



**COLLEGE
ENGLISH**

航海类专业适用

大学英语

—— 读写教程 ——

Reading and Writing

主 编 罗卫华 王海华



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大连海事大学出版社

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为切实提高高等院校航海类专业学生的英语综合应用能力,顺利完成从普通英语向航海类专业英语的过渡,在《大学英语》(航海类专业适用)编委会的指导下,大连海事大学等院校的资深专家和一线教师组成编写组,历时两年编写了《大学英语》(航海类专业适用)系列教材。本套教材在满足普通大学英语教学要求的基础上,创新性地加入了与海事相关的题材和内容,实现了普通大学英语和航海类专业英语之间的衔接,是国内首套专门为航海类专业编写的大学英语教材,为航海类专业的英语教学提供了全新的解决方案。

一、教材特色

《大学英语》(航海类专业适用)是一套博采众长,具有开拓性的大学英语系列教材。本教材针对目前航海类专业大学英语教学发展趋势、航海类专业大学英语学习的规律及特点,以“新颖”、“实用”为原则进行编写。编写组就教材设计与编写等相关方面进行了广泛而深入的调查与研讨,在设计与编写中借鉴与采纳了近年来大学英语教学改革经验与成果,在把握大学英语教学的性质与目标的基础上,遵循分类指导、因材施教的原则,以适应航海类专业英语综合应用能力培养的要求。

具体特色如下:

- * 主题鲜明,每个单元体现一个主题,密切联系航海类专业学生的未来生活和工作。
- * 选材新、题材广,航海特色突出,内容表现形式多样,信息量大,注重文化内涵,反映时代发展,展现语言魅力。
- * 应用类内容充实,尤其是听、说的输入量高于同类教材。
- * 注重在跨文化交际情境中使用恰当、得体、地道英语能力的培养。
- * 注重由浅入深、由易到难、循序渐进,体现系统性和连续性。

二、编写意义

在国际海事组织推出 STCW 公约马尼拉修正案的大背景下,随着航海类专业教学改革和大学英语课程改革的发展,航海类专业大学英语的课程与教学体系亟待相应地改革完善,其中,教材建设是一项奠基性的工作。本套教材作为国内首套专门为航海类专业编写的大学英语教材必将为提高航海类专业教学质量,为大学英语教学的特色化发展做出贡献。

三、指导原则

《大学英语》(航海类专业适用)以教育部 2007 年颁发的《大学英语课程要求》为依

据,同时参考 STCW 公约有关船员英语语言能力方面的要求进行编写。总的指导原则是突出学生交际能力和语言综合应用能力的培养。教材的编写不仅立足于现实,也着眼未来,还考虑到近年来大学英语教学的进步和广大师生对教学改革的迫切愿望。为了使新编教材能适应 21 世纪经济和社会文化发展的新形势,编者在教学内容和编排结构等方面努力体现现代语言教学理论的新成果,并在编写过程中贯彻实用性、交际性、科学性、前瞻性和趣味性,注重培养学生听、说、读、写、译(“五会”)五种能力的全面提升,以及其思维能力和自学能力培养。

在编写设计上具体遵循以下原则:

1. 实用性原则

教材内容紧密结合学生的实际需要,符合航海类专业学生各阶段的学习特点,强调学以致用。

2. 交际性原则

教材充分考虑语言交际目的,针对航海类专业学生听说能力方面的特点,重视交际能力和语言综合应用能力的培养。同时,教材注重航运背景下的跨文化意识的培养,提高学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

3. 科学性原则

教材考虑了学生的特点,循序渐进地安排教学内容。教材不过于偏重语言知识或专业内容,而偏重于提高航海类专业学生的英语学习兴趣和其在相关领域的英语交际能力和阅读能力。另外,我们充分利用统计语言学的理论和实践,对教材的难易程度排列次序,对词汇的分布、出现频率以及四、六级词汇和海事相关词汇的覆盖率等重要数据进行了技术处理。

4. 前瞻性原则

教材还考虑到中学生英语能力、学习习惯、认知水平、思维方式不断提高对大学英语教学提出的更高层次、更多样化的需求,因此我们为课堂教学与网络自主学习提供了丰富的立体化资源,以满足新教学模式的需要,从而为学生创建个性化、自主化的学习环境。

