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高起点



大学英语 读写教程

2

· 学生用书 ·



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高起点大学英语·读写教程 2

(学生用书)

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内容提要

《高起点大学英语·读写教程》是在《大学英语教学指南》精神的指导下,针对其所提出的大学英语教学的“提高目标”和“发展目标”,为入学时英语水平起点较高的学生所编写的一套大学英语读写教材。在课程性质上体现了《大学英语教学指南》提出的工具性与人文性的有机结合;在教学目标上体现了个性化的学习需求;在编写理念上,体现了以教师为主导、以学生为主体的教学思想。

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前言

一、编写原则

根据《大学英语教学指南》，大学英语课程是高等学校人文教育的一部分，兼有工具性和人文性双重性质。其工具性体现在两方面，一是课程的主要目的是进一步提高学生英语听、说、读、写、译的能力，二是学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的能力。其人文性则体现在课程的任务上，进行跨文化教育课程的重要任务之一。《大学英语教学指南》也因此提出，大学英语教学要充分挖掘课程的人文内涵，实现工具性和人文性的有机统一。同时，它还提出，大学英语教学目标分为基础、提高、发展三个等级；大学英语教学应贯彻分类指导、因材施教的原则，以满足个性化的学习需要。

《高起点大学英语·读写教程》是在《大学英语教学指南》精神的指导下，针对其所提出的大学英语教学的“提高目标”和“发展目标”，为入学时英语水平起点较高的学生所编写的一套大学英语读写教材。在课程性质上体现了《大学英语教学指南》提出的工具性与人文性的有机结合；在教学目标上体现了个性化的学习需求；在编写理念上，体现了以教师为主导、以学生为主体的教学思想。

二、教材特色

1. 题材广泛，提高学生综合素养

《高起点大学英语·读写教程》的选材丰富多样，从学生的学习、生活等日常话题逐步过渡到社会、文化、教育、科技、哲学等深层话题。在培养学生阅读能力的同时，开拓学生视野，提高学生综合素养，特别是人文素养。

2. 原汁原味，熏陶学生语言修养

《高起点大学英语·读写教程》选篇的语言规范严谨、地道鲜活，有助于学生学习纯正的英语表达，提升学生准确应用英语的能力。

3. 内容思辨，培养学生思想深度

《高起点大学英语·读写教程》的选材特别注重作者观点的新颖性和思辨性，读来耐人寻味，有益于启迪思维，激发学生对话题的深度讨论和创新思维。

4. 练习多样，促进学生全面训练

《高起点大学英语·读写教程》的练习设计多种多样。在保证语言知识训练的同时，更加注重培养学生的语言应用能力、篇章整理与概括能力、对问题的探究与思辨能力及小组合作能力等等。

5. 学术写作，开启学生学术未来

《高起点大学英语·读写教程》在选材时，还特别考虑了课文体裁的多样性，兼顾了一般性英语体裁和学术性英语体裁两类不同文章的选择。正因如此，教材在考虑每篇课文所应

用的写作技巧方面颇花了心思,目的在于帮助学生“以读促写”。第一册选材主要考虑英语一般写作技巧的应用,比如,如何写段落、如何写记叙文、如何写各类不同的说明文等;第二册选材则主要考虑学术英语写作相关技巧的应用,比如,如何论证观点、如何避免论辩时的逻辑错误、如何评述数据、如何概括文章大意、如何标注参考文献、如何撰写读后评论等。这些写作技巧,在学生今后的职业或学术生涯中,都是最基本的写作知识。

三、单元结构

《高起点大学英语·读写教程》分1、2两册,每册8个单元,供一学期使用。每单元有A、B两篇课文,基本围绕同一主题展开。少数单元因考虑A、B篇写作技巧的一致,课文主题有所差异。单元的具体结构展开如下:

Pre-reading activities
<p>Text A</p> <p>Introduction to the Author</p> <p>Language and Culture Notes</p> <p>New Words</p> <p>Phrases and Expressions</p> <p>Proper Names</p> <p>Exercises:</p> <p>I. Reading comprehension</p> <p>II. Outline and summary of the text</p> <p>III. Further discussion</p> <p>IV. Words an phrases in use</p> <p>V. Translation</p>
<p>Writing Skills</p> <p>VI. Writing exercise</p>
<p>Text B</p> <p>Introduction to the Author</p> <p>Language and Culture Notes</p> <p>New Words</p> <p>Phrases and Expressions</p> <p>Proper Names</p> <p>Exercises:</p> <p>I. Reading comprehension</p> <p>II. Summary of the text</p> <p>III. Further discussion</p> <p>IV. Unit project</p>

