



大学英语立体化网络化系列教材

总主编 李淑静

3

博雅英语

谭颖 ◎主编

Boya

College English



北京大学出版社
PEKING UNIVERSITY PRESS



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北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

博雅英语. 3 / 谭颖主编. —北京: 北京大学出版社, 2015.11

(大学英语立体化网络化系列教材)

ISBN 978-7-301-25415-8

I. ①博… II. ①谭… III. ①英语—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字(2015)第018126号

- | | |
|-------|--|
| 书 名 | 博雅英语(3)
BOYA YINGYU |
| 著作责任者 | 谭 颖 主编 |
| 责任编辑 | 郝妮娜 |
| 标准书号 | ISBN 978-7-301-25415-8 |
| 出版发行 | 北京大学出版社 |
| 地 址 | 北京市海淀区成府路205号 100871 |
| 网 址 | http://www.pup.cn 新浪微博:@北京出版社 |
| 电子信箱 | zbing@pup.pku.edu.cn |
| 电 话 | 邮购部 62752015 发行部 62750672 编辑部 62754382 |
| 印 刷 者 | 北京大学印刷厂 |
| 经 销 者 | 新华书店 |
| | 787毫米×1092毫米 16开本 11印张 420千字 |
| | 2015年11月第1版 2015年11月第1次印刷 |
| 定 价 | 48.00元(配有光盘) |

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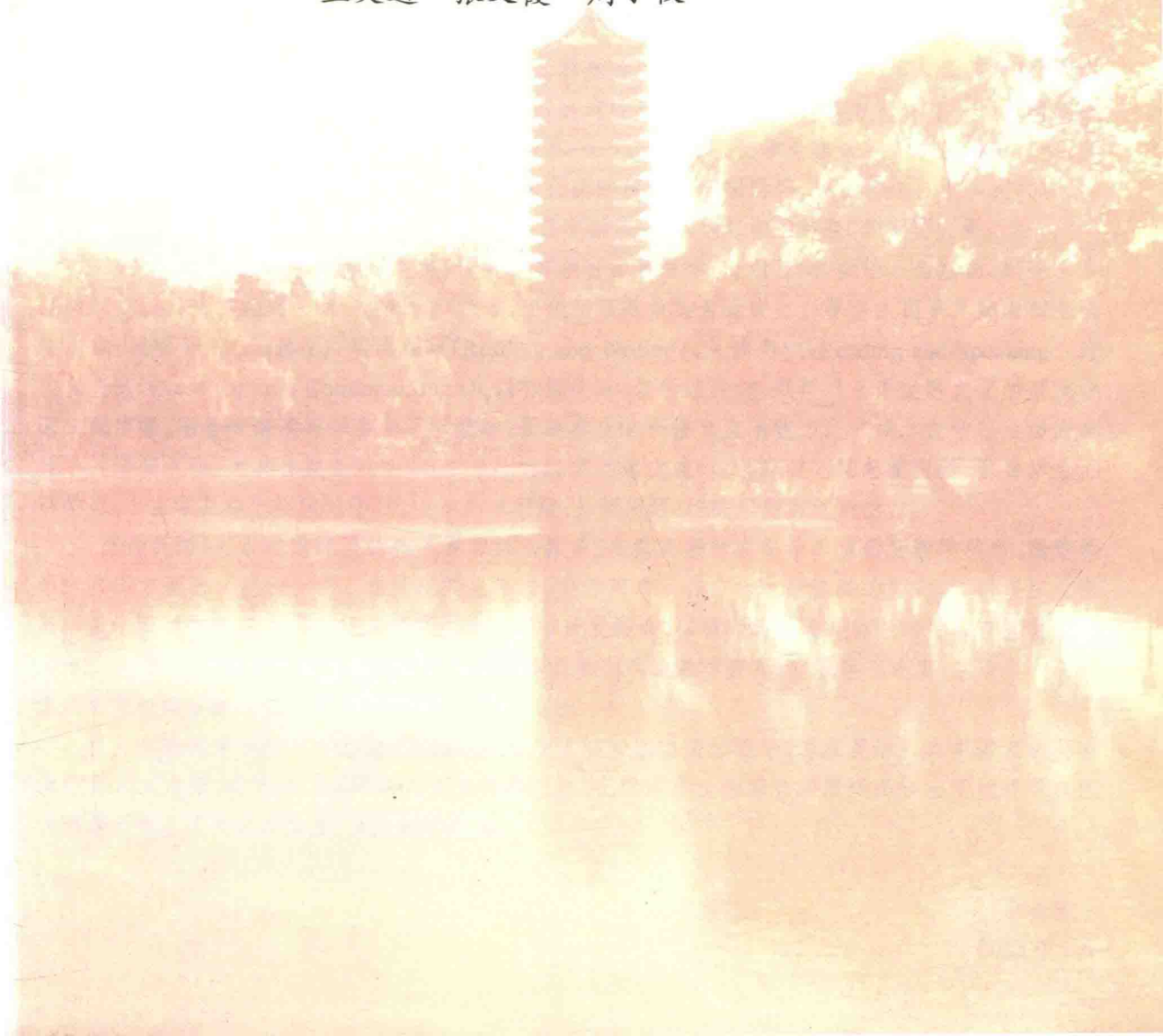
举报电话:010-62752024 电子信箱: fd@pup.pku.edu.cn

