

GENERAL COLLEGE ENGLISH

通用大学英语读写教程

READING AND
WRITING COURSE

BOOK3 第三册



外教社

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GENERAL COLLEGE ENGLISH

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BOOK 3

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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

On Leadership

TEXT A

Ulysses S. Grant and Robert E. Lee, both military leaders during the U.S. Civil War, were very different men. But, in spite of their differences, they shared a common goal — one nation, with liberty and justice for all.

GRANT AND LEE¹

Bruce Catton



Cultural Notes

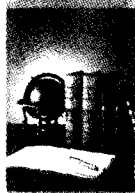
- 1. The American Civil War:** The American Civil War was a four-year conflict between the northern and southern states of the United States that began on April 12, 1861 and ended in May 1865.

For a long time before the Civil War, the North and the South had disagreed with each other on many issues. Most people in the North wanted to do away with slavery, while the Southerners held that slavery should be allowed everywhere.

Another issue that divided the North and the South was that the North believed in a strong central government, that is, the federal government should have more power than the state governments. Most Southerners, however, regarded the nation as a union of separate and more or less independent states. They held that a state had the right to withdraw, or “secede,” from the Union when it felt its interests to be threatened.

In November 1860, Abraham Lincoln, who had become well-known throughout the





country for his anti-slavery propositions, was elected the 16th President of the United States. Lincoln's election caused a panic among the slave owners in the South. One month later, South Carolina seceded from the Union. By February, 1861, six other states — Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas — had taken similar steps. Early in February, delegates from these states met in Montgomery, Alabama, and formed the Confederate States of America, with Jefferson Davis as President.

To prevent the Union from breaking up, shortly after he had taken office, President Lincoln decided that the Union was to be preserved by force. With the Confederate attack on Fort Sumter, the actual fighting began. To the North, the principal goal was the preservation of the Union, though emancipation of the slaves became a secondary aim after 1862.

The war went on for four bitter years with ups and downs on both sides. In manpower and resources, the North was much stronger. But the South had better generals and a better military position. So, the first two years went badly for the North. However, it gradually became evident that, despite the brilliant leadership of such Confederate generals as Robert E. Lee and Thomas Jackson, the superior human and industrial resources of the North would ultimately prevail. This was especially true after the Union victory at Gettysburg, which had been called the turning point of the war, and Gen. Grant's successful siege of Vicksburg which had ended Confederate hopes of securing foreign recognition and aid.

In 1864, Grant, now supreme commander of the Union forces, turned to the conquest of Richmond, the Confederate capital. After a gallant defense, Lee was forced to evacuate Richmond (April 2, 1865) and surrendered to Grant at Appomattox Court House, Virginia, on April 9.

2. **Ulysses Simpson Grant (1822–1885):** American general and the 18th President of the United States (1869–1877). He was made the supreme commander of the Union forces in the Civil War.
3. **Robert Edward Lee (1807–1870):** American general, commander of the Confederate Army of Northern Virginia, leading it for most of the American Civil War.
4. **Appomattox:** a town in central Virginia, where Confederate general Lee surrendered to Grant on April 9, 1865.
5. **McLean house at Appomattox:** also called Appomattox Court House.

John McLean (1785–1861), American political figure and jurist. He served in the House of Representatives (1812–1816), was an associate justice of the Ohio supreme court (1816–1822), and later was appointed to the Supreme Court where he served as an Associate Justice until his death.

6. **Manassas:** a town in northeastern Virginia where the battles of Bull Run were fought nearby. Two important battles were fought there on July 21, 1861 and August 29–30, 1862.
7. **Chancellorsville:** The battle of Chancellorsville (fought during May 1–5, 1863) was Lee's last great victory, which led to Lee's invasion of the North of Gettysburg campaign.
8. **Vicksburg:** Vicksburg is a city in Mississippi and an important port. Vicksburg campaign, (November 1862–July 1863) was a fight for control of the Mississippi River. The Union took Vicksburg on July 4, 1863.



When Ulysses S. Grant and Robert E. Lee met in the parlor of a modest house at Appomattox Court House, Virginia, on April 9, 1865, to work out the terms for the surrender of Lee's Army of Northern Virginia, a great chapter in American life came to a close, and a great new chapter began.

These men were bringing the Civil War to its virtual finish. To be sure, 5
other armies had yet to surrender, and for a few days the fugitive Confederate government would struggle desperately and vainly, trying to find some way to go on living now that their chief support was gone. But in effect it was all over when Grant and Lee signed the papers. And the little room 10
where they wrote out the terms was the scene of one of the poignant, dramatic contrasts in American history.

