



新标准高职英语专业系列教材

应用英语综合

3

INTEGRATED COURSE

教师用书

主编 邹 申

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前言

为适应行业发展和国家产业转型升级对高技能英语专门人才的需求,上海外语教育出版社组织外语教育专家编写了“新标准高职英语专业系列教材”。教材按照“高职高专英语教学文件”(下面简称“教学文件”)中对英语类专业的培养目标、素质结构和能力结构的要求编写,着重培养学生在新时代背景下生活和工作所需的英语语言应用能力和跨文化交际能力,兼顾相关职业素养和人文素养的提高。

作为该系列主干教材的组成部分,《应用英语综合》严格按照教学文件中的原则和精神编写,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释教学文件中的各项指标。

一、编写总则

1. 以教学文件为准则,以先进的外语教学理论为指导,采用灵活、多样的教学方法和手段;
2. 大力提倡以学生为中心的教学理念,积极创造宽松、友好、融洽的课堂学习环境,充分调动学生的学习积极性,增强学生的自信心,培养学习兴趣;
3. 在教学过程中做到“四个结合”:语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合;
4. 注重培养学生的语言应用能力、学习策略和综合文化素养;
5. 读写为主,听说为辅;以职场交际为最终目标,突出职业能力的培养。

二、选材要求

内容要具有时代性、人文性,基础性和实用性,体现职场交际特色。材料语言内涵要丰富,主题贴近时代和学生学习生活。

三、练习特点

1. 形式多样,有新意,注重情景化;
2. 鼓励课堂师生互动或学生间互动;
3. 在练习过程中融合语言能力的训练和语言知识的强化。

四、教程架构

本教材共分三册,每册包含学生用书、教师用书。每单元教学量为8课时。

五、单元框架

学生用书		教师用书
READING	Text A: Before Reading Reading After Reading Oral Work	Background Information Text Analysis New Words and Expressions Language Study Reference Answers Translation of Text A
	Text B: Before Reading Reading After Reading Oral Work	Background Information New Words and Expressions Language Study Reference Answers Translation of Text B
WRITING	Explanation Assignment	Reference Answers
INTEGRATED EXERCISES	Public Speech Training Dictation Vocabulary Study Grammar Focus Translation Classroom Interaction	Reference Answers

六、教师用书指南

教师用书除提供练习答案外，还具有以下特点：

1. 每个单元含有背景知识(Background Information)。这部分主要根据每个单元的主题，提供相关的信息和知识，以协助教师在课堂教学中拓宽学生的知识面和提升人文素养。

2. 每个单元针对Text A提供了课文分析(Text Analysis)。此部分由四块内容组成：课文小结(Text Summary)、课文结构(Text Organization)、写作特色(Text Features)和重点句难点句讲解(Key Sentences)。课文小结板块以凝练的语言道出课文的主题思想和核心内容，帮助教师高屋建瓴地把握文章的大致框架；课文结构板块勾勒出课文的行文脉络，并给出各个篇章段落的主要内容；写作特色板块主要讲解课文的修辞手段，包括句法和词汇特色；重点句难点句讲解板块以点带面，从剖析重点句、难点句的语法特征着手，引出相关语法点的讲解和举证。

课文分析部分采取由上至下的文本解剖模式，引导教师更全面、更深入地讲解课文，是教师用书的核心板块。

3. Language Study部分主要讲解New Words and Expressions中词汇的扩展意义，以扩大学生的词汇量。比如，litter 在New Words and Expressions中意为rubbish(垃圾)。在Language Study中我们介绍了litter的扩展释义：

1) an untidy collection of things lying about 乱七八糟

e.g. a litter of sleeping bags on the floor

He was surprised to see his room in such a litter.

