

普通高等教育“十一五”国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 高级英语视听综合教程

## Advanced English: A Comprehensive Video Course

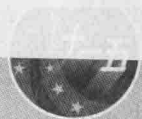
学生用书

上册

主 编 / 戴 劲 马薇娜



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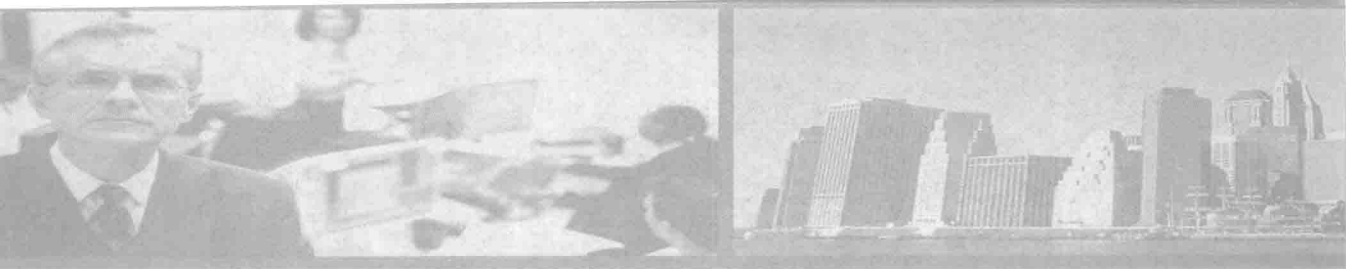
# 新世纪高等院校英语专业本科生系列教材(修订版)

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## 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全



... 2015年12月，教育部公布《普通高等学校本科专业目录（2015年）》。教育部在《目录》中，将英语专业列入“外国语言文学类”专业目录。《目录》的公布，标志着英语专业在我国高等教育中的地位得到了进一步的肯定。教育部在《目录》中，将英语专业列入“外国语言文学类”专业目录。《目录》的公布，标志着英语专业在我国高等教育中的地位得到了进一步的肯定。教育部在《目录》中，将英语专业列入“外国语言文学类”专业目录。《目录》的公布，标志着英语专业在我国高等教育中的地位得到了进一步的肯定。

方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业基础知识四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向 and 水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

### 戴炜栋

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长

# 序

编写一本以真实性影视为语料的英语学习教材一直是我多年的愿望，但因诸事繁杂，这个想法一直未能付诸实践。现在我的这个想法由同济大学的戴劲和马薇娜两位老师代为实现了。三年前，戴劲教授来纽约大学担任高级访问学者。在讨论国内英语教学的需求时，我发现我们竟然有着共同的想法——为国内英语学习者提供一本以真实性影视为语料的学习教程。当然，我的愿望至今还是纸上谈兵，而戴老师的却已实现了。他和马薇娜合作编写的《高级英语视听综合教程》由上海外语教育出版社出版了。我也曾有幸接待过马老师在纽约大学担任英语教育访问学者。所以当他们俩提出要我为这本新书写序时，我欣然答应了。为两个朋友加同行的新书作序是一种荣幸，同时为这本以真实性影视为语料的书写序在某种程度上也“实现了”我多年一直向往却未能如愿的事吧。

目前国内市场上的视听教材大多是经人为加工、请专人录制而成的，这类教材的选文及对话往往听来既不自然，也不真实。虽然录制教材的人大多是以英语为母语的“本国人”，甚至还有演员，但由于受到语料和语境的局限，录制出来的教材往往语速过慢，语音语调过于纯正而显得矫揉造作，语言措辞也流于书本化。由这类教材培养出来的人一旦进入真实的英语环境或到了国外，就顿时不知所措，变得又聋又哑了。

用真实性影视为语料的外语教材的优势是显而易见的。从教材内容方面来说，除了众所周知的真实性，这类材料还带有浓郁的生活性、时代性和趣味性；从语言教学方面来说，这类材料是非常符合第二语言习得的理论和实践的。这样的教材具有很高的可理解性 (comprehensible input)，易为学习者吸收 (learner intake)，也为教师提供了教学交流的机会 (teacher uptake)，创造了语言使用的环境 (pushed output)。

