

新编

高级英语教程

编者 肖 肃 杨志亭 刘玉梅



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Advanced English

新编高级英语教程

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· 北京 ·

内 容 简 介

本教材选用了来自互联网、国内外英语报刊杂志和书籍的英语资料,并对其中的一部分作了节选或改写。采用主题形式编排。全书分为6个部分,每个部分包含文体相对独立、主题相互联系的3个单元。其中有教师示范课文,同时安排有学习者在教师指导后进一步独立学习的文章。设计有帮助学习者克服语言文字障碍,积极建构话语意义的 Preview Assistance 板块。Consolidation Work 板块包括深化语言体系、扩展相关知识结构的各种练习。Research Consideration 是在学习课文的基础上,进一步培养学习者收集资料、分析和解决问题能力,发展言语表达能力的专项练习。

本教材具有信息量大,知识涵盖面广,编排形式不拘一格,易于结合多媒体技术呈现教学内容等特点,适用于英语专业高年级学生,也可作为非英语专业学生、英语爱好者达到四、六级大学英语水平后,进一步提高英语语言能力的精读教材。

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符合建构主义外语教学论的教材

——《新编高级英语教程》序

王德春

放在我面前的是一本博采同类教材之长,又独具自身特色的《新编高级英语教程》。这本教程是肖肃、杨志亨、刘玉梅三位老师,以《高等学校英语专业英语教学大纲》为指导,依据他们多年高年级英语专业教学的经验编写的。他们在编写过程中参考了我的“建构主义外语教学论”,也就是说,他们的外语教学思想与我的教学理论不谋而合。怡然拜读,备感亲切。

传统外语教学论主张在掌握语言体系的基础上学习言语,结果掌握了的语言体系不能自由地使用,言语能力薄弱。结构教学论主张在句型操练中学习外语,结果学生能脱口说出背熟的句型,而不善于依赖语境,建构话语。过去的自然法和现代的交际法虽然重视言语,但没有在言语中同时系统地学习语言体系,语言能力的发展不能与言语能力相适应,终于又影响言语能力的发展。建构主义外语教学论主张,语言学习一方面要学会利用语言材料建构话语,另一方面又从话语中学习新的语言材料,建构个体掌握的语言体系,使学生的语言能力和言语能力得到相应的同步发展。换句话说,建构主义外语教学论认为,正确处理语言和言语的关系是外语教学的关键,外语教学大纲的安排、外语教材的编写和外语教学法的采用,都随着处理语言和言语的关系而定。一套理想的教材要能够正确处理语言和言语的关系,同时培养学生的语言能力和言语能力。

我曾经按照建构主义外语教学论的基本原则主编过 *Project English*,目前正在主编 21 世纪系列对外汉语教材,在教材编写中我尝试妥善地处理课文和语言现象、实践和理论、技能和知识、言语练习和语言练习、活用练习和机械练习等关系,取得了很好的效果。现在,肖肃教授等又以建构主义外语教学论为基本指导思想,结合他们多年丰富的高年级英语教学经验,编写了这套《新编高级英语教程》,说明我提出的建构主义外语教学论是有生命力的。

我曾经讲过,一套理想的教材,应该帮助学生在大脑中建构个体语言体系,逐步达到外语体系的标准,不断提高他们建构话语的能力,使语言能力和言语能力平衡发展,互相促进。我看到的三位老师编写的这本教程,紧紧抓住语言与言语这一外语教学的根本矛盾,从整个教程的宏观组织,到具体课文的选编,再到具体练习的设计,都努力做到既能让学习者在言语中自觉地逐步掌握语言体系,又能自觉地不断提高言语能力。具体体现在以下几个方面:

第一,整个教程以课文(Section A, Section B)、预习助手(Preview Assistance)、

巩固练习(Consolidation Work)、研究练习(Research Consideration)等为基本的单位,既有示范性的话语材料,也有对示范性话语材料的分析讲解,还有可供学生从中吸取并运用相关语言材料建构个体语言体系和建构话语的实践练习,体现了编者以课文为主,知识与技能兼顾,理论与实践、语言与言语并重的编写思想。

第二,该教程以宏观主题为章节划分原则,分为6个章节,每个章节分3个单元。这3个单元既在语体上独立,又在主题上相互联系,并且各章节之间在语体和语言上互相兼顾,使同一语言材料有机会在丰富多彩的话语形式中得以再现,有利于学生以滚雪球的方式学到其中的语言材料,同时也学到怎样依赖语境建构相应的话语。

