

经全国中小学教材审定委员会 2004 年初审通过
普通高中课程标准实验教科书

英语 2 [必修模块]

Senior High English



北京师范大学出版社

责任编辑 / 曹瑞珍
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SENIOR HIGH ENGLISH MODULE 2

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北京师范大学出版社
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· 北 京 ·

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To students

Welcome to this new series of senior high school English textbooks! When you first turn up the pages, how do you feel about the book? Do you like it? I sincerely hope you do!

With your new book in hand, you should start by getting familiar with it, for example, finding out about the units and lessons, the topics, the overall organisation, the learning requirements, types of activities, and of course ways of assessment. At the beginning of each book, you will find a section on 'Learning to Learn'. This is designed to help you develop useful ways in learning and build up your confidence. Inside each unit, you will find a lot of opportunities for you to participate in activities, practice with the language, explore ideas, solve language problems, exchange information, express your opinions and cooperate with others in listening, speaking, reading and writing. Through the whole process you are supported step by step with learning strategies and with guidance on how to manage your own learning. We believe, by working hard on all the tasks, by participating actively in class without being afraid of making mistakes, and by taking every opportunity to practise using the language outside class, you will be surprised to find how much progress you can make in your English study!

Entering into senior high school, you will need to develop more independence and learn to manage your own learning instead of waiting to be told what to do by your teachers. The following are some useful tips for you to develop such capabilities.

REVIEW AFTER EACH LESSON

After each English lesson, review the text and new words you have learned and go over your notes to make sure you understand what you've learned. If you don't understand or have any difficulties, ask your classmates or teacher for help or advice.

READ MORE ENGLISH

Read other English books, newspapers or magazines which interest you and of course as you can find them. Use the reading strategies you have learned in class for your after class reading. This will help you improve your reading speed, expand your vocabulary and increase comprehension. And it's an enjoyable way to learn English, too.

LISTEN TO ENGLISH

Get into the habit of listening to cassettes of the textbooks and tuning in to English language radio and TV stations. You'll benefit from listening to the way English words are used and how they are pronounced correctly.

LOOK AT ENGLISH LEARNING MATERIAL ON THE WEB

<http://www.21stcentury.com.cn> and <http://in2english.com.cn> offer online English learning materials and learning resources as well as tests and exercises plus many useful links to other resources for English learners.

TALK IN ENGLISH

Talk to your classmates and friends who are also learning English. Make a rule that perhaps for an hour a week, or when you go out together, you'll only speak English to each other! Be brave to talk to a native speaker when you have a chance.

REFLECT ON YOUR LEARNING

Every once in a while, you should find time to look back at what progress you have made and also what difficulties or problems you have encountered. Think about ways how you can improve yourself, then talk to a friend or your teacher about it and try to make a new plan for the next stage of learning.

We hope these tips are helpful and we wish all of you success in your English study!

Chief Editor
Wang Qiang

亲爱的同学们：你们好！

五彩斑斓的高中生活即将开始，我谨向你们表示最衷心的祝贺！翻开新的高中英语教材，不知你们的第一感觉如何？喜欢吗？衷心希望你们能喜欢！

学好英语其实并不难，最佳途径就是多用英语进行学习和交流。当你们能够用英语敲开通往世界文化之窗，探索异域文化之精彩的时候，一定会感到未曾有过的喜悦，也会更加体会到祖国文化的博大精深。这一天离你们并不遥远。编写本套教材的初衷就是为你们提供体验语言学习的乐趣，帮助你们获得语言学习的方法，促进你们语言交流能力的发展，丰富你们的人文和科技知识，使你们在高中毕业的时候能够具备初步的跨文化交流的意识和能力，为学习更多的科学文化知识，开展国际交流打好基础。

拿到一本新的教材，你们首先要做的就是了解教材的全貌：有什么话题？有什么栏目？有什么能力要求？有什么学习活动？如何进行评价？在每册书的开篇里，我们都设计了有关英语学习方法的内容。在每个单元中，我们为你们提供了大量的参与、实践、探究、交流与合作的机会，渗透了对英语技能策略的训练，以帮助你们找到学习英语的有效方法。我们相信“有效的方法+不断的努力”，是学好英语的捷径。只要坚持不懈地大胆实践和主动交流，你们的英语学习一定能够取得意想不到的进步。

