



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 6

主 编 李荫华





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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),以帮助学生在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1—4册精、泛读教程仍坚持每册编写10单元。至于5—6册,则因为课文难度有显著提高,每课课文长度也有所增加,所以每册编写8单元,以便使用者能在有限的学时内完成教学任务。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丰。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,这里仅就精读第六册的编写作一些补充。

本书为《大学英语》(第三版)精读第六册,供大学英语较高要求阶段学生使用。

原书有十个单元,现减为八个单元,其中一个单元更新了课文和阅读材料。本册与前几册一样,课文全部选用原文材料,仅做了少量删改。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,故这次修订时已全部删除。

本册每一单元仍由课文(Text)、生词(New Words)和短语(Phrases & Expressions)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Activity)和写作练习(Writing Practice)六部分组成。

练习部分,除作了适当修订外,我们这次新增了一个口语练习。两套自测考卷(Test Yourself)也按照新的六级考试要求增加了听力和长篇快速阅读。

本册的词汇练习包括两部分内容。一是操练课文中出现的活用词,一是操练短语动词,即对最基本的动词如 get, run, fall 等所构成的常用短语动词进行系统的、带归纳性的操练。每单元重点操练与两个动词相关的短语动词,全书共操练了与 16 个动词相关的短语动词。

本册适当增加了成段的汉译英练习。成段翻译难度较大,学生需在熟练掌握课文中的常用词和词组及常用句型的基础上做此练习。此外还有成段文章的改错(Error Correction)练习。这一练习难度也不小,但对提高学生综合运用语言的能力很有帮助,坚持做下去必有收益。

本册的写作练习安排了写摘要(Abstract Writing)、简历(Résumé)和短文写作(Brief Essay Writing)等内容。

两套自测试卷分别置于第四单元和第八单元之后,学生可用以巩固所学内容。参考答案附于书末。

总之,练习是按照《大学英语课程教学要求》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。

编 者

2007 年 10 月

Table of Contents

Unit	Text	Poem	Phrasal Verb	Reading Passage	Writing Skill	Writing Topic
1	Street Trees		pick + ; get +	The Meth Buster	essay writing	write a brief essay explaining how you will contribute to the building of your neighborhood into a more harmonious one
	<i>p. 1</i>		<i>p. 12</i>	<i>p. 16</i>	<i>p. 21</i>	<i>p. 21</i>
2	The Quest for Extraterrestrial Intelligence	When I Heard the Learn'd Astronomer	carry + ; work +	The Case for UFOs	abstract writing	write an abstract of about 150 words based on a reading passage
	<i>p. 23</i>	<i>p. 32</i>	<i>p. 35</i>	<i>p. 38</i>	<i>p. 46</i>	<i>p. 46</i>
3	The Library Card	Negro Spirituals	call + ; lie +	The Ethics of Living Jim Crow	composition writing	write a composition based on a graph in about 150 words
	<i>p. 49</i>	<i>p. 60</i>	<i>p. 63</i>	<i>p. 67</i>	<i>p. 71</i>	<i>p. 71</i>
4	How Could Anything That Feels So Bad Be So Good?		talk + ; hear +	Our Way of Life Makes Us Miserable	abstract writing	write an abstract of about 150 words based on a reading passage
	<i>p. 73</i>		<i>p. 83</i>	<i>p. 87</i>	<i>p. 95</i>	<i>p. 95</i>
Test Yourself 1 (Units 1 - 4) <i>p. 97</i>						
5	The Monster	Symphony in Yellow	cast + ; think +	Isaac Newton	résumé writing	write a résumé and a cover letter
	<i>p. 115</i>	<i>p. 122</i>	<i>p. 126</i>	<i>p. 130</i>	<i>p. 138</i>	<i>p. 138</i>
6	Zeritsky's Law		play + ; die +	John Thomas's Cube	synopsis writing	write a synopsis of <i>Zeritsky's Law</i> in about 200 words
	<i>p. 140</i>		<i>p. 152</i>	<i>p. 155</i>	<i>p. 165</i>	<i>p. 165</i>
7	Look for the Rusty Lining		run + ; fall +	One Vote for This Age of Anxiety	essay writing	write an essay about needless worry, etc.
	<i>p. 166</i>		<i>p. 177</i>	<i>p. 181</i>	<i>p. 188</i>	<i>p. 188</i>
8	Debating the Unknowable	Questions at Night	move + ; grow +	A Sense of the Future	composition writing	write a composition based on a graph
	<i>p. 190</i>	<i>p. 199</i>	<i>p. 202</i>	<i>p. 206</i>	<i>p. 213</i>	<i>p. 213</i>

