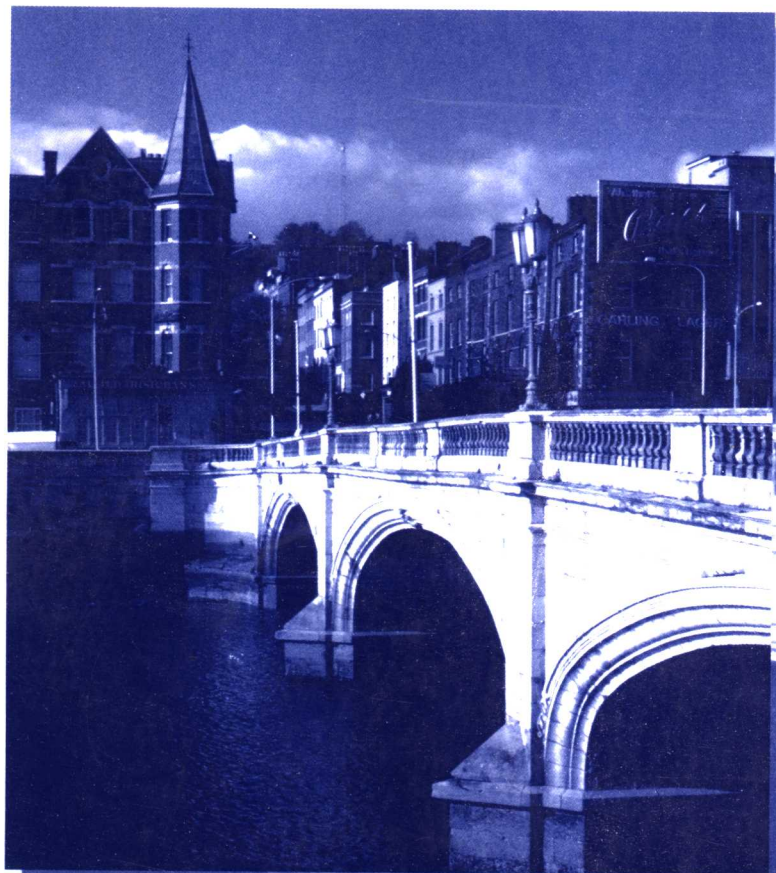




普通高等教育“十五”国家级规划教材  
教育部推荐使用大学外语类教材

# COLLEGE ENGLISH

*Integrated Course 6  
Teacher's Book*



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

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# 大学 英语

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主编 吴晓真 季佩英 姚燕瑾



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## 图书在版编目(CIP)数据

大学英语(全新版)综合教程(6)教师用书/吴晓真,季佩英,姚燕瑾主编.

—上海:上海外语教育出版社,2004

(大学英语全新版系列教材)

ISBN 7-81095-119-X

I. 大… II. ①吴… ②季… ③姚… III. 英语—高等学校—教学参考资料IV. H31

中国版本图书馆CIP数据核字(2004)第005528号

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## 《大学英语》系列教材(全新版)

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出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编 200083

电 话: 021-65425300(总机), 35051812(发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 梁泉胜

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印 刷: 上海长阳印刷厂

开 本: 787×960 1/16 印张 12.25 字数 265千字

版 次: 2004年2月第1版 2004年2月第1次印刷

印 数: 10 000册

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书 号: ISBN 7-81095-119-X / H·043

