

COLLEGE ENGLISH

全新大学英语 四级考试教程

主编 郭婷 杨红

主审 张德玉

附赠
MP3光盘

全新题型
实战演练

紧扣大纲
考前必备

BAND 4



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写在前面

亲爱的大学生朋友,感谢你选用《全新大学英语四级考试教程》。

这是一本大学英语四级考试前实战演练必备用书。通过研读本书,不仅能全面提高你的英语综合运用能力,同时更会帮助你在大学英语四级考试中取得优异成绩。

这本“教程”紧扣“新大纲”,其编写宗旨为“帮助大学生朋友在做一定量模拟题的基础上,熟悉大学英语四级考试新题型,同时对某一题材的文章做到精听、精读、精练,达到一定量的积累”。基于这一宗旨,本教程由10个单元和两套真题构成,其编写体例如下:

- ◆ 10个单元,触及历年真题热门话题,包括环境与生态、计算机与网络、语言与文化、经济与商业,等;
- ◆ 每一单元以两个相关联的话题或主题为中心,主课文先行,并附以参考译文、注解、词汇表及练习,帮助同学们就某一话题进行系统训练;
- ◆ 每一单元主课文后的模拟题不仅也按相关主题编写,同时涵盖全部新题型,使同学们不仅熟悉四级新题型,同时帮助同学们记忆常考主题所涉及的词汇和表达方式,做到语言、技能双提高;
- ◆ 每一单元都配有详细的题解,并提供参考作文范文,方便学习;
- ◆ 特别是每一单元的听力部分(附赠的CD光盘为MP3格式)为原汁原味英国音和美国音,这将会大大提高同学们的听力水平;
- ◆ 最后一部分为附赠的四级考试新题型试行后仅有的两套真题,供同学们进行实战前的演练与自测。

大学英语四级考试自1987年实施至今已近20年,无论是在高校还是在社会上都引起了极大的关注,产生了不同凡响的意义。近20年来,大学英语四级考试的题型尽管也有过一些改动,但变化不大,主要以多项选择形式的客观题为主,而这已无法适应新形势下大学英语教学的改革与发展,尤其是无法适应2004年初教育部颁布的《大学英语课程教学要求(试行)》(以下简称《教学要求》)中对大学英语课程教学目标的要求。《教学要求》规定,大学英语教学的主要目标是培养学生的英语综合运用能力,特别是听说能力。为此,大学英语四级考试作为对我国在校大学生英语能力是否达到《教学要求》的主要鉴定手段,在考试题型和内容上也进行了重大改革,其目的是为了能够更好地适应新形势,更好地为《教学要求》服务。

新的大学英语四级考试内容和形式调整如下:一、加大了听力理解部分的题量和比例,由原来的20%增加到35%,其中听力对话占15%,听力短文占20%。听力对话部分包括短对话和长对话;听力短文部分包括短文听写和选择题型的短文理解。二、阅读理解部分除保留部分传统题型外,增加了快速阅读。这部分不仅测试同学们的各种快速阅读技能,同时增加了非选择试题的比例,整个阅读理解部分的比例也由原来的40%调整为35%。三、综合测试比例为15%,在传统的完形填空题型基础上,增加了句子翻译,其中完形填空占10%,句子翻译占5%。最后一部分是写作,此部分的比例为15%,测试体裁包括议论文、说明文、应用文等。

为了使广大大学生朋友尽快适应新题型和考试内容,提高英语综合运用能力,我们组织大学英语教学第一线的教师特编写此教程。这些教师具有多年的四级考试培训经验,对同学们的所需、所想、所要了如指掌。

综观目前市场上各种各样的大学英语四级辅导材料,大部分都是根据题型分类或者是以整套模拟题形式出现的习题集,因此,很多同学误以为只要在考前做大量的模拟试题就可以大幅度提高考试成绩。集多年的考前辅导经验,我们则认为,一定量的模拟题是必要的,但是考生要想真正提高考试成绩,并且全面地提高英语综合运用能力,对某一题材的文章做到精听、精读、精练非常必要。同学们只有掌握不同文章题材常用词汇,才能在听力理解、阅读理解和写作上,做到有的放矢,游刃有余,从而确保在大学英语四级考试中成竹在胸。祝同学们好运!

