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21世纪英语专业系列教材

下册

Advanced English Intensive Reading

肖肃 / 主编

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21世纪英语专业系列教材

英语综合高级教程

(下 册)

主 编 肖 肃



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总序

北京大学出版社自2005年以来已出版《语言与应用语言学知识系列读本》多种,为了配合第十一个五年计划,现又策划陆续出版《21世纪英语专业系列教材》。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握也并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应21世纪的需要,迎接21世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。《21世纪英语专业系列教材》是普通高等教育“十一五”国家级规划教材和国家“十一五”重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种英语专业技能、英语专业知识和相关专业知识课程的教材,以培养具有创新性思维的 and 具有实际工作能力学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是说,这套教材是由一些高等院校有水平有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑

到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟
北京大学蓝旗营

前言

《英语综合高级教程》以《高等学校英语专业英语教学大纲》和《高校英语专业八级考试大纲》为准绳,以英语专业高年级的培养目标和教学原则为指导,充分体现了外语教学始终要“夯实基础、拓宽视野、提升思考、强化表达”这一理念。

英语专业高年级的综合英语学习要继续夯实基础。低年级阶段完成了语音、语法、修辞和基本词汇积累等学习工作,而高年级阶段则需进一步积累语言和吸收知识,把低年级阶段所学内容加以巩固和整合,通过广涉政治、经济、社会、语言、文学、教育、哲学、科技等方面的作品,拓宽学生视野,完善知识结构,提升学生对社会与人生的理解和思考能力,培养学生语篇鉴赏和语篇灵活运用能力,提高学生分析问题、解决问题的逻辑思维和独立思考的能力,力求达到“自由表达”的外语学习境界。因此,学生“高级英语”的“高级”之处应该体现在这几个方面:其一,常用词汇的灵活化;其二,语法结构的牢固化;其三,概念知识的体系化;其四,语篇鉴赏的能力化;其五,思想见解的独立化;最后,达到准确精要的自由表达。本教程正是针对这些特点而进行编写,核心目标就是帮助学生提升独立思考和自由表达的能力。

本教程所选文章具有以下特点:

- 真实性:全部材料均用原汁原味的英语资料,少数作了节选或改编。
- 多元化:涉及科技、教育、文学、社会、语言、政治演讲、情感、人与自然,经济、外交、军事、哲学、历史、国学等内容广泛的题材和体裁。
- 时代性:经典与前沿信息结合。
- 趣味性:学生喜闻乐见。
- 深刻性:内容深刻富有启迪,有利于培养学生独立的思想见解。

本教程的编排,既与《英语综合教程》一至四册编排原则上基本一致,又具有自身的特点:

1. 主题式编排内容。本教程有上、下两册,按主题分为十四个单元。每一单元分两个小节,每一小节由两篇课文构成,这两个小节在语体上独立,在主题上相互联系,有利于学生系统学习语言。
2. 课文的构成。Text One 和 Text Two 的关系,Text One 为示范性话语材料,供教师、学生分析讨论之用。Text Two 主要为学生独立学习之用。题材、体裁、难易程度基本一致,这便于学生模仿学习,建构相应话语,形成相应图式。

Text One 由焦点关注(Focal Consideration)、研究问题(Research Questions)、课文正文(text)、预习助手(Preview Assistant)、参考要点(Referential Points)、巩固练习(Consolidation Work)、短文写作(Write a Composition)和拓展延伸(Further Development)五个部分构成。

- 焦点关注(Focal Consideration):结合“语言能力、认知能力、自主学习能力、创新能力”四位一体的教学培养目标,设计本小节重点、难点,帮助学生理解和实现学习目标。焦点关注注重引导学生养成语篇鉴赏以及批判性思维能力。
- 调研问题(Research Questions):依据课文内容为学生设计课前研究问题,或以任务的形

式采用小组研究,撰写研究报告,以利于学生理解课文内涵,文章体裁,主题思想,同时也培养学生搜集、归纳信息的能力、表达思想的能力以及团队协作精神。

- **预习助手(Preview Assistant):**注重词汇短语学习。紧扣大纲要求,对重点词汇及短语进行集中注解,同时对一些极为重要的简单词汇进行复现式列出,以提醒学生注意这些词汇的灵活运用。
- **巩固练习(Consolidation Work):**注重灵活运用。该项练习注重词汇短语填空练习、派生词汇练习、释义练习、修辞手段识别等,同时也关照 TEM-8 考试特点,设置有人文知识练习和校对练习。
- **短文写作(Write a Composition):**注重学生自由表达。这一练习主要结合课文主题,让学生进行相应思考,把思考所得整理成文。短文写作既是学生“读”的总结,又是学生进行深度“说”的最好准备。
- **拓展延伸(Further Development):**在课文内容的基础上拓展相关学科信息。可以问题或任务的形式通过学生交流,教师点评等形式进行讨论分析,拓展学生心智,或采用小组研究,撰写报告等形式延伸课堂内容。