高中阶段是人生中重要的成长期。在这一阶段的学习中，你们将学到丰富的社会及科学文化知识，发展多方面的能力，并且开始逐步形成自己的人生观和价值观。重要的是，你们每个人都有机会发展别具一格的个人学习风格。你们会发现你们将有更多的自主性和选择权，你们将学会为自己确定学习目标，选择学习内容，发展学习方法，参与自我评价，学会与人合作，这是你们成为自主学习者的开端。我相信，用好这本教材，会让你们每一个人在英语学习中都非同一般，每一个人都会充满自信，每一个人都能取得成功！

祝愿你们高中学习与生活的每一天都过得充实、快乐、自信！

最后请将你们对教材的意见和建议转达给我们，我们会根据你们的意见对教材进行修改和完善，使教材更能适合你们的需要。

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主 编 王蔷

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LEARNING TO LEARN

A Starting Off

1 Read the questionnaire and think about your answers.

What kind of learner are you?

1) How do you like learning in class?

- a) Working alone.
- b) Working with a partner.
- c) Working in groups.



2) Do you feel nervous when you speak English in class?

- a) No, I am always relaxed.
- b) Sometimes, when I speak in front of the whole class.
- c) Yes, I always feel nervous.



3) What helps you to remember words and phrases?

- a) When I see them.
- b) When I hear them.
- c) When I see pictures of them.



4) How often do you think about grammar?

- a) Only when I do grammar exercises.
- b) When I am reading or writing.
- c) Sometimes, when I am speaking.



5) I understand something better after I

- a) try it out.
- b) think it through.
- c) write it down.

6) When I am learning something new, it helps me to

- a) talk about it.
- b) think about it.
- c) write it down.

7) In a group discussion, I am more likely to

- a) jump in and contribute ideas.
- b) sit back and listen.
- c) do my own work.

8) I find it easier for me to

- a) learn facts.
- b) learn concepts.
- c) learn methods.

9) In a book with lots of pictures and charts, I am likely to

- a) look over the pictures and charts carefully.
- b) focus mainly on the written text.
- c) skip the pictures and charts.

2 Work in pairs. Tell your partner about yourself.

- working in groups/alone
- learning by heart/understanding
- saying something aloud/to myself
- talking/reading

Example

I like working in groups. How about you?

3 Choose three of your favourite English class activities.

- | | |
|------------------------------|------------------------|
| a) working out grammar rules | b) listening |
| c) practising pronunciation | d) reading |
| e) speaking | f) vocabulary learning |
| g) preparing for tests | h) writing |
| i) watching videos | j) group discussion |

4 Work in groups. What are the three favourite activities in your group? Tell the class.

B Getting Organised

Study the following ways of organising vocabulary. Which one do you often use?

1

A anxious arrange awful	B backache beware butter
---	--

Restaurant fork knife menu waiter	School library student teacher textbook
--	--

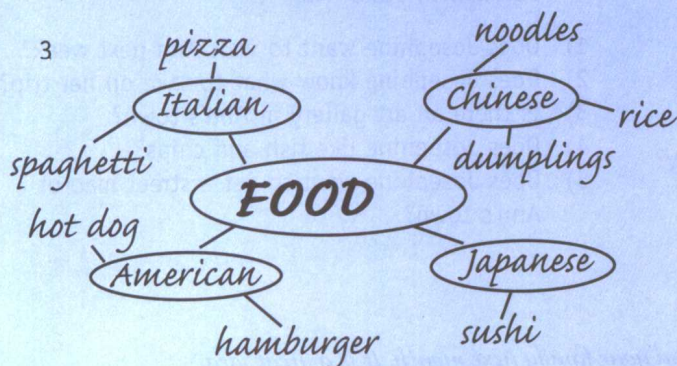
☐ a notebook organised alphabetically or by topic

2

Donation (noun) – something that you give to a person or an organisation to help them
Usage: Sam made a donation of money.

Bazaar (noun) – a market or a group of shops in India or the Middle East
Usage: Cathy visited Khan el Khalili, a popular bazaar in Egypt.

☐ a small card for each new word



☐ a topic word spider

4

	NOUN	VERB	ADJECTIVE
shock	shock	to shock	shocking shocked
wash	wash	to wash	washable

☐ a table with groups of words

5

Clog 木屐

☐ a small card with a drawing and Chinese text for each new word

6

Expressions for giving opinions

Agreeing • I agree. • You're quite right.	Disagreeing • I disagree. • I'm afraid I don't share your point of view.
--	---

☐ a list of useful expressions for different purposes

C How Good Are You?

