



21 世 纪 大 学 英 语 系 列

# 21世纪大学艺术英语教程

教师参考书

李秀清 主编



# 2



21 世纪大学英语系列

# 21 世纪大学艺术英语教程

教师参考书 2

主 编 李秀清

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# 前言

教育部 2007 年颁布的《大学英语课程教学要求》指出,大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后的学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。

为全面实施《大学英语课程教学要求》,贯彻分类指导、因材施教的原则,满足艺术类各专业大学生英语学习个性化需求,推行大学艺术类英语教学改革,提高艺术类学生的英语综合应用能力和文化素养,我们专门编写了一套《21 世纪大学艺术英语教程》,共四册。

## 一、编写宗旨

本教材严格遵循艺术类英语教学规律,在教材结构和内容编排上,博采众长,独辟蹊径,科学合理地精选艺术领域经典英语文章,内容注重文学、戏剧、音乐、舞蹈、美术、影视等文化知识。以全面、新颖、实用为教材特色,最大信息量地介绍各门类艺术内容,传递各种文化艺术背景信息。

## 二、选材要求

在编写过程中,注重选材的思想性、科学性、实用性和趣味性,恰当处理知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言典范和时代气息的关系。在内容编排上尽量采用“难易穿插”、“由浅入深”、“深入浅出”等方式,避免一般教材编排中出现的乏味现象。

## 三、编写特色

本教材的编写注重以点带面、举一反三,突出以内容和练习为依托的良好语言学习环境的创设,倡导体验、实践、参与、合作、交流的学习方式和任务型的教学途径,贯彻教、学、用相结合,语言结构和交际功能紧密结合的原则。兼顾语言基础又特别针对艺术专业,在内容上既有普通基础的一面,又有专业纵深的一面。同时,它不仅向英语教师提出了既要有较高的英语功力又需精通艺术专业的挑战,而且对学生奠定英、汉双语基础,增强中、西文化艺术修养,培养语言交际和实践创新能力具有重要作用。

## 四、单元结构

本教材每个单元采用模块化设计,分为 Famous Sayings, Lead-in, Reading Focus, Reading for Pleasure 和 Further Development 五个模块。单元的设计和编排既考虑到题

材和难易度,也照顾到策略训练的先后顺序,从而有针对性地加强学生的英语综合运用能力的培养。具体如下:

### 第一部分: Famous Sayings

结合单元主题,利用谚语和名人佳句导课,使授课更精彩、生动,提高学生兴趣,陶冶学生情操,使学生形成健全的情感、态度和价值观。学生可将名言谚语熟练诵读,以备写作和口语表达时引用。

### 第二部分: Lead-in

1. 提供精选的英汉对照相关词汇,拓展学生的相关知识面,为下面的听力、口语和阅读等活动提供词汇支持。

2. 通过与单元主题相关的听力活动,增加语言输入,拓宽知识面,检测基本语言运用能力。

### 第三部分: Reading Focus

本部分主要培养学生的阅读技巧及语言应用能力,包括 Text A 和 Text B 两篇课文。

Text A 细分为 Global Reading 和 Detailed Reading 两部分。Global Reading 培养和检测学生在了解文章写作背景知识和基本词汇基础上的快速阅读能力,以及就所给话题展开讨论的英语口语技能和策略。Detailed Reading 在学生语篇结构、语篇分析练习的基础上,培养和检测学生在词汇运用、句子结构转换、英汉互译以及语篇综合知识运用等方面的能力。

Text B 是 Text A 的补充和拓展,分为 Global Reading 和 Detailed Reading 两部分。Global Reading 旨在进一步强化学生的快速阅读能力,拓展学生相关英语语言知识,优化英语口语技能和策略。Detailed Reading 部分的练习侧重文章中高频词汇的运用训练。

### 第四部分: Reading for Pleasure

阅读使人充实,阅读也应当令人愉悦。本部分通过精选各种幽默故事、经典诗歌、电影台词、绕口令等,启迪学生智慧,愉悦学习心理,从而真正做到为快乐而读书。

### 第五部分: Further Development

#### Task 1: Pronunciation/Grammar Review

通过基础语音和语法知识的讲解,帮助学生总结可操作性强的语音和语法规则知识,在此基础上,学生可通过语音、词汇和翻译等练习形式巩固和强化获取的语音、语法知识,切实体会学以致用快乐和成就感。

### Task 2: Speaking Practice

本部分通过提供口语语篇,创设各种情景,营造一个英语的表达氛围,学生在熟练诵读和小组练习给的口语语篇的基础上,进行小组合作创新,让学生做到有话可说、有话能说、有话敢说。

