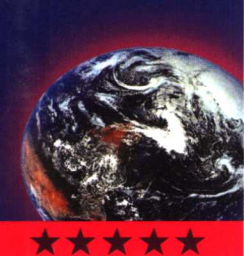


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# 21世纪

TWENTY-FIRST CENTURY COLLEGE ENGLISH

# 大学英语

## 读写教程 (第三册)

(修订版)

主编单位 复旦大学  
上海交通大学



复旦大学出版社 高等教育出版社



普 通 高 等 教 育 国 家 级 重 点 教 材 奖  
2 0 0 2 年 全 国 优 秀 教 材 二 等

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**图书在版编目(CIP)数据**

21 世纪大学英语读写教程. 第 3 册/翟象俊, 郑树棠, 张增健主编.  
—2 版(修订本). —上海: 复旦大学出版社, 2006. 7  
ISBN 7-309-04926-8

I. 2… II. ①翟…②郑…③张… III. ①英语-阅读教学-  
高等学校-教材②英语-写作-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2006)第 047431 号

**21 世纪大学英语读写教程. 第 3 册(修订本)**

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出版发行 **复旦大学出版社** 上海市国权路 579 号 邮编 200433  
86-21-65642857(门市零售)  
86-21-65118853(团体订购) 86-21-65109143(外埠邮购)  
fupnet@fudanpress.com <http://www.fudanpress.com>

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**责任编辑** 唐 敏  
**总 编 辑** 高若海  
**出 品 人** 贺圣遂

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**印 刷** 江苏扬中市印刷有限公司  
**开 本** 850 × 1168 1/16  
**印 张** 16.25  
**字 数** 448 千  
**版 次** 2006 年 7 月第二版第一次印刷

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**书 号** ISBN 7-309-04926-8/H · 961  
**定 价** 30.00 元

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如有印装质量问题, 请向复旦大学出版社发行部调换。

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## 修订版前言

《21 世纪大学英语》自 1999 年正式出版以来,受到全国广大师生的欢迎和认可,大家普遍认为这套教材紧扣《大纲》要求,重视语言质量,有利于学生打好语言基础,而且符合中国英语教学的特点和需求,具有很强的信息性、趣味性、可思性和实用性,为课堂教学提供了丰富的素材,使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富,富有时代气息、人文精神和开放意识,满足了学生对多元文化和各门类信息的需求,且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励,我们表示由衷的感谢。

几年来,我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际,我们根据教育部颁发的新《课程要求》,结合广大师生的建议,拟从以下几方面对《21 世纪大学英语》进行了修订:

1. 鉴于新《课程要求》突出了对听说技能的培养要求,我们已新推出一套《视听说教程》四册,由复旦大学、上海大学、北京交通大学、上海交通大学的教师分册负责编写;《视听说教程》各单元的主题均与《读写教程》一致,是整套教材的一部分;

2. 鉴于新《课程要求》强调了阅读(包括快速阅读)技能的培养要求,我们已请复旦大学资深教授、《21 世纪大学英语》主编之一张增健先生新编一套《快速阅读教程》四册,其选材内容在主题上亦与《读写教程》一致,作为整套教材的一部分;

3. 根据广大师生的建议,我们将《读写教程》由原来的每册 10 个单元减为每册 8 个单元,按课文的难易度对前后顺序适当作一些调整,更换一些内容已显过时的课文,对课文后的练习作一些改动,在课文 B 后增加两项词汇练习,每个单元后增加一些格言、谚语、小幽默或诗歌等;

4. 根据广大教师的要求,我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容,为教师的教学提供更多的方便,同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手,使同学们学起来更轻松、更愉快。同时,也希望教师们和同学们能一如既往,不断地对我们的教材提出批评建议,以便几年后再修订时能让我们做得更好。

编者

2006 年 5 月

## 第一版前言

《21 世纪大学英语》是根据教育部新颁发的《大学英语教学大纲(修订本)》编写的一套大学英语教材,共四个系列,包括《读写教程》四册、《听说教程》四册、《练习册》四册和《教师参考书》四册,供大学英语教学两年使用。

《读写教程》每册 10 个单元,每个单元由同一题材的三篇文章组成。课文 A 为精读材料,配有阅读理解、词汇、结构、翻译、写作等多种练习;课文 B、C 为泛读材料,课文 B 前系统介绍各种基本阅读技能,课文后配有阅读理解练习题。《读写教程》融精、泛读于一体,围绕精读课文重点培养读、写、译的能力。

