



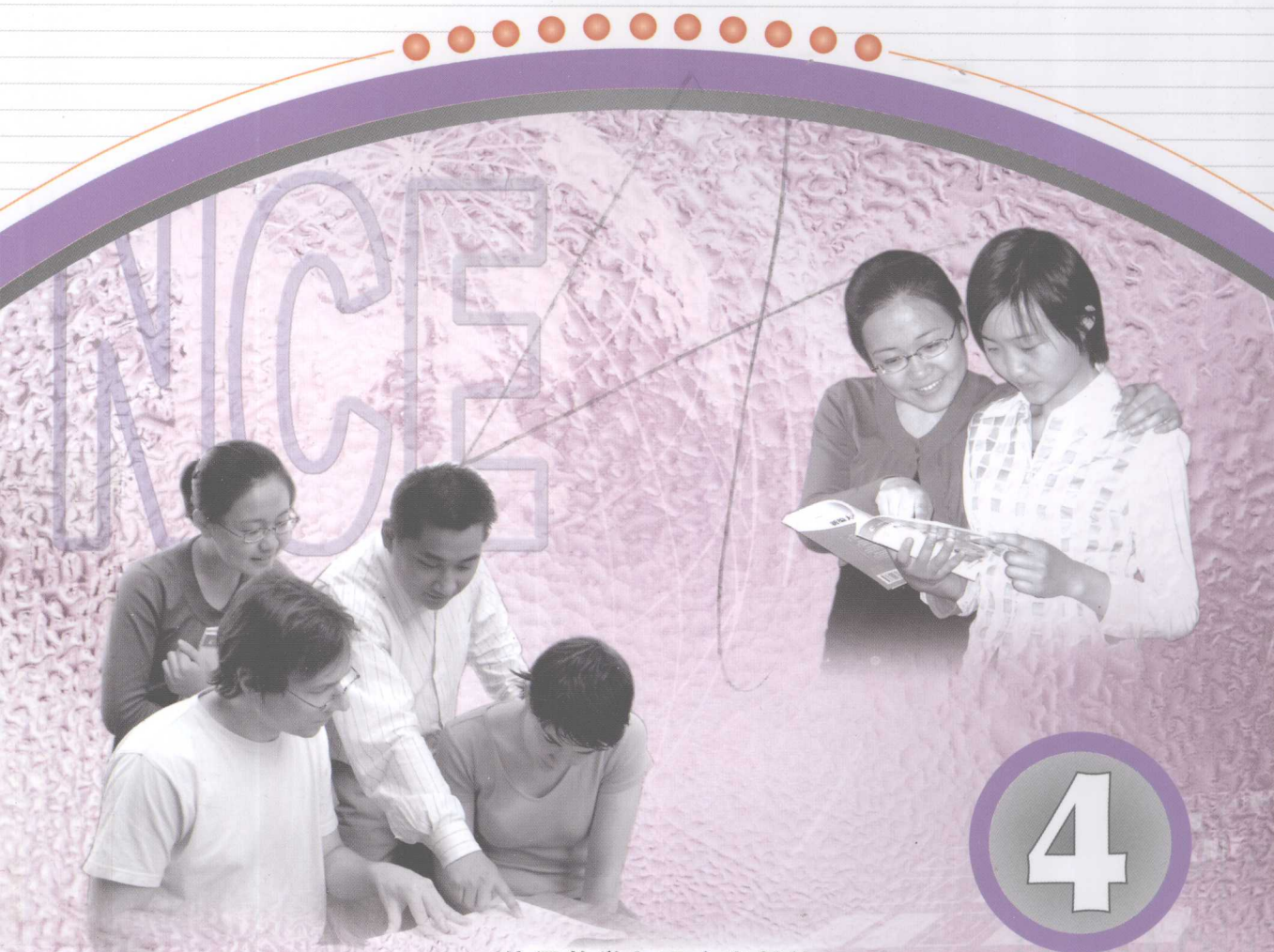
普通高等教育“十一五”国家级规划教材

SECOND EDITION [第二版]

# NEW COLLEGE ENGLISH

# 新编大学英语

浙江大学 编著



4

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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推荐教材

