

全国英语等级考试教程（精华版）

总主编 吴旭东 傅文燕

PETS

Preparing for PETS: Students' Book Level 4

四级教程

主编 余盛明

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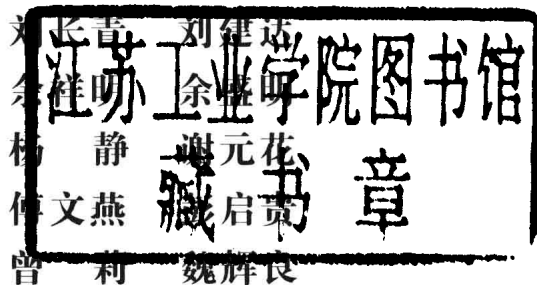
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《全国英语等级考试教程(精华版)》(第四级)是一本旨在帮助广大考生参加“全国英语等级考试体系(PETS)”(第四级)的辅导性教科书。什么是“全国英语等级考试体系”呢?它是在什么背景下建立的呢?它的特点和主要内容是什么呢?了解这些情况将有助于读者更好地了解本教材的编写原则,从而更好地利用它来提高自己的英语水平。

我国的各级各类教学大纲里,英语都占有举足轻重的地位。一般估计,一个人从上小学到研究生毕业的19年间,最少有12年要与英语打交道。实际上,英语对众多中国人的影响并不仅限于在学期间,它在谋职时可增加竞争的砝码,更是职称晋升必不可少的前提。由于英语在升学、求职和提升这些与个人切身利益紧密相连的大事中占有独特的地位,“英语热”在我国持续不退也就不难理解了。

尽管整个社会对英语都十分重视,但对绝大多数的学习者来说,实际的学习效果又如何呢?关于这一点,前国务院副总理李岚清曾一针见血地指出:“很多学生经过8到12年的外语学习,然而大多数学生都不能熟练地阅读外文原版书籍,尤其是听不懂、讲不出,难以与外国人直接交流。”很明显,我国目前的英语教学水平还无法适应社会对学习者的语言能力的要求。究其原因,固然与目前的教师素质和教学方法有关,但一个十分重要的原因是目前我国非英语专业的考试体系存在重大缺陷,即只检查学生的语言知识(如词汇和语法)和一般阅读能力,而对语言运用的其他3种技巧(听、说、写)则不够注重,尤其是口语,从未有过任何考试。由于考试的导向,学生只得死记硬背语法规则和单词定义以及做阅读选择题,从而缺乏听力、写作、口语的系统训练,因而造成看不懂、听不懂、讲不出、写不出的尴尬局面。

令人欣喜的是,我国考试主管机构已经采取措施纠正我国公共英语考试存在的弊端并取得了实质性的进展——建立了全国英语等级考试体系(一至五级)。这一历时5年发展起来的考试体系以交际性语言活动模式为理论基础,彻底摒弃了过去只注重语言知识的考试方式,转而测试考生参与产出(即口语和写作)、接受(即听力和阅读)和互动活动(即在真实的社会情景中使用语言)的全面能力。可以说,这一考试体系的建立预示着“聋子英语”和“哑巴英语”时代的即将结束。

全国英语等级考试体系的另一个特点是:它是一种水平测试(proficiency test),而不是学业成就测试(achievement test)。换句话说,它不与某套特定教程相联系,而只测量考生掌握语言的一般水平。这种考试的最大好处是,它使死记硬背考试内容变为不可能,从而能更准确地测量出考生真正的语言能力。

不可否认,英语等级考试体系在理论基础上的根本性改变对我国广大非英语专业的学习者来说也是一种挑战:这意味着他们必须彻底改变以往的学习行为模式,才能逐渐培养起全面的语言能力。具体地说,像过去那样光背语法条文、背单词、做选择题是无法满足目前考试体系的要求的;考生必须在牢固掌握英语基本知识的前提下,均衡发展听、说、读、写4种基本语言技能,才可能顺利完成考试规定的各项任务。不过,由于个人水平和学习条件的限制,大多

