



普通高等教育“十五”国家级规划教材

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大学体验英语®

Experiencing English

一课一练 3

Practice File

总主编：吴树敬 张敬源

主 编：刘亚明 张 虹



高等教育出版社



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前 言

《大学体验英语一课一练》是普通高等教育“十五”国家级规划教材《大学体验英语》的系列配套用书。本系列用书在题型设计上紧扣《全国大学英语四、六级考试改革方案(试行)》，帮助学生提高实战能力；在内容安排上与《大学体验英语综合教程》和《大学体验英语扩展教程》各单元主题密切相关，便于学生活学活用，举一反三，其目的在于增强学生的英语综合应用能力。使用《大学体验英语》综合教程及扩展教程的院校可以根据学生的具体情况，使用本书中的全部或部分内容，学生也可在教师指导下课外自学，其他具有大学英语或相当英语水平的学生也可选择使用。

本系列用书每册共10个单元，其中8个单元是《大学体验英语综合教程》相关各单元的配套练习，每单元由听力理解(*Listening Comprehension*)、词汇练习(*Vocabulary Exercises*)、阅读理解(*Reading Comprehension*)、综合运用(*Integrated Skills*)和写作(*Writing*)五部分组成。

本书是第三册。听力理解部分包括复合式听写(*Compound Dictation*)、信息摘要(*Note Taking*)、多项选择(*Multiple Choice*)和简短回答问题(*Short Answer Questions*)四种题型，内容涉及与该单元主题相关的短对话(*Short Conversations*)和短文(*Passages*)。词汇部分包括词型转换(*Word Forms*)、词义引申(*Word Inference*)、词义匹配(*Matching*)三种题型，其中词义判断部分所选词汇均出自后面的阅读理解文章，作为学生进行阅读练习的词汇准备。阅读理解部分包括多项选择(*Multiple Choice*)、简短回答问题(*Short Answer Questions*)和正误判断(*True or False*)三种题型，共三篇文章。综合部分包括英汉互译(*Translation*)、完形填空(*Cloze*)和辨错改错(*Error Correction*)三种题型。写作部分包括实用文写作(*Practical Writing*)和普通写作(*General Writing*)各一篇。

此外，本书还配有两套阶段性自测题(*Self-assessment Test*)，分别安排在第四单元和第八单元之后。便于学生检测学习效果，调整学习重点。自测题的设计原则与单元配套练习相同：突出学生英语实用能力的培养。自测题包括听力理解(*Listening Comprehension*)、阅读理解(*Reading Comprehension*)、综合运用(*Integrated Skills*)和写作(*Writing*)四个部分。为方便学生使用，本书所有练习及测试均附有答案及听力原文。

《大学体验英语一课一练》由北京理工大学吴树敬教授和北京科技大学张敬源教授负责全书编写体例的策划以及全部书稿的修改、补充和审定工作。教材编写由北京理工大学、北京科技大学、中国政法大学、北京联合大学、北京大学五所大学具有多年丰富教学经验的一线教师完成。

限于编者水平，疏漏错讹之处在所难免，敬请读者批评指正。

编 者

2005年6月

郑重声明

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Caring for Our Earth



Part One Listening Comprehension

Section A Compound Dictation

Directions: In this section, you will hear a passage. You are required to fill in the blanks numbered from 1 to 8 with the exact words you have just heard. For blanks numbered from 9 to 11 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words.

The Earth is a beautiful, sacred place that deserves respect. Despite the claims of science and technology to control it, the natural 1) _____ is enormously powerful. We have forgotten this fact but become 2) _____ of it at times of natural 3) _____ such as earthquakes, volcano 4) _____ and fierce storms. The Earth is alive; this is something that most of us 5) _____ these days. Traditional people know this truth, being the 6) _____ they have such a reciprocal relationship with nature. All ancient religions practiced 7) _____ to maintain the natural environment. Paying 8) _____ to the Earth was often seen as the way to keep it happy and to ward off destructive forces. The small remainders of traditional religions still behold these understandings, an example is the tradition of Aboriginal culture. Modern people only use, use, use, 9) _____. In contrast traditional people understand that 10) _____. To alter our current mindset, people need to realize that we are connected to the world — we are part of it. 11) _____. We need to nurture nature as she nurtures us. The world is a beautiful, sacred place that should be highly regarded for sustaining the lives of us all.

Section B Note Taking

1. Before You Listen

You are going to hear a lecture about some issues of an ideal campus, such as car parking.

What are the other issues that might be mentioned? Write down the might-be issues in the blanks provided below.

- 1) _____.
- 2) _____.
- 3) _____.