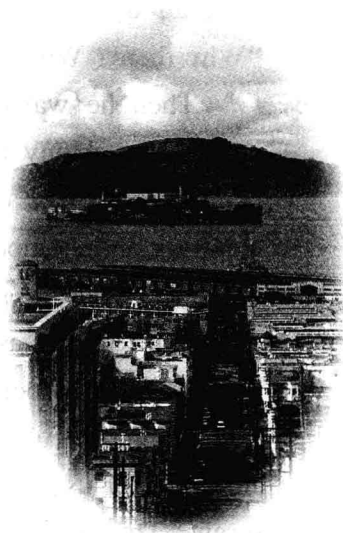
Test Yourself 2 (Units 5–8) p. 215

Appendix

1 Tape Scripts and Key to Test Papers p. 232

2 Glossary p. 251

Unit 1



Warm-Up Questions

1. Urban life and nature often seem far apart. Would keeping more in touch with plants and animals help to cure some of the problems of city life?
2. Why do some neighborhoods suffer more from crime than others?
3. What would you do if you lived in a neighborhood troubled by crime and drug abuse, move or stay? State your reasons.

Text

Melody Chavis loves nature. She believes bringing it back into the city is one way to help save her run-down, crime-ridden neighborhood. Planting trees along the street where she lives seemed like one step in the right direction, but it turned out to be not quite so simple.

Street Trees

Melody Ermachild Chavis

- ① I was drawn to my upstairs bedroom window by shouting in the street. The shouter was a middle-aged black man in shabby pants, and he strode, fast, right down the middle of the street. Storming across the intersection, the man beat the air with his fists and shouted into the sky. "Somalia!" he cried. "Somalia!"
- ② Ours is a neighborhood where poverty and addiction have made misery for years, and this was when airlifts of food to the Horn of Africa

were all over the nightly news. "I know what you mean," I thought. "Why there? Why feed them but not you?"

3 Then he walked up to the newly planted tree under my window, 10
grabbed its skinny trunk with both hands, yanked it over sideways, and
cracked it in half on his knee. He threw the tree's leafy top onto the
sidewalk and stomped off, cursing. I pressed my palms to the glass as he
disappeared up the sidewalk.

4 The tree was just a baby, one of the donated saplings our 15
neighborhood association planted with help from the children on our block.
Men from the public-works department had come and cut squares in the
sidewalk for us, reaming out holes with a machine that looked like a big
screw. The kids planted the trees, proudly wielding shovels, loving their
hands in the dirt. 20

5 I had made name tags for each tree, with a poem printed on each 25
one, and we asked the kids to give each tree a name. "Hi, my name's
Greenie, I'm new and neat, just like the children on our street." If we
made the trees seem more like people, I thought, the kids would let them
live. 30

6 Both trees and people around here are at risk of dying young. After
our neighborhood was flooded with crack cocaine and cheap, strong
alcohol, things got very rough. In the last five years, 16 people have been
murdered in our small police beat. Most of them were young black men,
and most of them died on the sidewalks, where the trees witness 35
everything: the children, the squealing tires and gunshots, the blood and
sirens.

7 My neighbors and I did all we could think of to turn things around,
including planting the trees.

8 But the dealers still hovered on the corners and the young trees had a 35
hard time. Idle kids swung on them like playground poles, and peeled off
strips of bark with their nervous little fingers.

9 One of the saplings planted in front of my house had fallen victim to a
car, and now the other one had been murdered by a man mad about
Somalia. 40

10 Discouraged, I let the holes in the cement choke with crabgrass. In

the center of each square, a pathetic stick of dead trunk stuck up.

