1. (para. 1) What doesn’t occur to us, though, is that schools and colleges might be at fault for missing the opportunity to tap into such street smarts and channel them into good academic work.

Occur to: 被想到。意思和strike接近，如It occurs to me that …（我想到……），也可以说It strikes me that …。

At fault: in the wrong有错误，应负责任。关于fault常见的一个搭配是find fault with，中间没有a，表示“责备、挑剔”，试比较下面两句话意思的不同：

1. He found fault with my composition. 他说我的作文不好。
2. He found a fault in my composition. 他在我的作文里找出一个毛病。

Tap into: use使用，利用。

1. Tap表示“利用”这个意思在native speakers写的文章中很常见；
2. Tap表示龙头多用于英式英语，在美式英语中多用faucet；
3. Taps在美国学校、军队里表示“熄灯号”，但谓语动词要用单数形式。

Channel: 引导。

1. (para. 2)Nor do we consider one of the major reasons why schools and colleges overlook the intellectual potential of street smarts: the fact that we associate those street smarts with anti-intellectual concerns ... We assume that it’s possible to wax intellectual about Plato, Shakespeare, the French Revolution, and nuclear fission, but not about cars, dating, fashion, sports, TV, or video games.

Intellectual: 智力上的。Intellectual, intellect, intelligent和intelligence四个词的辨析如下：

1. Intellect的形容词是intellectual，intelligence的形容词是intelligent；
2. Intellect（智能）比intelligence（智力）要高级，动物可能有intelligence，但只有人才会有intellect。猴子会做游戏，表示有intelligence，但却并不表示有intellect；人会写字算账，表示有intelligence，但却并不表示有intellect；人会文艺创作或掌握高等数学，才表示有intellect。一个人只要不是呆子，就可以叫做man of intelligence，但未必是man of intellect。Intellectual和intelligent的区别与intellect和intelligence的区别相当；
3. 复杂的是，intellectual也可以是名词，表示“知识分子”，但作为名词的intellectual是一般的知识分子或高级知识分子，而an intellect表示伟大的智者。例如，可以说Albert Einstein was a great intellect，也可以说William Shakespeare was a rare intellect，但不可以说Every professor is an intellect。

Concern: 担忧，担心。这个词无论作为名词还是动词，都可以是正面的关心、关怀、关照，希望有好结果；也可以是负面的担心、担忧、忧虑，生怕有坏结果。也可以是中性的负责某事，管某事。

Wax: become变得。

1. Wax在此处相当于系动词become，故后面可以直接接形容词intellectual。
2. Wax and wane是常见的一个搭配，表示（月亮的）阴晴圆缺或（力量、重要性的）盛衰。

Fission: 裂变。

1. (para. 3) Real intellectuals turn any subject, however lightweight it may seem, into grist for their mill through the thoughtful questions they bring to it, whereas a dullard will find a way to drain the interest out of the richest subject. That’s why a George Orwell writing on the cultural meanings of penny postcards is infinitely more substantial than the cogitations of many professors on Shakespeare or globalization.

Grist: 谷物。

Mill: 磨坊。

Dullard: /ˈdʌləd/n. 笨蛋，蠢人。后缀-ard表示“人”，含有贬义，如coward（懦夫）、drunkard（酒鬼）、laggard（落后者）、bastard（混蛋）、niggard（吝啬鬼）、sluggard（懒鬼）。

Drain A out of B: 使A从B中流走、流出。drain the interest out of the richest subject的意思即“使（学生在学习）内容最为丰富的课程时失去了兴趣”，这里作者将interest这个抽象名词直接作为drain的宾语。

Infinitely: 无穷地。这个词来自于finite，表示“有限的”，如a finite set of states（有限状态集合）：

1. 加上否定前缀in-表示“无穷的”；
2. 如果加上另一个否定前缀non-，则表示“无限定的”或“非限定的”，如a non-finite clause（非限定性从句）。

Substantial: large in amount, value or importance。此处应理解为“重大的，重要的”。

Cogitation: meditation沉思，深思。

1. (para. 4) But they would be more prone to take on intellectual identities if we encouraged them to do so at first on subjects that interest them rather than ones that interest us.

