



教育部推荐使用大学外语类教材  
全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

第三版  
Third Edition

# 大学英语 精读 College English

总主编 董亚芬

INTENSIVE READING

学生用书 STUDENT'S BOOK

# Book 3

主 编 李荫华



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



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# 总序

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

## 本次修订原则：

1、教材的定位不变。《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2、选材原则不变。正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3、在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4、本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

## 本次修订重点：

### 精读：

1、更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2、梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3、为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1) words to drill (通过反复操练能熟练掌握其用法的单词);(2) words to remember (能记住其形、音、义的单词);(3) words to have a nodding acquaintance with (能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4、为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

#### 泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生提高阅读理解能力的同时适当扩大词汇量。

#### 听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

#### 快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

#### 语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

#### 精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵

活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇多。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家Anthony Ward协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

# 编者的话

关于《大学英语》系列教材(第三版)编写的总体情况,在“总序”中已有说明,这里仅就精读的编写作一些补充。

1. 更新部分课文 随着时间的推移,原有的一些课文(包括阅读练习中的课文)内容已显陈旧,有必要代之以一些内容更具时代感的新课文。这次各册课文均有不同程度的更新,总体更新率超过30%。正如“总序”中所说,我们的选材原则未变,仍坚持题材的广泛、体裁的多样、语言的规范,并强调选文的趣味性、知识性和可思性。我们认为,这对打好语言基础,培养学生的综合素质是有利的。鉴于原修订本中的 Supplementary Reading in Popular Science 与整套教材的风格不尽协调,而新选的课文中也有几篇科普类文章,故在这次再修订时,根据广大使用者的建议,决定全部删除。

2. 改进练习设计 除适当修订原有的练习外,我们这次修订增加了惯用法(Usage)、听写(Dictation)和口语练习(Oral Practice)三个新项目,旨在加强听、说训练及使用英语的准确性。而原有的一些练习比如结构练习(Structure)虽看上去比较机械单调,但对打好语言基础却是必不可少的。如果能真正熟练地掌握全书(四册)约100个最常用的句型,亦将极大地提高英语说、写能力。

3. 分类处理词汇,保证重点 如“总序”中所说,这次修订继续采取上次修订时的办法,即把全书单词分为三类:(1) words to drill; (2) words to know; (3) words to have a nodding acquaintance with。各课的词汇练习、完形填空练习、翻译练习等均围绕 Words & Phrases to Drill 重新梳理,以保证常用词语能得到较充分的操练。另外,随着近年来中学英语教学水平的提高,大学新生入学时的词汇量已有所增加,所以本次修订我们把英语单词的起点由原来的1600个提高到了1800个。

本书为《大学英语》(第三版)精读第三册,供大学英语一般要求阶段学生使用。

本册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词(New Words)和短语(Phrases & Expressions)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Activity)和有引导的写作(Guided Writing)六部分组成。

课文全部选用原文材料,但有少量删改。讲解课文时应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容的倾向,也要避免只注意文章内容而不重视语言基础训练的做法。

为便于学生学习,生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,并酌情加注汉语,难以用英语解释清楚的则直接用汉语释义。

注释尽量用浅近的英语,主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预习时参考。

练习包括朗读和背诵(Reading Aloud and Memorizing)、课文理解(Comprehension of the Text)、词汇练习(Vocabulary Activities)、构词(Enriching Your Word Power)、惯用法(Usage)、结构(Structure)、完形填空(Cloze)、听写(Dictation)、翻译(Translation)和口语练习(Oral Practice)等部分。朗读和背诵练习主要要求学生正确掌握基本语调,熟记课文中有关段落和一些英语诗歌。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。有条件的班级可用一定的时间在教师引导下进行讨论,以提高学生的口头表达能力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。惯用法练习针对中国学生常犯、易犯的错误,每课讲一个问题,并配以一组练习,旨在提高学生使用英语时的准确性。结构练习的目的是使学生掌握一些英语常用句型,以提高学生的表达能力,尽量写出地道的英语。完形填空是一种综合性的练习,分1、2两篇。前者根据课文写成,主要围绕该课重点词和词组作语篇水平的操练;后者选自课外的文章。这一练习有一定难度,需要由教师予以启发引导。听写练习既可提高学生的听力水平,也可促使学生对单词拼写等基本功给予更多关注。翻译练习每课安排数句或成段汉译英,可作为课外书面作业。口语练习则可以给学生提供一个机会,在学完一篇课文后试着用英语交流想法。