第三,该教程每一单元均包含两篇课文,一篇教师示范性课文,一篇自主学习性课文,这些课文题材广泛,涵盖科技、社会、教育、政治、文学等多维、多元的学习研究资料,涉及的语言材料全面、丰富,这就很好地考虑到了学生系统地学习语言体系、发展言语能力的需要。

第四,该教程在内容选取上注意有效地利用现代多媒体教育技术,各种教学内容以多媒体形式呈现,可以使“死的”、静态的话语材料转化为“活的”、语境化的真实话语,这就创造了有利条件,使学生从活生生的言语活动中吸收有关语言材料,建构自己的语言体系,并进而建构自己的话语,发展言语能力。

第五,该教程很好地兼顾了语言练习与言语练习、活用练习与机械练习、知识练习与技能练习之间的关系。例如,Consolidation Work部分的“短语词汇填空练习”和“释义练习”可以看作是以巩固相关语言知识为目的的机械型、语言型练习,“检测常识练习”可以看作是一般性的机械型、知识型练习,“翻译练习”则可以看作是以发展言语能力为主要目的的技能型、活用型练习。又如,Research Consideration部分的“专题讨论”、“读书报告”等练习大都要求学生结合所学课文内容,借助各种参考材料去分析和解决问题,并最终将自己的思考以口语和书面语形式表达出来,这无疑是最贴近真实言语交际的言语型、活用型、技能型练习。

此外,该教程还有如下一些特色:

一、紧扣大纲,充分考虑外语教学主、客体需求,注重在充分发挥课堂教学作用的同时,积极培养学生的独立学习能力。

二、选材注重时代性、信息性、趣味性、生活性以及语言的地道性和规范性。

三、编写体例优化,编排体系科学合理,写作严谨。

总而言之,肖肃教授等编写的这本教材,很好地贯彻了建构主义外语教学论的基本原则,同时也融进了他们多年宝贵的外语教学经验,有独特的思考与创新,是一本值得重视的、实用性很强的教材。作为英语专业高级英语教材的一种,相信一定会受到广大师生的欢迎,并对提高我国英语教学水平发挥应有的作用。

2007年元旦

于上海

前 言

英语专业的高级英语课程是基础英语课程的延续,更是高年级其他课程,如翻译、英美文学、语言学、跨文化交际等课程能否顺利开展的重要基础。因此,编写一本顺应社会发展、满足学习者需求的高级英语教材,有着非常重要的现实意义。我们以《高等学校英语专业英语教学大纲》(以下称《大纲》)为指导,依据多年高年级英语专业教学的经验,经过认真研究,反复调查,充分准备,编写了这本博采同类教材之长,又独具自身特色的《新编高级英语教程》。

《大纲》强调,高年级阶段的主要教学任务仍然是“继续打好语言基本功”,“扎实的语言基本功是复合型外语人才的首要业务素质”。高级英语课程对基本功的训练,主要体现在培养学生“综合英语技能尤其是阅读理解、语法修辞与写作能力”,“扩大学生知识面,培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考的能力,巩固和提高学生英语语言技能”。这些是我们编写本教材遵循的主要原则。我们在课文内容的选取和表现形式、练习的种类和编排设计方面,以王德春教授的建构主义外语教学理论^①为基本的理论参考,努力编写出内容广泛、语言规范、形式新颖、为学习者喜闻乐见的高级英语教材。

在内容的选取上,我们参考了不少来自互联网、国内外英语报刊杂志和书籍的英语资料。所选用的文章,涉及科技、社会、教育、文学、文化等多维、多元的学习研究材料,大部分使用原文,少数作了节选、改写或改编。课文长度适中,语言现象丰富,风格、技巧和体裁广泛,有利于学习者通过观察、分析不同题材和体裁的语言材料,更好地理解话语和建构话语,同时也帮助学习者通过对语言的吸收和创造性使用,达到巩固和提高语言能力,进一步发展言语能力的目的。其次,内容的选取还注意了有效地利用多媒体现代教育技术,一方面使用多种媒体呈现教材内容,另一方面更好地帮助学习者开展言语交际活动。

内容按主题形式编排。全书分为6个部分,每个部分包含文体相对独立、主题相互联系的3个单元。每单元由Section A和Section B, Preview Assistance, Consolidation Work, Research Consideration几个板块构成。Section A的阅读材料为教师示范课文,Section B的阅读文章主要用于学生在学习Section A的基础上,进一步独立学习。Preview Assistance包括词汇学习,背景知识的激活,修辞手段和写作技巧的讲解,旨在帮助学习者克服语言文字障碍,在了解部分背景知识和文体知识的基础上,积极思考,更好地理解话语字里行间的意义,为进一步分析欣赏课文做好准备。Consolidation Work部分设计的练习与课文内容密切结合,练习的方式不

