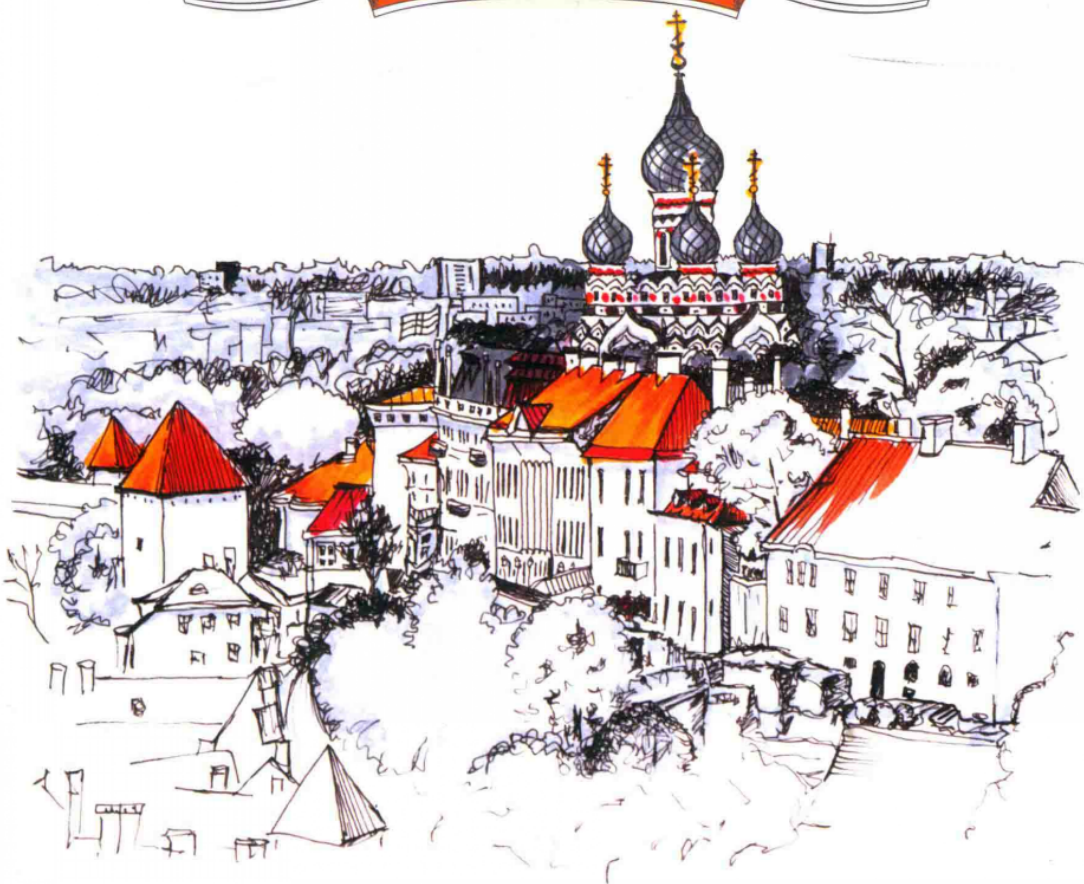


- ◆ 上海市控江中学
- ◆ 杨浦区英语学科高地

“杨浦区英语学科高地”系列丛书

高中 英语文学入门

唐晓濡 主编



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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高中 英语文学入门

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内容提要

本书精选西方经典文学名著,辅以作家介绍、小说简介、词汇总结、配套习题,引导学生以体验的方式,在细读多篇原汁原味英语文学作品的过程中,了解欧美文化的精妙,领会文学作品的魅力。本书有利于学生在练习的过程中,学习文学作品中的语言文化知识,从而提高学生的课外阅读能力,培养学生英语学习的兴趣。

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序

拿到《高中英语文学入门》的书稿,看了书名,马上就想到 2013 年岁末,上海市高中英语优质课教学展示研讨活动,那次活动中杨浦区英语学科高地主持人唐晓滢老师呈现了一堂 100 分钟的“以读促写”教学实践课,展示了师生间文学阅读和解读的生动对话。

