

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

3

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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主 编: 应惠兰

编 者: 丁展平 方富民 顾 晔 何莲珍

蒋景阳 李 航 熊海虹 袁 靖 (按姓氏拼音排序)

审 稿: 邵永真 Don Huffman (美)

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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。

本册主编: 应惠兰。编者: 丁展平、方富民、顾晔、何莲珍、蒋景阳、李航、熊海虹、袁靖(按姓氏拼音排序)。审稿: 邵永真, Don Huffman(美)。参加本册编写工作的还有: 傅莹、傅政、黄小扬、李敏、马以容、庞继贤、邵永真、王元春、闻人行、徐慧芳、杨敏、应惠兰、章红新、周颂波、周星(按姓氏拼音排序)。

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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	Personality	Preparation	Reading-Centered Activities	In-Class Reading	The Misery of Shyness	Further Development	Translation and Writing	1 Knowing About Translation: 被动语态的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Two Ways of Looking at Life							
2	Myths and Legends	Preparation	Reading-Centered Activities	In-Class Reading	Why the Tortoise's Shell Is Not Smooth	Further Development	Translation and Writing	1 Knowing About Translation: 否定句的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Beauty and the Beast							
3	Social Problems	Preparation	Reading-Centered Activities	In-Class Reading	Latchkey Children—Knock, Knock, Is Anybody Home?	Further Development	Translation and Writing	1 Knowing About Translation: 某些比较结构的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Thief							
4	Career Planning	Preparation	Reading-Centered Activities	In-Class Reading	Career Planning	Further Development	Translation and Writing	1 Knowing About Translation: 定语从句的翻译 (1) —— 限制性定语从句的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Summer Job Planning							
5	Language	Preparation	Reading-Centered Activities	In-Class Reading	How I Discovered Words	Further Development	Translation and Writing	1 Knowing About Translation: 定语从句的翻译 (2) —— 非限制性定语从句的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Foreign Accents							
6	Man and Animals	Preparation	Reading-Centered Activities	In-Class Reading	Aggression in Humans and Animals	Further Development	Translation and Writing	1 Knowing About Translation: 名词性从句的翻译 (1) 2 Translation Practice 3 Writing			
			After-Class Reading	Animals on the Job							
7	The Joy of Travel	Preparation	Reading-Centered Activities	In-Class Reading	Transformative Travel	Further Development	Translation and Writing	1 Knowing About Translation: 名词性从句的翻译 (2) 2 Translation Practice 3 Writing			
			After-Class Reading	The Romance of Train Travel							
8	Nature and Nurture	Preparation	Reading-Centered Activities	In-Class Reading	Twins, Genes, and Environment	Further Development	Translation and Writing	1 Knowing About Translation: 状语从句的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Science Looks Twice at Twins							
9	Music	Preparation	Reading-Centered Activities	In-Class Reading	Music to Your Gears	Further Development	Translation and Writing	1 Knowing About Translation: 强调和倒装句型的翻译 2 Translation Practice 3 Writing			
			After-Class Reading	Songs of Love							
10	Reflections on Life	Preparation	Reading-Centered Activities	In-Class Reading	A Diary of the Century	Further Development	Translation and Writing	1 Knowing About Translation: 误译剖析 2 Translation Practice 3 Writing			
			After-Class Reading	Let the Questions In							

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PART 1 Preparation

1 Describing-Guessing Game

Divide the whole class into two big groups with equal pairs. In each pair, one student plays Role A and the other Role B. Role A has to wear the hat with a personality-related adjective on it. Role B describes the word to Role A who has to guess the word. The teacher attaches a different adjective (without the knowledge of Role A) to the hat for each new pair. Take turns to do this until time is up for each group. The group which has guessed more adjectives within the limited time is the winner.



2 Personality and Job

Discuss with your partner the personality traits that would make a person suitable for each of the following jobs. You are expected to come up with at least three words for each job.

Jobs	Personality Traits
1 salesperson	talkative, hard-working, persuasive, boastful, acute
2 teacher	patient, tolerant, unselfish, loving, humorous, enthusiastic
3 doctor	
4 police officer	
5 accountant	
6 lawyer	
7 tourist guide	
8 host / hostess of a show	
9 reporter	
10 secretary	
11 spokesperson	
12 engineer	

3 Personality Test

STEP ONE

Choose the best answer to each of the following questions.