11 When things are bad, I stand in my kitchen window and look into my own garden, a paradise completely hidden from the street outside. For 15 years I've labored and rested in my garden, where roses clamber on bamboo trellises. Lemon, apricot, apple, and fig trees are sheltered by young redwoods and firs that hide the apartment house next door. 45

12 I often feel I'm gardening with my dear old next-door neighbor Mrs. Wright. An African-American woman from Arkansas, Mrs. Wright came to work in the shipyards during the war. When she bought the house next door this was the only neighborhood in town where black people were allowed to live. She was foster mother to many children, and she was sadly disapproving of the young people who used drugs when that started. Mrs. Wright farmed every inch of her lot, and had it all in food, mainly greens. She gave most of the food away. 50 55

13 Her life exemplified the adage, "We come from the earth, we return to the earth, and in between we garden." I miss her still, although she died six years ago, in her 70s, after living here nearly 50 years. I was almost glad she didn't live to see the night a young man was shot to death right in front of our houses. 60

14 A map of the neighborhood 15 years ago, when my family came, would show community places that are gone now: bank, pharmacy, hardware and small, black-owned corner stores. There are a lot of vacancies now, jobs are gone, and people travel to malls to shop. Many families run out of food the last days of the month. 65

15 On my map I can plot some of what killed this community's safety: the too-many liquor outlets — nine within four blocks of my house; the drug dealers who came with crack about 1985. Clustered near the drugs and alcohol are the 16 murder sites: the 15 men, the one woman.

16 "I want to get away from all this," I think often. But *really* getting away would mean selling our home and leaving, and so far, my husband and I have been unwilling to give up, either on our neighbors or on our hopes for helping make things better. 70

17 But we do get away, to the mountains. We've been walking the John Muir Trail in sections the last few summers. I've never liked the way it 75

feels good to go to the mountains and bad to come home. That's like only enjoying the weekends of your whole life.

- 18 According to my mail, "Nature" is the wilderness, which I'm supposed to save. And I want to. But right here and now, if I go outside to pick up trash, I might have to fish a used syringe out of my hedge. 80
That's saving nature too. The hard task is loving the earth, all of it.

- 19 The notes I stick on my refrigerator door remind me of the unity and sacredness of life. There's a quote from Martin Luther King, Jr. on "the inescapable network of mutuality." I know I can't take a vacation from any part of this world. 85

- 20 Still, the habit of my mind is dual. This I hate: (the littered sidewalk); this I love: (the alpine meadow). I could get into my car and drive to that meadow. But when I drive back, the sidewalk will still be dirty. Or, I could stay here, pick up a broom, and walk out my front door. 90

- 21 The sidewalk yields clues that people have passed this way, like trail markers in the mountains: candy wrappers the kids have dropped on their way back from the store; malt liquor cans and fortified-wine bottles inside brown bags. Sometimes there are clothes, or shoes, or car parts. I tackle it all in thick orange rubber gloves, wielding my broom and dustpan, dragging my garbage can along with me. I recycle what I can. "This is *all* sacred," I tell myself. "All of it." 95

- 22 There are bigger waste problems. But when I think about the ozone hole, I find that it helps me to clean up. Thinking globally without acting locally can spin me down into despair. 100

- 23 Or into anger. I know that other people somewhere else made decisions that turned our neighborhood, once a good place, into a bad one. Like the alcohol-industry executives who decided to aim expensive ad campaigns at African-American teens. I know decisions happen that way to the old-growth forests, too. 105

- 24 I went to a lecture at the Zen Center not far from my house, to hear the head gardener there. She talked about what is to be learned from ginkgo trees. I've always liked their fan-shaped leaves, bright gold in the fall, but I hadn't known they were ancient, evolved thousands of years

ago. They exist nowhere in the wild, she said, but were fostered by monks in gardens in China and Japan. Somehow, ginkgos have adapted so that they thrive in cities, in polluted air. They remind me of the kids around here, full of life in spite of everything. 110

25 The day after the lecture, I went to the nursery, ready to try planting trees again in the holes in the sidewalk. Now in front of my house are two tiny ginkgos, each inside a fortified cage of four strong metal posts and thick wire mesh. To weed them, I kneel on the sidewalk and reach in, trying not to scratch my wrist on the wire. 115

26 Kneeling there, I accept on faith that this little tree will do its best to grow according to its own plan. I also believe that every person wants a better life. 120

(1,410 words)