编者

2007年1月

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Language and Communication

语言和交际

Part I Text

Mother Tongue

I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech, using the kind of English I have never used with her—a speech filled with carefully constructed grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

Lately, I've been giving more thought to the kind of English my mother speaks. Like others, I have described it to other people as "broken" English. But I shrink with pain when I say that. It always bothered me that I can think of no way to describe it other than "broken", as if it were damaged and needed to be fixed, as if it lacked certain wholeness and soundness. I've heard other terms used, "limited English", for example. But they seem just as bad, as if everything is limited, including people's perceptions of the "limited" English speaker.

I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly her thoughts were imperfect. And I had plenty of empirical evidence to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

My mother has long realized the limitations of her English as well. When I was fifteen, she used to ask me to call people on the phone to pretend I was she. In this guise, I was forced to ask for information or even complain and yell at people who had been rude to her. One time it was a call to her stockbroker in New York. She had cashed out her small stock portfolio and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent voice that was not very convincing, "This is Mrs Tan."

And my mother was standing in the back whispering, "Why he don't send me check, already two weeks late. So mad he lie to me, losing me money."

And then I said in perfect English, "Yes, I'm getting rather concerned. You had agreed to send the check two weeks ago, but it hasn't arrived."

Then she began to talk more loudly, "What he want, I come to New York tell him front of his boss, you cheating me?" And I was trying to calm her down, make her be quiet, while telling the stockbroker, "I can't tolerate any more excuses. If I don't receive the check immediately, I am going to speak to your manager when I'm in New York next week."

Why are there not more Asian Americans represented in American literature? Why are there so few Asian Americans enrolled in creative writing programs? Why do so many Chinese students go into engineering? Well, these are broad sociological questions I can't begin to answer. But I have noticed in surveys that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as "broken" or "limited". And perhaps they also have teachers who are steering them away from writing and into math and science, which is what happened to me. Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as pre-med.

Notes to the Text

The Joy Luck Club
Wall Street Week

《喜福会》(艾米·谭的第一部小说,1989年出版)
一个金融报道的电视栏目

Words and Explanations

fascinated	a. extremely interested in someone or something 被强烈地吸引住,感到着迷的
visual	a. connected with seeing 视觉的,看得见的
nominalize	v. create or make a noun 使名词化
conditional	a. (of a clause, phrase, conjunction, or verb form) expressing a condition 条件的
shrink	v. (shrank, shrunk) move back and away from something, especially because of fear, disgust, etc. 退缩,畏缩
wholeness	n. an undamaged, unbroken state 完整性
soundness	n. the state of being in good condition, not damaged, injured, or diseased 完好,完整;健康
perception	n. the way you regard something and your beliefs about it is like 认识,看法
empirical	a. based on observation or experience (instead of theory or pure logic) 从观察或经验中得来的
guise	n. an external form, appearance, or manner, typically concealing the true nature of something 伪装
yell	v. shout or say something very loudly 喊叫
stockbroker	n. someone whose job is to buy and sell stocks, bonds, and shares for other people 股票,证券经纪人
Portfolio	n. the securities held by a person or company (个人或公司所持有的) 有价证券
sociological	a. of the scientific study of societies and the behavior of people in groups 社会学的
pre-med	n. (Am E) a premedical student 医学预科生

Phrases and Expressions

take sb./sth. seriously	consider sb. or sth. important 认真对待……,认为……重要
go into	enter a particular profession, business, etc. 参加,从事……
as a whole	as one thing or piece and not as separate parts 作为整体

Post-Reading Questions

Answer the following questions according to the information from the passage.

1. In the author's opinion, what's the power of the language?
2. What kind of English did the author use in her speech?
3. What kind of English did the author's mother speak?
4. What was the author's feeling towards her mother's English? Why?
5. How did the author know her mother was aware of the limitations of her English?

Content Awareness

Choose the best answer to each question with the information from the passage.

