

Fresh Start English

# 新发展英语

综合教程

1

顾 问：王守仁

总 主 编：晨梅梅

主 审：Andrew Griffin (加拿大)

本册主编：徐海女

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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综合教程 1

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# 前 言

《新发展英语》是一套专门为成人高等教育英语教学编写的教材，适用于各类高校的继续教育学院和成人高校中非英语专业的专升本、专转本、专接本、高升本学生，各类高校网络学院中远程教育非英语专业的本科学生，以及具有中级英语基础的人群。本教材在充分调研的基础上，遵循了高等学校中应用型人才的培养目标和高等教育的特点，重在巩固学生已经掌握的基础知识，并力图提高和拓展学生的英语实际应用能力。本着以应用为目的，以就业为导向，与社会需求、工作实际以及个人发展紧密联系的宗旨，本教材力求成为一套集可读性、趣味性、多元性、时代性和应用性为一体的新型成人本科综合实用英语教程。

本套教材共4级，供4个学期使用。每一级由主教材《新发展英语综合教程》和配套辅助教材《新发展英语学习指南》组成：

《新发展英语综合教程》第1册起点为2,200个单词左右，另学习新词汇约500个，着重巩固学生在本科阶段之前所学的英语基础知识。

《新发展英语综合教程》第2册要求在巩固第1册的基础上再学习新词汇500个左右，并着重于进一步培养和提高学生的英语听、说、读、写、译五项基本技能。

《新发展英语综合教程》第3册则要求在第2册基础上学习新词汇500个左右，并着重于进一步提高和发展学生的英语五项基本技能。

《新发展英语综合教程》第4册的所有读写单元均以类型各异、题材丰富的应用文体为主（含读书报告、毕业论文、工作报告等）。除要求在第3册的基础上学习新词汇500个左右以外，第四册主要着眼于实用技能的拓展和应用，从而更好地与社会实践相结合。

为了更好地适应各类高校成人英语教学的实际需要，本套教材在编写框架上一改普通教材的传统结构，将主教材每册的12个单元分成8个读写单元和4个独立的听说单元，既可综合学习，全面展开，又可因时因地分开使用或选择学习，便于教学双方根据学习条件和课时量的多少各取所需，灵活使用。

主教材的每个读写单元设一个主题，由4个部分组成：第1部分是精读课文；第2

部分是阅读理解练习；第3部分是综合技能训练；第4部分是快速阅读。具体如下：

1、精读(Intensive Reading)部分是由预读准备(Pre-reading Preparation)、课文以及文化背景、相关资料构成。这样，学生可以根据预读活动对将要学的内容做一些预测和思考，在学习课文后能更准确地掌握重要词汇，更形象、生动、深刻地理解阅读内容。

2、阅读理解练习是针对课文设计的。由Fact Searching, Reading Analysis, Information Organization, 以及Team Work等一系列从细节到整体，从笔头到口头的练习组成，试图从各个方面对课文进行梳理和总结，努力改变“只见树木，不见森林”的学习方法，引导学生“见树见林”，提高学生的细节观察能力和宏观把握能力。

3、综合技能训练是针对精读课文里的重点词汇和句法结构而设计的。词汇方面有构词练习、同义词和反义词连线练习、词汇选择、替换练习；句法结构方面有常用句型造句、填充、句型套写；翻译方面有英汉短语互译和句子翻译；写作方面分两个系列展开：基础写作（含初级写作、段落写作和各类文体写作，列于各册的第1、4、7、10单元）和应用文写作（从简易的便条和电话记录等到求职求学申请表和各类信函等的实用写作，分在各册的第2、5、8、11单元里）。写作部分这样安排一方面可以满足学生对大学英语（4、6级）基础写作和应试写作的学习需求，另一方面又可以兼顾成人学生在现实工作中对应用文写作的实际需要，同时可融会贯通各种技能，以达到学用结合的理想效果。

4、快速阅读编排在各读写单元的最后。为学生提供的是一篇400—500字左右、与主题相符但难度较低的文章，并配有相关的阅读理解练习，为的是更好地培养和提升学生快速阅读和理解的能力。该部分可随堂使用，也可作为家庭作业或自学内容。