数考生不知道该如何提高全面运用语言的能力,也缺乏培养这种能力、尤其是口头交际能力的条件,从而可能无法很快达到考试对语言运用能力的较高要求。

正是为了帮助广大考生克服个人水平和学习条件的限制,从而更快地提高全面运用英语的能力,广东外语外贸大学英文学院的部分教师编写了这套教材。下面简单介绍一下教材的编写原则、内容特点以及使用建议。

编写原则

等级考试体系以考查考生的语言交际能力为重点,因此,本教材的编写自然必须以帮助提高考生语言交际能力为基本原则。但在具体贯彻这一原则前我们还要解决两个相互联系的问题:第一,“语言交际能力”包含了什么?第二,在我国,由于英语不是日常交际中使用的语言,英语运用能力的培养发展主要在课堂环境下进行;那么,如何在课堂环境下帮助考生更有效地提高这种能力呢?不解决这两个问题,就谈不上帮助考生提高语言运用的能力。

语言交际过程牵涉到信息输出→信息处理→信息反馈这3方面循环往复的活动。说通俗些,就是一个人如果具备了语言交际的本领,他就应不仅能将自己要表达的思想以口头或书面的形式传达出去,还能理解交际对方传达过来的信息并加以分析,做出适当的回应。因此,要完成这一系列活动,就必须掌握以下3方面的知识技能:(1)相关语言系统的知识,即语音、词汇、语法、惯用法等;(2)使用语言系统的两类技能,一是接受性技能(即听或读),二是产出性技能(即说或写);(3)社交环境中语言使用规则的知识,即知道在什么场合对什么人应该说什么话。因此,我们可以将语言交际能力看成是以上两类知识和两类技能的有机组合,缺一不可。也就是说,要提高个人语言交际的全面能力,不仅要提高两类知识的水平,同时还要提高驾驭这些知识的本领,即提高得体使用语言的技能。

了解“语言交际能力”这一概念之后,下一步就是考虑如何在课堂环境下帮助考生发展这种能力。从以上对“语言交际能力”这一概念的分析不难看出,语言知识是语言技能赖以发展的基础,语言技能的发展又与语言使用的领域和情景以及交际任务的类型、目的和主题密不可分。当然,在语言技能发展的同时,语言知识结构也会不断得到重组,而这种重组反过来又会促进语言技能发展的效率。基于这一语言发展观,我们采用了将交际话题、语言知识与交际任务有机交融的编写原则。具体而言,就是先以声音或文字的形式给出与某个交际话题(如购物、旅游等)有关的语言材料,并在语言材料之后对其中的难点(不仅仅是与语言有关的难点,还有不同场合使用语言的规则)进行重点解释;接着根据材料内容设计一些练习题,旨在检查学习者理解主要内容和掌握语言难点的程度;最后,设计与所学材料话题相关的口头或笔头交际任务,为学习者创造一个在比较真实的社会情景中独立运用所学语言知识表达思想的机会。我们相信,学生通过贯穿整套教材的这种知识—运用有机结合的学习训练,不仅能发展语言技能,同时还能促使其内在的语言系统发生重构,从而达到较快提高英语水平的目的。

内容特点

根据考试大纲的要求,达到四级水平的考生至少必须具备以下语言知识和能力:(1)熟知基础英语语法的所有项目(共13大类50项);(2)掌握5500左右的词汇以及相关词组;(3)熟知日常工作和社会生活中比较普通常用的功能意念的表达方式(共17大类115项),并能将其熟练运用于各类语言交际活动中。从教程编写的角度来说,要帮助考生达到这一水平,就不能像前3级教程那样,对语言输入的难度进行控制,侧重操练单个功能意念的表达和介绍语法、

