

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

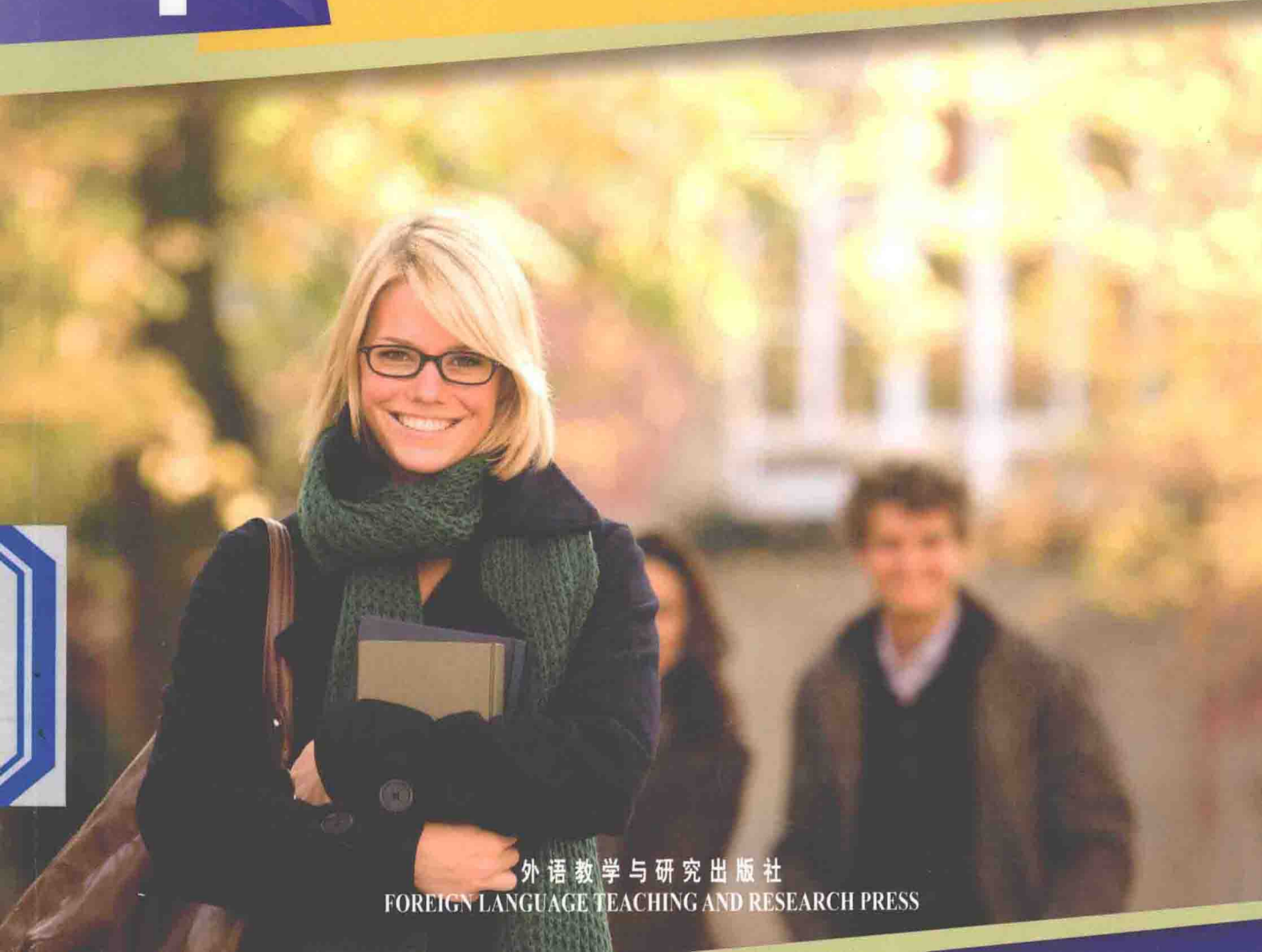
新编大学英语

浙江大学 编著

4

综合教程

AN INTEGRATED COURSE



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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AN INTEGRATED COURSE

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前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不断深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源				
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题	网络教学管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘	助教课件		
快速阅读	1—4级					

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

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。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练,培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言,并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛,展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。

每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片段、英文歌曲、阅读素材等丰富的拓展资源, 并为学生在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

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Peter Wilby, "Boys Are Teachers' Pets".
Simon Brett, "Fatal Attraction".