四、组织结构

《大学英语》(航海类专业适用)针对大学英语“一般要求”设计,供两个学年使用。本套教材由《大学英语读写教程》、《大学英语视听说教程》和《大学英语快速阅读》三套教程构成。每套教程分 4 册,分别对应大学英语 1~4 级。每册含 8 个不同主题的单元,每个单元都有与海事相关的内容。

与教材配套的还有教学参考书、MP3 光盘和网络支持平台。

五、使用建议

《大学英语读写教程》每册 8 个单元,每单元围绕同一主题展开,包含两篇主要阅读文章(其中一篇涉及海事相关内容),达到听、说、读、写、译各项技能有机结合。《大学英语视听说教程》、《大学英语快速阅读》与《大学英语读写教程》各单元主题呼应,并通过各类活动与练习提高学生的听说读写综合能力。

与《大学英语》(航海类专业适用)教材相配套的还有航海类大学英语四级考试系统。教师可根据本校教学条件及学生英语水平选择适合的教学内容,进行四个级别的分级教学和测试;同时充分利用网络教学资源,合理安排课堂授课与课下自主学习的内容。

建议在教材使用过程中注重对学生自主能力的培养。每个单元教师精讲材料应约占教材内容的 1/3,学生自主学习和合作学习约占 2/3。课时安排为 256~328 学时。如果可用课时较少,可以根据实际教学情况适当减少学生活动、小组讨论、阅读、写作方面的时间安排。每个单元一般需要 3~6 学时,教师可以根据实际教学情况灵活安排教学时数。

六、编写人员

《大学英语读写教程》主编为罗卫华教授和王海华教授,《大学英语视听说教程》主编为罗卫华教授和张树学教授,《大学英语快速阅读》主编为罗卫华教授和吕弘教授。教材主审为范凤祥教授和夏廷德教授。

参与《大学英语》(航海类专业适用)系列教材策划与编写的还有国内外多位专家与教师。本套教材的编委会成员包括来自大连海事大学、大连海洋大学、集美大学、青岛远洋船员职业学院等多所院校的英语教师,他们都为教材的合理使用与教学方法的创新提供了大量建议。Susan Webber Eshleman, Lynn S. Fair 和 John David Redenbach 等外籍专家认真审阅了本教材,并提供了宝贵意见和帮助。

在教材使用中,我们希望得到更多院校师生的反馈意见与建议,以便我们不断完善教材,为使用者提供更全面的服务。

《大学英语》(航海类专业适用)编委会
2011 年 7 月

编写说明

教程框架

《大学英语读写教程》是适用于航海类专业的大学生英语系列教程的重要组成部分。全套教材共4册,每册8个单元,每个单元围绕同一主题展开,以听说引出话题,以阅读为主体来深入话题,以写作展开话题,从而达到运用的目的。同时针对航海类专业的需求,每个单元Text B都是围绕与该单元话题相关的海事内容进行选材,使学生首先从总体上了解该主题,有一个宏观认识,然后以航海为焦点,将话题引入航海领域,切实做到英语语言与航海专业的特色相结合。

本教材为《大学英语读写教程》第3册,各单元由以下5个部分组成。

Part I 读前活动(Pre-reading Activities)以单元主题为中心,分别以听说及图片、表格等形式进行相关主题的文化输入,激发学生的热情,调动他们的积极性,做好阅读前的准备。

Part II 主题课文A(Theme-related Reading Text A)是每个单元主体阅读文章,突出主题思想,并配有读后理解、词语搭配和用法、同义词辨析、翻译、课文复述、要点讨论等练习。

Part III 主题课文B(Theme-related Reading Text B)是以海事题材为主,同时体现本单元主题的阅读文章,并配有读后的理解、词汇和口头练习。

Part IV 写作训练(Writing Practice)是每个单元集中进行写作指导的部分,包括某一项作文知识讲解、范文和练习。

Part V 课后活动(After-class Activities)包括相关主题的知识扩充,并提供相关主题的网址,以方便学生自主学习,还提供了与主题相关的歌曲、笑话、幽默故事、诗歌等寓教于乐的内容,激发学生学习英语的乐趣,同时收获知识。

