



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 1
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

综合教程

教师用书

1

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Integrated Course 1 *Teacher's Book*

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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数量一定的类似四、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》第一册的教师用书,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。整个阅读过程自上而下(top-down),从课文结构、段落、句子和单词等四个层面培养学生的读、听、说、写、译的能力,从而提高学生的交际能力。

(2) 课文分析(Text Analysis)包括分析课文的体裁、篇章结构、修辞手段和写作特色。

(3) 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。

(4) 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,夏国佐等审订。在本书编写过程中,承英籍专家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

2001年3月

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Unit 1



Growing Up

I. Suggested Teaching Plan

(5 periods)

Objectives

Students will be able to:

1. grasp the main idea (the essence of writing is to write what one enjoys writing) and structure of the text (narration in chronological sequence);
2. appreciate the narrative skills demonstrated in the text (selection of details, repetition, coherence);
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 (text structure; cultural notes; language points)	While-reading (language points)	While-reading (language points; grammatical structures)	While-reading (grammatical structures; details; synonyms; coherence) Post-reading (main idea; exercises)	Check on students' home reading (Text B); Post-reading (Theme-related Language Learning Tasks)

Pre-reading tasks

1. Have you listened to John Lennon's *Beautiful Boy*? (2 minutes)

The teacher (T) may ask several students (Ss) this question:

— What does Lennon think of growing up?

(Possible answers: Life becomes better as one grows up; it takes time to grow up; life is not always what one has planned, but is full of surprises; life is not easy; life is adventurous.)

2. The art of eating spaghetti (15 minutes)

1) Before class, T cuts a sheet of paper into many long, thin strips, which he/she brings to class together with a fork (Or: if possible, T brings a platter of boiled noodles to class together with a fork).

2) T explains that spaghetti is Italian-style noodles, and that unlike some Chinese noodles, it will never taste pulpy and is usually served with sauce, not in soup. Several Ss are invited to come up with "proper ways of eating spaghetti" and demonstrate to the class, using the fork.

3) T dictates the following passage to Ss (Pre-teach some words like "poke", "scoop", "prong", "twirl" if necessary):

- a. Hold the fork in your hand as if to poke the spaghetti.
- b. Scoop up a small amount of spaghetti on your fork and raise it about 30 cm above your plate.
- c. Make sure the spaghetti on your fork is completely disconnected from the remainder on

your plate.

- d. Put the prongs of the fork at an edge of the plate that is free of food.
- e. Quickly point the prongs of the fork straight down toward the plate and place the points on the plate.
- f. Twirl the fork to gather the spaghetti around the prongs.
- g. With a quick scooping movement, gather up the roll around the prongs and place it in your mouth.
- h. Gently gather up any stray spaghetti ends that don't make it all the way into your mouth.

4) Tasks one S to come up and demonstrate the right way of eating spaghetti.

3. Tasks Ss the following questions: (8 minutes)

- Would you enjoy writing “The Art of Eating Spaghetti”? Why or why not?
- Why did Russell Baker enjoy writing “The Art of Eating Spaghetti”? (hint: Para. 4)
- Look at the title of Text A, then find out in which paragraph a similar phrase appears. Read that paragraph carefully and explain in your own words what the author means by saying “write for myself”. (hint: Para. 5)

While-reading tasks

1. Grasping the structure of the text: (15 minutes)

- 1) Ss circle all the time words, phrases and clauses in Text A (*They include: since my childhood in Belleville, until my third year in high school, until then, when our class was assigned to Mr. Fleagle for third-year English, late in the year, until the night before the essay was due, when I finished, next morning, two days passed, when I saw him lift my paper from his desk..., when Mr. Fleagle finished*). When they finish, T asks several Ss to read aloud what they have circled.
 - 2) T draws Ss' attention to Text Organization Exercise 2, reads its instructions, and asks them these two questions:
 - Refer to the time words/phrases/clauses you have just circled and tell from which point on Baker starts talking about his new experience. (hint: the paragraph containing “later in the year”)
 - Starting from which paragraph does Baker stop writing about his new experience? (hint: the paragraph containing “when I finished” and “next morning”)
 - 3) In this way Ss will be able to divide the text into 3 parts and sum up the main ideas.
 - 4) Several Ss report the main ideas they have summed up to the class.
2. Cultural background — T explains the U.S. grade school system and how school teachers are

dressed. (see **Cultural Notes**) (3 minutes)

3. T explains language points and gives Ss practice. (see **Language Study**) (60 minutes)

4. Grammatical structures. (25 minutes)

1) T asks Ss to form pairs and ask each other questions based on Para. 2 using the structure “sb./sth. is said/believed/reported to do/be”. T may offer the following model:

— What kind of person is Mr. Fleagle?

— He was said/reported/believed to be very formal, rigid and hopelessly out-of-date.

Afterwards, a pair or two may repeat their questions and answers to the class.

2) Ss do Structure Exercise 2 in the textbook.

5. T draws Ss’ attention to Writing Strategy in Theme-related Language Learning Tasks, especially the part about details. (also see **Text Analysis**) T then asks the following questions:

— In Part 1, what details are selected to show “I’d been bored with everything associated with English courses”?

