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# 研究生英语 综合教程

非英语专业研究生使用

◆ 修订版

◎ 总主编 / 腾玉梅 胡铁生

吉林出版集团有限责任公司 外语教育出版社  
Foreign Language Education's Books, Jilin Publishing Group

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## 图书在版编目(CIP)数据

研究生英语综合教程 / 滕玉梅, 胡铁生主编 — 长春: 吉林出版集团有限责任公司, 2008.8

ISBN 978-7-80762-125-6

I 研… II ①滕…②胡… III 英语—研究生—教材 IV H31

中国版本图书馆 CIP 数据核字(2008)第 114864 号



网 址: [www.expresskey.com.cn](http://www.expresskey.com.cn)

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发行电话: 0431-85618714

## 研究生英语综合教程

(学生用书)

总 主 编: 滕玉梅 胡铁生

责任编辑: 付卫艳

出 版: 吉林出版集团有限责任公司

地 址: 长春市人民大街 4646 号, 130021

承 印: 长春市金源印刷有限公司

印 张: 14.5

版 次: 2008 年 8 月第 1 版

2008 年 8 月第 1 次印刷

封面设计: 李立嗣

发 行: 吉林出版集团捷进可一图书经营有限公司

地 址: 长春市同志街 1660 号, 130021

开 本: 889 毫米 × 1194 毫米 1/16

字 数: 370 千字

定 价: 26.00 元

书 号: 978-7-80762-125-6

如有印刷、装订质量问题捷进可一公司负责调换。

# 前言

《研究生英语综合教程》(修订版)系吉林大学研究生院立项教材。当今时代是全球化时代,全球化从经济领域开始,逐渐扩展到政治、文化、科技、军事、金融和环境等各个领域,“相互依存,共同发展”已成为当今不可逆转的历史潮流。英语在我国全球化进程中,起着极为重要的语言中介作用。随着全球化的进一步深入,对研究生英语教育的要求和标准也在不断提高。为此,吉林大学研究生院根据国家教育部《非英语专业研究生英语教学大纲》,在吉林大学公共外语教育学院教师编写的初版教材的基础上修订而成。

本套教材是针对 21 世纪对硕士研究生英语教学要求的新特点而编写的一套系列教材,分为《研究生英语综合教程》和《研究生英语听说教程》两个部分,既相互配合形成一个整体,又根据各自的特点自成体系,供非英语专业硕士研究生英语教学使用。

本系列教材充分吸取国内各高校在非英语专业研究生英语教学中积累的行之有效的经验,借鉴国内外优秀的教学理论和方法,博采众长,将实用性与知识性融为一体,以适应新形势对非英语专业研究生教学的要求。

本系列教材选材新颖,题材广泛,包括哲学、经济、语言、文学、文化、社会问题、现代科技和环境以及人口和资源等领域。选材原则是集时代性、知识性、可思性、前瞻性和实用性为一体,重在培养研究生的英语实用能力。教材编写突破了传统的旧有模式,使整套教材都与后现代语言教育的基本理论与要求相吻合,突出体现以学生为中心的教学理念,坚持以学生为本的基本精神,力图最大程度地调动硕士研究生在英语学习上的主动性,并将类似国际旅行、国外求学、当代歌曲和影视等实际应用内容编写进本教材,并坚持课堂上师生互动的原则,使本系列教材成为国内首创性的研究生英语系列教材。

本系列教材的编写过程中得到了吉林大学研究生院、吉林大学公共外语教育学院和吉林出版集团外语教育出版公司的大力支持,并由美国语言协会专家 Barbara Kindschi 审阅了全部书稿,在此一并致以谢意。另外,协助本教材编写的人员还有:解修振、李韦豫、张素菊、孙乐岩、李维清、石华、孙凌、潘君默、吕娜、金辰等同志。

由于本系列教材属于开创性教材编写,从形式到内容都遵循新颖、实用的原则,改革的力度很大,因此,教材编写过程中出现一些不足之处也在所难免。为此,在经过一年的教学实验检验之后,教材编写组重新对初版教材进行修订,对部分单元做了调换,对存在的问题做了解决,使本系列教材的质量又有了很大提高。广大教师和研究生在使用过程中如发现新的问题,请与教材编写组取得联系,以便及时修正。

