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# A Cognitive and Cross-Linguistic Approach to Polysemy

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A Cognitive and Cross-Linguistic Approach to Polysemy

by

Huichun Zhu

A Dissertation

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Philosophy

in

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of the requirements for the degree of Doctor of Philosophy

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A Cognitive and Cross-Linguistic Approach to Polysemy

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## TABLE OF CONTENTS

<b>List of Tables</b> .....	<b>(Page vii)</b>
<b>List of Figures</b> .....	<b>(Page viii)</b>
<b>Abstract</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
<b>A Cognitive and Cross-Linguistic Approach to Polysemy</b> .....	<b>11</b>
Fundamental Cognitive Account of Polysemy.....	11
Assumption .....	12
Account Components .....	15
Predictions .....	27
Embodied Cognition Assumption and Its Predictions for Polysemy.....	32
Assumption .....	38
Predictions .....	39
<b>General Methodology</b> .....	<b>40</b>
Methodology Overview .....	40
Languages .....	40
Words .....	42
Word Compounding Issue in Chinese .....	42
Frequency of Pair-Wise Words .....	45
Use of Dictionaries .....	45
Participants and Language Conditions .....	47

<b>Empirical Tests</b> .....	<b>47</b>
Material Selection .....	47
Word Selection .....	47
Exemplar Usages of Words .....	54
Data Collection .....	56
Task 1: Assessment of Core Sense Selection within Each Language and Cross-Linguistic Agreement on Core Senses .....	57
Task 2: Within-Language Sense Distinction and Cross-Linguistic Agreement on Extended Senses .....	63
Task 3: Generating Salient Characteristics of Core Senses.....	75
Task 4: Applicability of Salient Characteristics to Distinctive Senses .....	80
Task 5: Distances of Extended Senses to Core Senses .....	84
Task 6: Understandability of Senses to Non-Speakers of the Language .....	89
 <b>General Discussion</b> .....	 <b>100</b>
Findings, Implications, and Open Questions Regarding Polysemy Generation Results .....	100
Findings and Implications for Embodied Cognition .....	108
Broader Implications .....	112
Conclusion .....	119
 <b>References</b> .....	 <b>120</b>
 <b>Appendixes</b> .....	 <b>155</b>
Appendix A .....	155
Appendix B1 .....	189
Appendix B2 .....	290

Appendix C .....418  
Appendix D .....402  
Vita .....449

## LIST OF TABLES

Table 1: Word List Used for Pre-Experimental Test .....	133
Table 2a: Output of Task1 on Core Sense Selection Data (English) .....	135
Table 2b: Output of Task1 on Core Sense Selection Data (Chinese) .....	137
Table 3: MDS Outputs of Task2 .....	139
Table 4: Number of Shared Senses for Paired Words of Three Word Classes .....	143
Table 5: Analysis of Variance for Applicability of Salient Characteristics of Core Senses to Extended Senses .....	145
Table 6: Analysis of Variance for Distances of Extended Senses to Core Senses....	146
Table 7: Analysis of Variance for Understandability of Senses to Non-Speakers of the Language .....	147



## LIST OF FIGURES

Figure 1: Radial structure of polysemous senses .....	148
Figure 2: Prediction for shared polysemous senses across independent languages ...	149
Figure 3: Two-dimensional MDS solution for the English word <i>broken</i> .....	150
Figure 4: Sense clustering output of hierarchical clustering on the two-dimensional MDS solution for the English word <i>broken</i> .....	151
Figure 5: Applicability of salient characteristics of core senses to extended senses .	152
Figure 6: Overall results of distances of extended senses to core senses. ....	153
Figure 7: Overall results of understandability of extended senses to non-speakers of the language .....	154

## Abstract

Polysemy refers to the phenomenon that a word possesses multiple different but related meanings. Past accounts have provided descriptions of the relations that an extended sense may have to the most central or fundamental (“core”) sense of a word, but they do not provide an explanatory account of how such senses are generated. The current research investigates the cognitive basis for the generation of polysemous senses. I hypothesize that extended senses are built on the salient characteristics of referents of core senses. I also argue that to the extent that speakers of different languages find the same characteristics of default referents salient, different languages should tend to generate similar polysemous senses from the same core senses. Evidence is provided for this proposed language-independent mechanism using data from six psycholinguistic tasks administered to speakers of two historically unrelated languages: English and Chinese. I also propose that, assuming a bidirectional interaction between language and thought, more embodied words should generate a larger number of extended senses and a higher proportion of senses shared between the languages. Evidence is provided for these predictions through the same empirical tasks. Broadly, this project provides a novel avenue for the study of word senses by revisiting the cognitive link between thought and language.

## A Cognitive and Cross-Linguistic Approach to Polysemy

“Strange words simply puzzle us;  
ordinary words convey only what we know already;  
it is from metaphor that we can best get hold of something fresh.”

Aristotle, *The Rhetoric*

### **Introduction**

The issues of how thought is mapped onto language or how general principles of cognition are reflected in language are fundamental to language related fields. As Geeraertes (1995) commented, “Language, then, is seen as a repository of world knowledge” (p.112-113). Both grammatical structures and lexical characteristics can be used as meaningful units to investigate cognitive capabilities and tendencies. Chomsky (1965), for example, argued that recursion should be a common grammatical feature of all languages, given that thought itself is recursive. Langacker (2000) addressed how transitivity, a characteristic of thought, expressed itself repeatedly in grammatical structures. This project investigates how language reflects thought in the lexical domain. Specifically, I investigate the phenomenon of polysemy generation, provide evidence for a language-independent generative mechanism of polysemy, and argue that the mechanism should be attributed to associative and analogical thinking. Below I shall define the phenomenon of polysemy and briefly review what previous research has and has not done regarding the phenomenon.

Unlike homonymous words which share the same spelling and the same pronunciation but have different meanings (e.g. “hit the ball with the *bat*” and “*bats* eat mice”), polysemous words refer to those that have multiple different but related meanings

(e.g., “my left *foot*” and “at the *foot* of the mountain”). Polysemy has been recognized as a ubiquitous phenomenon that happens on most words in most languages (e.g., Berlich, Todd, Herman & Clarke, 2003). As a general rule in the fields of cognitive psychology and psycholinguistics, once a phenomenon’s ubiquitous existence is acknowledged by a good number of researchers, the ball should start rolling such that there should be some theoretical attempts aimed at explaining the cognitive mechanism underlying the phenomenon. Then in case there is more than one theoretical attempt, appropriate empirical research is in order to pit the available accounts against each other. The story for polysemy generation, however, is that although the existence of general principle(s) of polysemy has been proposed outside of psychology decades ago, up to today, no known attempts within cognitive psychology and psycholinguistics provide a systematic and testable account for polysemy generation. The current project aims to do so. Before I dive into my account, however, I shall briefly introduce the relevant research on polysemy outside and inside psychology, and then identify the reasons of why there is a lack of attempts to outline a cognitive account for polysemy generation.

There are proposals on the existence of general principle(s) of polysemy in linguistics and other fields. For example, Langacker (1988) suggested that “a lexical item is typically polysemic – comprising a family of interrelated senses, forming a network centered on a prototypical value. Although the precise array of senses conventionally associated with the expression is not fully predictable, neither is it arbitrary; as the network evolves from the prototype, each extension is motivated in some cognitively natural fashion, and often in accordance with a general pattern of principle” (p. 392). Nunberg (1979) and Norrick (1981) identified several “projection principles” of

polysemy. For example, they proposed that the same word can be used to refer to both the object and the substance (e.g., *chicken*); both the text and the object (e.g., *newspaper*); both the act and the instrument (e.g., *drill*); both the actor and the act (e.g., *cook*); both the location and the occupant (e.g., *The White House*), etc. In fact, Norrick (1981) gave a list of twenty-three possible projection principles without claiming exhaustiveness of the list. Other influential proposals include Stern's (1931) seven ways of generating polysemous senses (i.e., substitution, analogy, shortening, nomination, regular transfer, permutation, adequation), Bloomfield's (1933) proposal of nine ways (i.e., narrowing, widening, metaphor, metonymy, synecdoche, litotes, hyperbole, degeneration, and elevation), Ullmann's (1957, 1962) proposal of four ways (i.e., metaphor, metonymy, folk-etymology, ellipsis), and Blank's (1998) proposal of eleven ways (i.e., metaphor, metonymy, synecdoche, specialization of meaning, generalization of meaning, cohyponymic transfer, antiphrasis, auto-antonymy, auto-converse, ellipsis, and folk-etymology).

Despite the insightfulness of these literatures, none of them provides an account of polysemy that is sufficient for systematic hypothesis testing of the mechanism of sense extension. This shortcoming may be partly due to the lack of research interest in searching for a testable account, and partly due to the lack of proper methodology. The job of identifying the psychological principle(s) of polysemy, which requires the understanding of the underlying cognitive mechanism, falls on psychology and psycholinguistics. However, the issue has eluded the fields of psychology and psycholinguistics for decades. By and large, the previous psychological and psycholinguistic research on polysemy has focused on two themes: how polysemy is

represented in the mental lexicon, and how to resolve the ambiguity caused by polysemy in comprehension. Cognitive, neural, developmental, computational and combined approaches have been applied to investigate these themes. For example, the cognitive approach studies the processing distinctions of polysemous words using online or offline measurements (for a review, see Simpson, 1994). The neural approach compares different involvement of the two hemispheres in processing literal vs. non-literal senses by studying brain-damaged and healthy subjects (for a review, see Bohrn, Altmann & Jacobs, 2012). The developmental approach examines the different acquisition ages of different senses (e.g., Gilhooly & Logie, 1980; Nerlich, Todd & Clarke, 2003; Khanna & Cortese, 2011). The computational approach explores different ways of parameterizing the contexts to decrease ambiguity caused by polysemy in machine learning and machine translation (e.g., Kilgarriff, 2003; Wilks, 2003). There have also been fruitful combinations of different methodologies. For example, Cuyckens, Sandra, and Rice (1997) compared measurements of children with cognitive assessments of adults. Pylkkanen, Llinas & Murphy (2006) assessed both neural and behavioral responses of online processing tasks. Each approach or each combination of approaches has its own strengths. For example, given the long-recognized age-of-acquisition effect on lexical retrieval (e.g., Ellis & Morrison, 1998; i.e., words/senses acquired at earlier ages have advantages in speed of retrieval), developmental studies on the acquisition of polysemous senses shed unique light on the mental representation issue of polysemy. As another example, one specific hypothesis on mental representation is that a frequently used non-literal sense, once it is conventionalized and lexicalized, triggers similar patterns of activations of the brain areas as the literal sense does (Giora, 1997; Giora, Zaindel,

Soroker, Batori & Kasher, 2000). The investigations on this specific hypothesis have and will continue to contribute to the understanding of the mental representation of polysemy from the unique neural-biological perspective.