New Words

(黑正体表示四级词汇,黑正体后加▲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)

shouter /ʃaʊtə/ *n.* person who shouts

shabby /'ʃæbi/ *a.* in poor condition through much use or lack of care 破旧的;破烂的

stride /straɪd/ *vi.* walk with long steps in a specified direction

storm /stɔ:m/ *vi.* move angrily or forcefully in a specified direction

intersection /,ɪntə(:)'sekʃən/ *n.* place where two or more roads intersect; crossroads 交叉路口;十字路口

addiction /ə'dɪkʃən/ *n.* the fact or condition of being addicted to a particular substance, etc. 上瘾;沉溺

airlift /'eəlift/ *n.* act of transporting supplies by aircraft, typically in a blockade or other emergency 空运

nightly /'naɪtli/ *a., ad.* (happening, done, etc.) at night or every night

skinny /'skɪni/ *a.* very thin

trunk /trʌŋk/ *n.* 树干

yank /jæŋk/ *v.* pull with a sudden sharp tug 猛拉
sideways /'saɪdweɪz/ *a., ad.* to, towards or from the side 斜着的(的);斜向一边(的)

crack /kræk/ *v.* (cause to) develop a crack or cracks (使)开裂,破裂
n. 强效纯可卡因 (= crack cocaine)

stomp /stɒmp/ *vi.* walk with intentionally heavy steps, esp. as a way of showing annoyance

donate /dəʊ'neɪt/ *v.* give (money, goods, etc.) esp. to a charity; contribute 捐赠,赠送

sapling /'sæplɪŋ/ *n.* young tree

ream /ri:m/ *vt.* make (a hole) with a special tool

wield /wi:ld/ *vt.* hold and use (a weapon or tool); have and be able to use (power or influence)

shovel /'ʃʌvl/ *n.* 铲;铁锹

tag /tæg/ *n.* label fastened to or stuck into sth. to

identify it, show its price, etc. 标签
 alcohol /'ælkəhɒl/ *n.* 酒(精);含酒精的饮料
 squeal /skwi:l/ *vi.* make a long, high-pitched cry or noise
 idle /'aɪdl/ *a.* doing or having no work; avoiding work; lazy
 swing /swɪŋ/ (swung /swʌŋ/) *v.* (cause sb./sth. to) move to and fro while hanging or supported 摆动, 摇摆
 peel /pi:l/ *v.* take the outer covering or skin off (fruit, etc.)
 bark /bɑ:k/ *n.* 树皮
 cement /sɪ'ment/ *n.* 水泥
 choke /tʃəʊk/ *v.* block or fill; struggle to breathe because one's breathing passages are blocked 阻塞; 充满; 窒息
 crabgrass /'kræbgrɑ:s/ *n.* 马唐(一种生长迅速、破坏草坪的野草)
 pathetic /pə'tetɪk/ *a.* causing one to feel pity or sadness
 clamber /'klæmbə/ *vi.* climb, esp. with difficulty or effort, using the hands and feet
 bamboo /bæm'bu:/ *n.* 竹, 竹子
 trellis /'treɪlɪs/ *n.* (葡萄植物等的)棚, 架
 lemon /'lemən/ *n.* 柠檬
 apricot /'eɪprɪkɒt/ *n.* 杏
 fig /fɪg/ *n.* 无花果
 redwood /'redwud/ *n.* 红树;(尤指加利福尼亚的)红杉
 fir /fɜ:/ *n.* 枞; 冷杉
 shipyard /'ʃɪpjɑ:d/ *n.* place where ships are built or repaired
 lot *n.* piece of land 地皮; 土地
 exemplify /ɪg'zemplɪfaɪ/ *vt.* be a typical example of (sth.)
 adage /'ædɪdʒ/ *n.* traditional saying; proverb
 pharmacy /'fɑ:məsi/ *n.* (part of a) shop where medicines and drugs are sold; chemist's shop
 vacancy /'veɪkənsɪ/ *n.* space or place available to be used; unfilled position or post 空房; 空地; 空缺; 空职
 mall /mɔ:l/ *n.* large enclosed shopping area