《听说教程》的主要内容与《读写教程》一致,使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成:1.复习“热身”;2.根据功能、意念编写的对话练习;3.围绕《读写教程》课文 A 进行的主题讨论;4.听说训练;5.课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构练习;第二部分是《读写教程》B 篇的词汇、结构练习;第三部分是与《读写教程》各单元题材相关的 30 篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用,练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料、课文参考译文和练习答案以及《听说教程》听力部分的文字材料。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点,但相互间又紧密配合,形成一个有机的整体,以实现大纲规定的大学英语教学目的,即:“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。”

《21 世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性,同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自 20 世纪 80、90 年代出版的英美报刊书籍,为适合教学目的我们对部分内容作了删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写,上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociecha 和 Maurice Hauck 参加了部分内容的编写,并对全书提出了修改意见。对他们的辛勤工作,我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写,初稿曾在复旦大学和上海交通大学 97 级 12 个、98 级 26 个班中试用,较受欢迎。根据试用师生的反馈意见,我们又作了一些补充、修改。在此,对两校试用这部教材的师生表示诚挚的谢意。

本书为《读写教程》第三册,参加编写的还有吴晓真、李晓红、俞理明、金霞、董梅、查晟华。

上海交通大学陈庆昌副教授为《读写教程》词汇统计专门设计了软件；周国强、胡全生教授通读了全稿，特在此一并表示感谢。

编者

2000年3月

## 使用说明

本书为《21 世纪大学英语读写教程》(修订版)第三册。全书共八个单元,供一学期使用。

每一单元包括三篇课文。课文 A 为精读材料,课文 B、C 为泛读材料。三篇课文围绕着同一题材选定,每单元开始有 preview (内容简介)。

课文 A 作为精读材料,配有生词表及多种练习。生词释义采用英、汉结合的方式。一般要求词排为黑体,黑体前面加 ★ 号的为较高要求词,黑体前面加 ▲ 号的为更高要求词,纲外词排彩色。还有一些由熟词派生或生成的词,如 privately, unaccustomed, watercolour, sister-in-law 等,则以黑斜体排出。

课文 A 的练习包括 Pre-reading Activities, Reading Aloud, Comprehension of the Text, Vocabulary, Word Building, Structure, Cloze, Translation, Reading Analysis 和 Structured Writing 等项。

Pre-reading Activities 包括 Listening 和 Pre-reading Questions,位于 A 篇课文前。听的内容与课文紧密相关,所用的英语比较浅近。这一练习既可训练学生的听力,又可使学生对即将学习的课文有一大致的了解,为学习课文作些铺垫。

Reading Aloud 练习选择课文的一段或两段供学生朗读、背诵,培养学生的语感。

Comprehension of the Text 练习可在课文讲解后做,也可结合课文的讲解进行。这一练习采用问答式,目的主要是诱导学生开口。

Vocabulary 练习旨在帮助学生掌握英语常用词和词组的用法。Word Building 练习帮助学生熟悉现代英语的主要构词法并熟练掌握一些最常用的前缀和后缀,借以扩大词汇量。为提高语言的应用能力,在第三册练习中,增设了 Use the words in the box 一栏。该练习结合 A 篇课文的内容,或提供提示或提出问题,要求学生利用已学词汇,结合自己的想象,自由发挥来完成练习。第三册还增设 Word Power Games,这部分练习是建筑在语义场的理论基础上,帮助学生扩大四、六级词汇。Structure 练习要求学生熟练掌握一些常用的英语句型,以提高学生的写作能力。Cloze 练习根据课文编写而成,既可帮助学生进一步掌握课文内容,又可使他们复习巩固刚刚学过的常用词和词组。

Translation 分为英译汉与汉译英两种练习。英译汉主要选择朗诵段落译成汉语;汉译英为句子翻译,作为课后的书面作业。通过句子翻译要求学生掌握一些常用句型及常用词和词组的用法。