However, despite the importance of the mental representation and ambiguity/disambiguation issues, I would suggest that understanding the general basis of polysemy is theoretically more fundamental. Regarding mental representation, to discuss how polysemous senses are mentally represented presumes the existence of those senses. Without an understanding of how those senses arise in the first place, research on the mental representation issue lacks a premise. Regarding the ambiguity/disambiguation issue, to disambiguate polysemous senses requires an understanding of the cause(s) of ambiguity. Without an understanding of the mechanism by which polysemy emerges, which sheds light on the cause of ambiguity, the prescription of disambiguation lacks a diagnosis.

The lack of research effort on searching for language-independent psychological principles and responsible mechanisms might have something to do with the entangled complex driving forces underlying polysemy. The linguist Blank (1999) was one of the few who explicitly categorized the forces that trigger semantic changes of word senses. According to Blank, the forces driving the semantic changes of word senses can be categorized as linguistic forces, psychological forces, social-cultural forces, and cultural/encyclopedic forces (for a revision and expansion of Blank's proposal, see Grzega, 2004). For my current purpose, I suggest reducing the four forces into two broader categories: language-specific forces (i.e., linguistic forces, social-cultural forces, and cultural/encyclopedic forces) and language-independent forces (i.e., psychological

forces). *Linguistic*, *social-cultural*, and *cultural/encyclopedic* forces refer to those forces that are not likely to be shared across languages because they depend on the development of a specific language or a language family, or the development of a culture or an ethnic group, etc. In contrast, *psychological* forces are likely to be common across different languages, because humans, despite speaking differing languages, are equipped with similar psychological capacities and are adapted to environments of similar characteristics. If so, common psychological forces would lead to a shared psychological mechanism of polysemous extensions across languages. Thus, the possibility for finding a common psychological mechanism of polysemy generation is promising.

Before I continue, it is important to distinguish how I use three important terms throughout the paper. Following Blank (1999), contrasting with language-specific “forces”, I use psychological “forces” to refer to the underlying driving forces of polysemy that are not directly observable. I use psychological “mechanism” to refer to the particular realization of psychological forces. The relation between “force” and “mechanism” is “what” to “how”. Researchers can agree on psychological forces, but disagree on the specific mechanisms. Similar to “forces”, however, a “mechanism” is also not directly observable. I use psychological “principles” to refer to observable, summarizable rules. The relation between “mechanism” and “principles” is “cause” to “effects”. Two different mechanisms might differ regarding predictions on some principles, but not on others. Although some researchers use principles to mean the same thing as mechanisms, in this paper I differentiate these terms as noted above.

To continue with my point that psychological forces suggest the possibility of a shared polysemy generation mechanism, psychological forces are nevertheless inevitably



intertwined with the other types of forces within a language, which renders it difficult to disentangle psychological forces from non-psychological ones. That is, even if it is interesting and necessary to examine the shared psychological forces and to look for the common psychological principles of polysemy, researchers might find the entangled nature of the forces a hindrance. Furthermore, even if the shared psychological forces imply a certain common psychological mechanism of polysemy, if the psychological forces are proportionally unimportant relative to the language-specific forces (i.e., linguistic forces, social-cultural forces, and cultural/encyclopedic forces), whatever effects psychological forces exert on polysemous extensions might be diluted by the effects of the other forces to the point of being undetectable. To summarize, the difficulty of disentangling psychological forces from the other types of forces and the uncertain strength of psychological forces relative to the other types of forces renders the task of searching for the language-independent psychological mechanism of polysemy challenging.

Indeed, a psychological account of polysemy generation needs to reject a series of three alternative hypotheses. To begin with, it is possible that there is no psychological mechanism of polysemy generation in any language in the first place. That is, there might or might not exist psychological forces behind polysemy. Also, even if psychological forces exist, and even if psychological forces are common to speakers of different languages, it is not necessary that these forces dictate any systematic mechanism of polysemy. In other words, both Blank's (1999) proposal on the four forces and my argument on the nature of the different forces and their implications for polysemy generation are analytical and speculative, and hence require empirical evidence. Second,

assuming that there exist common psychological forces, and assuming that psychological forces dictate a systematic mechanism of polysemy generation, it is not necessary for psychological mechanisms in different languages to be the same. It is possible for the same psychological forces to exert their power differently in different languages. Third, assuming that there is a common psychological mechanism of polysemy generation in different languages, if psychological forces are proportionally unimportant relative to language-specific forces, whatever traces left by the common psychological mechanism might be overridden by effects of language-specific forces. In other words, if psychological forces play a minor role in polysemy generation, their corresponding effects can be hard to detect among all the effects of language-specific forces. Among the three alternative hypotheses, the third one is the strongest in the sense that it presumes the previous two. Evidence against the third alternative hypothesis can be used as evidence against the former two. To summarize, for a psychological account of polysemy, the most important prerequisite task is to refute the alternative hypotheses above by providing evidence that psychological forces play an important role in polysemy generation and that their corresponding effects are prominent.

The purpose of this project is two-fold. The first is to provide and test a psychological account of how polysemous senses of words arise. To address this goal, I propose a psychological account of how polysemous senses are generated via a language-independent mechanism. I then test the mechanism with six progressive behavioral experiments, provide consistent evidence for the mechanism by testing 12 complementary predictions, and offer a within-project replication by testing the mechanism on two historically independent languages simultaneously. Furthermore, by

combining a cross-linguistic approach with a cognitive one, I disentangle psychological forces from language-specific forces to the best practical degree, and hence provide evidence that psychological forces are the ones that are responsible for the observed principles of polysemy generation. The second goal of the project is to explore the methodological usefulness of polysemy. Specifically, polysemy is used as a methodological tool to test the implications of a non-linguistic theory, i.e., the Embodied Cognition theory. This second goal adds to the first in that when general principles of a ubiquitous phenomenon are understood, the phenomenon can be used to study other phenomena. For example, as a phenomenon, priming refers to an implicit memory effect in which exposure to a stimulus influences a response to a later stimulus. Interestingly, once the general principles of the priming effect are understood, one can use it as a technique to study other phenomena. For example, one way to investigate the representation issue of polysemy is to prime participants on one particular sense, and then observe their response time to same and different word senses. Here the representation issue of polysemy is the phenomenon to be studied and priming is the methodological tool. Similarly, once the first goal is achieved and general psychological principles of polysemy are identified, it is possible to use polysemy to investigate other psychological phenomena. In the present case, I will use it to test implications of the embodied view of cognition, as described below.

Here is a summary of the present story. The project proposes an account of the general cognitive basis of polysemy, which I call the Fundamental Cognitive Account. It suggests that among the multiple senses of a word, there exists one sense constituting the most fundamental core, and that cognitively salient characteristics of the default referents

of core senses provide the cognitive basis for sense extensions. Consider the word *head*. If speakers of English agree with each other that a certain body part of animals constitutes the core sense of the word, and if we also know what characteristics of this body part are salient to the majority of speakers, e.g., *located at top* and *decision making*, then the Fundamental Cognitive Account suggests that these salient characteristics are the cognitive motivations behind the extended senses of *head*, such as in the expressions “*head of company*” and “*head of department*”. Critically, if speakers of a historically independent language, e.g., Chinese, also agree on the core sense and the salient characteristics of *head*, there is a good chance for Chinese to extend similar polysemous senses. At the heart of the proposed mechanism lies the idea that salient characteristics of default referents of core senses motivate new threads of thought, which in turn motivate polysemous senses. Thus, the proposed mechanism reflects common traces of cognition in general.

As for the second goal of this project, I expand the scope of the project by testing the implications of a non-linguistic theory of cognition, i.e., the Embodied Cognition theory, using polysemy as a methodological tool. Through testing predictions of the Embodied Cognition theory on polysemy, I demonstrate how the proposed empirical approach can be used to test cognitive theories that are apparently distant from semantics.

The next section gives the longer version of the story.

### **A Cognitive and Cross-Linguistic Approach to Polysemy**

This section consists of two parts. The first part proposes a cognitive account explaining the language-independent psychological mechanism underlying polysemy

generation. The second part proposes to use polysemy as a means to test several predictions of the Embodied Cognition theory.

### ***Fundamental Cognitive Account of Polysemy***

The account consists of three sections, Assumption, Account Components, and Predictions. To correspond with the three important terms I use, the *Assumption* section addresses the underlying psychological “forces”. The *Account Components* section addresses the proposed “mechanism”, which is one specific way for psychological forces to exert their power. The *Predictions* section describes the observable “principles” of polysemy.

#### ***Assumption.***

The assumption is about “psychological forces” behind polysemy generation. These forces cannot be directly observed. One can only make educated guesses about the nature of these forces, induce what mechanism they can possibly produce, and then test the mechanism. Nevertheless, to the extent that the mechanism I propose in the *Account Components section* relies on these assumptions as a starting point, evidence supporting the mechanism will indirectly speak to these assumptions.