各册书的第3，6，9，12单元为独立的听说单元。每单元设一个功能性主题，由语音训练、单词短语填空、单句、对话和短文听力训练、语言应用训练、功能性语言归纳以及情景交际（含角色表演和语言游戏等）几个部分组成。单元中所有有关语言知识的任务型及使用型练习均围绕着单元主题自然而流畅地展开：从听到说、从独自默读到相互交流，循序渐进，有利于激发学生的学习兴趣和提高学生的学习自信心。

与主教材配套的辅助教材《新发展英语学习指南》与主教材各单元相呼应，读写单元配有课文翻译、语言点注释和所有练习的答案，并为学有余力的学生提供了泛读课文、相关背景资料和语言句法的讲解和配套练习。此外，听说单元还另配有文化背景资料和听说材料原文及参考情景交际对话，从而为教学双方提供最为方便和全面的

学习参考。

由于全国各类高校的成人本科英语教学课时数相差很大，教学要求也相距甚远，教学条件和教学环境也各不相同，因此，编者建议，在使用本教材的时候，各校可根据本校教学单位的具体情况灵活掌握，可充分利用和发挥，也可压缩或选择使用。此外，由于本教材提供了较为详细的教学参考，因此在课堂教学时，建议教师可将一部分精力和时间放在组织小组讨论、角色表演等一些动脑、动手、动口等有利于语言表达和思维拓展的活动上。

本套教材由教育部高等学校大学外语教学指导委员会主任、南京大学外国语学院院长王守仁教授任顾问，由南京大学晨梅梅教授设计并任总主编。第1册由徐海女任主编，许先文、李敬梅任副主编，编者为（以姓氏笔画为序）：万静然、马冀明、叶莹、史云松、许妍、沈春蕾、易兵、周敏、钱敏娟、黄治。本教材在编写过程中得到了全国十多所高校的外语学院、外语系、大学外语部以及继续教育学院或成人教育学院的大力支持。数十位高校一线的英语教师参与了编写工作。加拿大籍英语新闻刊物的资深编辑、在华高校英语教师 Andrew Griffin 审阅了全书，出版社的编辑们为此倾注了许多心血，在此一并表示诚挚的谢意！

编者

2006年11月

# Acknowledgments

We are deeply grateful to the authors and publishers of all the articles we use as the texts for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related materials for teaching purposes will receive kind and generous consideration.

## Unit 1

### Intensive Reading

“British or American English?” by Ian Gordon from *The World of English*, Issue No. 7, 1995. The Commercial Press.

### Fast Reading

“Do You Speak British or American?” by John Eliot from *Reading Power*, 2nd edition, by Beatrice S. Mikulecky & Linda Jeffries. Copyright © 1996 Longman Group UK Limited.

## Unit 2

### Intensive Reading

“Learning to Love the Computer, Warts and All” by Dave Barry from *English Language Learning*, Issue No. 1, 2003. Foreign Language Teaching and Research Press.

### Fast Reading

“Friend or Foe?” by Dantry O’Brien from *English Language Learning*, Issue No. 12, 2001. Foreign Language Teaching and Research Press.

## Unit 4

### Intensive Reading

“Wild Turkeys and Cat Calls” by Delia Owens from *Chicken Soup for the Nature Lover’s Soul* by Jack Canfield and Mark Victor Hansen. Copyright © 2004 The Health Communication Institute.

### Fast Reading

“Animal Factories” adapted from [www.api4animals.org/a6\\_farming.php](http://www.api4animals.org/a6_farming.php). Copyright © 2003-2007 The Animal Protection Institute.

## Unit 5

### Intensive Reading

“My Father” by David Suzuki from *Reader’s Digest*, June, 2000. Copyright © 1996-2006, Reader’s Digest Magazines Canada Limited.

### Fast Reading

“A Boy and His Tree” by Shel Silverstein adapted from <http://pigseye.kennesaw.edu/~phoover/tree.htm>.

## Unit 7

### Intensive Reading

“It’s Not Easy Being Male” by David Knox, adapted from *Academic Encounters: Life in Society*, by Kristine Brown & Susan Hood. Copyright © 2002 Cambridge University Press.

### Fast Reading

“I Want a Wife” by Judy Syfers from *English Language Learning*, Issue No. 3, 1993. Foreign Language Teaching and Research Press.