Reading Analysis 和 Structured Writing 两者相辅相成。Reading Analysis 主要分析篇章结构上的特点,并要求学生也对文章的结构进行分析。Structured Writing 则在 Reading Analysis 的基础上,模仿课文的结构进行写作练习。第一、二册重点介绍段落结构与写作,第三册介绍 A 篇课文整篇结构,而短文写作上则只要求模仿某一写作技能进行练习。

课文 B、C 为泛读材料。第三册每一单元的 B 篇课文主要是复习和巩固提高前二册已



学习过的阅读技能，课文后列有词表和阅读理解题。Text C 不列词表，只在一些生词后面用括号加注汉译，文后也配有阅读理解题。

根据统计，本册课文 A、B 中共出现生词 856 个左右，其中一般要求词 377 个左右，较高要求词 111 个左右，更高要求词 45 个左右，由熟词派生、合成生成的词有 212 个左右，超纲词为 111 个左右。课文 A 八篇的总阅读量约 8 000 词，略少于大纲规定的四级精读阅读量 9 000 词。课文 B、C 十六篇的总阅读量约 19 000 词，各单元末幽默故事等阅读量总共约 2 000 词，加上《练习册》三十篇阅读材料约 12 000 词的阅读量，第三册精、泛读总量约 40 000 词，基本达到大纲规定的阅读总量。课时安排可视使用者具体情况而定，不宜作硬性的规定。一般来说，A、B 篇课文讲解和练习控制在 5 节课左右，课文 C 则主要由学生在课外自学。

编者

2005 年 7 月

# Contents

## **Unit One** 1

- Text A How I Got Smart 2
- Text B Coming of Age 18
- Text C Romance and Reality 25

## **Unit Two** 29

- Text A The Titanic Puzzle  
Should a good feminist accept priority seating on a lifeboat? 30
- Text B Unjust Desserts 46
- Text C Will You Go Out with Me? 52

## **Unit Three** 57

- Text A The Sense of Wonder 58
- Text B The Innocent Eye 72
- Text C If I Were 21 80

## **Unit Four** 83

- Text A College Pressures 84
- Text B College Lectures: Is Anybody Listening? 97
- Text C What Is College for? 105

## **Unit Five** 111

- Text A The ABCs of the U.S.A.: America Seen with European Eyes 112
- Text B American Values and Assumptions 127
- Text C A Foreign Anthropologist's Observation of Americans 135

## **Unit Six** 139

- Text A Every 23 Minutes 140
- Text B Needed: A License to Drink 154

---

Text C My Daughter Smokes 162

**Unit Seven** 167

Text A So What's So Bad About Being So-So? 168

Text B Stripping Down to Bare Happiness 182

Text C Quality of Life Is Much More Than a Job 189

**Unit Eight** 195

Text A Space Politics 196

Text B Message to the Unknown 210

Text C Your Future in Space 217

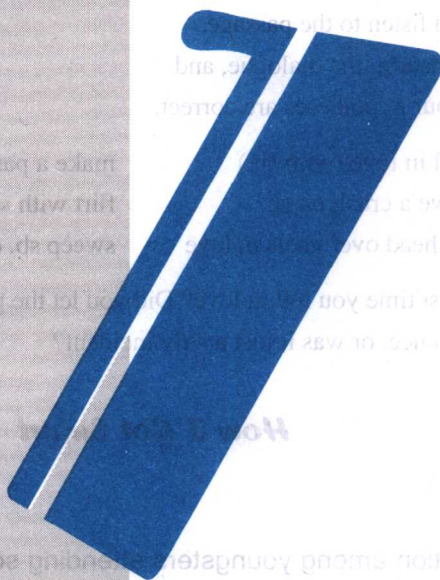
**Glossary** 222



# 21st Century College English

## Preview

Do you remember your first love? All those exciting and wonderful new emotions — the way your heart raced when that special person was near — those anxious, awkward moments when you didn't know what to say or do? And then (for most of us) that sad moment when for one reason or another it all came to an end ...? Ernest Hemingway once said, "Every love story ends as a tragedy" — but the authors of the texts in this unit have a different point of view. Text A focuses on the unexpected side effects of the author's first venture into romance, while Text B recalls the ups and downs of the author's great love for ... his car! Finally, the authors of Text C offer some fascinating advice about how to successfully navigate romantic relationships.