① 参见王德春,《语言学概论》,上海外语教育出版社,1997;《多角度研究语言》,清华大学出版社,2002

拘一格。比如,短语词汇填空练习、改错练习和释义练习,可以帮助学习者检测自己对课文中语言现象的掌握情况,培养解决难字和难句困难以及学习利用语言释义的能力;检测常识练习,是对学习者相关知识的检测,对学习者扩大知识面和将相关知识系统化有着积极的作用;学习者的翻译能力是高年级阶段应着力培养的能力之一,在高级英语教学中要有所体现,因此,本课程还配有翻译练习等。Research Consideration 旨在深化学习者掌握的语言体系,启迪学习者的心智,帮助学习者利用所学到的语言,进一步开展言语交际活动。这个部分的练习,结合课文内容在课后进行,其目的是使学习者通过这些练习,学会借助各种工具书的帮助,学会探索各种途径收集资料去分析和解决问题,最终将自己的思考,采取口头或笔头的方式表达出来。

教材 6 个部分的课文内容简介如下:

第 1 部分 Science and Technology 和第 6 部分 Youth and Society 由杨志亭执笔。Science and Technology 选取涉及当前科学技术领域的热门话题。通过学习有关一个世纪以来人类的重大发明和发现的材料,学习者不仅可以获取科普知识、习得相关科技词汇以及掌握科普文章的阅读技巧与方法,而且能够引发学习者对网络犯罪、宇宙与人、科技进步与社会发展等问题的思考,提高人文素养。第 6 部分围绕青年与社会这个主题,对不同国家、不同时代的青年人流行政文化、自我意识、人际关系、性格塑造、伦理道德等问题进行了深入的探讨,揭示了问题的根源、所引发的结果和对社会的影响。学习者通过相关材料的学习,可以对照自己的学习和生活,提出个人的观点和看法,从而提高对青年问题的认识和理解。

第 2 部分 Emotion and Life 和第 5 部分 Literature Gallery 由刘玉梅执笔。Emotion and Life 选材包括富有生活趣味的个人体会及富有哲理的人生感悟。一方面生活琐事中的体会易于引起学习者在阅读中产生共鸣,反思自己的人生及情感体验,提高对人生的感性认识。另一方面,哲理性的人生感悟能引导学习者从一个比较广阔的视野和角度来反观生活琐事、审视情感与人生,从而提高对人生的理性认识。Literature Gallery 选录一些英美文学作品,重点介绍一些基本的文学常识,通过文学阅读实践,使学习者掌握最基本的文学作品欣赏方法,为学习者独立阅读文学作品及学习专业文学课程奠定一些基础。

教材的第 3 部分 Famous Speeches 和第 4 部 Language and Education 由肖肃执笔,主要选取名人演说和名家作品供学习者分析欣赏。名人演讲主要来自英、美两国高级领导人的演说,语言优美,声情并茂,文采飞扬,有助于加深学习者对优秀语篇的认识,提高学习者分析和鉴赏能力,同时使学习者对演讲的基本要素有所了解,并初步掌握一些演讲技能。Language and Education 的选材重点让学习者了解英语语言的特点、发展变化以及与教育、社会的关系,帮助学习者提高语言意识,引导学习者观察分析政论文体的写作特点,掌握其阅读方法,为论文撰写打好基本功。

《新编高级英语教程》为英语专业本科的精读教材,以三年级本科学生为对象,

也可作为非英语专业学生、英语爱好者达到四、六级大学英语水平后,进一步提高英语语言能力、发展言语能力的精读教材。

在《新编高级英语教程》编写过程中,参考了不少来自互联网、国内外报刊杂志和书籍的相关资料,在此,向作者表示衷心的感谢。

《新编高级英语教程》在试用和修改过程中,得到四川外语学院英语语言文化系学生和教师的积极配合以及姜孟博士的热情帮助,在此向他们表示诚挚的谢意。我们还要特别感谢上海外国语大学前辈王德春教授在百忙中为本书拨冗赐序。序中对编者的嘉誉之辞,勉励之语将鞭策我们日后加倍努力,以不负王教授之厚望。