Be prone to: be likely or inclined to有可能或有倾向做……。

Take on: 呈现（某种面貌），获得（某种品质）。

Identities: 身份。identity与identification的区别如下：

1. Identity是“身份”，identification是“身份的证明”，因此He refused to reveal his identity中的identity不能被identification所替代，而As he has gone away, his identification is hardly possible里面的identification不可改作identity，但个别用法中，二者也可以互换，例如identity cards身份证，也可以叫做identification cards，因为从意思上说，可以理解为“证明身份的卡片”；
2. Identification来自于identify，用法稍微有些复杂。
3. 这个词常见的搭配是identify A with B，意思是“将A和B等同起来”，如It is a mistake to identify being healthy with being thin.（将健康和瘦等同起来是错误的）。
4. 如果是identify with someone，则表示“与某人产生共鸣”或者“与某人相处融洽”的意思，如The surviving elites in Germany and Japan could easily identify with their occupiers.（德国和日本生存下来的精英们能够很容易地与占领者融洽起来）。
5. 如果是be identified with或者identify oneself with后面接上某个公共性的组织、主张、事业、运动，则表示“参与或支持该组织、主张、事业、运动”，如She identified herself with Women’s Lib.（她参与了妇女解放运动）。
6. (para. 5) I offer my own adolescent experience as a case in point. … I also loved the sports novels for boys of John R. Tunis and Clair Bee and autobiographies of sports stars like Joe DiMaggio’s Lucky to Be a Yankee and Bob Feller’s Strikeout Story. In short, I was your typical teenage anti-intellectual - or so I believed for a long time. I have recently come to think, however, that my preference for sports over schoolwork was not anti-intellectualism so much as intellectualism by other means.

Adolescent: /ˌædəˈlesnt/ adj. 青春期的。

A case **in point**: 恰当的例子。

became hooked on: was addicted to对……上瘾。

sports novels for boys of John R. Tunis and Clair Bee: 正常语序是sports novels of John R. Tunis and Clair Bee for boys，

anti-intellectual: 不用功读书的

1. (para. 6) In the Chicago neighborhood I grew up in, which had become a melting pot after World War II, our block was solidly middle class, but just a block away—doubtless concentrated there by the real estate companies—were African Americans, Native Americans, and “hillbilly” whites who had recently fled postwar joblessness in the South and Appalachia.

A melting pot: 熔炉。有些学者认为美国是一个多元文化的社会，就像一个大熔炉（a melting pot）一样，但也有学者认为大熔炉的比喻并不贴切，因为每一个群体的文化仍然得以保持，并没有相互融合，更像一个沙拉碗（a salad bowl）。

Solidly: 一致地，统一地。

Real estate: 房地产。

Hillbilly: /’hil,bili/ n. 土包子

Appalachia: 阿巴拉契亚山脉。

1. (para. 6) Negotiating this class boundary was a tricky matter. On the one hand, it was necessary to maintain the boundary between “clean-cut” boys like me and working-class “hoods,” as we called them, which meant that it was good to be openly smart in a bookish sort of way. On the other hand, I was desperate for the approval of the hoods, whom I encountered daily on the playing field and in the neighborhood, and for this purpose it was not at all good to be book-smart. The hoods would turn on you if they sensed you were putting on airs over them: “Who you lookin’ at, smart ass?” as a leather-jacketed youth once said to me as he relieved me of my pocket change along with my self-respect.

Negotiate: vt. 成功越过。这是一个不太常见的意思。

Clean-cut: 外表整洁的。

Bookish: 书生气的。后缀-ish表示“像……一样、有……性质的”，其他带有-ish后缀的词有childish（孩子气的）、coldish（稍冷的）、modish（时髦的）、foolish（愚蠢的）。

Desperate for:渴望，急需。Desperate和despaired中，前者表示having little hope and being ready to do anything（即身处绝境准备放手一搏），而后者表示without any hope（即不抱任何希望，彻底绝望）。

Approval: 认可，批准。

1. Approval一般搭配of，而不可接不定式，如不可说We have obtained his approval to enter his garden，应该把to enter改为of entering，或者把approval改作permission或consent；
2. Approval来自于approve，approve既可以作为及物动词，直接说approve something，也可以作为不及物动词，搭配of，如approve of something，大体上二者意思都是“赞同”、“同意”的意思，但仔细看起来有区别：
3. Approve是瞬时动词，表示“予以同意”，不牵涉到好坏的价值判断。如一个招生负责人可以说I cannot approve your application to study law because you do not have the relevant qualifications.（我不能同意你学法律的申请，因为你不具备相应的资格。）
4. Approve of表示价值判断的延续，表示对某事或某人有好感，予以支持或善待。如I don’t approve of smoking in restaurants because it is so upsetting usually for non-smokers.（我不赞成在饭馆可以吸烟，因为这通常使得不吸烟的人很不舒服。）
5. Disapprove和disapprove of的区别类似，不再赘述。