from which traffic is excluded 商店区, 室内购物中心
 plot /plɒt/ *vt.* mark (sth.) on a chart or diagram; secretly make plans to carry out (an illegal or harmful action)
 liquor /'lɪkə/ *n.* 酒; 烈性酒
 outlet /'aʊtlet, -lɪt/ *n.* shop, etc. that sells goods made by a particular company; way out (for water, steam, etc.) 经销店; (水蒸气等的)出口, 排放孔
 cluster /'klʌstə/ *v.* surround (sb./sth.) closely 群集, 丛生; 聚集
 syringe /'sɪrɪndʒ/ *n.* 注射器
 hedge /hedʒ/ *n.* 树篱
 sacredness /'seɪkrɪdnɪs/ *n.* 神圣
 quote /kwəʊt/ *n.* quotation from a text or speech 引语, 引文
v. repeat in speech or writing (sb. else's exact words) 引用
 inescapable /ɪnɪs'keɪpəbl/ *a.* that cannot be avoided; inevitable
 mutuality /,mju:tʃu'ælɪtɪ, mju:tʃu'ælɪtɪ/ *n.* 相互关系; 相关性
 yield /jɪld/ *vt.* bear, produce or provide
 wrapper /'ræpə/ *n.* piece of paper, plastic, or foil covering and protecting sth. sold 包装纸, 包装材料
 malt /mɔ:lt/ *n.* 麦芽
 fortified-wine /'fɔ:tɪfard weɪn/ *n.* 烈性葡萄酒, 加度酒
 tackle /'tækl/ *vt.* deal with or overcome (an awkward problem, a difficult piece of work, etc.)
 glove /glʌv/ *n.* 手套
 dustpan /'dʌstpæn/ *n.* 畚箕
 recycle /'ri:'saɪkl/ *vt.* collect and treat (used material) so that it can be used again 回收(废旧材料)
 ozone /'əʊzəʊn, əʊ'z-/ *n.* 臭氧
 globally /'gləʊbəl/ *ad.*
 global /'gləʊbəl/ *a.* covering or affecting the whole world; world-wide

executive /ɪg'zekjʊtɪv/ *n.* person or group in a business organization, trade union, etc. with administrative or managerial powers (企业、工会等中的)行政领导;董事会

old-growth *a.* (of a tree, forest, etc.) never felled 未砍伐的

Zen *n.* a school of Buddhism 禅, 禅宗

gingko /'gɪŋkəʊ/ *n.* 银杏

monk /mʌŋk/ *n.* 修道士;僧侣

adapt /ə'dæpt/ *v.* make (sth.) suitable for a new use or purpose; become adjusted to new conditions, etc.

thrive /θraɪv/ *vi.* grow or develop well and vigorously; prosper

mesh /meʃ/ *n.* material made of a network of wire, thread, etc. 网状物

kneel /ni:l/ (knelt /nelt/ or kneeled) *v.* go down on one or both knees; rest on the knee(s) 单膝或双膝跪下;屈膝

scratch /skrætʃ/ *v.* make marks on or in (a surface) with a sharp tool, nails, claws, etc.; make a shallow wound in (the skin) in this way 刮,划,抓

wrist /rɪst/ *n.* 腕;腕关节

Phrases & Expressions

at risk (of)

be flooded with

turn (a) round

have a hard/difficult time (doing...)

fall victim to

disapprove of

give away

run out of

give up on

here and now

clean up

on faith

in danger (of)

be filled with large amounts or quantities of

cause (a situation or organization) to change in a positive direction

experience hardships (in doing...)

be hurt, killed, damaged, or destroyed by

have or express an unfavorable opinion about

supply at no charge; tell (a secret) or show (your feelings) unintentionally

use all of (sth.) and not have any of it left

stop having faith or belief in

at this very moment; at the present time

make (sb. or sth.) clean and tidy; remove illegal or dishonest activity from (a place)

through trust; without proof or evidence

Proper Names

Somalia /səʊ'mɑ:lɪə/

Horn of Africa

Wright /raɪt/

Arkansas /'ɑ:kənsɔ:/

John Muir Trail

Zen Center

索马里(东非国家)

非洲之角(指包括索马里和埃塞俄比亚东南部的非洲最东部的凸出部)

赖特(姓氏)

阿肯色州(美国州名)

约翰·缪尔小路

禅宗中心