Listening

- 1 Listen to four dialogues. Match the dialogues with the places.

- | | |
|------------|-----------------|
| Dialogue 1 | a) at school |
| Dialogue 2 | b) on the phone |
| Dialogue 3 | c) at a party |
| Dialogue 4 | d) at home |

- 2 Listen again and answer the questions below.

- 1) What music does Tom like?
- 2) What is Edward's favourite sport?
- 3) What actor does Sarah like?
- 4) When do the friends want to go to the cinema?
- 5) What do the two new teachers teach?
- 6) What instrument does Tom want to play?

Reading

- 1 Read the letter below and decide if these statements are true (T) or false (F).

- 1) Josephine likes going places.
T / F
- 2) Josephine is interested in visiting old churches.
T / F
- 3) There is a big sports centre in Ann's town.
T / F
- 4) Josephine wants to buy Ann a Celine Dion CD.
T / F
- 5) Josephine's hobbies are swimming and diving.
T / F

- 2 Read the letter again and answer the questions below with Yes or No.

- 1) Does Josephine want to visit Ann next week?
- 2) Does Josephine know what to take on her trip?
- 3) Is there an art gallery in Ann's town?
- 4) Does Josephine like fish and chips?
- 5) Does Josephine want to get a street map of Ann's town?

Dear Ann,

Thank you for asking me to come and visit you and your family next month. It is a great idea.

I am really interested in visiting new places. I like museums and old churches very much. I also like visiting art galleries — there are so many fascinating things to see there. I know there is one in your town. Can we visit it? You say that there isn't a sports centre in your town but is there a swimming pool? I enjoy swimming a lot and I love diving. Is there also a place to eat fish and chips? Fish and chip shops are great!

The only problem is that I don't know what to take with me: warm shoes, a jumper or boots? What's the weather like in your area? In my town, it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?

Please send me a leaflet about your town and a street map.

One last question — how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?

See you soon!

Josephine



A Alien spaceships abduct humans



B Androids who think and feel like us

4 Cyberspace

In this unit you will...

- Read about the Internet and virtual reality.
- Listen to a phone conversation, radio programmes and a song.
- Practise telephoning and making suggestions.
- Write an e-mail message and an Internet page about your area.
- Learn how to make predictions about the future; learn about conditionals.

2 Listen to four experts. Which predictions are they discussing? Use the Key Words to help you.

KEY WORDS

alien, android, cyberspace, genetic engineering, global warming, science fiction, time travel, virtual reality, virus, world flooding

Which word in the box above matches this definition?

/n/ a word that describes the place where electronic messages, information, pictures, etc. exist when they are sent from one computer to another.

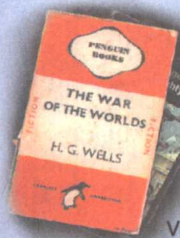
Warm-up

1818 – Mary Shelley wrote about a scientist, who creates an artificial human, in *Frankenstein*.

1890s – H.G. Wells wrote about a Martian invasion in *The War of the Worlds*.

1932 – Aldous Huxley predicted virtual reality and genetic engineering in *Brave New World*.

1949 – In George Orwell's 1984 'Big Brother' controls everybody's lives using TV cameras.