阅读练习旨在培养学生的阅读技能,每一(或二)单元讲述一项技能,并配有相应的练习或一篇内容与课文相近的阅读材料;其中1—4级的大纲词汇及个别超纲词均加注汉语,放在文章前面,希望学生尽量掌握。教师应紧扣技能的培养,不必在语言现象的讲解上花太多时间。

有引导的写作在本册中主要培养学生段落写作和短文写作的能力,使其在写作实践中学会写作。

书中第五单元和第十单元后所设的自测题(Test Yourself),可帮助学生复习并巩固前面所学过的内容,书末附有参考答案。

总之,练习是按照《大学英语课程教学要求(试行)》和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师完全可以根据自己学生的具体情况有所选择地加以使用。

陈伟德、任建国两位同志曾参加本册第一版编写,特此致谢。

编者

2006年3月

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Unit	Text	Poem	Word Power	Usage	Structure
1	A Brush with the Law p.1		prefixes: <i>un-</i> , <i>counter-</i> ; suffixes: <i>-able</i> , <i>-ible</i> p.12	the order of adverbials in end-position p.13	It turns out that ...; given ... p.14
2	Fruitful Questions p.25	Poem by Rudyard Kipling p.32	compound adjectives: <i>n.</i> + <i>v.-ed</i> , <i>n.</i> + <i>v.-ing</i> (heartbroken, breathtaking) p.35	the + adjective p.35	be about to ... when; be meant to do sth. p.36
3	Why I Teach p.45		suffixes: <i>-ship</i> , <i>-dom</i> p.55	point p.55	not ... because ...; <i>adj./pp</i> used as adverbial; find + <i>oneself</i> + <i>v.-ed/v.-ing</i> / prepositional phrase p.56
4	A Fan's Notes p.67	Beatitudes for Disabled People p.76	suffix: <i>-ian</i> ; compound nouns: <i>n.</i> + <i>n.</i> (homework, newspaper) p.79	little p.81	as ... as; what clause; every time ... p.82
5	The Day Mother Cried p.96		suffix: <i>-ist</i> ; blending ( <i>motor</i> + <i>hotel</i> → <i>motel</i> ) p.105	noun + preposition p.105	It was not long before ...; Just that ... p.106
<b>Test Yourself 1 (Units 1–5)</b> p.117					
6	A Day's Wait p.132	Our Heroes p.139	combining forms: <i>therm(o)-</i> , <i>kilo-</i> , <i>milli-</i> (thermometer, kilogram, millimeter) p.143	would rather p.144	before used as conjunction; be of (no) + <i>n.</i> p.145
7	The Shelter p.156		suffixes: <i>-th</i> , <i>-age</i> ; prefixes: <i>semi-</i> , <i>mono-</i> , <i>bi-</i> p.173	adjectives having different meanings in different positions p.174	for the reason that ...; the minute ... p.175
8	Daydream a Little p.188	Paradise p.195	compound verbs: <i>n.</i> + <i>v.</i> (daydream); compound adjectives: <i>n.</i> / <i>ad.</i> + <i>v.-ed</i> , etc. (manmade, newly- invented) p.199	affect / effect p.200	imperative sentence + and ... in much the same way that ... p.201
9	Song of Defiance p.212		suffixes: <i>-er</i> , <i>-or</i> , <i>-ar</i> , <i>-ist</i> , <i>-an</i> , <i>-ian</i> , <i>-eer</i> , etc.; prefix: <i>mid(-)</i> p.224	unless p.225	despite ...; since ...; be said / heard to ... p.226
10	The Fantastic Spurt in Technology p.239	The Airplane p.245	suffix: <i>-ize (-ise)</i> ; combining form: <i>-logy</i> (biology) p.250	technique / technology p.251	emphatic "so"; sentences with numerals or multipliers; whether ... or ... p.252
<b>Test Yourself 2 (Units 6–10)</b> p.263					
<b>Appendix</b>		<b>1 Tape Scripts and Key to Test Papers</b> p.277			