最后,由于编者水平有限,书中定有不少疏漏和不妥之处,恳请广大读者、同行、专家批评指正,以便我们进一步修正、完善。

编者

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Part 1

Science and Technology

Duel in Cyberspace

By Tsutomu Shimomura

Digital Certificates and Encryption in Internet Commerce

By Lance Spitzner

Einstein's Repulsive Idea

By Michael D. Lemonick

Cosmology and 21st-Century Culture

By Nancy Ellen Abrams and Joel R. Primack

A Century of Science

By Jim Wilson

Science Does the Impossible

By Jim Wilson

Unit 1

Section A Duel in Cyberspace

By Tsutomu Shimomura

- 1 On the day after Christmas 1994, I was driving to Lake Tahoe for some skiing when my cellular phone rang. The caller was my research assistant, Andrew Gross.
- 2 "Can you get to a land line?" he asked, instantly alerting me that the matter was too confidential to risk being overheard on a radio scanner.
- 3 "Not conveniently," I answered. "Tell me generally what's up."
- 4 "Well," he said, "your log file summaries have gotten shorter."
- 5 I immediately had the queasy feeling you get after you realize your pocket's been picked. He was telling me that someone, via the Internet, had broken into the well-guarded computers in my own home. Skiing would have to wait. I turned the car around.
- 6 Back in San Diego, I examined my computer files, many of which had been copied by the intruder.
- 7 Andrew and I would spend the next several days assessing the damage. We began to reconstruct the crime by writing computer programs to locate any electronic clues the intruder had left behind.
- 8 We found that he had managed to trick my computers into acting as if his computer was a trusted member of their network. I had seen this kind of attack described in theory, but as far as I knew it had never before been carried out. My opponent was no ordinary hacker.
- 9 During this time I checked my voice mail — and that's when it all began, "Damn you," a male voice said in a fake Australian accent. "My technique is the best. Don't you know who I am? Me and my friends, we'll kill you."
- 10 Then came another voice, possibly the same caller: "Hey, boss, your Kung Fu's really good!"
- 11 "That's right," concluded my caller in his earlier accent, "My style is the best."
- 12 I saved the message. This was getting personal. "I don't need this," I thought.

Clearly someone was challenging me.

- 13 That he had managed to break into my network in this way raised a frightening threat. The millions of government, business, university and home computers linked to the global Internet were suddenly vulnerable to the same sort of eavesdropping and theft.
- 14 The whereabouts of my stolen data did not come to light until weeks later, when I got a call from a man named Bruce Koball, who belonged to a Sausahto computer network called The WELL. He had received a notice from The WELL, warning him to remove a huge amount of data that was taking up too much space in the network's storage banks. This struck Koball as very odd because that particular account had been dormant for some time. When he checked his account, he saw that it had been taken over by an intruder and filled with mysterious files — all mine.
- 15 Not only had the intruder stashed my stolen files in The WELL, but he had also filled the network's databanks with proprietary information stolen from Motorola, Apple Computer and other high-tech firms.
- 16 Hoping to bait my caller into a response revealing his whereabouts, I put two of his phone messages on the Internet in digitized files that could be converted and played through computer speakers. In addition, I called the FBI. Special agent Levord Burns of the computer-crimes division told me to keep him posted.
- 17 I also set up monitoring systems at The WELL to alert us when the intruder was prowling around. This would allow us to watch and record his activities. The critical challenge was to observe him without giving away our presence.
- 18 Watching his keystrokes show up on our monitors, we saw him open the e-mail file of John Markoff, a New York *Times* reporter, and begin searching for text that contained the letters "itni." He was trying to be discreet, but to me it was a dead giveaway. Markoff had written a front-page story in 1994 about a hacker outlaw named Kevin Mitnick. Markoff had also co-authored a book called *Cyberpunk* profiling Mitnick and other hackers. Clearly the intruder was searching for any references to Mitnick in Markoff's current e-mail. Who else but Mitnick would have such an interest?
- 19 Soon I received another voice-mail message. It was the response I'd hoped for when I placed the other messages on the Internet. "Ah, Tsutomu, my learned disciple," he began in a bogus Asian accent, "I see you put my voice on the Net. Don't you know that my Kung Fu is the best? I'm very disappointed, my son."
- 20 He had risen to the bait, and with trap-and-trace data from the call we might begin homing in on his location.
- 21 For two days we camped out at NETCOM, writing programs to track the intruder's on-line sessions. We would take breaks for food and rest when he logged

off, and come back to our computers at the first sign that he had resumed activity.