定 价: 13.50元

本版图书如有印装质量问题,可向本社调换

本社反盗版举报电话: 021-65366698

# 《大学英语》系列教材（全新版）

## 编写前言

### 1. 编写宗旨和编写过程

《大学英语》系列教材(全新版)是一套依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的系列教材。

本教材的宗旨是：在遵循现代外语教学理念、充分运用先进信息技术的基础上，注重为学生创造自主学习环境，强调个性化学习，全面培养学生的英语综合应用能力，尤其是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，较好地满足了当时教学的需求。然而，随着新世纪的到来，世界进入了经济全球化、科学技术一体化时代，英语作为当前国际上使用最为广泛的信息载体和交流工具，其重要性越发突出。近年来，由于我国的社会和经济迅猛发展、国际交往日益频繁，国家和社会对大学英语教学，对大学生的英语综合应用能力，尤其是听说能力，提出了更高和更迫切的要求。我国的大学英语教学面临着新的挑战。大学英语教学改革必须进一步深化。另一方面，我国的外语教学环境正逐步改善，多媒体、网络等现代教育技术的发展使得大学英语教学多样化、个性化有了可能。人们纷纷探求更适合我国国情的新的教学路子。许多教师已开始利用多媒体和网络技术进行英语教学，以弥补传统的课堂教学的不足，并取得成效。基于计算机/网络+课堂教学的新型教学模式日渐形成。教材作为教改的一个重要方面，作为教学思想的一种载体，更应更新观念跟上形势，有新的作为。

正是在这种新形势下，上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，在复旦大学等院校部分班级试用，同时征询了二十多个省市的数百所院校的意见，历经近三年时间的准备后，编写出这套全新的系列教材，更好地服务于新世纪我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东

师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成,复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

## 2. 编写原则

1)《全新版》根据新世纪我国大学英语课程教学要求编写,供大学英语课程的一般要求和较高要求层次的教学使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,自主编写。即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,并仔细分析、研究中国学生在英语学习过程中经常产生的问题,同时认真学习、借鉴国外的教学理论和方法,根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收,自行规划、自行设计、自行选材、自行编写。为此,本教材采用糅合中外多种教学法之长的折中主义(eclecticism)的教学法。

3)《全新版》倡导基于计算机/网络+课堂教学的新型教学模式。在现有的大学英语课堂教学的基础上,引进多媒体和网络技术,改进英语教学环境和教学手段,应该是我们当前教改的主攻方向。但这一模式不应该是一成不变的,它应该随着各校甚至各个班级的具体情况的不同而有所不同。

基于多媒体与网络的教学软件便于学生个性化学习,有助于学生反复进行语言操练,有助于学生在网络环境下用英语进行交流,在使用过程中巩固语言知识、提高语言技能。但我们认为,将多媒体和网络技术引进大学英语教学,决不等于取消或削弱课堂教学。恰恰相反,课堂教学的任务更重了。在学时较少的情况下,教师讲课更要精炼、更要切合学生的实际需要。同时,教师应大力加强小班辅导。

我们提倡学生自主学习,即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。我们认为教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。同时,教师还应指导学生掌握正确的学习方法和学习策略。

4)《全新版》特别加大听说教学的力度,但又保持传统教材长于读写译教学的特色。

《全新版》力求通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,全面提高学生的听、说、读、写、译的应用能力,特别是听说能力。我们认为学生的操练,特别是说、写方面的实践活动,必须以一定量的语言输入为前提。

5)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供学习的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和

口语以及正式语和非正式语。

6) 《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7) 《全新版》的练习设计,一切从有利于学生提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

8) 考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生有所准备。

### 3. 教材框架

《大学英语》系列教材(全新版)由书面教材和网络学习系统两部分组成。网络学习系统又包括网络课程、教辅资源、网上测试和管理平台四大部分。

书面教材由下列几部分组成:

**综合教程**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

**阅读教程(通用本)**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

**阅读教程(高级本)**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

**快速阅读(活页)**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

**听说教程**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由16课组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师手册**;综合、听说教程配有相应的录音磁带和多媒体教学光盘。快速阅读各册也配有多媒体光盘。

#### 4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、阅读、快速阅读各一个单元和听说教程两课。使用时,各校可根据具体情况灵活掌握。

编者



# 关于《综合教程》教师用书的编写与使用

本书是《大学英语》(全新版)《综合教程》第六册的教师用书,供教师参考使用。全书由下列几个部分组成:第一至第八单元的教案;练习答案;课文A和课文B的参考译文。

本书教案根据新世纪我国大学英语课程教学要求中有关听、说、读、写、译方面的要求编写,并力求反映这些年来大学英语教学改革成果。教学内容的编排,侧重于学生综合运用英语技能的培养。

各单元教案按以下三部分编写:

(1) 参考教案(Suggested Teaching Plan)包括每个单元课时和内容方面的安排。每个单元一般需用五个课时。与课文相关的主题始终贯穿于整个教案内容的安排之中。教学内容分三部分:阅读前活动(Pre-reading)、阅读中活动(While-reading)和阅读后活动(Post-reading)。阅读前活动旨在激活学生已学过的知识图式;阅读中活动不断给予学生学习任务,以确保学生积极参与课堂学习活动;阅读后活动提供给学生练习的机会,帮助他们扩展已学过的知识图式。整个单元的教学过程,也就是从课文篇章结构着手,引导学生紧密结合上下文,学习语言知识和语言技能,综合培养学生读、听、说、写、译的实用能力的过程。

(2) 文化注解(Cultural Notes)包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(3) 语言学习(Language Study)包括课文难点注解以及句型、习语使用的例证等。凡属课文A精选出的并须加以反复操练的重点词(Words and Phrases to Drill),均作为语言点加注并配以例证。鉴于英语中一词多义的基本属性,在处理重点词时,除着重阐明该词出现在课文中的释义及其用法外,还适当介绍了该词在其他层面上的意义及其用法。至于是否须向学生讲解或何时讲解,可由教师灵活掌握。

在具体安排教学活动时,教师可根据自己的教学实际情况删选使用上述内容。

本书教案由吴晓真、季佩英、姚燕瑾担任主编,李荫华和王德明主审。练习答案由《综合教程》学生用书编写组提供。课文A和课文B的参考译文由姚燕瑾翻译,王德明和李荫华审订。张颖也参加了本书部分内容的编写。在本书编写过程中,承孙骊教授和英籍专家Anthony J. Ward 协助审阅。

由于编者水平与经验有限,书中难免有不足之处,希望读者批评指正。

编者



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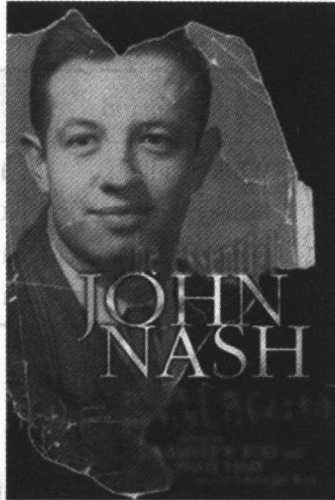
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# Unit 1



## The Scientist

### I. Suggested Teaching Plan

(5 periods)

#### Objectives

Students will be able to:

1. grasp the main idea and structure of the text;
2. appreciate the use of flashback as well as subheadings to indicate the chronological order in narration;
3. master the key language points and grammatical structures in the text;
4. conduct a series of listening, reading, speaking and writing activities related to the theme of the unit.

Unit 1

**Time allotment**

1st period	2nd period	3rd period	4th period	5th period
Pre-reading; While-reading (chronological order; Part I)	While-reading; (Parts II–VI)	While-reading; Post-reading (acceptance speech)	Post-reading; Check on Ss' home reading (Text B)	Theme-Related Language Learning Tasks

**Pre-reading tasks**

- T asks Ss the following questions on the recording: (5 minutes)
  - What are the mysteries the speaker talks about in John Nash’s case? (two mysteries of the human mind — genius and madness)
  - According to the speaker, what kind of ability does John Nash have when he is faced with a mathematical problem? (Not very long after he started thinking about a problem, he would have just a very clear vision of where the solution lay, though it might take a year or two to get there.)
- Discussion: The “Eccentric” Scientists I Know (25 minutes)
 

Ss divide into groups to talk about some anecdotes they have heard about scientists that can well illustrate their deviation from “normality”.

  - In groups Ss sum up some common “eccentricities” of scientists.
  - Several groups report to class.
  - T leads in to Text A by saying: Not only did John Nash possess some of the “eccentricities” you have mentioned, but he was also repeatedly hospitalized for mental disorder. Thanks to a loving and tolerant community, he was able to recover and reap honors and recognition.