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前言

古希腊罗马倡导的博雅教育(Liberal Education),旨在传授广博的知识,培养独立完善的人格和优雅的气质,使人不仅获得专业技能,而且陶冶品学才识,成为完全的人。与之相辉映,中华文化传统如《论语》之“子曰:君子不器”,以及《大学》之“大学之道,在明明德,在亲民,在止于至善”,也强调人应该有完善的人格,不能像器具一样,只满足某一种用途。

北京大学教材建设委员会设立的大学英语教材改革项目《博雅英语》,正是要达到这样的目的,将大学英语课程的工具性和人文性有机统一,使之作为高等学校人文教育的一部分,体现高等教育的特点,以教材的思想性带动语言学习,不仅增强学生的英语综合应用能力和自主学习能力,而且发展学生的跨文化交际能力和批判性思维能力。

人文性目标首先体现在对教学材料的选择上。《博雅英语》通过走访人文社科领域学者和调研学习者需求,在选材上确定了“语言与文学、历史与文明、哲学与人生、建筑与艺术、法制与民主、经济与社会、人与自然、科技与教育”等八个主题板块。所选听读材料既有中西方经典作品或其介绍,也有对现实生活中普世热点问题的分析或讨论,力图达到经典与时代的结合、西方文化与中华文化的互动、人文素养与科学精神的交融,彰显教育的根本——立德树人,使学生在批判性的英语学习中,吸收优秀的文化、观念和正确的价值观,培养跨文化国际视野和中国情怀,树立文化自觉和文化自信,未来成为中外文化交流及“讲好中国故事、传播好中国声音、阐释好中国特色”的重要力量。

在教学材料的编排上,《博雅英语》遵循语言学习发展规律,力图贯彻“以输入为基础、以输出为驱动”的理念,注重经典阅读、培养思辨能力、强化书面及口头表达能力。每个主题单元都由四个板块构成:视听导入(Lead-in)、从读到写(Reading and Writing)、从读到说(Reading and Speaking)、跨文化交流(Cross Cultural Communication),以听读促写、以听读促说、以英汉互译促跨文化学习及中国文化传播,融合听说读写译各种语言技能,促进学生综合语言应用能力的养成。在学习活动的设计中,《博雅英语》尤其注重开放性,启发学生对经典的感受能力,培养批判性思维习惯,引导学生主动学习、自主学习和个性化地学习,培养发现问题、分析问题、解决问题的创新能力。

《博雅英语》力求构建优质的教学资源共享体系,发挥好教材在引导教师转变教学观念、调整教学方式等方面的功能和作用。在提供学生用书、教师用书及相应的电子资源的同时,还将组织授课教师围绕教材的重点、难点、疑点或某些教学环节开发微课,以视频为主要载体记录并分享其教育教学活动的精彩,并通过开放性的网络平台鼓励师生共同构建教学资源,交流学习成果,营造出一个个真实的微教学资源环境和学习共同体。

在大学英语课程改革不断深化的新阶段,全体编者期望通过编写《博雅英语》,为丰富大学英语课程的人文内涵、实现其工具性与人文性的有机统一、促进学生的综合素质提高和全面发展尽自己的绵薄之力。不足之处难免,敬请批评指正。

李淑静

2015年5月

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Unit 1

LANGUAGE AND LITERATURE



Every word in a language has some job to do, but no two of them have exactly the same job or even the same kind of job. Words are like tools in a tool kit. Just as each tool is used to do a different job—you don't do with a hammer the same thing you do with a wrench—so different kinds of words perform different tasks.

