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总顾问 杨连瑞 曾名湧

海洋特色英语与文化

Marine-related English and Culture

主编 杨 红 王智红



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海洋特色 英语与文化

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主 编 杨 红 王智红

副主编 辛海燕 孙广峰 邹珊珊

刘 艳 刘大海

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编写说明


一、教材编写理念

1. 贯彻“分科英语”的理念

改革开放以来,大学英语教学走过了 30 多年的发展历程。在此期间,针对大学生英语能力的需要和大学生英语水平不断提高的现状,国家教育部数次修订新的大学英语教学目标,以提高大学英语教学质量,培养高校学生适应新时期发展需要的英语综合应用能力。进入新世纪,大学英语教学定位也发生了战略性的转移。“分科英语”这一概念,在许国璋教授 1986 年提出之后再次被提及,其原因是目前大学生尤其是“211”和“985”高校的大学生,入学时英语水平已经有了显著提高,具备了学习分科英语的能力和条件。所谓“分科英语”,就是把外语学习与学科知识相结合的课程类型。广义上说,就是大文大理,即学生通过和自己专业相关的大学课程内容来学习英语,以提高用英语交流和汲取信息的能力(蔡基刚,2012)。近几年,越来越多的高校根据自身学科特色,进行了相应的大学英语课程设置和教学改革。本教材根据中国海洋大学的海洋学科特色,分类搜集当下最具权威的涉及海洋学科的素材,加以撷取撰写,并历经两年时间两届学生试用,反复修订、编写而成。

2. 以“任务教学法”为理论核心

目前国际上流行的任务教学法(Content-based Instruction),是语言教学基于某个学科知识或某种主题来实施,并将外语学习与内容学习结合起来。本教材的编写以“任务教学法”为理论指导,每个单元主题鲜明,所选材料基本都是和特定学科比较密切的内容,体现学科英





语的学科性。通过相关视频、文化导入和阅读材料,对学生进行学科知识的构建。同时,学科内容有助于激发学生学习语言的兴趣和动力,使学生的语言知识和交际能力在具体学科内容的学习中,进一步获得提高。

3. 以培养学生思辨能力为目标,提高学生用英语做学术报告的技能

近20年来,为了应对全球化竞争日益加剧的形势,西方发达国家,尤其是美国,将思辨能力(Critical Thinking Skill)培养列为高等教育的重要任务(文秋芳,2009)。所谓思辨能力,其涵义是:“运用恰当的评价标准,进行有意识的思考,最终做出有理据的判断”(Paul & Elkler 2006)。受“应试教育”的影响,以培养学生思辨能力为目标的教学模式,在我国高校中一直没有引起足够的重视。近几年,随着教育理念从“应试教育”逐步转向“素质教育”,高等教育越来越强调培养学生的“创新”能力,由此,科学理性的思辨能力的培养,在高等教育改革,尤其是教学法变革中势在必行。处于大学英语教改的转型期,首先应该从教材设计编写上,将思辨能力的培养有效地融入英语教学中。本教材在练习设计中增加了主观分析题,大多数问题有着微型开放式和研究性兼具的特点。其研究方法通过对相关主题的文献综述,对文章观点和不同来源的信息做出有效评价与判断,从而帮助学生通过不同资源搜集、组织信息和学术报告等方式,提供展示科学思维和思辨能力的平台。

二、教材基本框架及主要内容

本教材共8个单元,每单元一个主题,由三大板块组成,分别为视听说、文化导入和读写。教材以“Your Brain on the Ocean”为开篇,让学生了解人类如何从认知的角度对海洋进行科学研究,试图揭开长久以来人们对海洋认知的迷雾,激发学生的海洋学术研究的兴趣,以“Zoning for Ocean: Balancing Our Competing Needs in the Seas”为结束,让学生了解人类为了更好地利用海洋、开发海洋、保护海洋及探索对海洋的未来规划。其他单元内容包括大气变化、海洋动物保护、海洋渔业与水产养殖、海洋药物和海洋污染。课后练习包括阅读理解、内容提要写作、篇章结构分析、词汇训练、英汉互译、思辨性分析及学术英语报告。书后附有英语学术报告讲座,旨在帮助学生系统掌握用英语做学术报告的技能,提高其英语学术报告水平。