**While-reading tasks**

- T asks Ss to read aloud the 5 subheadings in the text in succession. Then they will realize that the life story of John Nash is told in chronological order. (5 minutes)
- T explains the language points in Part I and has Ss practice them. (see **Language Study**) (20 minutes)

3. Ss discuss why the introduction part (Part I) isn't arranged in chronological order (Text Analysis Exercise 4). (5 minutes)
4. T explains the language points in the remaining text and has Ss practice them. (see **Language Study**). (45 minutes)
5. T asks Ss the following questions: Do you think the title of the text the best possible title? Why or why not? Can you offer alternative titles? (One possible answer: The text is about Nash's life so far, not just his lost years.) (10 minutes)

### Post-reading tasks

1. Nobel Prize Acceptance Speech (25 minutes)
  - 1) Ss prepare individually for an imaginary speech given by John Nash at the Nobel prize awarding ceremony, in which he expressed gratitude to all those who had supported him.
  - 2) Several Ss give their respective speeches in front of the class.
2. T guides Ss through some after-text exercises. (35 minutes)
3. T checks on Ss' home reading (Text B). (3 minutes)
4. Ss do Part IV: Theme-Related Language Learning Tasks. (1 period)
5. T asks Ss to prepare for the next unit: (2 minutes)
  - 1) do the pre-reading task;
  - 2) preview Text A.

## II. Cultural Notes

---

1. **Alfred Bernhard Nobel (1833–1896):** Swedish chemist, inventor, and philanthropist, born in Stockholm. After receiving an education in Saint Petersburg, Russia, and in the United States, where he studied mechanical engineering, he returned to Saint Petersburg to work under his father, developing mines, torpedoes, and other explosives. In a family-owned factory in Heleneborg, Sweden, he sought to develop a safe way to handle nitroglycerin, after a factory explosion in 1864 killed his younger brother and four other people. In 1867 Nobel achieved his goal; by using an organic packing material to reduce the volatility of the nitroglycerin, he produced what he called dynamite. He later produced ballistite, one of the first smokeless powders. At the time of

his death he controlled factories for the manufacture of explosives in many parts of the world. His will provided that the major portion of his \$9 million estate be set up as a fund to establish yearly prizes for merit in physics, chemistry, medicine and physiology, literature, and world peace. (A prize in economics has been awarded since 1969.)

- 2. Nobel prizes:** annual monetary awards granted to individuals or institutions for outstanding contributions in the fields of physics, chemistry, physiology or medicine, literature, international peace, and economic sciences. The Nobel prizes are internationally recognized as the most prestigious awards in each of these fields. The prizes were established by Swedish inventor and industrialist Alfred Bernhard Nobel, who set up a fund for them in his will. The first Nobel prizes were awarded on December 10, 1901, the fifth anniversary of Nobel's death.

A prize for achievement in a particular field may be awarded to an individual, divided equally between two people, or awarded jointly among two or three people. According to the Nobel Foundation's statutes, the prize cannot be divided among more than three people, but it can go to an institution. A prize may go unawarded if no candidate is chosen for the year under consideration, but each of the prizes must be awarded at least once every five years. If the Nobel Foundation does not award a prize in a given year, the prize money remains in the trust. Likewise, if a prize is declined or not accepted before a specified date, the Nobel Foundation retains the prize money in its trust.

The prize amounts are based on the annual yield of the fund capital. In 1948 Nobel prizes were about \$32,000 each; in 1997 they were about \$1 million each. In addition to a cash award, each prizewinner also receives a gold medal and a diploma bearing the winner's name and field of achievement. Prizewinners are known as Nobel laureates.

The prizes are presented annually at ceremonies in Stockholm, Sweden, and in Oslo, Norway, on December 10, the anniversary of Nobel's death. In Stockholm, the king of Sweden presents the awards in physics, chemistry, physiology or medicine, literature, and economic sciences. The peace prize ceremony takes place at the University of Oslo in the presence of the king of Norway. After the ceremonies, Nobel prize winners give a lecture on a subject connected with their prize-winning work. The winner of the peace prize lectures in Oslo, the others in Stockholm. The lectures are later printed in the Nobel Foundation's annual publication, *Les Prix Nobel* (The Nobel Prizes).