# UNIT

## Preview

### Text A

### Text B

### Text C

# Text A

## Pre-reading Activities

1. How many of these idioms do you know? If any of them are unfamiliar to you, hypothesize about what they might mean. Then as you listen to the passage,
  - a) circle the idioms you hear in the dialogue, and
  - b) check to make sure your hypotheses are correct.

love at first sight	fall in love (with sb.)	make a pass at sb.
puppy love	have a crush on sb.	flirt with sb.
lovebirds	be head over heels in love	sweep sb. off his/her feet

2. Do you remember the first time you fell in love? Did you let the person know how you felt? Did you learn anything from the experience, or was it just a silly incident?

## How I Got Smart

Steve Brody

A common misconception among youngsters attending school is that their teachers were child prodigies. Who else but a bookworm, with none of the normal kid's tendency to play rather than study, would grow up to be a teacher anyway?

2 I've tried desperately to explain to my students that the image they have of me as an enthusiastic devotee of books and homework during my adolescence is a bit out of focus. On the contrary, I hated compulsory education with a passion. I could never quite accept the notion of having to go to school while the fish were biting.

5

3 But in my sophomore year, something beautiful and exciting happened. Cupid aimed his arrow and struck me right in the heart. All at once, I enjoyed going to school, if only to gaze at the lovely face in English II.

10

4 My princess sat near the pencil sharpener, and that year I ground up enough pencils to fuel a campfire. Alas, Debbie was far beyond my wildest dreams. We were separated not only by five rows of desks, but by about 50 I.Q. points. She was the top student in English II, the apple of Mrs. Larrivee's eye.

15

5 Occasionally, Debbie would catch me staring at her, and she would flash a smile that radiated intelligence and quickened my heartbeat. It was a smile that signaled hope and made me temporarily forget the intellectual

20





gulf that separated us.

6 I schemed desperately to bridge that gulf. And one day, as I was passing the supermarket, an idea came to me. A sign in the window announced that the store was offering the first volume of a set of encyclopedias at the special price of 29 cents. The remaining volumes would cost \$2.49 each.

7 I purchased Volume I — Aardvark to Asteroid — and began my venture into the world of knowledge. I would henceforth become a seeker of facts. I would become Chief Brain in English II and sweep my princess off her feet with a surge of erudition. I had it all planned.

8 My first opportunity came one day in the cafeteria line. I looked behind me and there she was.

9 “Hi,” she said.

10 After a pause, I wet my lips and said, “Know where anchovies come from?”

11 She seemed surprised. “No, I don’t.”

12 I breathed a sigh of relief. “The anchovy lives in salt water and is rarely found in fresh water.” I had to talk fast, so that I could get all the facts in before we reached the cash register. “Fishermen catch anchovies in the Mediterranean Sea and along the Atlantic coast near Spain and Portugal.”

13 “How fascinating,” said Debbie, shaking her head in disbelief. It was obvious that I had made quite an impression.

14 A few days later, during a fire drill, I casually went up to her and asked, “Ever been to the Aleutian Islands?”

15 “Never have,” she replied.

16 “Might be a nice place to visit, but I certainly wouldn’t want to live there,” I said.

17 “Why not?” said Debbie, playing right into my hands.

18 “Well, the climate is forbidding. There are no trees on any of the 100 or more islands in the group. The ground is rocky and very little plant life can grow on it.”

19 “I don’t think I’d even care to visit,” she said.

20 The fire drill was over and we began to file into the building, so I had to step it up to get the natives in. “The Aleuts are short and sturdy and have dark skin and black hair. They live on fish, and they trap blue foxes and seals for their valuable fur.”

21 Debbie’s eyes widened in amazement.

22 One day I was browsing through the library. I spotted Debbie sitting at a table, absorbed in a crossword puzzle. She was frowning, apparently



stumped on a word. I leaned over and asked if I could help.

23 “Four-letter word for Oriental female servant,” Debbie said.

24 “Try *amah*,” I said, quick as a flash.

25 Debbie filled in the blanks, then turned to stare at me in amazement. “I don’t believe it,” she said. “I just don’t believe it.”

65

26 And so it went, that glorious, joyous, romantic sophomore year. Debbie seemed to relish our little conversations and hung on my every word. Naturally, the more I read, the more my confidence grew.

27 In the classroom, too, I was gradually making my presence felt. One day, during a discussion of Coleridge’s “The Ancient Mariner”, we came across the word *albatross*.