## Unit 9

### Intensive Reading

“How the Picture Changes” by John Cooney from *The World of English*, Issue No. 12, 1995. The Commercial Press.

### Fast Reading

“Supermarket Proposal” by Karen Kanold from *Reader’s Digest*, February, 2001. Copyright © 1996-2006, Reader’s Digest Magazines Canada Limited.

## Unit 10

### Intensive Reading

“Secret Homes” by Clare Cooper Marcus from *Tapestry Writing 4*, 2nd Edition by Rebecca Oxford. Copyright © 2000 Heinle & Heinle, a division of Thomson Learning, Inc.

### Fast Reading

“Why Do Babies Thoroughly Enjoy a Good Game of Peek-a-boo?” by Jennifer Margulis, adapted from *Why Babies Do That: Baffling Baby Behavior Explained*. Copyright © 2005 Willow Creek Press.

## Unit 11

### Intensive Reading

“Do Universities Broaden Minds?” by Tertius Chandler from *Readings for the 21st Century—Tomorrow’s Issues for Today’s Students* by William Vesterman. Copyright © 1991 Allyn and Bacon, a division of Simon & Schuster, Inc.

### Fast Reading

“Useless Homework” by Alex McGuire from *Study Skills in English* by Michael J. Wallace. Copyright © 1980 Cambridge University Press.

# Plan of the Book

Reading & Writing Units					
Unit	Title/Topic	Intensive Reading	Writing	Fast Reading	*Extensive Reading
1	English Language	British or American English?	简单句和并列句	Do You Speak British or American?	Yinglish
2	My Computer	Learning to Love the Computer, Warts and All	留言(开会、约会等)	Friend or Foe?	Caught in the Web of the Internet
4	Animals	Wild Turkeys and Cat Calls	复合句式(名词从句)	Animal Factories	Learn to Look After Animals
5	Our Parents	My Father	请假条(事假、病假)	A Boy and His Tree	Dear Old Dad
7	Men and Women	It's Not Easy Being Male	复合句式(定语从句)	I Want a Wife	Bringing Up Boys and Girls
8	Love and Marriage	How the Picture Changes	借条(借物、借钱)	Supermarket Proposal	Being There at Her Hour of Need
10	Growing Up	Secret Homes	复合句式(状语从句)	Why Do Some Babies Thoroughly Enjoy a Good Game of Peek-a-boo?	Not "Just a Mom"
11	Education	Do Universities Broaden Minds?	收条(收物、收钱)	Useless Homework	Should There Be Homework?

(\*每个单元Extensive Reading部分见《学习指南》)

Listening & Speaking Units			
Unit	Title/Topic	Phonetics	Functional Language
3	Getting to Know New People	元音字母在开音节中的读音规则	如何表达想结识或曾认识某人
6	Making Plans	元音字母在闭音节中的读音规则	如何表示打算和计划
9	Giving Suggestions	重读r音节ar, or, er, ir以及ur的发音	如何提出建议, 劝告以及如何回答(表示接受或拒绝)
12	Expressing Likes and Dislikes	-re音节与字母组合在重读音节中的读音	如何表达兴趣、喜欢或不感兴趣

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# UNIT 7

# English Language

## Part I Intensive Reading

### Pre-reading Preparation:

A. Discuss the following questions with your partners.

1. Do you think that all the English-speakers speak the same language?
2. Do you speak British or American English? Are they the same language?

B. Read the sentences carefully and work out the meaning of the underlined words and expressions.

1. He **picked up** a little French when he was traveling in France.
2. She decided it was a good time to **exhibit** her skills as a negotiator (谈判代表).
3. He is a man of principle (原则) and always **sticks to** what he thinks is right.
4. As the monitor of his class, he **laid down** the rules of self-study in class.
5. Club members are required to **conform to** the rules of the club.
6. His first **attempt** at English composition was poor and so he is really afraid of writing in English now.

## British or American English?

By Ian Gordon

1 American English and British English exhibit differences, particularly in **colloquial** speech. In print, the differences are not great. The central vocabulary is the same in both. A Londoner who reads *The Times* will find no special difficulty if he flies the Atlantic and picks up the *New York Times*. The “**slant**” (or **emphasis**) of the news will naturally be different, but the language he reads is basically the same.

