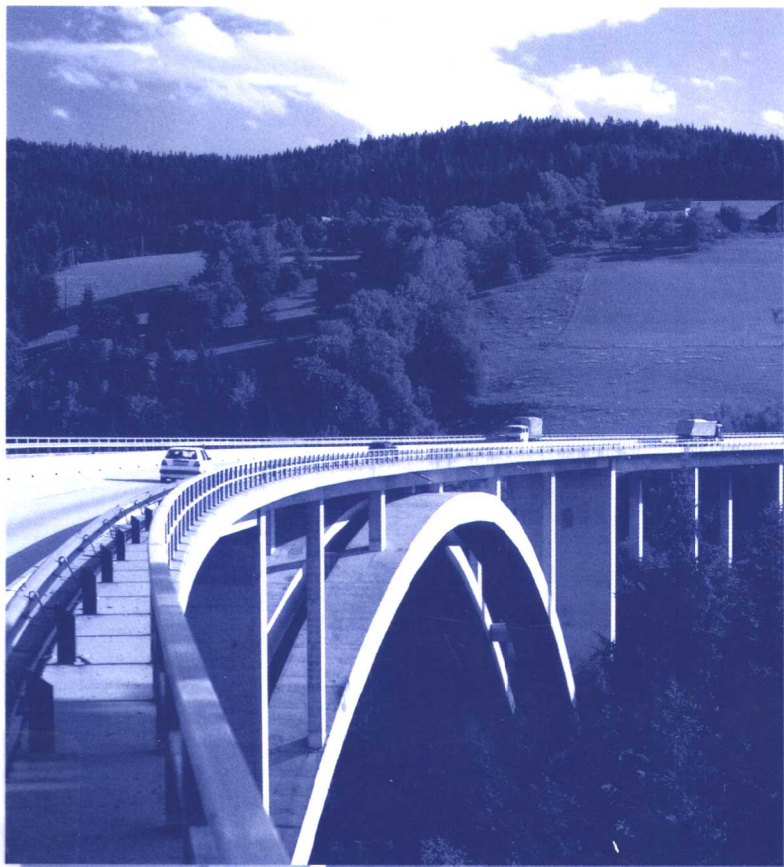




普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Integrated Course 5
Teacher's Book



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

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主编 季佩英 吴晓真 姚燕瑾



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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《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，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，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，于2000年秋季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，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于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《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是：立足本国，博采众长，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，同时认真学习、借鉴国外的教学理论和方法，并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。为此，本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning)，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。在缺少外语语境而且学时又较少的情况下，我们认为组织好课堂教学是关键。在课堂，教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用，同时，还应在学习方法上给学生以指导，使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”，通过读、听、说、写、译全方位的各种形式的课堂内外的实践，培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练，特别是说、写方面的实践活动，应以一定量的语言输入为前提。

4)《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。供阅读的主课文，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。

5)《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。

6)《全新版》的练习设计，一切从有利于学生打好语言基础和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。

7)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，以帮助学生逐步熟悉该考试形式，对其有所准备。

3. 全书框架

全书由下列几部分组成：

综合教程（1—6册）

（每册由8个单元组成）

阅读教程(通用本)(1—6册)

(每册由8个单元组成)

阅读教程(高级本)(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16单元组成)

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**教师用书**;综合、听说教程配有相应的录音磁带和光盘。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、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。使用时,各校可根据具体情况灵活掌握。

编者

2001年3月

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》第五册的教师用书,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。

本书教案严格按照《大学英语教学大纲》(修订本)有关读、听、说、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的成果。教学内容的编排,侧重于学生综合运用英语技能的培养。

各单元教案按以下四部分编写:

(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,还根据修订后的《大学英语教学大纲词汇表》所框定的词义要求,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。

本书教案由季佩英、吴晓真、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。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

2003年7月

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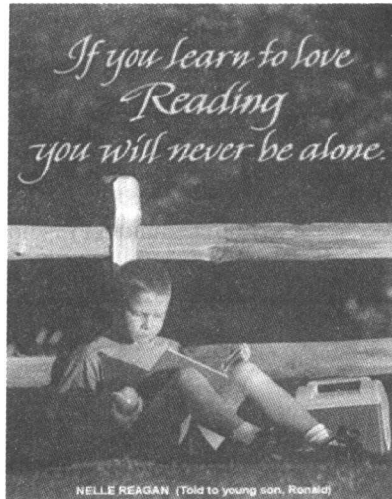
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Unit 1