—From *An Introduction to Philosophical Analysis* by John Hospers

And the whole earth was of one language, and of one speech.

—From *The Language Instinct*

Learning Objectives

Upon the completion of this unit, you should be able to

Remembering & Understanding	<ul style="list-style-type: none"> ★ read Text A and Text B aloud smoothly with expression indicative of comprehension and tone; ★ identify and explain in your own words the thesis and the major points of Text A and Text B;
Analyzing & Applying	<ul style="list-style-type: none"> ★ learn to use affixes to enlarge your vocabulary; ★ make reference to the thesis and/or the major points of Text A and Text B in your writing; ★ produce sentences with attributive clauses to make expressions cohesive;
Evaluating & Creating	<ul style="list-style-type: none"> ★ adopt relevant writing strategies in definition paragraphs; ★ reflect on the thesis and major points of Text B and develop your critical thinking; ★ deliver a clear and coherent oral presentation of your views on the relationship between human-beings and language.

Part One Lead-in

Section 1 Listening: Nineteen Eighty-Four

Task 1 Filling the Blanks

Directions: Please fill in the blanks with one or two words on the basis of what you have heard.

Nineteen Eighty-Four is one of Orwell's most powerful _____ novels, a beautifully crafted warning against the dangers of a totalitarian society, and one of the most famous novels in the dystopian genre. Winston Smith is a low-ranking member of the ruling party in London whose every move is _____ by telescreens. Everywhere Winston goes, the party's omniscient leader, Big Brother, watches him. The party is trying to eradicate the possibility of political rebellion by _____ all words related to it from the language, creating sanitized "Newspeak." "Thoughtcrime" (thinking rebellious thoughts) is illegal. Winston, who works at the Ministry of Truth altering historical records for the party's benefit, is frustrated and oppressed by the _____ on free thought, sex and individuality. He illegally _____ a diary to record his thoughts and spends his evenings wandering the poor areas where the "proles" live, relatively free from monitoring. Winston starts an illicit affair with Julia, a fellow party employee, but they are caught by a party spy, and in Room 101, Winston is forced to _____ his worst fear. Giving up his love for Julia in terror, Winston is released, his spirit broken and his acceptance of the party complete.

In 1949, at the beginning of the nuclear age and before television was _____, Orwell's creation of a telescreen-monitored world just a single generation into the future was terrifying. This is an important novel not only for its stark warning against _____ authority (and its somewhat ironic contribution to modern television content), but also for its insights into the power of _____ language, history, and the psychology of fear and control. These issues are perhaps even more _____ today than when Orwell penned his novel.

Task 2 Group Discussion

Directions: Please discuss the following questions in pairs or groups based on what you have heard.

1. According to the audio clip, what kind of novel is *Nineteen Eighty-Four* labeled as?
2. What is the novel *Nineteen Eighty-Four* mainly about?
3. Why is the novel *Nineteen Eighty-Four* regarded by the speaker as an important one?

Section 2 Watching: The Ancestor of Language

Task 1 Group Discussion

Directions: Please watch the video clip "The Ancestor of Language" and discuss the three questions below in pairs or groups.

1. How does the speaker think about the distant relationships among human languages?
2. According to Murray Gell-Mann, when can modern languages at least trace their history back to?
3. What is called a bottleneck in Murray Gell-Mann's talk?

Task 2 Summarizing

Directions: Please watch the video again, and try to summarize the main idea.

Part Two Reading and Writing

Text A

Words as Tools

John Hospers

1 Just as we use nouns to **stand for** kinds of things (not individual things, except in the case of proper names), so we use adjectives to stand for kinds of qualities: “sweet,” “**sour**,” “dark,” “heavy,” “smooth,” “reticulated (网状的),” and so on. “Dark” may be dark brown, dark blue, dark green, or dark red, but the adjective “dark” applies to them all: we have one word and many different **equalities** united by a certain **similarity**.

2 Adverbs are words that are used to describe ways of behaving or doing: “**swiftly**,” “**greedily**,” “**hastily**,” “lovingly,” “haltingly,” “slowly,” “**deliberately**.” Again, each of these adverbs is used not only to describe the manner of this particular action but the manner of countless others that have some similarity to it. “Slowly” can describe how a person walks, how she pronounces her words, how she eats her food, and so on.

3 Prepositions refer to certain relations that things have to one another: “above,” “below,” “inside,” “outside,” “between,” “beyond.”