Turn on: 突然袭击或申斥。

Put on airs: 摆架子，装腔作势。

Relieve me of my pocket **change**: 抢走了我的零钱。

1. (para. 7) … between the need not to jeopardize my respectable future and the need to impress the hoods. As I lived it, the conflict came down to a choice between being physically tough and being verbal. For a boy in my neighborhood and elementary school, only being “tough” earned you complete legitimacy.

Jeopardize: /ˈdʒepərdaɪz/ vt. 危害，危及。

Lived: 此处live作为及物动词用，意思同experience（经历）。

Come down to: 归根结底。

Verbal: 与文字有关的。结合下文，此处宜理解为literate。

Legitimacy: /lɪˈdʒɪtɪməsi/ n. 此处指in accordance with accepted standards of toughness。与legitimate相关的词还有legal和lawful，辨析如下：

1. Lawful除表示“符合法律的”之外，还表示“合情合理的”，“应该拥有一切有关权利的”，有一种理直气壮的语气，例如Lawful heir（合法继承人），lawful age（法定年龄，暗含可以有做某些事情的行为能力）；
2. Legal表示公事公办意义上的“合法的”，更侧重符合法律规定，如gambling is legal in some state（在某些州，赌博是合法的，暗含尽管不道德，但按法律规定来说是合法的），此处不宜使用lawful，因为lawful表示的合法常常是一种理直气壮语气下的合法；
3. Legitimate本来主要指子女是合法婚生的，但后来意义扩大，可泛指“拥有一切有关权利的”，但不带有lawful的那种理直气壮地语气，如合法政府（legitimate government），很少说lawful government，更少说成是legal government。
4. (para. 7) If you were less than negligible as a fighter, as I was, you settled for the next best thing, which was to be inarticulate, carefully hiding telltale marks of literacy like correct grammar and pronunciation.

Negligible: /ˈneɡlɪdʒəbl/ adj. 微不足道的，不值一提的。该词强调由于重要性很低或者量不够大，导致不值一提。如The cost was negligible.（费用不大，无关紧要）。而neglectable则表示由于缺乏价值，导致可以忽略不计的。二者的意义有所重叠。

Settle for: 勉强接受，无奈接受。

Inarticulate: 口齿不清的。结合下文，此处宜理解为**illiterate（外行的；无知的）**。

Telltale: 暴露实情的。

Literacy: /ˈlitərəsi/ n. 读写能力。其形容词形式为literate，表示“有文化的，有读写能力的”，而另一个相近的词为literature，其意义需做以下两点说明：

1. literature不一定是指“文学”，该词也可能是指“印刷品”或“出版物”，如literature on beekeeping（有关养蜂业的出版物）；
2. literature作为“文学”解时通常不带冠词，即使是前面加上修饰语也不带冠词，如modern literature（现代文学），scar literature（伤痕文学），而the literature多半指的是本专业的已发表的文献，如This paper addresses the claim made in the literature that …（本文所针对的是本学科文献中的一个说法，说的是……）。
3. (para. 8) Yet in retrospect, I see that it’s more complicated, that I and the 1950s themselves were not simply hostile toward intellectualism, but divided and ambivalent. When Marilyn Monroe married the playwright Arthur Miller in 1956 after divorcing the retired baseball star Joe DiMaggio, the symbolic triumph of geek over jock suggested the way the wind was blowing. Even Elvis, according to his biographer Peter Guralnick, turns out to have supported Adlai over Ike in the presidential election of 1956. “I don’t dig the intellectual bit,” he told reporters. “But I’m telling you, man, he knows the most” (327).

