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# 工程硕士研究生 英语综合教程

下

An English  
Course for Master  
Students in  
Engineering



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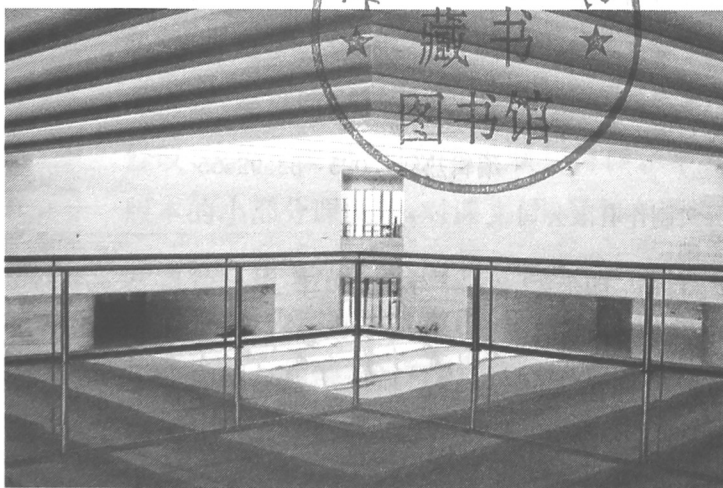
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# 前 言

自 1997 年全国首次招收工程硕士以来,经过十多年的发展,工程硕士的招生规模扩大,培养目标愈加明确,教学要求逐步提高,已成为有实践经验的工程师们提升学历、更新知识的重要途径之一。

在工程硕士的培养过程中,英语始终是一门重要课程。随着全球一体化的进程以及各个领域国际化交流的深入,英语学习的重要性越发突出。社会的需求、行业的要求、学员的英语基础以及学习要求,都在随之提高。因此,作为教学之本的教材,需要适应新形势、符合新要求。

2006 年,南京大学出版社组织江苏省几所重点大学的教师编写了《新编工程硕士研究生英语教程》,教材出版后被多所高校选用,受到了广泛好评。时光荏苒,在这几年的教学实践和反馈中,编者广泛征求意见,进一步搜集素材,一直酝酿着对教材进行修订、改版。2012 年,苏、皖两省五所重点大学研究生英语教学第一线的教师考虑联合编写《工程硕士研究生英语综合教程(上、下册)》,参与学校包括:东南大学、合肥工业大学、江苏大学、南京邮电大学、南京航空航天大学。历经多次的讨论、切磋、选材、编写、修改、统稿及编辑,如今终于顺利付梓。本套教材除保留 2006 年版本的小部分课文外,对课文、练习和专项讲解做了大幅度的修改和增减。在筹划之初,编委会成员就一致认为,工程硕士研究生教材应做到:内容配置具有前瞻性,文章语篇长度得当,练习难度和形式合理。在编写过程中,我们结合多年的教学实践经验,力求教材的实用、新颖,既强调选材的宽度,又考虑工程类的特色。在练习设计上,注重语言能力的训练和思维能力的启发,保证练习的多样性和全面性。本套教材作为工程硕士研究生教育核心教材,兼顾大多数工程硕士英语学习的特点和现状,为工程硕士研究生英语教学提供了新思路。

《工程硕士研究生英语综合教程》分为上、下两册,每册各十个单元。每单元由课文 A、课文 B 以及翻译或写作专项三个部分组成。所选文章均为英美作者的原文,为方便课堂教学以及学员的学习,A、B 两篇课文均配以导语、注解、词汇表等内容。在学习重点上,A 篇为精讲精练,B 篇则注重泛读理解。上册每单元的第三部分为翻译技能系列内容,包括专项翻译技能讲解和翻译练习。下册每单元的第三部分为实用写作系列内容,包括专项写作技能讲解和写作练习。每单元具体内容如下部分构成:课文 A 的正文、导语、注解、词汇表、阅读理解类练习、语言训练类练习;课文 B 的正文、导语、注解、词汇表、阅读理解类练习;翻译/写作专项包括技能讲解和练习。