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# NEW COLLEGE ENGLISH

## 新编大学英语 ④

浙江大学 编著

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# 前 言

## 《新编大学英语》第二版

《新编大学英语》自1999年出版以来，一直得到专家们及广大师生的支持和爱护。可以说，没有大家的支持，就没有今天《新编大学英语》的第二版。几年来我们继续我们的研究工作，还在全国各地进行了问卷调查，最大规模的一次涉及了近3000名学生和300多位教师。根据调查研究中获得的数据和信息，同时考虑到新的社会需求、学校的教学设备和条件，我们修订了《新编大学英语》。

第二版《新编大学英语》由四部分组成：

- 1) 《新编大学英语》学生用书（配有录音带和光盘），教师用书；
- 2) 《新编大学英语 视听说教程》学生用书（配有录音带和光盘），教师用书（配有教师用录音带）；
- 3) 《新编大学英语 快速阅读》；
- 4) 《新编大学英语》网站。

第二版《新编大学英语》对难度、梯度都进行了调整。将原来的基础教程和一至六册的各单元重新排列，删除和替换了部分材料，归并了部分话题，更新或替换了部分练习和活动，使新版本更具趣味性、可思性，更注重语言应用能力的培养和提高，尤其加强了对听说能力的培养。第二版《新编大学英语》各部分教材之间密切配合、互相补充，对应单元里的材料和活动均围绕同一个话题，在注重语言实践和培养语言综合能力上，相互结合、相互促进，从不同侧面展开语言实践活动。

第二版《新编大学英语》继续采用“以学生为中心的主题教学模式”。在了解学生学习英语的目标、条件、兴趣和策略的基础上，关注他们在学习过程中的困难和需求，为他们提高语言综合能力提供支持和帮助。在此前提下，努力使课堂教学尽可能地接近真实情境，突出培养学生的听说能力和交际能力。

语言既是文化的一部分，又是传播文化最有效的媒介，而且思想文化的交流是双向的。因此，在让学生了解英语国家文化的同时，还要培养他们表达、传播本国文化的能力。大规模的调查与研究分析表明，提高语言交际能力的核心是大量消化和吸收语言输入、提高表达思想的能力。根据学生的反映，学会日常的表达方式并不难，难在如何组织语言表达自己的思想。第二版《新编大学英语》体现了上述思想，引导学生创造性地使用语言。

### 《新编大学英语》网站

如果说《新编大学英语》主干教材后所附的学习光盘是教材的多媒体载体和延展,为学生自主学习课程和教师课堂演示提供方便,《新编大学英语》网站则集《新编大学英语》主干教材的配套网络课程、学习和教学资源、试题库系统以及教学管理功能于一体,充分体现了交互式、个性化、自主化的学习理念。学生可以进行在线学习、在线测试、在线讨论,同时可记录笔记、背诵单词、查询学习记录等;教师可以通过网站发布通知、布置作业、管理成绩、在线答疑、出卷测试等。网站的资源天地里包含教学示范课视频、PPT 教学课件和 Movies, Songs, Jokes, Readers, Role Play, Stories, On Translation, Grammar 等方面的丰富的学习和教学资料;在线词典可方便学生即时查询、学习词汇。网站还可根据学校的教学条件进行调整,也将依据新的教学要求不断更新和拓展。

网站地址: <http://www.heep.cn/nce> (教育网用户请登录<http://edu.heep.cn/nce>)。

如需获取账号和密码,请发送电子邮件至 [nce@fltrp.com](mailto:nce@fltrp.com)。

联系电话: 010-88819550。

本书为《新编大学英语》学生用书第四册。共分十个单元,每单元由四部分组成: a) Preparation: 形式多样的课前活动便于教师展开课堂教学,激发学生学习兴趣及积极性; b) Reading-Centered Activities: 围绕主题提供不同角度的阅读文章,配有词汇释义与例句以及练习; c) Further Development: 巩固词汇及语法等相关知识,通过扩展活动帮助学生学以致用; d) Writing and Translation: 翻译技巧讲解与翻译实践互为补充、相辅相成,翻译技巧讲解中的说明例句主要来自于本教材;写作练习与单元主题及课堂活动密切相关,帮助学生深化思考,锻炼书面表达能力。