In retrospect: 回首往事，回顾起来。

Divided: 表示“意见有分歧的”，这个词义在*The Fight over Fifteen*一文中曾经出现过。

Ambivalent: 矛盾的。

The symbolic triumph of geek over jock:

Geek: 极客，智力超群的人，此处指the playwright Arthur Miller。

Jock: 运动员，此处指the retired baseball star Joe DiMaggio。

the symbolic triumph of geek over jock: 此处指Miller在与DiMaggio的竞争中赢得了玛丽莲梦露（Marilyn Monroe）的芳心。

The wind was blowing: 此处the wind was blowing指前面提到的I and the 1950s themselves were not simply hostile toward intellectualism, but divided and ambivalent。

Ike: 指Eisenhower（艾森豪威尔），美国二战中的名将，后来成为美国第34任总统。

Adlai: 指Adlai Ewing Stevenson II，美国政治家，以其辩论技巧闻名，被誉为当时仅次于温斯顿·丘吉尔的天才，曾于1952年和1956年两次代表美国民主党参选美国总统，但皆败给艾森豪威尔。

Dig: vt.（俚语）赞成，喜欢。

Bit: n.（某类人的）典型行为或观念。（做派）

1. (para. 9) Though I too thought I did not “dig the intellectual bit,” I see now that I was unwittingly in training for it. The germs had actually been planted in the seemingly philistine debates about which boys were the toughest. I see now that in the interminable analysis of sports teams, movies, and toughness that my friends and I engaged in—a type of analysis, needless to say, that the real toughs would never have stooped to—I was already betraying an allegiance to the egghead world. I was practicing being an intellectual before I knew that was what I wanted to be.

Though I too thought I did not “dig the intellectual bit,” I see now that I was unwittingly in training for it: Although I did not like those intellectuals, now I find that I was unknowingly trained to become an intellectual.

Unwittingly: 不知不觉地。这个词来源于wit，表示“措辞巧妙的能力、风趣”，常见的搭配是at one’s wits’ end，字面意思是“在某人能力的尽头”，即“不知所措”的意思，如He was at his wits’ end what to do.（他不知道该干什么）。

Germ: /dʒɜːm/ n. 胚胎，胚芽。

Philistine: /ˈfɪlɪstaɪn/ n. 文化修养低的人。

Stoop to: 屈尊，屈就。

Allegiance: /əˈliːdʒəns/ n. 忠诚，效忠。

Egghead: n. 学究（贬义）。这是一个非正式用于，其中的egg一般认为是可数名词，但如果表示多个鸡蛋打碎了和在一起就不可分了，同面粉、牛奶一样成了不可数的物质名词。例如，Such ice cream defects are caused by too much egg.（这样的冰淇淋做得不好，是因为放的鸡蛋太多）。这里用much egg而不是many eggs，原因就在于说话人想表示蛋糕中鸡蛋的含量太多。

that the real toughs would never have stooped to—I was already betraying an allegiance to the egghead world.

1. (para. 11) Only much later did it dawn on me that the sports world was more compelling than school because it was more intellectual than school, not less. Sports after all was full of challenging arguments, debates, problems for analysis, and intricate statistics that you could care about, as school conspicuously was not.

Dawn on: be understood被明白，被意识到。

1. Dawn本义是“黎明”、“拂晓”，dawn on表示“被明白”是一种隐喻metaphor的用法；
2. 固定搭配at dawn和before dawn中没有the，但the dawn came和we used to rise with the dawn是需要加the的。

Compelling: 引人入胜的，扣人心弦的。

Intricate: /ˈɪntrɪkɪt/ adj. 错综复杂的。该词侧重于由于内部有很多部件，各部分交织在一起导致很难区分或分析，这和complex稍微有些不同，complex着重指内部组成成分数量多并且相互关联，但没有“很难区分或分析”的意思。

Conspicuously: /kənˈspɪkjuəsli/ adj. 明显地。

1. (para. 11) I believe that street smarts beat out book smarts in our culture not because street smarts are nonintellectual, as we generally suppose, but because they satisfy an intellectual thirst more thoroughly than school culture, which seems pale and unreal.

Beat: 胜过。注意本文第7段开头I grew up torn, then, between the need to prove I was smart and the fear of a beating if I proved it too well中，beating表示“殴打”。

1. 表示“胜过”这个意思时，可能是瞬时的状况，也可能是延续的状况。如He can beat me at chess.（他下棋能赢我），这是一个延续的状况。而He beat me at chess yesterday.（他昨天下棋赢了我），这是一个瞬时的状况。
2. Beat还可以表示“使……无法理解”的意思，如It beats me how he gets away with it.（我真不明白他是如何侥幸成功的）。
3. Beat还可以表示“抢在某人之前”，如Beat the rush hour, travel early.（抢在高峰时间之前，提早上路）。
4. (para. 12) Whereas schoolwork isolated you from others, the pennant race or Ted Williams’s .400 batting average was something you could talk about with people you had never met.