### Task 3: Cloze

完形填空考查学生综合分析能力,学生通过阅读,激活相关背景知识,在把握文章大意的的基础上,运用词汇、语法以及语篇衔接和连贯的基本知识,选择最佳答案,使文章语义完整。这要求学生注重英语阅读理解能力的培养和相关英语语法、词汇和文化背景知识的积累。

### Task 4: Reading Comprehension

精选两篇难度适中的阅读理解文章,文章内容力求新颖,融知识性、趣味性和可读性于一体。通过阅读,学生可大量获取语言知识,奠定坚实的语言基础,发展英语综合能力,进一步培养并激发英语阅读兴趣,拓宽知识视野,提高文化素养。

### Task 5: Writing Practice

本部分结合学生所需,巧妙设计国外入学申请、学籍卡填写、感谢信、请假条、留言、通知、邀请信、生日卡、道歉信、祝贺信、失物招领、日志等多样化的英语应用写作情景,达到以写促学的目的。

本教程不仅适用于在校艺术类大学生的英语学习,对艺术类研究生以及广大艺术英语爱好者也同样具有一定的参考价值。

在本教程的编写过程中,我们得到了复旦大学出版社的大力支持,美国密苏里州立大学的 Lynn Borich 和 Michael Borich 夫妇、John Prescott 博士为本书慷慨供稿,李晓昂、于娟、王海峻、张文娟提供图片,赵旻、李延伟为此书做了大量的资料整理和文字处理工作,对此我们深表谢意。

由于编者水平有限,难免有错误与疏漏之处,恳请广大读者及同行专家不吝赐教。

编者

2012 年 3 月

于青岛

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# Unit 1 Bridging Cultural Gap

## 跨越文化

### Famous Sayings

When in Rome, do as the Romans do.

[Proverb]

入乡随俗。

[谚语]

Living without an aim is like sailing without a compass.

[British] Ruskin

生活没有目标,犹如航海没有罗盘。

[英国] 罗斯金

### Teaching Objectives

1. In this unit, we are going to read two texts. Text A is written by John Prescott, a music professor from Missouri State University. Professor Prescott reveals to readers what wonderful roles music plays in bridging cultural gaps due to its universal nature, and he also demonstrates some of the challenges in the development of cultural exchanges between music departments at American and Chinese universities. Text B is also contributed by Professor Prescott, in which he introduces Cultural Heritage Camps where internationally adopted children can explore their original culture, and he listed Camp Panda in Missouri State University as one of the good examples.
2. By learning this unit, students will be able to grasp the main idea and the text organization, and to master the key language points, new words and phrases, grammatical structures, translation and summary-writing skills. In Further Development, students will have a grammar review of the present tense. They can also improve their oral communication skills and reading competence through performing the relevant tasks.
3. Writing Practice in this unit aims to practice Letter of Invitation. Students will learn that the tone of an invitation is important for one to anticipate a pleasurable occasion.

### Background

#### 1. Cultural Gap

A cultural gap is any means of the systematic difference between two cultures which will hinder mutual

understanding or relations. Such differences include the values, behaviors, and customs of the respective cultures.

Culture gaps can relate to religion, ethnicity, age, or social class. Examples of cultural differences that may lead to gaps include social norms and gender roles. The term can also be used to refer to misunderstandings within a society, such as between different scientific specialties.

Regarding international communication, travel and trade are good ways of carrying the communication. Beforehand, travelers and business people can read books well prepared for them on how to become aware of and how to handle the cultural differences. Conflict raised by cultural divisions can be lessened through communication. Immigrants and migrant laborers need to learn the ways of adapting to new culture. Tourists may also meet with diversity in protocols, such as tips, body language, personal space, dress codes, and other cultural issues. Knowledge of cultural differences should be covered by language teachers as well.

## 2. Cultural Heritage

Cultural heritage is the legacy of physical artifacts (cultural property) and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. Cultural heritage includes tangible culture (such as buildings, monuments, landscapes, books, works of art, and artifacts), intangible culture (such as folklore, traditions, language, and knowledge), and natural heritage (including culturally-significant landscapes, and biodiversity). The deliberate act of keeping cultural heritage from the present for the future is known as Preservation (American English) or Conservation (British English).

Cultural heritage is often unique and irreplaceable, which places the responsibility of preservation on the current generation. The international body UNESCO (the United Nations Educational, Scientific and Cultural Organization) has been successful at gaining the necessary support to preserve the heritage of many nations for the future.