三、教材主要特色

1. 选材真实

教材中使用的素材等均来自真实的语言材料,收录的文章视频材料也多选自国外权威期刊,比如《经济学人》《自然》及 www.noaa.gov 等网站,集合了众多科学家的科研探索心得和困惑,兼具时效性、普适性与专业性等特点,语言原汁原味,内容客观翔实,观点新颖独到,比较全面地囊括了当前海洋科学研究方面的新成果、新进展。

2. 突出海洋文化特色

本教材每一单元,根据主题导入相关的海洋文化,学生可以进一步补充相关的人文知识,充分理解人类开发海洋、利用海洋、保护海洋的过程和意义,从而使非英语专业的学生亦能在大学英语学习的平台上,接受人文知识等多方面的给养。

3. 全国“海洋英语”首创

本教材为全国高校英语教材首创,弥补了大学英语教材中以“海洋学科”材料为支撑的教材空白,也为我校“海洋、水产”特色,提供了多元化、特色化、个性化和本土化的英语教育课程体系,促进了大学英语改革进程,为学生的未来发展注入了更多的“能量”,亦对国家大力实施“海洋强国”战略具有重要意义。

4. 练习设计独特

练习的编写形式灵活多样,其设计兼顾思想性与学习性,注重培养学生的语言综合运用能力。比如阅读理解问题的设计,就针对了文章信息的理解和分析,而非文章中心思想的深挖等。通过学习文章传递的思想和价值,培养学生对文章的观点进行批判性的思考与评论。本教材还特意增加了培养学生思辨性分析能力和用英语做学术报告的练习,突出本科高级英语学习阶段的目的,满足以学术交流为目的的英语学习需求。

四、使用对象

本教材适用于国内所有开设的海洋专业高校本科生,作为英语学习高级阶段的主干教材,具有较强的针对性和实用性。

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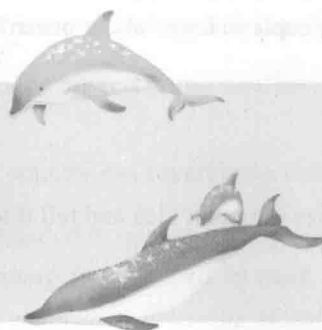
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Unit 1 Ocean



Part I Watching and Speaking

Pre-watching Activities

Directions: Discuss the following questions with your partners and then share your answers with the rest of the class.

What do you know about ocean? How do people benefit from it?



Listening Practice

Directions: You are going to watch a video clip "Know Your Ocean" (2'37). While watching, read the following questions and then answer them briefly with the information from the video.

Word Bank

misconception *n.* 误解

sediment *n.* 沉淀物

sea floor 海床

dissolved minerals 溶解矿物质

salinity *n.* 盐分

water molecule 水分子

bounce *v.* 反弹

canyon *n.* 峡谷

surface runoff 地表径流(指流入河流中的雨水)

volume *n.* 量



1. What is the video about?
2. How many basic facts does the narrator talk about the ocean?
3. What is the significance for people to know about ocean?

Speaking Practice ■

Mini Presentation

Directions: Watch again to summarize the main idea and tell it to the whole class. You may use the expressions in the Language Box if necessary.