2) a number of young animals born to an animal at one time 一窝(仔畜)

e.g. a litter of five kittens five young at a litter

4. 课文处理采用“三段式”教学模式: Before Reading, Reading和After Reading。Before Reading旨在通过小组活动的形式, 激活相关经历和知识, 以提高学生对单元主题的兴趣。Reading的目的是培养学生的阅读技巧和提高阅读理解。为了帮助学生掌握正确的阅读方式方法, 编写者在课文边上设计了提示性问题。提示性问题包括细节题、文章结构题、词汇题和评价题等, 其目的是启发学生的求知欲望, 提高阅读好奇心和兴趣; 在问题的引导下去寻找答案, 使阅读过程成为一个有目的和有意义的活动。After Reading部分包括不同类型的阅读练习, 用于检查学生的阅读理解效率。Before Reading, Reading和After Reading三个部分组成一个阅读教学有机体, 循序渐进地培养学生的阅读能力。

虽然本系列教材以读写为主, 但是编写者仍然在每篇课文后设计了一个口语活动(Oral Work)。该部分是一个扩展性教学活动: 即教师围绕课文内容, 在课堂上组织学生开展各种口语活动(小组讨论、角色扮演、大班演示等), 以巩固和运用已学内容和技能。

5. 每单元包括写作部分: 第一册以讲解句子为主, 第二册侧重段落和应用文写作, 第三册主要教授各种类型短文的写作技巧。学生用书的写作部分讲解和练习并重, 教师用书包括附加解释。

6. 每单元包括综合练习(Integrated Exercises): 综合练习包括听力、口语、语法、词汇、翻译等方面。口语训练主要体现在Public Speech Training和Classroom Interaction。Public Speech Training是贯穿本系列教材的一项练习, 它采用循序渐进的方式培养学生的口语基本功、表达能力等。第一册侧重单词、词组和句子的朗读(语音、语调、句子重音/重读等); 第二册着重训练学生的短文朗读技巧(语音、语调、句子重音/重读、节奏等); 第三册简单介绍公共演讲的基本技巧以及跨文化交际技能。

Classroom Interaction是一个集口语、听力为一体的综合性练习, 突出语言的实用性和应用性。

Grammar Focus注重语法知识的运用。第一册主要培养学生对英语句子的正确认识和运用能力。第二、三册则侧重段落和篇章层面上语法知识的运用。

Translation练习的难度采取螺旋式上升方式, 从易到难。第一册和第二册的中译英均为句子翻译, 第三册为段落翻译。

《应用英语综合》的编者具备深厚的理论语言学、二语习得及外语教学理论功底, 同时长期在英语教学一线工作, 有着丰富的教学经验。愿本教材能以其时代性、人文性、基础性、实用性以及职场交际特色, 为推动我国高职英语教学改革助一臂之力。

主编 邹中

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1

Family Love

TEXT A What Dads Are Made Of

BEFORE READING

The purpose of this section is to arouse the students' interest in the theme of the unit, reactivate their relevant background knowledge or elicit their opinions on the related topics, so as to better prepare them for the succeeding tasks.

Before Reading activities can be organized as group work so that the students share with each other their knowledge about families in the United States and other countries.

Background Information

1 American Families

Belonging to a family is one bond almost everyone in the world shares, but family patterns vary. Some families consist of several generations while others are just composed of parents and children, which is also called “core family”.

The United States has many different types of families, but the traditional structure of the American family — mother, father and children — continues to prevail for the most part as a new century unfolds. Yet, over the past several decades, US society has witnessed an evolution in family structure and daily life in many respects. Single parenthood, adoptive households, step-parenting, stay-at-home fathers, grandparents raising children are but a few of the newer tiles in the mosaic.

2 Father and Son

Today a quiet but thoroughly monumental revolution is taking place in the American family. The number of fathers solely responsible for the care of their children is growing at a rate almost twice that of single mothers. Fully one-fifth of single parents today are single fathers — more than two million of them.

This is up from 1970, when single mother households comprised approximately 90 percent of the single family population. Among minorities, the rate of increase is as high,

or higher: between 1970 and 1995, the rate of African-American single dads increased 329%; for Hispanic single fathers, 450%. And though the media almost always focus on mothers when portraying working single parents, nearly 30 percent of working single parents are now men.

3 Differences Between American and Chinese Families

Families in America and China are quite different from each other. The following are some major differences.