词汇知识要点,而是必须加大语言输入的难度,提供融合多种功能意念的综合性活动,使考生能通过大量有一定难度的语言实践来扩大词汇量,加深对语法规则和词义的理解,提高在交际场合中正确、流利、得体地描述事件、表达观点的能力。为了达到这一目的,我们在编写过程中采取了以下措施:

- 采用更具专业性的交际话题为教学内容。所选的 12 个专题范围广泛,包括社会、经济、宗教、法律、计算机、现代医学等诸多学科领域。
- 加大教学材料的语言难度。对长句、难句和专业术语提供注释,但不简写原文或做重大删改。
- 加大语言活动的难度。除了增加要求考生对材料内容进行深层次思考的题目外,还专门设计了由数个分活动组成的综合性活动,如听力过程中的记笔记(note-taking)、在听力和/或阅读理解基础上的写作、与听力和/或阅读材料内容有关的口语活动等。

为了帮助考生更好地完成教程规定的学习任务,我们专门编写了一本学生辅导用书。书中包括以下内容:

- 对实施某些交际任务的建议。
- 绝大部分练习的(参考)答案。
- 每个单元听力练习的文字材料。

使用建议

本教程内容丰富,涉及的知识面广,语言难度也比较大,要真正掌握并不容易。考生首先要突破的是词汇关。对自己不懂或忘记的每一个单词或词组都要查词典或其他参考书搞清词义,不要轻易放过。

其次,应该认真完成教程中所有的练习和交际任务,以最大限度地运用所学的语言知识。这里强调的是:练习时一定要严格按照要求去做,以确保练习的质量。比如练习听力时,千万不要先看内容文字稿,而应该先尽自己所能反复听几遍(有些听起来熟悉,但又一时想不起意思的单词或短语可以查一查词典),直到基本听懂为止,然后做相关的练习题,练习题做完之后,才能看相关内容的文字稿,检查自己的理解程度。只有这样做才能真正提高听力水平。

本教程中有不少交际性的口语任务,需要两人以上一起练习,因此,最好是在课堂环境下使用。但有不少考生可能由于条件限制,无法在老师的帮助下集体学习。碰到这种情况,我们建议不要放弃完成这类口语任务,而应尽量找几个认识的人,如朋友、同事一起练习,以更有效地提高口语水平。

全面提高一种外语的使用水平需要相当的时间和毅力,不要希望一蹴而就。考生应当坚持不懈、持之以恒,才能有所收获。

吴旭东

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UNIT 1

Psychology

I Worrying and Stress

1. Warming up

1.1 Discussion

Before listening to the following interview, discuss the questions below with your partner.

- 1) How do you define psychology?
- 2) What are the purposes of psychology as an area of scientific research?
- 3) What is the use of psychology for the general public?

1.2 Interview 1 — What is psychology

1.2.1 Listening for gist

Listen to the interview and compare its content with the results of your discussion in 1.1 above.

1.2.2 Listening for details

Listen to the interview again and complete the following sentences with the information you've heard. Your answer should be **not more than 5 words**.

1) The word "psychology" comes from

2) Psychologists like to study behavior because it can be

3) Psychologists gain information by

4) Psychology became a science when psychologists began to do

2. Reading — Worrying

2.1 Warming up

Worrying is a common behavior of human beings. Psychologists not only describe it but

also try to explain its causes. Now consider the following questions and then share your opinions with your partner(s).

- 1) What are the causes of worrying?
- 2) How do people deal with worries?
- 3) At what point is worrying considered as abnormal?
- 4) Does worrying do any good to us?

2.2 Reading comprehension

Read the following passage and then finish the multiple choice questions that follow.

1 There are at least two causes of anxiety: conflict and stress. As an example of the former, we can rarely predict the precise consequences of what we do, but we are blessed (or cursed) with the intellectual capacity to anticipate the advantages and disadvantages which may accrue from any action we may be contemplating. Very commonly we are faced with a choice between several courses of action, all of which have pros and cons. This state of affairs — in psychological jargon, multiple approach-avoidance conflict — accounts for a great deal of our worrying; worrying, that is, about what to do.