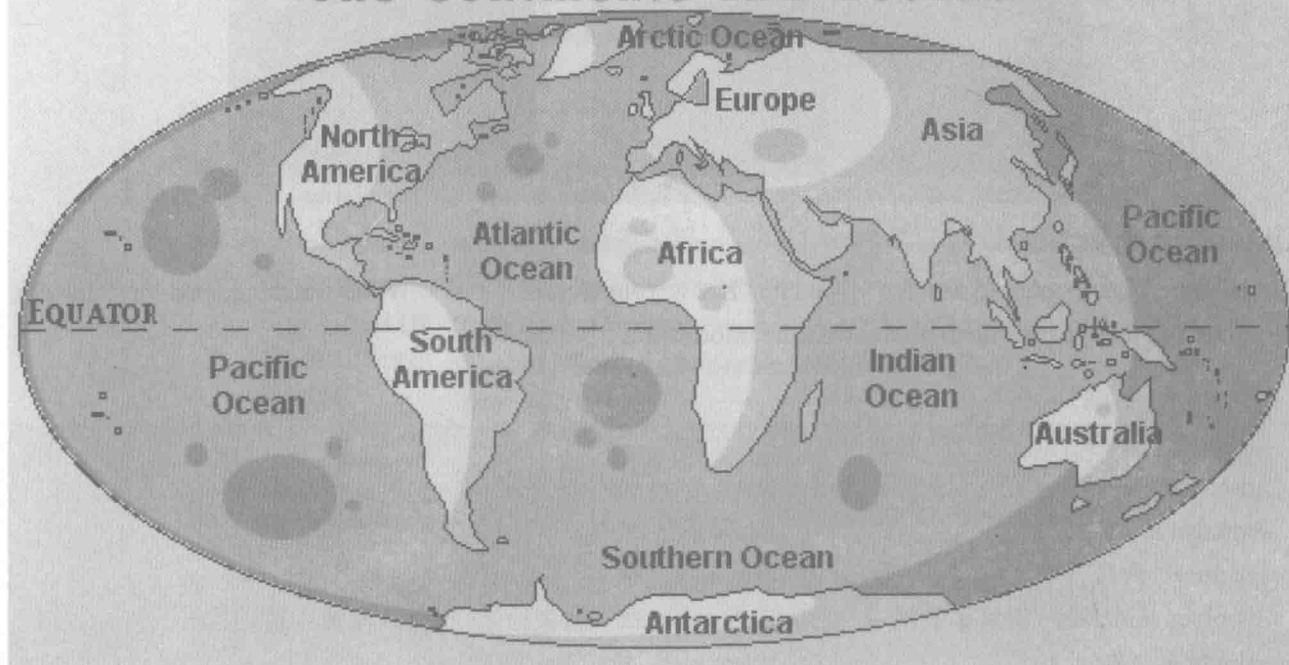
Language Box

- The ocean covers 70% of the earth surface but our understanding of it ...
- The earth has five separate oceans but actually ...
- The ocean is blue because when sunlight hits the ocean, ...
- The sea floor is just like the land, it has ...
- The level of the ocean's salinity is different because ...
- Sea level can rise from ...
- By knowing your ocean, you are ...



Part II Cultural Lead-in

The Continents and Oceans

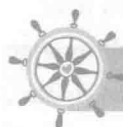


① *For many years only four oceans were officially recognized, and then in the spring of 2000, the International Hydrographic Organization established the fifth one and determined its limits. Look at the map of the continents and oceans and share with your partners your knowledge on the division of the world oceans.*

- A. What are the five oceans of the world from the biggest to the smallest?
- B. How many seas are there?
- C. What do you know about the seas that our country has sovereignty over?

② *Human beings have long been emotionally attached to oceans and regarded ocean with reverence. However, there are many aspects related to oceans waiting for scientists to work out. To highlight the many ways in which oceans contribute to the Earth, ocean enthusiasts celebrate World Oceans Day on June 8 every year. Share your ideas with your partners on World Oceans Day and the connection of people to the ocean.*

- A. What do you know about World Oceans Day in terms of its history, purpose and significance?
- B. In what aspects can you prove that human beings are deeply attracted by the ocean?
- C. How can the knowledge of science better serve the exploitation and protection of the ocean?



Part III Reading and Writing

Text >>>

Your Brain on the Ocean

We are more than logical. We are human.

—Jacques Yves Cousteau

1. Once, I met a man who hated the ocean. He described to me fear, negative associations and a general unease that he couldn't quite **put his finger on**. His **aversion** was so strong—especially when **measured against** my own great love for the ocean—that I'll never forget my **bewilderment**. Everyone I have ever known loves the ocean. I'm not talking about lowercase "I" kind of love; the kind that we apply **indiscriminately** to pop stars, sports teams, soft drinks and chocolate bars. I mean the capital "L" kind of Love, the love that is beyond measure and words, a **fusion** of respect, understanding, awe and mystery.
2. Nearly a decade ago, I read with great interest reports of **interrogators** at Guantanamo promising **detainees** a swim in the tropical ocean in order to **induce** cooperation. From those small, hot jail cells, **clad** in heavy jumpsuits^①, the ocean must have looked mighty inviting. The technique worked.
3. Later, in the summer of 2003, on a coastal **trek** from Oregon to Mexico, I walked past a beachfront bungalow^② for sale in Del Mar, California. Eight hundred square feet, no lot, but the sound, smell, sight, touch and taste of the Pacific awaited just beyond the bedroom window. The asking price? A cool \$6.3 million. It turns out that globally, the ocean **imparts** a trillion-dollar **premium** on hotel rooms, condos^③, houses and all other forms of coastal real estate. People want to see and hear the sea from where they eat and sleep and are willing to **shell out** a lot of green to get some blue.

