



新标准高职英语专业系列教材

应用英语综合

2

INTEGRATED COURSE

教师用书

主编 邹申

应用英语综合 2

INTEGRATED COURSE

教师用书

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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高人文素养。

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，比如：

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，编写者在课文的右侧设计了提示性问题。提示性问题包括细节题、文章结构题、词汇题和评价题等，其目的是激发学生的求知欲望，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 邹申

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1

Famous People

TEXT A My Childhood

BEFORE READING

The purpose of this section is to arouse 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.

The pictures provided are three preeminent figures in their respective fields of specialty. They are Abraham Lincoln, Albert Einstein and Michael Jordan. A sketch of their major achievement is already given in the Student's Book. Ask students to work in pairs and exchange their information on what they know about these people, with a special focus on Questions a and b. The following table is for teachers' reference.

Abraham Lincoln	Albert Einstein	Michael Jordan
<ol style="list-style-type: none"> Lincoln rose from humble backwoods origins to become one of the great presidents of the United States. Lincoln was assassinated on April 14th, 1865 while he was watching a play with his wife at Ford's Theatre by an actor named John Wilkes Booth. 	<ol style="list-style-type: none"> Einstein did not talk until the age of three, but even as a youth he showed a brilliant curiosity about nature and an ability to understand difficult mathematical concepts. After WWII, Einstein was active in the cause of international disarmament and world government. 	<p>Jordan's popularity has spread well beyond scoring titles, championships, and other aspects of the NBA. He has become one of the most-recognized individuals in the world. Jordan has been especially influential in the sportswear industry, starting with Nike's introduction of the famous line of Air Jordan basketball shoes in 1984.</p>

Then the teacher can randomly pick a few students to answer Question c, which is about three important national figures in the past three decades in China.

Question 2 is designed to encourage students to predict the content of Text A and give them a rough idea about the identity of the author. Students' answers may vary, and the teacher is also expected to contribute his or her opinions to the discussion of the topic.

Before Reading activities can be organized as group work so that students share with each other their opinions on these topics.

Background Information

1 The Japanese Surrender in WWII

Two atomic bombs had been built, and the possibility arose of using them to convince the Japanese to surrender. U.S. President Harry S. Truman decided to allow the bombs to be dropped. For maximum psychological impact, they were used in quick succession, one over Hiroshima on August 6th, the other over Nagasaki on August 9th. These cities had not previously been bombed, and thus the bombs' damage could be accurately assessed. U.S. estimates put the number killed or missing as a result of the bomb in Hiroshima at 60,000 to 70,000 and in Nagasaki at 40,000. Japanese estimates gave a combined total of 240,000. The USSR declared war on Japan on August 8th.

On August 14th, 1945 Japan announced its surrender, which was not quite unconditional because the Allies had agreed to allow the country to keep its emperor. The formal signing took place on September 2nd in Tokyo Bay aboard the battleship Missouri. The Allied delegation was headed by General MacArthur, who became the military governor of occupied Japan.

2 Hollywood

Hollywood (California), a district in the northwestern part of the city of Los Angeles, southwestern California, famed as a center of the motion picture industry in the United States. It is also a major center of the U.S. television industry. The main thoroughfares, Sunset and Hollywood boulevards and Vine St., contain well-known restaurants, nightclubs, and broadcasting studios. The Hollywood Bowl, a natural amphitheater in the Hollywood Hills, is the site of numerous cultural events. The community was laid out in the late 1880s, after a real estate developer named Harvey Wilcox registered his 120-acre citrus ranch as Hollywood on February 1st, 1887, and started selling subdivisions of the property. Incorporated in 1903, it merged with Los Angeles in 1910. The first movie studio was established here in about 1911.

3 John Bunyan

John Bunyan (1628–1688), English writer and Puritan minister, author of *The Pilgrim's Progress*, one of the most famous religious allegories in the English language.