2 For those whose first language is not English there are, however, some

puzzling differences. The most obvious is spelling. In the days before print, communication was handwriting and every man spelt as he chose. Printing changed all that; by the 18th century the great *English Dictionary* (1755) of Dr. Johnson laid down a standard set of spellings that has **altered** little to the present day.

3 This spelling is not easy. It is partly **phonetic**, but only partly, and it has many **maddening inconsistencies**. Even native speakers find it hard and children who speak their native English fluently take years to learn how to spell their own language. Even well-educated people in Britain and America have to consult the dictionary more often than they generally admit!

4 There have been many **attempts** to “reform” English spelling. The most important spelling reformer was an American Noah Webster, who in 1828 produced a frankly nationalistic *American Dictionary of the English Language*. Webster added some thousands of “American” words that were unknown to Dr. Johnson and he **mounted an all-out assault** on the “traditional” English way of spelling.

5 Why, he asked, should we spell “**thumb**” when we do not pronounce the letter “b”? But even the Americans of his time ignored him and it remains “thumb” to this day in modern editions of *Webster*.

6 However, Webster was **triumphant** in other words. His “reformed spelling” of English in “-our” words has won the day, “favor”, “labor”, “honor”, replacing the English “favour”, “labour”, “honour”. Similarly, American English spells words like “centre”, “theatre”, “**calibre**” as “center”, “theater”, and “caliber”.

7 One of the other ways in which American spelling differs from the British is in the treatment of the letter “l” in the middle of a word. The difference is clearly visible in American Express checks. If they are issued in UK pounds they bear the title “Traveller’s Cheque”; if in US dollars “Traveler’s Check”. Fortunately a trader will accept either! If the money is good why worry about spelling?

8 In vocabulary there are also numerous differences. The British take a “lift” to the upper floors of a building, the Americans an “elevator”; British motor cars have a “**bonnet**” and a “**boot**” and are protected by “**bumpers**”, American cars have a “**hood**” and a “**trunk**” and are protected by “**fenders**”; British

passengers travel in railway “**carriages**”, Americans in railway “cars”. Dead Britons get buried in a “**coffin**” by means of an “**undertaker**”, dead Americans in a “**casket**” by means of a “**mortician**”; British children progress in school from “form” to “form”, American children from “grade” to “grade”; the British walk on a “**pavement**”, Americans on a “**sidewalk**”. There are hundreds of such **variants**.

9 After Webster, the most **influential advocate** of the separateness of American English was H.L. Mencken, whose book *The American Language* was first published in 1919. But the even more influential magazine *The New Yorker*, first published in 1925, insisted that **contributors** conform to the style of the H. W. Fowler’s very British *Modern English Usage*.

10 The truth is that there are numerous small differences between British and American usages. All major languages show the same kind of **regional variation**. It is **inevitable**. The question is: Are they important? With the spread of English as an international **medium** the answer seems to be “not very”. The variations between American English and British English are slight when set beside what the two have in common. Readers of English anywhere can move from the *Financial Times* or *The Economist* (published in England) to *Time* or the *Reader’s Digest* (published in America), well aware that they are reading the same language.

11 Which then to choose? Use the variant used in your community. Then stick to it. Do not mix the two. (699 words)

### NEW WORDS

**colloquial** /kə'ləukwɪəl/ *adj.* 口语的, 会话的

**slant** /slænt/ *n.* 观点, 倾向性; 斜面

**emphasis** /'emfəsis/ *n.* 重点, 强调

**alter** /'ɔ:ltə(r)/ *vt.* 改变, 使变样

*vi.* 改变, 变动

**phonetic** /fə'netɪk/ *adj.* 表示发音的, 语音的; 语音学的

**madden** /'mædən/ *vt.* 使疯狂

**maddening** /'mædənɪŋ/ *adj.* 令人疯狂的

**inconsistency** /,ɪnkən'sɪstənsɪ/ *n.* 不一致, 矛盾

**attempt** /ə'tempt/ *n.* 尝试, 努力

*vt.* 企图, 试图 (做)