2 The other major source of worry is the dreadful things which may happen or have happened to us or to those we care for. Among the most stressful of these are death, illness, loss of work, money problems, marital problems and retirement. Such worries have a rational basis, but we are curiously irrational in the way we pursue them. For example, fear of death is as strong among young adults as among the elderly and it does not seem to be reduced by any sort of religious faith, including the belief that there is life after death. It is equally surprising that objective measures of anxiety suggest that we are as worried the hour before having a tooth filled as when we face major surgery.

3 How do we deal with worries? Psychiatrists point to a number of defense mechanisms we can use to prevent them. We can avoid the situations which induce them, a sensible maneuver practiced for example by those who refuse to fly in airplanes. We can deny that we have the worry at all, which may be risky if the worry is well-founded. Alternatively, we may repress it. Both are dangerous; the former may lead to free-floating, clinical anxiety, while the latter is a way of saying that many physical afflictions seem to be primarily emotional in origin. Temporary relief from anxiety can be obtained through engaging in a variety of coping behavioral repertoire. Smoking, drinking, sleeping, eating, day-dreaming; all can be used to reduce anxiety when the occasion demands it. It is when they fail that worrying or anxiety threatens to become a clinical problem.

4 Of course, some people worry more than others, whatever the circumstances. So far I have been discussing the *state* of anxiety, which is largely the product of the amount of stress an individual experiences. But anxiety is also a personality *trait*, closely related to Eysenck's neuroticism dimension, and the genes we inherit may influence us to become worriers. The importance of constitutional factors is underlined by the fact that people

rarely have breakdowns for the first time later in life, despite the fact that stress-inducing events become more frequent as we get older.

5 It is difficult to decide at what point worrying ceases to be “normal”, but it is clearly reasonable to worry. People get seriously ill, plans go awry, tube trains sometimes crash. In practice, anxiety is judged to be pathological when it limits our ability to lead a normal existence. We can manage perfectly well without traveling in planes or lifts, and an evening out isn’t spoiled by the fact that we are unable to leave the house without triple-checking the front-door lock. Such strange habits are widespread in the general population and can easily be distinguished from the behavior of someone unable to leave the house or people who can’t go shopping for fear of trembling when they handle money in front of another person.

6 In its extreme form, anxiety may be experienced either as a generalized, “free-floating” state (the sufferer becomes tense and frightened for no apparent reason), or it may be more specifically focused — for example on open spaces, enclosed situations or certain insects or animals. Many people will have experienced the former — taut muscles, dry mouth and the feeling of disturbance, dread or even panic — while mild phobias are also very common.

7 But at less intense levels, anxiety and worrying have great value. They help us to avoid trouble, or to cope with it when it cannot be avoided. Worrying may be an internal monologue, allowing us to solve problems at times of crisis: by worrying, we may understand better the origins of the worry and therefore keep off a possible breakdown. It may also play a significant part in recovery from misfortune by helping us to come to terms with reality. In everyday life, anxiety energizes us and improves performance of a wide variety of tasks (including IQ tests); it also galvanizes us to achieve more. Without it, it is difficult to see how there could be either social or intellectual progress. So worrying is not after all an unproductive activity. Perhaps the time to get worried is when you’re not worrying.

Notes to the Text

1. As an example of the former, ... which may accrue from any action we may be contemplating. (para.1) 以前者为例, 我们很难精确地预测到由我们的所作所为而引发的结果, 但幸运(或不幸)的是, 我们的聪明才智让我们可以预测出我们所慎重考虑的每个行动可能带来的利与弊。

1) As an example of the former = Taking the former as an example

2) ... what we do 是 of 的宾语。

3) to anticipate the advantages and disadvantages ... 是 capacity 的定语。如:

It seems to be beyond his capacity to follow simple instructions.

