

全国高等院校研究生英语核心教材系列

研究生英语核心教材

——综合教程(上) 辅导用书

余静娴 主编



对外经济贸易大学出版社

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我国研究生教育迅猛发展,非英语专业研究生英语教学面临新的挑战。为培养新时期合格的外语人才,根据全国高等院校研究生外语教学研究会2007年出台的修订大纲《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》,我们联合上述院校的骨干教师编写了这套适用于我国各地区全日制研究生使用的“全国高等院校研究生核心教材系列”。

本套教材由《研究生英语核心教材——综合教程(上)》、《研究生英语核心教材——综合教程(下)》、《研究生英语核心教材——听说教程》、《研究生英语核心教材——写作教程》、《研究生英语核心教材——翻译教程》组成。

本套教材编写的基本原则是注重培养学生的语言交际能力。《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》辩证地阐述了语言学习和能力培养的关系,提出研究生英语教学应“确保语言基本功训练,但以培养学生语言交际能力为主要目标。”本套研究生英语教材,其选材、编写到练习的设计,都体现了“扎实的基础训练,突出的能力培养”的目标。

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前言

根据全国高等院校研究生外语教学研究会 2007 年《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》文件,为更好培养合格的外语人才以应对我国研究生教育迅猛发展对非英语专业研究生英语教学所提出的挑战,我们编写了这套适用于我国各地区全日制研究生使用的研究生英语综合教程。

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲是我国现阶段研究生英语教学的指导文件,它明确规定:

“硕士研究生英语教学以培养学生的英语综合应用能力为目标,使他们在今后的工作中能有效地以英语为工具进行本专业的研究和学术交流。由于各校研究生的入学水平、培养目标、师资状况、教育设备等各种情况的差异,硕士研究生英语的教学要求分为基本要求和较高要求两个层次。基本要求是所有研究生在毕业时必须达到的标准,较高要求是为那些英语基础较好、对英语需求较高的硕士研究生设置的。硕士研究生的英语教学包括公共/基础英语和专业英语两部分。”

“基础英语的教学时数一般不少于 64 学时,安排在两个学期或集中在一个学期进行。基础英语以一般人文、科技内容为教材,旨在提高学生综合英语技能、跨文化交际技能、英语学习策略,着重培养学生的语言运用能力。”

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲辩证地阐述了语言学习和能力培养的关系,提出研究生英语教学应“确保语言基本功训练,但以培养学生语言交际能力为主要目标。”这个目标就成为本教材编写的基本原则。作为研究生英语综合训练教材,从选材、编写到练习的设计,都体现了在努力达到“扎实的基础训练,突出的能力培养”的目标。使用该教材既能使基础较为薄弱的学生在语言上有所收获,又能使全体学生在阅读理解、分析判断文章内容和结构能力方面有所提高;既能使学生会不同的逻辑方法来阐述主题、提高写作能力,又能培养学生对课文内容深入进行思考,在课堂讨论中用英语交流思想情感,提高英语口语表达能力。使用这套英语教材在较大程度上能保证广大研究生在毕业时达到(试行)大纲中规定的英语水平,基础好的学生能够在应用英语语言方面达到较高要求。

本教材由《研究生英语核心教材——综合教程》、《研究生英语核心教材——综合教程辅导用书》以及配套的光盘组成,各有上、下册,供研究生一年内使用。

上册的综合教程、辅导用书以及配套光盘由华东师范大学和中国人民大学的余静娴、

严文庆、檀文茹、王越、薛姝姝、纪汇楠、张海明及傅新宇编写制作。下册的综合教程、辅导用书以及配套光盘由福州大学的潘虹、陈锵明等老师编写制作。

上册的综合教程具有以下特点:

一、选材新颖,具有时代性、科学知识性和思辨性

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲明示,“基础英语课一般以人文、科技内容为教材”。以此为原则,《研究生英语核心教材——综合教程(上)》的课文基本上选自近年出版的英、美书籍报刊,广泛涉及到西方国家社会的经济、政治、文化、科技、教育、生活等领域,虽然有的材料略作删节,但大体保持了作品的原汁原味。教程十个单元内容涵盖:短篇小说(《黑郁金香》等);经济与金融(香港经济的复苏、经济学家、人民币汇率浮动及意义等);科技(干细胞、脑功能研究、克隆技术);天文科学和科幻(外星人、地外生命、不明飞行物等);人物故事(百年爱因斯坦、迪斯尼、麦克唐纳等);信息网络科技(分布式系统、网络通讯科技新发展等);生活(幸福婚姻的科学观、幸福的概念等);青少年教育(马克吐温对青年的演说);科学与战争;环境保护诸题材。这些选材时代性和知识性强,反映了在政治、经济、科技、生活、教育、环保等领域的现状和最新研究成果,不仅具有语言教学的价值和社会文化生活的内涵,而且具有很大的可读性和思辨性。

二、难度适中,融精读在内与泛读于一体

综合教程的编写面向全国广大全日制公共英语研究生。考虑到地区的差异和学校之间教学要求的不同,该教程对所选材料及所设计练习的难易程度作了控制,以增大其适用性和实用性。同时单元之间语言风格的不同以及每单元精、泛读相结合的阅读方法,不仅使学生在学习过程中对单元主题有进一步的了解,而且使他们能体会到不同的语言风格和不同的阅读方法。包括光盘内容、本教材所含的阅读文章及资料可训练学生的阅读速度,增进其理解能力。

三、精心设计课后练习以巩固所学课文知识

每单元精读课文后都配有多种练习:两种类型的阅读理解题、两种类型的口语讨论题、全篇课文结构的分析题、四种类型的词汇练习题、句子结构改错题、完型填空题以及汉、英句子和段落翻译题。学生可结合光盘内容使用,通过听、说、读、写的训练,对课文中所学的内容有更多的训练,以娴熟地使用英语。

四、具有使用的方便性、实用性和趣味性

本套教材配备了辅导用书,对每单元作者及其文章内容提供了相关信息;对每单元的生词、词组进行双语解析,并通过例句及译文对这些词(组)的用法及重要搭配予以说明;对课文中的复杂和疑难长句进行双语解析,关键词语进行操练,因此师生使用起来会感到十分方便。辅导用书还提供了所有相关练习的答案和解析,方便学生自学。教师可以答疑为主,省下大量宝贵课堂时间组织课堂讨论,鼓励学生在大小组场合发言,不仅使学生

的口头表达能力得到培养,而且使其思维得到发展,提高综合运用英语语言的能力。

光盘除提供大量关于课文、生词等的录音材料,还提供了听力训练和补充词汇、阅读和翻译练习。为激发学生的学习兴趣 and 积极性,光盘中还安排了经典英语歌曲、优秀散文、畅销小说和外国名画欣赏以及风格各异的十个 Flash 动画,以丰富的形式增加英语学习的趣味性,使学生学得轻松愉快。

本书因编写较为仓促,定有疏漏和不足之处,恳请读者不吝赐教。

编 者

2008 年 6 月

使用说明

《研究生英语核心教材——综合教程(上)》包括十个单元。每个单元由同一题材的一篇精读、两篇泛读文章组成,配有阅读理解、结构分析、听力练习、词汇练习、结构改错、完型填空、英汉互译练习。

《研究生英语核心教材——综合教材(上)辅导用书》包括相应的十个单元。每单元提供与课文相关的背景知识、大部分生词词组的双语解释、课文长难句的双语解析和语言点释例。同时,还提供精读课文中练习的全部答案与解析,以及课文的汉语译文,以供参考。

上册配套光盘为综合教程和辅导用书中的相关部分配备大量的录音,供学生听读模仿,以改进说英语的语音语调;提供相当数量的补充练习,如听力、词汇、阅读练习以进一步巩固课内所学知识;还有趣味英语、经典散文、著名英语小说、英语歌曲、卢浮宫珍藏名画的欣赏和英语 Flash 动画欣赏,使学生在轻松的气氛中愉快地学习。此外,光盘还提供了国内外著名的英语学习网站,使学员在课外能通过自主学习的方式,延伸英语学习,进一步提高综合运用英语的能力,并能了解异国文化,扩大视野,增长知识。