- According to the author, a writer is a person who _____.
 - can use standard language
 - loves language
 - only uses simple language
 - can use different languages
- Which of the following statements is NOT TRUE about the "limited" English of Tan's mother?
 - It affected Tan's perception of the world.
 - It was damaged and needed to be fixed.
 - It helped Tan perceive the world.
 - It restricted other people's understanding.
- Many people didn't take her mother seriously because _____.
 - she spoke imperfect English
 - her ideas were ridiculous
 - she was rude to them
 - she was a Chinese
- Tan pretended to be her mother to make phone calls because _____.
 - her mother was not talkative
 - Tan spoke better English
 - her mother was not very talkative
 - Tan was braver in making complaints
- We can conclude from the last paragraph that _____.
 - more Asian students are enrolled in engineering than in liberal arts
 - the author thinks Asian students are more talented in literature
 - teachers and parents always want their children to go into liberal arts
 - Asian-American students speak Chinese at home

Language Focus

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

fascinate	visual	assumption	shrink	achievement
reflect	tolerate	burden	perception	as a whole

- It is only the _____ of these goals that will finally bring lasting peace.
- The workforce has _____ to less than a thousand.
- Anything to do with planes and flying _____ him at that time.
- The film had some very powerful _____ effect.
- Drugs can alter your _____ of reality.

6. I don't want to _____ you with my trouble.
7. OPEC member countries _____ reduced their oil outputs to stop further falling of the world market price.
8. Mary could barely _____ her miserable living conditions.
9. My _____ was that you would remember the appointment, so I didn't remind you.
10. The financial markets today are simply _____ the strength of German economy.

Part II Reading Skills Practice

Reading Comprehension (Skimming and Scanning)

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the following questions, then write your answers on the Answer Sheet.*

For questions 1—7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8—10, complete the sentences with the information given in the passage

How Babies Learn Language

During the first year of a child's life, parents and careers are concerned with its physical development very carefully. It is interesting just how easily children learn language. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

Language as Instinct?

The current view of child language development is that it is an instinct—something as natural as eating or sleeping. According to experts in this area, this language instinct is innate—something each of us is born with. But this prevailing view has not always enjoyed widespread acceptance.

Learning as Repetition?

In the middle of last century, experts of the time, including a renowned professor at Harvard University in the United States, regarded child language development as the process of learning through mere repetition. Language "habits" developed as young children were corrected when they used incorrect forms of language. Over time, a child, according to this theory, would learn language much like a dog that might learn to behave properly through training.

The Role of Interaction

Yet even though the modern view holds that language is instinctive, experts like Assistant professor Lise Eliot are convinced that the interaction a child has with its parents and caregivers is crucial to its developments. The language of the parents and caregivers is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Baby Talk

Given that the models parents provide are so important, it is interesting to consider the role of "baby talk" in the child's language development. Baby talk is the language produced by an adult speaker who is trying to exaggerate certain aspects of the language to capture the attention of a young baby.

Dr. Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth habits respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which help the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk help infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps. Although there is concern that baby talk may persist too long, Dr. Golinkoff says that it stops being used as the child gets older, that is, when the child is better able to communicate with the parents.

Recognition of Sounds

Professor Jusczyk has made a particular study of babies' ability to recognize sounds, and says they recognize the sounds of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

An experiment at Johns Hopkins University in USA, in which researchers went to the homes of 16 nine-month-olds, confirms this view. The researchers arranged their visits for ten days out of a two-week period. During each visit the researcher played an audio tape that included the same three stories. The stories include odd words such as "python" or "hornbill", words that were unlikely to be encountered in the babies' everyday experience. After a couple of weeks during which nothing was done, the babies were brought to the research lab, where they listened to two recorded lists of words. The first included words heard in the story. The second included similar words, but not the exact ones that were used in the stories.

Juszyk found the babies listened longer to the words that appeared in the stories, which indicated that the babies had extracted individual words from the story. When a control group of 16 nine-month-olds, who had not heard the stories, listened to the two groups of words, they showed no preference for either list.

This does not mean that the babies actually understand the meanings of the words, just the sound patterns. It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in conversation. And, significantly, Dr. Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, interaction with another speaker encourages the baby to use language and speed up their process of learning to talk.