Reading Skill	Reading Passage	Writing
How to Use a Dictionary  <i>p.18</i>	Justice Gets Its Shot at Policeman  <i>p.19</i>	rearrange sentences in logical order to form a coherent piece; write a story  <i>p.23</i>
Scanning (1)  <i>p.40</i>		rearrange sentences in logical order to form a coherent piece; write a letter  <i>p.45</i>
Scanning (2)  <i>p.60</i>		find topic sentences; composition writing: <i>Why I Chose to Attend College</i>  <i>p.66</i>
Scanning (3)  <i>p.86</i>		learn to use connective words; write a brief report  <i>p.94</i>
Understanding Figurative Language (2) <i>p.110</i>	The Day I Met My Mother  <i>p.111</i>	reorder pictures and write a one-paragraph story based on them  <i>p.115</i>
Increasing Word Power  <i>p.148</i>	To Make Papa Proud  <i>p.150</i>	rearrange scrambled sentences into two stories; study pictures and write a story based on them  <i>p.154</i>
Recognizing Signal Words (1)  <i>p.179</i>	The Big Chance  <i>p.182</i>	learn to use connective words, etc.; write an invitation, etc.  <i>p.186</i>
Recognizing Signal Words (2)  <i>p.204</i>	Dreams — What Do They Mean?  <i>p.207</i>	find topic sentences; composition writing: <i>How to Attain Our Goals in Life</i>  <i>p.210</i>
The 5 Ws  <i>p.231</i>	The Death of Hitler  <i>p.232</i>	rearrange scrambled sentences in logical order; composition writing: <i>Never Forget the Atrocities Committed by the Japanese Aggressors</i>  <i>p.236</i>
Recognizing Word Chains  <i>p.256</i>	Knowledge as Fuel  <i>p.257</i>	learn to use connective words; write a brief sketch  <i>p.260</i>
2 Glossary	<i>p.293</i>	

# Unit 1

## Warm-Up Questions

1. Are you more suspicious of some strangers than others? What influences you when judging whether a stranger can be trusted?
2. Do you think that everyone is equal in the eyes of the law? Explain.
3. Have you ever been stopped by the police? If so, how did you feel?

## Text

*A young man finds that strolling along the streets without an obvious purpose can lead to trouble with the law. One misunderstanding leads to another until eventually he ends up in court ...*

## A Brush with the Law

- 1 I have only once been in trouble with the law. The whole process of being arrested and taken to court was a rather unpleasant experience at the time, but it makes a good story now. What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.
- 2 It happened in February about twelve years ago. I had left school a couple of months before that and was not due to go to university until the following October. I was still living at home at the time.
- 3 One morning I was in Richmond, a suburb of London near where I lived. I was looking for a temporary job so that I could save up some money to go

travelling. As it was a fine day and I was in no hurry, I was taking my time, looking in shop windows, strolling in the park, and sometimes just stopping and looking around me. It must have been this obvious aimlessness that led to my downfall. 10

4 It was about half past eleven when it happened. I was just walking out of the local library, having unsuccessfully sought employment there, when I saw a man walking across the road with the obvious intention of talking to me. I thought he was going to ask me the time. Instead, he said he was a police officer and he was arresting me. At first I thought it was some kind of joke. But then another policeman appeared, this time in uniform, and I was left in no doubt. 15 20

5 "But what for?" I asked.

6 "Wandering with intent to commit an arrestable offence," he said.

7 "What offence?" I asked.

8 "Theft," he said.

9 "Theft of what?" I asked. 25

10 "Milk bottles," he said, and with a perfectly straight face too!

11 "Oh," I said.

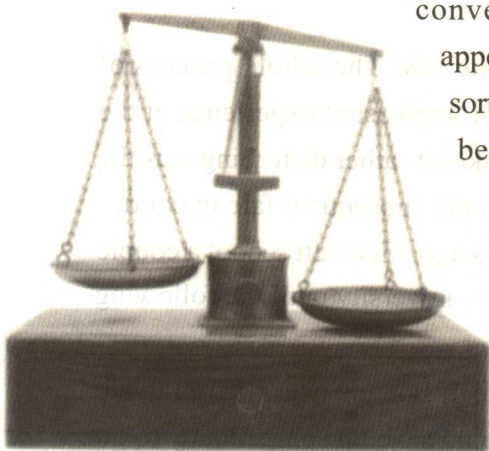
12 It turned out there had been a lot of petty thefts in the area, particularly that of **stealing milk bottles from doorsteps**

13 Then I made my big mistake. At the time I was nineteen, had long untidy hair, and regarded myself as part of **the sixties' "youth counterculture"**. As a result, I wanted to appear cool and unconcerned with the incident, so I said, "How long have you been following me?" in the most casual and conversational tone I could manage. I thus 30 35

appeared to them to be quite familiar with this sort of situation, and it confirmed them in their belief that I was a thoroughly disreputable character.

14 A few minutes later a police car arrived. 40

15 "Get in the back," they said. "Put your hands on the back of the front seat and don't move them."