此外,本套教材中所采用的部分文章和图片无法一一追溯原始版权,请有关版权持有者与我们联系。

编者

2008 年 8 月

# 使用说明

《研究生英语综合教程》(修订版)供高等院校非英语专业硕士研究生和已具有同等英语程度的人员使用。在学习本教材之前,学生应已通过大学英语四级测试,其中部分学生已达到大学英语六级水平,并具有英语的基本构词、阅读和写作技能。

本教程共分 10 个单元,在编排上难易结合,循序渐进,同时兼顾与写作技巧的呼应以及在题材方面的文、理搭配。每单元由主课文(**Text A**)、副课文(**Text B**)、应用阅读(**Practical Reading**)和应用写作(**Practical Writing**) 4 部分构成。本书的体例,尤其是练习的设计,力图体现以学生为主体的教学理念,着重培养研究生的英语实际应用能力,尤其是阅读及写作能力,兼顾会话交际能力的培养。

主课文包括课前练习(**Pre-practice**)、正文(**Text**)、生词(**New Words**)、注释(**Notes**)、课文理解(**Comprehension of the Text**)、词汇练习(**Vocabulary Exercise**)和语用练习(**Use of English**) 6 个部分。课文全部选用文字优美、规范的原文材料,既有经典名篇,也有当代新作。篇幅在 2000 字左右,部分课文根据授课需要略有删减。课前的练习部分可用作课堂热身训练,也可作为预习任务布置给学生。课文讲解时,应从全篇内容理解为重点,同时也要避免只重视文章内容而忽视语言点训练的趋势。单元生词表中收取的词汇多为主课文中出现的六级或六级以上的词汇,重点要求掌握的词汇做了特别标注。注释部分采用英语介绍相关背景知识、重要人物及其典故,个别地方加注了汉语解释或提供了相关网址,以期扩大学生对相关文化背景知识的了解,加深对文章内涵的理解,也可用于学生进行课后自主学习。

与主课文相关的练习分为两部分,一部分为理解练习,包括读后练习(**Comprehension of the Text**)和互动练习(**Communicative Activities**);一部分为词汇练习(**Word Study**),包括词汇运用(**Word Use**)、词汇辨析(**Word Distinction**)和词汇比较(**Word Comparison**)。阅读理解练习采用简答题或填空形式,对学生的课文理解提出了更高的要求,同时也加强了学生对本单元所学语言点的运用;互动练习是对课文深层次理解的延伸和扩展,使学生能够在具备一定语料输入的前提下,锻炼口语表述能力,同时辅助写作技能的训练。对这一部分的练习,教师可以根据课时量的具体情况来安排。词汇练习部分紧紧围绕主课文中出现的词汇及其表达方式,针对学生在实际应用中存在的用词不当、词性和词形混淆等主要问题做了适当扩展。例如,在扩大学生词汇量的同时,加强词汇应用的训练,以满足研究生将来工作的实际需求。本部分练习需要教师适当予以讲解,尤其对学生区分起来

有一定难度的词汇,可适当考虑增加相关例句。

语用练习选用与主课文相同题材或体裁的文章,要求学生在没有任何选项的前提下,根据语境填词成句,是一种综合性的语篇水平训练,具有一定的难度,目的在于加深学生对本单元话题的理解,并以此来提高学生的语用能力。

为加强阅读训练,扩大阅读量,增加语料输入,每个单元附有与主课文题材或体裁一致、篇幅在1000字左右的副课文(Text B),与主课文相辅相成。副课文后的阅读理解题目可用来检查学生的阅读技巧运用情况、理解程度及其准确性。该部分无需详细讲解,可按泛读材料安排。

应用阅读部分的材料选自学生在国外学习、生活中会接触到的真实性阅读材料,如国际机票订购、课程大纲、广告、合同、图书馆须知等,原汁原味,丰富多彩,并配有练习来检验学生的理解程度,学生在锻炼阅读能力的同时对国外的社会生活也可见一斑。教师对这一部分不必做详细讲解,只需指出这些场合的特定语言表达方式即可。