① jumpsuit 连身衣裤

② bungalow 平房

③ condo 一套公寓住房



4. I've also spent a lot of time with fishermen around the world. I've seen their working love of the ocean up close. Theirs is boundless joy in the freedom of a wide open, big blue space. It is the irresistible draw to a life spent catching seafood.
5. The poet Robinson Jeffers found language in the rhythm and drone^① of ocean waves and the **meditative** act of rolling boulders^② up from the sea to build his stone home. "The beauty of things was born before eyes and sufficient to itself; the heartbreaking beauty will remain when there is no heart to break for it," he wrote.
6. Canadian actor Michael J. Fox famously quit television right after spending a few hours blissfully following a sea turtle gliding through the blue Caribbean Sea. "Never once after my encounter with the sea turtle have I wavered in my conviction that it was the right thing for me to do and the right time for me to do it," he wrote.
7. A girl in the fourth grade at the San Francisco School sat in front of me holding a bright blue marble to her left eye. "It's beautiful in there, I can see whales and turtles and hear the ocean," she said. "I know just who I'm going to give this to."
8. I also **queried** the modern oracle^③ (Twitter) on the topic of the number-one seafood (shrimp) and learned a lot about Americans' excessive passion for cheap, fried crustaceans^④. We know that a certain kind of obsessed food and power addition underlies the decrease of bluefin tuna, sharks and sea turtles, which get caught in shrimp nets, from the ocean.
9. And, whenever I travel—which is a lot—I invariably meet total strangers who say, "So, you're a marine biologist? I dreamed of being a marine biologist when I was a kid!" And they'll disappear on the red Zodiac, chasing down whale songs on the ocean in their head.
10. We humans **offer up** our dreams, our secrets and our treasure to the sea whence we came. Those imprisoned terrorists, lifelong fishermen, deep-pocketed property owners, poets, shrimp and tuna addicts and world-weary travelers clearly feel great emotional pull toward the ocean. But, why? What is it about the ocean that speaks to us on such a fundamental, profound human level? I have always wanted to know, but my chosen profession, science—skeptical, **detached, dispassionate** science—wouldn't allow me to go there.
11. When I was a graduate student, I tried to **weave** emotion **into** my dissertation on the relationship between sea turtle ecology and coastal communities. However, my advisors steered me to other departments, another career. "Keep that fuzzy stuff out of your science, young man," they counseled. Emotion wasn't rational. It wasn't **quantifiable**. It wasn't science.
12. But, the human-ocean connection, "BLUEMIND," as we've **dubbed** it, held me in its grip even as my career as a scientist blossomed. Eventually, I shaped my general philosophy into an effort called "The Mind and Ocean Initiative." Today, I think—actually, I know—it is time for a new kind of ocean science.
13. Economists, marketers and politicians recognize that deep-seated, mysterious emotions, not rationality, are what rule human behavior. Aided by **cognitive** neuroscientists, these fields have begun to understand how our deepest, most primitive emotions drive virtually every decision we make, from what we buy to the candidates we elect. To my way of thinking, if the lessons of cognitive neuroscience can be used for the stupid purposes of influencing what people buy and how they vote, why not use such knowledge for ocean conservation? I believe we can. And, I believe we should.

① drone 嗡嗡声; 单调的声音

② boulder 卵石, 大圆石

③ oracle 权威, 智囊

④ crustacean 甲壳类动物

14. Consider these questions:
15. If stress causes disease, and the ocean reduces stress, is time spent in, on, under or near the ocean good medicine?
16. Can our deepening understanding of brain science be applied to better protection for ocean animals being eaten to extinction by addicted and power-hungry humans?
17. We must seize this particular moment in time, when the **nascent** power of neuroscience is **burgeoning** and the popular **momentum** is toward conservation rather than exploitation. We can use science to explore and understand the profound and ancient emotional and **sensual** connections that lead to deeper relationships with the ocean. I believe that if we do that, we have an opportunity for real conservation gains that could do some true and lasting good for the ocean and planet Earth.
18. It's time to drop the old notions of separation between emotion and science. Emotion is science. Let's **convene** the top marine scientists, skilled communicators, dedicated conservationists and leading neurobiologists and cognitive psychologists to ask and answer the most probing and compelling set of questions about the ocean that we can imagine. Let's explore the mind-ocean connection—our BLUEMINDs.
19. Let's **mentor** a new wave of passionate and brilliant graduate students to get their Ph.D.s in the breakthrough field of neuroconservation. And together, let's **mine** neuroscience to develop a set of powerful conservation tools that educators, advocates, policymakers, medical doctors and scientists can use to better and more deeply engage, inspire and lead people in the restoration and protection of our beloved ocean.
20. Who knows what we will find. It's likely, maybe even certain, that the greatest unexplored mysteries of the sea are buried not under a blanket of blue, but deep in the human mind. The lessons and new questions are in there. They await only discovery.