本书供一学期 64 - 74 课时英语教学使用。全书含精读材料 10 篇,约 14 400 词,平均每篇精读课文约 1 400 词。全书含泛读材料 20 篇,约 39 800 词,平均每单元二篇精读课文约为 3 900 词。光盘含听力材料 10 段,约 4 600 词,平均每单元听力材料为 460 词。光盘阅读材料(每单元四篇)共约 46 800 词,平均每单元约为 4 680 词。精读课文配有生词表,提供英汉两种释义。10 篇精读课文的生词表中共含生词 406 个,词组 130 个,平均每单元生词量为 40 词,13 个词组,难度适中。上册综合教程、辅导用书和光盘的总阅读量在 6 万词左右,符合《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》中所规定的基本要求。

精读文章是学生所汲取语言精华的载体,故应要求学生课外多听录音、熟读课文以更好地加以吸收。课堂上除了加强对课文思想内容的讨论,还可根据地区和学校的现代教育技术设备条件,运用多媒体手段,让学生观看与课文主题相关的视频资料、英语电影片段,并要求学生根据热点社会问题和自身体验即兴发表感想,把所学知识“吐”出来,不断鼓励学生“学以致用”。精读课文后配有相当数量的练习。Reading Comprehension 可在学生在浏览课文后立即完成,以提高阅读速度和理解力。Vocabulary 练习旨在帮助学生掌握精读课文中重点词汇和词组的用法。Translation 分为汉译英和英译汉两种形式。汉译英包括单句和段落形式,旨在复习巩固课文中的重要句型和搭配。英译汉为段落,旨在训练翻译技巧。

每单元两篇泛读文章是精读课文题材的延伸和扩展。其中的生词有中文释义。课后配有阅读理解和词汇题以检验学生理解文章和运用词汇的能力。对泛读文章教师需

作灵活处理,可在课堂上选择讲解,也可由学生课后自习。

辅导用书和配套光盘对综合教程作了详尽的注释、解析和补充,又提供参考答案及解析,学生利用辅导材料能够准确理解课文、解决练习中的问题,因此,教师应使学生树立起“自主学习”的意识。在学生充分进行预习的前提下,课堂教师上应加强引导学生对课文中某一观点正、反两方的辩论以及对课文主题及相关社会热点的讨论。这种讨论可以是学生三三两两即兴进行的,也可以是事先有所准备的课堂讨论,更可以通过观看相同主题的视频资料、上因特网收集相关资料、结合社会现象和本人切身体验由学生认真作好书面准备或做好 power point 后,在课堂上作 presentation。这种方法不仅令学生感兴趣、发展其思维、拓宽其视野,而且能培养分析解决问题的能力,真正提高学生读、写、说的综合运用英语的能力。从这个角度来说,这套教材适合学生自主学习和提高英语语言的应用能力。

编 者

2008年6月

Contents

Unit 1	1
Unit 2	26
Unit 3	54
Unit 4	86
Unit 5	110
Unit 6	130
Unit 7	154
Unit 8	184
Unit 9	218
Unit 10	248

The Black Tulip

Related Information for Reference

1. World War II and The Netherlands

At the outbreak of the Second World War in 1939, the Netherlands declared itself neutral once again as in World War I. In order to flank the French defenses on the Maginot Line and to pre-empt a possible British invasion, on May 10, 1940 Germany invaded the Netherlands, starting the Battle of the Netherlands, and Belgium. Given the historically good relations with its much larger neighbor, the invasion came as big surprise to most Dutch.

The poorly equipped Dutch army was quickly defeated by the Germans. On May 14 the Germans demanded the surrender of the port of Rotterdam, threatening to bomb the city. Soon after the ultimatum it surrendered. However, bombers that had already been sent were not called back and the city was thus still heavily bombed, resulting in approximately 800 deaths and 78,000 homeless. This was supposedly caused by a communications difficulty. After this bombardment the Dutch army surrendered, but the battle continued in Zeeland for a few days, until the bombardment of Middelburg forced Zeeland to surrender as well. Holland officially surrendered on May 15, just five days after the first planes had appeared. About 40,000 people lost their lives and the heart of Rotterdam was in shambles.

2. Radio Orange

Due to the censorship, the radio and newspapers were only allowed to deliver the news approved by the Germans. Obviously this only reported the positive results of the German war effort. Radio Oranje (Radio Orange) was Dutch-speaking broadcasts from London. At that time listening to it was also prohibited. So people listen to it secretly.