我们为本套教材配套编写了一本《学习指导》,方便师生们查阅与教材中课文相关的文化背景知识、专业术语,并提供了课文的中文译文和练习题的参考答案,力求译文流畅,答案准确、详尽,为任课教师和学生提供完整而实用的教学参考材料。

希望本套教材的出版,能够有效促进工程硕士的英语教学,帮助学员真正提高英语学习的兴趣和水平。为本套教程的顺利出版,南京大学出版社的杨金荣和董颖老师做了大量的协调工作,在此我们深表感谢。

由于编者水平有限,时间紧迫,书中疏漏与错误在所难免,衷心期待广大读者批评指正。

编者

2014 年 4 月

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## Text A

## The Glorious Messiness of English

English is spoken as a first language by more than 300 million people throughout the world, and used as a second language by many millions more. It is the language of international communication in trade, diplomacy, sports, science, technology, and countless other fields. *What underlies the status of English as a global language? What factors have ensured the spread of English?*



# Unit One

Text A The Glorious Messiness of English

Text B General Character of English

专题一 实用写作概述







## Text A

## The Glorious Messiness of English

English is spoken as a first language by more than 300 million people throughout the world, and used as a second language by many millions more. It is the language of international communication in trade, diplomacy, sport, science, technology, and countless other fields. Then what underlies the status of English as a global language? What factors have ensured the spread of English?

1 The story of our English language is typically one of massive stealing from other languages. That is why English today has an estimated vocabulary of over one million words, while other major languages have far fewer.

2 French, for example, has only about 75,000 words, and that includes English expressions like *snack bar* and *hit parade*. The French, however, do not like borrowing foreign words because they think it corrupts their language. The government tries to outlaw words from English and passes decrees about it. French kids are supposed to say *balladeur* instead of *walkman* — but they don't.

3 *Walkman* is fascinating because it isn't even English. Strictly speaking, it was invented by the Japanese manufacturers who put two simple English words together to name their product. That doesn't bother us, but it does bother the French. Such is the glorious messiness of English. That happy tolerance, that willingness to accept words from anywhere, explains the richness of English and why it has become, to a very real extent, the first truly global language.

4 How did the language of a small island off the coast of Europe become *the* language of the planet — more widely spoken and written than any other has ever been? The history of English is embedded in the first words a child learns about identity (*I, me, you*); possession (*mine, yours*); the body (*eye, nose, mouth*); size (*tall, short*); and necessities (*food, water*). These words all come from Old English or Anglo-Saxon English, the core of our language. Usually short, crisp and direct, these are words we still use today for the things that really matter to us.

5 Great speakers often use Old English to arouse our emotions. For example, during World War II, Winston Churchill made this speech, stirring the courage of his people against Hitler's armies poised to cross the English Channel: "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall

never surrender.”

6 Virtually every one of those words came from Old English, except the last — *surrender*, which came from Norman French<sup>1</sup>. Churchill could have said, “We shall never give in,” but it is one of the lovely — and powerful — opportunities of English that a writer can mix, for effect, different words from different backgrounds. Yet there is something direct to the heart that speaks to us from the earliest words in our language.

7 When Julius Caesar<sup>2</sup> invaded Britain in 55 B. C., English did not exist. The Celts spoke languages that survive today as Welsh, Gaelic and Breton. Where those languages came from is still a mystery, but there is a theory.

8 Two centuries ago an English judge in India noticed that several words in Sanskrit closely resembled some words in Greek and Latin. For instance, the Sanskrit word for “father,” *pitar*, was quite like the Latin word *pater*. A systematic study revealed that many modern languages descended from a common parent language, lost to us because nothing was written down.