- Which color do you prefer?
A Blue. B Grey. C Orange.
- What would you rather do?
A Play a team game, e.g. football.
B Play a game for two, e.g. tennis.
C Take exercise on your own, e.g. running, cycling or jogging.
- What would you rather be?
A Be rich and famous.
B Be rich, but not famous.
C Be poor and happy.
- Where would you prefer to live?
A In a big city.
B In a small town.
C In the country.
- In what way would you rather work?
A Work alone.
B Work with two or three people.
C Work with a lot of people.
- What would you rather be?
A A defense lawyer (辩护律师).
B A prosecution lawyer (原告律师).
C A judge.
- What would you rather be?
A A film star. B A doctor. C A writer.
- Where would you rather have a holiday?
A In Disneyworld.
B On a small island.
C In an old and beautiful city.
- What would you prefer to do?
A Go to a disco.
B Go out with friends.
C Stay at home alone.

10 Who would you prefer to have dinner with?

- A A famous person.
- B A large group of friends.
- C Someone from your family.

STEP TWO

Score 0-2 points for each of your answers according to the following list and add up the total. The final score will show what kind of person you might be.

	A	B	C
1	1	0	2
2	2	1	0
3	2	1	0
4	2	1	0
5	0	1	2
6	2	1	0
7	2	1	0
8	2	0	1
9	2	1	0
10	1	2	0

SCORE: 15 to 20

You like being with people. You are ambitious and you want success.

SCORE: 9 to 14

You like being with special friends. You'd like a job with people, but you'd prefer to meet one or two people at a time.

SCORE: 8 and under

You like being on your own. You'd prefer a quiet job.

PART 2 Reading-Centered Activities

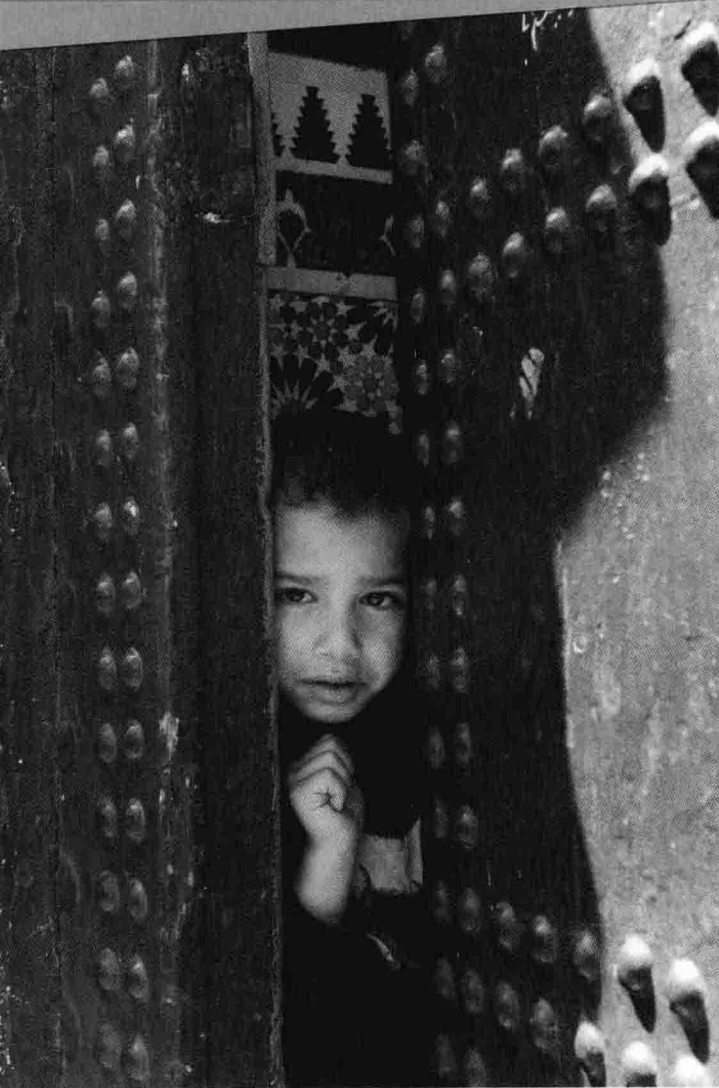
In-Class Reading

Pre-Reading

Work in groups to discuss the following questions.

- What do you think are the reasons for shyness?
- What are the ways to overcome shyness?