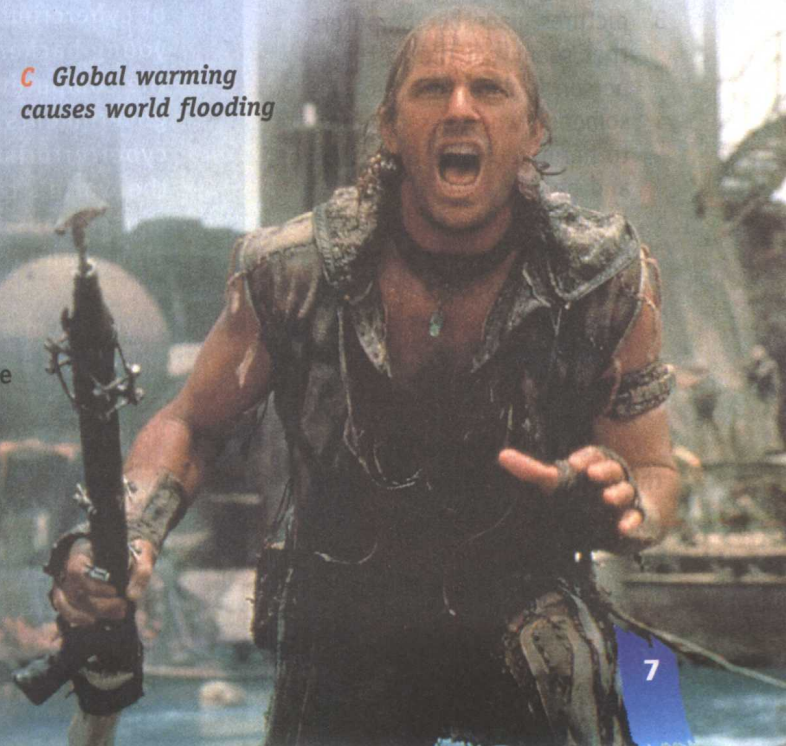


1 Which of the films and books mentioned on this page have you seen or read? Which of the predictions in them:

- have already come true?
- do you think will come true in your lifetime?

What other predictions do you know from science fiction books or films that have come true?

C Global warming causes world flooding





13 Tomorrow's World

LANGUAGE FOCUS

Reading

Before you start

- 1 Imagine life in the next twenty years. How do you think technology will change our lives?

Example All cars will have computers.

- 2 Look at the title of the article. Which of these topics do you think it will mention?

* the Internet * androids
* genetic engineering * aliens
* global warming * virtual reality

Read to learn

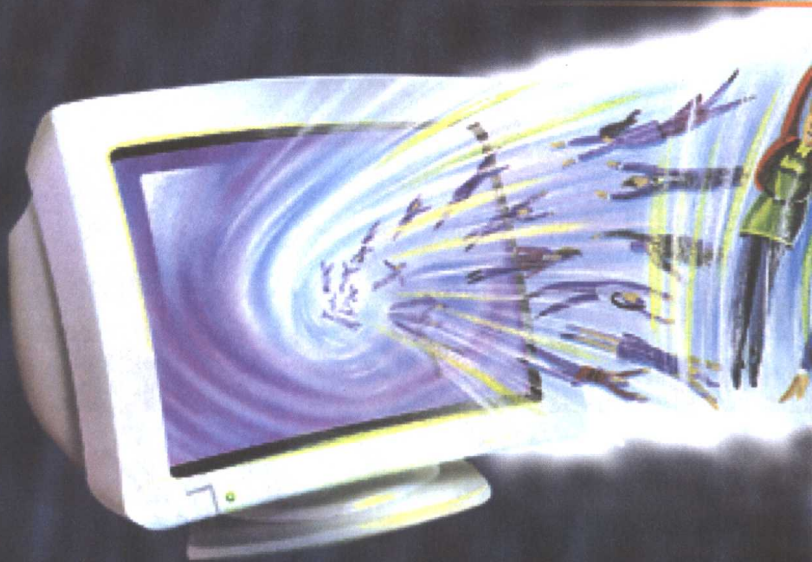
- 3 Read the article quickly and check your guess to question 2 above.

- 4 Read the article again and match the vocabulary from the text in the box below with the definitions.

cybercriminal, hacker,
cyberterrorist, the Net (Internet),
virtual reality, e-mail

- 1 a criminal who uses the Internet
- 2 a system where people can send messages (mail) to each other by computer
- 3 pictures made by computers that seem real-life to the person looking at them
- 4 someone who uses computers to harm countries, governments and people
- 5 computer system that allows millions of people around the world to exchange information
- 6 a person who enters other people's computer programmes in secret

- 5 What possible changes do the optimists believe the Internet can bring to our lives? Why are some experts pessimistic about the future? List three things.



The Future of Cyberspace

Peter Taylor finds out how computers and the Internet are going to affect our lives.

- 1 In the last thirty years, the Internet has grown dramatically. In 1983, there were only 200 computers
5 connected to the Internet; now there are around 50 million and this growth is clearly going to continue.

Some experts are
10 pessimistic about the future. One worry is the activities of cybercriminals. Even now, young hackers can get into the computers of banks and governments. In the future,
15 cyberterrorists may 'attack' the world's computers, cause chaos, and make planes and trains crash.