本教程特色

* 课文题材广泛,体裁多样,内涵丰富,体现时代风貌和航海特色

在选材上,以主题为线索,结合社会发展与大学生思维特点,融合大学生活,涵盖新近佳作,也保留广为传颂的经典。内容涉及社会风情、人生哲理、职业观念、未来社会、环保意识、科技发展等话题,每个话题下有两篇文章,第一篇以主题为中心,第二篇涉及海事内容的文章展现本单元话题。选文贴近实际,展现社会趋势,哲理深刻,寓意丰富,生动感人,语言优雅,语句流畅,规范地道。

* 融合多种技能,培养综合素质,提高学生英语应用能力

本教材注重培养学生英语运用技能,每单元读前准备部分都设计了听力理解和读图回答问题两项涉及本单元主题的内容,为学生提供听说英语的机会,以此导入课文的学

习。读后再以口语交际(复述课文、讨论话题)和英语写作训练来深化本话题。此外,读后练习中还有一项训练思辨能力的内容(Critical Thinking),旨在提高学生理解、判断和表达能力,所选语句大多文字易懂,含蓄幽默,含义深刻,耐人深思,启迪思想。每个单元听说读写环环相扣,以形式多样的活动使各项技能互为补充,综合训练,同时又能够启发、提高学生的思辨能力。

* 优化练习模式,总结技巧,满足个体需求

在选材上,考虑到学生的英语基础,阅读内容难度适中,练习题形式多样。其中,同义词在辨析讲解基础上,编排了针对性的练习。构词部分在提供例示之后设计了充分的练习,使学生熟悉这些构词成分,提高词汇理解与扩展的能力。翻译部分包括两部分:句子翻译(选自课文)和段落翻译(英译汉和汉译英)。句子选自课文,既能取得翻译训练的效果,又能引起学生对课文的重视;短文翻译则注重语篇的衔接和连贯。完形填空部分没有提供选项,目的是训练学生对段落整体的理解和词语以及词语搭配的熟悉,摆脱掉以往由于对个别词语的纠缠而忽略段落整体意义的理解。该题看似很难,但学生只要细心阅读,就会取得满意的效果。写作部分是文章写作,包括文章结构介绍和三种写作方法的训练(举例法、过程分析法和比较/对比法),针对每一种方法的训练,简洁讲解,提供范文展示以及作文所需要的过渡性词语。作文的题目都是课文A所涉及的话题,对作文作业要求和写作过程的细节,包括如何构思、写提纲、写初稿、修改以及同伴校阅都做详细说明,使学生掌握作文知识,在实践中提高写作技能。

* 寓教于乐,生动活泼,激发学生英语学习兴趣

本教材设计精细,内容丰富,寓意深刻,生动诙谐,语句优美,耐人寻味,图文并茂,为学生营造一种轻松、愉快的英语学习氛围。其中有新颖的构图、地道的英语朗读录音、启迪心智的画面;练习中有鼓励以学生为主体进行讨论的口语交际,还有 Fun Time 所提供的歌曲、笑话、幽默故事、诗歌等,使学生能够在轻松的学习氛围下享受英语语言所带来的无穷乐趣。

* 提供网络信息来源,体现时代特色,培养学生自主学习意识

To Know More 为学生提供与单元话题相关的内容,并给出相关网址供学生课后查询,有利于学生利用网络资源进行自主学习。

本教材由罗卫华、王海华主编,副主编为赵宏宇、郭艳玲,编写人员有隋长红、王海燕、赵德华、李应雪、徐昉、张微微、吕雯钰、秦丹、严苒丹、李燕、王倩。外籍专家 Lynn S. Fair 认真审阅了本教材,并提供了宝贵的意见和帮助,在此表示诚挚的谢意。

编 者
2012年8月

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Unit 1

Ethics



The ideals which have lighted my way, and time after time have given me new courage to face life cheerfully have been kindness, beauty and truth.

— A. Einstein



Part I Pre-reading Activities



1. Respond to what you hear.

Listen to the passage and discuss with your classmates the questions.