The assumption has two parts. I call it the Earthling Assumption, following Putnam’s (1973) twin-earth problem, to hint at the gist.

*Earthling Assumption – Part 1: Due to the shared cognitive faculties, physical capacities/constraints, and experiences on Earth, people speaking different languages should tend to find similar characteristics of ontological beings and world states to be salient.*

Given that all humans fall into the same species in the biological sense, by definition, they possess the same default cognitive and physical capabilities and potentials. As a result, people across languages and cultures usually find similar characteristics of cognitive targets to be salient or interesting (e.g., Berlin, 1978; Rosch & Mervis, 1975; Boster & D'Andrade, 1989; Malt, 1995; Hunn, 1997). In Berlin's words, there are "discontinuities in nature" that are so obvious for human beings to perceive that they "cry out to be named" (Berlin, 1978, p.11). In Rosch and Mervis' words, "(basic-level categories<sup>i</sup>) cut the world at its joints" (Rosch & Mervis, 1975, p. 584).

Although the question of whether the "discontinuities" and "joints" are ontological facts and epistemological perceptions is debatable, what is more relevant for the current purpose is that when people cognitively process similar subjects existing in the world with the same intellectual and physical capabilities and potentials, they might find similar characteristics of the cognitive targets to be notable. Admittedly, individual observations naturally vary. Nevertheless, the Law of Large Numbers dictates that no matter what distribution small samples demonstrate (e.g., a Poisson distribution), when the sample size is big enough, the distribution collapses to normal. The implication of the Law of Large Numbers to the current case is that once a large number of individuals' opinions are pulled, what the majority considers as salient should be clear. Thus, to the extent that language is a collective endeavor (e.g., Saussure, 1916/1983), lexical characteristics should reflect what is cognitively perceived as salient by many or most speakers.

*Earthling Assumption – Part 2: Due to the shared cognitive faculties, physical capacities/constraints, and experiences on Earth, people speaking different languages*

*should tend to follow similar paths of associative and analogous thinking to extend from one thing to another.*

One reason for polysemous senses to be considered different from each other is that these senses are used to describe things of different domains. For example, the word *foot* in “*foot of chair*” and that in “*foot of chicken*” are different because chair and chicken describe contexts of different domains, such that there is no one set of necessary and sufficient conditions that can cover both senses of foot (and hence is the death of classic theories in semantics in the tradition of Tarski and Davidson). To link two different domains we need associative and analogous thinking. As Hofstadter (2001) argued, the most important mode of thinking is analogical, rather than logical or analytical.

Different from logical and analytical thinking, associative and analogous thinking does not preserve truth-value and there is no “if, then” pattern to track down from the starting point to the other end of the thought. When one hears *dog*, he can possibly think about *bark*, *cat*, *running*, or even *aunt*, if his aunt happens to have a dog, or happens to have recently been bitten by a dog, or happens to want a Dalmatian coat, etc. Thus, for the same thing, people of different personal experiences, background, or preferences can form associations with various different things.

Although it may be hard to predict how one particular person will stretch the threads of associative and analogous thinking (though note that many detective stories provide counter-examples and suggest that once one’s background, thinking habits, and needs are known, what he/she can think of when encountered with a particular thing is

highly predictable; See Poe, 1841, as an example), the general tendency of people's associations in the aggregate is predictable.

To sum, the Earthling Assumption posits some close-to-universal, language-independent characteristics of cognition. I believe that these characteristics play an important role as the psychological forces behind polysemy generation. These common traits of cognition should be reflected in certain lexical characteristics, such as polysemy extensions<sup>ii</sup>. The specific implication of the assumption on polysemy will be elaborated in General Discussion.

*Theoretical Statement V of Account Components.*

*Account Components.*

The account proposed here describes a particular psychological mechanism of polysemy generation. It is composed of six theoretical statements and one methodological proposal. The later theoretical statements depend on the earlier ones. The first three theoretical statements are about individual languages. The second three are about language comparisons. The methodological statement proposes a way of disentangling the psychological forces from the non-psychological forces. Usually, methodological manipulations are separated from theoretical proposals. Nonetheless, I take the methodological statement as indispensable for the completeness of the account, because without it, the psychological mechanism proposed in the six theoretical statements would be confounded by the non-psychological forces.

**Theoretical Statement I: For most polysemous words within a language, average speakers will agree on which specific sense among the many constitutes the core.**



I argue that for most words, the multiple senses a word possesses differ in terms of cognitive status. Specifically, one sense constitutes the core, i.e., the most basic, fundamental, and default sense. In terms of semantics, almost always, the core sense corresponds to the default literal sense of a word. In terms of statistical frequency, often but not always, the core sense corresponds to the most frequently used sense of a word. I acknowledge the possibility for some words to possess more than one core sense. I constrain the scope of the current account to those words that possess one core. Nevertheless, more complex models can be built upon the current account by allowing different numbers of core senses.

A side note should be made. In the literature on the mental representation issue of polysemy, there are arguments on whether only the core sense of a word is mentally represented, with other extended senses being discovered when one faces specific tasks (e.g., Caramazza & Grober, 1976); or whether at least some of the polysemous senses besides the core are also mentally represented (e.g., Klein & Murphy, 2001). This debate is not of direct concern here since the issue of whether there is a core sense for other senses to stem from is prior to, and hence is detached from, the single-representation vs. multi-representation debate. In short, my stance of one-core-among-many is about how polysemous senses gain meanings in the first place. Once they gain their meaning and become conventionalized and lexicalized, whether they are represented separately from the core is another issue.

**Theoretical Statement II: The core sense functions as the common cause for extended senses. Salient cognitive characteristics of the default referent of the core sense function as the motivation for polysemous extensions and the causal**

**connections linking extended senses with the core sense are realized by those salient cognitive characteristics.**

According to Nerlich (2003), Turgot, a French philosopher and etymologist in the 18<sup>th</sup> century, suggested to consider polysemous extensions as “the result of the way in which the principal idea of a word spills over onto the secondary idea” (p. 52). Despite the speculative nature, Turgot’s reflection provides insight into the possible mechanism of sense extension.

I propose that the core sense functions as the cognitive base for extended senses to generate from. As Figure 1 shows, the core sense links to the polysemous senses in a radial way, with the core at the center and extended senses directly linking to the core. In terms of Causal Bayesian theory (e.g., Pearl, 2000), I propose a common-cause relation between the core and the extended senses. Two qualifications are due. One, it is possible for there to be connections among extended senses. Conventionalized extended senses might function as bases for further extended senses to generate from. I constrain the current account to a common-cause scenario for simplicity. If the basic scenario is supported, more dynamic scenarios can be built upon the basic one. Two, Brugman (1981) and Lakoff (1987) also called their model on mental representation of polysemous senses a radial structure. I compare their model with the current one after Statement II.

Regarding the causal mechanism of sense extension, I propose to materialize Turgot’s “spilling over” idea with cognitive characteristics of the referents of the core sense. There is ample evidence showing that salient characteristics of the referents of core senses are readily available when people think of the corresponding word. Broadly, for the classic Stroop (1935) effect to happen in experiments using color words as stimuli, it

is necessary for the words to trigger characteristics of the referents, e.g., *yellow* should trigger the mental representation of the color yellow. In general, as one of the phenomena that enjoy the highest and widest repetition in different domains, the Stroop effect establishes a piece of strong evidence that comprehending words inevitably triggers the characteristics of the referents of words. More specifically, Rosch and others (e.g., Rosch & Mervis, 1975) found that upon seeing a word (e.g. *dog*), people are capable of naming properties and associations of the referents (e.g., barks, four legs). Although these empirical studies were originally designed for different purposes, a more direct reading of the data from the design was that salient cognitive characteristics of the referents are readily linked to the default senses of words. I will come back to the comparison between the original interpretation and the current interpretation in the General Discussion section. Accordingly, I propose to consider salient properties and associations of core senses as possible cognitive motivations behind polysemous extensions. I acknowledge the possibility for polysemous senses to be motivated via ways other than cognitive characteristics. Turgot’s “spilling over” idea can be carried out in different ways at the operational level. I focused on the cognitive characteristics of the referents of core senses primarily because prior research points to this direction. That is, in Figure 1, the links between the core and the extended senses can be substantiated as the salient cognitive characteristics of the core.

A brief justification of the above proposal is in order. In general, when a new usage is coined out of an existing sense by a speaker or a writer, transparency and self-explanation are required. Listeners or readers are expected to understand the new sense without much deliberation on why the word is used in such a non-standard way. When

the link between a new sense and the default sense is ambiguous, chances are the new sense would not gain sufficient popularity to live long or to be accepted by many people. To put it differently, for successful communication, whether in conversational or reading scenarios, a common knowledge between the two sides of communication is indispensable (e.g., Clark, 1996). Thus, when the polysemous sense to be conveyed is fresh for the listeners or readers, the salient cognitive characteristics of the default referents of core senses are qualified to serve as the possible common ground of knowledge between the communicating individuals.

So far, I have proposed a radial model of polysemy. A comparison of the current model with the influential radial structure of *image schemas*<sup>iii</sup> proposed by Brugman and Lakoff (e.g., Brugman, 1981; Lakoff, 1987) might be expected. The primary difference between the two is that the radial structure of *image schemas* is a model of the mental representation of polysemy, and the current model is about the cognitive motivation behind polysemy. Due to the different purpose, the radial structure of *image schemas* focuses on how existing senses are related to each other in the mental lexicon. A secondary difference is that although Brugman and Lakoff also distinguish the central sense from the non-central sense, the rationale they relied on was their own analyses of the senses. Their analyses were highly analytical, thorough, and inspiring. In fact, their case study on the word *over* has inspired many studies on the word *over* and its corresponding words in languages other than English (e.g., Vandeloise, 1991; Cuyckens, 1991; Geeraerts, 1992; Deane, 1993; Dewell, 1994; Bellavia, 1996; Kreitzer, 1997; Tyler & Evans, 2003; Hellberg, 2007; Meex, 2002). However, regarding the issues of what constitutes the central sense and how the non-central sense relates to the central one, it is

possible for researchers' analyses to be different from the average speakers' practices. The distinctions between normative thinking and descriptive thinking have long been recognized inside (e.g., Tversky & Kahneman, 1974) and outside (e.g., Hume, 1739/2000) of psychology. Thus, the more analytical and logical a researcher's analysis is, the further it might be from the mundane thinking patterns. To the extent that it is the average speakers who create the polysemous senses, arguably, one can rely on the average speakers' judgment to determine which sense constitutes the core, and what the connections between core senses and peripheral senses are. Finally, related to the second point, although *image schemata* is an influential theory of sense representations, its empirical support is mainly based on case studies (e.g., Kishner & Gibbs, 1996). As I will argue in the General Methodology section, case studies can be used in pattern exploration, but not in systematic hypothesis testing.