- 20 However, many people are optimistic about the future of the Internet. Already, users can buy books, find out about holiday offers, book tickets, and get all
25 sorts of information from the Internet. 'In the next few years,' says Angela Rossetto of *Cyberia*

- 30 magazine, 'it is clear that we are going to see an explosion of shopping on the Internet.' She also believes that, in the future, we will get entertainment from the Net and that television will probably disappear. The postal service may also
35 disappear with the increasing use of e-mail.

Some specialists see our future in virtual reality – the use of computers with
45 sounds and images that make you feel as if you are in a real situation. 'Personally, I think virtual reality will become a part of modern life,' says Australian expert Peter Anderson. 'I see people living and working in a virtual world. We will work in virtual
50 offices, shop in virtual supermarkets, and we will even study in virtual schools.'



Voice your opinion

- 6 Do you feel pessimistic or optimistic about the future of the Internet? Why?

Example *I'm optimistic about the future of the Internet. Because the Net has become a part of our life. We do many things through it, such as ...*

Language Study

Grammar Presentation

PREDICTIONS *will* and *be going to*

- 7 Read the following sentences from the text. In pairs, decide which

- talks about a future event we can predict from a present situation?
 - expresses our opinions and beliefs about the future?
- ..., 'it is clear that we **are going to** see an explosion of shopping on the Internet.'
 - She also believes that, in the future, we **will get** entertainment from the Net and that television **will** probably **disappear**.
 - 'Personally, I think virtual reality **will become** part of modern life,' ...

➡ Grammar Summary 1, on page 92.

Grammar Practice

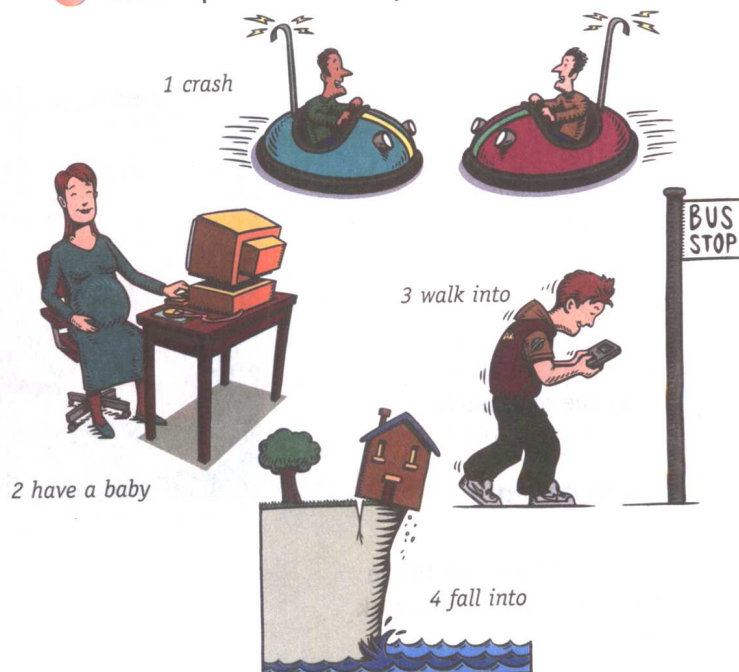
- 8 Which comment is better in each situation?

- You're planning to buy a computer.
 - I hope it will be cheap.
 - It is going to be cheap.
- It's the last ten minutes of a basketball match between Ukraine and the USA. The score is 102:56 to Ukraine.
 - The USA will lose.
 - The USA is going to lose.

- 9 Complete the text with *going to* or *will*.

Earth Report!
Futurologist Carla Wright speaks to our journalist.
'We have clear evidence that in the next few years the Earth's climate (1) _____ change. I'm afraid that this probably means that many species of animals, such as the Bengal tiger, (2) _____ disappear soon. Climatic changes (3) _____ certainly affect people's lives too. Because of global warming, the sea has already destroyed parts of the British coastline and some coastal villages. It is obvious that this destruction (4) _____ become more dangerous in the future. We have to take immediate action, or I fear that life on Earth (5) _____ get worse.'

- 10 Use the pictures to write predictions.



Language in Use

- 11 Work in pairs. Student A is a pessimist and Student B is an optimist. Make predictions about life by the year 2050.