两年后的今天,高地的老师们在唐晓滢老师的带领下,通过实践和积累,向广大中学教师和学生带来了他们对文学作品的教学感悟。

翻阅书稿,我颇有感想,语言学习是为了与更多的人更好地交流,以此拓宽学习者的视野。英语课程标准对学生的文化素养、思维能力、交往能力都提出了具体明确的要求。

语言学习与目标语国家的文化密不可分,文学作品是社会生活的具象,是在特定文化背景中发生在不同人物身上的故事,有着深刻的时代烙印。高中生在阅读英语文学作品时,能够运用其已经具备的背景知识和分析能力,通过中外文化的对比,获得知识,促进思考,提高能力。

文学作品一般都是有着丰富写作经验的作家用心演绎的,作品中的文字都是经过推敲和斟酌,高中生在阅读英语文学作品时,通过捕捉和分析关键词,体会修辞手法,感受作者的写作风格等,从而提高英语阅读能力、英语思维能力和语言运用能力。

仔细翻阅后,我发现编写者非常熟悉学生的实际英语水平。作为入门读物,《高中英语文学入门》由 15 个单元组成,从易到难,适合不同英语水平的学生使用。每个单元分三部分:作者简介和小说简介,为学生进入阅读提供了文化支撑;小说节选部分,具有相对的独立性,故事完整,人物丰满,是很好的学习素材;生词表中所列词汇大部分与课标的要求相一致,因考虑到会有不同水平的学生使用,所以选出对文本理解起



到关键作用的词汇。

每个部分之后都有相关练习,通过问题引导、文本改写、关键词理解等形式,促进学生独立思考,检验阅读效果,为学生提供良好的自学平台。这样的编排有助于提高高中生阅读英语文学作品的能力。

非常感谢杨浦区英语学科高地以一线教师的独特视角,为高中生提供课外英语文学读物,也为一线教师提供了英语文学阅读教学的有用素材。

汤 青^①

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前言

任何外语学习者都知道,挑选一本好的教材往往是事半功倍的捷径。当前,高中英语教辅类书籍可谓汗牛充栋,鱼龙混杂。面对繁多的教材,读者往往眼花缭乱,不知所从。本书由上杨浦区学科带头人、杨浦区学科英语高地组长、上海市控江中学英语教研组组长唐晓澐老师主编,由杨浦区英语学科高地骨干成员共同参与编写,精选了英美文学中的经典名著片段,辅以作家介绍、小说简介、词汇总结、配套习题,以方便学生学习。编者为了提高高中生阅读文学作品的兴趣,但同时兼顾高考的压力,所以把文学读物以考题的形式呈现,让学生能够在一边做练习的过程中一边学习文学作品,真正体会“做中学”,从而提高高中生的课外阅读量及英语学习的兴趣,鼓励学生从文学欣赏的立场出发,以体验的方式,在细读多篇原汁原味英语文学的过程中,真正了解文学作品的精妙。

教育部制订的《全日制义务教育普通高级中学英语课程标准》在语言技能教学的建议中明确指出,阅读技能教学的任务是:培养阅读策略;培养语感;特别强调培养学生阅读过程中获取和处理信息的能力。显然,以上三个“培养”是高中阶段英语阅读语言技能教学的目标和任务。阅读理解与完形填空这两大阅读类题型在高考等各类英语考试中占有半壁江山,而且往往是学生英语考试中失分最多的项目,可见问题的根本就是抓住三个培养目标。

杨浦区英语学科高地骨干教师都是多年在高中一线从事英语教学的颇有经验的教师,他们共同编写的这套教材,有如下几个特点:

首先,本书15个单元由易到难,分层递进,每个单元所选的篇章,均出自英美文学大家之手,如美国女作家玛格丽特·米切尔十年磨一剑的



《飘》、美国作家马克·吐温所著的《百万英镑》、英国女作家简·奥斯汀的代表作《傲慢与偏见》、英国著名作家乔治·奥威尔的政治寓言体小说《动物庄园》等,题材广泛,节选经典,思想性、教育性、实用性和趣味性突出,充分发挥了语言学习的教育功能。

第二,每个单元分为三个部分,第一部分是简介:作者简介和小说简介,目的是引导学生阅读;第二部分是小说的节选,包涵 Grammar, Vocabulary, Cloze 和 Reading(问与答)四个题型;第三部分是整个单元的生词表,基本上是影响文本理解的生词。这些配套练习紧跟高考课程改革的全新题型,让学生在提高人文素养、一睹这些佳作原文风采的同时,便于及时进行同步自测,检验自己的掌握程度。