2. Close your book. Listen to the lecture and take notes.

3. Use your notes to decide if the following statements are true or false. Write T for true or F for false.

- 1) The speaker's complaint is more or less the same as others'. ()
- 2) The library is an ideal place for study. ()
- 3) It's too dirty to sit outside and study. ()
- 4) There are more complicated campus issues such as how to deal with the chemicals poured down the sinks in the labs. ()
- 5) It will be more effective if these issues can be addressed separately. ()
- 6) The speaker suggests that a package to solve various campus environmental problems should be developed. ()

Section C Multiple Choice

Directions: In this section you will hear 10 statements. Each statement will be read only once. After the statement, a question will be asked about what was said. For each question, there are four choices marked A), B), C) and D). Decide on the best answer .

1. A) He will make a presentation about the environmental issues.
B) He will speak about the environmental issues around the university.
C) He will take the place of the Environment Officer in the university.
D) He will put forward his concerns about the environmental issues.
2. A) Environmental topics.
B) Students affairs.
C) Genetically engineered foods.
D) Engineering courses.
3. A) They discussed a lot about the human rights issues.
B) They discussed a lot about the environmental issues.
C) They learned a lot about different fields.
D) They attended different forums, fieldtrips and workshops.
4. A) Recycled copiers.
B) Recycled printers.
C) Recycled plastic bags.
D) Recycled paper.
5. A) From the sale of tickets and merchandise.
B) From the sale of merchandise.
C) From the sale of tickets.
D) From the sale of local specialties.

6. A) For Swift Parrot and many rare native flowers.
B) For Swift Parrot and the oldest Ironbark trees.
C) For rare flowers, oldest trees and scare animals.
D) For Swift Parrot, many rare native orchids and the oldest Ironbark trees.
7. A) Monday, 2nd of August.
B) Tuesday, 1st of August.
C) Monday, 22nd of August.
D) Tuesday, 21st of August.
8. A) Preparing their examinations.
B) Preparing a presentation.
C) Cleaning the city.
D) Preparing a proposal.
9. A) 6.9 million plastic bags.
B) 50 million plastic bags.
C) 50 billion plastic bags.
D) 6.9 billion plastic bags.
10. A) To involve the students in a discussion.
B) To initiate a campus movement.
C) To list the things that can be done for an ideal campus.
D) To formulate strategies about the ideal campus.

Section D Short Answer Questions

Directions: In this section, you will listen to a short passage with questions or incomplete sentences. Listen carefully and then answer the questions or complete the sentences in the fewest possible words (not exceeding 10 words).

1. What does each ecosystem represent?
2. If the ecosystem were stripped, what would the Earth look like?
3. The world's fertile soils are a gift of millions of years of _____.



Part Two Vocabulary Exercises

Section A Word Forms

Directions: Complete the following sentences with appropriate words given below. Change the form where necessary. Note there are more words than necessary.

priority	deforest	impact	addicted	evaporated	ailing
victim	residence	survey	sensitivity	weird	inexhaustible

1. It goes without saying that many of the earth's resources such as coal, oil and gas deposits are _____. They will be used completely and disappear.
2. More heat causes more _____ and therefore more clouds, thus increasing the temperature near the Earth's surface.
3. Sex education and birth control are _____ issues for the anti-abortion movement in this developing country.
4. A _____ of modern marriage carried out by a magazine found that over 50% of marriages end in divorce.
5. The anti-smoking campaign had made quite a(n) _____ on young people.
6. Foreigners who are found without _____ cards can be fined large sums of money or even put into jails.
7. One percent of Brazil's total forest cover is being lost every year to _____.
8. Infectious diseases such as dysentery (痢疾) are spreading quickly among many of the tsunami (海啸) _____.
9. The Constitution requires the president to seek the _____ approval of Congress for military action.
10. For years she was dependent on drugs and drinks and it was only in her fifties that she finally managed to overcome these _____.

Section B Word Inference

Directions: Each of the sentence in this section contains a blank in order to encourage you to look only at the context provided as you attempt to determine the possible meanings of the missing word. Read each sentence quickly and supply a word for each blank. There is no single correct answer. You are to use context clues to help you provide a word that is appropriate in terms of grammar and meaning.

