

教师用书 TEACHER'S BOOK

# GENERAL COLLEGE ENGLISH

通用大学英语读写教程

READING AND  
WRITING COURSE

BOOK 1 第一册



外教社

上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

# GENERAL COLLEGE ENGLISH

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## 通用大学英语读写教程

# READING AND WRITING COURSE

主 编 罗亦君 柯吉贵

# BOOK 1

第一册

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# 前 言

根据教育部有关大学英语教学的新精神,结合大学英语教学的特点与现状以及21世纪社会、经济发展对大学英语教学提出的新要求,我们精心编写了本套《通用大学英语》教程(含《听说教程》和《读写教程》)。本套教程着眼于加强学生的英语基本功训练、提高其语言综合运用能力、培养其科学和人文精神。

## 一、编写原则

1. 努力贯彻教育部新颁布的《大学英语课程教学要求》(试行)的精神,同时注意与全国研究生入学英语统一考试的要求相衔接;
2. 借鉴已有的一些大学英语教材的编写经验,继承优良传统,反映新世纪大学英语教学的新发展和新要求;
3. 精选课文,确保语言的规范性和文章的思想性、现代性、可读性及趣味性,体现科学和人文精神的相互结合;
4. 注重系统的语言基础训练和综合能力培养,突出听、说、读、写、译的训练;
5. 《听说教程》运用当代英语教学最有效的模式,遵循语言教育规律,突出交际教学法,倡导教学互动和学生自主学习,既可先听后说,又可听说并重,强调信息输入,提高输出能力;
6. 《读写教程》注重文章的阅读理解和写、译的系统训练,强调打好语言基础和训练学生的语言基本功;
7. 课文精练,练习适量,以好教、好学、效果好为原则。全套教程通过控制词汇量、语篇的长度和难度、听力材料的语速和语流等方式,循序渐进,合理地设计难度。

## 二、学生用书的结构和编写特点

1. 《听说教程》共四册,每册八个单元,各单元由两篇课文组成,每篇课文包括四个部分:

Part A: 技能训练,重点是让学生了解、掌握听力技巧;

Part B: 课内听说训练,听的部分由两个文本组成,每个文本下分设两个练习题;说的部分以话题为基础,由学生自主进行练习;

Part C: 课外听说训练,巩固听力与会话技能;

Part D: 趣味练习,寓教于乐,让学生在轻松的气氛中学习英语。

此外，书中还附有两套测试题，可作为期中和期末考试的模拟试题。

全套教材循序渐进，重点突出：

- (1) 第一册的话题围绕校园生活展开，引导学生在德、智、体等方面开展话题；第二册把学生的视线引入周围的世界，考虑人与人、人与社会的关系；第三册主要引导学生以社会人的眼光观察客观世界；第四册以新闻报道为重点，从更广的角度向学生介绍全球的热点问题；
- (2) 重视综合技能的训练。第一册包括辨音和语音基础知识的训练，帮助学生克服可能产生的听说困难和障碍；第二、三册尝试分析听力的本质，点明要领，帮助学生掌握听力技巧；第四册进入新闻听力训练阶段，培养学生对具有相当长度和难度的有声信息的理解、记录和记忆的能力；
- (3) 本教程题材广泛，与学生的生活、思想紧密相关，有助于引起学生的兴趣，激发其用英语进行口头交际的愿望；
- (4) 口语技能训练覆盖《大学英语课程教学要求》（试行）有关说的能力要求，目标具体明确，且有范例和提示，便于教师课堂操作及学生在教师的启发下进行表达；
- (5) 听说练习形式丰富多样，内容生动活泼，力求从多方面训练和提高学生的听说能力，帮助学生逐步提高自学能力。

2. 《读写教程》共四册，每册八个单元，每单元由两部分组成：正课文A，后有生词、短语、课文注释和练习；副课文B，后有生词、短语、课文注释和练习。为使学习内容和形式生动活泼，每单元后还配有与主题相关的诗歌、名言、警句或谚语等。此外，书中还附有两套期中、期末自测题，以及Glossary。

本教程是学生学习语言知识、获取信息和提高读、写、译等能力的主要教程，因而课文多选用英美著名作家的经典名篇、权威的英文杂志文章等，富于哲理性、知识性、可读性和趣味性。选文覆盖了人文社科和理工农医等各个领域，对于培养学生的科学精神、人文素质、语言能力与文化意识很有帮助。全套四册共选文64篇，其中语言文学类占39%，社会文化类占30%，科学技术类占31%。