They were two strong men, these oddly different generals, and they represented the strengths of two conflicting currents that, through them, had come into final collision.

Back of Robert E. Lee was the notion that the old aristocratic concept 15
might somehow survive and be dominant in American life.

Lee was tidewater Virginia², and in his background were family, culture and tradition — the age of chivalry transplanted to a New World which was making its own legends and its own myths. He embodied a way of life that had come down through the age of knighthood and the English country 20
squire. America was a land that was beginning all over again, dedicated to nothing much more complicated than the rather hazy belief that all men had equal rights and should have an equal chance in the world. In such a land Lee stood for the feeling that it was somehow of advantage to human society to have a pronounced inequality in the social structure. Lee embodied 25
the noblest elements of this aristocratic ideal. For four years, the Southern states had fought a desperate war to uphold the ideals for which Lee stood. In the end, it almost seemed as if the Confederacy fought for Lee; as if he himself was the Confederacy — the best thing that the way of life for which the Confederacy stood could ever have to offer. He had passed into 30
legend before Appomattox.

Grant, the son of a tanner on the Western frontier, was everything Lee was not.³ He had come up the hard way and embodied nothing in particular



except the eternal toughness and sinewy fiber of the men who owed reverence and obeisance to no one, who were self-reliant to a fault, who cared hardly anything for the past but who had a sharp eye for the future. 35

The frontier men were the precise opposites of the tidewater aristocrats. Back of them, in the great surge that had taken people over the Alleghenies and into the opening Western country, there was a deep, implicit dissatisfaction with a past that had settled into grooves. They stood for democracy, not from any reasoned conclusion about the proper ordering of human society, but simply because they had grown up in the middle of democracy and knew how it worked. Their society might have privileges, but they would be privileges each man had won for himself. Forms and patterns meant nothing. No man was born to anything, except perhaps to a chance to show how far they could rise. Life was competition. 40 45

Yet along with this feeling had come a deep sense of belonging to a national community. The Westerner who developed a farm, opened a shop, or set up in business as a trader, could hope to prosper only as his own community prospered — and his community ran from the Atlantic to the Pacific and from Canada down to Mexico. If the land was settled, with town and highways and accessible markets, he could better himself. He saw his fate in terms of the nation's own destiny. As its horizons expanded, so did his. He had, in other words, an acute dollars-and-cents stake in the continued growth and development of his country. 50 55

And that, perhaps, is where the contrast between Grant and Lee becomes most striking. The Virginia aristocrat lived in a static society which could endure almost anything except change. Instinctively, his first loyalty would go to the locality in which that society existed. He would fight to the limit of endurance to defend it, because in defending it he was defending everything that gave his own life the deepest meaning. 60

The Westerner, on the other hand, would fight with an equal tenacity for the broader concept of society. He fought so because everything he lived by was tied to growth, expansion, and a constantly widening horizon. What he lived by would survive or fall with the nation itself. He could not possibly stand by unmoved in the face of an attempt to destroy the Union. He would combat it with everything he had, because he could only see it as an effort to cut the ground out from under his feet. 65

So Grant and Lee were in complete contrast, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality. 70

Lee might have ridden down from the old age of chivalry, lance in hand, silken banner fluttering over his head. Each man was the perfect champion of his cause, drawing both his strengths and his weaknesses from the people he led. 75

Yet it was not all contrast, after all. Different as they were — in background, in personality, in underlying aspiration — these two great soldiers had much in common. Under everything else, they were marvelous fighters. Furthermore, their fighting qualities were really very much alike. 80

Each man had, to begin with, the great virtue of utter tenacity and fidelity. Grant fought his way down the Mississippi Valley in spite of acute personal discouragement and profound military handicaps. Lee hung on in the trenches at Petersburg after hope itself had died. In each man there was an indomitable quality ... the born fighter's refusal to give up as long as he can still remain on his feet and lift his two fists. 85

Daring and resourcefulness they had, too; the ability to think faster and move faster than the enemy. These were the qualities which gave Lee the dazzling campaigns of Second Manassas and Chancellorsville and won Vicksburg for Grant. 90

Lastly, and perhaps greatest of all, there was the ability, at the end, to turn quickly from war to peace once the fighting was over. Out of the way these two men behaved at Appomattox came the possibility of a peace of reconciliation. It was a possibility not wholly realized, in the years to come, but which did, in the end, help the two sections to become one nation again — after a war whose bitterness might have seemed to make such a reunion wholly impossible.⁴ No part of either man's life became him more than the part he played in their brief meeting in the McLean house at Appomattox. Their behavior there put all succeeding generations of Americans in their debt. Two great Americans, Grant and Lee — very different, yet under everything very much alike. Their encounter at Appomattox was one of the great moments of American history. 95 100

(1,227 W)



Language Points

1. **to be sure:** surely; without a doubt

Example:

— Joan is not pretty, to be sure, but she is very intelligent.