The Misery of Shyness



- 1 Shyness is the cause of much unhappiness for a great many people. All kinds of people describe themselves as shy: short, tall, dull, intelligent, young, old, slim, **overweight**. Shy people are anxious and self-conscious¹, that is, they are **excessively** concerned with their own appearance and actions. **Worrisome** thoughts are constantly **swirling** in their minds: What kind of impression am I making? Do they like me? Do I sound stupid? I'm ugly. I'm wearing **unattractive** clothes.
- 2 It is obvious that such **uncomfortable** feelings must affect people **adversely**. A person's self-concept is reflected in the way he or she behaves, and the way a person behaves affects other people's reactions. In general, the way people think about themselves has a profound effect on all areas of their lives. For instance, people who have a positive sense of self-worth or high **self-esteem** usually act with confidence. Because they have **self-assurance**, they do not need constant praise and **encouragement** from others to feel good about themselves. Self-confident people participate in life **enthusiastically** and **spontaneously**. They are not affected by what others think they "should" do. People with high self-esteem are not hurt by **criticism**; they do not regard criticism as a personal attack. Instead, they view a criticism as a suggestion for **improvement**.
- 3 In **contrast**, shy people, having low self-esteem, are likely to be passive and easily influenced by others. They need reassurance that they are doing "the right thing". Shy people are very sensitive² to criticism; they feel it confirms their **inferiority**. They also find it difficult to be pleased by compliments because they believe they are unworthy of praise. A shy person may respond to a compliment with a **statement** like this one: "You're just saying that to make me feel good. I know it's not true." It is clear that, while³ self-awareness is a healthy quality, **overdoing** it is **detrimental**, or harmful.

- 4 Can shyness be completely **eliminated**, or at least reduced? Fortunately, people can overcome shyness with determined and patient effort in building self-confidence. Since shyness goes hand in hand with lack of self-esteem, it is important for people to accept their weaknesses as well as their strengths. For example, most people would like to be “A” students in every subject. It is not fair for them to label themselves as **inferior** because they have difficulty in some areas. People’s expectations of themselves must be realistic. **Dwelling** on the impossible leads to a sense of **inadequacy**, and even feelings of envy, or jealousy. We are self-destructive when we envy a student who gets better grades.
- 5 If you are shy, here are some specific helpful steps toward building self-confidence and overcoming shyness:
- 6 1. Recognize your personal strengths and weaknesses. Everyone has both. As self-acceptance grows, shyness naturally diminishes.
- 7 2. Set **reasonable** goals. For example, you may be **timid** about being with a group of strangers at a party. Don’t feel that you must **converse** with everyone. Concentrate on talking to only one or two people. You will feel more comfortable.
- 8 3. Guilt and shame are destructive feelings. Don’t waste time and energy on them. Suppose you have hurt someone’s feelings. Feeling ashamed accomplishes nothing. Instead, accept the fact that you have made a mistake, and make up your mind to be more sensitive² in the future.
- 9 4. There are **numerous** approaches to all issues. Few opinions are completely right or wrong. Don’t be afraid to speak up and give your point of view.
- 10 5. Do not make negative comments about yourself. This is a form of **self-rejection**. Avoid describing yourself as stupid, ugly, a failure. **Accent** the positive.
- 11 6. Accept criticism **thoughtfully**. Do not **interpret** it as a personal attack. If, for example, a friend complains about your cooking, accept it as a comment on your cooking, not yourself. Be **assured** that you are still good friends, but perhaps your cooking could improve.
- 12 7. Remember that everyone experiences some failures and disappointments. Profit from them as learning experiences. Very often a disappointment becomes a turning point⁴ for a wonderful experience to come along. For instance, you may be rejected by the college of your choice. However, at the college you actually attend, you may find a quality⁵ of education beyond what you had expected.
- 13 8. Do not associate with people who make you feel inadequate. Try to change their attitude or yours, or remove yourself from that relationship. People who hurt you do not have your best interests at heart.
- 14 9. Set aside time to relax, enjoy hobbies, and **reevaluate** your goals regularly. Time spent this way helps you learn more about yourself.
- 15 10. Practice being in social situations. Don’t **isolate** yourself from people. Try making one **acquaintance** at a time; eventually you will **circulate** in large groups with skill and self-assurance.
- 16 Each one of us is a unique, valuable individual. We are interesting in our own personal ways. The better we understand ourselves, the easier it becomes to live up to our full potential. Let’s not allow shyness to block our chances for a rich and fulfilling life.