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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.

Unit	Topic	Part 1	Part 2	Part 3	Part 4
1	Leisure Activities	Preparation	Reading-Centered Activities In-Class Reading Entertaining Humor—What's Funny? After-Class Reading Fatal Attraction	Further Development	Translation and Writing 1 Knowing About Translation: 英语长句的翻译 (1)——概述 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading The Power of a Note After-Class Reading All the Good Things	Further Development	Translation and Writing 1 Knowing About Translation: 英语长句的翻译 (2)——原序和换序译法 2 Translation Practice 3 Writing
2	The Power of Words	Preparation	Reading-Centered Activities In-Class Reading Gender Roles from a Cultural Perspective After-Class Reading Boys Are Teachers' Pets	Further Development	Translation and Writing 1 Knowing About Translation: 英语长句的翻译 (3)——拆分译法 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading The Case for Creativity—Encouraging Children to Think After-Class Reading A Long March to Creativity	Further Development	Translation and Writing 1 Knowing About Translation: 英语长句的翻译 (4)——重组法 2 Translation Practice 3 Writing
3	Gender Differences	Preparation	Reading-Centered Activities In-Class Reading Athletes Should Be Role Models After-Class Reading Athletes Should Not Be Role Models	Further Development	Translation and Writing 1 Knowing About Translation: 汉语长句的翻译 (1) 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading Risks and You After-Class Reading Health Risks	Further Development	Translation and Writing 1 Knowing About Translation: 汉语长句的翻译 (2) 2 Translation Practice 3 Writing
4	Creativity	Preparation	Reading-Centered Activities In-Class Reading The Commencement Speech You'll Never Hear After-Class Reading College: An All-Forgetting World?	Further Development	Translation and Writing 1 Knowing About Translation: 句子成分的转换 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading How to Take Your Time After-Class Reading The Voices of Time	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (1)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
5	Athletes	Preparation	Reading-Centered Activities In-Class Reading Too Fast? After-Class Reading True Love	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (2)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading The Immortal Bard After-Class Reading Running for Governor	Further Development	Translation and Writing 1 Knowing About Translation: 文化与翻译 2 Translation Practice 3 Writing
6	Risks	Preparation	Reading-Centered Activities In-Class Reading Risks and You After-Class Reading Health Risks	Further Development	Translation and Writing 1 Knowing About Translation: 汉语长句的翻译 (1) 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading The Commencement Speech You'll Never Hear After-Class Reading College: An All-Forgetting World?	Further Development	Translation and Writing 1 Knowing About Translation: 句子成分的转换 2 Translation Practice 3 Writing
7	College Life	Preparation	Reading-Centered Activities In-Class Reading How to Take Your Time After-Class Reading The Voices of Time	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (1)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading Too Fast? After-Class Reading True Love	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (2)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
8	Time	Preparation	Reading-Centered Activities In-Class Reading The Immortal Bard After-Class Reading Running for Governor	Further Development	Translation and Writing 1 Knowing About Translation: 文化与翻译 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading Risks and You After-Class Reading Health Risks	Further Development	Translation and Writing 1 Knowing About Translation: 汉语长句的翻译 (1) 2 Translation Practice 3 Writing
9	Science and Technology	Preparation	Reading-Centered Activities In-Class Reading The Commencement Speech You'll Never Hear After-Class Reading College: An All-Forgetting World?	Further Development	Translation and Writing 1 Knowing About Translation: 句子成分的转换 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading How to Take Your Time After-Class Reading The Voices of Time	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (1)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
10	Literature	Preparation	Reading-Centered Activities In-Class Reading Too Fast? After-Class Reading True Love	Further Development	Translation and Writing 1 Knowing About Translation: 科技英语的翻译 (2)——科技文体的句法特点与翻译方法 2 Translation Practice 3 Writing
		Preparation	Reading-Centered Activities In-Class Reading The Immortal Bard After-Class Reading Running for Governor	Further Development	Translation and Writing 1 Knowing About Translation: 文化与翻译 2 Translation Practice 3 Writing