Love of Reading

I. Suggested Teaching Plan

(5 periods)

Objectives

Students will be able to:

1. grasp the main idea and structure of the text;
2. learn a few useful writing techniques such as using a mixture of long and short sentences, simple and complex structures, various openers, as well as the proper deployment of details;
3. master the key language points and grammatical structures in the text;
4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

Time allotment

1st period	2nd period	3rd period	4th period	5th period
Pre-reading; While-reading (title, structure)	While-reading; (Part I, Part II)	While-reading; Post-reading (writing techniques)	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)
 - How did the speaker develop a love for reading? (The speaker grew up in a book-loving family where she saw a lot of reading and was read to a lot.)
 - Why does the speaker think it more advantageous for her children to learn from books than to learn from one teacher? (In books children may find there are many different opinions about a subject, while a teacher may only offer the opinion of his / her own. By reading books children can learn to think for themselves and form their own judgment.)
- Free writing: *My First Favorite Book* (20 minutes)
 - Ss spend five minutes writing about their first favorite book in whatever way they like;
 - Ss exchange what they have written with at least three other Ss;
 - T asks some Ss about the favorite book of a fellow student.
 - T may move on to Text A by saying: Books in our early years may exert great influence on our later life, as discovered by Eudora Welty, author of Text A.

While-reading tasks

- T explores the title “One Writer’s Beginnings” with the class. T may ask Ss to think about why the author chose the title instead of “My Beginnings” or “This Writer’s Beginnings.” (The mention of the word “writer” can help to establish Welty’s professional identity. The choice of “one” rather than “this” is more a matter of style than substance, it simply looks / sounds better.) (5 minutes)
- T explains to Ss the three-part structure of the text and dictates to them the key to Text Analysis

Exercise 1. (10 minutes)

3. T explains the language points in Part I and has Ss practice them. (see **Language Study**) (15 minutes)
4. T explains the language points in Part II and has Ss practice them. (see **Language Study**) (45 minutes)
5. In Part II, as a child, Eudora Welty divided the books in her family into four categories. T has Ss scan this part again and find out what they are. (books for the whole family, Father's books, Mother's books, "my" own books) (10 minutes)
6. T explains the language points in Part III and has Ss practice them. (see **Language Study**) (10 minutes)

Post-reading tasks

1. Learning about writing strategy (20 minutes)
 - 1) T guides Ss through Reading Strategy. Then, Ss go through Paras 1 and 6 to see how Eudora Welty mixed long and short sentences, simple and complex structures, and various openers.
 - 2) Ss discuss Text Analysis Exercises 3 and 4 in pairs, and later some pairs report to 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. **Noah Webster (1758–1843)**: a US educator and author, best known for his *American Dictionary of the English Language* (1828). He also helped to establish standard American spelling of English with *The Elementary Spelling Book* (1783). His name is now used on many dictionaries published by different US companies.
2. **Charles Dickens (1812–1870)**: an English writer of novels who combined great writing with