(820 words)

New Words

accent

vt. /æk'sent/

- I) make sth. more noticeable so that people will pay attention to it 强调, 突出
- I) The side tables were accented by fresh flower arrangements.
- II) When advertising, you must accent the areas where your product is better than your competitors'.
- 2) emphasize a part of a word in speech 重读
- I) Not HOtel! You have accented the wrong syllable (音节).
- II) Many English verbs are accented on their second syllable.

n. /æksnt/

- 1) a particular way of speaking, usually connected with a country, area, or social class 口音, 腔调
- I) He speaks English with a strong German accent.
- II) I knew from his accent that he was from the South.
- 2) the emphasis given to a word or part of a word when it is said 重音
- I) In "today", the accent is on the second syllable.
- II) The accent is put on the final syllable.

acquaintance /ə'kweɪntəns/ *n.*

- 1) a person whom one knows but who is not a close friend 相识的人, 泛泛之交
- I) An old acquaintance dropped by for a chat.
- II) He has a lot of business acquaintances but very few real friends.
- 2) a relationship with sb. you know, but who is not a close friend 认识, 相识, 了解
- I) They developed an acquaintance over the Internet.
- II) You can't judge her on such short acquaintance.

adversely /əd'vɜ:slɪ/ *adv.* in a harmful way 不利地, 有害地

- I) His health was adversely affected by the climate.
- II) Many companies have been adversely affected by the recession (经济衰退).

assured /ə'ʃʊəd/ *adj.*

- 1) certain to happen 确信的, 有把握的
- I) Her victory looks assured.
- II) Now that the finance has been secured, the production of the film is assured.
- 2) confident in oneself and one's abilities 自信的
- I) She is impressive on TV because her style of presentation is very assured.
- II) She found herself in the company of a lot of smartly dressed, assured young women.

circulate /'sɜ:kjuleɪt/

vi. move around in a group, especially at a party, talking to many different people 周旋, 往来应酬

- I) Don't stay talking to one person all evening—circulate among your guests.
- II) He circulated at the party, talking to lots of people.

v. move around within a system or make sth. do this (使)循环, (使)流通

- I) Air can circulate freely through the tunnels.
- II) The ceiling fans circulated warm air around the room.

contrast

n. /'kɒntrɑ:st/ a difference between people, ideas, situations, things, etc. that are being compared 对比, 对照

- I) The book shows the very interesting contrast between life now and life a hundred years ago.
- II) I like the contrast of the white trousers with the black jackets.

vt. /kən'trɑ:st/ compare (two things or people) so that differences are made clear 对比, 对照

- I) The essay contrasts two characters in the book.
- II) She contrasted the situation then with the present crisis.

▲ converse /kən'vɜ:ɪs/ *vi.* engage in a spoken exchange of thoughts, ideas, or feelings 交谈, 谈话

- I) They were conversing in German, their only common language.
- II) Lisa went into the meeting room to converse with her boss.

criticism /'krɪtɪsɪz(ə)m/ *n.*

- 1) unfavorable judgment or expressions of disapproval 批评, 指责

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#。

- I) Billy was upset by his parents' constant criticism.
- II) Your criticism seems to have offended (冒犯) him.
- 2) writing which expresses judgments about the good or bad qualities of books, films, music, etc. 评论
- I) Criticism is an important part of the study of literature.
- II) Apart from the novels and plays, she wrote two books of literary criticism (文学评论).

▲ **detrimental** /,detrɪ'mentl/ *adj.* causing harm or damage 有害的, 不利的

- I) Smoking cigarettes is detrimental to your health.
- II) The policy will be detrimental to the peace process.

★ **dwell** /dweɪ/ *vi.* (*dwelt* or *dwelled*)

- 1) (~ on) think or speak about sth. a great deal, especially sth. unpleasant 老是想; 唠叨
- I) Don't dwell on the past—try to be more positive.
- II) Stop dwelling on your problems and do something about them.
- 2) (*formal*) live in a place 居住
- I) Many people dwell in the mountains and love it.
- II) Jane was raised in the city but wanted to dwell in the country.

eliminate /ɪ'lɪmɪneɪt/ *vt.*

- 1) remove or get rid of sth. or sb. 消除, 排除
- I) Healthy eating could help eliminate heart disease.
- II) The police have eliminated two suspects (嫌疑人) from their investigation.
- 2) defeat a team or person in a competition, so that they no longer take part in it 淘汰
- I) Our team was eliminated in the first round.
- II) He was eliminated in the third round of the competition.

encouragement /ɪn'kʌrɪdʒmənt/ *n.* the act of giving sb. the confidence to do sth., or sth. that is said or done in order to encourage them 鼓励

- I) Your comments have been a great encouragement to us.
- II) I could never have achieved this without the encouragement of my husband and family.

enthusiastically /ɪnθju:zi'æstɪkli/ *adv.* in a state of showing a lot of interest and excitement about sth. 满腔热情地

- I) The announcement was greeted enthusiastically.
- II) The President was welcomed enthusiastically by the crowd.

excessively /ɪk'sesɪvli/ *adv.* in a state that is much more than acceptable or necessary 过多地

- I) Bill has started taking pills and drinking excessively.
- II) The salesman was excessively persistent (坚持的).