**mount** /maʊnt/ *vt.* 发动; 登上

**all-out** /'ɔ:l'ɔ:t/ *adj.* 竭尽全力的; 全部的

**assault** /ə'sɔ:lt/ *n.* 攻击, 袭击

*vt.* 攻击, 袭击

NEW WORDS

- |   |   |
|---|---|
| <b>thumb</b> /θʌm/ <i>n.</i> 拇指   | <b>casket</b> /'kʌskɪt/ <i>n.</i> [美] 棺材                  |
| <b>triumphant</b> /traɪ'ʌmfənt/ <i>adj.</i> 胜利的, 成功的; (因成功而) 欢欣鼓舞的, 洋洋得意的 | <b>mortician</b> /mɔ:'tɪʃən/ <i>n.</i> [美] 丧葬承办人          |
| <b>calibre</b> /'kælibə(r)/ <i>n.</i> [英] (枪、炮等的) 口径; 才干; 水准              | <b>pavement</b> /'peɪvmənt/ <i>n.</i> [英] 人行道             |
| <b>bonnet</b> /'bɒnɪt/ <i>n.</i> [英] 汽车引擎罩, 阔帽                            | <b>sidewalk</b> /'saɪdwɜ:k/ <i>n.</i> [美] 人行道             |
| <b>boot</b> /bu:t/ <i>n.</i> [英] 汽车尾部行李箱                                  | <b>variant</b> /'veəriənt/ <i>n.</i> 变体 (与通常类型略有差异的事物)    |
| <b>bumper</b> /'bʌmpə(r)/ <i>n.</i> [英] (汽车车身前后的) 保险杠, 缓冲器                | <i>adj.</i> 有差别的, 变异的                                     |
| <b>hood</b> /hʊd/ <i>n.</i> [美] 汽车引擎罩                                     | <b>variation</b> /,veəri'eɪʃən/ <i>n.</i> 变化; 变化量         |
| <b>trunk</b> /trʌŋk/ <i>n.</i> [美] 汽车尾部行李箱                                | <b>influential</b> /,ɪnflu'ensjəl/ <i>adj.</i> 有影响的, 有势力的 |
| <b>fender</b> /'fendə(r)/ <i>n.</i> [美] (汽车车身后方的) 保险杠, 缓冲器                | <b>advocate</b> /'ædvəkeɪt/ <i>n.</i> 提倡者; 鼓吹者            |
| <b>carriage</b> /'kærɪdʒ/ <i>n.</i> [英] 火车客车车厢                            | <i>vt.</i> 拥护; 提倡; 鼓吹                                     |
| <b>coffin</b> /'kɒfɪn/ <i>n.</i> [英] 棺材                                   | <b>contributor</b> /kən'trɪbjʊtə(r)/ <i>n.</i> 投稿者        |
| <b>undertaker</b> /'ʌndəteɪkə(r)/ <i>n.</i> [英] 丧葬承办人                     | <b>regional</b> /'rɪdʒənəl/ <i>adj.</i> 地域性的; 整个地区的       |
|   | <b>inevitable</b> /ɪn'evɪtəbl/ <i>adj.</i> 不可避免的, 必然的     |
|   | <b>medium</b> /'mi:dzjəm/ <i>n.</i> 媒体, 媒介; 方法            |

PHRASES & EXPRESSIONS

- |                                      |                                |
|--------------------------------------|--------------------------------|
| <b>lay down</b> 规定                   | <b>by means of</b> 以……手段或方式    |
| <b>to the present day</b> 直到现在       | <b>conform to</b> 符合, 遵照       |
| <b>to this day</b> 迄今, 直到现在          | <b>set beside</b> 与……相比        |
| <b>win the day</b> (在竞赛或争论中) 获胜, 占上风 | <b>have...in common</b> 有相同的…… |
| <b>pick up</b> 随手翻阅; (不经意间) 学习       | <b>stick to</b> 坚持, 继续; 忠于     |

PROPER NAMES

- Dr. Johnson** /'dʒɒnsən/ 约翰逊博士 (全名为 Samuel Johnson)
- Noah Webster** /'nəʊə'webstə(r)/ 诺亚·韦伯斯特
- H. W. Fowler** /'faʊlə(r)/ 亨利·沃森·福勒