- the ability to write popular stories full of interesting characters. His many books are mostly about life in Victorian England and often describe the harsh conditions in which poor people lived. His early novels, which include *Pickwick Papers* and *Oliver Twist*, were written in parts for magazines. His later books include *David Copperfield*, *A Tale of Two Cities* and *Great Expectations*.
3. **Walter Scott (1771–1832):** a Scottish author and poet. Most of his poetry and his historical novels are based on the traditions and history of Scotland, especially the border region. His most famous poems include *The Lay of the Last Minstrel* and *The Lady of the Lake*, and his best-known novels include *Waverley*, *Rob Roy* and *Ivanhoe*. All were extremely popular during his life and influenced many writers in Britain and Europe.
 4. **Robert Louis Stevenson (1850–1894):** a Scottish writer of novels. He is best known for his famous children's adventure stories *Treasure Island* and *Kidnapped*, but he also wrote poetry for children and the well-known adult psychological novel *The Strange Case of Dr Jekyll and Mr Hyde*. Because of poor health Stevenson went to live on the island of Samoa in the Pacific for the last few years of his life.
 5. **Jane Eyre:** a novel (1847) by Charlotte Brontë. Jane Eyre is a private teacher for the daughter of Edward Rochester. Jane and Mr Rochester fall in love and are about to marry when she discovers that he already has a wife, who is mentally ill. Years later the lovers meet again and marry, although Rochester has by this time been badly injured in a fire. The novel is still popular, mainly for the contrast in character between Jane and Rochester.
 6. **Trilby:** a novel written by George Louis Palmella Busson Du Maurier (1834–1896), English artist and writer, born in Paris. In 1858 he began to work as a graphic artist. His caricatures for *Punch*, *Once a Week*, and *the Cornhill Magazine*, in which he satirized the middle and upper classes, are of historical value in portraying the fashionable social life of his time. He illustrated works by the English novelists William Makepeace Thackeray, George Meredith, etc.
 7. **The Woman in White:** a novel written by (William) Wilkie Collins (1824–1889), English writer, often regarded as the originator of detective fiction. He was born in London. Unsuccessful at business and law, he preferred to write. In 1851 he began a close association with Charles Dickens, with whom he collaborated on the novel *No Thoroughfare* (1867). Collins's mystery thriller *The Woman in White* (1860) and the detective story *The Moonstone* (1868), which first appeared in periodicals edited by Dickens, are considered masterpieces of their respective genres.
 8. **Green Mansions:** a novel written by William Henry Hudson who was an English novelist, naturalist, and ornithologist. The novel's title refers to a forest where the protagonist encounters a tiny girl of the woods, a figure symbolic of the wilderness's unsullied beauty. The book is forward-looking in its ecological warning against civilization's impact on nature. Both his fictional and nonfictional writings reflect a romantic regard for nature and its inhabitants.

- 9. *King Solomon's Mines*:** a book (1885) written by Sir H(enry) Rider Haggard (1856–1925), English novelist, colonial administrator, and agriculturist. Haggard's hero, Allan Quatermain who narrates the story in the first person, and two other Europeans travel to the remote interior of Africa in search of a lost friend. They find adventure, mystery, terror, and the legendary diamond mines of King Solomon. Haggard apparently drew inspiration for his tale from the ancient ruins in Zimbabwe.
- 10. Mark Twain (1835–1910):** the leading US humorous writer of the 19th century. His real name was Samuel Langhorne Clemens. He is best known for the novels *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1885), but he also wrote travel books and essays, many of them based on his experiences of life on the Mississippi River. His other books include the historical novels *The Prince and the Pauper* (1882) and *A Connecticut Yankee in King Arthur's Court* (1889), and *Life on the Mississippi* (1889), an account of his early life.
- 11. Ring Lardner:** full name Ringgold Wilmer Lardner (1885–1933), American writer and humorist, born in Niles, Michigan. From 1907 to 1919 he was a newspaper columnist and sports reporter. He first attracted attention with a series of humorous magazine stories about a young baseball player, eventually published as *You Know Me, Al* (1916). In *Treat 'Em Rough* (1918) and *The Big Town* (1921), Lardner depicted the lives of ordinary Americans with satirical humor.
- 12. Thomas Day (1748–1789):** English philanthropist and author, born in London. Day devoted his inherited fortune to various philanthropies, but he is chiefly remembered for *The History of Sanford and Merton* (1783–1789), a didactic story for children exemplifying the educational theories of French philosopher Jean Jacques Rousseau.
- 13. Grimm:** the Grimm Brothers, two 19th-century German scholars, who were leaders in the study of philology and folklore. Their names were Jacob Ludwig Karl Grimm (1785–1863) and Wilhelm Karl Grimm (1786–1859).

The Grimm brothers were attracted to old German folktales, which they collected from many sources and published as *Household Tales* (2 volumes, 1812–1815; trans. 1884). The collection, expanded in 1857, is known as *Grimm's Fairy Tales*. The brothers collaborated on numerous other works. In 1854 they published the first volume of the standard German dictionary, which was completed by other scholars in 1954.

- 14. Hans Christian Andersen (1805–1875):** Danish author, whose 150 stories for children such as *The Ugly Duckling*, *The Emperor's New Clothes*, *The Snow Queen*, *The Red Shoes*, and *The Little Mermaid* established him as one of the great figures of world literature and have been translated into more than 80 languages and have inspired plays, ballets, films, and works of sculpture and painting. Born in Odense, he suffered from poverty and neglect during his childhood, and when he was 14 years of age he ran away to Copenhagen. There he worked for Jonas

Collin, director of the Royal Theater, until Collin raised money to provide him with an education.