improvement /ɪm'pru:vmənt/ *n.* the act of getting or making sth. better 改进, 增进

- I) The quality of your work needs some improvement.
- II) The doctor told me that she could see improvement in my breathing.

inadequacy /ɪn'ædɪkwəsi/ *n.*

- 1) a feeling of being not as good, clever, skilled, etc. as others (指自我感觉) 无法胜任, 不够格
- I) I always suffer from feelings of inadequacy when I'm with him.
- II) Unemployment can cause feelings of inadequacy.
- 2) the fact of not being good enough in quality, ability, size, etc. (质量、能力、大小等) 不足, 欠缺
- I) The inadequacy of funding for child care will show itself before long.
- II) Parents are complaining about the inadequacy of education facilities (设施) in the school.

inferior /ɪn'fɪəriə/ *adj.* not good, or less good than sb. or sth. else 差的, 次的

- I) This machine is technically inferior to the new models.
- II) He wrote a letter to complain about inferior service at the hotel.

inferiority /ɪn'fɪəri'ɒrəti/ *n.* the condition of being inferior 低人一等; 次等

- I) I found it difficult to shake off (摆脱) a sense of social inferiority.
- II) Owing to the inferiority of the cloth, the new sheets ripped apart (撕裂) the first night they were used.

interpret /ɪn'tɜ:pɪt/

vt. understand sth. in a particular way 理解

- I) I interpreted his silence as a refusal.
 - II) Many people are interpreting the minister's action as a sign to resign.
- v.* translate one language into another as you hear it 口译
- I) The President's speech was interpreted rather inaccurately.
 - II) The two leaders don't understand a word of each other's languages, so they have to have someone there to interpret.

isolate /aɪsəleɪt/ *vt.* separate one person, group, or thing from other people or things 使隔离, 使孤立

- I) Several villages have been isolated by the floods.
- II) My job isolated me from my family and friends.

numerous /'nju:mərəs/ *adj.* many 众多的, 许多的

- I) We have discussed these plans on numerous occasions.
- II) She is the author of three books and numerous articles.

overdo /,əʊvə'du:/ *vt.* (*overdid, overdone*) do sth. more than is suitable or natural 做得过头

- I) Don't overdo the praise. She wasn't that good.
- II) The doctor told me not to overdo exercise after surgery.

overweight /,əʊvə'weɪt/ *adj.* too heavy or fat 超重的, 过重的

- I) This parcel is overweight by two kilos.
- II) Overweight people sometimes join clubs to help them lose weight.

reasonable /'ri:znəbl/ *adj.* acceptable; not excessive or extreme 合理的, 适度的

- I) She's perfectly reasonable in her demands.
- II) Do you think it's reasonable to expect people to work more than 60 hours a week?

reevaluate /ri:ɪ'vælju:et/ *vt.* judge again how good, useful or successful sth. is 重新估计, 重新评价

- I) I'm reevaluating the case because you asked me to.
- II) Teachers should be continually encouraged to reevaluate classroom practices.

rejection /rɪ'dʒekʃən/ *n.* the act of refusing to accept or consider 拒绝接受

- I) He faced rejection after rejection before finding a job.
- II) He was never able to ask her to marry him out of fear of rejection.

self-assurance /,self ə'ʃɜ:rəns/ *n.* confidence and the belief that you are able to deal with people and problems easily 自信

- I) Her self-assurance returned.
- II) In conversation he displays wit and self-assurance.

self-esteem /,self ɪ'sti:m/ *n.* good opinion of one's own worth 自尊

- I) Losing the job was a real blow to his self-esteem.
- II) The program is designed to help children from broken families build their self-esteem.

shyness /'ʃaɪnəs/ *n.* the feeling of being nervous or embarrassed to meet or speak to people, or unwilling to do sth. 害羞, 腼腆

- I) This shyness can come from both personality and lack of confidence.
- II) Mary tried to overcome her shyness by spending more time with people.

spontaneously /spɒn'teɪniəsli/ *adv.* without being planned or organized, with no external cause 自发地, 本能地

- I) She spontaneously offered us a bed for the night.
- II) Breathing is something we do spontaneously and we very rarely think about it.

statement /'steɪtmənt/ *n.*

- I) sth. that is said or written, especially publicly or officially 陈述, 声明
- I) She understood that I didn't believe her statement.
- II) People asked the mayor to make a statement about crime in the city.
- 2) a record of money paid, received, etc. during a period of time 结算单, 报表
- I) I haven't received my bank statement for last month yet.
- II) The accountant prepared the company's yearly financial statement.