Text Two 主要为学生独立学习之用。题材、体裁、难易程度与 Text One 基本一致,便于学生模仿学习,建构相应话语,形成相应图式。其构成包括:课文正文(text)、自学助手(Independent Study Assistant)、参考要点(Referential Points)、自测练习(Self-test)等。

本教程为英语专业本科高年级阶段的精读教材,也可作为非英语专业学生、英语爱好者达到四级、六级水平后,进一步提高英语语言能力、发展言语能力的精读教材。

本教程的编写并非一朝一夕之事,而是多所高校高年级英语教学队伍长期智慧的结晶。本教程从四川外语学院国家精品课程的实践中来,经过了相当一段时间的考验。本教程的编写者正值中年或“后中年”,他们长期工作在英语专业高级英语教学的第一线,比较了解学生的需要。《英语综合高级教程》(上)的编写作者:第一单元,刘玉梅;第二单元,谢琳;第三单元,阚哲华;第四单元,黄四宏;第五单元,肖肃;第六单元,钟毅;第七单元,杨志亭。《英语综合高级教程》(下)的编写作者:第一单元,杜世洪;第二单元,王奇;第三单元,何武;第四单元,陈喜荣;第五单元,詹宏伟;第六单元,肖燕;第七单元,姜孟。由肖肃对全书进行统一审稿和加工整理。

本教程在编写过程中,参考了不少来自国内外包括杂志、书籍、互联网等的相关资料,在此向作者表示衷心的感谢。

同时,我们还要感谢总主编胡壮麟先生给予的悉心指导,感谢北京大学出版社外语编辑部,特别是张冰主任和李颖编辑,为此书的出版所做的大量的辛勤的工作。

当然,由于一些暂时无法克服的困难以及编者水平有限,本教程仍然存在不少问题。为此,全体编者诚恳希望使用本书的教师和学生多提宝贵意见,以便我们进一步修正、完善。

《英语综合高级教程》编写组

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Unit 1

Language

Section A

Text One You Are What You Say

Focal Consideration



Robin Lakoff, a linguistics professor, argues that women are socially limited by the language they have been taught to speak and that it's time for women to speak up. With this argument in mind, you are supposed to take into consideration the following points displayed in the text:

1. the writing skills used to develop the central idea into a coherent text;
2. the author's attitude towards "women's language";
3. the stylistic features of the quoted expressions in the text.

Research Questions



Think about the following questions and discuss them with your group members. After your discussion, work out the research report and share it with other groups.

1. What do you think of the title "You Are What You Say"? Work out a brief report about some facts that you are what you say.
2. What do you think of Lakoff's assertion in Paragraph 1 that there is a "women's language"?
3. What are the social consequences of a man using "women's language"—or vice versa?

You Are What You Say

By Robin Lakoff

- 1 "Women's language" is that pleasant (dainty?), euphemistic, never-aggressive way of talking we learned as little girls. Cultural bias was built into the language we were allowed

2 Unit 1

to speak, the subjects we were allowed to speak about, and the ways we were spoken of. Having learned our linguistic lesson well, we go out in the world, only to discover that we are communicative cripples—damned if we do, and damned if we don't.

2 If we refuse to talk “like a lady,” we are ridiculed and criticized for being unfeminine. If we do learn all the fuzzy-headed, unassertive language of our sex, we are ridiculed for being unable to think clearly, unable to take part in a serious discussion, and therefore unfit to hold a position of power.

3 It doesn't take much of this for a man to begin feeling she deserves such treatment because of inadequacies in her own intelligence and education.

4 “Women's language” shows up in all levels of English. For example, women are encouraged and allowed to make far more precise discriminations in naming colors than men do. Words like mauve, beige, ecru, aquamarine, lavender, and so on, are unremarkable in a woman's active vocabulary, but largely absent from that most men. I know of no evidence suggesting that women actually see a wider range of colors than men do. It is simply that fine discriminations of this sort are relevant to women's vocabularies, but not to men's; to men, who control most of the interesting affairs of the world, such distinctions are trivial—irrelevant.