2. This state of affairs ... worrying, that is, about what to do. (para.1) 这种状态——在心理学上称为以回避冲突为目的的多种选择——解释了我们许多焦虑的由来: 即为不知道如何是好而犯愁。

... — in psychological jargon, multiple approach-avoidance conflict — ... 这是一个解

释性插入语。英语的破折号(dash) 可用在一个解释性插入语的前面和后面(相当于一个括号)。如:

Then the proposals — both XiaoYang's and mine — were adopted.

3. Among the most stressful of these are ... and retirement. (para. 2) 相当于 Death, illness, loss of work, money problems, marital problems and retirement are among the most stressful things.
4. Both are dangerous; ... to be primarily emotional in origin. (para.3) 这两种方法都是危险的;前者可能导致临床表现出来的无缘无故的焦虑,而后者则是一种将许多肉体痛苦归咎于情感所致的方法。
5. It is when they fail that worrying or anxiety threatens to become a clinical problem. (para. 3) 只有在它们都不奏效时,担忧或焦虑才有变成临床病症的危险。
6. But anxiety is also a personality *trait*, ... to become worriers. (para.4) 但是,焦虑同时也是一种与 Eysenck 神经过敏症紧密相关的人格特征,遗传基因也可以使我们成为忧虑者。

Eysenck 全名为 Hans J. Eysenck, 英国心理学家, 是“Eysenck Personality Inventory”(人格调查表)的作者。

7. The importance of constitutional factors ... become more frequent as we get older. (para.4) 以下事实更突出了与生俱来的遗传基因的重要性:那些没有发生过精神崩溃的人在其随后的生活中,即使随着年岁的增长,面对的压力越来越多(引发压力的事件出现得越来越频繁),也不会发生精神崩溃。

later in life (随后的生活);注意区分 late in life (在晚年)。

8. Such strange habits are ... in front of another person. (para.5) 这些怪癖在人群中普遍存在。它们很容易与那些诸如无法离家外出,或由于当着别人的面算账付钱会浑身发抖而不敢购物等行为区别开来。

unable to leave the house 是 someone 的定语。

Phrases and Expressions

- | | |
|-----------------------------------|-------------------------|
| 1. be blessed with 幸运地享有…… | 2. be cursed with 不幸有…… |
| 3. be faced with 面对…… | 4. pros and cons 利弊 |
| 5. account for 解释 | 6. well-founded 十分有根据的 |
| 7. be related to 与……有关 | 8. in practice 实际上 |
| 9. be distinguished from 与……被分辨出来 | 10. keep off 避免 |
| 11. come to terms with 屈服,妥协 | |

- 1) One of the main causes of anxiety is that people _____.
 - A. know clearly the possible result that will come from their actions
 - B. hardly understand the result that will come from their actions
 - C. can't believe the result that will come from their actions
 - D. never think about the result that will come from their actions

- 2) The author cited the example of the fear of death to show that _____.
 - A. people are afraid of death
 - B. some worries are well-founded
 - C. people know how to cope with it
 - D. some worries are coped with irrationally
- 3) The author believes that the best way to cope with worries is to _____.
 - A. keep away from all situations which cause them
 - B. deny that we are worried
 - C. conceal our feelings of worrying
 - D. try to understand the causes of worries
- 4) Smoking as one of the solutions to worries is not satisfactory because it _____.
 - A. may lead to physical afflictions
 - B. has only a short-term effect
 - C. may become a clinical problem
 - D. makes worries even worse
- 5) Which of the following describes the relationship between anxiety and personality trait?
 - A. The genes we inherit is the main cause of anxiety.
 - B. Breakdowns are caused by stress-inducing events.
 - C. People who suffer from breakdowns would have signs of stress before.
 - D. Stress-inducing events become more frequent as we get older.
- 6) The example of a person who is unable to leave the house without triple-checking the front-door lock was cited in order to _____.
 - A. provide evidence of how difficult it is to distinguish people's behaviors
 - B. show that it belongs to people's normal behavior
 - C. prove that pathological case needs treating
 - D. make a distinction between normal and abnormal behaviors
- 7) From the last paragraph we may conclude that _____.
 - A. worrying has more disadvantages than advantages
 - B. worrying is more useful than we expect
 - C. without worrying the society can make greater progress
 - D. worrying can be avoided

2.3 Vocabulary

2.3.1 Spelling

Spell the words with the help of their definitions and first letters. All the words can be found in the above passage.