9 Identifying similar words, linguists have come up with what they call an Indo-European parent language, spoken until 3500 to 2000 B. C.. These people had common words for snow, beech, bee and wolf but no word for sea. So some scholars assume they lived somewhere in north-central Europe, where it was cold. Traveling east, some established the languages of India and Pakistan, and others drifted west toward the gentler climates of Europe. Some who made the earliest westward migration became known as the Celts, whom Caesar’s legions found in Britain.

10 Another infusion of words came when Germanic tribes slipped across the North Sea to settle in Britain. Most scholars agree that the Jutes from Jutland (present-day Denmark) and the Saxons (from what is now Germany) migrated to the south of Britain, and the Angles (also from Germany) settled in the north and east. Together they formed what we call Anglo-Saxon society.

11 The Anglo-Saxons passed on to us their farming vocabulary, including *sheep*, *shepherd*, *ox*, *earth*, *swine*, *wood*, *field* and *work*. They must have also enjoyed themselves because they gave us the words *glee*, *laughter* and *mirth*.

12 The next big influence on English was Christianity. Wanting to bring the faith to the Angles, Pope Gregory the Great sent monks who built churches and monasteries. This enriched the Anglo-Saxon vocabulary with some 400 to 500 words from Greek and Latin, including *angel*, *disciple*, *litany*, *martyr*, *mass*, *relic*, *shrift*, *shrine* and *psalm*.

13 Into this relatively peaceful land came the Vikings from Scandinavia, who began raids of plunder and conquest. They also brought to English many words that begin with *sk*, like *sky* and *skirt*. But Old Norse<sup>3</sup> and English both survived, and so you can *rear* a child (English) or *raise* a child (Norse). Other such pairs survive: *wish* and *want*, *craft* and *skill*, *hide* and



*skin*. Each such addition gave English more subtlety, more variety.

**14** Another flood of new vocabulary occurred in 1066, when the Normans conquered England. Linguistically the country now had three languages: French for the aristocrats, Latin for the churches and English for the common people. In everyday life the Normans ate beef, from the French *boeuf*, while the English ate *ox* or *cow*; the Normans ate *venison*, the English, *deer*. But English today has all those words to use.

**15** Religion, law, science and literature were generally conducted in Latin and French, as words like *felony*, *perjury*, *attorney*, *bailiff* and *nobility* testify. The word *jury* sprang from the Norman French word *juree*, “oath.”

**16** With three languages competing, there were sometimes three terms for the same thing. For example, Anglo-Saxons had the word *kingly*, but after the Normans, three synonyms entered the language: *royal*, *regal* and *sovereign*. The extraordinary thing was that, French did not displace English. Over three centuries English gradually swallowed French, and by the end of the 15th century what had developed was a modified, greatly enriched language — Middle English — with about 10,000 “borrowed” French words.

**17** Around 1476 William Caxton set up a printing press in England and started a communications revolution. Printing brought into English the wealth of new thinking that sprang from the European Renaissance. Translations of Greek and Roman classics were poured onto the printed page, and with them thousands of Latin words like *agile*, *capsule* and *habitual*, and Greek words like *catastrophe*, *lexicon* and *thermometer*.

**18** Since the Renaissance spurred a scientific revolution, English had to accommodate it. New descriptions, creating words like *atmosphere*, *pneumonia* and *skeleton*. Galileo and Newton were redefining the natural world, which gave rise to words like *encyclopedia*, *explain*, *gravity*, *paradox*, *external* and *chronology*. Today we still borrow from Latin and Greek to name new inventions, like *video*, *television*, *synthesizer* and *cyberspace*.

**19** All told, some estimate that the Renaissance added another 12,000 words to the English vocabulary. Words came from everywhere.

**20** The “King James Bible”<sup>4</sup> and the plays and poems of Shakespeare gave the English language a currency that it has been spending ever since, and the boldness of Elizabethan<sup>5</sup> navigators began the process that carried it all over the world — and enriched it in return. Settlers landed in British North America, and contact with Native Americans introduced “wigwam words” like *hickory*, *pecan*, *raccoon* and *opossum*, as well as descriptive words like *totem*, *papoose*, *moccasin* and *tomahawk*. Expressions such as *play possum*, *bury the hatchet* and *go on the warpath* became common.