- 1) Many American children do not call their parents Father or Mother, but just name their names. Chinese children usually call their parents Father or Mother.
- 2) Most American parents never beat their children, but quite a lot of Chinese parents do.
- 3) Most American parents pay more attention to their children's ability and independence, while many Chinese parents pay close attention to their children's school performance.
- 4) American parents give more freedom to their children than Chinese parents do.
- 5) American families often have more than one child, while most Chinese families have only one.
- 6) Chinese parents tend to emphasize their kids' shortcomings and criticize them, while American parents do so much less.
- 7) Chinese parents like to make decisions for their children, while American parents emphasize individualism.
- 8) American parents encourage their children to use their accumulation freely, while many Chinese parents forbid their kids to spend pocket money without permission. Even more, some American parents like to encourage kids to invest their money, such as buying stocks.

READING

TEXT ANALYSIS

◆ Text Summary

This article first depicts a vivid picture of Dad's role in a family. By taking the McAlpine, Pike, Otterman families as examples, the author displays the three main roles of a dad: being a source of stimulation, being an explorer and expert, and being a unique teacher. With these advantages, the author argues, dads should be encouraged to take more responsibility for childcare.

◆ Text Organization

Paragraphs 1-4: introductory part	In McAlpine and Pike families, Dad plays an important role in the nurture of kids. Dad's mischief annoys Mom, but it is beneficial to kids in how they play, communicate with the world, and learn. There are three advantages in dads helping with the nurture of their kids.
Paragraphs 5-13: main body	First, dads' roughness while playing with kids helps build cognitive skills and acquire social and emotional experiences. Second, dads' interest in exploring helps build curiosity and problem-solving skills. Third, daddy-style reading helps set up verbal skills, fluency, word recognition and knowledge base of the kids.
Paragraphs 14-18: concluding part	With all the distinctive features mentioned above, dads are encouraged to take part in the nurture of their kids. Different styles of mom and dad care complement perfectly to the advantage of children.

◆ Text Features

The style of the text is characterized by a mixture of both formal words (e.g. *interaction, significantly, unpredictable*) and colloquial words and phrases (e.g. *squirb, get-go, boost me up, pick their battles*), and by a flexible use of simple, compound, and complex sentences. Rimming of words is also frequently used to make the article more pleasant to read (e.g. *mess-maker, rule-breaker, risk-taker; social, physical, intellectual; affection, not aggression; choose nonfiction over fiction*).

In this argumentative essay, the author provides vivid examples to support his viewpoint, and uses a lot of factual statements and direct speeches. To make his points more convincing, contrast between Mom's role and Dad's role is adopted as well (e.g. *Dad is a mess-maker, rule-breaker, risk-taker. In general, he's the opposite of Mom, the master nurturer, creator of law and order. Babies as young as eight weeks old notice the difference between a mom's protectiveness and a dad's stimulation.*)

This article moves between the past and the present tenses with clarity, in which the past is mainly used to reflect personal experience whilst the present is adopted to display facts, current events and viewpoints. The relatively smaller part of the past tense is used to add a touch of diversity to the style of the text. The passage also features a variety of sentence patterns, such as parenthetical statement (插入

语, see Item 1 in Key Sentences below), adverbial clause(状语从句, see Item 2 in Key Sentences), nominal clause(名词性从句, see Item 3 in Key Sentences), and attributive clause(定语从句, see Item 4 in Key Sentences). Besides, combination of sentence patterns is used to make the passage more varied, such as a combination of objective clause, attributive clause and infinitive as appositive(宾语从句、定语从句、用作同位语的不定式并用, see Item 5 in Key Sentences), and one of nominal clause, attributive clause, participle and infinitive(名词性从句、定语从句、分词、不定式并用, see Item 6 in Key Sentences).