应用写作部分在介绍基础英语写作技巧的基础上,加强了适合研究生程度的应用文体写作训练,包括论文摘要、信件、个人简历以及国际会议文稿等相关的应用文体写作。每单元的写作训练包括技巧介绍、范文展示、常用词组及其表达方式和技巧练习四个部分,力求提高研究生在从事科研、对外交往以及出国继续深造时的英语实际写作能力。该部分某些技巧的讲解可结合主课文进行,教师应对学生完成的写作练习进行批改和讲解。

本教程遵循教育部对非英语专业研究生的英语教学大纲要求,并根据对吉林大学5个校区498名文、理、工、医在校硕士研究生实际使用效果的调查问卷结果对初版教材进行了修订,在一定程度上体现了目前研究生对英语学习的需求以及国家对培养具有英语实际应用能力的高级专业技术人才的要求,教师可根据不同的授课情况及对象加以利用。

编者  
2008年8月

# Contents

## UNIT 1

001 Text A: Cyberspace: If You Don't Love It, Leave It

---

011 *Text B: Machines Will Be Smarter than We Are*

016 *Practical Writing: Essential Techniques of Essay Writing*

## UNIT 2

022 Text A: Can You Raise a Polite Kid in This Rude World?

---

036 *Text B: The 50 Percent Catastrophe*

040 *Practical Writing: Patterns of Essay Development*

## UNIT 3

046 Text A: Technology Remakes the Schools

---

057 *Text B: Learning with Virtual Reality*

063 *Practical Writing: Patterns of Essay Development (continued)*

## UNIT 4

067 Text A: Mother Tongue

---

080 *Text B: Cross-cultural Differences*

085 *Practical Writing: Patterns of Essay Development (continued)*

## UNIT 5

090 Text A: What on Earth Are We Doing?

---

102 *Text B: A Bet on Planet Earth*

107 *Practical Writing: Writing for Practical Communication*

## UNIT 6

113 Text A: No Signposts in the Sea

---

124 *Text B*: The Theory of Love

129 *Practical Writing*:

Writing for Practical Communication (continued)

## UNIT 7

134 Text A: The Trial That Rocked the World

---

148 *Text B*: Struggle over the Role of Religion in the Classroom

153 *Practical Writing*: Curriculum Vitae

## UNIT 8

157 Text A: New Genes — New Hope or Future Disaster?

---

168 *Text B*: Are Your Genes to Blame?

172 *Practical Writing*: Abstract

## UNIT 9

176 Text A: Knowledge and Wisdom

---

187 *Text B*: Two Truths to Live by

193 *Practical Writing*:

Writing for International Academic Conferences (I)

## UNIT 10

198 Text A: Commencement Address at Stanford University

---

211 *Text B*: Presentation to IOC by Yang Lan

217 *Practical Writing*:

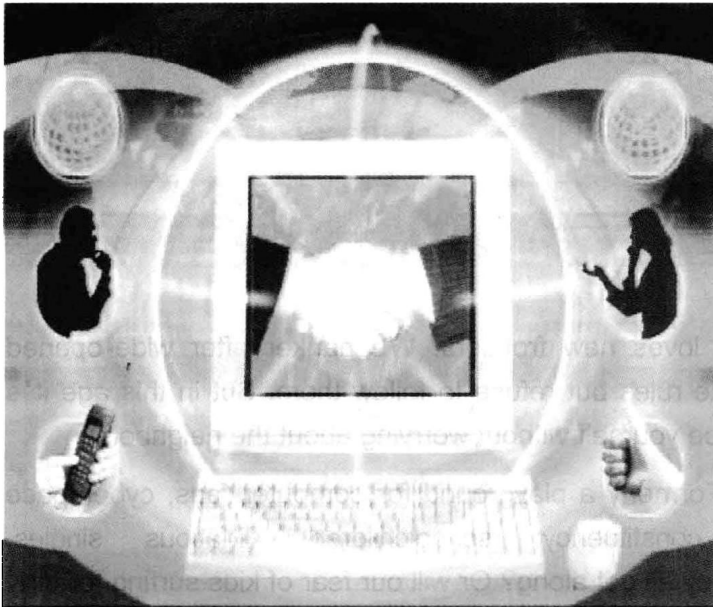
Writing for International Academic Conferences (II)