戴劲和马薇娜合著的《高级英语视听说综合教程》除了包括以上所述的以真实性影视为语料的外语教材共同优势外，还独具如下几个特点：第一，教程选材用非虚构类影视语料，以电视专题报道 (TV special report) 和纪录片 (documentary film) 这两种最常见的影视体裁作为首选语料；第二，书中选题之广，内容之丰富，时代信息之浓厚在同类视听说教材中当属佼佼者。这本教材不囿于传统教材在选材和编写方面的局限，为广大英语学习者，特别是高级英语学习者，提供了一本极佳的教学材料。学习者是在不断对讲英语国家的国情和文化了解和探索的过程中学习语言，而非照本宣读，为学语言而学。

值得一提的是，两位作者在教材中把“教学程序分为视前、视中、视后三个环节，并为每一环节设计了具体、清晰、可行的教学步骤和活动”。这样的设计既便利了使用该书的教师，也便利了自学的学生，同时也克服了所有以真实性影视为语料的外语教材都会面临一个挑战：语言太难，语速太快，听不懂这一难题。因此，该教程



是一套理想的高级英语听说教材，实也是一本非常实用的自学用书。

奥格·曼迪诺在《卓越人生的七种能力》中写道，“我们生活在一个靠能力说话的时代，生活在一个靠能力去生存的时代。”我相信，《高级英语视听综合教程》为英语学习者培养和提高英语交际能力提供了一份十分有效的教材。

唐力行

纽约大学教授、

纽约中英双语教育委员会主席

写于纽约

2014年4月5日



# 编写说明

得益于中国英语教学界在扭转过去“重知识，轻技能”局面的不懈努力，中国学生的英语应用技能，尤其是英语听、说技能，比以往有了很大提高。当然，广大英语学习者并不仅仅满足于告别“聋、哑英语”后的“温饱”和“小康”，而是更期待“致富”——真正具备参与深层次英语口语交际活动的 ability。本教程正是为这些学习者编写的。本教程的编写目的是：运用创新的英语教学理念，选用真实性语料，通过将视、听、说与读、写、译训练相结合的教学思路 and 方式，使学习者获得驾驭真实性英语视听语篇的能力，同时又培养和提高他们生成规范、流畅、连贯、完整的英语语段的能力，从而胜任深层次英语口语交流活动。

概括地说，本教程的特色主要体现在以下几方面：

1. 以先进、实用的语言教学理念作指导。编者采用“使用中的语言”、“语言即语篇”等语言观和理念作为教程编写的指导原则，将它们贯穿于语料选用、教材单元设计及编排等全过程。

2. 精选非虚构类真实性影视语料。衡量外语学习者听、说能力的最终标准是看他们能否胜任真实场景的口语交际活动。鉴于此，本教程只选用真实性影视语料；唯有此方能培养学生“实战”能力。目前，虽然多数高级英语视听说教材也注意到选用真实性影视语料的重要性，但似乎在很大程度上一直存在着过分侧重虚构类语料的倾向，其中尤以英、美电影居多，使英语视听说课几乎成为变相的“英美电影欣赏”课。本教程试图打破这种格局。编者认为，英语视听说教学不仅需要虚构性影视语料，而且更需要非虚构性影视语料，因为培养学生驾驭英语非虚构类影视作品的 ability 是高级英语视听说课程基本和首要的教学目标和任务。为此，本教程将选材定格为非虚构类影视语料，并将电视专题报道和纪录片这两种最常见的非虚构性影视体裁作为首选语料。所选语料题材广泛，内容丰富，涉及历史、文化、社会、教育、经济、科技、军事、司法、宗教、娱乐、媒体等诸多方面，集真实性、思想性、知识性、趣味性、时代性为一体；这些语料在内容上不受时效性影响，具有“经久”、“保鲜”特点。通过使用和学习这些语料，学习者既能提高英语视听理解能力，也能加深对英语国家国情的了解。

3. 注重语料的完整性。国内很多高级视听说教程采用将一部完整视听语篇切割成若干“小豆腐块”的编写方式，其原因据说是为了降低语料难度。本教程编者认为，语料的完整性是影响教学效果的一个重要因素，不容忽视，对于高级英语阶段的教学尤其如此。在开始阶段，让学生使用完整视听语料也许会有一定难度，但学生完全有