◆ Key Sentences

1. Will McAlpine, two and a half years old, likes to “help” his dad, Eric, in their suburban backyard in Glen Ellyn, Illinois. (Para. 1)

This sentence uses two parenthetical statements *two and a half years old* and *Eric* to make it more concise and compact. Parenthetical statements can be separated by a couple of commas(逗号) or dashes(破折号). Other examples of parenthetical statements in this passage are:

- A: The intellectual gains are measurable as early as the first year of life, and they continue to show up through high school, especially when dads, together with moms, are actively involved in school and learning.
- B: According to the experts, fathers create this intelligence advantage, as well as many others, in three important ways: in how they play, interact in everyday situations, and teach.
- C: When pediatric researcher Michael W. Yogman videotaped two-month-olds, for example, the little ones showed special signs of excitement when their fathers approached.
- D: Kids value the information and novelty, and their conversations about real things — what educators call “science process talk” — create the curiosity and problem-solving skills needed for science and math.

2. As father and son toss grass, leaves and rocks into a wheelbarrow, Eric points out different colours and shapes. (Para. 1)

This sentence uses adverbial clause(状语从句) *as father and son toss grass, leaves and rocks into a wheelbarrow* to indicate time. There are mainly eight types of adverbial clauses, i.e. adverbial clause of time(时间状语从句), adverbial clause of place(地点状语从句), adverbial clause of manner(方式状语从句), adverbial clause of cause(原因状语从句), adverbial clause of result(结果状语从句), adverbial clause of purpose(目的状语从句), adverbial clause of condition(条件状语从句) and adverbial clause of concession(让步状语从句). In this passage, there are many sentences embodying adverbial clause of time, such as:

A: When fathers teach how to build with blocks or throw a ball, they're constructing large- and small-motor skills, sensory pathways and body awareness.

Adverbial clause of condition is also used in the passage:

A: Children do well when they know that their father cares — for example, if he supplements visits with telephone calls, letters or e-mails.

Other examples of adverbial clause are:

A: She was born in the same hospital where her mother was born. (adverbial clause of place)

B: You must do the exercises as the teacher told. (adverbial clause of manner)

C: As it began to rain, we hurried back home. (adverbial clause of cause)

D: He had overslept, so that he was late for school. (adverbial clause of result)

E: We climbed to the top of the hill in order that we could get a better view of the village. (adverbial clause of purpose)

F: Young as he is, Michael is not healthy at all. (adverbial clause of concession)

3. What they don't pay attention to is the mess of mud on their shoes... (Para. 1)

This sentence uses a nominal clause *what they don't pay attention to* as the subject.

Nominal clause is usually used as a noun or noun phrase, functioning as subject (主语), object (宾语), appositive (同位语), subjective complement (主语补足语), prepositional complement (介词补足语) etc., headed by *that*, by linking pronouns (连接代词) such as *who*, *whom*, *whose*, *what*, *which*, *whoever*, *whatever* and *whichever*, or by linking adverbs (连接副词) such as *where*, *when*, *how* and *why*. For example:

A: Who lit the fire is still a mystery. (as subject)

B: We never doubt that honesty is virtue. (as object)

C: Have you got any idea why he did it at all? (as appositive)

D: The fact is that he realized it too late. (as subjective complement)

E: Before the public speech, he prepared himself very carefully for what he must say. (as prepositional complement)

4. The same daddy-like interactions that sometimes annoy moms will significantly contribute to children's social skills and success in school. (Para. 3)

This sentence uses an attributive clause, also referred to as relative clause (关系分句), *that sometimes annoy moms* to modify the noun *interactions*. Attributive clauses can be restrictive (限制性的), which has a close connection with its antecedent (先行词), and non-restrictive (非限制性的), which has a loose connection with its antecedent, headed by a comma (逗号). For example:

A: The man who did the robbery has never been caught. (restrictive attributive clause)

B: My elder brother, who is a surgeon, has saved many lives. (non-restrictive attributive clause)

5. **Research shows that this kind of daddy-style play builds cognitive skills, and helps children acquire social and emotional experiences that prepare them for school — how to take turns, how to negotiate, regulate and understand feelings, and how to be a leader. (Para. 7)**

This sentence has got four layers of meanings. The first layer is reflected by the subject-predicate structure (主谓结构) *Research shows that...* In the second layer, which is an objective clause, headed by the antecedent *that*, the subject is *this kind of daddy-style play*, predicates (谓语) are *builds cognitive skills* and *helps children acquire social and emotional experiences*. The third layer is embedded in the second layer, i.e. *that prepare them for school*. The fourth layer *how to take turns, how to negotiate, regulate and understand feelings, and how to be a leader* is the appositive of the preceding noun *experiences*.