1. Children can learn their first language without being taught.
2. From the time of their birth humans seem to have an ability to learn language.
3. According to experts in the 1950s and 1960s, language learning is very similar to the training of animals.
4. Repetition in language learning is important, according to Dr. Eliot.
5. Dr. Golinkoff is concerned that "baby talk" is spoken too much by some parents.
6. The first word a child learns to recognize is usually "Mummy" or "Daddy".
7. It is harmful to call the baby by its name.
8. It is confirmed that children can speak independently at age _____.
9. Babies' ability to _____ sound patterns comes earlier than was previously believed.
10. According to Dr. Eliot, babies and toddlers should be involved in _____.

Reading Comprehension (Reading in Depth)

Section A

Directions: *In this section there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices and write your choice on the Answer Sheet. You may not use any of the words in the bank more than once.*

Communication is essential in life. When two or more people 1 information, they communicate. Someone sends a message and another (or others) 2 it.

To avoid misunderstandings, the communication must be clear. Otherwise, there might be fighting and hurt feelings. Communication can help to build or 3 relationships. For example, if you express your feelings using kind words, people will probably respond in a more 4 way. If you are mean, people might not want to spend time with you. Good communication is also important to 5 what you need.

In general, there are three ways or styles of communication. The first style is the

passive communication style. A passive person does not offer any 6 even when feeling pressured. The second style is the aggressive communication style. An aggressive person is hostile and 7. The third style is the assertive communication style. An assertive person communicates in the healthiest way by being direct yet respectful.

Let's think of a situation and how the three types of people would communicate a 8. Imagine your brother read your diary and told others about your secrets. A passive communicator wouldn't say anything, but might 9 the diary so it wouldn't happen again. An aggressive communicator might 10 to her brother, "I hate you." An assertive communicator would tell her brother, "It hurt my feelings that you did this. Please don't do that again."

- | | | | |
|----------------|----------------|----------------|---------------|
| [A] attractive | [B] response | [C] expressing | [D] establish |
| [E] hide | [F] unfriendly | [G] friendly | [H] exchange |
| [I] opposition | [J] receives | [K] positive | [L] destroy |
| [M] scream | [N] solution | [O] accepts | |

Section B

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.*

Passage 1

Questions 11 to 15 are based on the following passage:

Sign has become a scientific hot button. Only in the past 20 years have specialists in language study realized that signed languages are unique—a speech of the hand. They offer a new way to probe how the brain generates and understands language, and throw new light on an old scientific controversy: whether language, complete with grammar, is something that we are born with, or whether it is a learned behavior. The current interest in sign language has roots in the pioneering work of one rebel teacher at Gallaudet University in Washington, D. C., the world's only liberal arts university for deaf people.

When Bill Stokoe went to Gallaudet to teach English, the school enrolled him in a course in signing. But Stokoe noticed something odd: among themselves, students signed differently from his classroom teacher.

Stokoe had been taught a sort of gestural code, each movement of the hands representing a word in English. At the time, American Sign Language (ASL) was thought to be no more than a form of *pidgin English* (混杂英语). But Stokoe believed the “hand talk” his students used looked richer. He wondered: Might deaf people actually have a genuine language? And could that language be unlike any other on Earth?

It was 1955, when even deaf people dismissed their signing as "substandard". Stokoe's idea was academic *heresy* (异端邪说). It is 37 years later. Stokoe—now devoting his time to writing and editing books and journals and to producing video materials on ASL and the deaf culture—is having lunch at a café near the Gallaudet campus and explaining how he started a revolution. For decades educators fought his idea that signed languages are natural languages like English, French and Japanese. They assumed language must be based on speech, the *modulation* (调节) of sound. But sign language is based on the movement of hands, the modulation of space. "What I said," Stokoe explains, "is that language is not mouth stuff—it's brain stuff."

11. The study of sign language is thought to be _____.
 - [A] a new way to look at the learning of language
 - [B] a challenge to traditional views on the nature of language
 - [C] an approach to simplifying the grammatical structure of a language
 - [D] an attempt to clarify misunderstanding about the origin of language
12. The present growing interest in sign language was stimulated by _____.
 - [A] a famous scholar in the study of the human brain
 - [B] a leading specialist in the study of liberal arts
 - [C] an English teacher in a university for the deaf
 - [D] some senior experts in American Sign Language
13. According to Stokoe, sign language is _____.
 - [A] a substandard language
 - [B] a genuine language
 - [C] an artificial language
 - [D] an international language
14. Most educators objected to Stokoe's idea because they thought _____.
 - [A] sign language was not extensively used even by deaf people
 - [B] sign language was too artificial to be widely accepted
 - [C] a language should be easy to use and understand
 - [D] a language could only exist in the form of speech sounds
15. Stokoe's argument is based on his belief that _____.
 - [A] sign language is as efficient as any other language
 - [B] sign language is derived from natural language
 - [C] language is a system of meaningful codes
 - [D] language is a product of the brain