## Lead-in

### A. Learn the words and expressions related to culture.

|       |                        |      |                      |
|-------|------------------------|------|----------------------|
| 多种文化的 | multicultural          | 文化定式 | cultural stereotype  |
| 多种族的  | multiethnic            | 文化禁忌 | cultural taboo       |
| 反文化休克 | counter cultural shock | 文化认同 | cultural identity    |
| 价值观念  | values                 | 文化休克 | cultural shock       |
| 跨文化的  | cross-cultural         | 习俗   | custom               |
| 礼仪    | etiquette              | 性别角色 | gender role          |
| 社会规范  | social norms           | 行为标准 | standard of behavior |

### B. Listening Practice

Listen to the passage and fill in the following blanks.

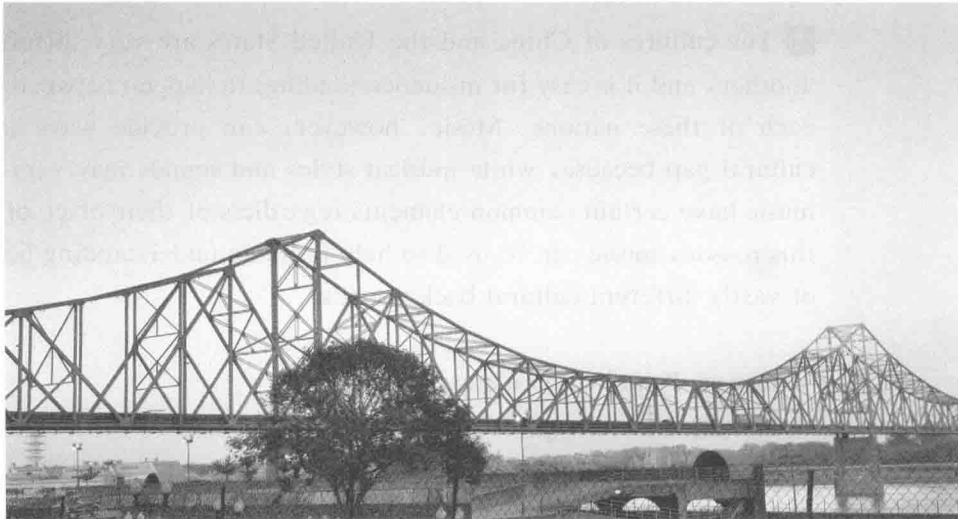
Almost everyone who studies, lives or works 1) abroad experiences some degree of cultural shock.

This period of 2) cultural adjustment involves everything from getting used to the food and language to making a phone call. No matter how patient and flexible you are, the period of adapting to a new culture can be 3) difficult and frustrating. It is easy to 4) get lost, depressed and homesick. You may even want to go back home!

Don't panic. These are totally 5) normal reactions and you are not alone. You are on an adventure — 6) a wonderful opportunity to grow and learn. Once you have gained an understanding of the country and its customs, learned a few phrases, become 7) familiar with the neighborhood, and made a few friends, you are on your way to overcoming cultural shock and becoming more 8) self-assured about the place at which you live.

## Reading Focus

### Text A



## Global Reading

**Read the text and answer the following questions:**

- According to the author, why can music function as a bridge across cultural differences?  
*Because all types of music have certain common elements regardless of their place of origin.*
- What is the suggested way to begin to learn about a foreign culture?  
*Learning to play a musical instrument from another culture.*
- Why can an American student who already plays string instruments learn to play the Chinese *erhu* much more quickly than one who has no such experience?  
*Because it is easier for the one who already plays a similar instrument.*
- Why is it a hard job for Chinese universities to develop a western-style orchestra?  
*Because they have more difficulty finding students who play woodwind instruments.*
- What is considered an obstacle for exchanging musicians between American and Chinese universities?  
*Language.*

## 6. What enables music to bridge the cultural gap?

*Its universal nature.*

## 7. Discuss with your partner and come up with some tips to help bridge the cultural gap.

*Suggested tips: Be cautious with behavior.*

*React carefully.*

*Show respect.*

*Speak clearly.*

*Be understood.*

## The Universal Nature of Music

### 音乐无国界

John Prescott

约翰·普莱斯考特

**1** The cultures of China and the United States are very different from one another, and it is easy for misunderstandings to happen between the people of each of these nations. Music, however, can provide ways to bridge this cultural gap because, while musical styles and sounds may vary, all types of music have certain common elements regardless of their place of origin<sup>1</sup>. For this reason, music can be used to help promote understanding between people of vastly different cultural backgrounds.

#### [Language Point] cultural gap

Here “gap” is used figuratively meaning “deficiency which needs to be filled”.

e. g. a gap in one's education

the generation gap

#### [Language Point] place of origin

Here “origin” means “starting point or source”.

e. g. the origins of life on earth

The origins of the customs are unknown.