6. **The shortage of male teachers in preschools and grammar schools means that most kids miss out on the experience and competence that men can share — making it even more important for dads to play an active role at home. (Para. 10)**

In this sentence, the nominal phrase *The shortage of male teachers in preschools and grammar schools* is the subject and the remaining part after *means* is the object, which is the first layer of the meaning. In the second layer, *most kids* is the subject and *miss out on the experience and competence that men can share* is the predicate, in which the attributive clause *that men can share* is the third layer. The part *making it even more important for dads to play an active role at home* is present participle embedded with an infinitive, serving as a complement (补足语) of the entire sentence.

NEW WORDS AND EXPRESSIONS

parent /'peərənt/ *v.* to be or act as a mother or father 做……的父母

e.g. He hardly knows how to parent his first child.

suburban /sə'bʌ:bən/ *a.* of or characteristic of a residential area away from the center of a town or city 郊区的

e.g. urban and suburban schools
a suburban lifestyle

wheelbarrow /'hi:wl.bə:əu/ *n.* a small cart with a single wheel at the front and two supporting legs and two handles at the rear, used typically for carrying loads in building work or gardening 手推车; 独轮车

chore /tʃɔ:/ *n.* a household routine task 家务

e.g. After a day's hard work, she didn't want to do any chores.

overhead /,əʊvə'hed/ *ad.* above the level of the head; in the sky 头顶上; 在天空

e.g. A helicopter buzzed overhead.

mud /mʌd/ *n.* soft, sticky matter resulting from the mixing of earth and water 泥土; 淤泥

trail /treɪl/ *n.* a trace 痕迹; 踪迹

e.g. wagon trails
The carriage left a trail of dust.

wake /weɪk/ *n.* a track made by a person or thing 路线; 行踪

e.g. the wake of a storm
The car left a wake of dust.

relish /'relɪʃ/ *v.* to enjoy greatly 喜爱, 从……得到乐趣

e.g. relish the challenge of competition
He was relishing his moment of glory.

settle down make someone quiet and calm 使安静下来

e.g. She settled herself down in a chair with a book and a cup of tea.

giggle /'gɪgl/ *n.* a light laugh in a nervous, affected or silly manner 咯咯的笑

e.g. The young girls burst into giggles.

fest /fest/ *n.* a gathering of a specified kind 集会

e.g. a media-fest

erupt /ɪ'rʌpt/ *v.* to break out suddenly and dramatically 突然爆发

e.g. Fierce fighting erupted between the two armies.

Noise erupted from the classroom.

plead /pli:d/ *v.* to make an emotional appeal 请

求; 恳求

e.g. plead for forgiveness

She pleaded with them not to hit her boy.

funny /'fʌni/ *a.* causing laughter or amusement 滑稽的

e.g. a funny story

There is something funny about the matter.

belly /'beli/ *n.* the front part of the human trunk below the ribs 肚子

e.g. a full belly

He had an awful ache in the belly.

wide /waɪd/ *ad.* to the full extent 完全地; 充分地

e.g. He always opened the window wide in summer.

His eyes opened wide.

awake /ə'weɪk/ *a.* not asleep 醒着的

e.g. The noise kept me awake all night.

She was still wide awake despite the lateness of the hour.

opposite /'ɒpəzɪt/ *n.* a person or thing that is totally different from someone or something else 对立面

e.g. Vice and virtue are opposites.

Our view is the very opposite of yours.

My husband and I are opposites in temperament.

nurturer /'nɜ:tʃərə/ *n.* a person who brings up somebody 抚养者

e.g. She is the nurturer of three kids.

mischief /'mɪstʃɪf/ *n.* playful misbehaviour 胡闹; 捣蛋

e.g. get into mischief

She will make sure that her son does not get into mischief.

interaction /,ɪntər'ækʃən/ *n.* reciprocal action or influence 相互作用

e.g. interaction between the two languages
interaction of the heart and lungs

annoy /ə'noɪ/ *v.* to make somebody a little angry; irritate 使烦恼; 打搅

e.g. She was annoyed at the boy for being so careless.