22 A day later we watched as the intruder conversed, via the Internet, with a fellow hacker in Israel. At one point the intruder typed, "My hero is Japboy," a seeming reference to me. Then he typed, "Markoff is the reason my picture was on the front-page of the *New York Times*."

23 That clinched it — I believed the cyberthief was Kevin Mitnick.

24 In a way, Mitnick and I had one important thing in common: a fascination with computers that dated back to our childhoods.

25 The son of two Japanese scientists, I was raised in Princeton, New Jersey. From my first steps my parents encouraged me to be curious and often suggested experiments through which I could find answers for myself.

26 When I was ten, I joined a Princeton computer club, and after that computers and I were inseparable. I hung around Princeton University's computer labs, developing my skills. At 14 I was writing technical programs for the university's astronomy department.

27 After secondary school I immersed myself in advanced computer projects at the California Institute of Technology in Pasadena. At the age of 19 and with no formal degree, I went to work on the staff of the Los Alamos National Laboratory in New Mexico. In those days it was a matter of honor to keep the Internet like a small community where you left your door unlocked.

28 Kevin Mitnick, on the other hand, was seduced by the "dark side" of computers. A loner raised in a suburb of Los Angeles by a divorced mother, he hooked up with an informal gang of "phone phreaks," as they called themselves. Mostly they engaged in pranks, such as changing the class of service on someone's home phone so that whenever their victim picked up the receiver, a recorded voice would ask for a ten-cent deposit.

29 Mitnick's first brush with the law came in 1981, when the 17-year-old was arrested for stealing computer manuals from Pacific Bell's switching center in Los Angeles. He was sentenced to probation. A year later he was reportedly caught breaking into computers at the University of Southern California. This didn't stop him. He appeared bent on proving that he could overcome any security system.

30 We continued to monitor Mitnick's activities from NETCOM, which at the time had local dial-up in 51 cities around the country. I hoped he'd tip his hand with a phone call to local NETCOM number that we could then trace.

31 Late on the night of February 12, 1995, we were eating pizza in our NETCOM "war room," red-eyed from a nonstop 36-hour monitoring session. Suddenly our computers revealed that Mitnick was logging on, via a cellular phone and modem, from NETCOM's dial-up location in Raleigh, North Carolina. We contacted phone technicians, who traced the call to the northeastern outskirts of the

city. "At last," I thought, "We're getting close" .

32 The next day I flew to Raleigh, and at two o'clock in the morning I was driving around in a surveillance van with Markoff and a phone-company engineer. In one hand I held an antenna that looked like a ray gun, and in my lap was an electronic device emitting a signal that faded in and out, depending on our distance from our quarry. We soon determined he was operating from an apartment complex called the Players Club.

33 As the van drove slowly through the Players Club parking lot, I swept my antenna back and forth, watching a digital display for signs. I was getting close to our target. From the way the meter jumped, I could tell we were almost on top of him. Somewhere, within 30 yards, I imagined Mitnick was crouching over computer, amassing passwords and data files, and reading other people's mail. There was a lone light in a second story window, probably his.

34 Now that we were so close, a cold feeling of doubt spread through my stomach. How would he react if he saw a van idling in his driveway and he spotted an antenna inside? Probably he'd flee — maybe worse. Was he alone? Was he armed? Deciding caution was in order, we left.

35 I then turned the information I'd gained over to the FBI and the U. S. Attorney's office. In a few days federal agents had what they needed to arrest Mitnick. We went back, and I waited in the cold night outside the Players Club as they closed in.

36 Ten minutes later FBI agent Levord Burns came out. "We've got him," he said. Burns told us that as they entered the apartment, Mitnick rushed to lock up some papers in a briefcase — a pathetically futile act.

37 I was in court for Mitnick's prearrangement hearing. A tall young man with metal-rim glasses and shoulder-length brown hair entered, handcuffed, his legs chained.

38 Halfway into the room, he paused, looking at me. He appeared stunned, and his eyes went wide. "You're Tsutomu!" he said.

39 At the end of the hearing, as he was leaving the courtroom, Mitnick turned and faced me. "Tsutomu," he said, "I respect your skills."