第二版《新编大学英语》系列教程由应惠兰任总主编。本册主编:应惠兰;编者:熊海虹、傅政、何莲珍、周星、顾晔、李敏、王元春、周颂波、徐莹;审稿:邵永真、Maxine Huffman 博士和 Don Huffman 博士。参加本册编写工作的还有:邵永真、庞继贤、蒋景阳、张兴奎、马以容、徐慧芳、徐明、黄小杨、张筱菲、袁靖、傅莹、杨敏、徐丽萍、郑猛、应惠兰、Maxine Huffman 博士和 Don Huffman 博士。

## 前 言

## Acknowledgements

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Ida Timothee, "College: An All-forgiving World?"

Isaac Asimov, "The Immortal Bard", "True Love"

Jacob Neusner, "The Commencement Speech You'll Never Hear"

Joan Young Gregg, "Gender Roles from a Cultural Perspective"

Karl Malone, "Athletes Should Be Role Models"

Marty Chan, "Fall from University Grace"

Peter Wilby, "Boys Are Teachers' Pets"

Simon Brett, "Fatal Attraction"

Simon Baron-Cohen, "What Kind of Brain Do You Have?"

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#### Additional Comments:

We have acknowledged and cited all contributions which could be identified. Inevitably, some materials could not be credited because the original sources/authors were not available. If any unintentional omissions have occurred in our attributions, we are sorry, but could not have done otherwise in compiling such diverse materials from such disparate sources.

*Acknowledgements*

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Unit	Topic	Part One	Part Two	Part Three	Part Four	Part Three	Part Four
1	Leisure Activities	Preparation	Reading-Centered Activities In-Class Reading <i>Entertaining Humor—What's Funny?</i> After-Class Reading I <i>Fatal Attraction</i> II <i>Wow, Would I Love to Do That</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 英译汉的长句翻译(1)——概述 2. Translation Practice 3. Writing
2	The Power of Words	Preparation	Reading-Centered Activities In-Class Reading <i>The Power of a Note</i> After-Class Reading I <i>All the Good Things</i> II <i>Mother Tongue</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 英译汉的长句翻译(2)——原序和换序译法 2. Translation Practice 3. Writing
3	Gender Differences	Preparation	Reading-Centered Activities In-Class Reading <i>Gender Roles from a Cultural Perspective</i> After-Class Reading I <i>Boys Are Teachers' Pets</i> II <i>What Kind of Brain Do You Have?</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 英译汉的长句翻译(3)——拆分译法 2. Translation Practice 3. Writing
4	Creativity	Preparation	Reading-Centered Activities In-Class Reading <i>The Case for Creativity—Encouraging Children to Think</i> After-Class Reading I <i>A Long March to Creativity (I)</i> II <i>A Long March to Creativity (II)</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 英译汉的长句翻译(4)——重组法 2. Translation Practice 3. Writing
5	Athletes	Preparation	Reading-Centered Activities In-Class Reading <i>Athletes Should Be Role Models</i> After-Class Reading I <i>Athletes Should Not Be Role Models</i> II <i>Playing to Win</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 汉译英长句翻译(1)——汉译英长句翻译的步骤 2. Translation Practice 3. Writing
6	Risks	Preparation	Reading-Centered Activities In-Class Reading <i>Risks and You</i> After-Class Reading I <i>Health Risks</i> II <i>Thrill Seekers</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 汉译英长句翻译(2)——汉译英长句翻译的方法 2. Translation Practice 3. Writing
7	College Life	Preparation	Reading-Centered Activities In-Class Reading I <i>The Commencement Speech You'll Never Hear</i> II <i>College: An All-forgiving World?</i> After-Class Reading I <i>Those College Finals</i> II <i>Fall from University Grace</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 句子成分转换 2. Translation Practice 3. Writing
8	Time	Preparation	Reading-Centered Activities In-Class Reading <i>How to Take Your Time</i> After-Class Reading I <i>Social Time: The Heartbeat of Culture</i> II <i>The Voices of Time</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 科技英语翻译(1)——科技文体的词法特点及翻译方法 2. Translation Practice 3. Writing
9	Science and Technology	Preparation	Reading-Centered Activities In-Class Reading <i>Too Fast?</i> After-Class Reading I <i>True Love</i> II <i>Back from the Dead</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation: 科技英语翻译(2)——科技文体的句法特点及翻译方法 2. Translation Practice 3. Writing
10	Satire in Literature	Preparation	Reading-Centered Activities In-Class Reading <i>The Immortal Bard</i> After-Class Reading I <i>Running for Governor</i> II <i>Man Versus Animals</i>	Further Development	Writing and Translation	Further Development	1. Knowing about Translation:文化+翻译 2. Translation Practice 3. Writing