在练习的编排上，贯彻“三重两基”的训练原则，即重阅读、重写作、重翻译和加强词汇、语法等基础训练的原则，着重加强学生语言综合运用能力的训练，体现如下：

- (1) A、B课文的阅读理解练习在整个单元的练习中占有较大比重，突出了阅读理解的重要性；
- (2) 各单元的练习较系统地加强写作基本功训练，并有明确的要求：第一册着重进行简单句、并列句和复合句的写作训练；第二册着重进行段



落写作训练；第三册着重进行记叙文、描述文和应用文的写作训练；第四册着重进行议论文和说明文等的写作训练；

- (3) 翻译也是本教程强调的一个重要教学内容，其训练内容和方式为：第一、二册主要运用课文中学到的英语词汇、短语和句型，对汉语短语和句子进行英译或对英语长句、难句进行汉译；三、四册主要进行段落、短文的英汉互译；
- (4) 词汇、短语的学习是掌握语言的基础，全套教程的总词汇量和短语数量完全符合教育部关于大学英语教学的“一般要求”，训练形式多样、生动有趣，易于学生掌握和运用；
- (5) 按照大学英语教学的客观规律，我们从英语教学的实际出发，在1~2册的基础阶段仍保留了一些主要语法学习项目；此外，每册配有两套用于学生巩固所学内容和检测教学情况的测试题。

### 三、教师用书的编写特点和结构

《通用大学英语》的教师用书采用新颖的“学教合一”的编写方式，便于教师使用，其特点如下：

1. 《听说教程》的教师用书除了学生用书上的内容外，还为教师提供了练习答案、文化背景注释及听力部分的录音文字；
2. 《读写教程》的教师用书除了学生用书中的内容外，还为教师提供了文化背景介绍、语言难点和重点的解释、主要语法项目解析、写作练习讲解、练习答案和A、B课文的参考译文等；
3. 全套教程配有相应的录音磁带、光盘和多媒体电子课件等，既方便教师教学，也便于学生自学。

### 四、适用对象、学习对策和目标

《通用大学英语》既适合大学非英语专业基础阶段的教学，也适合具有一定基础的其他英语学习者自学。

全套教程分为《听说教程》和《读写教程》两个系列各四册。《听说教程》可一个学时完成一篇课文，其中每篇课文的前两部分在课堂内完成，后两部分由学生在课外完成。《读写教程》每单元可安排4~6学时完成，也可视情况灵活掌握。

编 者

2004年8月

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# Unit 1

## Looking at Learning

### TEXT A

*The writer reminds us of the joys of childhood learning and helps us to see that learning is a lifelong process.*

### THE PLEASURE OF LEARNING<sup>1</sup>

*Gilbert Highet<sup>2</sup>*



### Cultural Notes

1. **Library of Congress:** The Library of Congress is the national library of the United States, as well as the world's largest library, housing millions of books, maps, photographs and recordings. About 470 languages are represented in the library's collection, which is regarded as one of the finest in the world. Many research institutions and universities throughout the world use the classification system developed by the Library of Congress.
2. **Butler Library at Columbia:** It refers to the Columbia University library system, centered in Butler Library. It houses one of the nation's largest collections, with nearly 7,000,000 volumes and is among the largest in the United States.
3. **Ptolemy:** Ptolemy (ca. 100–170), astronomer and mathematician, whose astronomical theories and explanations dominated scientific thought until the 16th century. He is also remembered for his contributions to the fields of mathematics, optics, and geography.





## *Text*

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As more schools are set up today, learning is compulsory. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline. And the young show contempt for the Oughts and resist the Musts with all their energy. The feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.

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This is a mistake. Learning is a natural pleasure, inborn and natural, one of the essential pleasures of the human race. Watch a small child, at an age too young to have had any mental habits put in place by training. Some delightful films made by the late Dr. Arnold Gesell of Yale University show little creatures who can barely talk investigating problems with all the enthusiasm and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists.<sup>3</sup> At the end of each successful investigation, there comes over each tiny face an expression of pure heartfelt pleasure.

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But if the pleasure of learning is universal, why are there so many dull, incurious people in the world? It is because they were made dull, by bad teaching, by isolation, by surrender to routine, sometimes, too, by the pressure of hard work and poverty, or by the poison of riches, with all their short-lived and unimportant delights. With luck, resolution and guidance, however, the human mind can survive not only poverty but even wealth.