3. honger winter

Hongerwinter was also called hunger winter, or Dutch famine of 1944. After the landing of the Allied Forces on D-Day (Day of the allied landing in France, World War II), conditions grew worse in Nazi occupied Holland. The Allies were able to liberate the southern part of the Netherlands, but their liberation efforts came to a halt when the attempt

to gain control of the bridge across the Rheinat Arnhem miserably failed. After the national railways complied with the exiled Dutch government's appeal for a railway strike, to further the Allied liberation efforts, the German administration retaliated by putting an embargo on all food transports to the western Netherlands. By the time the embargo was partially lifted in early November 1944, allowing restricted food transports over water, the unusually early and harsh winter had already set in. The canals froze over and became impassable for barges. Food stocks in the cities in the western Netherlands rapidly ran out. The adult rations in cities like Amsterdam had dropped to below 1,000 calories a day by the end of November 1944. Over that winter, which has been etched in the Dutch peoples memories as the **Hongerwinter** ("Hunger winter"), as the Netherlands became one of the main western battlefields, a number of factors combined to starve the Dutch people; the winter itself was unusually harsh and together with the widespread dislocation and destruction of the war, the retreating German army destroyed locks and bridges to flood the country and impede the Allied advance, this ruined much agricultural land and made the transport of existing food stocks difficult.

In search for food people would walk for hundreds of kilometers to trade valuables for food at farms. Tulip bulbs and sugar beets were commonly consumed. Furniture and houses were dismantled to provide fuel for heating. From September 1944 until early 1945 approximately 30,000 Dutch people starved to death. The Dutch Famine ended with the liberation of the western Netherlands in May 1945.

4. German Surrender

The German surrender was signed at Rheims on May 7, 1945. In the Act of Military Surrender the German Command agreed to the surrender of all armed forces in Holland.

On May 1 SS General Karl Wolff ordered all German armed forces in Italy to cease hostilities and signed a surrender document which stipulated that all German forces in Italy were to surrender unconditionally to the Allies on May 2. The Battle of Berlin ended on May 2, when the commandant, General Helmuth Weidling, surrendered the city to the Soviet army.

On May 4, 1945, the British Field Marshal Montgomery took the unconditional military surrender from Grand Admiral Hans Georg von Friedburg, and General Hans Kinzel, of all German forces "in Holland, in northwest Germany including the Frisian Islands and Heligoland and all other islands, in Schleswig-Holstein, and in Denmark... including all naval ships in these areas" on Lüneburg Heath; an area between the cities of Hamburg, Hanover and Bremen. As the operational commander of some of these forces was Grand Admiral Karl Dönitz, this signaled that the European war was over.

On May 5 Dönitz ordered all U-boats to cease offensive operations and return to their bases. At 14:30 General Hermann Foertsch surrendered all forces between the Bohemian mountains and the Upper Inn river to the American General Jacob L. Devers, commander of

the American 6th Army Group. At 16:00 General Johannes Blaskowitz, the German commander-in-chief in the Netherlands, surrendered to Canadian General Charles Foulkes in the small Dutch town of Wageningen in the presence of Prince Bernhard (acting as commander-in-chief of the Dutch Interior Forces).

On May 6 at 18:00, General Hermann Niehoff the commandant of Breslau, a fortress city surrounded and besieged for months, surrendered to the Soviets. Half an hour later General Alfred Jodl arrived in Rheims and following Dönitz's instructions offered to surrender all forces fighting the Western Allies. This was exactly the same negotiating position that von Friedburg had initially made to Montgomery, and like Montgomery the Supreme Allied Commander, General Dwight D. Eisenhower, threatened to break off all negotiations unless the Germans agreed to a complete unconditional surrender. Jodl sent a signal to Dönitz, who was in Flensburg, informing him of Eisenhower's position. Shortly after midnight Dönitz, accepting the inevitable, sent a signal to Jodl authorizing the complete and total surrender of all German forces.

At 02:41 on the morning of, May 7, 1945, at the SHAEF headquarters in Rheims, France, the Chief-of-Staff of the German Armed Forces High Command, General Alfred Jodl, signed the unconditional surrender documents for all German forces to the Allies. It included the phrase "All forces under German control to cease active operations at 2301 hours Central European Time on May 8, 1945". The next day, shortly before midnight, German officials in Berlin signed a similar document, explicitly surrendering to Soviet forces, in the presence of General Georgi Zhukov.