Despite the differences, it is important to point out the similarities of the two models. For one, although in general the causal mechanism of polysemy emergence was not Brugman and Lakoff's concern, in the examples they gave, they implied that different applications of the salient characteristics of the central senses might lead to different meanings of the word. For example, they suggested that there are two salient characteristics, *an opening in a wall*, and *the glass-filled frame* for the word *window*, the application of either or both in certain usages might lead to different senses. This general idea is consistent with the current proposal. In addition, regarding the intellectual heritages, both models owe credits to the idea of family-resemblance (Wittgenstein, 1973) and the Prototype Theory (e.g., Rosch, 1973) of concept learning. The connection

between the current model and the Prototype Theory will become clear in the next statement.

**Theoretical Statement III: Extended senses that are motivated by more salient cognitive characteristics of the core are conceptually closer to the core.**

One of the most replicable findings of the Prototype Theory is the phenomenon of graded membership. Prototype Theory indicates that, when learning a concept, one processes the category members that one experiences or remembers and constructs a mental center or prototype as the default mental representation for the category. For example, based on one's experiences with sparrows, penguins, and other birds, one might construct a "weighted average" bird in terms of features that are important for birds, such as size and color. This construction takes into consideration the frequencies of different birds by weighting them differently, e.g., sparrows can be weighted more than penguins because they are more frequently seen. The outcome of the process is called the prototype for the concept of BIRD. Due to the weighted average procedure, some birds, e.g., sparrows, might be considered as better representatives of the category than others, e.g., penguins, because they are "closer" to the prototype. That is, despite the fact that sparrows and penguins are equally born as birds, people perceive a graded category membership, and consider sparrows to be "better" birds than penguins. This phenomenon of graded membership has been found to be held for categories of various domains (for a review, see Murphy, 2002).

The implication of the above-mentioned phenomenon for polysemy is that, as far as the applicability of salient characteristics to extended senses is a graded phenomenon, per transitivity, the distances of the extended senses to core senses should also be graded.

That is, given that salient characteristics of core senses function as the causal basis for polysemous extensions, the outcomes (i.e., the extended senses themselves) should inherit the property of gradedness. To rephrase, the extended senses are not equal in terms of their perceived distances from the core; rather, the cognitive distances of extended senses can be predicted from the applicability of the salient characteristics of core senses. As Figure 1 shows, the more applicable the salient characteristics of the core to an extended sense (i.e., the thicker the links), the closer the extended sense should be to the core; the less applicable the salient characteristics of the core to an extended sense (i.e., the thinner the links), the more distant it should be from the core.

**Theoretical Statement IV: For many polysemous words, there exists cross-language agreement on the core sense.**

One implicit assumption of the endeavor of language translations is that many or most words in different languages have the same or similar designated referents. For example, to translate the English word *bird* into another language, it is necessary for the targeted language to have a word that refers to birds.

A note should be made regarding the scope of this statement. Although I argue that the proposed rule should hold for many words, especially for words whose designated referents are natural objects (e.g., birds) (Berlin, 1978; see Malt, 1995, for a review) or natural world states (e.g., wind), due to cultural, historical, technological and other factors, the statement might not hold for words whose designated referents are non-natural. For example, there is evidence that words describing artifacts vary in their application ranges in different languages (e.g., Malt, Sloman, Gennari, Shi, & Wang, 1999). As another example, many Chinese words in the field of Chinese traditional

medicine do not have correspondences in English. Consequently, currently it is still difficult to translate and introduce Chinese medication systems to Western countries. In short, the validity of the statement depends on the domain of words and the specific words involved; nevertheless, the broader point is that words do exist with cross-linguistic agreement on the core senses. The scope of this account is constrained to those words that do.

**Theoretical Statement V: For those polysemous words that share core senses across languages, people can and do find the same characteristics of core senses to be salient. The salient characteristics provide similar associations and analogies, starting from core senses and ending with extended polysemous senses.**

The first part of this statement directly follows the Earthling Assumption – Part 2. The assumption is about cognition in general, and the first sentence of the current statement is more specifically about the referents of core senses of words.

The second part of this statement directly follows from the Earthling Assumption – Part 2. When facing the same salient characteristics of core senses, what associations or analogies particular individuals generate, is hard to predict. However, regarding polysemous extensions, for a newly coined usage to be understandable for the other party of communication, or for an occasional usage to gain longevity and popularity among many people, the particular association or analogy should be accessible to many or most people. Critically, regarding the process of sense generation, to the extent that both the necessary components, i.e., the starting point (core senses) and the motivation for associative/analogous thinking (salient characteristics of the default referents), are shared



across languages, the outcomes yielded from this process should have a good chance to be shared. I will develop this idea more in the next statement.

**Theoretical Statement VI: For those polysemous words that share core senses across languages, a considerable number of shared extended senses exist across historically independent languages.**

The current statement follows from Statement II, IV and V. If cognitive characteristics of the core function as the motivation behind polysemy (Statement II), and if people, regardless of language, can and possibly do find similar cognitive characteristics of the core to be salient (Statement V), there should be a considerable number of shared extended senses across historically independent languages for these words, provided there is cross-linguistic agreement on the core senses (Statement IV). As Figure 2 shows, if two languages agree on the core sense of a word, the extended senses of the word in the two languages should overlap (i.e., the grey area in Figure 2).

Recall that at the very beginning of the paper, I argued that a psychological account of polysemy should be able to reject three alternative hypotheses and to provide evidence for a prominent psychological mechanism of polysemy generation despite language-specific forces. The present statement can serve this specific purpose. If linguistic forces, social-cultural forces, and cultural/encyclopedic forces are dominant and psychological forces only play a minor role in polysemy generation, languages of different families and those experiencing little borrowing during their histories should have little chance to generate the same polysemous senses. In other words, given that two languages of different language families and cultures share few language-specific forces, shared extended senses in two independent languages can be considered effects of psychological

forces. Thus, the current statement can be seen as a specific way to reject the third alternative hypothesis. Note that different theories on polysemy generation can surely reject the alternative hypotheses in different ways<sup>iv</sup>.

When there is a non-null overlap in extended senses across two historically independent languages, the extended senses can be categorized into Shared vs. Non-Shared senses. The role of this cross-linguistic factor, i.e., Shareability, becomes clear in the Methodological Statement.

**Methodological Statement: Shareability provides a practical way to distinguish psychological forces from other forces in polysemy extensions. All the cross-language word pairs under comparison should be of the same frequency rank.**

This methodological statement does not add to the theoretical ideas in the current proposal. However, it is indispensable to the completeness of the account in that without it, the psychological mechanism proposed by the six theoretical statements would be confounded by non-psychological forces.

As I suggested earlier, among the four types of forces that motivate polysemy, i.e., psychological forces, linguistic forces, social-cultural forces, and cultural/encyclopedic forces, the psychological forces are the only ones that are likely to be shared across historically independent languages. For languages in the same language family in terms of genetic classification (e.g., English and German), and languages in different language families that have experienced borrowing for a long time historically (e.g., Chinese and Japanese), shared linguistic forces, social-cultural forces, or cultural/encyclopedic forces have been intertwined with psychological forces during the development of the languages under consideration, and render it difficult to pin down the

specific cause for shared polysemous extensions. In contrast, historically independent languages, e.g., English and Chinese, or Spanish and Japanese, have little interactions with each other over long periods of development. Thus, if there is an overlap in sense extensions in historically independent languages, shareability provides a pair of contrasting lenses (Mill, 1843) of the cognitive forces underlying polysemy. Specifically, the psychological forces should demonstrate dominant influences on shared senses; the forces other than the psychological ones should dominate the non-shared senses. Note that I am not saying that shared senses are motivated by the psychological forces only and the non-shared senses are motivated by the non-psychological forces only. Rather, coarse as it is, shareability provides a way to disentangle the psychological forces from the rest to the best practical degree, and functions as a critical predictor in examining many cognitive characteristics of polysemy.

To use shareability as a predictor requires one to take into consideration an implication of Zipf's statistical account of polysemy. Specifically, Zipf (1945a, 1945b, 1949) reported a "direct relationship between the number of different meanings of a word and its relative frequency of occurrences." The empirical rule states that the number of "different meanings of a word will tend to be equal to the square root of its relative frequency, with the possible exception of the few dozen most frequent words" (p.127, 1945a). That is,  $m = F^{1/2}$ , where  $m$  stands for the number of meanings and  $F$  the relative frequency. What Zipf did was: (1) Choose a reasonable dictionary and rank the most frequently used 20,000 words into 20 ranks, with 1000 words in each rank; (2) Count the number of different senses for each word, and take the average of the number of senses for the 1000 words that fall into the same rank; (3) Find the function that relates rank to

number of senses. Along with other important theorems, Zipf's account is highly influential in Natural Language Processing models (Manning, 1999).

The current project links to Zipf's law in a bidirectional way. On the one hand, the testing of a cognitive account like the current one can go astray without following the methodological implication of Zipf's law. On the other hand, the theoretical interpretation that Zipf provided to his account is incomplete without a sufficient cognitive treatment of the motivation behind polysemous extensions.