**21** Later, with the American Revolution, there were two sources of English — American and British. Scholars in Britain worried that the language was out of control, and some wanted to



set up an academy to decide which words were proper and which were not. Daniel Defoe, author of *Robinson Crusoe*, wanted to make developing new words a crime as serious as coining your own money. Fortunately, the natural instincts of the English-speaking people laughed him aside.

**22** That tolerance for chance also represents deeply rooted ideas of freedom. Danish scholar Otto Jespersen<sup>6</sup> wrote in 1905, “The English language would not have been what it is if the English had not been for centuries great respecters of the liberties of each individual and if everybody had not been free to strike out new paths for himself.”

**23** I like that idea! Consider that the same cultural soil producing the English language also nourished the great principles of freedom and rights of man in the modern world. The first shots sprang up in England, and they grew stronger in America. The English-speaking people have defeated all efforts to build fences around their language.

**24** Indeed, the English language is not the special preserve of grammarians, language police, teachers, writers or the intellectual elite. English is, and always has been, the tongue of the common man. Think of how much powerful idiomatic English has come from poker players, cowboys and jazz musicians. Now it is arising from computer hackers and rap artists. Some words may be thought beautiful and some ugly; some may live and some may die. But it is all English, and it has always belonged to everyone. (1,613 words)

## Notes

1. Norman French: the old French dialect spoken in Normandy at the time of the Norman Conquest (1066) and spoken by the dominant class in England for some two centuries subsequently
2. Gaius Julius Caesar: (100 - 44 B.C.) Roman general and statesman
3. Old Norse: the North Germanic language of medieval Norway, Iceland, Denmark, and Sweden up to the 14th century, from which the modern Scandinavian languages are derived
4. King James Bible: the Authorized Version of the Bible published in 1611 at the command of James I (Apart from its religious significance, the Authorized Version had a great influence on English language and literature.)
5. Elizabethan: of, relating to, or characteristic of the reign of Queen Elisabeth I (1533 - 1603) (Elizabeth's reign was a time of confident English nationalism and of great achievements in literature and the other arts, in exploration and in battle.)
6. Otto Jespersen: (1860 - 1943) Danish philologist and grammarian, best known for his study on English grammar