5. End of the War

Pieter Gerbrandy, Prime Minister of the Netherlands at that time declared the end of the war on May 5th, 1945.

The total estimated human loss of life caused by World War II was roughly 205,900 people in the Netherlands. The civilian toll was around 92,000, the military toll about 7,900, Jewish holocaust deaths up to 106,000.

New Words and Expressions

1. edible *a.*

(1) fit to be eaten; suitable to be used as food 适合吃的,可食用的

Only the leaves of the plant are edible. 这种植物只有叶子可以食用。

* (opposite) **inedible**

(cf.) **eatable**

(2) of good enough quality for a person to enjoy eating 可口的

"What was the food like?" "It wasn't excellent but it was certainly eatable."

"这种食物味道怎样?" "不是特别好吃,但还算可口"。

2. **irreplaceable** *a.* too special, unusual, or valuable for anything else to take its place (因不寻常或贵重而) 不能为其他事物所替代
We'll miss him when he leaves the company, but no one's irreplaceable.
他若离开公司我们会怀念他, 但没有人是不可替代的。
Most of the porcelain you see in the display cabinets is irreplaceable.
你在展览橱窗里看到的大部分瓷器是没有替代品的。
3. **cultivate** *vt.*
- (1) plant, grow, and raise (a crop) by preparing the soil, providing water, etc. 栽培, 种植, 培植
The villagers cultivate mostly maize and beans. 村民主要种植玉米和豆类。
They succeeded in cultivating a new generation that combines all these merits of both the male and the female. 他们成功培育出集雌雄双方优点于一身的新一代作物。
- (2) improve, or develop (esp. the mind, a feeling, etc.) by careful attention, training, or study 陶冶, 培养; 修习
At this school we aim to cultivate the minds of all the children we teach.
我们学校的教育目标是陶冶所有学生的思想。
cultivate friendship / relationship / contact 结交朋友/建立关系/结识……
4. **vigorously** *ad.* forcefully, energetically 充满活力地, 有力地, 使劲地
For years they have campaigned vigorously against nuclear weapons.
多年以来他们一直反对拥有核武器。
The people who have been arrested have vigorously denied the charge.
被捕的人们竭力否认对他们的指控。
* **vigor** *n.* [U] *usu. apprec.* Active strength or force of mind or body [一般褒义] 活力, 精力, 精神
In his speech, he attacked his opponent with great vigor. 他在演讲中有力地抨击对手。
The head teacher said that she hoped the children would return to school after the summer holidays with renewed vigor.
班主任说她希望孩子们在暑假过后能精神焕发地回到学校。
5. **meager** *a.* very small in number or amount; not enough in quantity, quality, strength, etc. 贫乏的; 不足的; 瘦的
He had to use his own meager savings to continue his research and often found himself in extreme poverty.
他只得动用自己微薄的积蓄继续做实验, 但还时常陷入极度贫困之中。
He was so weak from the hunger that he could hardly raise his meager arms.
由于饥饿他十分虚弱, 他甚至无法抬起瘦弱的手臂。
a meager meal / fare / attendance at the meeting 简单的饭菜/少量津贴/很低的会议出席率
6. **rejoicing** *n.* [U (at, over)] *fml* or *lit* great and uncontrolled joy, esp. shown by a

number of people [正式或文] 庆祝; 欢庆

The rejoicings over the birth of the baby lasted well into the night.

新生儿出世的欢庆活动一直持续至深夜。

The streets were filled with rejoicing after the victory.

大街上到处都是胜利后的庆祝活动。

* **rejoice** *v.* (at, over) *frm* or *lit* feel or show great joy [正式或文] 欢喜; 高兴

He's not the kind of man to rejoice at other people's misfortunes.

他不是那种幸灾乐祸的人。

I rejoiced to see that she had made such a quick recovery.

我很高兴看到她这么快就恢复了健康。

7. **terrorize** *vt.* fill with terror or force into obedience by threats or acts of violence. 吓唬, 使惊恐

A lion escaped from the zoo and terrorized the whole town.