Bunyan was born in November 1628 at Elstow, near Bedford, the son of a tinker. He served an apprenticeship at his father's trade, and at about the age of 17, during the civil war, fought in the Parliamentary army. About 1648 he married Margaret Bentley, a member of one of the Puritan sects of the day; Bunyan experienced a religious conversion and joined her church.

In 1675 Bunyan was imprisoned for six months, and during that time he probably wrote the major part of his masterpiece, *The Pilgrim's Progress from This World to That Which Is to Come*, a prose allegory of the pilgrimage of a soul in search of salvation (1st part published 1678; 2nd part, 1684). Ten editions of this great work were printed during Bunyan's lifetime, and it eventually became the most widely read book in English after the Bible. It exerted great influence on later English writers. Noted for its simple, biblical style,

The Pilgrim's Progress is now generally considered one of the finest allegories in English literature, and it has been translated into many languages.

During his last years Bunyan was universally recognized as the leading Puritan clergyman and author. He died of pneumonia on August 31st, 1688, in London. His other writings include *The Life and Death of Mr. Badman* (1680), a description of the life of a reprobate, and *The Holy War* (1682), a religious and political allegory.

READING

TEXT ANALYSIS

◆ Text Summary

In this nostalgic remembrance, the author recollects the unforgettable, bittersweet experience of her childhood. The author first recounts her acceptance of her own father after his long absence from home during the war. Next, the author recalls her family ties with Roald Dahl, the famous children's book writer. Then, the author moves on to describe her life in Wheatley, where both she and her mother have the most pleasant memory. Finally, the author laments the subsequent uncertainty of her life due to the mobility of her father's work.

◆ Text Organization

Paragraph 1: introductory part	The author provides the background of the narration, introducing the main characters and the time of the major events.
Paragraphs 2–3: climax of the narration (main body)	The author tells us how she gets to know Roald Dahl, the famous children's book writer. Then the author recalls her visit to the Dahl family in the late sixties. The author describes her happy time spent in Wheatley, where she goes on expeditions with her family, attends Miss Hamersley's school in Headington and makes friends with kids in the neighbourhood.
Paragraph 4: ending part	The author recounts the uncertain period of time when she changes schools several times due to the mobility of her father's work.

◆ Text Features

In this autobiographical essay, Sue McGregor gives us a poignant account of her childhood experience. Coupling narration with description, the author tries various methods to render the article more vividness and personal touch, to the effect that the readers feel as if they were looking at the world through a kid's eye. First of all, the author deliberately chooses some simple expressions that fit a pre-school child (e.g. *...asking the identity of the strange man... , Sadly, they decided to live apart... , I in the basket at the back...*). Secondly, the author uses many compound sentences in a plain narrative style as if they came directly from the mouth of a five-year-old (*My father returned after VJ Day, and, like many war children... , I could see that my mother's attention was now thoroughly divided, and I turned up regularly... , But my father was devoted to us both, and besides he was a wonderful teller...* [Para. 1]). Thirdly, the author employs many informal, colloquial words and phrases, so that the distance between the author and the readers is shortened (e.g. *just outside... , ...still a good amateur...*). Finally, the author also makes use of exaggeration to describe her thoughts and feelings, so that a humorous and comic effect is produced (e.g. *...my mother's attention was now thoroughly divided... , I was then convinced that my parents had abandoned me forever... , ...weeping with fury at the unfairness of life...*).

This article demonstrates the author's art of description. With well chosen words and expressions, the author vividly and dynamically depicts persons, places and state of mind. In Paragraph 3, for example, the author gives a detailed account of Pound Cottage where her home was. The description, though not long, helps the readers easily conjure up a mental picture of what the place actually looks like.

◆ Key Sentences

1. **I could see that my mother's attention was now thoroughly divided, and I turned up regularly in the morning at their bedroom door asking the identity of the strange man in her bed. (Para. 1)**

This sentence uses the coordinator *and* to link the two conjoined clauses, which indicates that the second clause is a consequence or result of the first (frequently the circumstantial background). This entails the order of the clauses and reflects chronological sequence. For example:

A: He heard an explosion and he (therefore) phoned the police.