He was annoyed at being woken up so early.

A mosquito keeps annoying me.

significantly /sɪg'nɪfɪkəntli/ *ad.* sufficiently 相当; 显著地

e.g. He works significantly harder than his

colleagues.

contribute /kən'trɪbjʊ:t/ *v.* to help to cause or bring about 导致; 起作用

e.g. The government imposed a tax on fuels which contributed to global warming.
His action contributed to further dispute.

intellectual /ˌɪntə'lektʃʊəl/ *a.* relating to the ability to understand things and think clearly 智力的

e.g. intellectual curiosity
intellectual powers

Children need intellectual stimulation.

benefit from to gain advantage from 获益; 收益

e.g. Who is most likely to benefit from the victim's death?
The small businesses have benefited greatly from the fall in interest rates.

involvement /ɪn'vɒlvmənt/ *n.* participation in something 参与

e.g. have no direct involvement in politics

psychiatry /psaɪ'kaɪətri/ *n.* the study and treatment of mental illness 精神病学

measurable /'meʒərəbl/ *a.* large enough to be measured; noticeable 重要的; 值得注意的

e.g. a measurable improvement

intelligence /ɪn'telɪdʒəns/ *n.* the ability to acquire and apply knowledge and skills 智力

e.g. a man of average intelligence
He writes with intelligence and wit.

rough /rʌf/ *a.* not gentle; violent 不讲究的; 粗鲁的

e.g. rough manners
have a rough tongue

tumble /'tʌmbəl/ *v.* to move or rush in an uncontrolled way 跌跌撞撞; 仓促行动

e.g. Dogs tumbled from the vehicle.
We tumbled downstairs.

rough-and-tumble /'rʌfən'tʌmbəl/ *a.* without rules or organization 杂乱的; 不守规则的

e.g. She was shocked at the rough-and-tumble atmosphere of the room.

arousing /ə'raʊzɪŋ/ *a.* evoking; exciting 激发的; 唤起的

e.g. The arousing noise woke me.
The phone call was so arousing that he rushed back home.

unpredictable /ˌʌnpri'dɪktəbl/ *a.* not able to be predicted; changeable 不可预测的; 易变的

e.g. unpredictable risks
British weather is unpredictable.

get-go /'getgəʊ/ *n.* the very beginning 开端, 开始

e.g. The quintet experienced difficulties from the get-go.

rock /rɒk/ *v.* to move gently to and fro 摇晃

e.g. rock a cradle
The waves rocked the boat.
She rocked the baby in her arms.

infant /'ɪnfənt/ *n.* a very young child or baby 婴儿

e.g. This is their second infant.

roll around to move about, rotate 四处滚动

e.g. Due to stomachache, she rolled around on her bed.

protectiveness /prəʊ'tektɪvnis/ *n.* intension of protecting someone or something 保护性

stimulation /ˌstɪmjʊ'leɪʃən/ *n.* encouragement 刺激

e.g. His new idea is a stimulation to us.
Illusions may be produced by stimulation of the temporal cortex.

pediatric /pi:di'ætrɪk/ *a.* (of a branch of medicine) dealing with children 儿科的

scrunch /skrʌntʃ/ *v.* to become crushed or squeezed into a compact mass 缩紧

e.g. The cat scrunched itself up in the sofa.

pick /pɪk/ *v.* to select 挑选

e.g. He picked his words with care.
Delegates will be picked at the convention.

preference /'prefərəns/ *n.* a greater liking for one alternative over another 喜好, 偏好

e.g. He has a preference for fruit over vegetables.
Which is your preference, coffee or tea?

affection /ə'fekʃən/ *n.* a gentle feeling of liking 喜爱

e.g. She felt affection for the wise old man.
My daughter has a great affection for the new teacher.

aggression /ə'ɡresjən/ *n.* the action of attacking 侵犯

e.g. an aggression upon his rights
an aggression against personal liberty
He called for an end to foreign aggression against his country.