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PART 1 Preparation

1 A Survey of Chinese People's Leisure Activities

STEP ONE

Work in groups to make a list of Chinese people's leisure activities. Try to include as many activities as possible.

STEP TWO

Divide the class into four groups. Each does the survey of one of the following four age groups: your grandparents' age group, your parents' age group, college students, children under 12. Two students from each group interview students in other groups, the rest staying to be interviewed. Report the findings to the group when you finish. The following table is for your reference.

Age Groups	Leisure Activities	Time Spent	Frequency
Grandparents	playing t'ai chi (太极拳)	one hour	every day
Parents			
College students			
Children under 12			

STEP THREE

Make a short report to the class regarding the leisure activities of Chinese people in the four age groups.

2 Laughter

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). Work in groups to discuss why cross-talk is popular in China.

Words and expressions you may use

humorous language

quick wit 机智风趣

funny gestures

irony

resonate with the audience 引起观众的共鸣

tease 取笑

presentation skills

traditional Chinese culture

mimic 模仿

gifted

local operas 地方戏曲

3 Recognizing Puns (双关语)

Read the following sentences and find out the pun.

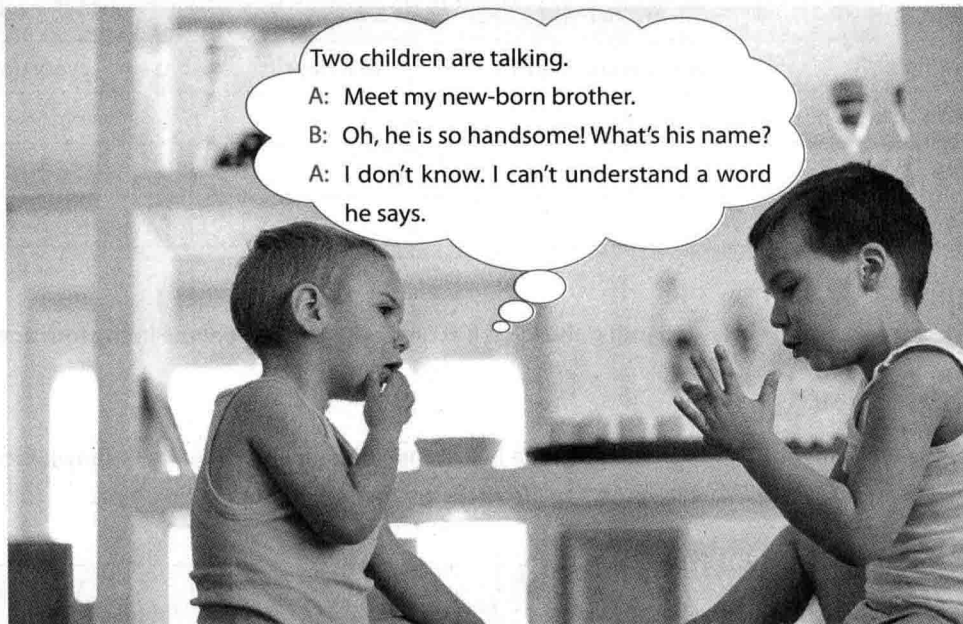
- 1 Don't expect to eat something fancy when you're flying because it's plane food.
- 2 If you get sick at the airport it could be a terminal illness.
- 3 To write with a broken pencil is pointless.
- 4 Math teachers have lots of problems.
- 5 A small boy went to the counter to pay for his lunch, but 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 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Read the following joke and work in groups to discuss the following questions.