- 16 They got in on either side of me. It wasn't funny any more.
- 17 At the police station they questioned me for several hours. I continued to 45  
try to look worldly and au fait with the situation. When they asked me what I  
had been doing, I told them I'd been looking for a job. "Aha," I could see  
them thinking, "unemployed."
- 18 Eventually, I was officially charged and told to report to Richmond  
Magistrates' Court the following Monday. Then they let me go. 50
- 19 I wanted to conduct my own defence in court, but as soon as my father  
found out what had happened, he hired a very good solicitor. We went along  
that Monday armed with all kinds of witnesses, including my English teacher  
from school as a character witness. But he was never called on to give evidence.  
My "trial" didn't get that far. The magistrate dismissed the case after fifteen 55  
minutes. I was free. The poor police had never stood a chance. The solicitor  
even succeeded in getting costs awarded against the police
- 20 And so I do not have a criminal record. But what was most shocking at  
the time was the things my release from the charge so clearly depended on. I  
had the "right" accent, respectable middle-class parents in court, reliable 60  
witnesses, and I could obviously afford a very good solicitor. Given the  
obscure nature of the charge, I feel sure that if I had come from a different  
background, and had really been unemployed, there is every chance that I  
would have been found guilty. While asking for costs to be awarded, my  
solicitor's case quite obviously revolved around the fact that I had a "brilliant 65  
academic record".
- 21 Meanwhile, just outside the courtroom, one of the policemen who had  
arrested me was gloomily complaining to my mother that another youngster  
had been turned against the police. "You could have been a bit more helpful  
when we arrested you," he said to me reproachfully. 70
- 22 What did he mean? Presumably that I should have looked outraged and  
said something like, "Look here, do you know who you're talking to? I am a  
highly successful student with a brilliant academic record. How dare you  
arrest me!" Then they, presumably, would have apologized, perhaps even  
taken off their caps, and let me on my way. 75

(827 words)

(黑正体表示四级词汇,黑正体后加<sup>▲</sup>符号表示六级词汇,黑斜体表示六级后词汇,白斜体表示纲外词汇和专有名词)

**brush** *n.* brief fight or encounter 小冲突; 小接触

**court** /kɔ:t/ *n.* 法院; 法庭

**arbitrary** /'ɑ:bitrəri/ *a.* based on one's own opinion only, not on reason 任意的, 武断的

**circumstance** /'sɜ:kəmstəns/ *n.* (*usu. pl.*) conditions, facts, etc. connected with an event or person 情况, 环境

**subsequent** /'sʌbsɪkwənt/ *a.* following, later 随后的, 接下去的

**fate** /feɪt/ *n.* what will happen or happened to sb. or sth. 命运

**temporary** /'tempərəri/ *a.* lasting only for a limited time 暂时的

**stroll** <sup>▲</sup> /strəʊl/ *vi.* walk at leisure 散步, 闲逛

**downfall** *n.* ruin 垮台; 衰落

**employment** /ɪm'plɔimənt/ *n.* one's regular work or occupation; job 职业; 工作

**wander** /'wɒndə/ *vi.* move about without a purpose 闲逛; 漫游

**arrestable** /ə'restəbl/ *a.* deserving to be arrested

**offence** /ə'fens/ (*AmE offense*) *n.* crime; the hurting of feelings; something unpleasant 罪行; 冒犯; 不愉快的事

**straight face** a face or expression that shows no emotion, humor, or thought 板着的脸

**petty** <sup>▲</sup> /'peti/ *a.* small; unimportant 小的; 不足道的

**doorstep** *n.* a step in front of a door

**counterculture** /'kaʊntə,kʌltʃə/ *n.* a culture, esp. of the young who oppose the traditional standards and customs of their society 反主流文化