At this point I will address the first part only – the implication of Zipf's account for the current account. Specifically, when the numbers of polysemous senses are compared across words, it is necessary to take into consideration the relative frequency ranking of the words. It would be inappropriate to compare the numbers of polysemous senses of different words of different frequency rankings. In other words, for the cross-linguistic approach the account proposes, when polysemous senses of a word across languages are to be compared, one needs to ensure that the words chosen for comparison are of comparable frequency rank.

In the next section, along with my elaboration of the methodological usefulness of polysemy in testing predictions of the Embodied Cognition theory, I address the second part – the implications of the current account for Zipf's account.

#### *Predictions.*

This section addresses observable principles of polysemy generation. Below, I will propose four sets of predictions to test the above account. Set 1 addresses the preliminary issues of core sense determination and within- and cross-linguistic agreement on salient characteristics of core senses. Set 1 predictions provide the necessary premises

for the project. All five predictions in Set 1 must be supported in order to carry out the rest of the project. Set 2 provides a within-language examination of the causal mechanism proposed in Statement II. Specifically, the predictions of Set 2 test the relationship between salient characteristics of core senses and distances of extended senses from core senses. Set 3 provides a cross-language examination of the causal mechanism by using shareability as a predictor of several characteristics of polysemous senses. Set 4 provides a complimentary cross-linguistic examination of the causal mechanism by integrating the cognitive assessment of polysemous senses on the two languages separately.

The four sets of predictions are interdependent in two senses. First, the predictions of Sets 2-4 depend on those in Set 1. If the preliminary predictions (i.e., Set 1) are not supported, the rest of the project should be aborted. Second, regarding the goal of mechanism testing, each prediction provides a single piece of evidence. Only when the predictions are taken as a whole, and the evaluations show a consistent pattern does the whole story emerge.

Set 1: Testing of Premises: Are there shared extended senses across two historically independent languages? Can people speaking different languages agree on the salient characteristics of core senses?

Prediction 1.1. Within a language, for at least some words, average speakers can agree on which senses constitute the core senses.

Prediction 1.2. Across two historically independent languages, for at least some words, there can be cross-linguistic agreement on the core senses.

Prediction 1.3. Given the same core senses of related words in two languages, there should exist considerable overlap in the polysemous extensions across two

historically independent languages. Assuming a non-null overlap, shareability (Shared vs. Non-Shared senses) should emerge as a predictor.

Prediction 1.4. Within each language, people should agree upon the most salient characteristics of the referents of core senses.

Prediction 1.5. Across historically independent languages, people should agree upon the most salient properties/associations of the referents of core senses.

Set 2: Within-Language Testing: Does applicability of salient characteristics of core senses predict the perceived distances of extended senses within a language? Is this prediction consistent across languages?

Prediction 1.6. Within each language, the applicability of salient properties/associations of core senses should predict the perceived distances of extended senses to the core senses.

Prediction 1.7. The two within-language patterns should be consistent across languages. That is, regarding how the applicability of salient properties/associations of core senses predicts the perceived distances of extended senses to the core senses, the two languages should provide a consistent replication for each other in terms of the direction and magnitude of the results.

Set 3: Cross-Linguistic Testing (Part 1): How does shareability predict a series of cognitive measurements of polysemy?

Prediction 1.8a. Within each language, shared extended senses should be perceived as closer to core senses, relative to non-shared senses.

Prediction 1.8b. Across the two historically independent languages, shared extended senses should be perceived as closer to core senses, relative to non-shared senses.

Prediction 1.9a. Within each language, the salient properties/associations of the core senses should be more applicable to the shared extended senses, relative to the non-shared senses.

Prediction 1.9b. Across two languages, the salient properties/associations of the core senses should be more applicable to the shared extended senses, relative to the non-shared senses.

Prediction 1.10a. Within each language, shared extended senses, when translated, should be more understandable to non-speakers of the language, relative to non-shared senses.

Prediction 1.10b. Across the two historically independent languages, shared extended senses, when translated, should be considered as more understandable to non-speakers of the language, relative to non-shared senses.

Set 4: Cross-Linguistic Testing (Part 2): How easy or difficult are polysemous senses for non-speakers to understand? Do non-speakers' judgments agree with native speakers' judgments?

Prediction 1.11a. Native speakers' judgments of the applicability of salient properties/associations of the core senses to extended senses should predict the understandability of extended senses to non-speakers of the language.

Prediction 1.11b. When senses are not shared, the ones that are motivated by salient properties/associations of the core senses should be more understandable to non-

speakers of the language, relative to the senses that are not motivated by salient characteristics.

Prediction 1.12a. Native speakers' judgments of the perceived distances of extended senses should predict the understandability of extended senses to non-speakers of the language.

Prediction 1.12b. When senses are not shared, the ones that are considered as closer to the core senses by native speakers should be more understandable to non-speakers of the language, relative to the senses that are considered as more distant to the core senses.

### *Summary*

To summarize, I have proposed a testable cognitive account for the language-independent psychological mechanism of polysemy generation. Critically, the proposed mechanism suggests that people, despite the language they speak, not only find similar characteristics of default referents of words to be salient, but also employ these salient characteristics in generating new senses. What is reflected in the common mechanism of polysemy generation, then, is the common general principle of associative and analogical thinking. Thus, if supported, this account not only provides the long-sought general principle of polysemy, but sheds light on how general principles of associative and analogical thinking are projected onto language.

Below I address the second goal of this project --- using polysemy as a methodological tool to test several predictions of the Embodied Cognition theory.



*Testing predictions of Embodied Cognition theory using polysemy*

Roughly speaking, the major difference between traditional cognitive theory and Embodied Cognition theory lies in the theories' stances on the "mind-body" problem (e.g., Clark, 1997; Carpenter, 2008; Tversky & Hard, 2009). The former does not assume the dependence of the mind's functions on the rest of the body. The latter emphasizes how cognition is constrained by physical capability and potentials.

According to Occam's razor, if theory Y is more complex or more expensive than the existing option of X without doing a better job, then X should be preferred. Thus, as an alternative to the classical cognitive theory, the Embodied Cognition theory has to offer something new or something more, such as to explain certain phenomena that are not explainable in classic terms (e.g., the mirror neurons' role in social interpretations, Iacoboni, Woods, Brass, Bekkering, Mazziotta, & Rizzolatti, 1999), or to explain something in a more precise way (e.g., Fiedler, 2009).

Applied to the current issue, if Predictions 1.1-1.12 are supported, then the Fundamental Cognitive Account explains the common traits of cognition reflected in polysemy without commitment to the Embodied Cognition Assumption, which I will provide later. Nonetheless, although adding more assumptions will render an account more expensive, it might be worthwhile if the assumption is not too farfetched and the yield outweighs the cost. I shall argue that the implications of Embodied Cognition theory for understanding polysemy are worth an additional assumption.

In general, the Embodied Cognition theory suggests that cognitive processes are deeply rooted in humans' interactions with the world, and that cognition evolves as the interactive possibilities with the environment grow. In a review paper on different stances

on embodied cognition, Wilson (2002) classified six different views, one of which was that “off-line cognition is body-based”. Specifically, this stance suggests that cognition is not only constrained by interactions with the environment during on-line processing; when cognition is decoupled from the environment, the activity of the mind is still grounded in the mechanisms that have been evolved from interacting with the environment. That is, interacting with the environment is not a “sometimes” feature; rather, it is a built-in constant feature of cognition.

Semantics is one such aspect of off-line cognition that has been argued to be embodied by Mitchell and colleagues (Mitchell, Shinkareva, Carlson, Chang, Malave, Mason, & Just, 2008). Using computational linguistic analysis and neuroimaging techniques, Mitchell and colleagues constructed a two-step model in which the input is an arbitrary word  $w$  and the output is the predicted activation  $y_v$  at voxel  $v$ . The performance of the model was evaluated by comparing the predicted  $y_v$  against the observed  $y_v$  of nine participants using fMRI. Most relevant to the current focus, Mitchell et al. found that using 25 sensory-motor terms (i.e., *see, hear, listen, taste, smell, eat, touch, rub, lift, manipulate, run, push, fill, move, ride, say, fear, open, approach, near, enter, drive, wear, break, and clean*) as the intermediate semantic features led to significantly better performance of the model, relative to 115 different randomly selected sets of 24 words. That is, for an arbitrary term  $w$ , the predicted fMRI pattern matched the observed fMRI pattern significantly better when the 25 physically-based and/or perceptually-based terms were used as intermediate features, relative to any randomly selected 25 terms. Arguably, there are two debatable issues in this research. First, researchers did not show whether the 25-word list was the minimal size without sacrificing the predictive power (e.g., Does the

24-word list have the same predictive power as the 25-word list with *manipulate* removed?). Second, the researchers did not defend the uniqueness of the list by replacing any subsets of the list with other plausible sensory-motor terms (e.g., Does the list have the same predictive power with the word *push* replaced with *pull*?). Nevertheless, Mitchell et al.'s findings were solid thanks to the arbitrariness of the targeted term *w* and the large number of comparison samples (i.e., 115). Their findings speak to the general idea that evidence for the embodied cognition theory can be found in semantics.