- 1) p _____ (para. 1) say that an event or action will happen in the future
- 2) i _____ (para. 1) concerning the ability to think intelligently
- 3) a _____ (para. 1) imagine or expect that something will happen, sometimes taking action in preparation for its happening
- 4) j _____ (para. 1) special words and phrases which are used by particular groups of people

- 5) m _____ (para. 2) connected with marriage
- 6) s _____ (para. 2) the treatment of injuries or diseases in people by cutting open the body and removing or repairing the damaged part
- 7) i _____ (para. 3) cause something to happen
- 8) p _____ (para. 3) a person who studies the human mind and human emotions and behaviors
- 9) w _____ (para. 3) based on facts
- 10) a _____ (para. 3) something that is different from something else, especially from what is usual, and offering the possibility of choice
- 11) r _____ (para. 3) not allow (esp. feelings) to be expressed
- 12) d _____ (para. 4) a part or feature or way of considering
- 13) g _____ (para. 4) information in the form of a pattern of chemicals which is received by children from their parents' behavior
- 14) i _____ (para. 4) be born with a physical or mental quality that a parent, grandparent or other relative has
- 15) u _____ (para. 4) draw a line under (a word) esp. in order to show its importance
- 16) w _____ (para. 5) existing or happening in many places and / or among many people
- 17) g _____ (para. 6) involving a lot of people, places or things
- 18) e _____ (para. 6) surround
- 19) d _____ (para. 6) the state of being disturbed
- 20) p _____ (para. 6) a sudden very strong feeling of anxiety
- 21) i _____ (para. 7) extreme and forceful or (of a feeling) very strong
- 22) i _____ (para. 7) existing or happening inside a person, object, organization, place or country

2.3.2 Blank filling

Fill in the blanks with the words or expressions given below. Change forms where necessary.

be blessed with	be cursed with	be faced with	well-founded
in practice	distinguish ... from	come to terms with	a wide variety of
relate to	go awry		

- 1) He did not panic over his wife's incurable illness. On the contrary, he has _____ it and said he would nurse her at home.
- 2) Being colour-blind, he can't _____ red _____ green easily.
- 3) Everything that _____ in the town is blamed on the nuclear power station.
- 4) He had to show that he had a _____ fear of persecution on religious or political grounds to qualify as a refugee.

- 5) The equipment could be used for _____ educational purposes.
- 6) — How about your seaside holiday?
— Jolly. We _____ a fine weather.
- 7) In recent years I've been _____ worsening eyesight.
- 8) The waste from the factory continuously pollutes the water supply. Now the factory _____ severe financial penalty.
- 9) I can't see how your plan is going to work _____.
- 10) If you want to know the effects of inflation on consumers, please read Chapter Nine which _____ it.

3. Speaking & Writing --- My view on worrying

3.1 Speaking — Discussion

Discuss the following questions in groups of four.

- 1) Do you have any worries these days? What are they? What are the main causes of them?
How do you cope with them?
- 2) According to John Nicholson, anxiety and worrying have great value. Do you agree with his opinion? Why? Please give specific examples to support your opinion.

3.2 Essay writing

Write a 150-word essay on the topic of *My opinion on worrying*. In your essay, you should:

- 1) state clearly what your opinion is on worrying;
- 2) give specific examples to support your opinion;
- 3) bring what you have written to a natural conclusion.