[译文] 中美文化迥异,两国人民之间易产生各种分歧和误解。而各种类型的音乐,尽管发源地不同,风格与音色变化多样,却因有着某些共性而成为跨越文化沟壑的桥梁。因此音乐能促进文化背景迥异的不同民族之间的相互理解。

**2** Learning to play a musical instrument from another culture is an excellent way to begin to learn about that culture. It is easier, however, for a student to learn an instrument from another culture if he or she already plays a similar instrument. For example, American students who play the flute have a much easier time learning the Chinese *dizi* than those who do not. American students who already play string instruments<sup>2</sup> such as the violin, viola, or cello

can learn to play the Chinese *erhu* much more quickly than those who have no experience.

[Language Point] **have an easy time doing/have an easy time of it**: to have an experience with something that is less difficult or severe than what others have experienced

e. g. My advice to you is to prepare and think ahead, and you will be sure to have an easy time making the transition from home to university.

We were given a hard assignment, but Fred had an easy time of it.

[译文] 学习演奏另一种文化的乐器是开始了解该国文化的极佳方式。当要学其他文化的乐器时,如果已经掌握了一种类似的乐器,则学起来会更加轻松。例如,一个会演奏长笛的美国学生会比其他学生更容易学会中国的“笛子”。同样的道理,会演奏小提琴、中提琴或大提琴等管弦乐器的美国学生则比无此经验者更易学会中国的“二胡”。

**3** In China, the most popular western musical instruments are the piano and the violin. Not as many Chinese students choose to play woodwind instruments<sup>3</sup> such as the flute, oboe, clarinet, or bassoon, or brass instruments<sup>4</sup> such as the trumpet, French horn, trombone, or tuba. As a result, Chinese universities that want to develop western-style orchestras have more difficulty finding students who play these instruments, and it is challenging for Chinese students learning woodwind and brass instruments to find good role models from whom to learn the best playing techniques.

[Language Point] ... and it is challenging for Chinese students learning woodwind and brass instruments to find ...

In this sentence, “it” serves as the formal subject, and the real subject is the infinitive phrase.

e. g. It is my pleasure to address the meeting.

It was pretty hard for him to bring up the child on his own.

[译文] 在中国,最流行的西方乐器是钢琴和小提琴。演奏木管乐器如长笛、双簧管、竖笛、低音管,或者铜管乐器如小号、法国长号、长号或者大号的人为数不多。因此,中国大学若想发展西式管弦乐队,很难找到演奏这些乐器的学生;而那些学习木管乐器和铜管乐器的中国学生要想求教良师学习演奏的精湛技艺也非易事。

**4** The situations with both American and Chinese students described in the two paragraphs above provide the opportunity for cultural exchanges between music departments at American and Chinese universities. American music students who will eventually become teachers need more experience in multiculturalism<sup>5</sup> and diversity to meet the needs of an increasingly diverse

population. Chinese music students who want to learn to play western-style music need to be exposed to role models who have been schooled<sup>6</sup> in those traditions. An exchange of music students and faculty members between American and Chinese universities would clearly be of great benefit to both groups.

[Language Point] **expose someone to**: to introduce someone to (a subject)

e. g. I would like to expose these new medical technologies to the students.

I would like to be exposed to English 24 hours a day when I take this course in London.

[译文] 上面两段中讲到的中美学生的情形为中美两国大学音乐系之间进行文化交流提供了契机。有志于成为教师的美国音乐专业的学生需要拓宽多元文化经验来满足人们日益多元化的需求。中国音乐专业的学生想要学习演奏西式乐器也需要多接触在音乐传统上造诣高深的良师。中美两国大学之间互派音乐教师与开展学生交流项目对双方都大有裨益。

**5** One of the challenges to an exchange of musicians between American and Chinese universities is that, until recently, music students in China were expected to focus on learning musical skills and not necessarily<sup>7</sup> on learning English. That, however, has changed because Chinese students are now required to take English. Conversely, American music students who have to learn any foreign language at all might be required to learn French or German, but not Chinese. This<sup>8</sup> is still the case, so translators have to be provided when Chinese music teachers come to America to teach classes.

[Language Point] **wait, expect, look forward to, await**

**Wait** means to stay somewhere or not to do sth. until sth. comes, happens, etc.

e. g. I'm waiting to hear from Dan before I arrange my trip.

**Expect** means to believe that sth. will come, happen, etc..

e. g. The police are expecting trouble.

**Look forward to** means to be excited and pleased about sth. that is going to happen.

e. g. I'm looking forward to getting his letter.