5 In the area of syntax, we find similar gender-related peculiarities of speech. There is one construction, in particular, that women use conversationally far more than men: the tag question. A tag is midway between an outright statement and a yes-no question; it is less assertive than the former, but more confident than the latter.

6 A flat statement indicates confidence in the speaker's knowledge and is fairly certain to be believed; a question indicates a lack of knowledge on some point and implies that the gap in the speaker's knowledge can and will be remedied by an answer. For example, if, at a little league game, I have had my glasses off, I can legitimately ask someone else: “Was the player out at third?” A tag question, being intermediate between statement and question, is used when the speaker is stating a claim, but lacks full confidence in the truth of that claim. So if I say, “Is Joan here?” I will probably not be surprised if my respondent answers “no”; but if I say, “Joan is here, isn't she?” instead, chances are I am already biased in favor of a positive answer, wanting only confirmation. I still want a response. A tag question, then, might be thought of as a statement that doesn't demand to be believed by anyone but the speaker, a way of giving leeway, of not forcing the addressee to go along with the views of the speaker.

7 Another common use of the tag question is in small talk when the speaker is trying to elicit conversation: “Sure is not here, isn't it?”

8 But in discussing personal feelings or opinions, only the speaker normally has any way of knowing the correct answer. Sentences such as “I have a headache, don't I?” are clearly ridiculous. But there are other examples where it is the speaker's opinions, rather than perceptions, for which corroboration is sought, as in “The situation in Southeast Asia is terrible, isn't it?”

9 While there are, of course, other possible interpretations of a sentence like this, one possibility is that the speaker has a particular answer in kind—"yes" or "no"—but is reluctant to state it baldly. This sort of tag question is much more apt to be used by women than by men in conversation. Why is this case?

10 The tag question allows a speaker to avoid commitment, and thereby avoid conflict with the addressee. The problem is that, by so doing, speakers may also give the impression of not really being sure of themselves, or looking to the addressee for confirmation of their views. This uncertainty is reinforced in more subliminal ways, too. There is a peculiar sentence-intonation pattern, used almost exclusively by women, as far as I know, which changes a declarative answer into a question. The effect of using the rising inflection typical of a yes-no question is to imply that the speaker is seeking confirmation, even though the speaker is clearly the only one who has the requisite information, which is why the question was put to her in the first place:

Q: When will dinner be ready?

A: Oh... around six o'clock...?

11 It is as though the second speaker were saying, "Six o'clock—if that's okay with you, if you agree." The person being addressed is put in the position of having to provide confirmation. One likely consequence of this sort of speech pattern in a woman is that, often unbeknownst to herself, the speaker builds a reputation of tentativeness, and others will refrain from taking her seriously or trusting her with any real responsibilities, since she "can't make up her mind," and "isn't sure of herself."

12 Such idiosyncrasies may explain why women's language sounds much more "polite" than men's. It is polite to leave a decision open, not impose your mind, or views, or claims, on anyone else. So a tag question is a kind of polite statement, in that it does not force agreement or belief on the addressee. In the same a request is a polite command, in that it does not force obedience on the addressee, but rather suggests something be done as favor to the speaker. A clearly stated order implies a threat of certain consequences if it is not followed, and—even more impolite—implies that the speaker is in a superior position and able to enforce the order. By couching wishes in the form of a request, on the other hand, a speaker implies that if the request is not carried out, only the speaker will suffer; noncompliance cannot harm the addressee. So the decision is really left up to the addressee.

13 In the same ways as words and speech patterns used by women undermine her image, those used to describe women make matters even worse. Often a word may be used of both men and women; it assumes a special meaning that, by implication rather than outright assertion, is derogatory to women as a group.

14 The use of euphemisms has this effect. A euphemism is a substitute for a word that has acquired a bad connotation by association with something unpleasant or embarrassing. But almost as soon as the new word comes into common usage, it takes on the same old bad connotations, since feelings about the things or people referred to are not altered by a change of name; thus new euphemisms must be constantly found.