## APPENDIX



# Cyberspace: If You Don't Love It, Leave It

— Esther Dyson



*Any sufficiently advanced technology is indistinguishable from magic.*

— by Arthur C. Clarke<sup>1</sup>

## Introducing the Topic

### ■ Lead-in Discussion

1. Describe the characteristics of cyberspace.
2. In what ways has the Internet changed our lives and society?
3. Do you think it is necessary to regulate cyberspace? If so, what measures should be taken to regulate it?
4. What should be done to prevent children and adolescents from addicting to cyber games or becoming cyberholic?
5. If you make an analogy between cyberspace and something else, what will you compare cyberspace with? Specify your analogy.

## ■ Word Extension

*Explain the following expressions in your own words and work with your partners to write down as many relevant words as possible.*

- cyber- \_\_\_\_\_
- e- \_\_\_\_\_
- hyper- \_\_\_\_\_
- BBS \_\_\_\_\_
- internet \_\_\_\_\_

## Text A

Something in the American psyche loves new frontiers. We hanker after wide-opened spaces; we like to explore; we like to make rules but refuse to follow them. But in this age it's hard to find a place where you can go and be yourself without worrying about the neighbors.

There is such a place: cyberspace. Formerly a playground for computer fans, cyberspace now embraces every conceivable constituency: schoolchildren, flirtatious singles, Hungarian-Americans, accountants. Can they all get along? Or will our fear of kids surfing for dirty pictures behind their bedroom doors provoke a crackdown?

The first order of business is to grasp what cyberspace is. It might help to leave behind

### Meeting the Author

**Esther Dyson** was born in 1951 in Zurich, Switzerland. She grew up in Princeton, New Jersey, and received a B.A. from Harvard. Dyson is the editor and publisher of the widely respected computer newsletter *Release 1.0* which circulates to 1,600 computer industry leaders. She is chairperson of the Electronic Frontier Foundation, an industry-financed civil liberties watchdog group. Dyson is also the organizer and moderator of the annual Personal Computer Forum. For more information, visit <http://www.edventure.com/>

metaphors of highways and frontiers and to think instead of real estate. Real estate, remember, is an intellectual, legal, artificial environment constructed on top of land. Real estate recognizes the difference between parkland and shopping mall, between red-light zone and school district, between church, state and drugstore.

In the same way, you could think of cyberspace as a giant and unbounded world of virtual real estate. Some property is privately owned and

rented out; other property is common land; some places are suitable for children, and others are best avoided by all citizens. Unfortunately, it's those places that are now capturing the popular imagination, places that offer bomb-making instructions, pornography, advice on how to steal credit cards. They make cyberspace sound like a nasty place. Good citizens jump to a conclusion: Better regulate it.

<sup>5</sup> But before using regulations to counter indecency it is fundamental to interpret the nature of cyberspace. Cyberspace isn't a frontier where wicked people can grab unsuspecting children, nor is it a giant television system that can beam offensive message at unwilling viewers. In this kind of real estate, users have to choose where they visit, what they see, what they do. It's optional. In other words, cyberspace is a voluntary destination — in reality, many destinations. You don't just get "onto the Net"; you have to go someplace in particular. That means that people can choose where to go and what to see. Yes, community standards should be enforced, but those standards should be set by cyberspace communities themselves, not by the courts or by politicians in Washington.

<sup>6</sup> What makes cyberspace so alluring is precisely the way in which it's different from shopping malls, television, highways and other terrestrial jurisdictions. But let's define the territory:

<sup>7</sup> First, there are private e-mail conversations, similar to the conversations you have over the telephone. These are private and consensual and require no regulation at all.