(1, 169 words)

(From: http://www.huffingtonpost.com/wallace-j-nichols/bluemind-brain-ocean_b_863986.html)

New Words

aversion /ə'vɜːʃn/ <i>n.</i>	a feeling of strong dislike or of not wishing to do something 厌恶, 憎恨
bewilderment /bi'wɪldəmənt/ <i>n.</i>	the condition of being confused or disoriented 困惑, 迷乱
indiscriminately /,ɪndɪˈskrɪmɪnətli/ <i>ad.</i>	in a random manner 无差别地, 任意地
fusion /'fjuːʒn/ <i>n.</i>	an occasion when two or more things join or are combined 融合, 结合
interrogator /ɪn'terəgeɪtə(r)/ <i>n.</i>	a person who asks a lot of questions for a long time in order to get information 询问者, 质问者
detainee /di'teɪniː/ <i>n.</i>	a person who has been officially ordered to stay in a prison or similar place, especially for political reasons 被拘留者(多指政治犯)
induce /ɪn'djuːs/ <i>v.</i>	to persuade sb. to do sth. 促使, 劝服



(to be continued)

New Words	
clad /klæd/ <i>a.</i>	(of people) dressed, or (of things) covered 穿衣的, 被覆盖的
trek /trek/ <i>n.</i>	a long walk, usually over land such as hills, mountains, or forests 艰苦跋涉
impart /ɪm'pɑ:t/ <i>v.</i>	to give a particular quality to 赋予
premium /'pri:miəm/ <i>n.</i>	an amount that is more than usual 额外费用; 溢价
meditative /'medɪtətɪv/ <i>a.</i>	involving deep thought 沉思的, 冥想的
waver /'weɪvə(r)/ <i>v.</i>	to hesitate or be unable to make a decision or choice 动摇, 犹豫
conviction /kən'vɪkʃən/ <i>n.</i>	an unshakable belief in sth. without need for proof or evidence 深信, 确信
query /'kwɪəri/ <i>v.</i>	to ask questions, esp. in order to check if something is true 质问; 对...表示怀疑
weary /'wɪəri/ <i>a.</i>	bored with sth. or sb. 疲倦的, 厌烦的
detached /dɪ'tætʃt/ <i>a.</i>	separate, showing a lack of feeling 独立的, 分离的
dispassionate /dɪs'pæʃənət/ <i>a.</i>	able to think clearly or make good decisions because of not being influenced by emotions 冷静的; 不带感情的
quantifiable /'kwɒntɪfaɪəbl/ <i>a.</i>	able to be measured 可量化的
dub /dʌb/ <i>v.</i>	to give a nickname to 把...叫做; 给...起绰号
cognitive /'kɒgnətɪv/ <i>a.</i>	connected with thinking or conscious mental processes 认知的
nascent /'næsn̩t/ <i>a.</i>	only recently formed or started, but likely to grow larger quickly 尚不成熟的, 新生的
burgeoning /'bɜ:dʒənɪŋ/ <i>a.</i>	developing quickly 生机勃勃的, 迅速发展的
momentum /mə'mentəm/ <i>n.</i>	the force that keeps an object moving or keeps an event developing after it has started 势头, 动力
sensual /'senʃuəl/ <i>a.</i>	connected with your physical feelings 感官的
convene /kən'vi:n/ <i>v.</i>	to bring together a group of people for a meeting, or to meet for a meeting 召集
mentor /'mentɔ:(r)/ <i>v.</i>	to help and give advice to sb. who has less experience than you, esp. in your job 指导

(to be continued)

New Words

mine /main/ v.

to exploit 开采

Phrases and Expressions

put one's finger on

to understand exactly why a situation is the way it is 弄明白, 搞清楚

measure against

to judge sb. or sth. by comparing them against sb. or sth. else 使相比较, 对照...评价...