第三,考虑到中学阶段的外语教学应具有多重人文和社会意义,本书将语言知识的学习和情感态度价值观统一起来,体现了思想性与实用性并举、教育性与趣味性兼顾的命题要求,很好地契合了当今高考的命题思路。一门语言是一个民族看待与解释世界的方式,是其历史文化的厚重积淀,希望在提高学生语言技能的同时,让他们学到人类历史上的思想精华和哲理名言。

编者认为,英语学习要注意吸收其人文思想的精华,只有阅读过英美文学大师的作品,才能领会到英语之妙,增进自己的智慧。英国哲学家培根曾经说过:“读书足以怡情,足以博彩,足以长才。”在这个急功近利的浮躁时代、枯燥应试的语言学习氛围下,希望学生们能够通过这本教材发现心灵的一片净土,找回在宁静的书斋中与过往大师交流的乐趣!

最后,本书的编写得到了上海市杨浦区教育局、上海市控江中学和上海交通大学出版社的大力支持,尤其感谢杨浦区英语学科高地共同参与编写的诸位教师们。希望读者在阅读本书的过程中有所收获,并请诸位同行专家不吝指正。

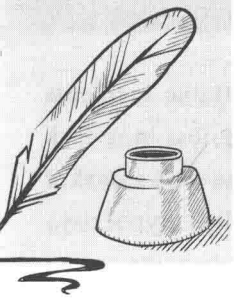
编者



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Unit 1

The Adventures of Tom Sawyer

The Author

Samuel Clemens (Mark Twain) is considered to be one of America's greatest humorists and writers. He is perhaps most famous for his novels about boyhood life on the Mississippi River in the mid-19th century: *The Adventures of Huckleberry Finn*, which is regarded as Twain's greatest contribution to American literature, and *The Adventures of Tom Sawyer*. Both of these two works were based in part on his childhood adventures along the banks of the Mississippi.

Clemens used the pen name Mark Twain to publish more than 30 works of literature which included satire, historical fiction, short stories, and nonfiction. Many of his works, including *Huckleberry Finn*, *Tom Sawyer*, *The Prince and the Pauper*, and *A Connecticut Yankee in King Arthur's Court* have become classic literature.

Besides those well-known works, Twain also wrote five travelogues that elaborated on his experiences in the Western U.S., Europe, the Middle East, Asia, and along the Mississippi River, such as *The Personal Recollections of Joan of Arc*, and *Letters from the Earth*, in which he presents himself as the Father of History. Father History reviews and interprets events from the Garden of Eden through the Fall and the Flood, translating the papers of Adam and his descendants.

The Novel

The Adventures of Tom Sawyer, by Mark Twain, is part of the Barnes & Noble Classics series, which offers quality editions at desirable prices to the student and the general reader, including new scholarship, exquisite design, and pages of carefully crafted extras.

Perhaps the best-loved nineteenth-century American novel, Mark Twain's tale of boyhood adventure is embedded with comedy, warmth, and slapstick energy. In this masterpiece, a variety of irresistible characters come to life—the wonderfully self-confident Tom, his best friend Huck Finn, indulgent Aunt

Polly, and the lovely, beguiling Becky—as well as such unforgettable incidents as whitewashing a fence, swearing an oath in blood, and getting lost in a dark and labyrinthine cave. Below Tom Sawyer's sunny surface lurk hints of a darker reality, of youthful innocence and naïveté confronting the cruelty, hypocrisy, and foolishness of the adult world—a theme that would become more pronounced in Twain's *Adventures of Huckleberry Finn*. In spite of such suggestions, Tom Sawyer remains Twain's joyful ode to the endless possibilities of childhood.

I. Grammar

Directions: Read the following two passages. Fill in each blank with one proper word or the proper form of the given word to make the passage coherent. Make sure that your answers are grammatically correct.

(A)

Tom was introduced to the Judge; but his tongue (1) _____ (tie), his breath would hardly come, his heart quaked—partly (2) _____ the awful greatness of the man, but mainly because he was her parent. He would have liked (3) _____ (fall) down and worship him, if it were in the dark. The Judge put his hand on Tom's head and called him (4) _____ fine little man, and asked him (5) _____ his name was. The boy stammered, (6) _____ (gasp), and got it out:

“Tom.”

“Oh, no, not Tom—it is—”

“Thomas.”

“Ah, that's it. I thought there was more to it, maybe. That's very well. But you've another one I (7) _____ say, and you'll tell it to me, won't you?”

“Tell the gentleman your (8) _____ name, Thomas,” said Walters, “and say sir. You mustn't forget your manners.”