There are some other uses of *and*, as illustrated by the following sentences taken from the text:

B: But my father was devoted to us both, and besides he was a wonderful teller of bedtime stories.

C: They became friends, and later Roald, after his first trip to Hollywood, sent me a sketch of Mickey Mouse signed by Walt Disney himself.

D: I like the adventures of the Pilgrim; and I learned too a healthy respect for fine writing and the well-spoken word.

The coordinator *and* in Sentence B indicates that the second clause is a pure addition to the first, the only requirement being that the two statements are

congruent in meaning. For example:

E: He has long hair and (also) he often wears jeans.

The coordinator *and* in Sentence C indicates that the second clause is chronologically sequent to the first, but without any implication of a cause-result relationship. For example:

F: I washed the dishes and (then) I dried them.

The coordinator *and* in Sentence D indicates that the second clause makes a point similar to the first. For example:

G: A trade agreement should be no problem, and (similarly) a cultural exchange could be easily arranged.

2. In the field opposite stood the conical stone marking the village “pound” — long out of use — which gave the cottage its name. (Para. 3)

This sentence is in an inverted order, and specifically it involves “fronting” (前置)—the normally non-initial propositional phrase *in the field* is fronted to the head of the sentence, primarily due to the “end weight” (句尾重心) principle. Inversion (倒装) is most frequently found in sentences where an adverbial is fronted. There are two types of inversion: full inversion (全部倒装) and partial inversion (部分倒装). “Full inversion” means reversal of the subject and the whole predicate. For example:

A: There was a sudden gust of wind, and away went his hat.

B: In this chapter will be found a partial answer.

“Partial inversion” means reversal of the subject and the operator only. For example:

C: Never have I found him in such a good mood.

D: Only yesterday did he find out that his watch was missing.

3. He encouraged me, once we had chosen the right spot, to sit at his side with a tiny easel and paint my own impressions, and occasionally when local people came to look over our shoulders I was delighted to get as big an audience as he did. (Para. 3)

This is a fairly long sentence, but it flows naturally and smoothly so that the readers never feel awkwardness or redundancy. The author breaks the sentence into four parts, separating the first three with commas and linking the last one with the coordinator *and*, so that both the coherence of text and the rhythm of speech are achieved. Similar examples from the text are as follows:

A: They became friends, and later Roald, after his first trip to Hollywood, sent me a sketch of Mickey Mouse signed by Walt Disney himself.

B: My parents brought out their bicycles and all three of us, I in a basket at the back at first, and later on a small bicycle of my own, cycled round the Oxfordshire villages looking at interesting churches.

4. I made friends with the Hassall family who lived in Wheatley manor house, and Tom and Mark Hassall and I collected snails, which we called Kucka Joeys. (Para. 3)

This sentence contains a non-restrictive relative clause (非限制性关系从句) (*which we called Kucka Joeys*) introduced by the relative pronoun (关系代词)

which. The head of this relative clause is *snails*. A non-restrictive relative clause does not restrict the referential meaning of the antecedent. If it is taken away, the antecedent still refers to the same information or thing. Similar examples from the text are as follows:

A: One of his patients there was the writer Roald Dahl, who had been badly wounded after being shot down over the north African desert.

B: Our home in Wheatley was Pound Cottage, which my parent rented.

NEW WORDS AND EXPRESSIONS

be taken aback to be very surprised about something 吃了一惊

e.g. He was taken aback by her directness.

reappearance /,ri:ə'piərəns/ *n.* appearing again after not being seen for some time 再现

e.g. the reappearance of her symptoms

turn up to arrive at a place, especially in a way that is unexpected 出现

e.g. He didn't turn up until half an hour later.

regularly /'regjələli/ *ad.* often 经常

e.g. It's important to exercise regularly.

identity /('a)ɪ'dentɪti/ *n.* a person's name or who a person is 身份

e.g. He knows the identity of the bombers.