四、使用建议

根据《大学英语教学指南》，大学英语的教学目标是培养学生的英语应用能力，增强跨文化意识和交际能力，同时发展自主学习能力，提高综合文化修养。鉴于此，在教学中，老师不应局限于语言知识的传授，而应侧重学生语言交际能力及自主学习能力的培养，注重交际教学法和任务教学法的应用，在教学中始终扮演学习的组织者、指导者和监督者的角色。具体来说，老师可采取以下办法：

(1) 依托练习组织教学活动。该教材中“Pre-reading activities”的目的在于通过与本单元主题相关的一些活动，引导学生进入阅读课文；“Reading comprehension”旨在起到导读、导教的作用，帮助学生阅读课文时检查自己的理解，也帮助老师在进行课文讲解时检查学生的理解；“Outline and summary of the text”要求学生梳理课文结构，总结课文大意；“Further discussion”则是通过组织小组讨论，拓展学生对课文话题的思维广度和深度；“Unit project”主要是通过课后的小组活动，增强学生的语言应用能力，锻炼他们的协作能力。因而，基于这些练习，老师可以组织形式多样的课堂活动。

(2) 提前布置学习任务。大学英语课堂教学时间非常有限，为了提高课堂教学的效率和效果，老师提前布置各项学习任务是相当重要的。比如，布置学生预习课文、查寻与课文有关的背景知识、划分课文结构、概括课文大意、完成单元小组项目(unit project)等等。提前布置学习任务，要求老师至少提前一周就要把课备好，规划好具体的教学步骤和课堂时间使用方法，这样才能使教学有条不紊，忙而不乱。

(3) 课内注重学习检查。对于提前布置的学习任务，老师要安排足够的课堂时间进行检查，以促使学生高质量完成各项学习任务。上课时，老师可以通过单独提问，或组织学生进行配对汇报、小组汇报、全班发言等形式，使学生分享学习成果、发表个人见解，充分融入到课堂教学的各个环节之中。

另外，考虑到写作技巧编排顺序的合理性和整体性，关于如何总结文章大意(summary writing)这一写作技巧要在第二册第六单元才会介绍。但由于从第一册第一单元开始，学生就需要在读完课文之后，分析课文结构并书写 150 词左右的课文概要，因此，建议老师把关于 summary writing 这一技巧的教学提前到第一学期靠前的某次课堂内进行。这样对学生顺利完成 summary 的写作练习会更有帮助和针对性。至于教材中其他的写作技巧，老师可根据单元的顺序依次进行教学。

五、编写团队

《高起点大学英语·读写教程》由上海交通大学胡开宝教授担任顾问，主编为上海交通大学赵晓红副教授。参加编写的人员有王宇、纪小凌、吴勇、何琼、赵晓红、夏玉蓉、顾凯、潘之欣。他们均为上海交通大学外语学院的骨干教师，有的已经担任高起点班大学英语教学多年，有丰富的教授高起点班学生的经验，他们的经验与教学理念也通过参与本项目而充分融入到了教材之中。

由于工作量大，涉及的资料查询又多，书中或许还有不少疏漏与不足，诚恳希望老师和同学批评指正。

编者

2016 年 6 月

Unit One



Pre-reading Activities

1. What subjects are you most interested in and eager to learn?
2. What courses do you take in this semester?
3. How do you decide on the courses you take? Write down the most important factors you take into consideration.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____



Text A

Grades and Money

Steven Vogel

- 1 I'm a college professor, teaching philosophy at a small private liberal-arts college in the Midwest. What strikes me today is that my students talk about their grades *all the time*. They argue and gossip about them, complain to me and my colleagues about them, **orient** their whole college lives around them. I say this not to sound **self-righteous** or **holier** than they do but rather to explain the difficulty I feel in really understanding grades, in grasping what exactly they are and what they're for.
- 2 No, I don't understand grades that well. But when I read last winter that President Clinton was proposing to **grant** tax **deductions** for tuition to all college students who maintain B averages, something about it felt wrong to me, and I started to wonder why.
- 3 Everybody in the world of higher education, and most people outside, too, pays lip service to the idea that the point of education is, well, to get educated. It's the learning that's the goal, we say, not the grade; we want our students to learn about

history and philosophy and literature and science and art and mathematics because doing so will make them better people, better citizens of a **democracy**. The point is to develop talents, attitudes, habits of mind that are good in themselves, that will improve their lives (and the lives of their fellow citizens); we say that education itself is such a good. If this is true, then grades must play a **secondary** role; they can serve a motivating function, but ought never to be mistaken for the goal of the process as such.