<sup>8</sup> Second, there are information and entertainment services, where people can download anything from legal texts and lists of "great new restaurants" to game software or dirty pictures. These places are like bookstores, malls and movies houses — places where you go to buy something. The customer needs to request an item or sign up for a subscription; stuff (especially pornography) is not sent out to people who don't ask for it. Some of these services are free or included as part of a broader services like CompuServe<sup>2</sup> or America Online<sup>2</sup>; others charge and may bill their customers directly.

<sup>9</sup> Third, there are "real" communities — groups of people who communicate among themselves. In real-estate terms, they're like bars or restaurants or bathhouses. Each active participant contributes to a general conversation, generally through posted messages. Other participants may simply listen or watch. Some services are supervised by a moderator; others are more like bulletin boards — anyone is free to post anything. Many of these services started out unmoderated but are now imposing rules to keep out unwanted advertising, extraneous discussions or increasingly rude participants.

<sup>10</sup> Cyberspace communities evolve just the way terrestrial communities do: people with like-minded interest band together. Every cyberspace community has its own character. Overall, the communities on CompuServe tend to be more professional; those on American Online, affluent young singles; Prodigy<sup>2</sup>, family-oriented. Then there are independents like Echo<sup>2</sup>, a hip,

downtown New York service, or Women's Wire<sup>2</sup>, targeted to women who want to avoid the male culture prevalent elsewhere on the Net. On the Internet itself there are lots of passionate non-commercial discussion groups on topics ranging from Hungarian politics (Hungary Online<sup>2</sup>) to copyright law.

<sup>11</sup> What's unique about cyberspace is that it allows communities of any size and kind to flourish; in cyberspace, communities are chosen by the users, not forced on them by accidents of geography. This freedom gives the rules that preside in cyberspace a moral authority that rules in terrestrial environments don't have. Most people are stuck in the country of their birth, but if you don't like the rules of a cyberspace community, you can just sign off. Love it or leave it. Likewise, if parents don't like the rules of a given cyberspace community, they can restrict their children's access to it.

<sup>12</sup> What's likely to happen in cyberspace is the formation of new communities, free of the constraints that cause conflict on earth. Instead of a global village, which is a nice dream but impossible to manage, we'll have invented another world of self-contained communities that cater to their members' inclinations without interfering with anyone else's. The possibility of a real market-style evolution of governance is at hand. In cyberspace, we'll be able to test and evolve rules governing what needs to be governed — intellectual property, content and access control, rules about privacy and free speech. Some communities will allow anyone in; others will restrict access to members who qualify on one basis or another. Those communities that prove self-sustaining will prosper (and perhaps grow and split into subsets with ever-more-particular interests and identities). Those that can't survive — either because people lose interest or get scared off — will simply wither away.

<sup>13</sup> In the near future, explorers in cyberspace will need to get better at defining and identifying their communities. They will need to put in place — and accept — their own local governments apart from terrestrial governments, just as the owners of expensive real estate often have their own security guards though they can call in the police to get rid of undesirable customers.

<sup>14</sup> Then what should be done about undesirable material in cyberspace? What to do, for instance, about pornography? The answer is labeling, besides banning, questionable material. It makes sense for cyberspace participants themselves to agree on a scheme for questionable items, so that people or automatic filters can avoid them. It's easy enough for software manufacturers to build an automatic filter that would prevent you or your child from ever seeing the undesired items on a menu. (It's as if all the items were wrapped, with labels on the wrapper.) Someone who posted pornographic material under the title "Kid-Fun"<sup>3</sup> could be sued for mislabeling.

<sup>15</sup> Without a lot of fanfare, private enterprises and local groups are already producing a variety of labeling services, along with kid-oriented sites like Kidlink<sup>3</sup> and Kids' Space<sup>3</sup>. People differ in

their tastes and values and can find services on the Net that suit them in the same way they select books and magazines. Or they can wander freely if they prefer, making up their own itinerary.

<sup>16</sup> In the end, our society needs to grow up. Growing up means understanding that there are no perfect answer, no all-purpose solutions, no government-sanctioned safe havens. We haven't created a perfect society on earth, and we don't have one in cyberspace either. But at least we can have individual choice — and individual responsibility.