- 1) What is the secret to a truly happy life?
- 2) Do you think giving will also make you a happy person?



gateway *n.* 入口, 途径

compassion *n.* 同情, 关爱

intention *n.* 意图, 打算

anonymously *ad.* 匿名地

karma *n.* 〈宗〉(佛教和印度教)业, 因果报应

legacy *n.* 遗产

donation *n.* 捐赠

janitor *n.* 看门人

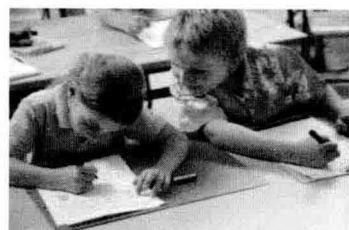
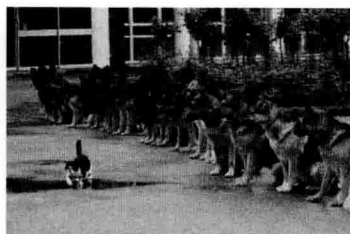
address *v.* 称呼(某人)

Mohammed 穆罕默德

2. Respond to what you see.

Look at the pictures and discuss the questions in groups.

- 1) Can you describe the pictures below?
- 2) What message does each picture convey?
- 3) How can you tell right from wrong?



Part II Theme-related Reading Text A**Pre-reading questions** ● ● ● ●

1. What is the most unforgettable gift you've ever received from your mother?
2. How do you understand "making sacrifices is part of bringing up children"?
3. Are you still willing to contribute if you do not play the leading role in a team?

My Mother's Gift*Suzanne Chazin*

① I grew up in a small town where the elementary school was a ten-minute walk from my house and in an age, not so long ago, when children could go home for lunch and find their mothers waiting.

② At the time, I did not consider this a luxury, although today it certainly would be. I took it for granted that mothers were the sandwich-makers, the finger-painting appreciators and the homework monitors. I never questioned that this ambitious, intelligent woman, who had had a career before I was born and would eventually return to a career, would spend almost every lunch hour throughout my elementary school years just with me.

③ I only knew that when the noon bell rang, I would race breathlessly home. My mother would be standing at the top of the stairs, smiling down at me with a look that suggested I was the only important thing she had on her mind. For this, I am forever grateful.

④ Some sounds bring it all back: the high-pitched squeal of my mother's teakettle, the rumble of the washing machine in the basement, the jangle of my dog's license tags as she bounded down the stairs to greet me. Our time together seemed devoid of the gerrymandered schedules that now pervade my life.

5 One lunchtime when I was in the third grade will stay with me always. I had been picked to be the princess in the school play, and for weeks my mother had painstakingly rehearsed my lines with me. But no matter how easily I delivered them at home, as soon as I stepped onstage, every word disappeared from my head.

6 Finally, my teacher took me aside. She explained that she had written a narrator's part to the play, and asked me to switch roles. Her words, kindly delivered, still stung, especially when I saw my part go to another girl.

7 I didn't tell my mother what had happened when I went home for lunch that day. But she sensed my unease, and instead of suggesting we practice my lines, she asked if I wanted to walk in the yard.

8 It was a lovely spring day and the rose vine on the trellis was turning green. Under the huge elm trees, we could see yellow dandelions popping through the grass in bunches, as if a painter had touched our landscape with dabs of gold.

9 I watched my mother casually bend down by one of the clumps, "I think I'm going to dig up all these weeds," she said, yanking a blossom up by its roots. "From now on, we'll have only roses in this garden."

10 "But I like dandelions", I protested. "All flowers are beautiful — even dandelions."

11 My mother looked at me seriously. "Yes, every flower gives pleasure in its own way, doesn't it?" She asked thoughtfully. I nodded, pleased that I had won her over. "And that is true of people too," she added. "Not everyone can be a princess, but there is no shame in that."

12 Relieved that she had guessed my pain, I started to cry as I told her what had happened. She listened and smiled reassuringly.

13 "But you will be a beautiful narrator," she said, reminding me of how much I loved to read stories aloud to her, "The narrator's part is every bit as important as the part of the princess."

14 Over the next few weeks, with her constant encouragement, I learned to take pride in the role. Lunchtimes were spent reading over my lines and

talking about what I would wear.