Example

- A: The earth is going to become more crowded and we are going to have more problems with transportation.
B: No, I don't agree. I think there will be no transportation problems by the year 2050 because many of us will be working at home using computers.



14 Websites

SKILLS FOCUS

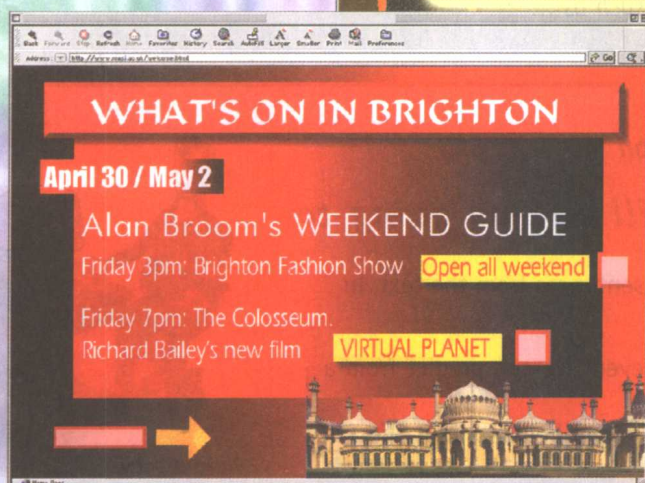
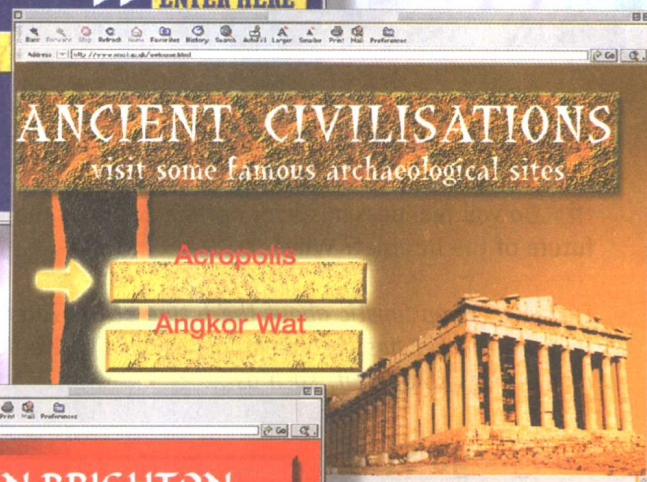
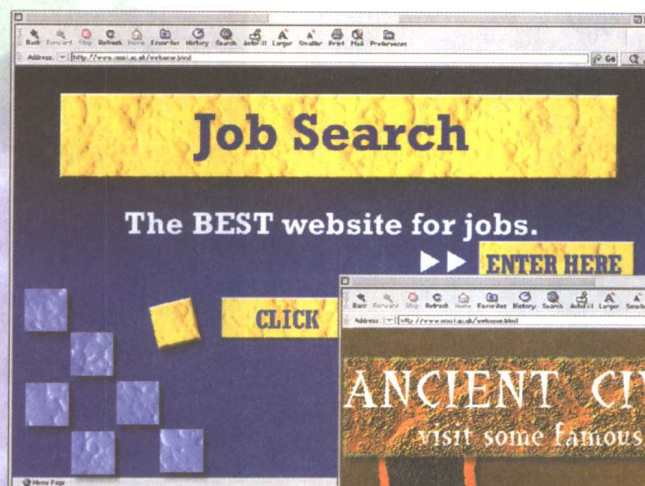
Listening