4 Verbs stand for different kinds of action or **initiation** of change: “eat,” “run,” “**slide**,” “**accelerate**,” “fly,” “stop.”

5 Conjunctions do not describe any features of the world but indicate how various clauses in a sentence are related to one another: “He and she will go” has a different meaning from “He or she will go.” “Stop or I’ll scream” is the same as “If you don’t stop, I’ll scream,” but different from “Stop and I’ll scream.”

6 Interjections are used to express a person’s attitude toward something — they don’t describe the thing, they express how we feel toward it: “alas (唉),” “hurrah (万岁),” “dammit (该死),” “whoopee (欢呼声).” (We can express our feelings in many other ways as well.)

7 When a word is used to name a class of things, the word is like the **label** on a bottle. The label tells you what’s in the bottle, and if two bottles have different kinds of contents, it is important not to use the same label for both of them. The label has no importance in itself; it only indicates what is in the bottle. Labels, of course, can be written in different languages yet still be labels for the same kind of things. They can

also be either heard (if *oral*) or seen (if written). *Either way*, having words saves us *enormous* labor: instead of going to the thing, giraffe, we can mention the word, “giraffe,” and other people who understand the English language will know what we mean.

8 “A word is only a sign.” But it isn’t a natural sign, the way a twister in the sky is the sign of a tornado (龙卷风) or falling barometric pressure (气压) is the sign of an *approaching* storm. These signs occur in nature, and human beings had to discover what they are and act accordingly. We could not turn them around and change them, since they are not man-made. But words, like the notes on a musical staff, are *conventional* signs: this word stands for this class of things, this note on the staff stands for this class of sound pitches. In natural signs, A *signifies* B *regardless of* what human beings believe or decide; in conventional signs, human beings decide which A’s will be used to stand for which B’s.

9 As we have seen, however, not all words are the names of classes of things (nouns) or even classes of actions (verbs) or classes of qualities (adjectives). Every word in a language has some job to do, but no two of them have exactly the same job or even the same kind of job. Words are like tools in a tool kit. Just as each tool is used to do a different job—you don’t do with a *hammer* the same thing you do with a wrench (扳手)—so different kinds of words perform different tasks. Pronouns, for example, are *substitutes* for nouns, except that “I” always refers to whomever is speaking and “you” refers to whomever is being spoken to. To know the meaning of a word is to know what kind of job it does, what its function is in the language.

10 When do we know the meaning of a word or phrase? When we know the rule for its use—that is, when we know under what conditions the word is to be used, when the word is *applicable* to a given situation, and when it is not. Usually when we ask for the rule for the use of a word, we are asking for the *definition* of the word.

11 A definition of a word tells us what *characteristics* (features, qualities, *properties*—all these words are used, and philosophers often draw distinctions among them) something has to have in order for the word to apply to it. The word “triangle” means any plane closed figure *bounded* by three straight lines. It is defined in terms of these three features. Each of the three is a “defining feature: that is, something wouldn’t be a triangle if it lacked any one of them. And the three together give us the definition: the word is applicable to whatever has these three characteristics and to nothing that does not have them.

12 A word is said to *designate* the sum of the characteristics that something must have in order for the word to be applicable to it. The word “triangle” designates the properties of being three-sided, closed, and two-dimensional. These three are *sufficient* to define the word, as it is used in the English language. This definition *distinguishes* triangles from everything that is not a triangle.

13 In daily life, when we call something by a certain name we don’t usually bother to say which features are defining (at least as we are using the word) and which ones are

not. Would you still call this a table if you painted it a different color? Of course; so the color is not defining. Would you still say it was a table if you could **petrify** it (turn it into stone)? Yes, as long as it continued to have a top and legs to support it. Would you say it was still a table if you cut off the legs? Here we might not be sure; but if it had no legs but hung by a chain from the ceiling, and we could still use it to read and write by, and to serve meals on, probably we would still call it a table; in that case, having legs would not be a defining feature of a table.