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This pleasure is not confined to learning from textbooks, which are too often tedious. But it does include learning from books. Sometimes when I stand in a big library like the Library of Congress, or Butler Library at Columbia, and gaze around me at the millions of books, I feel a serious, earnest delight hard to convey except by a metaphor. These are not lumps of lifeless paper, but minds alive on the shelves. From each of them goes out its own voice, as inaudible as the streams of sound conveyed by electric waves beyond the range of hearing; and just as the touch of a button on our stereo will fill the room with music, so by opening one of these volumes, one can call into range a voice far distant in time and space, and hear it speaking, mind to mind, heart to heart.<sup>4</sup>

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But, far beyond books, learning means keeping the mind open and active to receive all kinds of experience. One of the best-informed men I ever knew was a cowboy who rarely read a newspaper and never a book, but who had ridden many thousands of miles through one of the western states. He knew his

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state as thoroughly as a surgeon knows the human body. He loved it, and understood it. Not a mountain, not a deep gorge which had not much to tell him; not a change in the weather that he could not interpret. And so, among the pleasures of learning, we should include travel: travel with an open mind, an alert eye and a wish to understand other peoples, other places, rather than looking in them for a mirror image of oneself. If I were a young man today, I should resolve to see — no, to learn — all the 50 states before I was 35.<sup>5</sup>

Learning also means learning to practice, or at least to appreciate, an art. Every new art you learn appears like a new window on the universe; it is like acquiring a new sense. Because I was born and brought up in Glasgow, Scotland, a very ugly 19th-century industrial city, I did not understand the slightest thing about architecture until I was in my 20s. Since then, I have learned a little about the art, and it has been a constant delight. As for reading books, this contains two different delights. One is the pleasure of understanding the unexpected, such as when one meets a new author who has a new vision of the world. The other pleasure is of deepening one's knowledge of a special field. Learning extends our lives (as Ptolemy said) into new dimensions. It is increased progressively. Instead of diminishing in time, like health and strength, its returns go on increasing, provided ...

Provided that you aim, throughout your life, as you continue learning, to integrate your thought, to make it harmonious. If you happen to be an engineer and also enjoy singing in a chorus, connect these two activities. They unite in you; they are not in conflict. Both choral singing and engineering are examples of the ability of man to apply system to knowledge: of his power to make a large plan and to convey it clearly to others. Both are artistic and depend much on symmetry. Think about them not as though they were dissociated, but as though each were one aspect of a single unity. You will do them better, and be happier.

Much unhappiness has been suffered by those people who have never recognized that it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy and economically secure. Wholeness of the mind and spirit is not a quality granted by nature, or by God. It is like health, virtue and knowledge. Man has the capacity to attain it; but to achieve it depends on his own efforts. It needs a long, deliberate effort of the mind and the emotions, and even the body.

During our earthly life, the body gradually dies; even the emotions becomes duller. But the mind in most of us continues to live, and even grows more lively and active, enjoys itself more, works and plays with more expansion and delight. Many people have played themselves to death, even eaten and drunk

themselves to death. Nobody has ever thought himself to death. The chief danger confronting us is not age. It is laziness, slowness, routine, stupidity — forcing their way in like wind through the window covers, slowly leaking into the cellar like ground water. Many who avoid learning, or abandon it, find that life is drained dry. They spend 30 years in a chair looking sadly out at the sand and the ocean; on a porch swing waiting for somebody to drive down the road. But that is not how to live.

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No learner has ever run short of subjects to explore. The pleasures of learning are indeed pleasures. In fact, the word should be changed. The true name is happiness. You can live longest and best and most rewardingly by attaining and preserving the happiness of learning.

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(1,099 W)



## Language Points

### 1. **set up**: establish

*Examples:*

- A fund was launched to set up a monument in memory of the dead men.
- It took a long time to set up the experiment.

### 2. **It is an Ought, even worse, a Must**: "Ought", generally used together with "to", is a modal verb, meaning "should"; "must" is also a modal verb. Here the two modal verbs are both used as nouns to indicate that most people think that learning is something very important and necessary and everyone should and must do it.

### 3. **contempt**: a feeling that someone or something is unimportant and deserves no respect

*Examples:*

- The women often look at us with contempt.
- He showed his contempt for the truth of the accident.

### 4. **resist**: oppose; use force against; keep oneself back from

*Examples:*

- He resisted demands for a public enquiry.
- Any attack will be resisted with force if necessary.
- She couldn't resist making jokes about his baldness.