4 Unit 1

- 15 For instance, a common substitute for woman is girl. One seldom hears a man past the age of adolescence referred to as a boy, save in expressions like “going out with the boys,” which are meant to suggest an air of adolescent frivolity and irresponsibility. But women of all ages are “girls”: one can have a man Friday (not a boy Friday), but only a girl Friday (never a woman Friday or even a lady Friday); women have girlfriends, but men do not—in a nonsexual sense—have boyfriends. It may be that this use of girl is euphemistic in the same way the use of lady is: in stressing the idea of immaturity, it removes the sexual connotations lurking in woman. Girl brings to mind irresponsibility: you don’t send a girl to do a woman’s errand. She is a person who is both too immature and too far from real life to be entrusted with responsibilities or with decisions of any serious or important nature.
- 16 Now let’s take a pair of words which, in terms of the possible relationships in an earlier society, were simple male-female equivalents, analogous to bull: cow. Suppose we find that, for independent reasons, society has changed in such a way that the original meanings now are irrelevant. Yet the words have not been discarded, but have acquired new meanings, metaphorically related to their original senses. But suppose these new metaphorical uses are no longer parallel to each other. By seeing where the parallelism breaks down, we discover something about the different roles played by men and women in this culture. One good example of such a divergence through time is found in the pair, master: mistress. Once used with reference to one’s power over servants, these words have become unusable today in their original master–servant sense as the relationship has become less prevalent in our society. But the words are still common.
- 17 Unless used with reference to animals, master now generally refers to a man who has acquired consummate ability in some field, normally nonsexual. But its feminine counterpart cannot be used this way. It is practically restricted to its sexual sense of “paramour.” We start out with two terms, both roughly paraphrasable as “one who has power over another.” But the masculine form, once one person is no longer able to have absolute power over another, becomes usable metaphorically in the sense of “having power over something.” Master requires as its object only the name of some activity, something inanimate and abstract. But mistress requires a masculine noun in the possessive to precede it. One cannot say: “Rhonda is a mistress.” One must be someone’s mistress. A man is defined by what he does, a woman by her sexuality, that is, in terms of one particular aspect of her relationship to men. It is one thing to be an old master like Hans Holbein, and another to be an old mistress.
- 18 The same is true of the words spinster and bachelor—gender words for “one who is not married.” The resemblance ends with the definition. While bachelor is a neuter term, often used as a compliment, spinster normally is used pejoratively, with connotations of prissiness, fussiness, and so on. To be a bachelor implies that one has the choice of marrying or not, and this is what makes the idea of a bachelor existence attractive, in the popular literature. He has been pursued and has successfully eluded his pursuers. But a spinster is one who has not been pursued, or at least not seriously. She is old, unwanted goods. The metaphorical connotations

of bachelor generally suggest sexual freedom; of spinster, Puritanism of celibacy.

19 These examples could be multiplied. It is generally considered a faux pas, in society, to congratulate a woman on her engagement, while it is correct to congratulate her fiancé. Why is this? The reason seems to be that it is impolite to remind people of things that may be uncomfortable to them. To congratulate a woman on her engagement is really to say, "Thank goodness! You had a close call!" For the man, on the other hand, there was no such danger. His choosing to marry is viewed as a good thing, but not something essential.

20 The linguistic double standard holds throughout the life of the relationship. After marriage, bachelor and spinster become man and wife, not man and woman. The woman whose husband dies remains "John's widow"; John, however, is never "Mary's widower."

21 Finally, why is it that salesclerks and others are so quick to call women customers "dear," "honey," and other terms of endearment they really have no business using? A male customer would never put up with it. But women, like children, are supposed to enjoy these endearments, rather than being offended by them.

22 In more ways than one, its' time to speak up.

Preview Assistance



1. **build into** to make something into something else, as by adding
2. **show up** to be easily seen
3. **mauve n.** a moderate grayish violet to moderate reddish purple
4. **beige n.** a light grayish brown or yellowish brown to grayish yellow; a soft fabric of undyed, unbleached wool
5. **ecru n.** a grayish to pale yellow or light grayish-yellowish brown
6. **aquamarine n.** a transparent blue-green variety of beryl, used as a gemstone; a pale blue to light greenish blue
7. **lavender n.** any of various aromatic Old World plants of the genus *Lavandula*, especially *L. angustifolia*, having clusters of small purplish flowers that yield an oil used in perfumery; the fragrant dried leaves, stems, and flowers of this plant; a pale to light purple to very light or very pale violet
8. **tag question n.** a question used after a statement when seeking or expecting confirmation of that statement
9. **outright adj.** complete
10. **assertive adj.** inclined to bold or confident assertion; aggressively self-assured
11. **leeway n.** a margin of freedom or variation, as of activity, time, or expenditure
12. **corroboration n.** certification; verification
13. **subliminal adj.** below the threshold of conscious perception
14. **inflection n.** alteration in pitch or tone of the voice; an alteration of the form of a word by the addition of an affix, as in English dogs from dog
15. **requisite adj.** required; essential
16. **unbeknownst adj.** without being known; unbeknown
17. **idiosyncrasy n.** a structural or behavioral characteristic peculiar to an individual or group
18. **frivolity n.** the quality or condition of being silly, frivolous, or not serious; a frivolous act or thing
19. **divergence n.** the act of diverging; the state of being divergent: difference