4 This is what we say, but it is not the way we act, and it is certainly not the way most of our students see the situation. For them the goal of going to class, writing papers, taking exams, and so on, is simply the grade itself. When I ask a student why a higher grade in a course is so important, I'm often told it's because it will increase the grade point average (GPA); when I ask why the GPA is important, I'm told that it's necessary for getting into a good **postgraduate** school, which is in turn important for getting a good job, which is important for making lots of money. Everything is important for something else, in this **litany**; nothing is important for itself. Except, of course, money.

5 It's money that's the **crux** of it. In my college, like most others, grades are money. They're the **currency** around which everything **revolves**.

6 What grades ought to be is a report, nothing more; how did the students do, how much did he or she learn, how much were his or her skills and critical **self-consciousness** and knowledge of the world expanded? But we don't use grades as a report; we use them, in myriad ways, as money. We talk about "**docking**" students' grades for turning in papers late or missing classes, like finance companies assessing a late fee; we offer "contracts", whereby students are promised certain grades for doing a certain amount of work. My dean tells me that the **syllabus** I give to students at the beginning of the semester is, legally speaking, a contract, and has been interpreted by the courts as such — it must **specify** how I will calculate grades at the end of the term. Students expect that their grade will indicate the amount of time they have put into the course, as if they were hourly workers, and many faculty agree that it's important to consider "effort" when they "award" grades.

7 The relationship between me and the students is really an exchange relationship: they provide me with work of a certain quality and I reward it — pay for it — by giving them a certain grade. This all seems so obvious to everyone that it's never even remarked upon, even though it is entirely different from, and even **incompatible** with, what we normally say about the relationship in the classroom — which is that it's one where I'm a teacher helping my students learn. Their learning isn't something they

“give” me, not something I’m supposed to pay them for. Nothing real is exchanged in the classroom, and so the model of money is out of place there. But we’re all so used to it everywhere else that we don’t even notice. Yet applying it in the classroom produces **perverse** results.

8 If grades are money, and if the product for which they pay is learning, then it’s perfectly rational for students to try to **minimize** that learning while **maximizing** their “return,” and looking for **loopholes** or strategies that will produce the best possible grade for the least possible effort. And they do; I’m constantly amazed by the mathematically **sophisticated** understanding students instantly develop of whatever new grading **scheme** I announce, and by their ability to find **ambiguities** and possible **avenues** for creative interpretation in it. Their **incentive** is thus not to learn, or to learn as little as possible while maintaining a good GPA — while I am placed in the position of having to figure out new ways to trick them into learning by designing **ingenious** new ways to grade.

9 On the faculty side, the situation is more pleasant, if no less perverse. If grades are money, for us they are funny money, **Monopoly** money, because it costs us nothing to give them out — and no more, except in terms of our **self-image**, to give out an A than a C. Thus we get to play out our own **fantasies** about money — we can be **skinflints**, **stingily** giving out one or two A’s a year, or **spendthrifts**, spreading high grades everywhere, or, like that guy on the show about the millionaire, looking for needy cases (troubled students, applicants to tough graduate programs) upon whom to generously **bestow** our wealth. Since we all want to be loved, and since the students seem to care so much, the **misers** are few. The result, as any economist will tell you, is **inflation**; in many of the best colleges the average grade is about A-.

10 If grades are money, then learning is a cost — a painful effort one **undergoes** only for the reward it produces. That the learning or the effort might itself be the reward — which is what we say about education — makes no sense or is **sentimental** rubbish. The effect of turning grades into money is to **commodify** learning, making it appear as something that is painful in itself and useful only for what it can buy. This is exactly the opposite of what education ought to be about.

11 I point all this out to my students when I can, often giving a heartfelt speech on the first day of the course about what I think grades are and how they ought not to be taken so seriously. The students look at me as though I’m crazy.