能力应对这一挑战。

4. 单元设计与编排既注重实用性又具有创新性，具体表现为：

- (1) 注重教学的环节性。教程将整个教学过程分为视前、视中、视后三个环节，并为每一环节设计了具体、清晰、可行的教学步骤和活动；
- (2) 将阅读活动引入视听说教学。本教程借助读、听理解之间紧密的关联性，为每单元选配一篇与视听报道内容相关但不雷同的短文作为视听前的阅读材料，从背景和语言知识两方面为学生提供准备，用以提高视听教学效果；
- (3) 将词汇性短语(*lexical phrases*)引入视听说教学。词汇性短语的掌握和运用对于提高学习者的听、说技能发挥着重要的作用。本教程注重将词汇性短语融入视听说训练中，着力从准确性、复杂性、流畅性、自动性、地道性等方面提高学生的口语交际能力。
- (4) 注重视、听、说的紧密结合。每一单元都将视听理解和口语训练作为一个完整的教学任务来完成，使学生不仅理解好视听内容，还能将视听理解中所学的知识和技能充分运用到口语训练中，促成视、听、说能力的均衡发展。
- (5) 口语训练方式力求创新。本课程的“看图述说”题型新颖，颇具创意，将视听理解、记忆、复述、独白表演、演讲等综合训练融为一体，形式活泼，教学效果好，颇受学生欢迎。

5. 充分体现多模态教学特色。教程除了使用音、视频传输手段及文字表述外，还选配了大量图、画，产生出音像相应、图文并茂的多种模态全息感应效果。

6. 注重课内、外教学的一体化。本教程每个单元除了课堂教学和训练内容外，还设计了课外听、说训练内容，将课堂视、听、说教学延伸到课外，进一步巩固和提高学生的英语听、说技能。

7. 教材上、下两册各具特色。本教程打破同一教材各分册在单元编排上完全相同的惯例，根据教学阶段、学生听说能力等因素的变化情况，在视听语料选择、训练题型设计等方面做出相应调整，从而使上、下两册形成各自的特色。例如，编者精选了电视专题报道作为上册的视听语料，因为这类语料既有一定的内容深度，语言难度又不是太大，比较适合刚进入高年级学习阶段的学生；而纪录片无论是内容深度还是语言难度都适合更高级学习阶段的学生使用，因此被选作下册的视听语料。上册的亮点之一是每单元结合教学语料介绍一种基本的英语口语特征，如*clausal basis*、*parallel structure*、*dysfluency*、*self-repair*等，运用例证进行专门的讲解和阐述，加深学生对英语口语基本特征的了解和认识。这样既有助于提高学生的视听理解水平，又能帮助他们学习和掌握更为地道的英语口语。下册的亮点之一是以多模态教学理论为指导，借助视听语料能切换英语字幕、汉语字幕、无字幕的功能，创新出可进行语音和语调及流畅性模仿、英汉/汉英视译、同声口译、影视配音表演等多种口语训练的题型；一题

多用，形式新颖，深受学生喜爱。

作为教育部人文社科研究项目《任务型语言教学和多模态话语交际框架下的高级英语视听说课程研究》（项目批准号11YJA740013）的部分成果，本教程的使用者为英语专业高年级学生、具有相当英语听说水平的非英语专业学生和学习者以及有志于看懂和听懂英语非虚构类影视作品的广大英语学习者。上、下册各由十四单元构成，每单元授课时数一般为两个课时。教程配备有供教学使用的影、音资料。教师用书在学生用书全部内容的基础上，还提供了教学建议、练习答案以及所有视听语料的文本材料，供教师参考。

编者在此对Ronald Broce教授、Stan Zimmer、Michael McAlister三位美国教师和友人、何继红博士在本教程的文字校对、部分影像资料编辑等方面给予的帮助深表感谢。不足、不当之处，敬请本教程使用者、学界同仁批评指正。

戴劲，马薇娜

2014年5月

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## 1

# HOMESCHOOL BURDEN



## I Pre-viewing Reading

### TEXT

## As Homework Grows, So Do Arguments Against It

*Valerie Strauss*

The nation's best-known researcher on homework has taken a new look at the subject, and here is what Duke University professor Harris Cooper has to say:

Elementary school students get no academic benefit from homework — except reading and some basic skills practice — and yet schools require more than ever.

High school students studying until dawn probably are wasting their time because there is no academic benefit after two hours a night; for middle-schoolers, 1 1/2 hours.