— In Part 1, what details are given to show that Mr. Fleagle was dull and rigid?

— In Part 2, which sentences show that at first Baker was unwilling to write the essay?

— In Part 3, the author didn’t tell us directly that his essay was very good. By which sentences did he manage to give us the impression that his essay was very good? (12 minutes)

6. Synonymous words or phrases in this text (see **Text Analysis**):

1) T chooses one word from each group of synonyms listed in Text Analysis, and asks Ss to scan for respective synonyms. If Ss’ findings are inconclusive, T may reveal those they have neglected.

2) T may further provoke Ss’ thinking by this question: Why does Russell Baker employ all these synonymous words and phrases? (15 minutes)

7. When T and Ss come to the sentence “ In the eleventh grade, at the eleventh hour as it were, I had discovered a calling.” in Para. 9, T may ask Ss to recall a similar sentence they have read. (Para. 1, “ The idea of becoming a writer had come to me off and on since my childhood in Belleville, but it wasn’t until my third year in high school that the possibility took hold.”) By this T will show Ss the importance of coherence in writing. (5 minutes)

Post-reading tasks

1. Think alone: According to Mr. Fleagle, what is the very essence of the essay? (5 minutes)

Then T invites several Ss to give their opinions. T may sum up by this sentence — The essence of good essays is to write what one enjoys writing about.

2. T checks if Ss have done the rest of the after-text exercises in their spare time, and discusses

some common errors that crop up. (10 minutes)

3. T checks on Ss' home reading (Text B). (3 minutes)
4. Ss do Part IV: Theme-related Language Learning Tasks in class. (1 period)
5. T asks Ss to prepare the next unit:
 - 1) do the pre-reading task;
 - 2) preview Text A. (2 minutes)

II. Text Analysis

Russell Baker is very good at selecting details (see **Part IV Writing Strategy**) to prove his point. For example, in Para. 2 he creates an unfavorable image of Mr. Fleagle by describing his "formal, rigid and hopelessly out-of-date" eyeglasses, hairstyle, clothes, jaw, nose, and manner of speaking.

What's more, Russell Baker employs repetition not only to make it easy for readers to follow what he is saying, but also to impress them more deeply. For example, in Para. 2, there are 9 *prim*'s or *primly*'s in as few as 3 sentences! Thus readers will have in their mind a vivid picture of what Mr. Fleagle looked like. Another example of such repetition can be found in Para. 5. Count how many *I wanted*'s there are in this paragraph (There're 5!). They help to emphasize Russell Baker's strong desire to write for himself.

On the other hand, where this stylistic device is not justified, Baker is also expert in avoiding repetition by employing synonymous words and phrases. Here are some examples:

- a. dull, lifeless, cheerless, tedious
- b. turn out, write, compose, put down
- c. anticipate, prepare for
- d. formal, rigid, prim, correct, proper, respectable
- e. vivid memories of sth. come flooding back to sb. , sth. reawakes in one's mind, sb. recalls sth.
- f. recapture, relive
- g. pleasure, delight, happiness
- h. contempt, ridicule
- i. topic, title

III. Cultural Notes

1. **Grade schools in the U.S.:** It is necessary to have some knowledge of grade schools in the U.S. because Ss have to realize that “the third year in high school” (Para. 1) equals “the eleventh grade” (Para. 9). U.S. students generally go through elementary schools (kindergarten to 5th or 6th grade), middle schools (grades 6–8) or junior high schools (grades 7–9), and high schools (grades 9–12 or 10–12).
2. **What American teachers wear in school:** Nowadays, people in the U.S. love to dress casually. Even among those companies with a rigid dress code some now allow employees not to wear suits on Fridays. U.S. teachers wear fairly formal clothes to school, but not necessarily suits and ties. Bow ties are considered even more old-fashioned than ties.
3. **Spaghetti and the proper way of eating it:** Spaghetti is the Italian-style thin noodle, cooked by boiling and served with sauce. Usually you would put a fork into a plate of spaghetti, turn the fork several times so that spaghetti will wind around the fork, then place the fork into your mouth. It’s impolite to suck.

IV. Language Study

1. **The idea of becoming a writer had come to me off and on since my childhood in Belleville, but it wasn’t until my third year in high school that the possibility took hold.:** Ever since I was a child in Belleville, I had thought of becoming a writer from time to time, but I didn’t make up my mind until I was in the eleventh grade.

off and on (or on and off): from time to time, now and again, irregularly

Examples: It has been raining on and off for a week. That’s why the clothes feel damp.

As her patient slept soundly during the night, Nurse Betty was able to doze off and on in a bedside chair.

possibility: state of being possible; (degree of) likelihood (usu. followed by *that-clause* or *of*)

Examples: Is there any possibility of life on Mars?

They haven't arrived. There is a possibility that they have taken the wrong road.

take hold: become established

Examples: The idea of one child only has taken hold in many Chinese families.

Old habits die hard. That's why you should stop smoking before the habit takes hold.

2. **Until then I'd been bored by everything associated with English courses.:** Up to then I had lost interest in things related to English courses.

bore: make (sb.) feel tired and lose interest

Examples: The speaker went on and on, and the audience grew bored by his speech.