### 5. **external**: outside; situated on or coming from outside

*Examples:*

- the external walls of the building
- They did it in response to external pressures.

### 6. **inborn**: (of a quality) possessed (by a person or an animal) at birth

*Examples:*

- That little boy has an inborn talent for art.
- The old woman didn't like the boy with an inborn love of mischief.

**7. essential:** necessary; most important

*Examples:*

- Land is essential for food and for work.
- It is essential to set your targets realistically.

**8. mental habits:** Here it refers to acquired or learned habits.

**9. dedicated:** spending all your time and effort on something; devoted

*Examples:*

- He was dedicated to social and political change.
- If someone is dedicated, he works very hard at something such as his job, or believes strongly in the importance of a particular ideal.
- a dedicated doctor
- They are both dedicated scientists.

**10. routine:** *n.* the usual way or order in which you do something

*Examples:*

- his daily routine
- Smith's death has upset our routine.

*a.* You describe activities as routine when you do them as a normal part of your life rather than for a special reason, or when you do them so often that they have become uninteresting.

*Examples:*

- They made a routine check on the whole section.
- We spent a lot of time performing mindless routine tasks.

**11. resolve:** If you resolve to do something, you make a firm decision to do it.

*Examples:*

- I resolved to tell you the truth.
- He had already resolved that Smith should be appointed.

**12. resolution:** firmness; strong determination

*Examples:*

- I'm always making resolutions, like giving up smoking.
- A note of resolution entered his voice.


**13. survive:** If someone survives a disaster or illness, s/he continues to live in spite of coming close to death.

*Examples:*

- Four of his brothers died; the fifth survived.
- Very few people survived the immediate effects of the explosion.

If you survive a difficult experience, you manage to cope with it and do not let it affect you too badly.

*Examples:*

- 
- She seemed to have survived the divorce pretty well.
  - You have to make difficult decisions to survive in business.

**14. confine:** If something is confined to only one place, situation, or person, it only exists there or only affects that person.

*Example:*

- The problem appears to be confined to the tropics.

If you confine yourself to something, you do only that thing and are involved with nothing else.

*Example:*

- They confine themselves to discussing the weather.

**15. gaze at:** look long and steadily at

*Examples:*

- She turned to gaze admiringly at her husband.
- What are you gazing at?

**16. convey:** make ideas, views, feelings, etc. known to another person

*Examples:*

- Newspapers convey the impression that the war is over.
- Words fail to convey my meaning.
- This picture will convey to you some idea of the beauty of the scenery.

**17. range:** extent; distance between limits

*Examples:*

- What is the range of transmitters?
- Their tanks stayed just beyond the range of our big guns.

If something is within range, it is near enough to be reached or detected; if it is out of range or beyond the range, it is too far away to be reached or detected.

**18. fill the room with music:** make the room full of music

*Examples:*

- This room is filled with smoke.
- Fill the teapot with boiling water.
- His son's lies filled him with anger and contempt.

**19. thoroughly:** completely; in every aspect

*Examples:*

- They have not studied the language thoroughly.
- Before Spring Festival they cleaned their house thoroughly.

**20. Not a mountain, not a deep gorge which had not much to tell him; not a change in the weather that he could not interpret.:** He was very familiar with every mountain, every deep gorge; he could interpret every change in the weather.

**21. alert:** watchful; fully awake

*Examples:*

- We have to be alert all the time and look for our opportunity.



— They are both alert to the dangers in the grim business.

**22. appreciate:** understand and enjoy

*Examples:*

— He appreciated beautiful things.

— I appreciated that this was a fair comparison.

**23. acquire:** gain or get by skill or ability, by one's own efforts

*Examples:*

— I tried to acquire the information I needed.

— It is a habit worth acquiring.

**24. bring up:** rear; educate

*Examples:*

— Fathers are beginning to play a bigger role in bringing up their children.

— Tony was brought up strictly.

**25. deepen**

The suffix “-en” can be added to an adjective to make it into a verb.

*Examples:*

adjective	verb	adjective	verb
red	redden	dark	darken
bright	brighten	wide	widen
white	whiten	short	shorten

**26. dimension:** The dimensions of a situation or problem are the extent or importance of it.

*Example:*

— He became aware of the true dimensions of the threat.

**27. provided:** on condition that

*Examples:*

— Children were permitted in the hall, provided they sat at the back.