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# 1

# Leisure Activities

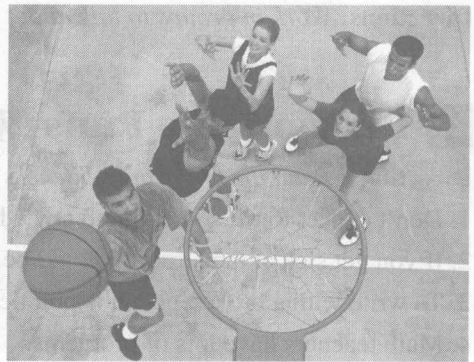
## Part One

### PREPARATION

#### 1 Our Leisure Activities

##### STEP ONE

Work in groups to make a list of a) the things you do for fun in your leisure time; b) the things your parents do for fun in their leisure time.



Age Group	Leisure Activities
College Students	
Our Parents	

##### STEP TWO

From the activities listed above, choose the most active, and the most passive activities. Then decide on the three most popular leisure activities in China irrespective of age.

Most Active Activities	
Most Passive Activities	
Most Popular Activities	1) _____, 2) _____, 3) _____.

## 2 Laughter

**Directions:** *Laughter is a great medicine. Almost all of us like jokes, appreciate humor, enjoy talk shows, cross-talk (相声) or sketches (滑稽短剧). Now work in groups to discuss why cross-talk is popular in China.*

Words and Phrases That You May Use:

humorous language    quick wits    funny gestures    irony (讽刺)  
 resonate (共鸣) with the audience    tease (取笑)    presentation skills

## 3 My Favorite Film

**Directions:** *Work in groups to talk about your favorite film and explain why you like it so much.*

## 4 Recognizing Puns (双关语)

**Directions:** *Read the following sentences and find out the humor.*

1. Don't expect to eat something fancy when you're flying because it's plane food.
2. If you get sick at the airport it could be a terminal illness.
3. To write with a broken pencil is pointless.
4. Math teachers have lots of problems.
5. A small boy went to the counter to pay for his lunch but he was a little short.
6. A small boy swallowed some coins and was taken to a hospital. When his grandmother telephoned to ask how he was a nurse said "No change yet."
7. A boy saving up for a car has a lot of driving ambition.
8. My mother is a bored member of the new private school.

# Part Two

## READING-CENTERED ACTIVITIES

### In-Class Reading

#### Pre-Readings

**Directions:** Discuss the following questions in groups.

- 1) Do you enjoy jokes? Why or why not?
- 2) Do you think humor is an important quality for a person or a key to getting along with others? Explain your answer.

#### Passage Reading

### Entertaining Humor—What's Funny?

Donald M. Huffman<sup>1</sup>

1 The joy of laughing at a funny story is universal, probably as old as language itself. But, what is it that makes a story or a joke funny?

2 As one who has enjoyed humor since I first recognized it, I've made an attempt to explain and discuss humor with students in such diverse cultures as Latin America and China. I've done some serious thinking about funny stories. It has been a labor of love<sup>2</sup>!