He had to conceal his identity to escape the police.

devoted /dɪ'vəʊtɪd/ *a.* giving someone or something a lot of love and attention 挚爱的; 恩爱的

e.g. Leo was devoted to his job.

sprawling /'sprɔ:liŋ/ *a.* spreading over a wide area in an untidy or unattractive way 杂乱无序的

e.g. Many people prefer lovely small towns to large sprawling cities.

suburb /'sʌbɜ:b/ *n.* an area where people live which is away from the centre of a town or city 郊区

e.g. They decided to move out to the suburbs.

consist of to be formed from two or more things or people 由……组成

e.g. The crew consists of five men.

The entire world consists of matter.

largely /'lɑ:dʒli/ *ad.* mostly or mainly 很大程度上; 主要地

e.g. He was soon arrested, largely through

the efforts of Tom Poole.

manor /'mænə/ *n.* a big old house with a large area of land around it 庄园

e.g. The builder of the manor house is a direct ancestor of the present owner.

high street the main street of a town where most of the shops and businesses are 大街, 主要街道

e.g. A new bookshop had opened in the high street.

lieutenant-colonel /le(f)'tenənt'kɜ:nl/ *n.* an officer or official with the rank just below colonel 陆军中校

demob /di:'mɒb/ *v.* to send home the members of an army, navy etc., especially at the end of a war 使复员

e.g. We were waiting to be demobbed.

neurological /,njʊərə'lɒdʒɪkəl/ *a.* of the scientific study of the nervous system and its diseases 神经病学的

e.g. a neurological disease

the combined medical study of neurological and psychiatric disorders

wing /wɪŋ/ *n.* one of the parts of a large building, especially one that sticks out from the main part (尤指主体突出的) 房屋翼部

specialist /'speʃəlist/ *a.* concentrating on a restricted field, market, or area of activity 专门的

e.g. a specialist electrical shop

sketch /sketʃ/ *n.* a simple, quickly-made drawing that does not show much detail 素描

e.g. I will send you a slight sketch of the house.