— She was prepared to come, provided that she might bring her daughter.

— I will go provided that my expenses are paid.

**28. integrate:** If you integrate things, you combine them so that they are closely linked or so that they form one thing.

*Example:*

— The two regional railway systems were integrated.

If people integrate into a social group, they mix with people in that group.

*Examples:*

— They helped the individual integrate quickly into the community.

— They have found some ways of integrating handicapped children into ordinary schools.

**29. harmonious:** friendly and peaceful; pleasingly or satisfactorily arranged

*Examples:*

— a harmonious debate

— The different parts of the garden fit together in a harmonious way.



**30. conflict:** (of opinions, etc.) opposition; difference

*Examples:*

- They often came into conflict with the islanders.
- Frequently he is in a state of conflict between duty and desire.
- a statement that is in conflict with the evidence

**31. depend on:** rely on

*Examples:*

- These factories depend on natural resources.
- The success of the meeting depends largely on whether the chairman is efficient.

**32. capacity:** The capacity of something is the largest amount that it can hold, produce, or carry.

*Example:*

- The pipeline has a capacity of 1.2m barrels a day.

The capacity of a person, society, or system is the power or ability that it has to do a particular thing.

*Examples:*

- This society demands of everyone the capacity to read and write.
- People have different capacities for learning.

**33. attain:** succeed in doing or getting

*Examples:*

- From 1980 to 1983 the party attained a position of prominence.
- He has the qualities which enabled him to attain his ambitions.

**34. deliberate:** intentional; done on purpose

*Example:*

- It was a deliberate lie.

An action or movement that is deliberate is done slowly and carefully.

*Example:*

- His manner was quiet, his speech deliberate.

**35. confront:** be or come face to face with

*Examples:*

- I was confronted with the task of designing the system.
- These are some typical problems that confront the Chinese who are learning English.
- We will soon have to confront a difficult question.

**36. abandon:** give up

*Examples:*

- The cruel man abandoned his wife and child.
- They abandoned all hope.

**37. spend time (money, energy, etc.) (in) doing sth.:** use time (money, energy, etc.) to do something

*Examples:*

- She woke early, planning to spend all day writing.

— He spent most of his time reading in the library.

**38. run (be) short of:** not have enough; use up

*Examples:*

— We were running short of food.

— His money was running short.

— We are dreadfully short of staff at present.

**39. preserve:** keep from harm, danger or loss; retain (qualities, etc.)

*Examples:*

— I stood there, determined to preserve my dignity.

— Deep freezing is the simplest way of preserving food.

## New Words

(未标有符号的词汇为一般要求的词汇; 标有符号 ▲ 的为较高要求的词汇; 标有符号 ● 的为更高要求的词汇。)

▲ compulsory /kəm'pʌlsəri/ *a.*

required by law or rules; that must be done 必须的; 强迫的; 义务的

enforce /ɪn'fɔ:s/ *v.*

compel obedience to; make effective; impose 强迫遵守; 实施

rigid /'rɪdʒɪd/ *a.*

strict 严厉的; 严格的

discipline /'dɪsɪplɪn/ *n.*

纪律

contempt /kən'tempt/ *n.*

轻视, 鄙视

resist /rɪ'zɪst/ *v.*

oppose; use force against 抵抗; 对抗

surrender /sə'rendə/ *v.*

give up; yield 放弃; 投降; 屈服

*n.*

放弃; 投降; 屈服

external /ɪk'stɜ:nəl/ *a.*

outside; situated on or coming from outside 外部的

enslavement /ɪn'sleɪvmənt/ *n.*

奴役

inborn /ɪn.bɔ:n/ *a.*

present from birth; part of one's nature 天生的; 天赋的

essential /ɪ'senʃəl/ *a.*

necessary; basic; fundamental 必要的; 基本的

mental /'mentəl/ *a.*

of or in the mind 心智的; 心理的; 智力的

investigation /ɪn.vestɪ'geɪʃən/ *n.*

调查, 研究

explorer /ɪk'splɔ:rə/ *n.*

探索者, 探究者

passion /'pæʃən/ *n.*

热情; 激情

absorption /əb'sɔ:pʃən/ *n.*

专注; 吸收

dedicated /'dedɪkətɪd/ *a.*

devoted 投入的

tiny /'taɪni/ *a.*

very small 微小的

incurious /ɪn'kjʊəriəs/ *a.*

(*fml.*) having no curiosity; inattentive 无好奇心的; 不注意的