## New Words and Expressions

outlaw      /'aʊtlɔ:/v.      declare sth. to be illegal 宣布……为不合法



decree	/di'kri:/ <i>n.</i>	an official order from a ruler or a government that becomes the law 法令
embed	/im'bed/ <i>v.</i>	make sth. a fixed and important part of sth. else 使扎根于; 使成为……的固定和重要的一部分
crisp	/krisp/ <i>adj.</i>	pleasantly clear and sharp 干净利落的; 清脆的
poised	/pɔɪzd/ <i>adj.</i>	ready for action 准备好行动的
Celt	/selt/ <i>n.</i>	a member of a race of people from western Europe who settled in ancient Britain before the Romans 凯尔特人
Welsh	/welf/ <i>n.</i>	the Celtic language of Wales 威尔士的凯尔特语
Gaelic	/'geɪlɪk/ <i>n.</i>	the Celtic language of Scotland or Ireland 苏格兰或爱尔兰的凯尔特语
Breton	/'bretən/ <i>n.</i>	the Celtic language of Brittany, a region in northwest France 法国不列塔尼人说的凯尔特语
Sanskrit	/'sænskɪt/ <i>n.</i>	an ancient Indo-European language of India 梵语
Indo-European	/'ɪndəʊjʊərə'pi:ən/ <i>adj.</i>	of or relating to the family of languages spoken over the greater part of Europe and Asia as far as northern India 原始印欧语的
legion	/'li:dʒən/ <i>n.</i>	battle unit of ancient Roman army 古罗马军团
infusion	/ɪn'fju:ʒən/ <i>n.</i>	the act of adding sth. to sth. else in order to make it stronger or more successful 注入
Germanic	/dʒə:'mæɪnɪk/ <i>adj.</i>	connected with or considered typical of Germany or its people 日耳曼(人)的
Jute	/dʒu:t/ <i>n.</i>	a member of a Germanic people that joined the Angles and Saxons in invading Britain in the 5th century, settling in a region including Kent and the Isle of Wight 朱特人
glee	/gli:/ <i>n.</i>	feeling of happiness, usually because sth. good has happened to you, or sth. bad has happened to sb. else 高兴, 欢欣
mirth	/mɜ:θ/ <i>n.</i>	happiness or fun; laughter 欢乐; 欢笑
monastery	/'mɒnəstri/ <i>n.</i>	a building in which monks live as a community 修道院
disciple	/dɪ'saɪpl/ <i>n.</i>	person who believes in and follows the teachings of a religious or political leader 门徒; 信徒
litany	/'lɪtəni/ <i>n.</i>	series of prayers to God for use in church services, spoken by a priest with set responses by the congregation 连祷
martyr	/'mɑ:tə/ <i>n.</i>	person who is killed or made to suffer greatly because of his religious or political beliefs 殉教者; 殉难者; 烈士
relic	/'reɪlɪk/ <i>n.</i>	object or custom remaining as a trace of an earlier



psalm	/sɑ:m/n.	culture or an obsolete practice 遗物;遗迹;遗风 song or poem that praises God, especially one in the Bible 圣歌;赞美诗
Viking	/'vaɪkɪŋ/n.	a member of a race of Scandinavian people who attacked and sometimes settled in parts of NW Europe, including Britain, in the 8th to the 11th centuries 北欧海盗
Scandinavia	/ɪskændɪ'neɪvjə/n.	a large peninsula in northwest Europe, occupied by Norway and Sweden (As a cultural region, it consists of Norway, Sweden, and Denmark and sometimes also Iceland, Finland, and the Faroe Islands.) 西北欧的斯堪的纳维亚半岛,包括挪威和瑞典。作为一个文化概念,它包括挪威、瑞典和丹麦,有时还包括冰岛、芬兰和法罗群岛
venison	/'venɪzn/n.	meat from a deer 鹿肉
felony	/'feləni/n.	serious crime such as murder or rape 重罪
perjury	/'pɜ:dʒəri/n.	the crime of telling a lie after swearing to tell the truth in a court of law 伪证罪
displace	/dɪs'pleɪs/v.	take the place of sb./sth. 取代;替代
agile	/'ædʒaɪl/adj.	able to move quickly and easily or able to think quickly and intelligently 敏捷的;灵活的;机敏的
lexicon	/'leksɪkən/n.	all the words and phrases used in a particular language 全部词汇
accommodate	/ə'kɒmədeɪt/v.	cater for sth.; take sth. into consideration 考虑到
pneumonia	/nju:'məʊnjə/n.	serious illness affecting one or both lungs that makes breathing difficult 肺炎
chronology	/krə'nɒlədʒɪ/n.	arrangement or list of events in the order in which they occurred 年表
preserve	/prɪ'zɜ:v/n.	activity, interest, etc. thought to be suitable for a particular person 只适合某个人的活动、兴趣等
hacker	/'hækə/n.	person who uses computers to gain unauthorized access to data 电脑黑客
rap	/ræp/n.	a type of popular music with a fast strong rhythm and words which are spoken fast, not sung 说唱乐
play possum		pretend to be asleep or not aware of sth. in order to trick sb. 装睡;假装不知
bury the hatchet		stop quarrelling and become friends again 言归于好
on the warpath		very angry 盛怒的