**Wait** is never followed directly by a noun. You must say **wait for** instead.

e. g. She was waiting for a bus.

In formal English, you can use **await**, which is followed directly by a noun.

e. g. We are awaiting your instructions.

[译文] 但是中美大学间的交流项目也遇到了困难。其中之一就是,一直以来中国音乐专业的学生理所应当把主要精力放在音乐技能的学习而非英语学习上。然

而,这种情况最近有所改观,英语已成为中国学生的必修课。与中国不同的是,美国音乐专业的学生如果必修一门外语,那么可能要求的是法语或德语,而非汉语。迄今依旧如此,因此中国的音乐教师到美国授课时不得不借助于翻译。

**6** While the language issues create something of a barrier, the universal nature of the music itself is able in some cases to overcome language differences. Some students find that they can imitate the music of the teacher even if neither can understand a word the other speaks. Still, there is no substitute for proficiency in the target foreign language when the goal is true cultural understanding.

**[Language Point]** Still, there is no substitute for . . .

In this sentence, “still” is an adverb meaning “in spite of what has just been said or done”.

e. g. Clare didn't do much work, but she still passed the exam.

The hotel was terrible. Still, we were lucky with the weather.

**[译文]** 虽然语言问题确实成了沟通障碍,然而音乐无国界,在某些情形下能够消弭语言的不通。即使师生之间语言不通,学生发现他们仍能模仿老师的音乐演绎。当然,如果目标是真正的文化沟通,精通对方国家的语言所起到的作用是无法取代的。

(530 words)

## New Words and Expressions

bridge/brɪdʒ/ *v.*

to reduce or get rid of the difference 跨越(沟壑);消除(分歧)

*How can we bridge the gap between rich and poor?*

vary/'veəri/ *v.*

to become different in some particular way 呈现不同

*Medical treatment varies greatly from state to state.*

regardless of

不管,不顾

*The law requires equal treatment for all, regardless of race, religion, or sex.*

vastly/'vɑːstli/ *ad.*

very much 极大地

*This book is vastly superior to his last one.*

viola/'viələ, 'viələ/ *n.*

中提琴

cello/'tʃeləʊ/ *n.*

大提琴

oboe/'əʊbəʊ, 'əʊbi/ *n.*

双簧管

clarinet/'klærɪ'net/ *n.*

竖笛

|  |   |
|--|---|
| bassoon/bə'su:n, bə'zu:n/ <i>n.</i>              | 低音管   |
| trumpet/'trʌmpɪt/ <i>n.</i>                      | 小号  |
| trombone/'trɒmbəʊn/ <i>n.</i>                    | 长号  |
| tuba/'tju:bə/ <i>n.</i>                          | 大号  |
| orchestra/'ɔ:kɪstrə, -kes-/ <i>n.</i>            | 管弦乐队  |
| technique/tek'ni:k/ <i>n.</i>                    | a special way of doing sth. 技巧, 技能  |
| eventually/ɪ'ventʃʊəli/ <i>ad.</i>               | after a long time, or after a lot of things have happened 最后, 终于<br><i>Eventually, she got a job and moved to London.</i>   |
| multiculturalism/,mʌltɪ'kʌltʃərəlɪzəm/ <i>n.</i> | the belief that it is important and good to include people or ideas from many different countries, races, or religions 多元文化   |
| diversity/dai'vɜ:sɪti/ <i>n.</i>                 | fact of including many different types of people or things 多样性<br><i>The curriculum will take account of the ethnic diversity of the population.</i><br><i>a diversity of opinions</i>  |
| faculty/'fækəlti/ <i>n.</i>                      | 1. all the teachers in a university 全体教员<br><i>Both faculty and students oppose the measures.</i><br>2. a department or group of related departments within a university (大学的) 系或院<br><i>the Faculty of Law</i><br><i>the Engineering Faculty</i> |
| focus on   | 集中于, 关注<br><i>He needs to focus more on his career.</i>   |
| conversely/'kɒnvɜ:sli/ <i>ad.</i>                | with the terms of the relation reversed 相反地<br><i>You can add the fluid to the power or, conversely, the power to the fluid.</i>  |
| issue/'ɪʃju:/ <i>n.</i>                          | a subject or problem that is often discussed or argued about 论点, 争论焦点<br><i>We should raise the issue of discrimination with the council.</i><br><i>Dillon addressed the issue of child abuse in his speech.</i><br><i>to resolve an issue</i>    |
| v.   | to officially produce sth. 发行<br><i>The U. S. State Department issues millions of passports each year.</i>  |
| barrier/'bæriə/ <i>n.</i>                        | rule, problem, etc. that prevents people from doing sth., or  |