15. **Ali Baba:** in folktale, the hero of “Ali Baba and the Forty Thieves” in the collection of stories known in English as *Arabian Nights*. According to the story, Ali Baba, a poor woodcutter, is gathering wood in the forest when a band of thieves approaches. He hides and watches them enter a cave that opens when they say the words, “Open Sesame.” After they depart, Ali Baba stands before the cave and gives the command; to his surprise, the cave opens to reveal an enormous supply of gold and treasures. Ali Baba packs some of the gold on his donkeys and returns home. When his brother Qasim, a rich but hard-hearted merchant, discovers Ali Baba’s new wealth, he demands an explanation. The next day Qasim visits the cave and greedily gathers as much treasure as he can, but forgets the formula for leaving the cave. He is found and killed, and the thieves soon trace him to Ali Baba. They plan to kill him too, but Ali Baba’s slave, Murganah, discovers and foils their scheme. In gratitude, Ali Baba frees Murganah and marries her (in some variants of the story, he marries her to his son).
16. **Aesop (620?–560? B.C.):** ancient Greek writer of fables, who is supposed to have been a freed slave from Thrace. His name became attached to a collection of beast fables long transmitted through oral tradition. The beast fables are part of the common culture of the Indo-European peoples and constitute perhaps the most widely read collection of fables in world literature.
17. **Robin Hood:** a character in traditional British stories, who is said to have lived in Sherwood Forest near Nottingham during the rule of King Richard I (1189–1199). His companions (usually called his Merry Men) included Friar Tuck, Little John and Will Scarlet, and his lover was Maid Marian. Together they robbed rich people and gave money to poor people, and their enemy was the Sheriff of Nottingham. There is no evidence that Robin Hood ever existed but there are many stories about him and many films have been made about his adventures. In these he is often shown wearing clothes made of a material called Lincoln green, and holding a bow.
18. **King Arthur (5th or 6th century):** a king of England who led the Britons in battles against the Saxons. There are many stories about King Arthur, e.g. that he pulled his sword Excalibur from a stone, and that he sat with his knights at a Round Table. Nobody knows if the stories are true, but they are very popular and have been used in poems, plays and films.
19. **St. George:** a national saint of England. Many people believe he was a Christian martyr (= a person who is killed because of his or her religious beliefs) in the third century. According to legend, he killed a dragon to save a woman. He is often shown in pictures fighting the dragon.
20. **Joan of Arc:** Joan of Arc, Saint, in French, Jeanne d’Arc (1412–1431), called the Maid of Orléans, national heroine and patron saint of France, who united the nation at a critical hour and decisively turned the Hundred Years’ War in France’s favor.

Although Joan had united the French behind Charles and had put an end to English dreams

of hegemony over France, Charles opposed any further campaigns against the English. Therefore, it was without royal support that Joan conducted (1430) a military operation against the English at Compiègne, near Paris. She was captured by Burgundian soldiers, who sold her to their English allies. The English then turned her over to an ecclesiastical court at Rouen to be tried for heresy and sorcery. After 14 months of interrogation, she was accused of wrongdoing in wearing masculine dress and of heresy for believing she was directly responsible to God rather than to the Roman Catholic Church. The court condemned her to death. On May 30, 1431, Joan was burned at the stake in the Old Market Square at Rouen.

21. ***The Pilgrim's Progress***: a religious novel written between 1678 and 1684 by John Bunyan. It is an allegory (= a story in which the characters and events are symbols representing other things, such as truths, fears and human qualities) about a man's journey through life to heaven. The man, whose name is Christian, meets many symbolic difficulties on the way, including the Slough of Despond, Vanity Fair and Giant Despair. He finally reaches heaven, and his wife and children follow him.
22. ***Gulliver's Travels***: a novel (1726) by Jonathan Swift in which he attacked the British attitude of his time towards religion, science, the law, etc., using satire. Samuel Gulliver, an English traveler, visits strange lands, including Lilliput, where the people are all tiny, Brobdingnag, where the people are all giants, and the country of the Houyhnhnms and the Yahoos, where the horses are wise and the humans are stupid and cruel.
23. **Walter Crane (1845–1915)**: an English artist and member of the Arts and Crafts Movement. His colorful book illustrations had a strong influence on the development of children's books.