immensely /ɪ'mensli/ *ad.* very much 非常, 极大地

- e.g.** The president was immensely popular.
- courteous** /'kɜ:tɪəs/ *a.* polite and showing respect for other people 彬彬有礼的, 客气的
- e.g.** Although she often disagreed with me, she was always courteous.
It was very courteous of you to send my mother a thank-you note.
- gypsy** /'dʒɪpsɪ/ *n.* a member of a group of people originally from India, who traditionally live and travel around in caravans, and who now live all over the world 吉普赛人
- e.g.** She has pure gypsy blood in her veins.
- caravan** /'kærəvæn/ *n.* a covered vehicle that is pulled by a horse, and in which people can live 篷车
- e.g.** Gypsy caravans are painted wooden vehicles.
- shed** /ʃed/ *n.* a small building, often made of wood, used especially for storing things 棚; 库
- e.g.** bicycle-shed, tool-shed, engine-shed
- recovery** /rɪ'kʌvəri/ *n.* the process of getting better after an illness, injury etc. 恢复, 康复
- e.g.** It is hoped that Lawrence can make a full recovery.
Congratulations on your recovery!
- stroke** /strəʊk/ *n.* if someone has a stroke, an artery (=tube carrying blood) in their brain suddenly bursts or becomes blocked, so that they may die or be unable to use some muscles 中风
- e.g.** She had a stroke and was unable to walk again.
- roster** /'rɒstə/ *n.* a list of the names of people on a sports team, in an organization etc. 花名册
- e.g.** This is next week's duty roster.
The coach scratched three names from the players' roster.
- stimulate** /'stɪmjuleɪt/ *v.* to encourage or help an activity to begin or develop further 刺激
- e.g.** The art course stimulated me.
They counted on German imports to stimulate their economy.
- eventually** /ɪ'ventʃʊəli/ *ad.* after a long time, or after a lot of things have happened 最终
- e.g.** Worse still, both failed to get elected eventually.
After years of failing health, the father eventually died.
- live apart** to separate 分居
- e.g.** After their worst quarrel, Jim and Mary wondered if they should live apart for a time to try to improve their relationship.
- rent** /rent/ *v.* to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else 租用
- e.g.** He purchased a large tract of land and rented out most of it to local farmers.
We'll charge a favorable rent if you rent for a week.
- steep** /sti:p/ *a.* sloping at a high angle (斜面、楼梯、角度) 陡的, 陡峭的, 陡直的
- e.g.** She pushed the bike up the steep hill.
Will this small car negotiate that steep hill?
- basement** /'beɪsmənt/ *n.* a room or area in a building that is under the level of the ground 地下室
- e.g.** It is rather damp in the basement.
- conical** /'kɒnɪkl/ *a.* shaped like a cone 圆锥形的
- e.g.** a conical mound of hay
- out of use** not being used 不再被使用
- e.g.** The railway station is out of use.
- expedition** /,ekspɪ'dɪʃən/ *n.* a short journey, usually made for a particular purpose (为特定目的而作的) 旅行
- e.g.** an expedition to the jungles
- amateur** /'æmətə/ *a.* engaging or engaged in without payment; non-professional 业余的; 非专业的
- e.g.** an amateur archaeologist
- watercolorist** /'wɔ:tə,kʌləɪst/ *n.* an artist who paints pictures with paint that is mixed with water 水彩画家
- easel** /'i:zl/ *n.* a wooden frame that you put a painting on while you paint it 画架
- e.g.** This is a well designed easel which folds up quickly and neatly.
- impression** /ɪm'preʃən/ *n.* a graphic or pictorial representation of someone or something 图像, 画
- e.g.** The police have issued an artist's impression of the robber.
- audience** /'ɔ:diəns/ *n.* a group of people who come to watch and listen to someone speaking or performing in public 现场观众
- e.g.** She can hold an audience spellbound.
- adore** /ə'dɔ:/ *v.* to love someone very much and feel very proud of them 爱慕, 崇拜
- e.g.** The boys adore their mothers.

convince /kən'vɪns/ *v.* to make someone feel certain that something is true 使……相信
e.g. Robert's expression had obviously convinced her of his innocence.
 He thought it no use trying to convince them.

hymn /hɪm/ *n.* a song of praise to God (赞美上帝或神的) 圣歌, 赞美诗
e.g. The service began with a rousing hymn.

thump /θʌmp/ *v.* to hit against something loudly 重击
e.g. Holman thumped the desk with his hand. You'll have to thump on the door or he'll never hear you in the back room.

thump out to play a tune heavy-handedly 猛力弹奏

snail /sneɪl/ *n.* a small soft creature that moves very slowly and has a hard shell on its back 蜗牛
e.g. My grandmother drove the car at a snail's pace.

be fond of to like someone or something very much 喜欢
e.g. He was not too fond of dancing.

dramatic /drə'mætɪk/ *a.* exciting or impressive 给人印象深刻的
e.g. He recalled his dramatic escape from the building.
 After a dramatic pause, the lawyer finished her summation.

stain /steɪn/ *n.* a mark on something, especially one that cannot be removed 污点, 污迹
e.g. Her clothing was stained with blood.
 I rubbed hard but the stain just wouldn't go.

halfway /,hɑ:f'weɪ/ *a.* at a middle point in space or time between two things 半途(的); 中间(的)
e.g. There is a house halfway between the two creeks.

drown /draʊn/ *v.* to die from being under water for too long, or to kill someone in this way 淹死, 溺死
e.g. A motorist drowned when her car plunged off the edge of a quay.

monitor /'mɒnɪtə/ *v.* to carefully watch and check a situation in order to see how it changes over a period of time 监视; 监控
e.g. This instrument monitors the patient's heartbeats.

peripatetic /,perɪpə'tetɪk/ *a.* traveling from place to place, especially in order to do your job (因