3 Why is it that several students in a class will fall out of their chairs laughing after I tell a joke while the rest of the students look as if I've just read the weather report?<sup>3</sup> Obviously



some people are more sensitive to humor than others. And, we recognize that some people tell jokes very well while others struggle to say something funny. We've all heard people say, "I like jokes, but I can't tell one well, and I can never remember them." Some people have a better sense of humor than others just as some people have more musical talent, mathematical talent, etc. than others. A truly funny person has a joke for every occasion, and when one is told, that triggers an entire string of jokes from that person's memory bank.<sup>4</sup> A humorless person is not likely to be the most popular person in a group. It is reasonable to say that the truly humorous individual is not only well liked, but is often the focus of attention in any gathering. 15

4 Even some animals have a sense of humor. My wife's mother often visited us for extended stays<sup>5</sup>. She normally didn't like dogs, but she fell in love with Blitzen—a female Lab<sup>6</sup> we had, and the relationship was mutual. Even when young, Blitzen would tease Grandma by very selectively carrying one of her bedroom slippers into the living room where Grandma sat in her favorite, comfortable chair. Blitzen pranced just beyond the reach of Grandma until Grandma was tempted to leave her chair to get the slipper from Blitzen. When Grandma left her chair, Blitzen would quickly jump into the chair, flashing her Lab smile from sparkling brown eyes which clearly said, "Aha, I fooled you again." 25 30

5 Typical jokes or humorous stories have a three-part anatomy that is easily recognized. First is the SETUP (or setting), next is the BODY (or story line), and these are followed by the PUNCH LINE<sup>7</sup> (an unexpected or surprise ending) which will make the joke funny if it contains some humor. Usually all three parts are present, and each must be clearly presented<sup>8</sup>. It helps if the story/joke teller uses gestures and language which are well known to the audience. 35

6 Humor, as a form of entertainment, can be analyzed in order to discover what makes a funny story or joke seem funny. Here, for example, are some of the most common types of humor. They range from the most obvious humor to the more subtle types. 40

7 "SLAP-STICK" is the most obvious humor. Its language is simple, direct, and often makes fun of another person or group. Slap-stick was and is the technique of the stand-up comedian<sup>9</sup> and the clown. It appeals to all ages and all cultures. Nearly every English-speaking comedian in this century has used the following joke in one form or another. One man asks another, "Who was that lady I saw you with last night?" The other replies, "That was no lady, that was my wife." The humor lies in the fact that the second man is saying that his wife is not a lady. In other words, she is not a refined woman. The joke is no less funny because it is so often used. The audience knows in advance what will be said, because it is classic humor, and any audience values it even more because of its familiarity. 45 50

8 Chinese “cross-talk” is a special type of slap-stick in which two Chinese comedians humorously discuss topics such as bureaucrats, family problems, or other personal topics. Cross-talk can be heard anywhere from small village stages to the largest Beijing theatres, and to radio and television. It is clearly a traditional form of humor well understood by Chinese people. 55

9 A PLAY ON WORDS is not so obvious as slap-stick, but it is funny because of misused or misunderstood language. My favorite example is the story of three elderly gentlemen traveling by train in England. As the train slowed for a stop the first man asked, “Is this Wembley?” “No,” said the second, “It’s Thursday.” “So am I,” said the third man. “Let’s stop for a beer.” We know that older people often do not hear things clearly, so the misunderstanding of both Wednesday (for Wembley) and thirsty (for Thursday) makes a nice setup for the punch line delivered by the third man. 60

10 The famous Chinese cartoonist and humorist Ding Cong is a master of word play. In one of his funny cartoons, a teacher says, “How come <sup>10</sup>you completely copied somebody else’s homework?” The young student replies, “I didn’t completely copy it. My name on the page is different.” In another classic Ding Cong cartoon, an irritated father asks, “Tell me, what’s one plus two?” The son says, “I don’t know.” The impatient father then says, “For example, you, your mother, and I altogether are how many, you idiot?” The son proudly answers, “Three idiots.” Whether these stories are cartoons or jokes, told by a slap-stick comedian or a cross-talking team, they appeal to people everywhere as funny stories because they have a note <sup>11</sup> of reality to them, and the unexpected punch line is quite funny. 65

11 PUNS are even more subtle forms of word play. They use the technique of similar sounding words or alternative meanings of the same word. Puns are thought by some critics to be the lowest form of humor, but I disagree with this. Puns require more subtle and sophisticated language skills than most humor forms, but even the very young can use them in their simpler forms. For example, the “riddle” or trick question often uses a pun in the setup, the story line, or, more often, the punch line. Puns are the first type of humor I learned, and at about 5 years of age I remember hearing the following riddle. One person asks, “What is black and white and red all over?” The other person usually cannot answer the riddle, so says, “I give up. What is the answer?” The riddler replies, “A newspaper.” This is the obvious answer if one knows that “red” is pronounced the same as “read” in English, but the meanings are clearly different. 70 75 80 85