Whereas: conj. 但是或者尽管，表示二者相比较。注意这个词还可以表示“因为……”或“鉴于……”，但这种用法仅仅限于法律和合同等正式文件。

Pennant race: n. 棒球锦标赛。

Batting average: 击球率。

1. (para. 12) Sports introduced you not only to a culture steeped in argument, but to a public argument culture that transcended the personal. I can’t blame my schools for failing to make intellectual culture resemble the Super Bowl, but I do fault them for failing to learn anything from the sports and entertainment worlds about how to organize and represent intellectual culture, how to exploit its gamelike element and turn it into arresting public spectacle that might have competed more successfully for my youthful attention.

Be steeped in: 饱含（某种品质）。这一短语在第二次课The Trial that Rocked World中出现过。

Resemble: /rɪˈzembl/ vt. 看起来像。

Super Bowl:（美国）超级碗橄榄球赛。

Fault: vt. 发现错误，找出缺点。这里fault是及物动词。

Arresting: 吸引人的。相当于attractive。

Spectacle: n. 精彩的表演，壮观的场面。这个词的复数形式spectacles可以表示眼镜。lens一词，也可以表示眼镜，但需注意，lens是单数，复数是lenses。

1. (para. 13) For here is another thing that never dawned on me and is still kept hidden from students, with tragic results: that the real intellectual world, the one that existed in the big world beyond school, is organized very much like the world of team sports, with rival texts, rival interpretations and evaluations of texts, rival theories of why they should be read and taught, and elaborate team competitions in which “fans” of writers, intellectual systems, methodologies, and -isms contend against each other.

Tragic: 悲剧的。Tragic和tragical意思一样，但现在多用tragic是二者的副词都是tragically。

Elaborate: /ɪˈlæbərət/ adj. 复杂的，详尽的。

Methodology: /ˌmeθəˈdɒlədʒi/ n. 方法论。该词来源于method，再加上后缀-ology构成：

1. Method：
2. 中文“什么”的方法，“什么”这个定语，可以指方法的内容（如“耐心说服的方法”），也可以指方法的目的（“促进销售的方法”）。在英文中，method的前置定语如果是形容词，通常用于表示方法的内容，如the trial-and-error method（试错法），the inductive method（归纳法）。
3. 前置定语如果不是形容词，通常表示目的，如a payment method（付款方法），new teaching methods（教学方法）。
4. 如果以of something, of + -ing或者to do作为method的后置定语，则通常表示方法要达到的目的，例如a method of testing English speaking（测试英语口语的方法），a method of birth control（控制人口出生的方法），a method to go into the market（进入市场的方法）。

2） 后缀-ology（有时也作-logy），表示“……学”，所以方法论的字面意思即“关于方法的学问”，其他带有相同后缀的词有mythology（神话学）、theology（神学）、philology（语文学）、anthropology（人类学）。

Contend: /kənˈtend/ vi. 竞争。

Contend: 竞争，争夺。此处contend可理解为argue或者debate之义。

1. (para. 14) To be sure, school contained plenty of competition, which became more invidious as one moved up the ladder (and has become even more so today with the advent of high-stakes testing). In this competition, points were scored not by making arguments, but by a show of information or vast reading, by grade-grubbing, or other forms of one-upmanship. School competition, in short, reproduced the less attractive features of sports culture without those that create close bonds and community.

Invidious: /ɪnˈvɪdiəs/ adj. 令人讨厌的。

Ladder: n. （事业上晋升的）阶梯。

Advent: n. 到来，出现。

High-stakes testing: 高风险考试。一般指对学生、教师或学校带来利益增损的考试，典型的高风险考试如高考和英语四六级考试。

Grade-grubbing: n. 指学生为了获得高分而用功读书。

One-upmanship: n. 高人一等。

Without those: those指的是those features，与前面的the less attractive features形成对比。

Bond: relationship关系。这个词还有一个常见的意思，表示“债券”。

1. (para. 15) And in distancing themselves from anything as enjoyable and absorbing as sports, my schools missed the opportunity to capitalize on an element of drama and conflict that the intellectual world shares with sports. Consequently, I failed to see the parallels between the sports and academic worlds that could have helped me cross more readily from one argument culture to the other.