70

28 “Can anyone tell us what an albatross is?” asked Mrs. Larrivee.

29 My hand shot up. “The albatross is a large bird that lives mostly in the ocean regions below the equator, but may be found in the north Pacific as well. The albatross measures as long as four feet and has the greatest wingspread of any bird. It feeds on fish and shellfish. The albatross has an enormous appetite, and when it’s full it has trouble getting into the air again.”

75

30 There was a long silence in the room. Mrs. Larrivee couldn’t quite believe what she had just heard. I sneaked a look at Debbie and gave her a big wink. She beamed proudly and winked back.

80

31 What I failed to perceive was that Debbie all this while was going steady with a junior from a neighboring school — a basketball player with a C+ average. The revelation hit me hard, and for a while I felt like forgetting everything I had learned. I had saved enough money to buy Volume II — *Asthma to Bullfinch* — but was strongly tempted to invest in a basketball instead.

85

32 I felt not only hurt, but betrayed. Like Agamemnon, but with less drastic consequences, thank God.

33 In time I recovered from my wounds. The next year Debbie moved from the neighborhood and transferred to another school. Soon she became no more than a memory.

90

34 Although the original incentive was gone, I continued poring over the encyclopedias, as well as an increasing number of other books. Having tasted of the wine of knowledge, I could not now alter my course. For:

95

“A little knowledge is a dangerous thing:

Drink deep, or taste not the Pierian spring.”

So wrote Alexander Pope, Volume XIV — *Paprika to Pterodactyl*.

(1,034 words)

## New Words

▲prodigy /'prɒdɪdʒi/ *n.*

a person who has unusual and very noticeable abilities, usually at an early age 奇才; 天才

child prodigy

an unusually gifted child 神童

bookworm /'bʊkwɜ:m/ *n.*

a person devoted to reading 极爱读书者; 书呆子

devotee /ˌdevəʊ'ti:/ *n.*

a person strongly devoted to sth. or sb. 热爱...者; 献身于...的人  
青春期

★adolescence /ˌædəʊ'lesns/ *n.*

★compulsory /kəm'pʌlsəri/ *a.*

required by law or a rule 义务的; 强制的

passion /'pæʃən/ *n.*

a strong, deep, often uncontrollable feeling 热情; 激情

notion /'nəʊʃn/ *n.*

idea or belief; concept 想法; 观念; 信念; 概念

gaze /geɪz/ *vi.*

look fixedly 注视; 凝视

princess /prɪn'ses; 'prɪnsɪs/ *n.*

1. 理想中的女友; 心目中追求的女友

2. (*oft. cap.*) a female member of the royal family, usually the daughter of a king or queen or the wife of a prince [常大写] 公主; 王妃

prince /prɪns/ *n.*

1. 少女理想中的求婚者, 白马王子

2. a male member of the royal family, especially the son of a king or queen 王子; 亲王

3. (*usu. sing.*) (*among, of*) a very great, successful or powerful man of some stated kind [常单数] (喻) 大王; 巨头; 名家

sharpeners /'ʃɑ:pənə/ *n.*

卷笔刀; 卷笔器

fuel /'fju:əl/ *n.*

material burned to produce heat or power 燃料

*vt.*

supply (sth.) with fuel 给 (某物) 供给燃料

campfire /'kæmpfaɪə/ *n.*

a wood fire made in the open air by campers 营火, 篝火

★radiate /'reɪdiət/ *vt.*

send out rays of (light or heat) 发出 (光或热)

quicken /'kwɪkən/ *v.*

(cause to) speed up 加快

heartbeat /'hɑ:tbi:t/ *n.*

pulsating movement of the heart or the sound it makes 心跳; 心跳声

gulf /gʌlf/ *n.*

海湾; 不可逾越的鸿沟, 巨大的差距

scheme /ski:m/ *v.*

make plans (for); plan in a deceitful way 计划; 谋划

*n.*

1. a formal, official or business plan 计划, 规划

2. a clever, dishonest plan 阴谋, 诡计

supermarket /'s(j)u:pəma:kɪt/ *n.*

large shop selling food, household goods, etc. which one takes from the shelves oneself and pays for at the exit 超级市场