(Approximately 1,260 words, from the *New York Times* July, 1995)

## New Words

cyberspace /'saɪbəspeɪs/	<i>n.</i> 电脑空间, 网络空间
psyche /'saɪki:/	<i>n.</i> spirit or soul 心智; 灵魂
frontier /'frʌntjə/	<i>n.</i> an undeveloped area or field for discovery or research
hanker /'hæŋkə/	<i>v.</i> have a strong desire
constituency /kən'stɪtjuənsi/	<i>n.</i> a group of supporters or patrons
flirtatious /flɔ:'teɪʃəs/	<i>adj.</i> fond of flirting 调情的
crackdown /'krækdaʊn/	<i>n.</i> disciplinary action against; repression 镇压
parkland /'pɑ:k,lænd/	<i>n.</i> land used as a park 公共用地
unbounded /ʌn'baʊndɪd/	<i>adj.</i> having no boundaries or limits 无边无际的, 极大的
pornography /pɔ:'nɒgrəfi/	<i>n.</i> pictures, writing, or other material that is sexually explicit
indecent /ɪn'di:snsi/	<i>n.</i> sth. that is offensive to public moral values 不体面, 不雅
unsuspecting /'ʌn-səs'pektɪŋ/	<i>adj.</i> not suspicious; trusting
beam /bi:m/	<i>v.</i> send (messages) in a particular direction 播送
alluring /ə'ljʊərɪŋ/	<i>adj.</i> charming, fascinating
terrestrial /ti'restriəl/	<i>adj.</i> of land 土地的
jurisdiction /,dʒʊərɪs'dɪkʃən/	<i>n.</i> the territorial range of authority or control 管辖区, 控制区
consensual /kən'senʃʊəl/	<i>adj.</i> brought about by mutual consent 两厢情愿的, 双方同意的
subscription /səb'skrɪpʃən/	<i>n.</i> an agreement to pay regularly for sth. 订阅
bill /bɪl/	<i>v.</i> present a statement of costs or charges to
moderator /'mɒdəreɪtə/	<i>n.</i> a device to keep sth. within reasonable limits 调节器
unmoderated /ʌn'mɒdəreɪtɪd/	<i>adj.</i> 未经调节的
extraneous /ɪks'treɪnjəs/	<i>adj.</i> irrelevant
like-minded /'laɪk'maɪndɪd/	<i>adj.</i> having the same ideas, interests, etc.
affluent /'æfluənt/	<i>adj.</i> rich, wealthy
prodigy /'prɒdɪdʒi/	<i>n.</i> a person with exceptional talents or powers

orient /'ɔriənt/	v.	focus toward the concerns and interests of a specific group 面向, 针对
preside /pri'zaid/	v.	hold the position of authority 处于主导地位
hip /hip/	adj.	(slang) fashionable, stylish
self-contained /'selfkən'teind/	adj.	constituting a complete and independent unit in and of itself 独立的
cater /'keitə/	v.	attend to the wants or needs of 迎合
governance /'gʌnvənəns/	n.	the power of governing; the state of being governed 支配, 控制, 统治
self-sustaining /'selfsəs'teiniŋ/	adj.	able to sustain oneself independently 自续的
subset /'sʌbset/	n.	a set contained within a set 子集, 分支
scheme /ski:m/	n.	a formal, official, or business plan
filter /filtə/	n.	过滤器
sue /sju:/	v.	institute legal proceedings against 提起诉讼
wrapper /'ræpə/	n.	paper for wrapping 包装纸
fanfare /'fænfə/	n.	a public display 炫耀, 大吹大擂
itinerary /ai'tinərəri/	n.	the route of a journey 路线图, 行程计划
all-purpose /'ɔ:l.pə:pəs/	adj.	able to be used in all conditions or for all purposes
sanction /'sæŋkʃən/	v.	give official authorization or approval to; authorize
haven /'heivn/	n.	a place of refuge or rest; a sanctuary 避难所

## Phrases & Collocations

### hanker after/for

have a longing or desire for

*e.g.* The nation *hankered after* peace.

### leave behind

go without taking

*e.g.* He was forced to leave the country, *leaving behind* his wife and children.