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

Entertaining Humor—What’s Funny?



- 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 love¹!
- 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?² 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 bank³. 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**.
- 4 Even some animals have a sense of humor. My wife’s mother often visited us for extended stays⁴. She normally didn’t like dogs, but she fell in love with Blitzen—a female Lab⁵ 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."

- 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 line⁶), and these are followed by the **PUNCH LINE**⁷ (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 presented⁸. It helps if the story / joke teller uses gestures and language which are well-known to the audience.
- 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.
- 7 "**SLAPSTICK**" is the most obvious humor. Its language is simple, direct, and often makes fun of another person or group. Slapstick was and is the technique of the stand-up **comedian**⁹ 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**.
- 8 Chinese "**CROSS-TALK**" is a special type of slapstick 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 theaters, and to radio and television. It is clearly a traditional form of humor well understood by Chinese people.

- 9 A **PLAY ON WORDS** is not so obvious as slapstick, 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.
- 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 come¹⁰ 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 slapstick comedian or a cross-talking team, they appeal to people everywhere as funny stories because they have a note of reality¹¹ to them, and the unexpected punch line is quite funny.
- 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 five 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.

- 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** 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 noses¹²". 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)

Proper Names

Blitzen /'blɪtsən/ 布利茨恩 (狗的名字)

Ding Cong 丁聪 (1916-2009, 中国著名漫画家)

Wembley /'wembli/ 温布利 (英国一城市)

New Words

anatomy /ə'nætəmi/ *n.*

- 1) the structure of an organization, process, etc.
构造, 结构

For the first time, we have the chance to examine the anatomy of a secret government operation.

- 2) the scientific study of the structure of human or animal bodies 解剖 (学)

- I) The students will do anatomy next semester.
II) Knowledge of human anatomy is essential to figure drawing.

★ **bureaucrat** /'bjʊərəkræt/ *n.* an official working in an organization or a government department, especially one who follows the rules of the department too strictly 官僚主义者

- I) Endless paperwork was dished out (分发) by those bureaucrats.
II) I suppose my application has been lost by some incompetent bureaucrat.

cartoonist /kɑ:'tu:nɪst/ *n.* sb. who draws cartoons 漫画家

- I) He is now a consultant, while continuing as a cartoonist.
II) The famous cartoonist's works were published in almost every newspaper.

★ **clarification** /,klærəfɪ'keɪʃn/ *n.* the act of making sth. clear or easier to understand, or an explanation that makes sth. clear 澄清, 解释

- I) We are seeking clarification from the judge.
II) The newspaper printed clarifications of the incorrect statements.

注: 生词表中一般要求词汇不作标记, 较高要求词汇标记为★, 更高要求词汇标记为▲, 超纲词汇标记为#。

▲ **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

- 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:drən/ *n.* sb. whose job is to tell jokes and make people laugh 滑稽演员, 喜剧演员

- 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 *n.* witty, rapid dialog, e.g. between two comedians 相声

- 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 /,du:bl ɒn'tɒndrə/ *n.* (*French*) a word or phrase that may be understood in two different ways 双关语

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

entertaining /,entə'teɪnɪŋ/ *adj.* amusing and interesting 有趣的, 令人愉快的

- I) The couple watched a very entertaining movie last Saturday.
- II) His books aren't particularly well-written, but they're always entertaining.

familiarity /fə'mɪlɪ'ærəti/ *n.* a good knowledge of sth. 熟悉, 精通

- I) In fact, his familiarity with American history is pretty limited.
- II) Applicants should demonstrate a familiarity with housing laws.

gathering /'gæðərɪŋ/ *n.* a meeting of a group of people 聚会

- 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.

humorist /'hju:mərɪst/ *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

- I) Books and articles flowed from Mark Twain, and each increased his reputation as America's greatest humorist.
- II) Later, when other humorists stepped into her territory, she remained the funniest and dearest of them all.

humorless /'hju:mələs/ *adj.* too serious and not able to laugh at things that other people think are amusing 缺乏幽默感的

- I) He was a straight-faced, humorless character.
- II) A humorless person is not likely to be the most popular person in a group.