12 DOUBLE ENTENDRES (French for double meanings) are special variations of puns in which words or phrases have double meanings. Frequently the two meanings are very different, and one is quite proper while the second is often, but not always, vulgar. I like the somewhat mild story of a school teacher and a principal 90

of a high school who are concerned because some boys and girls have been seen kissing on the school playground. The teacher says to the students, "The principal and I have decided to stop kissing on the school playground." Hearing some laughter, she senses her message was not altogether clear, so she adds, "What I mean to say is that there will be no more kissing going on under our noses<sup>12</sup>." This clarification, of course, does nothing to correct the first statement and the double meaning of the joke becomes even more laughable.

13 Some professional humorists think too much of today's humor is not very intelligent or sophisticated. They dislike the suggestive or vulgar language used too frequently, and they feel that most humorists are not very creative. It is true that some of today's humor is rather shocking, but I don't think humor is to be blamed for that. Humor is alive and well, and it will persist simply because there are funny things happening every day. Some humorous people see and hear these funny things and are able to make them into funny, entertaining jokes and stories.

(1,346 words)

Time taken:	minutes
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## ● Proper Names

**Blitzen** /'blɪtsən/ 布利茨恩 (狗的名字)  
**Wembley** /'wembli/ (地名) 温伯利

## ● New Words

- #aha** /ɑ:'hɑ:/ *interj.* used to express satisfaction, triumph, or surprise 啊哈  
*e.g.* I) Aha! So you planned all this, didn't you?  
 II) Aha, now I've got you—you can't escape.
- #anatomy** /ə'nætəmi/ *n.*  
 1) the structure of an organization, process, etc. or the way it works 构造  
*e.g.* I) This was a troubling essay on the anatomy of nationhood.  
 II) *The Anatomy of a Murder* was a best selling book in the U.S.
- #bureaucrat** /'bjʊərəʊkræt/ *n.* an official who works by fixed routine without exercising intelligent judgment 官僚主义者  
*e.g.* I) Endless paper-work was dished out (分发) by those bureaucrats.  
 II) But taking power from the politicians, businessmen and bureaucrats does not of itself make power disappear.
- cartoon** /kɑ:'tu:n/ *n.*  
 1) a drawing symbolizing or satirizing some

action, subject or person 漫画, 讽刺画

e.g. I) The newspaper has a large section of cartoons.

II) One of Britain's best-loved cartoon characters, Rupert the Bear, celebrates his seventieth birthday today.

2) a film in which all characters and scenes are drawn rather than being real people or objects 动画片

e.g. I) Many children's movies are cartoons.

II) On her T-shirt was a picture of Mickey Mouse, the famous cartoon character.

**cartoonist** /kɑ:'tʊnɪst/ *n.* a person who draws cartoons 漫画家

e.g. I) He now is a consultant, while continuing as a cartoonist.

II) The famous cartoonist's works were published in almost every newspaper.

**clarification** /ˌklærɪfɪ'keɪʃən/ *n.* added information to make something easier to understand 澄清

e.g. I) We are seeking clarification from the judge.

II) The newspaper printed clarifications of the incorrect statements.

**clown** /klaʊn/ *n.* a performer in a circus who wears funny clothes and bright make-up, and does silly things in order to make people laugh 小丑, 丑角

e.g. I) I used to like the clowns best at the circus.

II) He's required to play the part of the clown.

**comedian** /kə'mi:dʒən/ *n.* someone whose job is to tell jokes and make people laugh 喜剧演员

e.g. I) Bill wanted to be a comedian, but he wasn't funny.

II) The English comedian, Charlie Chaplin,

made a hit as the little tramp.

**cross-talk** /'krɒs'tɔ:k/ *n.* witty, rapid dialogue, e.g. between two comedians 相声

e.g. I) We enjoyed the cross-talk performance in Beijing.

II) There is usually cross-talk on the special New Year's TV program in China.

