that you think will prove to be unpleasant

   e.g. The report points out that there does not seem to be an **imminent** danger of famine on a world scale.

   With the election **imminent**, Churchill returned to London before the meeting was finished.

5. **We explored the pipes that will carry our information and the ways we will bend them to give us the speed, reliability, and security we need.** *(line 9-11, para. 2)*: We search for the pipes that can transfer our information and the ways we will manipulate and apply them to offer us the speed, reliability and security we need. Here the complete clause for "the ways we will bend them" is "the ways in which we will bend them". When the preposition "in" is combined with "way" to introduce an attributive clause, it is often omitted.

   bend v.: focus, apply; force to submit

e.g. He is very firm about it; I cannot **bend** him.

Anyone who applies for this position in the company should **bend** his or her will to corporate goals.

bend one's mind / efforts / thoughts etc. to: *fml* give all one's energy or attention to one activity, plan etc.

e.g. One should really **bend one's energies to** the task if one wants to be successful.

6. **The arrival of this foundation is certain, but it could be delayed by a decade or more if the key players continue their wars for control and their indifference toward the shared infrastructure they all need.** *(lines 14-17, para. 2)*: Here the word "they" refers to "the key players". According to the foregoing sentences, key players are "the computer, software, media, telecom, and cable companies".

indifference n.: [U] a complete lack of interest in sth or someone

e.g. Many native speakers of a language show **indifference** to / towards grammatical points.

His attitude to his work is one of bored **indifference**.

7. **permeate** v.t. *(line 6, para. 3)*: penetrate wholly, pervade, soak through

e.g. Toxic chemicals may **permeate** the soil, threatening the environment.

Changes in civilian life have not yet begun to **permeate** the army.

v.i.: diffuse or spread through sth

e.g. If the tip leaks, dangerous chemicals may **permeate** through the soil into rivers.

8. **putting all these detailed uses in perspective, we came to realize that ...** *(line 1, para. 4)*: judging the importance of all these detailed uses correctly, we began to find that ...

perspective n.: a specific point of view in understanding or judging things or events, esp. one that shows them in their true relations to one another

e.g. He wants to leave the country in order to get a better **perspective** on things.

From the top of the hill you can get a **perspective** of the entire lake.

get / keep / put sth in perspective: judge the importance of sth correctly

e.g. It will help to **put in perspective** the vast gulf that separates existing groups.

First of all, we ought to **get** our temporary advantage **into** some kind of **perspective**.

from the perspective of / from a ... perspective: from a specific point of view

e.g. Feminists say that the book was written **from a male perspective**.

The novel is written **from the perspective of** a primary school pupil.

in / out of perspective: showing the correct / incorrect relationship between visible objects

e.g. The houses don't seem to be **in perspective** in your drawing.

The drawing of the house is good, but the car is **out of perspective**.

9. **Another important discovery from these explorations was the power of the Information Marketplace to customize information and information work to different human and organizational needs.** *(lines 1-3, para. 6)*: One more key finding of these explorations was the power of the Information Marketplace to make information and information work more suited to human and organizational needs.

customize v.: make or change sth according to the buyer's or user's needs

e.g. General Motors will **customize** Cadillacs for special clients.

The computer programs can **be customized** for individual users.

10. **To leverage this power, we'll need to make our machines considerably easier to use than they are today.** *(lines 3-5, para. 6)*:To make the best use of the power of the Information Marketplace for economic profits, we'll need to redesign our machines till they are much more easier to use than now.

11. **fashion** v. *(line 9, para. 6)*: shape or make sth, using your hands or only a few tools; influence or form someone's ideas and opinions

e.g. He **fashioned** a box from a few old pieces of wood.

The Japanese authorities want to **fashion** a new political role for the country.

in a ... fashion: in a particular way

e.g. The authorities appear to have abandoned any attempt to distribute food and water **in an orderly fashion**.