12 In the last few years, my college has begun to offer merit scholarships, which is to

say financial aid to very good students without requiring them to prove financial need; this is one of the ways we have helped to build up an excellent honors program that has been a real **boon** to the institution. But one characteristic of these scholarships is that to keep them students must maintain a certain GPA — generally a B average and sometimes even higher. Here the **analogy** between money and grades is not merely an analogy: a B can now literally be worth thousands of dollars.

13 By tying grades to money, we give students incentives not to take risks. Very good and well-prepared first-year students often come to me to explain that they would rather take Calculus One than Calculus Two, even though they have already taken calculus in high school — or rather, because they have; that way they are **guaranteed** a good grade. These honors students are in some ways the worst in terms of their **fixation** on grades and their constant and creative search to find ways to **manipulate** the system; their skill at doing so, after all, has gotten them where they are today.

14 When I heard that President Clinton was offering tax deductions for B's, I imagined my own college's program turned into national policy, and I **blanched**. Did we really want to write the current grading system into tax law?

15 As it turned out, that aspect of the **proposal** disappeared in the final tax **bill**. Everybody seemed a little **dubious** about the idea of turning college professors into **agents** of national tax policy. But the deeper questions were never asked: about why we so easily accept the **equation** between grades and money that the proposal **implied**, about what grades really are for and why we take them for granted. What was wrong with Clinton's **well-meaning** proposal was that it sent the wrong message. Few noticed because we are all so in **thrall** to **instrumentalism** and **commodification** — and because we no longer feel sure what education is for or why we value it. We let grades count as money — we let education count as money — because money, nowadays, is the only value we know.



Introduction to the Author

Steven Vogel: a professor of philosophy at Denison University in Columbus, Ohio. He is the author of *Against Nature: The Concept of Nature in Critical Theory* (1996), and co-director of International Association for Environmental Philosophy (IAEP).



Language and Culture Notes

1. **liberal arts college**: a college with an emphasis on undergraduate study in the liberal arts

and sciences. A liberal arts college aims to impart a broad general knowledge and develop general intellectual capacities, in contrast to a professional, vocational, or technical curriculum. 文理学院

2. **Midwest**: also called Middle West, or North Central States, the northern central part of the United States, consisting of 12 states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin 美国中西部
3. **President Clinton (1946-)**: Bill Clinton, an American politician who served as the 42nd President of the United States from 1993 to 2001. In 2000, Clinton proposed a landmark \$ 30-billion College Opportunity Tax Cut that would help to make college, graduate school, and job training more affordable for millions of families. Including expanding the tax cut up to \$ 10,000 in college tuition costs and making it available to more families, the proposal would provide up to \$ 2,800 annually in tax relief per family. 克林顿总统
4. **tax deduction**: a reduction of taxable income commonly as a result of expenses, particularly those incurred to produce additional income. A deduction is allowed, for example, on interest paid on student loans. 课税减免
5. **grade point average**: or GPA, an internationally recognised calculation used to measure a student's academic achievement at a college or university. It is a method of computing a numerical value for letter grades received in school by assigning each grade a numeric value and then averaging the numbers. 平均积点
6. **finance company**: a specialized financial institution that grants loans to both businesses and consumers and charges them interest while they pay them back. Unlike a bank, a finance company does not accept deposits from the public. 信贷公司
7. **Monopoly**: a real-estate board game for two to eight players. It originated in the United States in 1903 as a way to demonstrate that an economy which rewards wealth creation is better than one in which monopolists work under few constraints. Monopoly money is a type of play money used in the game. 大富翁游戏
8. **merit scholarship**: a type of financial aid that does not have to be paid back and helps individuals pay for the cost of their college education. They are awarded based on a high level of achievement in athletics, academics or the arts, as well as some special interests. 优等奖学金
9. **financial aid**: funding to specific individual students designed to help them pay for their education at a post-secondary educational institution. Financial aid is classified into two varieties: merit-based or need-based. Aid consists of grants and scholarships, low-interest government-subsidized loans, work-study, and education tax benefits. 助学金
10. **honors program**: also called honors course, a class designed for the most advanced students who are highly motivated and dedicated to their educational experience. It also covers advanced material, permits more in-depth study than a standard course of

study and may require independent research. 优等生课程

11. honors student: a student recognized for achieving high grades or high marks in their course work. In the US, honors students may refer to students recognized for their academic achievement on honor rolls (优等生名单), or students enrolled in designated honors courses or honors program. 优等学生