Distance: 这里distance作为动词使用，表示“使……远离”。假设A和B相距100米，A为说话人，distance与介词搭配用法和辨析如下：

1. A以A为参照点谈论B，用B in (the) distance，如果是动态的“瞭望”，可以将静态的in改为into。例如，A可以说I could gaze far into the distance and often not see a single soul.（我极目瞭望远处，常常一个人影都看不见）。另外，in the distance指的是看得见或者听得见的地方，如I see a cottage in the distance，但如果A住在上海，B住在南京，不能说彼此in the distance。
2. 反过来A以B为参照点谈论A，用at a distance，例如The only way I can cope with him is to keep at a distance.
3. From a distance只是表示“有一段或长或短的距离”，不带有倾向性，不表示距离之远。例如Police watched the peaceful protest from a distance.（警察离开一段距离监视着和平抗议）。
4. From the distance带有倾向性，表示距离之远。例如，the comet seen from the distance（远距离看的那颗彗星）。
5. Within + doing + distance表示距离之近，就在doing的那个范围之内，例如within walking distance步行可达，within walking distance of the supermarket表示“从超市步行可达”。

Capitalize on: 利用

Conflict: 此处conflict宜理解为different opinions。

Parallel: similarity相似点。表达这个意思时，parallel常作复数使用。

From one argument culture to the other: one argument culture指的是sports culture，the other指的是academic culture，由于作者认为在学校看不到the similarities between the sports and academic worlds，因此也就无法cross from sports culture to academic culture。

1. (para. 16) … who see sports as competing with academic development rather than a route to it. But if this argument suggests why it is a good idea to assign readings and topics that are close to students’ existing interests, it also suggests the limits of this tactic. For students who get excited about the chance to write about their passion for cars will often write as poorly and unreflectively on that topic as on Shakespeare or Plato. Here is the flip side of what I pointed out before: that there’s no necessary relation between the degree of interest a student shows in a text or subject and the quality of thought or expression such a student manifests in writing or talking about it. The challenge, as college professor Ned Laff has put it, “is not simply to exploit students’ nonacademic interests, but to get them to see those interests through academic eyes.”

Route: /ruːt/ n. 路线

Assign: 指定功课或者作业。Assign表示这个意思是美式英语的用法，如果需要指出是哪个科目的作业，可以使用介词in，如an assignment in physics。

Limit: n. 界限，范围。Limit和limitation的辨析如下：

1. Limit更多表示的是一个点，故其意思有“限度”、“限制”、“限额”、“极限”，例如a speed limit表示速度限制，这个限制是一个点（比方说60千米/小时），课文中用的是limits，即多个限制的点的集合，因而表示“界限”，即这种观点也表明了这一方法的范围（仅仅是能够让学生产生兴趣而已）；
2. Limitation表示的是一种行为、过程或性质，故其意思有“限制”、“局限性”。如This research has its limitations.（这一研究有它的局限性），再如limitations on imports（出口限制）。

Tactic: n. 策略，手段。

1. 这个词是可数名词，但常作为复数使用，可以表示“策略”，或者“战术”。
2. 在军事和政治领域，tactics表示的是具体战术或策略层面的东西，而strategy则表示的是大的战略、计划或者方案。但是在商业领域，strategy既可以表示战略，也可以表示策略，tactics较少使用，如business strategy经营策略，却不怎么说business tactics。

Flip side: 另一面。生活中人们有时会通过抛硬币来做决策，抛硬币用英语表达即为flip a coin或者toss a coin，而不用throw或者cast。在本文中，指的是仅仅利用或激发学生的兴趣是不够的，还需要培养学生用学术（或者说智慧）的眼光去分析自己感兴趣的事物。由此，作者引入第二条建议。

1. (para. 17) Making students’ nonacademic interests an object of academic study is useful, then, for getting students’ attention and overcoming their boredom and alienation, but this tactic won’t in itself necessarily move them closer to an academically rigorous treatment of those interests.