volume /'vɒljʊ(:)m/ *n.*

1. one of a set of books of the same kind (一套书的) 一册; 一卷

2. (*of*) 体积; 容积

▲encyclop(a)edia /en,sarkləu'pi:djə/ *n.*

a book or set of books dealing with a wide range of information presented in alphabetical order 百科全书

aardvark /'ɑ:dva:k/ *n.*

土豚, 非洲食蚁兽

asteroid /'æstərɔɪd/ *n.*

小行星; 海星

★henceforth /'hens'fɔ:θ/ *ad.*

from this time onwards 自此以后

<b>hence</b> /hens/ <i>ad.</i>	1. for this reason, therefore 因此, 所以 2. from this time on 今后, 从此
<b>seeker</b> /'si:kə/ <i>n.</i>	one who seeks 寻找者; 探索者; 追求者
<b>erudition</b> /,erʊ(:)'diʃən/ <i>n.</i>	learning acquired by reading and study 博学; 学问
<b>*cafeteria</b> /,kæfi'tɛriə/ <i>n.</i>	a self-service restaurant 自助餐厅
<b>anchovy</b> /'æntʃəvi/ <i>n.</i>	鲱
<b>sigh</b> /saɪ/ <i>n.</i>	the act or sound of sighing 叹息(声); 叹气(声)
<b>relief</b> /rɪ'li:f/ <i>n.</i>	feeling of comfort at the end of anxiety, fear, or pain (焦虑等的)解除; 宽慰
<b>rarely</b> /'reəli/ <i>ad.</i>	not often; seldom 不常; 难得
<b>disbelief</b> /,dɪsbɪ'li:f/ <i>n.</i>	lack of belief; failure to believe 不相信; 怀疑
<b>casually</b> /'kæʒjuəli/ <i>ad.</i>	in a relaxed way 随便地; 漫不经心地
<b>casual</b> /'kæʒjuəl/ <i>a.</i>	relaxed; not formal 随便的; 漫不经心的; 非正式的
<b>climate</b> /'klaɪmɪt/ <i>n.</i>	regular pattern of weather conditions (temperature, rainfall, winds, etc.) of a particular region 气候
<b>rocky</b> /'rɒki/ <i>a.</i>	full of rocks 多岩石的
<b>*sturdy</b> /'stɜ:di/ <i>a.</i>	physically strong 强壮的
<b>trap</b> /træp/ <i>n.</i>	device for catching animals, etc. (捕捉动物等的)陷阱; 罗网; 夹子
<i>vt.</i>	catch (animals, etc.) in a trap 设陷阱捕捉(动物等)
<b>seal</b> /si:l/ <i>n.</i>	1. 海豹
<i>vt.</i>	2. 印记, 印章
	1. 盖章于
	2. 封, 密封
<b>widen</b> /'waɪdn/ <i>v.</i>	make or become wider 加宽; 变宽
<b>amazement</b> /ə'meɪzmənt/ <i>n.</i>	amazed condition; great wonder; astonishment 惊奇; 惊愕; 惊诧
<b>*browse</b> /braʊz/ <i>v.</i>	casually look or search, e.g. in a shop, in a library, at a book, etc., with no specific aim or object in mind 浏览
<b>absorb</b> /əb'sɔ:b/ <i>vt.</i>	1. take (sth.) in 吸收
	2. hold the attention or interest of (sb.) fully 吸引(某人)的注意; 使(某人)全神贯注
<b>crossword</b> /'krɒswɜ:d/ <i>n.</i>	(= crossword puzzle) 纵横字谜, 纵横填字游戏
<b>frown</b> /fraʊn/ <i>vi.</i>	contract the brows, as in displeasure or deep thought 皱眉头
<b>apparently</b> /ə'pærəntli/ <i>ad.</i>	clearly, obviously 显然地
<b>*stump</b> /stʌmp/ <i>vt.</i>	put an unanswerable question to; puzzle 把...难住; 使为难
<b>*oriental</b> /,ɔ:ri'entəl/ <i>a.</i>	of, from or concerning Asia 东方的
<b>female</b> /'fi:meɪl/ <i>a.</i>	1. of the sex that can give birth to children or produce eggs 女的, 母的, 雌性的
	2. of or typical of women 妇女的, 女性的; 女性特有的
<b>blank</b> /blæŋk/ <i>n.</i>	empty space in a document, etc. for writing answers, a signature, etc.