“Thomas Sawyer—sir.”

(B)

Monday morning found Tom Sawyer miserable. Monday morning always found him so —(9) _____ it began another week's slow suffering in school. He generally began that day with wishing he had had no intervening holiday, it



made the going into captivity and fetters again so much more odious.

Tom lay (10) _____ (think). Presently it occurred to him (11) _____ he wished he was sick; then he could stay home from school. Here was a vague possibility. He canvassed his system. No ailment was found, and he investigated again. This time he thought he could detect colicky symptoms, and he began to encourage them with considerable hope. But they soon grew feeble, and presently died wholly away. He reflected (12) _____ (far). Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a “starter”, (13) _____ he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and seek further. Nothing offered for some little time, and then he remembered (14) _____ (hear) the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him (15) _____ (lose) a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However, (16) _____ seemed well worth while to chance it, so he fell to groaning with considerable spirit.

II. Vocabulary

Directions: Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

A. resource	B. removed	C. conveniently	D. proposed	E. fetching
F. weighed	G. case	H. gradually	I. concealed	J. course
K. occupying				

Huck began to dig and scratch now. Some boards were soon uncovered and 17. They had 18 a natural chasm which led under the rock. Tom got into this and held his candle as far under the rock as he could, but said he could not see to the end of the rift. He 19 to explore. He stopped and passed under; the narrow way descended 20. He followed its winding 21, first to the right, then to the left, Huck at his heels. Tom turned a short curve, by-and-by, and exclaimed:

“My goodness, Huck, look here!”

It was the treasure-box, sure enough, 22 a snug little cavern, along



with an empty powder-keg, a couple of guns in leather 23, two or three pairs of old moccasins, a leather belt, and some other rubbish well soaked with the water-drip.

“Got it at last!” said Huck, ploughing among the tarnished coins with his hand. “My, but we’re rich, Tom!”

“Huck, I always reckoned we’d get it. It’s just too good to believe, but we have got it, sure! Say—let’s not fool around here. Let’s snake it out. Lemme see if I can lift the box.”

It 24 about fifty pounds. Tom could lift it, after an awkward fashion, but could not carry it 25.

“I thought so,” he said. “They carried it like it was heavy, that day at the haunted house. I noticed that. I reckon I was right to think of 26 the little bags along.”

The money was soon in the bags and the boys took it up to the cross rock.

III. Cloze

Directions: For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

The adventure of the day mightily 27 Tom’s dreams that night. Four times he had his hands on that rich 28 and four times it wasted to nothingness in his fingers as sleep forsook him and wakefulness brought back the hard reality of his misfortune. As he laid in the early morning 29 the incidents of his great adventure, he noticed that they seemed curiously subdued and far away— 30 as if they had happened in another world, or in a time long gone by. Then it 31 to him that the great adventure itself must be a dream! There was one very strong argument 32 this idea—namely, that the quantity of coin he had seen was too 33 to be real. He had never seen as much as fifty dollars in one mass before, and he was like all boys of his age and station in life, in that he 34 that all references to “hundreds” and “thousands” were 35 fanciful forms of speech, and that no such sums really existed in the world. He 36 had supposed for a moment that so large a sum as a hundred dollars was to be found in actual money in any one’s 37. If his notions of hidden treasure had been analyzed, they would have been found to



38 a handful of real dimes and a bushel of vague, splendid, ungraspable dollars.

But the 39 of his adventure grew sensibly sharper and clearer under the attrition of thinking them over, and so he presently found himself leaning to the 40 that the thing might not have been a dream, after all. This 41 must be swept away. He would snatch a hurried breakfast and go and find Huck. Huck was sitting on the gunwale of a flatboat, listlessly dangling his feet in the water and looking very melancholy. Tom concluded to let Huck lead up to the subject. If he did not do it, then the adventure would be proved to have been only a dream.