**unconcerned** *a.* not worried; untroubled; indifferent 无忧无虑的; 不烦恼的; 淡漠的

**casual** /'kæʒʊəl/ *a.* careless; informal 漫不经心的; 随便的

**conversational** /,kɒnvə'seɪʃənəl/ *a.* of or commonly used in talking 会话(用)的

**confirm** /kən'fɜ:m/ *vt.* make certain; support 证实, 肯定; 确认

**belief** /br'i:li:f/ *n.* something believed; trust 相信, 信念; 信仰

**thoroughly** /'θʌrəli/ *ad.* completely; in every way 完全地; 彻底地

**thorough** *a.*

**disreputable** /dɪs'repjʊtəbl/ *a.* having or showing a bad character; having a bad name 声名狼藉的

**worldly** *a.* experienced in the ways of society 老于世故的

**au fait** /,əʊ'feɪ/ *a.* (*French*) familiar 熟悉的; 精通的

**aha** /ɑ:'hɑ:/ *int.* a cry of surprise, satisfaction, etc. 啊哈!

**unemployed** /,ʌnm'plɔɪd/ *a.* temporarily without a paid job 未被雇用的; 失业的

**magistrate** <sup>▲</sup> /'mædʒɪstreɪt/ *n.* civil officer acting as a judge in the lowest courts 地方法官

**conduct** /kən'dʌkt/ *vt.* direct the course of; manage 指挥; 处理

**solicitor** <sup>▲</sup> /sə'lɪsɪtə/ *n.* (*esp. in Britain*) lawyer who advises clients on legal matters and speaks on their behalf in lower courts (初级) 律师

**witness** /'wɪtnɪs/ *n.* a person who gives evidence in a court of law; sth. serving as evidence or proof 证人; 证据

**trial** /'traɪəl/ *n.* the act or fact of examining and deciding a civil or criminal case by a law court 审判

**dismiss** /dɪs'mɪs/ *vt.* (of a judge) stop (a court case); remove (sb.) from a position 驳回, 对...不予受理; 免...职, 解雇

**award** /ə'wɔ:d/ *vt.* give by a decision in a court of law; give or grant by an official decision 判给; 授予

**accent** /'æksent/ *n.* way of speaking typical of the natives or residents of a region, or of any other group 口音; 腔调

**respectable** /rɪs'pektəbl/ *a.* deserving respect 值得尊敬的

**given** *prep.* taking into account; if allowed or provided with 考虑到; 假定

**obscure** <sup>▲</sup> /əb'skjʊə/ *a.* not clearly seen or understood 模糊的; 晦涩的

**guilty** /'gɪltɪ/ *a.* having broken a law; showing or feeling that one has done wrong 有罪的; 内疚的

**revolve** <sup>▲</sup> /rɪ'vɒlv/ *v.* (cause to) go round in a circle (使) 旋转

**brilliant** /'brɪljənt/ *a.* causing great admiration or satisfaction; splendid 辉煌的; 卓越的

**courtroom** *n.* a room where a law court is held 审

判室

**gloomily** /'gluːmɪli/ *ad.* depressedly; dejectedly

忧郁地; 沮丧地

**gloomy** <sup>▲</sup>

**reproachfully** /rɪ'prəʊtʃfʊli/ *ad.* 责备地

**reproach** <sup>▲</sup> *vt., n.*

**presumably** /prɪ'zju:məbli/ *ad.* probably

**outrage** <sup>▲</sup> /'aʊtreɪdʒ/ *vt.* arouse anger or resentment by injury or insult 引起...的气愤

## Phrases & Expressions

**take sb. to court**

start an action in law against sb. 对某人提出诉讼

**a couple of**

(*informal*.) a small number of, a few, usually two 少数, 几(个); 一对

**save up**

keep for future use; put money away in the form of savings 储蓄

**take one's time**

do sth. in a leisurely manner; not hurry 慢慢来, 不着急

**call on**

ask (sb.) to do sth. esp. formally 要求

**stand a chance**

have an opportunity; be likely to do or get sth. 有机会, 有希望

**revolve around**

have as a centre or main subject

**turn against**

(cause to) oppose; be hostile to

## Proper Names

**Richmond** /'rɪtʃmɒnd/

里士满(英国地名)

**Richmond Magistrates' Court** 里士满地方法院

## Notes

1

This text is taken from *Penguin Advanced Writing Skills* compiled by James O'Driscoll.

2

and was not due to go to university until the following October: In Britain the university terms are: October — December; January — March; April — June.

3

**stealing milk bottles from doorsteps:** In Britain, milk is delivered to houses in bottles every morning.

4

**the sixties' "youth counterculture":** The word "counterculture" was coined in the 1960's for the attitude and life style of many young Western people who rejected conventional social values and demanded more personal freedom. Unable to find a more constructive way of struggling against the existing state of affairs in their society, they indulged themselves in sex, drugs, alcohol and rock music, and took great pride in wearing long hair and unusual clothes. The counterculture declined in the late 1970's.

5

**a character witness:** a person who gives evidence in a court of law about another person's reputation, conduct and moral qualities

6

**getting costs awarded against the police:** getting the magistrate to make the decision that the legal expenses of the case should be paid by the police

7

**While asking for costs to be awarded, my solicitor's case quite obviously revolved around ...:** My solicitor's case when asking for costs to be awarded clearly centred on ...

8

**Presumably that I should have looked outraged ...:** Presumably he meant that I should have looked outraged