Tom Sawyer grew bored with painting the garden fence, so he thought of a way to make others paint for him.

associate (with): join or connect together; connect or bring in the mind

Examples: We associate Egypt with pyramids.

I can't associate this gentle young woman with the radical political essays she has written.

Jim wished to forget everything associated with his former life.

3. **I hated the assignments to turn out long, lifeless paragraphs that were agony for teachers to read and for me to write.:** I found it painful to write long, boring essays as required by teachers; neither did teachers enjoy what I wrote.

turn out: produce

Examples: New computers are soon outdated since newer models are turned out constantly.

American film studios turn out hundreds of films every year.

4. **When our class was assigned to Mr. Fleagle for third-year English I anticipated another cheerless year in that most tedious of subjects.:** When it was decided that Mr. Fleagle would teach us English during my third year in high school, I expected the English course to be as boring as before.

anticipate: expect (usu. followed by *gerund* or *that-clause*)

Examples: The police had anticipated trouble from the soccer fans and were at the ground in large numbers.

They anticipate that deaths from AIDS will have doubled by 2002.

We anticipate running into problems in carrying out the medical welfare reform.

5. **tedious:** boring and lasting for a long time

Examples: The movie was so tedious that many viewers left before it was over.

Laura found George to be tedious and decided not to see him any more.

6. reputation: (an) opinion (about sb. or sth.) held by others

Examples: Premier Zhu Rongji has a high reputation as a statesman in the world.

Jim Kerry has quite a reputation for being comic.

7. inspire: fill (sb.) with confidence, eagerness, etc.

Examples: Martin Luther King, Jr.'s speeches inspired people to fight for equal treatment of African Americans.

The last leaf on the tree that never fell off inspired the dying patient with the will to live on.

8. rigid: (*often disapproving*) fixed in behavior; based on correct or accepted rules

Examples: If he had been a little less rigid about things, his daughter would not have left home at such a young age.

The rigid headmaster would button up his clothes even on the hottest days.

9. out of date: old-fashioned

Examples: New words are constantly added to our vocabulary while some old words go out of date.

Although her clothes were out of date, the old woman appeared clean and dignified.

10. severe: 1) completely plain

Examples: The widow wore a severe black dress to her husband's funeral.

Earnest Hemingway is known for his severe writing style.

2) stern, strict

Examples: Only those who have undergone severe training can be accepted into the air force.

Fu Lei was so severe with his son that even his wife would cry.

3) causing very great pain, difficulty, worry, etc.

Examples: The severe chest pain experienced by the Vice-President proved to be a heart attack.

A factory must turn out newer and better products to win in the climate of severe business competition.

11. I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed.: I expected that things wouldn't improve with Mr. Fleagle as our English teacher, and for a long time I was right in my expectations.

(Note that here is a touch of irony.)

12. Late in the year we tackled the informal essay.: Late in the year we learned how to write informal essays and practiced writing them.

tackle: deal with

Examples: Toshiba (东芝) recently designed a robot that can tackle almost any kinds of house-work.

The classroom was quiet as students were busy tackling the final exam.

- 13. finally:** at last (usu. used in the following situations: indicating that sth. is the last one in a series of things or events; introducing a final point, asking a final question, or mentioning a final item; when sth. happens that you have been waiting for a long time, you can say that it finally happens)

Examples: Mr. Smith lived in Turkey, France, and Norway before finally settling in Mexico.

Finally, I should like to thank you all for coming and to wish you a pleasant journey home.

Finally he came to realize his mistake and apologized to his parents.

After years of war the two countries finally signed a peace agreement.

- 14. face up to:** be brave enough to accept or deal with (a problem or difficulty)

Examples: Yeltsin faced up to the fact that he was no longer fit for the Russian presidency and resigned on New Year's Eve.

Now that your daughter is born, you'll have to face up to the responsibilities of being a father.

- 15. scan:** look through quickly

Examples: The banker scanned the financial section of a dozen newspapers over breakfast.

Scan the table of contents and tell me how many chapters are on child development.

- 16. This title produced an extraordinary sequence of mental images.:** At the sight of the title I saw an unusual series of pictures in my mind's eye.

sequence: connected line of events, ideas, etc.

Examples: A sequence of bad harvests forced some African countries to ask for foreign aid.

The Fall of the Roman Empire was written in historical sequence.

image: a picture formed in the mind

Examples: Many pop stars try to improve their public image by participating in charity events.

Through months of letter writing John formed an image of his pen pal.

- 17. vivid:** able to produce sharp clear pictures in the mind; lifelike

Examples: In the little girl's vivid imagination the curtain wrapped around her body became a princess's gown.

The birds were painted in such a vivid way that a cat jumped up to catch them.

- 18. recall:** bring back to the mind; remember (usu. followed by *noun/gerund*, or *that-clause*)

Examples: I recognize the face but can't recall her name.

I don't recall ever meeting her.

She recalled that she had to see the doctor again that afternoon.

- 19. argument:** disagreement, quarrel

Examples: The bride and her mother got into an argument about whether to wear white or red