And what's perhaps more important, he said, is that most teachers get little or no training on how to create homework assignments that advance learning.

The controversy over homework that has raged for more than a century in U.S. education is reheating with new research by educators and authors about homework's purpose and design.

No one has gone as far as the American Child Health Association did in the 1930s, when it pinned homework and child labor as leading killers of children who contracted tuberculosis (肺结核) and heart disease. But the arguments seem to get louder with each new school year: There is too much homework or too little; assignments are too boring or overreaching; parents are too involved or negligent.

"What should homework be?" asked veteran educator Dorothy Rich, founder of the nonprofit Home and School Institute. "In the biggest parameter, it ought to help kids make better sense of the world. Too often, it just doesn't."

In the nation's classrooms, teachers say they work hard to conform to school board

policies and parent demands that do not always match what they think is the best thing for children.

Yet teachers themselves don't uniformly agree on something as basic as the purpose of homework (reviewing vs. learning new concepts), much less design or amount or even whether it should be graded. And the result can be inconsistency in assignments and confusion for students.

That is part of the reason some educators and authors are making new cases for the elimination of homework entirely, including in the new book "The Homework Myth," by Alfie Kohn.

Kohn points to family conflict, stress and Cooper's research as reasons for giving kids other things to do to develop their minds and bodies after school besides homework.

"I am always fascinated when research says one thing and we are all rushing in the other direction," Kohn said.

"It is striking that we have no evidence that there is any academic benefit in elementary school homework," he said. "Then people fall back on the self-discipline argument and how it helps students learn study skills. But that is an urban myth, except that people apply it in the suburbs, too."

In 1989, Cooper, now a professor of psychology and director of Duke's Program in Education, published an analysis of dozens of studies on the link between homework and academic achievement.

His conclusions: The research base showed no correlation between academic achievement and homework — besides reading — in elementary school, a small benefit in middle school and more for high school.

This spring, he co-authored another paper in the *Review of Educational Research* after reviewing various newer studies done on homework from 1987 to 2003, and he offered a few additions to his conclusions.

This time, he said, there was some evidence that, in grades 2 through 5, students do better on unit tests when they do short homework assignments on basic skills that relate directly to the test.

And, he said, it appears that more than two hours of high school homework, and more than 1 1/2 hours of middle school homework, have no academic benefit and may produce negative results.

Other educators, such as Linda Darling-Hammond, a Stanford University education professor and researcher, say that many of the studies Cooper evaluated were not tightly controlled and not authoritative but that his conclusions make sense.

Darling-Hammond said Cooper also is correct in pointing out that many teachers lack the skills to design homework assignments that help kids learn and don't turn them off to learning.

Today, schools of education provide varying levels of training in the art of designing homework assignments that are more than busywork, usually imbedded (融入) in courses about curriculum. Many, however, offer none, and teachers say they wish the schools had.

“One isn’t born knowing how to make sensible lesson plans and homework assignments,” said Karen Zabrowski, a seventh-grade reading teacher at Chippewa Falls Middle School in Wisconsin.

But teacher knowledge is often trumped (受制于) by school system policies, created by school boards whose members are often not educators, teachers have said.

Timothy Naughton said he learned about homework at Fordham University in the 1990s. “We agreed it wasn’t the best practice for younger students, but we knew everybody was going to make us give it anyway, so we talked about how to reconcile the two positions,” said Naughton, who has taught in various elementary grades and is a kindergarten teacher in East Stroudsburg, Pa. He gives no homework but suggests that parents read and practice basic skills with their kids.

Kohn said that if he were education czar (权威领导者), kids would not be assigned homework but would wind up learning anyway. That’s what happened at the private Kino School in Tucson, where traditional homework was banned but kids designed their own after-school projects because they wanted to keep learning.

Cooper said that eliminating homework makes no more sense than “piling it on” (成堆) and that the answer is somewhere in between.

Georgia Leigh, 16, an 11th-grader at Bethesda-Chevy Chase High School, tends to support the middle ground. It was not until 10th grade, she said, that homework was more than busywork. What changed then, she said, was that she began to be assigned more reading.

“I feel like I’m learning more when I’m reading than when I’m filling out math sheets,” she said. “If homework were eliminated, I’d read anyway.”