工作等而) 流动的
e.g. the peripatetic nature of military life

austere /ɔ:'stiə/ *a.* plain and simple and without any decoration (生活条件、方式) 刻苦的; 简朴的
e.g. He was an austere man.

postwar /,pəʊst'wɔ:/ *a.* happening or existing after a war, especially the Second World War 战后的
e.g. During the postwar years in Germany, many honors were heaped upon Einstein.

restless /'restlɪs/ *a.* unwilling to keep still or stay where you are, especially because you are nervous or bored 不安定的, 坐立不安的; 动作不停的
e.g. The audience grew restless and inattentive.

boarding school a school where students live as well as study 寄宿制学校
e.g. It was an eminently respectable boarding school.

abandon /ə'bændən/ *v.* to leave someone, especially someone you are responsible for 遗弃
e.g. Will she abandon her own children?

day school a school where the students go home in the evening rather than one where they live 走读学校
e.g. There is a small day school in the little town.

sneak /sni:k/ *v.* to go somewhere secretly and quietly in order to avoid being seen or heard 偷偷地走, 溜
e.g. I sneaked out by the back exit.
 You can never sneak out of your duties.

fury /'fjʊəri/ *n.* extreme, often uncontrolled anger 狂怒, 暴怒
e.g. tears of fury and frustration
 She was filled with fury and could not speak.

unfairness /,ʌn'feənəs/ *n.* the nature of being not right or fair, especially because not everyone has an equal opportunity 不公正, 不公平
e.g. the inhumanity and unfairness of the legal system

enormously /ɪ'nɔ:məsli/ *ad.* very or very much 极大地
e.g. She has been enormously successful.

pilgrim /'pɪlgrɪm/ *n.* a religious person who travels a long way to a holy place 朝圣者, 香客
e.g. a member of the Pilgrim Fathers

LANGUAGE STUDY

suburb

sub- is the prefix of this word. A prefix is a group of letters that is added to the beginning of a word to change its meaning and make a new word, such as “un-” in “untie” or “mis-” in “misunderstand”. The meanings of “sub-” include:

1. under or below a particular level or thing 在……下面
e.g. subzero temperatures, subsoil (=beneath the surface)
2. less important or powerful than someone or something, or of lower rank than someone 次级的
e.g. a sublieutenant
3. part of a bigger whole 整体中的部分
e.g. a subsection, a subcommittee
4. not as good as other people or things 逊于其他人或事
e.g. substandard housing, subnormal intelligence
5. (technical) almost [术语]近于, 亚
e.g. subtropical heat

wing

n. [C]

1. one of the parts of a bird's or insect's body that it uses for flying 翅, 翼
e.g. The pheasant flapped its wings vigorously.
2. a group within an organization having particular function 成员组织, 附属机构
e.g. She's got very left-wing views.

Oscar-winning

This is a compound adjective formed by NOUN + PRESENT PARTICIPLE. 由名词+现在分词组成的复合形容词

- e.g. Yesterday, the troops were seen off by flag-waving, cheering crowds, their tanks strewn with flowers.
energy-saving device, fact-finding commission, French-speaking countries, policy-making bodies, record-breaking harvest, time-consuming negotiation

stroke

n. [C]

1. a style of swimming or rowing 游泳或划船的方式
e.g. the breast stroke
 2. a single movement of a pen or brush when you are writing or painting 一笔或一划
e.g. A few strokes of her pen brought out his features clearly.
the thick downward strokes of the characters
- v.
1. to move your hand gently over something 轻抚, 摩, 捋
e.g. He reached out and stroked her cheek tenderly.
He lifted her face and stroked her hair from her eyes.
 2. to hit or kick a ball with a smooth movement in games such as tennis, golf, and cricket 击, 抽(球)
e.g. He stroked the ball into an empty net with a minute to go.

impression n.

1. the opinion or feeling about something or someone because of the way they seem 印象
e.g. Arriving late will create an unfavorable impression.