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- 20. **consummate** *adj.* extremely skillful
- 21. **paramour** *n.* a lover, especially one in an adulterous relationship
- 22. **pejoratively** *adv.* derogatorily
- 23. **prissiness** *n.* a noun derived from the word prissy which means “fastidious, easily been shocked by anything improper”
- 24. **celibacy** *n.* the condition of being unmarried
- 25. **faux pas** *n.* a clumsy mistake, especially one made in public; a social blunder
- 26. **endearment** *n.* an expression of affection, such as a caress

Referential Points

Robin Lakoff (1942—) A professor of linguistics at the University of California, Berkeley. She was once married to the cognitive linguist George Lakoff, but they have since divorced. Robin Lakoff's writings have become the basis for much research on the subject of women's language. In a 1975 article, she published ten basic assumptions about what she felt constituted a special women's language. Much of what Lakoff proposed agreed with theories originally proposed in the 1920s by Otto Jespersen in *Growth and Structure of the English Language* (1905, revised and republished several times). Lakoff's most famous work, *Language and Woman's Place*, introduced to the field of sociolinguistics many ideas about women's language that are now commonplace.

You are what you say. This sentence has become a popular saying in the world. It means that the words we write or speak are an expression of our inner thoughts and personalities. By imitating the sentence pattern, people have made such sentences as “You are what you eat,” “You are what you wear,” “You are what you read,” “You are what you do,” etc.

syntax A branch of general linguistics. In linguistics, syntax (from Ancient Greek σύνταξις “arrangement” from σύν syn, “together,” and τάξις táxis, “an ordering”) is the study of the principles and rules for constructing sentences in natural languages. In addition to referring to the discipline, the term syntax is also used to refer directly to the rules and principles that govern the sentence structure of any individual language, as in “*The Syntax of Modern Irish*.”

girl Friday Also, gal Friday. An efficient and faithful female assistant, as in “I'll have my girl Friday get the papers together.” The expression plays on man Friday, a name for a devoted male servant or assistant. The name Friday comes from Daniel Defoe's *Robinson Crusoe*, whose shipwrecked hero named the young native who became his faithful companion for the day of the week when he found him. In the mid-1900s Friday was applied to a male servant and then a women secretary or clerk who works for a man. The expression girl Friday gained currency through a motion picture starring Cary Grant and Rosalind Russell, *His Girl Friday* (1940). Today it tends to be considered condescending and, applied to a woman, sexist. The term **Man Friday** has become an idiom, still in mainstream usage, to describe an especially faithful servant, or even one's best servant or right-hand man. The female equivalents are Woman Friday and Girl Friday. In the United States, in particular, the latter term is regarded as outdated, and patronizing when used to refer to an adult; however Girl Friday is still a common term in the UK. The title of the movie *His Girl Friday* alludes to it and may have popularized it.

mistress English has no shortage of terms for women whose behavior is viewed as licentious, but it is difficult to come up with a list of comparable terms used of men. One researcher, Julia Penelope, stopped counting after she reached 220 such labels for women, both

current and historical, but managed to locate only 20 names for promiscuous men. Murial R. Schultz found more than 500 slang terms for prostitute but could find just 65 for the male terms whoremonger and pimp. A further imbalance appears in the connotations of many of these terms. While the terms generally applying only to women, like tramp and slut, are almost always strongly negative, corresponding terms used for men, such as stud and Casanova, often carry positive associations. Curiously, many of the negative terms used for women derive from words that once had neutral or even positive associations. For instance, the word **mistress**, now mainly used to refer to a woman who is involved in an extramarital sexual relationship, originally served simply as a neutral counterpart to mister or master. The term madam, while still a respectful form of address, has had sexual connotations since the early 1700s and has been used to refer to the owner of a brothel since the early 1900s.