一头狮子从动物园逃了出来, 整个小镇一片恐慌。

Street gangs have been terrorizing the neighborhood — smashing windows and burning cars. 街头暴徒不断砸玻璃, 焚烧汽车恐吓整个街区。

* **terrorize into** 胁迫(某人做某事)

Old people have been terrorized into staying at home after dark. 老人们在天黑后被迫呆在家里。

8. **sack** *vt.* (esp. of an army in former times) destroy buildings, take things of value, and usu. harm or kill people (in a defeated city) [尤指古时部队] 劫掠; 洗劫

As they captured Troy, they sacked the city. 他们占领特洛伊城后, 对该城洗劫一空。

n. The sack of Rome by the barbarians occurred in the 5th century.

蛮族对罗马的劫掠发生在公元五世纪。

9. **loot** *v.* steal, esp. in large quantities, and often causing widespread damage 洗劫; 掠夺

During the riot shops were looted and cars damaged or set on fire.

在暴乱中, 商店被劫, 汽车被焚或被毁。

Discipline quickly broke down after the city fell, and the invading soldiers were found to be looting and sometimes killing. 城市攻陷后, 入侵部队的纪律马上崩溃。人们发现士兵进行掠夺, 甚至有时枪杀百姓。

n. 战利品; 掠夺品; 赃物

Napoleon's army took priceless works of art from all Europe as loot.

拿破仑的军队从欧洲各地掠夺了无价艺术品作为战利品。

The men who robbed the camera store are trying to dispose of the loot by selling it on the street. 抢劫照相机店的窃贼试图在大街上进行销赃。

10. **marauding** *a.* moving around in search of something to steal, burn, or destroy 流动抢劫

Witnesses reported gangs of marauding soldiers breaking into people's houses and setting

fire to them. 目击者称,有一伙流动残兵闯入民居,纵火焚烧。

11. **agonize** *v. intransitive* make a long and anxious effort when considering something or trying to make a decision; to cause anxiety or pain [非正式](在考虑一件事或做出一个决定前)焦虑,忧虑,苦恼

After agonizing for days we finally made up our minds.

苦恼了好几天之后,我们终于拿定了主意。

He agonized over every decision he has to make. 他对于每一个决定都会犹豫半天。

The loss of the twin babies agonized the young couple.

孪生宝宝的夭折使年轻夫妇陷入极度的痛苦。

12. **flushed** *a.* (of a person) red in face, esp. as a result of strong emotions, heat or alcohol (脸)红的;兴奋的;冲满喜悦的

You look flushed — are you hot? 你满脸通红——是不是热了?

“You really think I’m stupid enough to believe that, do you?” he said, flushed with anger. “你真以为我会笨到相信你说的话吗?”他说道,愤怒使他涨红了脸。

Flushed with success after their surprise win against Italy, Belgium are preparing for Saturday’s game against Spain. 意外战胜意大利队的成功使比利时队极度兴奋。他们现在正为星期六迎战西班牙队而做准备。

13. **agitated** *a.* feeling anxious and not calm 焦虑的,烦躁的

He became quite agitated when he was asked about his criminal past.

当被问及过去的犯罪历史时,他变得焦躁不安。

There is an agitated man on the phone insisting that a bomb is about to go off.

打电话的那位先生焦急万分,一再声称有一颗炸弹马上就要爆炸。

* **agitate** *vt.* 使焦虑不安;使激动

The news will agitate him — let’s wait till tomorrow to tell him.

这消息肯定会引起他的不安——我们还是等到明天再告诉他吧。

She was much agitated by the news of her brothers’ death.

兄弟去世的消息使她十分不安。

14. **frantically** *ad.* (do sth.) in an uncontrolled state of feeling; madly 情绪失控地,发疯似地;忙乱地

The traffic controllers at Cleveland had frantically tried to contact both planes as they approached each other. 当两架飞机正相向飞近对方时,克兰夫航空中心的指挥人员忙乱地试图和两架飞机取得联系。

As the helicopter flew overhead, they waved frantically, trying to attract its attention.

当直升机从他们头顶飞过时,他们发疯似地挥舞着双手,试图引起机上人员的注意。

* **frantic** *a.* almost out of control because of extra emotion, such as anxiety (因极端情绪如焦急)到无法控制的地步,发狂

The mother was frantic when she heard that her child was missing.

母亲得知孩子失踪时,急得几乎发狂。