New Words

orient ['ɔ:riənt] vt.	(=orientate) ~ sb./sth. (towards sb./sth.) ① direct or aim sth. (at sb.); specially design sth. (for sb.) 使某物朝向或瞄准(某人); (为某人)专门设计某物 ② direct the interest of sb. (to sth.) 对某人的兴趣(朝向某事物)进行引导
self-righteous [ˌselfˈraɪtʃəs] a.	(<i>derog.</i>) showing in a smug way that one believes that what one does, thinks, etc. is right 自以为是的
holy ['həʊli] a.	① devoted to the service of God; morally and spiritually pure 献身于神或上帝的; 圣洁的; 心地纯洁的 ② associated with God or with religion; of God 与神或宗教有关的; 神的; 上帝的
grant [grɑ:nt] vt.	① ~ sth. (to sb.) give sth. formally or legally 正式或依法给予某物 ② agree to give or allow (what is asked for) 同意给予或允许(所求)
deduct [dɪˈdʌkt] vt. deduction [dɪˈdʌkʃən] n.	~ sth. (from sth.) take away (an amount or a part) 减去; 扣除 [U]扣除; 减除
democracy [dɪˈmɒkrəsi] n.	① [C] country having a system of government by the whole people of a country 民主国家 ② [U] a system of government by the whole people of a country, esp. through representatives whom they elect 民主; 民主政治; 民主政体; 民主制度
secondary ['sekəndəri] a.	~ (to sth.) coming after sth. that is first or primary; of less importance, value, etc. than what is primary 第二的; 次要的

(续表)

postgraduate <i>a.</i>	(of studies, etc.) done after taking a first degree (指学习或研究等)大学毕业后所进行的
litany ['lɪtəni] <i>n.</i>	[C] ① (<i>fig.</i>) ~ (<i>of sth.</i>) long boring recital 枯燥冗长的述说 ② series of prayers to God for use in church services, spoken by a priest with set responses by the congregation 连祷; 启应式祈祷
crux [krʌks] <i>n.</i>	[sing.] most vital or difficult part of a matter, an issue, etc. 事情、问题等最重要或最棘手的部分
currency ['kʌrənsɪ] <i>n.</i>	[C,U] money system in use in a country 通货; 货币
revolve [rɪ'vɒlv] <i>vi.</i>	① revolve around sb./sth. have sb./sth. as its chief concern; centre on sb./sth. 以某人/某物为中心 ② (of a planet, etc.) move in a circular orbit (指行星等) 在轨道上运行
self-consciousness <i>n.</i>	[U] (哲、心)自我意识, 自觉
dock [dɒk] <i>vt.</i>	① ~ sth. (<i>from/off sth.</i>) take away (part of sb's wages, rations, etc.) 扣除(某人的部分工资、配给品等) ② cut short (an animal's tail) 剪短(动物的尾巴)
syllabus ['sɪləbəs] <i>n.</i>	[C] list of subjects, topics, texts, etc. included in a course of study 教学大纲
specify ['spesɪfaɪ] <i>v.</i>	(<i>esp. fml.</i>) state or name clearly and definitely (details, materials, etc.) 确切说明(细节、材料等); 明确规定; 详述
incompatible [ˌɪnkəm'pætəbl] <i>a.</i>	① not consistent or in logical agreement with sth. (与某物) 不一致的, 不相符的, 不相配的 ② not able to live or work happily with sb. (与某人) 不能和谐相处的, 合不来的
perverse [pə'veɜ:s] <i>a.</i>	① stubbornly unreasonable (指行为)任性的, 蛮不讲理的 ② deliberately continuing to behave in a way that is wrong, unreasonable or unacceptable (指人)固执错误的, 悖理的, 不合常情的
minimize ['mɪnɪmaɪz] <i>vt.</i>	reduce (sth.) to the smallest amount or degree 使(某事物)减至最小量或最低程度
maximize ['mæksɪmaɪz] <i>vt.</i>	increase (sth.) as much as possible 使(某事物)增至最大限度