New Words

sour	[saʊər]	<i>a.</i>	having a sharp biting taste 酸的
equality	[i'kwɔ:ləti]	<i>n.</i>	the quality of being the same in quantity or measure or value or status 同等, 平等
similarity	[,sɪmə'lærɪti]	<i>n.</i>	the quality of being similar 相似性
swiftly	['swɪftli]	<i>ad.</i>	in a swift manner 迅速地, 敏捷地
greedily	['grɪdɪli]	<i>ad.</i>	in a greedy manner 贪心地, 贪婪地
hastily	['hestɪli]	<i>ad.</i>	in a hurried or hasty manner 匆忙地, 仓促地
deliberately	[dɪ'libərɪtli]	<i>ad.</i>	in a deliberate unhurried manner 深思熟虑地
initiation	[ɪ,nɪʃi'eɪʃən]	<i>n.</i>	the act of starting something for the first time 起始
slide	[slaɪd]	<i>v.</i>	move obliquely or sideways, usually in an uncontrolled manner 滑落
accelerate	[æk'selə'ret]	<i>v.</i>	move faster 加速
label	['leɪbl]	<i>n.</i>	brief description given for purposes of identification 标签
oral	['ɔrəl]	<i>a.</i>	using speech rather than writing 口头的
enormous	[ɪ'nɔ:rməs]	<i>a.</i>	extraordinarily large in size or extent or amount or power or degree 巨大的
approaching	[ə'prɒtʃɪŋ]	<i>a.</i>	of the relatively near future 逼近的
conventional	[kən'venʃənəl]	<i>a.</i>	following accepted customs and proprieties 传统的; 常用的
signify	['sɪgnə,fai]	<i>v.</i>	convey or express a meaning 意味; 预示
hammer	['hæmə]	<i>n.</i>	a hand tool with a heavy rigid head and a handle; used to deliver an impulsive force by striking 锤子
substitute	['sʌbstɪtu:t]	<i>n.</i>	a person or thing that takes or can take the place of another 替代物
applicable	['æplɪkəbəl]	<i>a.</i>	capable of being applied; having relevance 适当的; 可应用的
definition	[,defə'nɪʃən]	<i>n.</i>	a concise explanation of the meaning of a word or phrase or symbol 定义
characteristics	[,kærɪktə'rɪstɪks]	<i>n.</i>	a distinguishing quality 特性

property	['prɒ:pərti]	<i>n.</i> a basic or essential attribute shared by all members of a class 属性
bounded	['baʊndɪd]	<i>a.</i> having the limits or boundaries established 有界限的
designate	['deɪzɪg,neɪt]	<i>v.</i> indicate a place, direction, person, or thing; either spatially or figuratively 指明,指出
sufficient	[sə'fɪʃənt]	<i>a.</i> of a quantity that can fulfill a need or requirement but without being abundant 足够的;充足的
distinguish	[dɪ'stɪŋɡwɪʃ]	<i>v.</i> mark as different 区分,辨别
petrify	['petrə,fai]	<i>v.</i> change into stone 石化



Phrases & Expressions

stand for	represent 代表,代替;象征
either way	no matter how, one way or the other 无论哪种方式
regardless of	despite of 不管,不顾



Notes

- The passage is adapted from the book *An Introduction to Philosophical Analysis* by John Hospers.
- John Hospers (June 9, 1918 — June 12, 2011) was an American philosopher and politician. Graduated from Central College, Hospers earned advanced degrees from the University of Iowa and Columbia University. He conducted research, wrote, and taught in areas of philosophy, including aesthetics and ethics. He taught philosophy at Brooklyn College and at the University of Southern California, where for many years he was chairman of the philosophy department and professor emeritus.

Task 1 Generating the Outline

Directions: Please identify the thesis of the passage and the main point of each paragraph, and then find out how these points develop the thesis. You may use the table below for your help.

Para. 1: The definition	Nouns stand for _____; adjectives stand for _____. We have one word and many different equalities united by _____.
Para. 2: The definition	Adverbs are used to describe _____. Many adverbs are used not only to describe the manner of _____ but the manner of countless others that have _____ to it.
Para. 3: The definition	Prepositions refer to _____ that things have to one another.

Para. 4: The definition	Verbs stand for _____ or _____.
Para. 5: The definition	Conjunctions do not describe _____, but indicate how _____ in a sentence are related to one another.
Para. 6: The definition	Interjections are used to express _____ — they don't describe the thing, they express _____.
Para. 7: The analogy	When a word is used to name a class of things, the word is like _____ on a bottle.
Para. 8: The contrast	Words are not _____ signs. They are _____ signs.
Para. 9: The analysis	Every word in a language has some job to do, but no two of them have _____ job or even _____ job. Different kinds of words _____ different tasks. To know the meaning of a word is to know _____.
Para. 10: The explanation	When we know _____, we know the meaning of a word or phrase.
Para. 11: The analysis	Word is applicable to whatever has the three characteristics—_____, _____, _____, and to nothing that does not have them.
Para. 12: The analysis	A word is said to _____ the sum of the characteristics that something must have in order for the word to be applicable to it.
Para. 13: The conclusion	In daily life, when we call something by a certain name while we don't say _____ and _____.