Passage 2

Questions 16 to 20 are based on the following passage:

When one looks back upon the 1,500 years that are the life span of the English language, he should be able to notice a number of significant truths. The history of our language has always been a history of constant change—at times a slow, almost unnoticeable change, at other times a violent collision between two languages. Our language has

always been a living growing organism, it has never been static.

Another significant truth that emerges from such a study is that language at all times has been the possession not of one class or group but of many. At one extreme it has been the property of the common, ignorant folk, who have used it in the daily business of their living, much as they have used their animals or the kitchen pots and pans. At the other extreme it has been the treasure of those who have respected it as an instrument and a sign of civilization, and who have struggled by writing it down to give it some permanence, order, dignity, and if possible, a little beauty.

As we consider our changing language, we should note here two developments that are of special and immediate importance to us.

One is that since the time of the Anglo-Saxons there has been an almost complete reversal of the different devices for showing the relationship of words in a sentence. Anglo-Saxon (old English) was a language of many inflections. Modern English has few inflections. We must now depend largely on word order and function words to convey the meanings that the older language did by means of changes in the forms of words. Function words, you should understand, are words such as prepositions, conjunctions, and a few others that are used primarily to show relationships among other words. A few inflections, however, have survived. And when some word inflections come into conflict with word order, there may be trouble for the users of the language, as we shall see later when we turn our attention to such matters as WHO or WHOM and ME or I.

The second fact we must consider is that as language itself changes, our attitudes toward language forms change also. The 18th century, for example, produced from various sources a tendency to fix the language into patterns not always set in and grew, until at the present time there is a strong tendency to restudy and re-evaluate language practices in terms of the ways in which people speak and write.

16. In the past 1,500 years of development, the English language _____.
- [A] has been changing violently all the time
 - [B] has been static all the time
 - [C] has been changing slightly sometimes
 - [D] has been static sometimes
17. According to paragraph 2, the English language belongs to _____.
- [A] only the commons
 - [B] only the upper class
 - [C] those who have shown respect to it
 - [D] many classes or groups
18. The word "inflection" (Line 3, Para. 4) may probably means " _____ ".
- [A] changes in the forms of words
 - [B] changes in sentence structures

- [C] changes in spelling rules
 [D] words that have similar meanings
19. Unlike the earlier linguists, modern linguists tend to _____.
- [A] attempt to continue the standardization of the language
 [B] evaluate language practices in terms of current speech rather than standards or proper patterns
 [C] be more concerned about the improvement of the language than its analysis or history
 [D] be more aware of the rules of the language usage
20. The author of the passage is probably a _____.
- [A] historian [B] philosopher
 [C] novelist [D] linguist

Part III Integrated Skills Practice

Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D]. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

A language is a signaling system which operates with symbolic vocal sounds (语声), and which is used by a group of people for the purpose of communication.

Let's look at this 1 in more detail because it is language, more than anything else, 2 distinguishes man from the rest of the 3 world.

Other animals, it is true, communicate with one another by 4 of cries: for example, many birds utter 5 calls at the approach of danger; monkeys utter 6 cries, such as expressions of anger, fear and pleasure. 7 these various means of communication differ in important ways 8 human language. For instance, animals' cries do not 9 thoughts and feelings clearly. This means, basically, that they lack structure. They lack the kind of structure that 10 us to divide a human utterance into 11.

We can change an utterance by 12 one word in it with 13: a good illustration of this is a soldier who can say, e. g., "tanks approaching from the north", 14 who can change one word and say "aircraft approaching from the north" or "tanks approaching from the west"; but a bird has a single alarm cry, 15 means "danger!"

This is why the number of 16 that an animal can make is very limited: the great tit (山雀) is a case 17 point; it has about twenty different calls, 18 in human language the number of possible utterances is 19. It also explains why animal cries are very 20 in meaning.