Object: /ˈɒbdʒekt/ n. 对象。

1. 作为名词，subject很常用的一个词义是“题目”、“主题”，但意义扩大之后就可以表示“谈论的对象”，再进一步扩大，就可以是某一行动的“对象”，这时subject和object的意思就一致了。例如His behavior is a subject of much controversy.他的行为招致很多争议。在欧洲其他一些语言中，这个场合下用的就是相当于object的名词；
2. Object还可以作为动词，但重音位置会发生变化，变成/əbˈdʒekt/，表示“反对”，如果要表示“反对……”，则用object to，如object to working overtime（反对加班），但注意，如果说object that，则表示“因为……而反对”，例如They objected that he was too young.（他们提出反对意见说，他年纪太轻），这句话不要理解为“他们反对他太年轻了这一看法”。

Boredom: 厌烦，令人厌烦的事物。这里的boredom自然来自于bore，但bore这个词既可能是bear（孕育）的过去时，也可能是bore（“钻孔”或者“使厌烦”）的现在时，听力和阅读时需要弄清楚具体含义。例如Most fishermen simply bore a hole in the ice.（大多数的渔夫仅仅在冰上钻一个洞）。

Alienation: 疏远。该词来自于alienate，表示“使……疏远”，注意下面两组句子的辨析：

1. a. I hope nothing will ever alienate him from his brothers. （我希望没有什么事会使他跟他的弟兄们不和好），“责任人”是他。

b. I hope nothing will ever alienate his brothers from him. （我希望没有什么事会使他的弟兄们跟他不和好），“责任人”是他的弟兄们。

2）He is now alienated from her, but she still loves him.这个句子是讲得通的。

He is now alienated from her, but he still loves her. 这个句子是讲不通的。

Rigorous treatment: strict training严格的训练。此处treatment不宜理解为“对待”。另外，rigorous指的是遵循“标准，规则或程序”，所以rigorous的“严格”带有“一丝不苟的，严密的，缜密的”之意。

1. (para. 17) On the other hand, inviting students to write about cars, sports, or clothing fashions does not have to be a pedagogical cop-out as long as students are required to see these interests “through academic eyes,” that is, to think and write about cars, sports, and fashions in a reflective, analytical way, one that sees them as microcosms of what is going on in the wider culture.

Pedagogical: /,pedə'gɒdʒɪkl/ adj. 教育学的，教学法的

Cop-out: n. 逃避的借口

A pedagogical cop-out: 本句中表示anti-intellectualism。

As long as: 只要……就……。也可用so long as表达。关于long的用法有以下两点需要注意：

1. long作为副词，在肯定句中不能在句尾单独使用，比如不能说He stayed long，需要改为He stayed for a long time或者He stayed too long，变形之后也可以，如He stayed longer。但是，在否定句和疑问句中，long可以单独放在句尾，如可以说He didn’t stay long.或者Did he stay long?
2. a. Long after he went, I sat down. 他走后很久我才坐下来。

b. Long after he went, I kept seated. 他走了之后我坐了很久。

其实无论是a句还是b句，long after he went都表示的是他走后很长的一段时间，但两句意思的差别在于a句sat是瞬时动词，而b句的kept是延续动词，逻辑上推测出这个延续的时段与走后很长的一段时间基本同步，翻译的时候就直接用“很久”去修饰“坐”。

1. For a long time或者for long都表示某一延续行动或状态延续很久，但二者在否定句中起不同的作用，前者“管”否定，表示“很久没有……”，后者被否定所“管”，表示“没有多久”。如She didn’t speak for long.（她没有讲多久），而She didn’t speak for a long time.则表示“她很长时间没讲话”。

That is: 本句中用于解释前面的to see these interest “through academic eyes”

Analytical: 也作analytic。但analytics表示“分析学”，其意义源于后缀-cs，表示“学科”。

one that sees them as microcosms of what is going on in the wider culture: 这个部分在本句中作为a reflective, analytical way的同位语。

Microcosm: /ˈmaɪkrəʊkɒzəm/n. 缩影。该词由前缀micro-（微观的）和词根cosm（世界，宇宙）构成。其他带有词根cosm的词有cosmic（宇宙的）、cosmopolis（国际都市）和cosmos（宇宙）。

1. (para. 18) It is self-defeating to decline to introduce any text or subject that figures to engage students who will otherwise tune out academic work entirely.