**double entendre** /ˌduːblɒŋ'tɒŋdrə/ *n.* (*French*) a word or phrase that may be understood in two different ways 双关语

e.g. I) He has a fondness for outrageous double entendre.

II) Those who are slow can have a moment to reflect and catch the subtleties of any double entendre.

**entertaining** /ˌentə'teɪnɪŋ/ *adj.* amusing 有趣的, 令人愉快的

e.g. I) Children's TV nowadays is much more entertaining.

II) His books aren't particularly well-written, but they're always entertaining.

**familiarity** /fə'mɪlɪ'ærəti/ *n.* good knowledge of something 熟悉

e.g. I) In fact, his familiarity with American history is pretty limited.

II) Applicants should demonstrate a familiarity with housing law.

**gathering** /'gæðərɪŋ/ *n.* a group of people meeting together for a particular purpose 聚会

e.g. I) Easter is one of the best times for a family gathering.

II) There will be a gathering of world leaders in Vienna next month.

**grandma** /'grændmɑː/ *n.* (*informal*) grandmother (外) 祖母

e.g. I) Grandma was from Scotland.

II) You and your grandma can sit in the front seat of the car.



**humorist** /'hju:mərist/*n.* a person with an active sense of humor, especially one who uses humor skillfully, as in writing or talking 幽默(作)家, 有幽默感的人  
*e.g.* I) *Lake Woebegon Days* is a book by the American humorist Garrison Keillor.  
 II) Later, when other humorists stepped

into her territory, she remained the funniest and dearest of them all.

**humorless** /'hju:məlis/*adj.* (*BrE* **humourless**) too serious and not able to laugh at things that other people think are amusing 缺乏幽默感的  
*e.g.* I) He was a straight-faced, humorless character.  
 II) She struggled through the dense, humorless prose.

**humorous** /'hju:mərəs/*adj.* amusing; funny 幽默的

*e.g.* I) I think Woody Allen is very humorous.  
 II) Bill is a humorous guy and tells jokes well.

**\*idiot** /'idrət/*n.* a very foolish person 笨蛋, 傻瓜  
*e.g.* I) I knew I'd been an idiot to stay there.  
 II) Anyone who crosses the street without

checking for traffic is an idiot.

**\*irritated** /'irɪtəɪd/*adj.* feeling annoyed and impatient about something 恼怒的  
*e.g.* I) I was beginning to get irritated at the long delay.  
 II) Not surprisingly, her teacher is getting

irritated with her.

**laughable** /'lɑ:fəbl/*adj.* so stupid as to be funny and not worth serious consideration 荒唐可笑的

*e.g.* I) The promises are so far from reality that they are laughable.  
 II) The idea that TV shows like "Dallas"

or "Dynasty" represent typical American life is laughable.

**laughter** /'lɑ:ftə(r)/*n.* the act of laughing or sound of people laughing 笑, 笑声

*e.g.* I) Their laughter filled the corridor.

II) He looked shocked, then burst into laughter.

**misuse** /'mɪs'ju:z/*v.* use something incorrectly or improperly 误用, 滥用

*e.g.* I) It's a word that is often misused.

II) Even harmless drugs can be misused.

*n.* the use of something in the wrong way or for the wrong purpose 误用, 滥用

*e.g.* I) It was a clear misuse of the word.

II) The effectiveness of this class of drug has, however, led to its misuse.

**mutual** /'mju:tʃuəl/*adj.*

1) feeling the same emotion, or doing the same thing to or for each other 相互的, 彼此的

*e.g.* I) It's plain that he adores his daughter, and the feeling is mutual.

II) Despite differences in background and outlook, their partnership was based on mutual respect, trust and understanding.

2) belonging to or true of two or more people 共同的, 共有的

*e.g.* I) We found we have a mutual interest in mountaineering (登山).

II) We were introduced by a mutual friend who felt that we might like to go out together.

**#prance** /pra:ns/*v.* walk or move in a spirited manner; dance about 欢跃, 欣喜地跳跃

*e.g.* I) He made a fool of himself, prancing around on stage like that.

II) I wish your children would settle down and stop prancing about.

**principal** /'prɪnsəpəl/*n.* someone in charge of