- 3. game theory:** mathematical analysis of any situation involving a conflict of interest, with the intent of indicating the optimal choices that, under given conditions, will lead to a desired outcome. Although game theory has roots in the study of such well-known amusements as checkers, ticktacktoe, and poker — hence the name — it also involves much more serious conflicts of interest arising in such fields as sociology, economics, and political and military science.

Aspects of game theory were first explored by the French mathematician *émile Borel*, who wrote several papers on games of chance and theories of play. The acknowledged father of game theory, however, is the Hungarian-American mathematician *John von Neumann*, who in a series of papers in the 1920s and '30s established the mathematical framework for all subsequent theoretical developments. During World War II military strategists in such areas as logistics, submarine warfare, and air defense drew on ideas that were directly related to game theory. Game theory thereafter developed within the context of the social sciences. Despite such empirically related interests, however, it is essentially a product of mathematicians.

Applications of game theory are wide-ranging and account for steadily growing interest in the subject. Von Neumann and Morgenstern indicated the immediate utility of their work on mathematical game theory by linking it with economic behavior. Models can be developed, in fact, for markets of various commodities with differing numbers of buyers and sellers, fluctuating values of supply and demand, and seasonal and cyclical variations, as well as significant structural differences in the economies concerned. Here game theory is especially relevant to the analysis of conflicts of interest in maximizing profits and promoting the widest distribution of goods and services. Equitable division of property and of inheritance is another area of legal and economic concern that can be studied with the techniques of game theory.

In the social sciences, game theory has interesting uses in studying, for example, the distribution of power in legislative procedures. This problem can be interpreted as a three-person game at the congressional level involving vetoes of the president and votes of representatives and senators, analyzed in terms of successful or failed coalitions to pass a given bill. Problems of majority rule and individual decision making are also amenable to such study.

Sociologists have developed an entire branch of game theory devoted to the study of issues involving group decision making. Epidemiologists also make use of game theory, especially with respect to immunization procedures and methods of testing a vaccine or other medication. Military strategists turn to game theory to study conflicts of interest resolved through "battles" where the outcome of a given war game is either victory or defeat.

4. **Johann Sebastian Bach (1685–1750):** German organist and composer of the baroque era, one of the greatest and most productive geniuses in the history of Western music.
5. **Carl Friedrich Gauss (1777–1855):** German mathematician and astronomer; also noted for his wide-ranging contributions to physics, particularly the study of electromagnetism.
6. **John von Neumann (1903–1957):** Hungarian-American mathematician who developed the branch of mathematics known as game theory.
7. **Robert Lowell (1917–1977):** a U.S. poet who won Pulitzer Prizes for two books of poems, *Lord Weary's Castle* (1946) and *The Dolphin* (1973). His other collections include *Life Studies* (1959),

*For the Union Dead* (1964) and *Day by Day* (1977). Lowell used “confessional poetry” to write about his problems and his unhappy marriages. He also wrote plays and translated the work of European poets.

8. **Harlow Shapley (1885–1972):** American astronomer, known for his study of the galaxy.

### III. Language Study

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1. **award:** sth. such as a prize or money given to sb. to reward them for sth. they have done

**Examples:** In addition to a cash award, each prizewinner also receives a gold medal and a diploma bearing the winner’s name and field of achievement.

Released in 1997, *Titanic* won eleven Academy Awards, including Best Picture, Best Director, and Best Film Editing.

*vt.* officially give sb. sth. such as a prize or money to reward them for sth. they have done

**Examples:** Einstein was awarded the Nobel prize for his work in physics.

The university awarded him a scholarship.

The first Nobel prizes were awarded on December 10, 1901, the fifth anniversary of Nobel’s death.

2. **single out:** choose from a group for special attention, esp. criticism or praise

**Examples:** The report singles out Mr. Clarke and Mr. Smith for special criticism.

His company was singled out as the most successful small business in the region.

3. **devastate:** destroy completely

**Examples:** The terrorists’ attack devastated the residential area.

The floods devastated acres of farmland.

4. **hellish:** extremely difficult or unpleasant; like hell

**Examples:** I had a hellish day at work.

I don’t want to go through a hellish experience like that again.