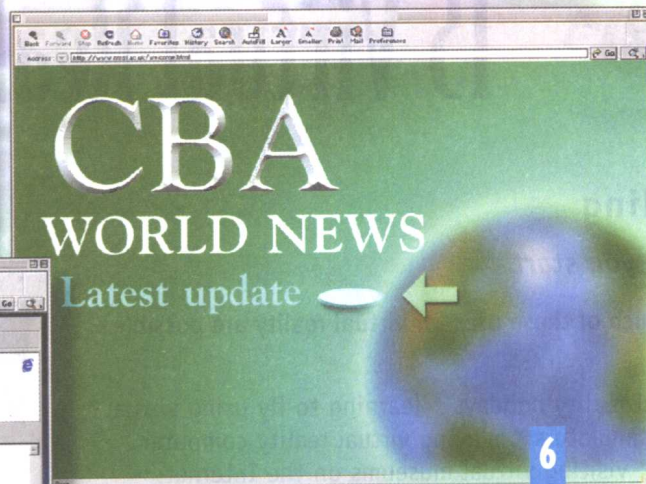
Before you start

- 1 Do you use the Internet?
Do you know anyone who uses the Internet? What do you know about the Internet?
- 2 Can you answer any of these questions about the history of the Internet?
 - 1 Why did the Net begin?
 - a) for military reasons
 - b) for scientific reasons
 - c) for business
 - 2 What year did it start in?
 - a) 1959
 - b) 1969
 - c) 1979
 - 3 When did people start calling it the 'Internet'?
 - a) the 1980s
 - b) the early 1990s
 - c) the late 1990s
 - 4 When did the Internet start to grow very fast?
 - a) the late 1980s
 - b) the mid-1990s
 - c) the late 1990s

Listen to learn

- 3 Now listen to the radio programme and check your answers.
- 4 Which 'website' on this page can you visit to do these things?
 - a) find out what's going on in your town
 - b) look for a job
 - c) find out the latest world news
 - d) get information for a school history project
 - e) write to your friends by e-mail
 - f) buy clothes





Hi Debbie,
How are you getting on?
How about the cinema on Friday?
And do you fancy going to the dance on Saturday night?
Get in touch. Love Lottie :>

5 Listen to a telephone conversation between two people in Brighton. Which thing from the Internet page do they decide to do?

6 Listen to the conversation again. Complete the Function File with words and phrases from the list.

See you, 973273, Would you like, hang on, are you up to, Do you fancy, I'd better, Why don't we, I can't, I'd love to, Sorry, Let's, This is, please

Pronunciation

LISTENING STRATEGIES: Important words

- Listen for words that are stressed. They are important words. (e.g. 1 hello/Mandy)
- Do not worry if you do not hear all the other words. (e.g. is/are/this/a/on)

7 Listen to some of the sentences from the dialogue. Pay attention to the stressed words. Practise saying the sentences.

Speaking

8 Think of things that you would like to do this weekend in *your* area.

Example

Friday afternoon – go shopping in the centre
Friday night – go to a disco
Saturday morning – play tennis
Saturday evening – go to the cinema to see the latest 'Star Wars' film
Sunday morning – sleep!
Sunday afternoon – watch the local football team

9 Then work in pairs. Have a telephone conversation with your partner and plan the weekend. Use expressions from the Function File.

Example

A: Hello, 988167.

B: Hi, it's Tom.

A: Oh, hi!

B: What are you up to this weekend, John?

QUOTE ... UNQUOTE

'Computers are useless. They can only give you answers.'

Pablo Picasso, Spanish artist (1881–1973)

Function File

Telephoning/ Making suggestions

Answer the phone Hello. (1) _____.

Say who you are Hello, Mrs Turner. (2) _____
Mandy.

Ask to speak to somebody Can I speak to Lucy,
(3) _____?

Ask somebody to wait Just (4) _____ a second.

Ask about plans What (5) _____ this weekend?

Say you didn't hear (6) _____?

Make suggestions (7) _____ go on Saturday
morning? (8) _____ doing something on
Friday night? (9) _____ to go?

Reject suggestions Well, (10) _____. I've got a
music lesson.

Accept suggestions Great, (11) _____.

Finish the call Well, (12) _____ go now.

Make an arrangement (13) _____ meet at 6.30,
outside the cinema.

Say goodbye Right. (14) _____ tomorrow.



15 Virtual Reality

LANGUAGE FOCUS

Reading

Before you start

1 Which of these uses for virtual reality are possible now?

* virtual reality holidays * learning to fly using virtual reality simulators * playing virtual reality computer games * visiting virtual museums on the Internet

2 Look at the two websites and answer these questions about them:

- Which website do you think is real?
- Would you like to visit the Science Museum website? Why or why not?
- Would you like to go to a virtual university?

Read to learn

3 Read the dialogue and answer the questions.

Tom: Hi, Cathy. What are you up to this weekend?

Cathy: Don't ask, Tom. I have lots of work to do.

If I don't finish my project on the history of the Internet for next Monday's lesson, the science teacher will be angry. What about you? Do you have anything planned for Saturday and Sunday?