## Content Awareness

### I. Choose the best answer for each of the questions.

- What kind of rhetorical device is used in the title “The Glorious Messiness of English”?  
A. Personification      B. Oxymoron      C. Exaggeration      D. Satire
- The word *Walkman* comes from \_\_\_\_\_.  
A. French      B. English      C. Japanese      D. Greece
- Which of the following statements about Old English words is False?  
A. These words are what children learn first.  
B. These words come from the core of our language.  
C. These words are usually short, crisp and direct.  
D. These words can arouse our emotions.
- What kind of vocabulary comes from Anglo-Saxons?  
A. Farming vocabulary      B. Science vocabulary  
C. Religion vocabulary      D. Law vocabulary
- Many words that begin with *sk* come from \_\_\_\_\_.  
A. the Anglo-Saxons      B. the Jutes      C. The Vikings      D. the Normans
- All of the following statements can ensure the spread of English EXCEPT \_\_\_\_\_?  
A. Printing brought into English the wealth of new thinking that sprang from the European Renaissance.  
B. The “King James Bible” and the plays and poems of Shakespeare gave English a currency.  
C. The boldness of Elizabethan navigators carried English all over the world.  
D. Settlers landed in British North America and contact with Native Americans introduced “wigwam words” as well as descriptive words.
- What can explain the richness of English?  
A. The happy tolerance      B. Borrowing from other languages  
C. The tongue of the common man      D. All of the above
- What is the author’s attitude toward “The Glorious Messiness of English”?  
A. Skeptical      B. Objective      C. Pessimistic      D. Supportive

### II. Answer the following questions according to what you have learned from the text.

- What is French government’s attitude toward foreign words?
- Describe the development of English language from the Indo-European parent language to modern English.
- Can you explain the rhetorical device used in Para. 23?
- What underlies the status of English as a global language according to the author?
- What do you think of the glorious messiness of English?



## Language Enhancement

### I. Complete the following sentences with words or phrases from the text. Change the form if necessary.

- The virtue of filial piety, which relates to treating parents and elders with great respect, has been deeply \_\_\_\_\_ in Chinese society and taught to young people for centuries. (Para. 4)
- Journalists on the whole don't create public opinion. They can help to \_\_\_\_\_ it. (Para. 23)
- They can ensure that traditional cuisines are not totally \_\_\_\_\_ by commercial practices. (Para. 2)
- After quarreling for weeks, the two old friends, who were partners in a business, finally decided to \_\_\_\_\_ and cooperate. (Para. 20)
- The congratulatory message was designed \_\_\_\_\_ political \_\_\_\_\_. (Para. 6)
- Thanks to a recent \_\_\_\_\_ of cash — \$ 300,000 in venture capital — he plans to scale up his advertising fast. (Para. 10)
- Such cultures could \_\_\_\_\_ vascular tissues, roots and shoot buds. (Para. 18)
- Advertising billboards, long taboo, have \_\_\_\_\_ at various strategic locations around Guangzhou, initially promoting foreign banks, booze, and cosmetics. (Para. 23)
- A similar domino effect could \_\_\_\_\_ when businesses ramp up orders on computers and other equipment, prompting expansion that eventually leads to more hiring. (Para. 24)
- When a book goes into translation, all those linguistic \_\_\_\_\_ get lost. (Para. 13)

### II. Replace the italicized parts in the following sentences with words or phrases from the text.

- The administration may put more emphasis on *stimulating* greater domestic spending and production. (Para. 18)
- After working as an employee for many years, Bill suddenly decided to *start out* and open his own shop. (Para. 22)
- The nervous owners of the financially troubled company *caused* suspicion by making all their official, public statements in a strange form of double talk that could have been interpreted in many different ways. (Para. 5)
- As mobile devices continue to *be* more closely *similar to* what we think of as "PCs", the distinction will continue to blur. (Para. 8)
- Last week the government warned that it would consider legislation to *ban* smoking in public places. (Para. 2)
- The international relinquishing of sovereignty would have to *come from* the people. (Para. 15)