2. **and they represented the strengths of two conflicting currents:** and they stood for two strong political powers which were in sharp conflict with each other
current: course, tendency or movement (of events, opinions, etc.)

Examples:

- Conflicts between the two great currents of opinions began on the very day of the proclamation of the Republic.
- Newspapers influence the current of thought.

3. **back of:** causing; supporting; helping

Examples:

- Diligence was back of his success.
- What's back of his strange behavior?
- He will be elected, as there is an influential noble family back of him.

4. **the age of chivalry transplanted to a New World which was making its own legends and its own myths:** (Lee lived in) the age which inherited the traditions of the medieval knights; these old traditions, in combination with the practices of the New World, had helped produce many stories about the heroes in this new land

5. **dedicated to nothing much more complicated than the rather hazy belief:** stuck to a simple and vague belief

nothing more than: no more than; just or simply

Example:

- What he wanted was nothing more than a promise of a moderate life.

6. **He had come up the hard way:** He rose high in life by means of painstaking efforts (or he was a self-made man)

the hard way: by means of extremely hard work or by means of painful lessons

7. **who owed reverence and obeisance to no one:** who didn't feel obliged to respect anyone

owe sth. to sb.: feel obliged to do sth. for sb.; be in debt to sb.

Examples:

- He owed thousands of dollars to the bank.
- She owed \$5 to the storekeeper.

8. **with a past that had settled into grooves:** with a past that had been the same for a long time and was unlikely to change

settle (or get, slip) into grooves: have the habit or way of doing sth. in a fixed manner

Example:

- Daily life slipped back into orderly grooves after she returned from abroad.

9. **not from any reasoned conclusion about the proper ordering of human society:** not because they had come to the conclusion, based on careful thought, that there should be proper arrangements of human society

10. **Forms and patterns meant nothing.**

mean nothing (to sb.): be of no importance or value (to sb.)

Example:

- Fame and fortune mean nothing to him.

11. **No man was born to anything:** No man was bound (or destined) to possess anything from birth (or by right of birth)
12. **Yet along with this feeling had come a deep sense of belonging to a national community.**

This sentence is in inverted order, with the prepositional phrase acting as adverbial which begins the sentence. The actual order should be: Yet a deep sense of belonging to a national community had come along with this feeling. By inverting the order of the sentence, the author means to achieve a smooth transition from the foregoing paragraph, which deals mainly with one kind of feeling, namely, dissatisfaction, to the next focus — a sense. The article is made more coherent by doing so.

Generally speaking, there are two kinds of inversion in English grammar: complete inversion and partial inversion. The former is often applied in a description, with the adverbial placed at the beginning of the sentence, followed by the verb and the subject.

Examples:

- On top of the hill stood a castle.
- Away went the car at full speed.

As to partial inversion, there are many situations. Usually there should be such words at the beginning of the sentence as *no, never, hardly, little*, etc. — words denoting negation, or adjectives, adverbs, verbs, etc. followed by an adverbial clause introduced by *as*. You will find some examples in the latter half of the text.

Examples:

- Seldom does he complain about anything.
- Never have I heard such an incredible thing before.
- Different as they were — in background, in personality, in underlying aspiration — these two great soldiers had much in common.
- Dark as it was, they went on working in the field.
- Hard as he tried, he failed again.

13. **He saw his fate in terms of the nation's own destiny.:** He regarded his fate as closely related to the fate of the nation.

in terms of: in relation to; with respect to

Examples:

- US foreign policy tended to see everything in terms of the Vietnam War.
- The sales policy leaves much to be improved in terms of customer satisfaction.

14. **which could endure almost anything except change anything except (or anything but):** not at all

Examples:

- He is anything but honest.
- The result is anything except satisfactory.

15. **to the limit of:** to the greatest possible amount of sth. that can exist or be obtained

Examples:

- He pushed to the limit of his strength but could not move the rock an inch.
- Our finances are already stretched to the limit.



16. everything he lived by was tied to growth

live by: make a living from sth. or from doing sth.

Example:

— He tried to live by writing, but it did not provide a good enough income.

be tied to: be fastened to; be connected with

Example:

— His income is tied to his sales volume.

17. cut the ground out from under his feet: make him fail

Example:

— The government declared their business illegal, thus cutting the ground from under their feet.