1. Duck hunting is not a sport. It is a violent and _____ act against our defenseless native birds, and it must be stopped.
2. That time I wandered around the wetlands finding dead and _____ birds and taking them to the mobile vet clinic set up at the wetlands.
3. It is sad that our way of living has come to be the way it is, as it seems _____ for a turning back especially in this materialistic commercial world.
4. People are now taught to buy unnecessary consumer products, which are _____ to make our lives meaningful, when in fact they are only leading to more earthly destruction.
5. To alter our current mindset, people need to realize that we are connected to the world — we are _____ of it.
6. As a higher education institution it is imperative that we put into _____ all known ways to reduce our impact on the planet.
7. For decades, toxic substances were discarded carelessly in industrial dump sites, hidden

- waste lagoons (泻湖) and even ordinary _____ dumps across America.
8. Today Superfund is one of the nation's biggest, costliest and _____ controversial environmental programs.
 9. In many large landfills, tons and tons of municipal wastes have been _____ over the years with small amounts of industrial chemicals.
 10. The government is now trying to clean up, not just through new _____ but also by promoting an awareness that a clean environment makes good business sense.

Section C Matching

Directions: Match the following words on the left with the definitions on the right.

- | | |
|------------------|--|
| 1. residue | a containing a lot or too much of sth. |
| 2. tributary | b plants that have no roots, stems, or leaves and grow in water or in other wet places |
| 3. awash | c to change to suit another person or new conditions |
| 4. aquatic | d a stream or river that flows into a larger stream or river |
| 5. nutrient | e not deliberately, and without realizing what you are doing |
| 6. algae | f the part of sth. that remains after the rest has gone or ended |
| 7. accommodate | g a substance in food that plants, animals, and people need to live and grow |
| 8. inadvertently | h a large flat area of land without trees in very cold northern parts of the world |
| 9. tundra | i growing or living in or near water |
| 10. weather | j to come through a very difficult situation safely |



Part Three

Reading Comprehension

Directions: There are three passages in this part. Each passage is followed by some questions. Read the passage and then answer the questions that follow.

Passage One

Questions 1 to 5 are based on the following passage.

The effects of pollution put indirect pressures on ecosystems. Acid rain, smog, wastewater releases, pesticide and fertilizer residues, and urban runoff all have toxic effects on ecosystems — sometimes at great distances from the activities that gave rise to the pollution. For example, nitrogen releases from industry, transportation, and agriculture have seriously altered the global nitrogen cycle, affecting the function of both terrestrial and aquatic ecosystems.

Biologically active, or “fixed,” nitrogen is an essential nutrient for all plants and animals. But nitrogen releases from human sources like fertilizers and fossil fuels now exceed those from

natural sources, leaving ecosystems awash in fixed nitrogen. The impacts include an overgrowth of algae in waterways, caused by the fertilizing effect of excess nutrients; acidification of soils and loss of some soil nutrients; loss of plants adapted to natural low-nitrogen conditions; and more smog and greenhouse warming from higher levels of nitrogen oxides in the atmosphere.

Climate change from the buildup of greenhouse gases provides an even more profound example of the potential for pollution to inadvertently disrupt ecosystems on a global scale. Scientists warn that global ecosystems could undergo a major reorganization as Earth's vegetation redistributes itself to accommodate rising temperatures, changes in rainfall patterns, and the potential fertilizing effects of more carbon dioxide (CO₂) in the atmosphere. Computer models estimate that doubling atmospheric CO₂ levels from preindustrial levels, which will likely happen within the next century, could trigger broad changes in the distribution, species composition, or leaf density of roughly one-third of global forests. Tundra areas could also shrink substantially and coastal wetlands shift markedly, among many other effects. It is not at all clear how present ecosystems would weather such significant changes or how these changes might affect their productivity.

1. In this passage, the author is particularly concerned with _____.
 - A) the pollution caused by nitrogen from human sources like fertilizers and fossil fuels
 - B) the impacts of the overgrowing algae in waterways, caused by excessive nutrients
 - C) the climate change resulted from the buildup of greenhouse gases on a global scale
 - D) the indirect influences on global ecosystems brought by the effects of various pollution
2. The word "terrestrial" (Line 5, Para. 1) is closest in meaning to _____.
 - A) temporal
 - B) earthy
 - C) celestial
 - D) spacious
3. The impacts of too much fixed nitrogen include _____.
 - A) overgrowth of algae, acidification of soils, and loss of plants
 - B) overgrowth of algae, higher level of nitrogen oxides in the atmosphere
 - C) acidification of soils and loss of soil nutrients, excessive nutrients in waterways
 - D) acidification of soils and loss of soil nutrients, loss of plants
4. According to scientists, what would cause a major reorganization of the global ecosystems?
 - A) Wastewater release, pesticide and fertilizer residues, and urban runoff.
 - B) Nitrogen releases from industry, transportation, and agriculture.
 - C) Redistribution of the Earth's vegetation, changes in rainfall patterns, and the effects of CO₂.
 - D) Loss of soil nutrients, loss of plants, and more smog and greenhouse warming.
5. Based on the computer models, what will likely take place within the next century?
 - A) Tundra areas could reduce greatly.
 - B) Coastal wetlands could move substantially.
 - C) Global forests could reorganize by one-third.
 - D) Atmospheric CO₂ could double the preindustrial levels.