## PROPER NAMES

**H. L. Mencken** /'menkən/ 亨利·路易斯·门肯

**Atlantic** /ət'læntɪk/ 大西洋 (the Atlantic Ocean)

**Time** 《时代周刊》

**The Times** 《泰晤士报》

**New York Times** 《纽约时报》

**English Dictionary** 《英语词典》(全名为 *A Dictionary of the English Language*)

**The New Yorker** 《纽约客》

**Financial Times** 《金融时报》

**The Economist** 《经济学人》

**Reader's Digest** 《读者文摘》

**Modern English Usage** 《现代英语用法词典》(全名为 *A Dictionary of Modern English Usage*)



## Cultural Background and Related Information

## 1. Ian Gordon

伊恩·戈登, 语言学家, 新西兰辞典编纂和语言学的创始人, 同时也是新西兰第一所语言学院的创始人。

2. A Londoner who reads *The Times* will find no special difficulty if he flies the Atlantic and picks up the *New York Times*. (Para. 1)

1) *The Times*: 《泰晤士报》, 创刊于 1785 年元旦, 原名为《每日环球纪录报》, 也有资料翻译为《世鉴日报》, 创办人是约翰·沃尔特。1788 年正式定名为《泰晤士报》。目前该报是英国最有影响的媒体之一, 也是世界上最著名的报纸之一。它历史悠久, 被看作是英国传统观念的代表。

2) *New York Times*: 《纽约时报》, 最初的名字是《纽约每日时报》(*The New York Daily Times*)。1851 年, 亨利·J. 雷蒙德和乔治·琼斯在一个没有窗户的阁楼上, 点着蜡烛印出了四块版的《纽约时报》创刊号。如今, 《纽约时报》已经成为北美发行量最大的日报之一, 并成为全美最大的媒体集团之一, 年收入达 30 多亿美元。在《财富》杂志的“最值得羡慕的美国公司”排行榜上……《纽约时报》名列出版业首位。



3. Printing changed all that; by the 18th century the great *English Dictionary* (1755) of Dr. Johnson laid down a standard set of spellings that has altered little to the present day. (Para. 2)

1) *English Dictionary*: 全名为 *A Dictionary of the English Language*, 为塞缪尔·约翰逊编纂。

2) Dr. Johnson: 塞缪尔·约翰逊博士 (1709—1784), 英国 18 世纪最负盛名的文人之一。他著有《阿比西尼国拉赛拉斯王子传》、《诗人传》、《艾琳》以及其他许多备受赞赏的作品, 并且编纂了当时最伟大的书《英语辞典》。1999 年起, 英国设立了“塞缪尔·约翰逊奖”, 参评作品均为在英国出版的、用英语撰写的非小说类书籍, 内容可涉及时事、历史、政治、科学、体育、旅游、传记和艺术。

4. The most important spelling reformer was an American Noah Webster, who in 1828 produced a frankly nationalistic *American Dictionary of the English Language*. (Para. 4)

1) Noah Webster: 诺亚·韦伯斯特, 美国所有词典编纂家中最著名的一位, 他一直坚定不移地支持美国英语。从 1789 年的《论英语》到 1828 年的《美国英语词典》(今简称《韦氏大词典》), 他的作品像塞缪尔·约翰逊的作品一样举世闻名。

2) nationalistic: 国家主义

该词本意是指国家主义, 在此处指带有国家主义色彩, 原因是诺亚·韦伯斯特在当时坚持不懈地在美国推行美国英语, 并撰写了《美国英语词典》(今简称《韦氏大词典》) 对美国英语进行规范, 所以说带有美国国家主义色彩。

5. American Express (Para. 7)

美国捷运公司, 其前身是 1850 年成立的一家地区性货物快递公司。1892 年, 公司经理法戈前往欧洲度假, 费了很大劲才把自己的支票兑换成现金。为方便旅行者, 美国捷运公司就发明了旅行支票 (Traveler's Check)。

6. H.L.Mencken (Para. 9)

亨利·路易斯·门肯 (1880—1956), 美国评论家, 新闻记者, 长期在《巴尔的摩太阳报》工作, 著有语言名篇《美国语言》及其补编、评论杂文集《偏见集》等。

7. But the even more influential magazine *The New Yorker*, first published in 1925, insisted that contributors conform to the style of the H. W. Fowler's very British *Modern English Usage*. (Para. 9)