(*Washington Post*, Tuesday, September 12, 2006)

## QUESTIONS

- 1 How long has the controversy over homework existed in the U.S.?  
.....  
.....
- 2 What are some of the causes which lead to “inconsistency in assignments and confusion for students”?  
.....  
.....
- 3 What conclusions did Mr. Cooper’s study come up with?  
.....  
.....
- 4 What would Mr. Kohn do about homework if he had enough power?  
.....  
.....

## II Pre-viewing Preparatory Work

### VOCABULARY

#### NEW WORDS & PHRASES

on the **hockey field** /'hɒki/ *n.* 曲棍球

**be sidelined by** /'saɪdlaɪn/ to be put out of action

*e.g. When Cuba's leader was sidelined by illness, Castro's younger brother assumed power.*

**be touted and condemned as** *v.* to praise sth. or sb. in order to persuade people that they are important or worth a lot

*e.g. Television was touted as a vehicle for education.*

**Sputnik** (Russian) man-made satellite

**desegregation** /,di:segrɪ'geɪʃən/ *n.* 取消种族隔离

*e.g. Martin Luther King Jr. fought for desegregation.*

**roar back as a way for sb. to do ...** *v.* to travel in a vehicle at a high speed

*e.g. The car roared off down the road.*

**anesthesiologist** /'ænis,θi:zɪlədʒɪst/ *n.* 麻醉师

**mitzvah** /'mitsvɑ:/ *n.* (《圣经》中的) 戒条

**burn the midnight oil** to read or work until late at night

**optimal time** /'ɒptɪmə/ *adj.* best or most

favorable

*e.g. This is the optimal way to store data.*

**turn sb. off (to sth.)** to cause sb. to lose interest (in sth.)

*e.g. His selfish remarks turned her off to the proposed trip.*

**delay gratification** /,græʃɪfɪ'keɪʃən/ *n.* satisfaction

*e.g. Your approval gives me much gratification.*

**keep tabs on** (colloq.) to keep account on ...; to have ... in check

*e.g. Keep tabs on your spending.*

**step in (with)** to enter; to intervene (with)

*e.g. If the dispute gets any worse the government will have to step in.*

**hands-on help** *adj.* practical rather than theoretical

*e.g. This is a great chance to get some hands-on experience of the job.*

**clamor** for /'klæmə/ *v.* to utter with loud demand

*e.g. They are clamoring for radical changes in the organization.*



**LEXICAL PHRASES**

high-achieving *adj.* (high-achiever *n.*)

*e.g.* This is an opportunity to join a growing team of experienced, high-achieving senior sales people.

have ... on one's mind

*e.g.* He looked as though he had something on his mind.

wheeled luggage

homework level drops off/rises up

*e.g.* Interest in the game has dropped off.

*Let your spirit rise up with music.*

be stretched to the limit

*e.g.* The budget for next year is stretched to the limit.

be in style

*e.g.* Long skirts are back in style.

lighten the homework

mistake ... for ...

*e.g.* The doctor mistook the symptoms for blood poisoning.

**VOCABULARY WORK**

1 Complete the following sentences by filling in each of the blanks with a suitable word from the list. Make changes wherever necessary.

1 ..... are physicians who focus on surgical patients and pain relief.

2 The audience cheered, ..... for more.

3 Parents have ..... in to provide homework help in the afternoon program.

4 Nell is being ..... as the next big thing in Hollywood.

5 Now, a growing number of U.S. hospitals are also offering instant ..... through interactive television, high-speed Internet to make patients feel like hotel guests.

6 The traffic ..... past.

7 He has a very ..... approach to management.

8 Baggio was once again ..... through injury.

9 In a decision with profound implications for the nation's public schools, the United States Supreme Court invalidated voluntary school ..... plans.

10 This design makes the ..... use of the available space.

sideline  
desegregation  
anesthesiologist  
gratification  
hands-on  
tout  
roar  
optimal  
step  
clamor

2 Complete the following sentences by filling in each of the blanks with a suitable phrase from the list. Make changes wherever necessary.

1 The police have been ..... Rogers since he got out of prison.

2 Sophisticated travelers worldwide demand high quality, reliable and attractive ..... that easily withstands the rigors of travel.

burn the midnight oil  
turn sb. off (to sth.)  
keep tabs on  
have ... on one's mind  
wheeled luggage  
drop off  
be stretched to the limit  
be in style  
lighten the homework  
mistake ... for ...