Passage Two

Questions 6 to 10 are based on the following passage.

Pollutants affect ecosystems in a variety of ways. Pesticides and heavy metals may harm exposed organisms by being acutely toxic or by accumulating in plant and animal tissue through repeated exposures. Pollutants like acid rain can act at a system-wide level, disrupting soil acidity and water chemistry — both critical environmental factors that affect the nutrition and physical development of plants and aquatic life. Multiple pollutants can create a toxic synergy (增效作用) that weakens organisms and gradually reduces an ecosystem's productivity and resilience (复原力). All of these effects on ecosystems are much in evidence.

Although there is greater awareness today of the dangers associated with toxic materials, toxic emissions continue to be significant. For example, the US \$37 billion global pesticide market dispenses 2.6 billion kg of active ingredients (pesticides excluding solvents and dilutants) on the world's farms, forests, and household gardens, with a variety of collateral effects on wildlife and human health.

Accidental release of toxic substances like mining wastes, or of oil or industrial chemicals, occur routinely and with devastating effect. In January 2000, 99,000 m³ of cyanide-laden (富氰化物的) wastes escaped a Romanian gold mine when an earthen tailings dam collapsed; the toxic plume wiped out virtually all aquatic life along a 400-km stretch of the Danube and its tributaries. In 1997, more than 167,000 tons of oil spilled from pipelines, storage vessels, tankers, and other carriers and sources to contaminate the world's marine and inland environments.

Air pollution from sulfur dioxide (SO₂), nitrogen oxides (NO_x) and ground-level ozone still exceeds the "critical load" — the amount an ecosystem can absorb without damage — over wide areas of Europe, North America, and Asia, with documented effects on crops, forests, and freshwater ecosystems from acid rain. For example, the fraction of healthy Norway spruce, one of the most common conifers in European forests, decreased from 47 percent in 1989 to 39 percent in 1995 — an indicator of the continued stress air pollution imposes on Europe's forest ecosystems.

Decide whether the following statements are true or false according to the passage you have just read. Write T for true and F for false in the brackets.

6. Pollutants like pesticides, heavy metals, and acid rain affect ecosystems in different ways. ()
7. Public awareness of the dangers associated with toxic materials has contributed greatly to the sharp decrease of toxic emission. ()
8. Over 167,000 tons of oil spilled from various sources to pollute the world's ocean and inland environment in 1997. ()
9. The decreasing percentage of Norway spruce is an example in point which explains the effects of acid rain on ecosystems. ()
10. The effects of pollutants on ecosystems are hard to measure because it is difficult to collect comprehensive data on pollution emission on a global scale. ()

Passage Three

Short Answer Questions

Directions: In this part there is a short passage with five questions. Read the passage carefully. Then

answer the questions in the fewest possible words (not exceeding 10 words).

South Africans joke about their “national tree” — a tree whose branches are strewn with plastic bags of all colours swaying in the breeze. Cottage industries have ever been set up around harvesting these bags and weaving them into hats and bags, an ironically ingenious way of recycling them.

But let us not get to the stage where all our trees are covered in windblown plastic bags. Our commitment to alternatives must begin swiftly and unanimously. As a generation which grew up having known little alternative, it is now up to us to force the issue home to politicians and shop owners: “Plastic bag?” “No, thanks.”

Already there is as strong push to reduce our usage of them; you may have noticed the appearance of calico (厚棉布) and green bags in major supermarkets and other shops. The retail industry has now agreed to cut its usage by 50% by the end of 2005, but will this be enough?

That would still leave 3.4 billion plastic bags being added to our landfills, waterways and landscape each year, with single-use bags made of polyethylene (聚乙烯) lasting up to 1000 years. In one Clean Up Australia Day alone, 5 million bags were collected.

In Ireland, a Plastic Bag Tax of about 15c per bag is charged at checkout point, and has rapidly reduced plastic bag consumption by about 90% from 1.2 billion to 230 million annually.

The tax has been used to establish a “green fund” to benefit the environment.

Old habits are hard to change, but an earth poisoned by plastic is not fit legacy to leave to future generations.

Let's grab a calico or green bag next time we go shopping, and in this simple, affordable and small way, make a big difference.