Task 2 Understanding the Text

Directions: Please answer the following questions based on Text A.

1. What do we use nouns and adjectives to stand for respectively?
2. What can the word “swiftly” be used to describe? Please give some examples.
3. Can conjunctive words be used to describe anything? If Hcy can't, then what's their function?
4. What's the *part of speech* (词性) of the word “oops”?
5. What's the meaning of “The label has no importance in itself; it only indicates what is in the bottle” in Paragraph 7?
6. Why does the author take “twister” as an example in Paragraph 8?
7. What's the difference between natural signs and conventional signs?
8. When do we know the meaning of a word or phrase?
9. What does “defining feature” in Paragraph 11 refer to?
10. Why does the author take “table” as an example in the last paragraph?

Task 3 Vocabulary Building

Directions: A common way to form an abstract noun is to add the suffix -ity to an adjective. For example:

equal + ity → equality similar + ity → similarity

Study the following abstract nouns formed by adding -ity to adjectives and complete the following sentences with them. Change the form where necessary.

capability complexity curiosity publicity rapidity responsibility

1. What is curious is the _____ with which the new phrase has spread in America.
2. The most widely used opportunities of generating _____ are sponsoring cultural activities.
3. He had the _____ of completing the job in the given time.
4. He challenges every standard and method in his sphere of _____.
5. His _____ prompted him to ask questions.
6. Scientists are continuing to discover new ranks of soldiers in the immune system army and to observe greater _____ in its maneuvers.

Directions: The prefix *pre-* with the meaning of "before" can be added to nouns, verbs and adjectives with or without the hyphen. For example:

Pre- + position → *preposition* *pre- + school* → *preschool*

Study the following words formed by adding *pre-* to nouns, verbs and adjectives and complete the following sentences with them. Change the form where necessary.

preexist prehistoric premature prenuptial preplan presuppose

1. There is growing concern about the increase in the number of _____ agreements.
2. It's dangerous to _____ that a person is guilty.
3. Most scientists think that _____ people used the pieces of ochre to draw symbolic decorations on their bodies.
4. Earthquake emergency _____ is a guiding principle for earthquake emergency response.
5. Throughout the classical period they believed that man does not create the mathematical facts; they _____. He is limited to ascertaining and recording them.
6. She had been perturbed by the _____ announcement of his engagement.

Task 4 Learning the Phrases

Directions: Please fill in the blanks of the sentences below with the phrases listed in the box. Change the forms if necessary. Notice that some phrases need to be used more than once.

stand for occur in regardless of
distinguish... from... in terms of apply to

1. A lot of students, _____ on campus, will work at some of the eateries on campus.
2. A friend is a friend, a foe is a foe; one must clearly _____ a friend _____ a foe.
3. Well, I know F. P. A. _____ free of particular average.

4. Advanced international technologies should be introduced, digested and absorbed to _____ the Olympics.
5. How many times does the word "the" _____ the sentence you are reading?
6. He _____ freedom of speech for everyone _____ color, race or creed.
7. Such incidents do not often _____ her novels; their tone is reserved.
8. Please think of your priorities not _____ what activities you do, but when you do them.
9. International students can also _____ become resident assistants after a year in the dorms.

Task 5 Studying the Sentence Structure

Sentences with attributive clause

Sentences from the text

1. Adverbs are words that are used to describe ways of behaving or doing. (Para. 2)
2. Prepositions refer to certain relations that things have to one another. (Para. 3)
3. ...the word is applicable to whatever has these three characteristics and to nothing that does not have them...(Para. 11)
4. A word is said to designate the sum of the characteristics that something must have in order for the word to be applicable to it. (Para. 12)

Directions: Please follow the examples and create five sentences with attributive clause on your own.

Tips

1. In writing, two sentences can be combined into one by making one of them an attributive clause in the new sentence.
2. The two sentences must have at least one thing in common. For example, the subject Jane constitutes the shared element between sentence A "Jane is a woman." and sentence B "She loves her children very much." Thus they can be combined into one sentence with an attributive clause "Jane is a woman who loves her children very much."

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