shell out

to hand over or pay (money) 付款

offer up

to present as an act of worship; to make a sacrifice 贡献

weave something into

to include an element in (such a story or pattern) 使组合成 (复杂的故事或式样)

Proper Names

Guantanamo

关塔那摩(古巴东南部一城市)

Oregon

俄勒冈(美国州名)

Del Mar

德尔马(市)

Robinson Jeffers

鲁宾逊·杰弗斯

Michael J. Fox

迈克尔·J·福克斯

Notes

1. **Robinson Jeffers** (January 10, 1887–January 20, 1962) was an American poet, known for his work about the central California coast. Most of Jeffers' poetry was written in narrative and epic form, but today he is also known for his short verse, and considered an icon of the environmental movement.

2. **Michael J. Fox** is a Canadian American actor, author, producer, activist and voice-over artist. With a film and television career spanning from the late 1970s, Fox's roles have included Marty McFly from the Back to the Future trilogy (1985–1990); Alex P. Keaton from Family Ties (1982–1989) for which he won three Emmy Awards and a Golden Globe Award; Mike Flaherty from Spin City (1996–2000), for which he won an Emmy, three Golden Globes, and two Screen Actors Guild Awards; and Private Max Eriksson in the Brian DePalma film Casualties of War.

3. **Twitter** is a website where people or organizations can publish short remarks or pieces of information, and where you can see information published by people or organizations that you choose.

4. **Zodiac** is a diagram used by astrologers to represent the positions of the planets and stars. It is divided into twelve sections, each of which has its own name and symbol. The Zodiac is used to try to calculate the influence of the planets on people's lives. (占星中的)黄道带



Exercises

Understanding Main Ideas in the Text »»

Directions: Answer the following questions based on your understanding of the text.

1. What do the imprisoned terrorists, lifelong fishermen, deep-pocketed property owners, poets, shrimp and tuna addicts and world-weary travelers have in common?
2. What rules human behavior? What does BLUEMIND refer to?
3. What is the purpose of exploring the human-ocean connection?
4. What does the writer appeal us to do?

Summary Writing »»

Directions: Write a brief summary of the text, using the answers to the preceding questions.

Structure Analysis »»

Directions: Fill in the blanks with the information from the text.

Part 1: People's addicts to the ocean (Paras. 1-9)

Two attitudes (Para. 1): _____

The author's realization of the world-wide ocean-craze in various aspects (Paras. 2-4):

1. from reading _____
2. by travelling _____
3. by spending _____

Examples to show people's love for the ocean (Paras. 5-9):

1. _____
2. _____
3. _____
4. _____

Part 2: The author's struggle to bridge a connection between neuroscience and the ocean (Paras. 10-12)

The dilemma for the author (Paras. 10-11): The ocean _____;

however, his profession _____.

His final decision (Para. 12): _____.

Part 3: Putting forward new questions and calling for action for further exploration (Paras. 13-20)

Multiple fields start to understand (Para. 13): _____.

Questions to be considered (Paras. 15-17): _____.

1. _____.

2. _____.

Calling for action for further exploration (Paras. 18-20): _____.

1. _____.

2. _____.

3. _____.

4. _____.

Vocabulary >>>

Exercise 1

Directions: Fill in the blanks with the words given below. Make changes where necessary.

premium	bewilder	obsess	grip	underlie
induce	conviction	impart	query	burgeon
convene	detach	glide	aversion	initiate

- The driver was _____ by the conflicting road signs.
- Mary stopped drinking but began _____ about her weight.
- We must take the _____ in the struggle to end the war.
- My confidence began to _____ as I was gaining in years.
- The chairman _____ the committee to find out a solution.
- Many people have a natural and emotional _____ to insects.
- Does some personal difficulty _____ his lack of interest in work?
- The president maintains an iron _____ on his country although there is a turmoil.
- Lack of proper care and love in early childhood can _____ criminal behavior in young people.
- If you have any _____ about this insurance, please contact Travel Insurance Services Limited.

Exercise 2

Directions: Complete the following sentences with phrases or expressions from the passage. Make changes where necessary.

- A calf was _____ as a sacrifice to the goddess.
- The insurance premium will save you from having to _____ for repairs.
- I know there's something wrong, but I can't _____ exactly what it is.
- An excellent instructor should _____ students what society believes to be of value.
- It is natural for the shopkeeper to feel annoyed when the supermarket is set _____ to his shop.