To discuss the implications of embodied cognition for polysemy, I shall first discuss how cognitive targets differ in terms of the variability of possible interactions they afford. Presumably, the scope of cognitive targets encompasses all ontological beings and world states. For convenience, let us coarsely divide these cognitive targets into two categories: (1) targets that are most independent of the external world and most universal to humans as a species (e.g., head), and (2) targets that are more dependent on social, cultural, and/or technology development factors, and individual experiences (e.g., phone). First consider our own *heads* as one type of target that we interact with. Starting from birth (or even before that), one interacts with his own head and accumulates knowledge about various aspects of it, such as its superficial and/or internal components (e.g., eyes vs. brain), its physical capabilities/constraints (e.g., we can turn our heads within a certain degree, but not 360 degrees), its function scope (e.g., we rely on it for learning, but not for walking), etc. Regardless of social-economic, cultural, linguistic, or individual experience and educational factors, the capabilities and constraints of heads apply to almost everyone --- for people living in Amazon tribes, and for people living in New York alike. Also, the possible interactions that heads can afford are relatively stable

and of little variability across the human race and across generations. Thus, for heads, the common knowledge base for human beings as cognitive agents is large, and the variability of such knowledge is minimal across individuals. Now consider *phones* as a representative of targets that are more dependent on various externally-defined factors or individual differences. The appearance and function of phones changes on a yearly basis, due to the fast development of technology. People's knowledge about phones can also vary considerably. People who live in Amazon tribes might not have any interactions with phones during their entire lives. For people who live in America, however, depending on one's age and other social-economic factors, typical interactions with phones might involve dialing a spinning dial, pressing physical buttons, or pressing virtual buttons. Also, some people might use phones for multiple purposes with a high frequency on a daily basis<sup>v</sup>, while others might interact with phones for a single purpose with less frequency. Thus, for phones, the common knowledge people share is relatively smaller, with greater variability across people.

To summarize, the point is that cognitive targets vary in terms of the amount and variability of common knowledge about them. For targets that are most externally independent and biologically defined, their functions and constraints are close to universal regardless of the time and place, or social-cultural and individual experience. For targets that vary from era to era, country to country, or person to person, their affordable functions and constraints vary depending on various non-predetermined factors. For my current purpose, the main difference between the two kinds of targets is the size and variability of common knowledge one can expect all or most humans to possess. The most externally independent and biologically defined targets attain maximal

shared knowledge with minimal variability of affordable interactions<sup>vi</sup>. The more externally dependent and non-biologically determined targets share less common knowledge, with larger variability of affordable interactions.

Now, to return to my proposal that word senses are tied to salient characteristics of the referents of the core senses, I propose that the constraints applicable to the detection of characteristics of referents are applicable to word senses. That is, if sense extension occurs via salient characteristics of the referents of the core senses, sense extensions are necessarily constrained by what is perceived as salient by most people. Here, the implications of embodied cognition on polysemy are pulled by two opposing forces, with the second force under the constraint of the first. Thus, one-directional predictions are possible. On the one hand, the most externally independent words (due to maximal common knowledge with minimal variability), may be likely to produce more agreed-upon polysemous senses within a language, and more shared senses across languages. On the other hand, more externally dependent words may be likely to develop more polysemous senses given that they can afford more possible and various interactions, because the speed of the evolution of these cognitive targets is faster than the speed of humans' evolution. For example, I expect phones will afford more interactions in the next few years, but I do not expect the number of ways for me to interact with my head can be increased in any way<sup>vii</sup>. However, due to the constraint of smaller common knowledge with larger variability, it is less likely for their extended senses to reach the practical threshold of popularity to become established in a particular language, much less to be shared across languages. In other words, for cognitive targets

for which people have difficulty reaching the same level of understanding, it is hard for the extended senses of corresponding words to reach much popularity.

Let me go back to the link between the current account and Zipf's account. In the previous section I discussed the implications of Zipf's account for the current account. Now I should discuss the implications of the current account to Zipf's account. Zipf (1949) explained the empirical rule between the frequency of word use and the number of word senses through two opposing drives: the speaker's economy and the listener's economy. Assuming that the speaker would favor a single word with  $m$  different meanings and that the listener would favor a different word for every different meaning, the observed relationship between the number of senses and the relative frequency is an outcome of the opposing drives. Simple and elegant as it is, there is a problem in Zipf's explanation. If a compromise between the speaker's and the listener's economy has to be achieved, the simplest one would be: use  $n$  words, and use them approximately equally often. Zipf's opposing-drives account does not provide an explanation of the unequal frequency of words. Possibly it is a deliberate simplification of Zipf's to avoid over complication, but it remains an open question. There might be an intuitive answer to the unequal frequency issue. The unequal frequency of words may be a natural result of the unequal frequency of the uses of those concepts and terms. For example, OCEAN is not used and thought of as often as TABLE. Although the ocean occupies above 70% of the Earth's surface, the ocean does not play a role in most people's everyday life, and hence it does not occur in our everyday thinking and a word for it does not occur with high frequency in communication. Tables, on the other hand, as frequently seen everyday objects, are more available for thinking and communication. This commonsense answer

suggests that the frequency of terms is, at least partially, determined by how often we need these concepts for everyday thinking and communication. This possible link between polysemous senses and cognitive need is not addressed in Zipf's account. Of course, due to cultural, religious, social and other differences, we cannot assume that corresponding forms for the most frequently used words in one language are equally frequently used in other languages. For example, due to the differences in food habits, the word for the concept of HAMBURGER is not frequently seen in Chinese and the word for CHOPSTICK is less frequent in English than it is in Chinese. Similarly, due to differences in religion, CHURCH, PRAY, and other Christian related concepts might not be used frequently in countries and cultures that are less influenced by Christian values, and hence the word forms for those concepts can occur less often. Despite all the possible drives that might cause divergence in the frequent words list in different languages, if we focus on the terms with approximately similar frequency across languages, I think it is not unwarranted to hypothesize that these terms might give us a sense of what is on the minds of humans, as a species living on earth, most often. In sum, Zipf's account only takes into account the frequency of words, but here I suggest that provided the same frequencies of usage, words differ in their embodied entrenchment, which in turn affects the number of extended senses they can generate.

Below, I spell out the Embodiment assumption and two predictions. If the following predictions are supported, they provide a new reading of Zipf's law.

*Embodiment Assumption: The amount and variability of common knowledge lay people possess about entities in the world varies depending on the nature of the entity.*

*When familiarity is controlled, the more externally dependent the entities are, the less common knowledge and the greater the variability among lay people.*

Prediction 2.1a. For two words of the same frequency rank, the more externally independent one should have less variability in possible interactions, and hence will be more likely to generate extended senses within each language.

Prediction 2.1b. For two words of the same frequency rank, the more externally independent one should have less variability in possible interactions, and hence will be more likely to have extended senses that are shared across languages.

Zipf's law tells us that two words of the same frequency rank should have an approximately similar number of polysemous extensions. What is missed by Zipf's law, but is captured in Prediction 2.1a and 2.1b, is that for two words of equal frequency, the more embodied one should generate more senses within a language, and should have better chances to have the senses shared across languages.

Prediction 2.2. For non-shared senses of words, people of different languages will find the non-shared senses of the other language more comprehensible when they are generated from more externally independent words, relative to more externally dependent words.

If the assumption holds that most externally independent words have minimal variability in common knowledge, whatever is perceived as salient by people of one language should be perceived as salient by people of different languages also. When senses of these words are missing in one language, it is accidental due to other non-cognitive forces, and people should still be able to make sense of these senses better than those non-shared senses for words with less physical and/or perceptual grounding.



In sum, the current section suggests a perspective of using polysemy as a method to test two predictions of the Embodied Cognition theory. As an alternative to the Classic Theory of cognition, the Embodied Cognition theory invites empirical investigations on its unique implications. What is proposed here can be seen as an attempt of using polysemy as a tool to test Embodied Cognition theory.

### **General Methodology**

This section first addresses the general methodology, followed by specific issues that apply to the empirical studies.

#### *Methodology Overview*

Cognitive linguistic researchers have been using case studies as the method to investigate the mental lexicons of polysemous senses. Case study is not an optimal methodology for systematic hypothesis testing. Investigating the senses of a single word definitely leads to a better understanding of the particular word. Nevertheless, it is unclear how broadly the conclusions based on one word can be generalized to other words of the same type, to words of different types within the same language, or to words in other languages.

In this project, I adopted six behavioral measurements to examine characteristics of the polysemous senses of thirty-six words of three word types between two historically independent languages, English and Chinese. Below, I break down the general methodology into its components, and provide elaborations and justifications.

#### *Languages*

As noted previously, the primary advantage of examining historically independent languages in parallel is that it provides a way to disentangle the psychological forces

from other forces to the best practical degree. A secondary advantage is that the two languages automatically provide a replication of any within-language predictions. That is, for all the within-language predictions, I will be able to test them twice independently.

The specific English-Chinese comparison was chosen for four reasons. First, English and Chinese do not have any cognates because they are from different language families. Specifically, English belongs to Indo-European language family, and Chinese, Sino-Tibetan. Also, English and Chinese, have experienced little borrowing from each other for a long time in the history. Second, English and Chinese are comparable in terms of maturity. This is important because, in essence, polysemy is about the evolution of word senses, and evolution takes time. Just like one cannot compare the complexity of two biological organisms which are at different evolutionary stages, one cannot compare polysemy in two languages of different developmental ages. Third, in social psychology and culture studies, it has been shown that the Eastern style of thinking and reasoning differs from the Western style (e.g., Nisbett, 2003). Given the goal of this project, it would be best to adopt languages that are as distant as possible in terms of cultural, historical, and any other non-psychological aspects and to see if shared principles nevertheless emerge. Fourth, as a practical consideration, English and Chinese are arguably the two largest languages, the former in terms of the number of countries and areas speaking it, and the latter in terms of the number of speakers. Comparing these two languages can thus best maximize the implications of this project. Finally, note that, although the experimental materials used here are language specific, the general experimental design is applicable to studying two or more additional languages in future investigations.

### *Words*

The current study uses three word types: nouns, verbs, and adjectives. These were selected for two reasons. First, there is evidence that these three word types are the primary ones that children learn at early ages, arguably because nouns, verbs, and adjectives are the three major basic word types that directly correspond to objects, situations, and/or world states (e.g., Baldwin & Markman, 1989; Taylor & Gelman, 1988; Cazden, 1968). To the extent that the Fundamental Cognitive Account suggests that salient characteristics of default referents of words function as the causal motivation behind polysemous extensions, it is easier to start testing the account with words whose default referents are easiest to learn. Second, as I will elaborate in the next section, these three word types were the ones for which I could find previous literature in guiding the search for the most embodied words. Admittedly, the conclusions based on these word types do not allow a generalization to other word types.