15 Backstage the night of the performance, I felt nervous. A few minutes before the play, my teacher came over to me. “Your mother asked me to give this to you,” she said, handing me a dandelion. Its edges were already beginning to curl and it flopped lazily from its stem. But just looking at it, knowing my mother was out there and thinking of our lunchtime talk, made me proud.

16 After the play, I took home the flower I had stuffed in the apron of my costume. My mother pressed it between two sheets of paper toweling in a dictionary, laughing as she did it that we were perhaps the only people who would press such a sorry-looking weed.

17 I often look back on our lunchtimes together, bathed in the soft midday light. They were the commas in my childhood, the pauses that told me life is not savored in premeasured increments, but in the sum of daily rituals and small pleasures we casually share with loved ones. Over peanut-butter sandwiches and chocolate-chip cookies, I learned that love, first and foremost, means being there for the little things.

18 A few months ago, my mother came to visit. I took off a day from work and treated her to lunch. The restaurant bustled with noontime activity as business people made deals and glanced at their watches. In the middle of all this sat my mother, now retired, and I. From her face I could see that she relished the pace of the work world.

19 “Mom, you must have been terribly bored staying at home when I was a child,” I said.

20 “Bored? Housework is boring. But you were never boring.”

21 I didn’t believe her, so I pressed. “Surely children are not as stimulating as a career.”

22 “A career is stimulating,” she said. “I’m glad I had one. But a career is like an open balloon. It remains inflated only as long as you keep pumping. A child is a seed. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.”

23 Just then, looking at her, I could picture us sitting at her kitchen table once again, and I understood why I kept that flaky brown dandelion in our old family dictionary pressed between two crumpled bits of paper towel.

(979 words)

Words and Expressions

(◆符号表示四级词汇, ★符号表示六级词汇)

elementary◆

/ˌeliˈmentəri/

ambitious★

/æmˈbiʃəs/

intelligent◆

/ɪnˈtelɪdʒənt/

high-pitched /haɪˈpɪtʃt/

squeal /skwiːl/

rumble /ˈrʌmb(ə)l/

jangle /ˈdʒæŋɡəl/

tag◆

/tæg/

bound /baʊnd/

devoid /diˈvɔɪd/

gerrymander

/ˈdʒerɪmændə(r)/

pervade /pəˈveɪd/

princess◆

/ˈprɪnˈses/

rehearse /rɪˈhɜː(r)s/

onstage /ˈɒnstetdʒ/

narrator /nəˈreɪtə(r)/

switch◆

/swɪtʃ/

sting◆

/stɪŋ/

- a. in or connected with the first stages of a course of study 初级的, 基础的
- a. determined to be successful, rich, powerful, etc. 有野心的, 有雄心的
- a. good at learning, understanding and thinking in a logical way about things; showing this ability 有才智的, 悟性强的, 聪明的
- a. (of sounds) very high 高音的
- n. a long high cry or sound 拖长的尖叫声, 长而尖的声音
- n. a long deep sound or series of sounds 持续而低沉的声音, 隆隆声
- n. a hard noise like that of metal hitting metal 金属撞击声, 丁零当啷的刺耳声
- n. a small piece of paper, fabric, plastic, etc. attached to sth. to identify it or give information about it 标签, 标牌
- v. to run with long steps, esp. in an enthusiastic way 跳跃着跑
- a. completely lacking in sth. 完全没有, 缺乏
- v. (disapproving) to change the size and borders of an area for voting in order to give an unfair advantage to one party in an election 不公正地改划选区(为使某政党获得优势)
- v. (fml.) to spread through and be noticeable in every part of sth. 渗透, 弥漫, 遍及
- n. the daughter or granddaughter of the king or queen 公主
- v. to practice or make people practice a play, piece of music, etc. in preparation for a public performance 排练, 排演
- ad. on the stage in a theatre 在舞台上
- n. a person who tells a story, esp. in a book, play or film/movie (书、戏剧或电影中的) 叙述者, 讲述者
- v. to exchange one thing for another 交换, 转换, 对调
- v. to feel, or to make sb. feel, a sharp pain in a part of their body (使) 感觉刺痛, 感觉灼痛