(续表)

loophole ['lu:pəʊl] <i>n.</i>	[C] sth. that has been left out of a law or legal document that people can use to avoid obeying it (法律或法律文件的) 漏洞, 空子
sophisticated [sə'fɪstɪkətɪd] <i>a.</i>	① complicated and refined; elaborate; subtle 复杂的; 精良的; 精细的; 尖端的 ② having or showing much worldly experience and knowledge of fashionable life (显得) 世故的, 老练的, 高雅时髦的
scheme [ski:m] <i>n.</i>	[C] ~ (for sth./to do sth.) a plan for doing or organizing sth. 计划; 方案
ambiguity [æmbrɪ'ɡju:ɪtɪ] <i>n.</i>	[U] presence of more than one meaning 不止一种意思; 歧义
avenue ['ævənju:] <i>n.</i>	[C] ① way of approaching or making progress towards sth. 途径; 手段 ② wide road or path, often lined with trees, esp. one that leads to a large house (常为两旁有树的) 大道, 林荫道 (尤指通往一宅门者)
incentive [ɪn'sentɪv] <i>n.</i>	[C,U] ~ (to do sth.) thing that encourages sb. to do sth.; stimulus 激励某人做某事的事物; 刺激; 奖励
ingenious [ɪn'dʒi:njəs] <i>a.</i>	① (of an idea) very clever and original (指主意) 别出心裁的, 奇妙的: ② ~ (at sth./doing sth.) (of a person) clever at finding new or simple solutions for complex problems (指人) 善于用新的或简单的方法解决复杂问题的; 心灵手巧的
monopoly [mə'nɒpəlɪ] <i>n.</i>	[C] ① sole possession or control of sth. 独占; 控制 ② sole right to supply or trade in some commodity or service 专卖(权); 专利(权)
self-image [ˌself'ɪmɪdʒ] <i>n.</i>	[C] the idea one has of one's abilities, appearance, and personality 自我形象
fantasy ['fæntəsi] <i>n.</i>	① [C] product of the imagination; wild or unrealistic notion 幻想出来的东西; 荒诞的或不现实的念头 ② [U] imagination or fancy, esp. when completely unrelated to reality 想像, 幻想 (尤指完全脱离实际的)
skinflint ['skɪnflɪnt] <i>n.</i>	[C] (informal) a person who spends as little money as possible 吝啬鬼; 小气的人

(续表)

stingy [ˈstɪndʒɪ] <i>a.</i>	(<i>informal</i> .) spending, using or giving unwillingly; mean 吝啬的; 吝惜的; 小气的
spendthrift [ˈspendθrɪft] <i>n.</i>	[C] a person who spends money in an extravagant irresponsible way 挥霍者, 浪费者
bestow [bɪˈstəʊ] <i>vt.</i>	(<i>formal</i> .) present sth. as a gift (to sb.); confer (将某事物作为礼物)赠(予某人); 赠予; 授予
miser [ˈmaɪzə(r)] <i>n.</i>	[C] a person who loves wealth for its own sake and spends as little as possible 守财奴; 吝啬鬼
inflation [ɪnˈfleɪʃən] <i>n.</i>	[U] ① rise in prices resulting from an increase in the supply of money, credit, etc. 通货膨胀; 物价上涨 ② process of filling (a tyre, balloon, etc.) with air or gas 充气、膨胀
undergo [ˌʌndəˈɡəʊ] <i>vt.</i>	experience or endure (sth. unpleasant or painful) 经历, 经受(不愉快的或痛苦的某事物)
sentimental [ˌsentɪˈmentl] <i>a.</i>	① (<i>usu. derog.</i>) (of things) expressing or arousing tender emotions, such as pity, romantic love or nostalgia, which may be exaggerated or wrongly directed (指事物)表达或引起柔弱情感的(可为夸张的或滥施的) ② of or concerning the emotions, rather than the reason 情感的, 情绪的(非理智的)
commodity [kəˈmɒdɪtɪ] <i>n.</i> commodify <i>vt.</i>	[C] thing bought in a shop and put to use, esp. in the home 商品; (尤指)日用品 turn into or treat as a mere commodity 把...变成商品, 使商品化
boon [bu:n] <i>n.</i>	[C <i>usu. sing.</i>] thing that one is thankful for; benefit; advantage 所感激的事; 好处; 利益
analogy [əˈnælədʒɪ] <i>n.</i>	[C] partial similarity between two things that are compared 类似; 相似
guarantee [ˌɡærənˈti:] <i>vt.</i>	① ~ sth. (to sb.) promise sth. with certainty (to sb.) (向某人)担保某事物; 保证 ② make (an event) likely to happen 使(事情)很可能发生
fixation [fɪkˈseɪʃən] <i>n.</i>	[C] unhealthy emotional attachment (to sb./sth.); obsession (对某人/某事)情感上不健康的依恋, 固恋