limitation /ˌlɪmɪ'teɪʃən/ *n.* restriction 限制

e.g. severe limitations on water use
limitation of the free market

cognitive /'kɒɡnɪtɪv/ *a.* relating to the mental action or process of acquiring knowledge and understanding 认知能力的

e.g. the cognitive elements of perception

emotional /ɪ'məʊʃənəl/ *a.* relating to a person's feelings 感情上的

e.g. gain emotional support
in a state of emotional stress

regulate /ˈregjuleɪt/ *v.* to control or maintain the rate or speed of something so that it operates properly 调节
e.g. a well-regulated clock
Please regulate the heat in this room.

distinguished /dɪˈstɪŋɡwɪʃt/ *a.* very successful, authoritative 卓越的, 杰出的
e.g. a distinguished professor
a distinguished performance

author /ˈɔːθə/ *n.* writer 作者
e.g. Mark Twain is the author of *Tom Sawyer*.

boost up to lift ... up highly 高高举起
e.g. Her father likes to boost her up.

spellbinding /ˈspelˈbaɪndɪŋ/ *a.* attractive; fascinating 迷人的
e.g. I found his description of life in Ancient Rome absolute spellbinding.

unique /juːˈniːk/ *a.* being the only one of its kind 独一无二的
e.g. a unique style
Speech is a unique human ability.

prefer /prɪˈfɜː/ *v.* to like something better 偏好
e.g. He prefers singing to dancing.

swap /swɒp/ *v.* to substitute one thing for another 换上, 替代
e.g. She swapped her long skirts for jeans and T-shirts.

yard /jɑːd/ *n.* a piece of uncultivated ground adjoining a building 院子
e.g. a front/back yard

botany /ˈbɒtəni/ *n.* the scientific study of plants 植物学
e.g. His brother majored in botany.

value /ˈvæljuː/ *v.* to consider something important 重视; 珍视
e.g. value him for what he achieves
value sincerity beyond all things

novelty /ˈnɒvəltɪ/ *n.* the quality of being new, originality 新鲜感
e.g. The novelty of being married soon wore off.
After the novelty of being a waitress wore off, she did not want to stay in that restaurant.

curiosity /ˌkjʊərɪˈɒsəti/ *n.* a strong desire to know or learn something 好奇心
e.g. Out of curiosity, he walked into the house.
Does that act stir your curiosity?

shortage /ˈʃɔːtɪdʒ/ *n.* a state in which something

needed cannot be obtained in sufficient amounts 短缺
e.g. a shortage of hard cash
food shortage
land shortage in the countryside

miss out on to lose a chance for, fail to achieve 错过机会
e.g. He missed out on promotion.
You really missed out on a lot of fun by not coming to the party.

competence /ˈkɒmpɪtəns/ *n.* the ability to do something successfully 能力
e.g. competence in handling money
competence for a task
The players displayed varying degrees of competence.

nonfiction /nɒnˈfɪkʃən/ *n.* prose writing that is informative or factual rather than fictional 非小说类写实文学
e.g. He likes to read nonfiction in his spare time.

fiction /ˈfɪkʃən/ *n.* literature in the form of prose, especially novels 小说
e.g. a work of fiction
I have read much detective fiction.

varied /ˈveəriəd/ *a.* incorporating a number of different types or elements 各种各样的; 丰富的
e.g. a long and varied career
varied opinions

vocabulary /ˌvəʊˈkæbjʊləri/ *n.* the body of words used in a particular language 词汇
e.g. acquire a large vocabulary
increase our vocabulary
the vocabulary of law

enticing /ɪnˈtaɪsɪŋ/ *a.* attractive 迷人的, 有吸引力的
e.g. an enticing advertisement
an enticing opportunity

intonation /ˌɪntəʊˈneɪʃən/ *n.* the rise and fall of the voice in speaking 声调
e.g. a rising/falling intonation

verbal /ˈvɜːbəl/ *a.* relating to words 言辞的; 文字的
e.g. verbal abuse
a verbal protest
The root of the problem is visual rather than verbal.

stake /steɪk/ *n.* cost, risk 利害关系, 代价
e.g. The investment is dangerous and the stakes are high.