★ **idiot** /'ɪdiət/ *n.* a stupid person or sb. who has done sth. stupid 笨蛋, 蠢材

- 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** /'ɪrɪ,tetɪd/ *adj.* feeling annoyed and impatient about sth. 恼火的; 不耐烦的

- 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 bad, silly, or unbelievable that it makes you want to laugh 可笑的, 荒唐的

- I) The promises are so far from reality that they are laughable.
- II) The play was a tragedy, but the acting was laughable.

laughter /'lɑ:ftə/ *n.* the act of laughing or the sound of people laughing 笑; 笑声

- I) Their laughter filled the corridor.
- II) He looked shocked, then burst into laughter.

misuse /mɪs'ju:z/

vt. use sth. in the wrong way or for the wrong purpose 误用; 滥用

- I) It's a word that is often misused.
- II) Even harmless drugs can be misused.

n. the use of sth. in the wrong way or for the wrong purpose 误用; 滥用

- I) It was a clear misuse of the word.
- II) The effectiveness of this drug has, however, led to its misuse.

mutual /'mju:tʃuəl/ *adj.*

- 1) (of a feeling or action) felt or done by two or more people toward one another 相互的, 彼此的
- 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) shared by two or more people 共同的, 共有的
- 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/ *vi.* walk or move in a spirited manner 神气活现地走或移动

- I) We used to prance around our bedroom pretending to be pop stars.
- II) I wish your children would settle down and stop prancing about.

principal /'prɪnsəpl/

n. sb. in charge of a school or college 校长

- I) Donald King is the principal of Dartmouth High School.
- II) If you talk any more in class, I'm sending you off to see the principal.

adj. first in order of importance 最重要的, 主要的

- I) The salary is good, but that is not the principal reason I accepted the job.
- II) His principal reason for making the journey was to visit his family.

pun /pʌn/ *n.* an amusing use of a word or phrase that has two meanings, or of words with the same sound but different meanings 双关语

- I) The slogan (广告语) was a pun on the name of the product.
- II) This is a humorous pun, or play on words: Seven days without water makes one weak (week).

refined /rɪ'faɪnd/ *adj.* (of a person) very polite and having good manners and good taste (人)有礼貌的, 有教养的; 有品位的

- I) He was refined too, and was keen on art and calligraphy.
- II) They don't know how to be reserved and refined unless they see it in a movie.

▲ **riddle** /'rɪdl/ *n.*

- 1) a question that is deliberately very confusing and usually has a humorous or clever answer 谜, 谜语
- I) Are you good at solving riddles?
- II) See if you can solve this riddle.
- 2) a mysterious action, event, or situation that you do not understand and cannot explain 奥秘, 费解之事
- I) No one could provide an answer to the riddle of Elise's death.
- II) Scientists claimed to have solved the riddle of the birth of the universe.

riddler /'rɪdlə/ *n.* a person who tells riddles 出谜(语)的人

- I) In some children's games, one person is the riddler and the others must answer the questions.
- II) The riddler gave his riddles to the listeners and asked them to solve the riddles.

selectively /sɪ'lektɪvli/ *adv.* in a selective manner 有选择地

- I) Within the project, trees are selectively cut on a 25-year rotation.
- II) Critics argue that the drug laws have been selectively enforced (执行).

setting /'setɪŋ/ *n.* the place or time at which an event occurs or a play, novel, etc. is set (某事、戏剧、小说等的)背景

- I) The setting of the story is a hotel in Paris during the war.
- II) The island was used by Dickens as the setting for *Oliver Twist*.

setup /'setʌp/ *n.* the way that sth. is organized or arranged 机制, 结构