The particular number of words used in the current tasks was determined mainly for practical considerations --- the number should be neither too few to jeopardize the generalizability of the conclusions nor too many to handle within a reasonable period of study.

### *Word Compounding Issue in Chinese*

For my purpose, a language-specific issue involved is word compounding in Chinese. Word compounding refers to the phenomenon in which two or occasionally more Chinese characters are combined to serve as a conventional unit of meaning. Sometimes both characters contribute equally to the semantic meaning of the compound, but most of the time one component within a compound serves the functional (i.e.,

grammatical) role and the other the content (i.e. lexical) role (Tang, 1995; Packard, 2000). Most relevant to polysemy, Tang (1995) discussed whether certain meanings of a character tend to allow *free compounding* while others only allow *bound compounding*. For example, the character 工 (pronounced as “gong”) usually has the meaning of “work” or “job” in free compounding with other characters (e.g. 工资, pronounced as “gong zi”, meaning “pay for work, salary”), and the meaning of “labor”, “art”, or “industry” in more bound compounding (e.g., 工业, pronounced as “gong ye”, meaning “the field of industry”). Packard (2000) pointed out that these multiple meanings are nonetheless closely related, and hence can be understood as polysemy.

The issue of word compounding in Chinese is complicated. Below, I shall make three notes related to polysemy. First, word compounding in Chinese provides initial support for the general idea that multiple new senses can possibly be extended from a core sense. Specifically, generating new compounds and generating new polysemous senses of a single character can be considered two different ways for sense extensions to happen. Polysemy of a single character or root word is one realization in both Chinese and English. Generating new compounds is one realization in Chinese, but not in English. Notably, both provide evidence of a primary idea “spilling over” to secondary ideas.

Second, although sense generation can be achieved by making new compounds in Chinese, such liberty is constrained. Just as it is not the case for an English speaker to coin novel senses for existing words as much as she wishes, it is not the case that a Chinese speaker can make up new compounds freely.

Third, the need to balance cognitive economy and unambiguity (Zipf, 1945, 1949) still needs to be satisfied regarding compounds. That is, just like single character words, compounds in Chinese are also used in different contexts, and hence gain polysemous senses themselves. For example, the compound 开放 (pronounced as “kai fang”) has the senses of “to bloom”, “to liberate”, “to open one’s mind”, “to be available for visit” etc.

Finally, there are methodological implications of the previous points for the purpose of the current investigation. First, to the extent that many compounds in Chinese serve as conventional units for meanings that are non-replaceable by any single component of them, I could not completely avoid using word compounds in the Chinese materials to represent the equivalent of an English word. As Table 1 shows, five out of thirty-six Chinese words were in the format of compounds. Second, for the five Chinese compounds, I did not allow other compounds that share one character only as polysemous senses of the compounds under consideration. That is, only compounds that include both characters in the original compound were included. For example, the Chinese compound 视力 corresponds to *vision* in “she had a *vision* test yesterday”, and the Chinese compound 视野 corresponds to *vision* in “she is a person with far *vision* in her career”. In this hypothetical example, if 视力 was among the Chinese materials, only compounds that included 视力 would be included and I would not consider 视野 as its polysemous sense because it shares only one character of the original compound. This conservative methodological constraint served to control the scope of the investigation and can only render it harder to detect shareability in polysemous senses within this pair of languages, if there is any. Third, for the thirty-one single character words, I did allow compounds

using them as the roots as polysemous senses of the words. It is conventional in Chinese for single characters to be combined with other non-root characters for grammatical completeness or conventional expressions. As I will explain further later, to ensure that any other characters added upon the root characters did not cause meaning changes, Chinese speakers judged whether reducing the compounds to the key characters in the sentences would change the meaning of the sentences. Despite the grammatical awkwardness, the meaning of the sentences should not change by reducing various compounds to the key characters.

#### *Frequency of Pair-Wise Words*

One implication of Zipf's law is that it is not justified to compare the numbers of senses of words of different frequencies. Accordingly, in this investigation, word frequency was considered. All words were comparable in frequency across four pair-wise comparisons, i.e., More-Embodied vs. Less-Embodied for English, More-Embodied vs. Less-Embodied for Chinese, More-Embodied English vs. More-Embodied Chinese, and Less-Embodied English vs. Less-Embodied Chinese. I relied on Sublex-US (Brysbaert & New, 2009) for English words' frequency count, and Subtlex-CH (Cai & Brysbaert, 2010) for Chinese words' frequency count.

#### *Use of Dictionaries*

Two monolingual dictionaries, Merriam-Webster's Collegiate Dictionary, 11<sup>th</sup> edition (2010), and the Contemporary Chinese Dictionary, 5<sup>th</sup> edition (2007), were used for material preparation. The primary consideration in choosing dictionaries was comparability. As Zipf (1945) warned, the number of distinguished senses crucially depends on particular dictionaries. One would expect to find more senses for a word to be

listed in a more comprehensive dictionary than a more compact one. The two chosen dictionaries are approximately comparable in terms of the number of senses listed under an average word (I spot checked 20 words in each dictionary, and found that the average listings were similar. For English the average number of listing was 8.15, with a standard deviation of 3.11; for Chinese, the average number of listing was 7.75, with a standard deviation of 3.04), although the English one has more entries. The secondary consideration was popularity. Both dictionaries are highly popular in their respective language.

Using dictionaries as a method to distinguish senses is not sufficient. First, as Kilgarriff's (1993) investigation shows, the criteria for dictionaries to "decide where to say a word has one sense, where two" (p. 365) is highly heterogeneous:

"Sometimes two senses of a word are mutually exclusive, but more often they are not, and for some usages, both senses contribute different elements to the meaning.... Sometimes the key to a sense distinction lies in the semantics, at others, in the syntax, collocates, or pragmatics. Often, the senses as identified in the dictionary identify points on a continuum of possibilities for how the word is used and dictionary senses might equally have been written which divided up the space differently."(p. 381).

In addition, and more importantly, my goal was to investigate how naïve language users, rather than lexicographers, distinguish polysemous senses. Therefore, dictionaries were used only for initial material preparation to ensure that no existing senses were neglected. The actual sense distinction of lay people was determined experimentally.

### *Participants and Language Conditions*

The participants were Chinese and American college students. Approximately half were male and half were female. The participants only participated in their native/dominant language. All English participants were monolinguals and were recruited from Lehigh University Psychology courses for course credits. Most of the Chinese participants knew some English, but they all considered Chinese (Mandarin) as their dominant language at the time of the experiments. The first three Chinese experiments were carried out at Lehigh University with participants recruited from Lehigh University students and spouses. The remaining four Chinese experiments were carried out in Chengdu and Kaifeng, China, with participants recruited from local colleges. The Chinese participants participated for monetary compensation.

The pre-test task used for material selection examined English speakers only. Tasks 1-7 tested speakers of both languages. Each language condition used materials of the corresponding language and requested responses in the same language.

## **Empirical Tests**

### *Material Selection*

#### *Word Selection*

The polysemous words were selected in two steps, with the first step deciding on the More-Embodied words, and the second the Less-Embodied words. The words selected in the two steps were collapsed for testing predictions of the Fundamental Cognitive Account and that of the Analogy Assumption, but were treated as the two levels for the independent variable of Embodiment in order to test the Embodied



Cognition predictions. As noted previously, the words were selected from the three word types of nouns, verbs and adjectives.

*1. Step 1 – to determine the More-Embodied words.*

Step 1 was to decide on the Most Embodied words. These words were selected from three sources: body part nouns, biologically defined verbs, and adjectives describing sensory outcomes. Each of the sources was a specific subset of the corresponding word type. The justification for each of the sources is provided below.

Although Lakoff and Johnson (1980) considered the body metaphors, such as *foot of mountain, head of cabbage*, to be merely “idiosyncratic metaphorical expressions that stand above and are not used systematically in our language or thought” (p. 54), there are reasons to disagree. Smith, for example, proposed that “bodily transfers are probably universal.” (Smith, 1982, p.132). Also, as the 18<sup>th</sup>-century philosopher Vico said, “ignorant man makes himself into the yardstick of universe” (quoted in Ullmann 1962, p. 214; see Vico 1948/1725). To the extent that we all rely on the known to understand the unknown, using one’s own body parts as the starting point to understand the rest of the world is reasonable.

The 25 verbs used in Mitchell et al.’s (2008) studies provide a good source for selecting the most biologically defined verbs. As Mitchell and associates showed, regarding predicting the brain’s activation when a random word is processed, these words do a significantly better job than other words. However, for reasons that I noted when I first reviewed Mitchell et al. (2008), I avoided some ambiguous words on their list (e.g., *manipulate*).