11. Why do South Africans often joke about their “national tree”?
12. What do the cottage industries do with the plastic bags?
13. Why is the Plastic Bag Tax changed in Ireland?
14. What does the word “legacy (Line 1, Para. 7)” most probably mean?
15. Based on the passage, what does the writer advocate?



Part Four

Integrated Exercises

Section A Chinese to English Translation

Directions: Translate the following passage from Chinese into English.

为了保证城市饮用水的安全, 纽约市于 1997 年发起了一项宏伟的环境保护计划, 而不是兴建一座造价昂贵的水过滤厂。该计划通过保护水源地, 使城市可以直接利用自然能力净化水, 既保护了开阔的空间又节约了资金。但是, 当这一广为称赞的水源地保护计划开始实施的时候, 许多人却怀疑能否实现它所承诺的一切。

Section B English to Chinese Translation

Directions: Read the following passage and put it into Chinese. Pay special attention to the extension of the underlined words.

With the forest canopy removed, the forest soils dried out, reducing stream flows and decreasing local water tables. Because agriculture is the main occupation in the surrounding villages, soil moisture and water availability were prime concerns. Soil erosion also became a problem, affecting fertility in some neighboring fields. Loss of forest canopy also meant loss of the leaves and other sources of “green manure” that farmers had depended on for fertilizer.

Section C Error Correction

Directions: This section consists of a short passage. In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. Mark out the mistakes and put the corrections in the blanks provided. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

S1 _____

S2 _____

S3 _____

S4 _____

S5 _____

S6 _____

S7 _____

S8 _____

S9 _____

S10 _____

Human actions have caused the world's forest cover to shrink significantly over the last several millennia, but it is difficult to specify exactly how much. Scientists cannot precisely determine what the original extent of forest is prior to human impact. Forests are not static; their size and composition have evolved with stable climate. Therefore, scientists can determine — by using knowledge of the soil, elevation, and climatic conditions required by forests — where forest could potentially exist if it were for human actions. Comparing this “potential” forest area to today's actual forest cover gives a plausible estimate of historic forest loss.

Using this approach, Matthews estimated that as of the early 1980s, humans had reduced global forest cover about 16 percent. Updating this study with more recent forestation data available from FAO (Food and Agriculture Organization of the United Nations) brings the total loss of original forest cover roughly 20 percent. Historical forest loss could be much more higher, however. A 1997 study by WRI (World Resources Institute), that used a higher resolution map of potential forest than the Matthews study, estimates that original forest cover has reduced by nearly 50 percent.



Part Five

Writing

Section A General Writing

Directions: In this section, you are asked to write one paragraph based on the topic sentence provided below. Develop the idea by presenting supporting details and a conclusion sentence to summarize the main idea.

It's of great importance to save water. _____

Section B Practical Writing

Directions: In this section, you are asked to write a letter of application. Suppose you will graduate from a university in Beijing, July, 2008, and you are interested in furthering your studies in a university in U. S. A. Write a letter of application. The first part in each paragraph has been done for you.

Sept. 15th, 2006

Dear Professor Smith,

I am writing to you in the hope of _____

I will graduate from _____

I have broad interests in various fields _____

I would be very grateful if _____

I am looking forward _____

Sincerely yours
Li Ming

Nobel Prize Winners



Part One Listening Comprehension

Section A Compound Dictation

Directions: In this section, you will hear a passage. You are required to fill in the blanks numbered from 1 to 8 with the exact words you have just heard. For blanks numbered from 9 to 11 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words.

In October 1833, a baby boy was born to the Nobel family in Stockholm, Sweden who was to become a famous scientist, 1) _____, businessman and founder of the Nobel Prize. His parents 2) _____ their son Alfred. Alfred's father was an 3) _____ and inventor. He built bridges and buildings and 4) _____ with different ways of blasting rocks. The same year that Alfred was born, his father's business suffered 5) _____ and had to be closed. In 1837, his father decided to try his business 6) _____ else and left for Finland and Russia. Alfred's mother was left in Stockholm to take care of the family. With his 7) _____ in Russia, Mr. Nobel was now able to move his family to St. Peterburg in 1842. Alfred and his brothers were given first class education with the help of 8) _____ tutors. Their lessons included natural sciences, languages and literature. 9) _____. After the Crimean War ended, the business of Alfred's father went badly and he decided to return to Sweden in 1863. Then Alfred 10) _____. Sadly, his experiments resulted in accidents that killed several people. However, 11) _____. He named it "Dynamite".

Section B Note Taking

1. Before You Listen

You are going to hear Zheng Dao Li's speech at the Nobel Banquet in Stockholm, December 10th, 1957. If you were him, what would be mentioned in your speech? Write down the might-be topics in the blanks provided below.