18. under everything else: as regards everything else

under: as regards; in the light of

Example:

— Under present conditions no change is possible.

19. These were the qualities which gave Lee the dazzling campaigns of Second Manassas and Chancellorsville and won Vicksburg for Grant.: It was because of these qualities that Lee could have won the battles of Second Manassas and Chancellorsville. And also with the same qualities Grant had won the battle of Vicksburg.

20. No part of either man's life became him more than the part he played in their brief meeting: The actions of these two men at that meeting, the part each played, did more to earn the respect and honor of others than any other aspect of their lives before that time

become: look well on

Examples:

— White really becomes her.

— He used language that did not become a man of his age and education.

21. Their behavior there put all succeeding generations of Americans in their debt.: The Americans after them owe a great debt to the two generals for their turning quickly from war to peace and thus preserving the unity of the nation.

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。)

• parlor /'pɑ:lə/ *n.*

modest /'mɒdɪst/ *a.*

virtual /'vɜ:tʃʊəl/ *a.*

• fugitive /'fju:dʒɪtv/ *a.*

客厅; 起居室

not very big, expensive, etc.; unpretentious in appearance 不太大的; 朴实无华的

actual 实质上的, 实际上的

trying to escape 逃亡的

- desperately /'despəətli/ *ad.*
 • poignant /'pɔɪnjənt/ *a.*
 contrast /'kɒntrɑːst/ *n.*
 oddly /'ɒdli/ *ad.*
 conflicting /kən'fliktɪŋ/ *a.*
 current /'kʌrənt/ *n.*
 • aristocratic /æˈrɪstə'krætɪk/ *a.*
 • tidewater /'taɪd.wɔːtə/ *a.*
 • chivalry /'ʃɪvəlri/ *n.*
 • transplant /træns'plɑːnt/ *v.*
 • legend /'ledʒənd/ *n.*
 myth /mɪθ/ *n.*
 • embody /ɪm'bɒdi/ *v.*
 • knighthood /'naɪthud/ *n.*
 • squire /'skwaɪə/ *n.*
 • dedicate /'dedɪkeɪt/ *v.*
 • hazy /'heɪzi/ *a.*
 inequality /ˌɪnɪ'kwɒləti/ *n.*
 • uphold /ʌp'həʊld/ *v.*
 • tanner /'tænə/ *n.*
 frontier /'frʌntɪə/ *n.*
 • eternal /ɪ'tɜːnəl/ *a.*
 toughness /'tʌfnɪs/ *n.*
 • sinewy /'sɪnjuː/ *a.*
 fiber /'faɪbə/ *n.*
 • reverence /'revərəns/ *n.*
 • obeisance /əu'beɪsəns/ *n.*
 • surge /sɜːdʒ/ *n.*
 • implicit /ɪm'plɪsɪt/ *a.*
 • groove /gruːv/ *n.*
 democracy /dɪ'mɒkrəsi/ *n.*
 • ordering /'ɔːdəɪŋ/ *n.*
 privilege /'prɪvɪlɪdʒ/ *n.*
 trader /'treɪdə/ *n.*
 • prosper /'prɒspə/ *v.*
 accessible /ək'sesəbl/ *a.*
 in a desperate way 不顾一切地; 绝望地
 painfully sharp; deeply moving 强烈的; 深深地
 动人的
 对比, 对照
 strangely 奇特地
 being contradictory or contrary to each other 相
 冲突的
 潮流, 水流; 思潮
 of the noble class 贵族的
 有潮水域地区的; (美国) 弗吉尼亚州东部的
 骑士制度; 骑士气概(品质)
 move sth. from one place to another 移植, 移栽
 传说, 传奇故事
 神话
 indicate; include 体现; 包含
 (总称) 骑士; 侠义精神
 (英) 乡绅
 devote (esp. oneself) to a special task or purpose
 把...献给; 把(时间、精力等)用于
 vague; indistinct 模糊的, 不明的
 不平等
 maintain; give support to 支持, 维护
 制革工, 鞣皮工
 边界; 开发地区的边缘
 constant; always existing 永久的, 永恒的
 吃苦耐劳; 坚忍
 muscular; strong 肌肉发达的, 强壮的
 纤维; 品质, 性格
 崇敬, 尊敬
 敬礼; 敬意
 急剧上升, 猛增
 implied though not plainly expressed 不言明的,
 含蓄的
 沟, 槽
 民主; 民主制
 安排, 管理
 特权; 优惠
 商人
 thrive 繁荣, 兴旺
 that can readily be reached, entered, used or un-
 derstood 易接近、进入、使用或理解的