### sign up

agree to become involved in an organized activity

*e.g.* She's *signed up* for evening classes at the community college.

### sign off

stop one's work or activity; leave

*e.g.* I think I'll *sign off* early today.

### cater to

supply what is required or desired to

*e.g.* Some TV programs *cater to* low tastes.

### at hand

near, not far away

*e.g.* The examinations are *at hand*.

### call in

ask someone to come to help in a difficult situation

*e.g.* British detectives were *called in* to conduct a fresh inquiry.

sue for

charge with

*e.g.* They *sued* him *for* damages.

## Proper Names & Notes

1. **Arthur Charles Clarke:** (1917 – 2008) a British science fiction author, inventor, and futurist. He is most famous for the novel *2001: A Space Odyssey*, written in collaboration with director Stanley Kubrick, which led also to the film of the same name.
2. **CompuServe, American Online, Prodigy, Echo, Women's Wire and Hungary Online:** the names of online services.
3. **Kid-Fun, Kidlink, Kids' Space, :** the names of websites for children.

## Comprehension of the Text

Complete the following statements according to the text.

1. The Americans love \_\_\_\_\_, like to \_\_\_\_\_, and like to \_\_\_\_\_.
2. \_\_\_\_\_ is the place on earth where you can go and be yourself.
3. Make a comparison between the real estate and the cyberspace:

### Real estate

1)

2)

3)

4)

5)

### Cyberspace

1)

2)

3)

4)

5)

4. Complete the following chart by referring to the similes used by the author.

### Similes

### Characteristics

Email conversations

Information and  
entertainment services

Cyberspace communities

5. Cyberspace communities evolve just the way terrestrial communities do because \_\_\_\_\_.
6. What's unique about cyberspace is that \_\_\_\_\_.
7. The rules in cyberspace differ from those of terrestrial government in that \_\_\_\_\_.
8. What's likely to happen in cyberspace is \_\_\_\_\_.
9. To avoid the undesirable material in cyberspace, we should \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ it.
10. As to the problems emerging in cyberspace, the author in the end suggests that \_\_\_\_\_.

## Communicative Activities

### Activity One

#### Create a Homepage or a Virtual Community

Get into groups. Each group is supposed to create a homepage or a virtual community. Choose a field first, and brainstorm to create a blueprint for your future work. Each group selects a coordinator, who is to take down and sum up the ideas of the group and make a presentation in class about your working plan.

### Activity Two

Now that you have created your homepage or your virtual community, the next task for your group is to lay down the regulations for every participant to abide by.

## Word Study

### ■ Word Use

Complete the following sentences by using the words or phrase below. Change the form where necessary.



itinerary    jurisdiction    beam    bill  
alluring    subscription    haven    hanker after

1. It doesn't lie within our \_\_\_\_\_ to tell people what to do in the privacy of their own homes.
2. Road atlas programs will map out your route between two cities or set up a whole \_\_\_\_\_ of stops.
3. He is lonely and \_\_\_\_\_ friendship.
4. The news was \_\_\_\_\_ to the whole globe by satellite.
5. If you \_\_\_\_\_ to magazines or are on the mailing lists of other catalogs, your name will get circulated.
6. As long as the UN soldiers were present, the city was regarded as a safe \_\_\_\_\_ for the refugees.
7. Promises of quick profits \_\_\_\_\_ the unwary investor.
8. I can't pay now; please \_\_\_\_\_ me for it later.

### ■ Word Distinction

*Choose the appropriate word from the lists below and complete each of the following sentences with the correct form.*

#### Group A

restrict    bound    moderate    limit    confine

1. The Constitution \_\_\_\_\_ the President's term of office to four years.
2. If parents don't like the rules of a given cyberspace community, they can \_\_\_\_\_ their children's access to it.
3. Parents should \_\_\_\_\_ their language when children are present.
4. All prisoners will be \_\_\_\_\_ to their cells.
5. The country is \_\_\_\_\_ on three sides by the sea.

#### Group B

consensual    conscientious    consecutive    consequential    conservative

1. Can they win the title for the third \_\_\_\_\_ season?