(续表)

manipulate [mə'nɪpjələt] vt.	<p>① control or influence (sb.) cleverly or by unfair means (巧妙地或不正当地)控制, 操纵, 影响(某人)</p> <p>② control or handle (sth.) with skill 熟练控制或操纵(某事物)</p>
blanch [blɑːntʃ] vi.	<p>① ~ (with sth.) (at sth.) become pale (with fear, cold, etc.) (因害怕、寒冷等而)脸色苍白</p> <p>② make white or pale by extracting color; bleach 使变白</p>
proposal [prə'pəʊzəl] n.	<p>① [C] ~ (for sth./doing sth.); ~ (to do sth.) thing that is suggested; plan or scheme 提案; 建议; 计划; 方案</p> <p>② [U] action of suggesting or putting forward 提议; 建议</p>
bill [bɪl] n.	<p>[C] ① draft of a proposed law, to be discussed by a parliament (提交议会讨论的)法案</p> <p>② written statement of money owed for goods or services supplied 账单</p>
dubious ['djuːbjəs] a.	~ (about sth./doing sth.) not certain and slightly suspicious about sth.; doubtful 半信半疑; 可疑
agent ['eɪdʒənt] n.	<p>[C] ① a person who acts for, or manages the affairs of, other people in business, politics, etc. (商业、政治等方面的)代理人, 经纪人</p> <p>② force or substance that produces an effect or change 产生某种效果或变化的力量或物质; 动因; 作用物; 剂</p>
equation [ɪ'kwetʃən] n.	<p>① [U] action of making equal or regarding as equal 等同; 相等</p> <p>② [C] (mathematics) statement that two expressions (connected by the sign =) are equal 等式</p>
imply [ɪm'plaɪ] vt.	<p>① suggest (sth.) as a logical consequence; entail 必然包含(某事物); 使(某事物)必然产生或有必要</p> <p>② suggest (sth.) indirectly rather than state it directly; hint 含有...的意思; 暗示; 暗指</p>
well-meaning [ˌwel'miːnɪŋ] a.	having or showing good intentions despite a lack of success or fortunate results 本意良好的, 好心好意的, 善意的
thrall [θrɔːl] n.	<p>① the state of being in sb.'s power, or of having great power over sb. 奴役, 束缚</p> <p>② a slave, servant or captive 受奴役的人, 奴隶, 奴仆</p>

(续表)

instrumentalism <i>n.</i>	[U] a pragmatic philosophical approach which regards an activity (eg. science, law or education) chiefly as a tool for some practical purpose, rather than in more absolute or ideal terms 工具主义
commodification <i>n.</i>	[U] 商品化



Phrases and Expressions

pay lip service to	say that one approves of or supports sth. while not doing so in practice 口惠而实不至
be supposed to (do sth.)	be expected or required to do sth. (by rules, custom, etc.) 被期望或被要求(按规则、惯例等)做某事
out of place	① unsuitable; improper 不适合的; 不适当的 ② not in the usual or a correct or suitable place 不在平常的或应在的或适当的地方
figure out	come to understand sb./sth. by thinking 理解某人/某事物; 弄明白
trick sb. into (doing sth.)	cause sb. to do sth. by means of deceiving or outwitting sb. 用计诱使某人做某事
in some ways	to a certain extent but not entirely 在某种程度上
in terms of	as regards sth.; expressed as sth. 在某事物方面; 以某说法来表达
play sth. out	perform or enact sth., esp. in real life 演出或现出某事物(尤指在现实生活中)
make sense	have an understandable meaning 有意义; 有道理; 讲得通
take sth. for granted	① assume sth. to be true 认为某事理所当然 ② be so familiar with sb./sth. that one no longer appreciates his/its full value 因熟悉某人/某事而觉察不出其真正价值
in thrall to sb./sth.	(<i>fml.</i>) controlled or strongly influenced by sb. or sth. 在某人/某事的奴役[束缚、控制]之下