III. Language Study

1. **tick**: make light, regularly repeated sounds; put a small mark against (names, figures, etc.) to show that sth. is correct

Examples: While we waited the taxi's meter kept ticking away.

There was no sound except the clock ticking.

All his answers had been ticked.

n.

Examples: The ticks seem to be coming from that bag over there.

Put a tick in a box if you agree with this statement.

2. rhythm: regular successions of weak and strong stresses, accents, sounds of movements (in speech, music, dancing, etc.)

Examples: You need a sense of rhythm to be a good dancer.

Children are asked to dance to the rhythm of the drums.

in rhythm

Example: The young mother was rocking the cradle in rhythm.

3. give sb. no peace: keep disturbing sb.

Examples: The recent spread of SARS (=severe acute respiratory syndrome 即: 非典型肺炎) gave local people no peace.

The naughty boy gave his parents no peace as he always made trouble.

4. churn: beat and shake (cream) in a tub; make (butter) in this way

Examples: The village woman churned the milk until it turned into butter.

Milk is churned to make butter when it is stirred forcefully and repeatedly.

5. sob: draw in breath sharply and irregularly from sorrow or pain, esp. while crying; make a sound like that of sobbing

Examples: I found her sobbing in the bedroom because she'd broken her favourite doll.

You're not going to help matters by lying there sobbing!

She began to sob again, burying her face in the pillow.

n. act or sound of sobbing

Examples: I could hear her sobs from the next room.

Her body shook with sobs.

6. ambition: strong desire (to be or do sth.); object of such a desire

Examples: He has already achieved his main ambition in life — to become an astronaut.

She doubts whether she'll ever be able to fulfil her ambition.

I've always had a burning (= very great) ambition to be a film director.

The big house on the hill is my ambition.

7. expressive: (esp. of words or a face) full of feeling and meaning (followed by *of*)

Examples: Charlie Chaplin, the well-known comedian, had an expressive face.

The final movement of Beethoven's Ninth Symphony is expressive of joy.

8. illiterate: unable to read or write; with little or no education

Examples: It is reported that a surprising percentage of the population in the town are illiterate.

While primary school enrollment for girls now roughly equals that of boys, women constitute about two-thirds of the world's one billion illiterate adults.

9. salary: payment for regular employment

Examples: His aim is to find a job with an annual salary of £20 000.

His net monthly salary is £1500.

She's on quite a good / decent salary in her present job.

He took a drop in (= accepted a lower) salary when he changed jobs.

cf. wage: a fixed amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education

Examples: a very low/high wage

an hourly / daily / weekly wage

He gets / earns / is paid a good wage, because he works for a good employer.

10. all the while: all the time

Examples: I was thinking you were hard at work and you were upstairs in bed all the while!

That letter I was searching for was in my pocket all the while.

11. sink into: indulge in, be absorbed into

Examples: As the months went by, he sank into a deep depression.

She was furious with her boss and sank into fantasies of revenge.

12. elope: (of a woman) run away from home with a lover, usually to get married

Examples: As her parents didn't allow her to get married, she decided to elope with her lover.

It turned out that she eloped with her tutor.

13. stay on: remain after the usual or expected time for leaving

Examples: Susie flew back on the Monday but I stayed on for a couple of days.

They stayed on after India became independent.

14. beloved: dearly loved (followed by *of / by*)

Examples: The rose is the most romantic of flowers, beloved of poets, singers, and artists.

They lost their beloved nurse who sacrificed herself in fighting against SARS.

15. discourse: conversation; speech, lecture; treatise

Examples: The professor is preparing a discourse on recent developments in American speech.

We rarely entered into discourse about anything more interesting than the weather.

16. allot: make a distribution of

Examples: They allotted everyone a separate desk.

They allotted a separate desk to everyone.

The ministry of culture will be allotted about \$6 million less this year.

Three hours have been allotted to / for this task.

The museum is planning to increase the amount of space allotted to modern art.

17. respectively: separately or in turn, and in the order mentioned

Examples: In the 200 meters, Lily and Sarah came first and third respectively (= Lily won the