Tom: It depends on the weather. If it's good, Dad, Mum and I will probably go camping. But we won't go if it rains. Hey, if I stay home, I'll help you with your project if you like.

Cathy: Thanks for the offer. Tom, can you suggest any good books for my project? If you tell me some titles, I'll look for them in the library.

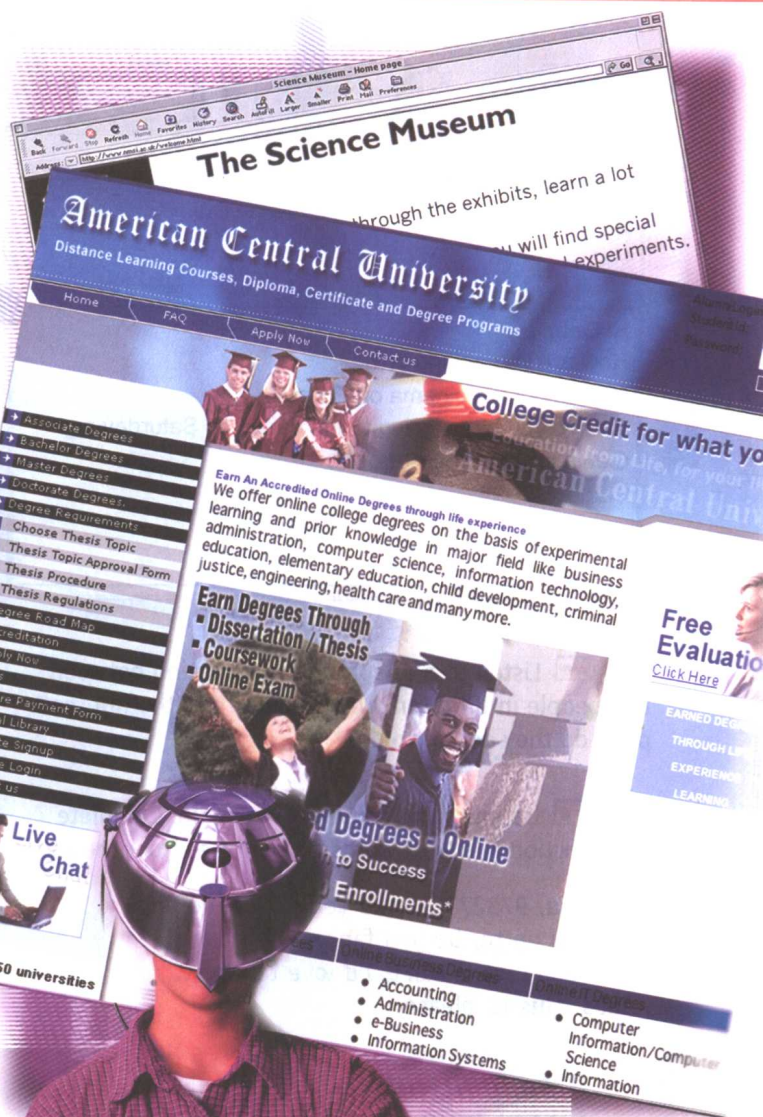
Tom: Use the library computer. If you go to the Science Museum website, you'll find lots of good information. I'll send you the website address when I get home.

Cathy: Thanks. Just think, if we had virtual reality holidays, we wouldn't have any problems with the weather. What's more, we wouldn't have to spend a long time travelling on planes to get to our holiday destinations.

Tom: What do you mean?

Cathy: Well, in the future, we'll be able to use modern technology to go anywhere we like. Wouldn't that be great? I feel excited just thinking about it.

Tom: I don't understand. Cathy, do you mean we'll use the computer to travel around the world and visit all the historical sites?



Cathy: That's right! Just imagine it. We would not only be able to travel around the world, but also go to study in any world famous universities we wanted to.

Tom: That could be really exciting! But I still find it hard to imagine.

Cathy: If they invented virtual reality holidays, I'd go on an around-the-world tour. Tom, what would you like to do if someone gave you the chance?

Tom: I don't really know. Personally, I'm more interested in virtual universities than virtual reality holidays. I'd like to go to a world-famous university, like Stanford. But I guess, a virtual university just wouldn't be the same, would it?

Cathy: True, but just think — you would be able to study in such a world-famous university without going out of your room!