5. **delusion:** a false or mistaken belief, especially one that may be a symptom of mental disturbance.

**Examples:** Delusions are a type of psychotic symptom that indicates a person has lost contact with reality.

He’s under the delusion that he will be promoted this year.



**6. scribble:** write hastily or carelessly

**Examples:** I scribbled his phone number in my address book.

I'll just scribble Dad a note / scribble a note to Dad to say we're going out.

**7. distort:** twist; misrepresent

**Examples:** My original statement has been completely distorted by the media.

She distorts and misreports everything I told her.

**8. die down:** become gradually less strong, loud, noticeable, etc.

**Examples:** When the applause had died down he started to speak.

Eventually the fuss will die down and everything will return to normal.

**9. on / at one level ... (on / at another level)** (used when speaking about two opposite ways of thinking about sth.)

**Example:** On one level I quite like the attention but on another level, I suppose I find it a bit disturbing.

**10. play tricks on:** confuse sb. or cause problem for them

**Examples:** I thought I heard something — my ears must have been playing tricks on me.

Fate played cruel tricks on him when he was badly injured in his first international game.

**11. sensation:** feeling (as of heat or pain) coming from the senses

**Examples:** I had no sensation of pain whatsoever.

The disease causes a loss of sensation in the fingers.

**12. dimension:** aspect, element; a measure of spatial extent

**Examples:** His personality has several dimensions.

There is a spiritual dimension to her poetry.

Please specify the dimensions (= the height, length and width) of the room.

**13. loyal:** true or faithful to one's friends, group, country, etc. (followed by *to*; the opposite is *disloyal*)

**Examples:** Peter has been a loyal worker in this company for almost 40 years.

She's very loyal to her friends.

**14. The sister who .... The loyal wife who.... The economist who .... Princeton itself:** All these sentences are elliptical sentences. The structure "There is" is omitted before each sentence.

**15. electrical:** of, relating to, or operated by electricity

**Examples:** This store sells fridges, washing machines and other electrical goods.

They found that the breakdowns were caused by electrical faults.

**16. supervise:** watch over (work or other activity of a person)

**Examples:** The children play while two teachers supervise (= make certain that they behave

correctly and are safe).

The UN is supervising the distribution of aid by local agencies in the disaster area.

**17. awkward:** lacking ease or grace (as of movement or expression)

**Examples:** His movements were slow and awkward.

Alice made an awkward gesture with her hands.

**18. fellowship:** an amount of money given to postgraduates to enable them to study a subject at an advanced level

**Examples:** He has applied for a research fellowship.

We give three research fellowships a year.

**19. fad:** a short-lived but keenly followed interest or practice

**Examples:** There was a fad for wearing ripped jeans a few years ago.

Taking cold baths is one of those health fads that come and go.

**20. logical:** of, relating to, in accordance with, or of the nature of logic (The opposite is *illogical*.)

**Examples:** Students need the ability to construct a logical argument.

It was the logical thing to do (= the decision was a reasonable one when all the facts were considered).

**21. rivalry:** the state or an instance of being rivals

**Examples:** There is fierce rivalry for the job / to get the job.

It's nice to see such friendly rivalry on the tennis court.

**22. elude:** (of a fact, solution, etc.) escape from (a person's memory or understanding); escape from

**Examples:** I know who you mean but her name eludes me.

They had minor breakthroughs but real success eluded them.

**23. negotiation:** the act or process of negotiating

**Examples:** The agreement was reached after a series of difficult negotiations.

The exact details of the agreement are still under negotiation.

**24. come alive:** become real or interesting

**Examples:** She's a writer who really knows how to make her characters come alive.

She made history come alive with tales from her own memories.

**25. interlude:** free period of time between activities

**Examples:** There were only a few interludes of fair weather during the rainy season.

The musical interludes don't really fit in with the rest of the play.

**26. think tank:** a committee of people with experience in a particular subject that an organization or government establishes to produce ideas and give advice

**27. itch:** have a desire to do sth. eagerly (used in the patterns: *itch to do sth.*; *itch for sth.*); feel a