Decline: 拒绝。

1. Decline是“有礼貌地谢绝”，比refuse婉转。注意I must decline to accept your invitation.中的to accept是多余的。
2. Decline后面接名词或者不定式都可以，如She declined comment.和She declined to comment on it.都可以
3. Decline的名词形式有人用declinal, declination或者declinature，但最好都不用，转用refusal更合适，有必要时可以在refusal前面加上polite或者courteous（谦恭的）等词。

Figure: vi. 起重要作用。如He figured largely in the opposition to the bill.（他在很大程度上成了反对这项议案的一员主将）。

Engage: vt. 吸引。

1. Engage的意思很多，其基本义为“占用、占住（使之不能他顾）”，由此派生出许多分支词义。如“占住某人的时间、注意力、兴趣或心思”，文中的engage就是这个意思。在这个基本义上，engage引申出“雇佣”（engage a lawyer）、“预定”（engage a hotel room）、“使订婚”（Mary engaged herself to Tom.）、“使卷入或参加”（This allowed him to engage the woman in further conversation.）、“纠缠”（They engaged enemy troops for three years of hard combat.）等意义。
2. Be engaged in和engage in二者都表示“从事”，如He is engaged in teaching.和He engages in teaching.都表示“他从事教学工作”这个意思，但前者重在状态，后者重在行为。

Otherwise: 该词由词根other和后缀-wise构成，这个词上学期已经解释过了，复制如下：

1. 后缀-wise表示manner，其他带有后缀-wise的词有clockwise（顺时针方向地）, crosswise（交叉地）, stepwise（逐步地）, endwise（末端向上地）, lengthwise（纵向地）, widthwise（横向地）。
2. 后缀-wise既然表示manner，那么otherwise的基本意义就是in another manner。在具体语境之下，可表示“如果不采取当前的做法就会如何”，即“本来会如何”。例如The drug would save at least some babies and mothers from their otherwise terrible fate.（该药物将起码能够拯救一些婴儿和母亲摆脱他们那种本来很可怕的命运）。还可引申为“除非”，多见于法律文件、合同等正式文本。The program must be reviewed quarterly unless otherwise required by law.（这个项目必须按季度进行审查，法律另有规定的除外）。进一步引申开来，可以表示对当前对象的否定。如We are shown portraits, prints, and drawings, contemporary and otherwise.（我们看到了一些肖像、印张、画片，有现代的，有从前的）。

**Tune out: 不听，不注意。**

1. (para. 18) So it makes pedagogical sense to develop classroom units on sports, cars, fashions, rap music, and other such topics. Give me the student anytime who writes a sharply argued, sociologically acute analysis of an issue in Source over the student who writes a lifeless explication of Hamlet or Socrates’ Apology.

Make sense: 有意义。这个短语的意思取决于其主语。

1. 如果主语是话语、看法、做法，意思是“合理”、“有意义”、“有道理”，例如This sentence doesn’t make much sense.（这个句子不大通）
2. 如果主语是人，make sense后面接有(out) of something，表示“弄清楚……的意思”，例如I can’t make sense of this letter.（这封信是什么意思，我弄不明白）。
3. 如果主语是人，后面没有of something，意思是“精神正常”，例如I could be stupid, but you’re making no sense.（我也许愚笨，但是你现在有点发糊涂）。

Acute: adj. 敏锐的，有洞察力的。

1. 医学上，一般acute表示“急性的（疾病）”，上一次课的essentials中提到2003年的SARS病毒，其全称便为Severe Acute Respiratory Syndromes（严重急性呼吸综合征）。
2. Acute还可以指几何上的锐角（an acute angle），与之相对的钝角为an obtuse angle，直角为a right angle。

Issue: （期刊的）期。

1. Issue可以作为动词用，表示“发出”、“发表”，如issue an order（下命令），issue的宾语可以是人也可以是物，例如The teacher issued library cards to the pupils.和The teacher issued the pupils library cards.
2. Issue可以统指“子女”、“后嗣”时，指一个或多个都可以，但不专指某个“子”或“女”。
3. 常见的搭配at issue，如果其主语是物，则表示“处于争论或争夺的焦点”、“是症结所在”，例如At issue is the reputation of the company.（事关公司荣誉），如果at issue的主语是人，则表示“在争论中”，争论什么东西用over引入，如We have been at issue with them over this matter for decades.（我们同他们争论这个问题已有几十年了）。

Explication: /ˈeksplɪkeɪʃn/ n. 详细解释。

Apology: 这里指的是苏格拉底的名篇《申辩》。