Puritanism Puritans was the name given in the 16th century to the more extreme Protestants within the Church of England who thought the English Reformation had not gone far enough in reforming the doctrines and structure of the church. They wanted to purify their national church by eliminating every shred of Catholic influence. In the 17th century many Puritans emigrated to the New World, where they sought to found a holy Commonwealth in New England. Puritanism remained the dominant cultural force in that area into the 19th century. Puritans believed that human beings were predestined by God before they were born. Some were God's chosen people (God's elect) while others were predestined to be damned to hell. The success of one's work or the prosperity in his calling given by God was the sign of being God's elect. Therefore, everyone must work hard, spend little and invest for more business. Working hard and living a moral life were their ethics. They regarded *Bible* to be the authority of their doctrine. To be able to read the *Bible* and understand God's will, education was essential for Puritans. Puritanism in New England (Massachusetts, Connecticut, New Hampshire, Vermont, Maine and Rhode Island) made a great influence on American culture.

Consolidation Work

I. Fill in the blanks with the words and expressions provided, making changes when necessary.

| | | | | | |
|-----------|--------------|---------------|---------------|---------|--------------|
| undermine | faux pas | build into | assertive | show up | endearment |
| leeway | pejoratively | corroboration | paraphrasable | apt to | idiosyncrasy |
| frivolity | consummate | girl Friday | | | |

1. A _____ cost him his legs, but his passion for life and his love of the mountains pushed him to the summit of Mont Blanc, standing on an artificial foot and supported by crutches.
2. Nothing is given to man on earth — struggle _____ the nature of life, and conflict is possible — the hero is the man who lets no obstacle prevent him from pursuing the values he has chosen.
3. An _____ is something someone says to show love to someone else. I like it when he says "darling" and "honey" and other words of this kind to me.
4. Banks are demanding greater _____ to charge more for underwriting buyout debt after global credit market turmoil led to a backlog of unsold deals.

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5. Michael Simons was first sentenced in 2004 to the 98-year term but Oregon's Court of Appeals overturned that conviction, ruling there was no _____ for Simons' recorded confession to the crimes.
6. He is the most approachable of the major modernists; I suspect because his paintings are not only modest in scale but contain the kind of verbally _____ content that makes them easily describable, if not explicable.
7. At a time when every musician has to find his own _____ to distinguish himself from all the others on the market, performances like that of Angela Hewitt have become rare.
8. Robert J. Sternberg's triangular theory of love considers three independent components of a complete, enduring, and romantic love he calls "_____ love." The three components are intimacy, passion, and commitment.
9. But women of all ages are "girls": one can have a man Friday (not a boy Friday), but only a _____, never a woman Friday or even a lady Friday.
10. You spend ten years of your life being trained to do one thing, and you're being taught to think that it's the most serious thing that anyone could possibly do, and then suddenly you find yourself doing something that in some respects is the epitome of _____.
11. As for charity, it is a matter in which the immediate effect on the persons directly concerned, and the ultimate consequence to the general good, are _____ be at complete war with one another.
12. "The first thing we do. Let's kill all the lawyers." The often misquoted portion of statement in the Shakespeare play, *King Henry VI*, is frequently used _____ against lawyers without an awareness of the context from which these words are taken.
13. Basins of attraction, of self organization, _____ as well in our complex social environment, in human organizations. Here again, while we cannot predict the result of any given input, we can say that it will likely fall within one of several areas.
14. No one can become more assertive overnight, and it's certainly easy to fall into old habits of apologizing and changing statements to questions. A big part of being _____ is being determined. Tenacity is a quality of an assertive person.
15. I agree that we must expand opportunities for retirement saving, but we must not _____ this worthy effort with a flawed privatization scheme that takes the 'security' out of Social Security.

II. Use the appropriate form of the words given in the brackets to fill in the blanks.

1. Most of the mistakes in thinking are _____ of perception rather than mistakes of logic. (adequate)
2. The main _____ of the writer is towards truthfulness; therefore he must keep his mind and his judgment free. (engage)
3. Throughout the Cold War, the Allies _____ their right to move freely between the two Berlins. (assertive)
4. For so many people, this thing with the nurse was _____ that I must be mad or mentally ill. (confirm)
5. If the grace of God miraculously operates, it probably operates through the _____ door. (sublime)
6. Today more than ever we need creative minds to _____ the issues of the age. (addressee)
7. He felt a kind of _____ pride in the fact that he had stolen more than his friends. (maturity)