- | | | | |
|--------------------|----------------|-------------------|----------------|
| 27. A. realized | B. troubled | C. threaded | D. threatened |
| 28. A. treasure | B. achievement | C. accomplishment | D. wealth |
| 29. A. remarking | B. recalling | C. removing | D. responding |
| 30. A. somewhere | B. anyway | C. somewhat | D. anyhow |
| 31. A. occurred | B. happened | C. appeared | D. turned out |
| 32. A. in terms of | B. in honor of | C. in case of | D. in favor of |
| 33. A. vast | B. valuable | C. moderate | D. adequate |
| 34. A. ignored | B. imagined | C. inquired | D. invested |
| 35. A. memo | B. mere | C. mass | D. mess |
| 36. A. never | B. ever | C. always | D. once |
| 37. A. will | B. presence | C. profit | D. possession |
| 38. A. add to | B. consist of | C. make up for | D. result in |
| 39. A. accident | B. incident | C. affair | D. case |
| 40. A. impression | B. implication | C. indication | D. influence |
| 41. A. uncertainty | B. certainty | C. assurance | D. unknown |

IV. Reading

Directions: Read the following passages carefully. Then answer the questions or complete the statements in the fewest possible words.

(A)

"Oh, Tom! Then I ain't the first you've ever been engaged to!"

The child began to cry. Tom said:

"Oh, don't cry, Becky. I don't care for her any more."



“Yes, you do, Tom—you know you do.”

Tom tried to put his arm about her neck, but she pushed him away and turned her face to the wall, and went on crying. Tom tried again, with soothing words in his mouth, and was repulsed again. Then his pride was up, and he strode away and went outside. He stood about, restless and uneasy, for a while, glancing at the door, every now and then, hoping she would repent and come to find him. But she did not. Then he began to feel badly and fear that he was in the wrong. It was a hard struggle with him to make new advances, now, but he nerved himself to it and entered. She was still standing back there in the corner, sobbing, with her face to the wall. Tom’s heart smote him. He went to her and stood a moment, not knowing exactly how to proceed. Then he said hesitatingly:

“Becky, I—I don’t care for anybody but you.”

No reply—but sobs.

“Becky”—pleadingly. “Becky, won’t you say something?”

More sobs.

Tom got out his chiefest jewel, a brass knob from the top of an andiron, and passed it around her so that she could see it, and said:

“Please, Becky, won’t you take it?”

She struck it to the floor. Then Tom marched out of the house and over the hills and far away, to return to school no more that day. Presently Becky began to suspect. She ran to the door; he was not in sight; she flew around to the play-yard; he was not there. Then she called:

“Tom! Come back, Tom!”

She listened intently, but there was no answer. She had no companions but silence and loneliness. So she sat down to cry again and upbraid herself; and by this time the scholars began to gather again, and she had to hide her grief and still her broken heart and take up the cross of a long, dreary, aching afternoon, with none among the strangers about her to exchange sorrows with.

(No more than 10 words.)

42. Becky cried because she learned that _____.

43. What caused Tom to stride away and go outside?

44. What did Becky do with the jewel Tom passed to her?



45. Becky felt lonely and heartbroken that afternoon because _____.

(B)

He bravely bore his miseries three weeks, and then one day turned up missing. For forty-eight hours the widow hunted for him everywhere in great distress. The public were profoundly concerned; they searched high and low, they dragged the river for his body. Early the third morning Tom Sawyer wisely went poking among some old empty hogsheads down behind the abandoned slaughter-house, and in one of them he found the refugee. Huck had slept there; he had just breakfasted upon some stolen odds and ends of food, and was lying off, now, in comfort, with his pipe. He was unkempt, uncombed, and clad in the same old ruin of rags that had made him picturesque in the days when he was free and happy. Tom routed him out, told him the trouble he had been causing, and urged him to go home. Huck's face lost its tranquil content, and took a melancholy cast. He said:

"Don't talk about it, Tom. I've tried it, and it doesn't work; it don't work, Tom. It ain't for me; I ain't used to it. The wider is good to me, and friendly; but I can't stand their ways. She makes me get up just at the same time every morning; she makes me wash; they comb me all to thunder; she won't let me sleep in the woodshed; I got to wear them blamed clothes that just smothers me, Tom; they don't seem to any air through in, somehow; and they're so rotten nice that I can't set down, nor lay down, nor roll around anywhere; I haven't slid on a cellar-door for—well, it appears to be years; I got to go to church and sweat and sweat—I hate them ornery sermons! I can't ketch a fly in there, I can't chew. I got to wear shoes all Sunday. The wider eats by a bell; she goes to bed by a bell; she gets up by a bell—everything's so awful regular a body can't stand it."

"Well, everybody does that way, Huck."