4. Interview 2 --- Stress

4.1 Listening for details

Dr. Hans Selye is another famous psychologist. Now he is interviewed on the subject of how to cope with stress. Listen to the interview and choose the best answer.

- 1) According to Dr. Hans Selye's definition, stress is _____.
 A. a state of plain worry
 B. an agent that produces it
 C. a kind of psychological problem
 D. the response of the body to any demand

- 2) In Dr. Hans Selye's opinion, which of the following stressors is the most important and frequent in man today?
 A. Cold. B. Starvation. C. Sadness. D. Homelessness.
- 3) If someone is under stress, s/he might _____.
 A. have a high fever B. have a headache
 C. become more irritable D. can't sleep for a night
- 4) One of the main problems for youngsters today is that they _____.
 A. are stupid B. like drugs
 C. are too intelligent D. lack the pursuit of a goal
- 5) According to Dr. Selye, stress _____.
 A. may be bad for someone, or may be not
 B. is basically not necessary
 C. is harmful to people
 D. can be avoided in daily life
- 6) According to Dr. Selye the best way to deal with stress is to _____.
 A. force yourself to accept excessive stress B. go to see a doctor
 C. do your own thing D. take good drugs

4.2 Listening for more details

Listen to the interview again and answer each of the following questions in **not more than 7 words**.

- | | |
|--|----------------------|
| 1) What caused stress? | <input type="text"/> |
| 2) When are people under stress? | <input type="text"/> |
| 3) What is "eustress"? | <input type="text"/> |
| 4) Why can't we generalize the most frequent causes of stress? | <input type="text"/> |
| 5) What typical diseases does stress cause? | <input type="text"/> |

4.3 Discussion — My opinion on stress

Discuss the following topics with your partner.

- 1) It is said that modern man experiences more distress than his ancestors. Do you think it is true? Why? Give details to support your idea.
- 2) In your opinion, what is the main cause of stress in the 21st century? Give reasons to support your opinion. How will you try to cope with stress?

5. Interview 3 — Seeing a doctor

5.1 Listening for details

Listen to the interview and choose the best answer.

- 1) Which of the following symptoms is not mentioned in the interview?
 - A. An increase in pulse.
 - B. Insomnia (失眠).
 - C. Weak and tired.
 - D. Stomachache.
- 2) Mr. Clark doesn't feel well for _____.
 - A. 3 months
 - B. 6 months
 - C. 7 months
 - D. 2 months
- 3) Mr. Clark works very hard because _____.
 - A. he has been unemployed for 2 years
 - B. he has just taken a new job
 - C. he is afraid of losing his work again
 - D. he is afraid of making a mistake
- 4) According to the doctor, Mr. Clark's _____ is the main cause of his illness.
 - A. heavy workload
 - B. emotional problem
 - C. physical problem
 - D. insufficient exercise
- 5) From the interview, it can be inferred that _____.
 - A. it is not easy for Mr. Clark to find a job
 - B. Mr. Clark's illness is difficult to be cured
 - C. the doctor's advice is not useful
 - D. medicine will take effect in Mr. Clark's case

5.2 Listening and note-taking

Listen to the interview again and take notes according to the outline given in the following table.

SYMPTOMS: 1) 2) 3) 4) 5) 6) 7)
DIAGNOSIS:
TREATMENT: 1) 2) 3)

6. Speaking & Writing — Stress

6.1 Pair work — Picture description

Work in pairs. Students A and B take turns to briefly describe the picture and make comments on the picture in three minutes for the partner to ask a question about what he/she has said.

Student A:



Student B:



6.2 Essay writing

Write a 150-word essay based on one of the above topics (Task 4.3) or pictures (Task 6.1). Give a title to your writing.

II Dyslexia

1. Reading — Is dyslexia a general learning deficiency?

Read the following passage and then finish the exercises that follow.

- 1 People with dyslexia are usually defined as having a reading performance markedly be-