40 I returned his gaze and just nodded. There didn't seem to be much to say. The game was over, and he had lost.

Preview Assistance

I. Study useful words and expressions.

1. **confidential** *adj.* done or communicated in private or secret way; intended to keep secret
2. **overhear** *v.* hear, usually without the knowledge of the speakers

3. **log** *n.* a record, as of the performance of a machine or the progress of an undertaking, for example: a computer log; a trip log
4. **queasy** *adj.* inclined to or feeling nausea, as the stomach, a person, etc.; nauseous; nauseated. In the text, it means uneasy or uncomfortable.
5. **intruder** *n.* someone who intrudes on the privacy or property of another without permission
6. **fake** *adj.* having a false or misleading appearance; fraudulent
7. **vulnerable** *adj.* susceptible to attack; liable to be damaged
8. **eavesdrop** *v.* listen secretly to a private conversation
9. **whereabouts** *n.* the general location where something is
10. **come to light** to be clearly revealed or disclosed
11. **stash** *v.* (*slang*) put it safely and secretly; hide it
12. **proprietary** *adj.* owned or controlled by sb.; held as propriety
13. **bait** *v.* allure or tempt; lure, entice, or entrap with bait
n. something used to lure
14. **digitize** *v.* put data into digital form
15. **keep sb. posted** (*fig.*) to keep sb. supplied with news
16. **prowl** *v.* rove or go about stealthily, as in search of prey, something to steal, etc.
17. **give away** to expose; reveal
18. **profile** *v.* write about
19. **bogus** *adj.* not genuine; counterfeit; spurious; sham
20. **home in on** to move toward or focus on a goal This expression originally alluded to a vessel, aircraft or missile being guided to its target by a radio beam or some other means.
21. **clinch** *v.* settle definitely and conclusively; make final decision
22. **fascination** *n.* the state of being intensely interested
23. **seduce** *v.* lure or entice away from duty, principles, or proper conduct
24. **hook up with** (*informal*) to join or become associated with
25. **prank** *n.* a ludicrous or grotesque act done for fun and amusement
26. **brush** *n.* contact with sth. dangerous or undesirable
27. **probation** *n.* (*law*) the act of suspending the sentence of a person convicted of a criminal offense and granting that person provisional freedom on the promise of good behavior
28. **bent on (also upon)** determined; resolved
29. **surveillance** *n.* close observation of a person or group (usually by the police)
30. **quarry** *n.* game, esp. game hunted with hounds or hawks It also refers to any object of search, pursuit, or attack.
31. **on top of** very close to
32. **pathetically** *adv.* arousing scornful pity

33. **futile** *adj.* having no useful result

II. Activate background information.

Tsutomu Shimomura a Japanese scientist and computer security expert based in the United States, who gained fame when he, together with computer journalist John Markoff, tracked down and helped the FBI arrest criminal Kevin Mitnick

Kevin David Mitnick a well-known former computer cyberthief He was arrested by the FBI on February 15, 1995. Mitnick was convicted of wire fraud and of breaking into the computer systems of Fujitsu, Motorola, Nokia, and Sun Microsystems. He served five years in prison (four years of it pre-trial), 8 months of that in solitary confinement, and was released on January 21, 2000. During his supervised release, which ended on January 21, 2003, he was restricted from using any communications technology other than a landline telephone, although occasional exceptions were granted.

cellular telephone a mobile radiotelephone, often in an automobile, that uses a network of short-range transmitters located in overlapping cells throughout a region, with calls automatically switched from one transmitter to the next as the caller enters an adjoining cell A central station switches the calls and makes connections to regular telephone lines.

FBI abbreviation of **The Federal Bureau of Investigation** a federal criminal investigative, intelligence agency, and the primary investigative arm of the United States Department of Justice (DOJ) At present, the FBI has investigative jurisdiction over violations of more than 200 categories of federal crimes and thus has the broadest investigative authority of any U.S. federal law enforcement agency. The motto of the bureau is "Fidelity, Bravery, Integrity."

phreak a person who breaks into, or cracks, telephone networks or other secured systems In the 1970s, the telephone system used audible tones as switching signals, and phone phreaks used homebrew hardware to match the tones and steal long-distance service. Now this word refers to the use of various audio frequencies to manipulate a phone system. "Phreak", "phreaker", or "phone phreak" are names used by and towards people who participate in phreaking.

NETCOM Net Work Control Communications An Internet service provider established in 1988 by Bob Rieger, an information systems engineer for Lockheed. Netcom started off in San Jose as a service to allow local students to access university networks off-campus.

downtime the amount or percentage of time a computer system or associated hardware remains nonfunctioning Although downtime can occur because hardware fails unexpectedly, it can also be a scheduled event, as when a network is shut down to allow time for maintenance.

modem (or data set) a device that converts data from one form into another, as from