"Tom, it doesn't make no difference. I ain't everybody, and I can't stand it. It's awful to be tied up so. And grub comes too easy—I don't take no interest in vittles, that way. I got to ask to go a-fishing; I got to ask to go in a-swimming—if I haven't got to ask to do everything. Well, I'd got to talk so nice it wasn't no comfort—I'd got to go up in the attic and rip out awhile, every day, to get a taste in my mouth, or I'd a died, Tom. The wider wouldn't let me smoke; she wouldn't let me yell, she wouldn't let me gape, nor stretch, nor



scratch, before folks—" [Then with a spasm of special irritation and injury]—
"And dad fetch it, she prayed all the time! I never see such a woman!"

(*No more than 12 words.*)

46. After Huck was missing, what did the public in the village do?

47. The word "refugee" in the underlined sentence refers to _____.

48. What did Huck think of the widow?

49. Huck determined to leave because _____.

❖ New words and expressions ❖

worship /'wɜːʃɪp/ *v.* feel love and admiration for (sb./ sth.), esp to such an extent that one cannot see his/ its faults 崇拜; 爱慕

stammer /'stæmə-/ *v.* speak with sudden pauses and a tendency to repeat rapidly the same sound or syllable 口吃; 结巴着说话

intervening /,ɪntə'veɪnɪŋ/ *adj.* coming between 发生于其间的, 介入其中的

captivity /kæp'tɪvɪti/ *n.* state of being held as a prisoner 被俘; 被捕; 囚禁

fetter /'fetə-/ *n.* chain put round the feet of a person or animal to limit movement 脚镣

odious /'oʊdiəs/ *adj.* disgusting; hateful 可憎的, 可恨的

canvass /'kænvəs/ *v.* go around an area asking (people) for (political support) 游说

colicky /'kɒlɪki/ *adj.* of, like or suffering from severe pain in the adomen 绞痛的

feeble /'fiːbl/ *adj.* weak; faint 衰弱的; 虚弱的; 微弱的

groan /grəʊn/ *v.* make a deep sad sound when in pain, or to express despair, disapproval or distress 呻吟; 叹息

chasm /'kæzəm/ *n.* deep opening in the ground 深坑; 深渊; 峡谷

rift /rɪft/ *n.* split, crack, break 裂缝; 裂口; 破裂处

descend /dɪ'send/ *v.* come or go down 下来; 下去; 下降

snug /snʌg/ *adj.* warm and comfortable 温暖而舒适的

cavern /'kævən/ *n.* cave, esp a large or dark one 洞穴 (尤指大而黑的)

moccasin /'mɒkəsɪn/ *n.* a flat shoe that is made from soft leather and has large



stitches around the front 软帮皮鞋

tarnish /'tɑ:nɪʃ/ *v.* make sth. no longer look bright and shiny (使)失去光泽

reckon /'rekən/ *v.* expect, believe, or suppose 想;认为

mightily /'maɪtɪli/ *adv.* to a great degree 非常

forsake /fə'seɪk/ *v.* give up 放弃;舍弃

subdue /səb'dju:/ *v.* to put down by force or authority 制服

mass /mæs/ *n.* the ordinary people in society 普通人

notion /'nəʊʃn/ *n.* an idea or belief about something 想法

vague /veɪg/ *adj.* not clearly understood or expressed 含糊的

attrition /ə'trɪʃn/ *n.* erosion by friction 磨损, 损耗

snatch /snætʃ/ *v.* to grasp hastily or eagerly 抢夺

gunwale /'gʌnl/ *n.* the top of the side of a boat or the topmost plank of a wooden vessel 舷缘

dangle /'dæŋɡl/ *v.* hang freely 摇晃地悬挂

sob /sɒb/ *v.* to cry in a noisy way, breathing in short breaths 抽噎

pleadingly /'pli:drɪŋli/ *adv.* in a beseeching manner 祈求地

hogshead /'hɒgzhed/ *n.* a British unit of capacity for alcoholic beverages 大桶

unkempt /ʌn'kempt/ *adj.* not neatly combed 不整洁的

clad /klæd/ *adj.* wearing or provided with clothing 穿衣的

picturesque /'pɪktʃə'resk/ *adj.* strikingly expressive 独特的

tranquil /'træŋkwɪl/ *adj.* calm and peaceful 宁静的

sermon /'sɜ:mən/ *n.* an address of a religious nature 布道;说教

ornery /'ɔ:nəri/ *adj.* bad-tempered, difficult, and often do things that are mean
脾气暴躁的;刻薄的

spasm /'spæzəm/ *n.* a sudden tightening of your muscles, which you cannot control 痉挛