The search for the most biologically defined adjectives was guided by the findings of social psychology on the psychological and biological foundation of social perceptions. Using a behavioral approach, Williams and Bargh (2008) found that having participants hold a cup of hot coffee for a while before judging a target character was sufficient for the participants to rate the target as warmer and more friendly. That is, perception of temperatures can prime people's perception of social attributes. Using a neural approach, Eisenberger, Lieberman, and Williams (2003) found that when playing a cyber ball tossing game, participants' anterior cingulate cortex (ACC) was more active during social exclusion (the condition in which the cyber ball was rarely tossed to the participants) than during inclusion (the condition in which the ball is frequently tossed to the participants). Critically, ACC is known to be the neural "alarm system" that is triggered by physical pains. Taken together, these findings suggested that social exclusion activates the same area as physical pain. In a similar vein, MacDonald, Kingsbury, and Shaw (2000) showed that after certain social rejection experience, the duration for the participants to endure cold water was prolonged, which was evidence for the release of endorphins, a self-generated pain killer. Both pieces of evidence directly point to the idea that there might be a biological reason for why we extend the senses of some words in the particular way that we do, e.g., "they *hurt* her pride", "she is so *cold* toward him". If correct, biologically based words do not have the liberty to extend senses in random directions, rather, the general direction is fixed. One implication is that for any language existing in the world, there should be universal tendency in the directions of sensory words to generate extended senses. Along a different research line, works by Liberman and Trope and colleagues showed how psychologically perceived distances in

various domains are construed in the same way as spatial distances, and hence provided evidence that different psychological dimensions are mentally associated (for a review, see Liberman & Trope, 2009). As one example, Bar-Anan, Liberman, Trope, and Algom (2007) had participants view landscape photographs containing an arrow pointing to a particular point on a landscape. On each photograph, the arrow either had labels suggesting psychological proximity, e.g., TOMORROW, WE, SURE, or labels suggesting psychological remoteness, e.g., YEAR, OTHERS, MAYBE. The participants either responded to the spatial point that the arrow pointed to or identified the label of the arrow by pressing one of two keys. The classic Stroop effect was found. That is, the participants responded faster and more accurately in congruent conditions when the arrow with a psychologically proximal label pointed to a proximal point on the landscape or when the arrow with a psychologically remote label pointed to a distal point on the landscape, relative to incongruent conditions. Relevant to my concern, these mental distance studies suggest that despite the specific domains of the labels (i.e., space, time, social intimacy, and certainty in probability), people mentally use one unified scale that is applicable to all of the domains. To pull all this evidence together, I argue that words describing physical and/or perceptual feelings serve as a reasonable source to look for the most embodied adjectives.

The search for words was further constrained by Zipf's law. As I noted earlier, the methodological implication of Zipf's law for this project is that all words to be compared on their polysemous senses should fall into the same frequency rank. That is, for the English<sup>viii</sup> and Chinese words to be paired, the frequency ranks for the two should be the same according to Subtlex-US (Brysbaert & New, 2009) and Subtlex-CH (Cai &

Brysbaert, 2010). Zipf's law not only constrained the search for the corresponding words in the two languages, but also was applied to the search for less bodily constrained words that I will explain in Step 2 of words determination.

The first-round word list consisted of six nouns: *head, face, hand, foot, mouth, heart*; six verbs: *listen, push, run, smell, eat, open*; six adjectives: *cold, sweet, far, low, dark, narrow*. The criterion of matchability in frequency led to some adjustment of the list. For example, *cold* was replaced by *hot* because the word meaning *cold* in Chinese does not fall into the same frequency rank with *cold* in English (see final list in Table 1)

## 2. Step 2 – to determine Less-Embodied words.

This step searched for the less bodily constrained words that were used to match the words yielded in Step 1. Three criteria were used simultaneously. First, the word's primary type must be the same as the most bodily grounded word to be paired with. This principle should hold for both languages. That is, if the most bodily constrained word is a noun, the match-up candidate should have a noun as its primary type, in case it has multiple functional roles. I assumed that for each word, the dictionaries should always list the primary type before secondary types, e.g., *hand (noun)* should be listed prior to *hand (verb)*, and *push (verb)* should be listed prior to *push (noun)*, etc. I spot checked the dictionaries of both languages and no evidence refuting this assumption was found. The second criterion is that the word has to be of the same frequency rank as the most embodied one to be paired with. Third, the English and Chinese versions of the candidate word should fall into the same frequency rank (Zipf's law).

The actual selection procedure went as follows. I treated the words yielded in Step 1 as target words. For each target, I tossed a coin to decide on which language frequency

list to begin; I located the target on the corresponding Subtlex database and then looked for the closest word whose primary type agrees with the target, with the “closest” meaning the smallest difference in terms of frequencies between the candidate and the most Embodied word; I then checked whether the translation of the candidate in the other language falls into the same rank of frequency. If yes, this word was chosen as the less bodily constrained match for the target word; if not, the next closest candidate of the same type with the target was checked through the same procedure until one such word was found. The 36 words shown in column 1 and 2 of Table 1 were the outcomes of the selection. They were used as the materials for the first round of the pre-task test, which will be explained in Step 3.

3. *Step3 – Pre-task test: to measure the concreteness and imageability of the two lists yielded from Step 1 and 2, and to ensure paired words do not differ in terms of concreteness and imageability.*

The purpose of choosing words in the previous separate steps was to test the Embodied Cognition predictions. One possible methodological concern was whether the words yielded in Step 1 tend to be more concrete and/or easier to create a mental image of, compared to the words chosen in Step 2. In Step 3, I aimed to rule out the possibility that differences in concreteness and imageability are confounded with differences in embodiment in the test materials. I followed the procedure of a study on the concreteness and imageability of words by Altarriba, Bauer, & Benvenuto (1999). Twelve English participants rated the concreteness and imageability of the 36 English words, with the sequence of tasks and words counter-balanced. For the concreteness judgment, participants responded to a 1 to 7 concreteness scale, with 1 meaning “the most abstract”,

and 7 “the most concrete”. For the imageability judgment, participants responded to a 1 to 7 imageability scale, with 1 meaning “the most difficult to imagine”, and 7 “the easiest to imagine”. The actual instructions for the two tasks can be found in Appendix A-0.

The pairs of words that were significantly different from each other in terms of concreteness and/or imageability are listed below. *Head* was rated as easier to imagine than *minute* ( $p < .01$ ), *face* less concrete than *door* ( $p < .05$ ), *mouth* more concrete than *picture* ( $p < .05$ ), *eat* easier to imagine than *happen* ( $p < .01$ ), *hot* more concrete ( $p < .05$ ) and easier to imagine ( $p < .01$ ) than *free*, and *tight* more concrete ( $p < .01$ ) and easier to imagine ( $p < .01$ ) than *usual*.

The *face-door* pair was kept, since for this pair, the More Embodied and constrained word, i.e., *face*, was rated as less concrete than its match, i.e., *door*. This was not the concern for testing the embodied cognition predictions. The modified pairs became *head-world*, *mouth-table*, *eat-hope*, *hot-beautiful* and *tight-empty*. The new paired words were selected the same way as the previous round.

Twelve different participants were run for the second round of the pre-experiment test using the revised word list. The result showed that *mouth* was rated as less concrete than *table* ( $p < .05$ ), *eat* more concrete ( $p < .01$ ) and easier to imagine ( $p < .01$ ) than *hope*, and *hot* more concrete ( $p < .01$ ) and easier to imagine ( $p < .01$ ) than *beautiful*. The *mouth-table* pair was kept and the *eat-hope* and *hot-beautiful* were replaced by *eat-die* and *hot-broken*. The new paired words were selected the same way as in the previous round. Twelve different participants were run for the third round of the pre-experiment test using the revised word list. No significant differences were found. The adjustment of

the words for the 2<sup>nd</sup> and the 3<sup>rd</sup> rounds of pre-task test were shown in the 3<sup>rd</sup> and 4<sup>th</sup> columns of Table 1, respectively. The 4<sup>th</sup> column was the final list.

*Exemplar Usages of Words.*

For each word, 30 sentences in each language were chosen to represent their established senses for the corresponding language, with the senses guided by the chosen dictionaries, and sentences selected from the sources I describe below.

The Corpus of Contemporary American English (COCA, Davies, 2011) was used to choose English sentences. COCA has several desirable features. First, it has around 425 million words from 1990 to 2011, with every 5 years as a period, and it is updated twice a year (the most recent version is March, 2011, which was the one I used). Second, the corpus covers five domains --- spoken, fiction, magazine, newspaper, and academic. A user can specify one or more specific domains. Third, COCA incorporates the “key words in context” function in natural language processing (Manning, 1999). With a key word specified, hundreds or thousands of 10-word contexts in which the key word is embedded are produced. Together, the features of COCA allow one to select the specific domains and specific year ranges and return all the exemplar usages of a specific word. To parallel the Chinese sentences selection, I chose newspapers, magazines, and academics as the three fields, and 2000-2011 as the time window. These constraints were due to the practical need of paralleling the Chinese search.

There is no corpus database comparable to COCA in Chinese. The Chinese sentence selection was therefore performed by using the standard searching function, and the advanced searching functions of “news”, “encyclopedia”, and “academic” of Baidu, the largest search engine of Chinese.

The search for sentences was carried out in the two languages separately by native speaking research assistants with two instructions<sup>ix</sup>: (1) the sentences should be as unambiguous as possible and as short as possible; (2) for each word, depending on the number of listed senses in the corresponding dictionary, the number of sentences representing each sense should be adjusted so that all senses are represented in 30 sentences. That is, to ensure all words will end up with the same number of sentences, i.e., 30, fewer sentences were chosen to represent each listed sense when there are many senses (e.g., *run*), and more sentences were chosen to represent each sense when there are fewer senses (e.g., *door*). To be precise, for a word possessing  $n$  senses, approximately  $30/n$  sentences were chosen to represent each sense. The outcomes of the initial selection were proofread and revised by different research assistants in four steps: (1) marking – the research assistants read through the sentences, compared against the dictionary, and marked the dictionary sense or senses that each sentence represents; (2) checking and adjusting – starting from the marking outputs, the research assistants checked for senses represented in the dictionary but not the sentence sample and/or unbalanced representations, and when applicable, they searched for new sentences and revised the list; (3) for Chinese sentences only, Chinese research assistants evaluated the dominance of key stimuli characters when they were combined with other characters and formed compounds. For various compounds, if the meaning was unchanged by reducing to the key character, the compounds were kept (remember that the reduced versions cannot be used directly because they do not sound native-like); if the meaning was changed, the compounds were left out; (4) tailoring – when suitable, the research assistants shortened the sentences without hurting the meaning. Research assistants played an important role



in material preparation. For each language, there was a team of research assistants. The research assistants within a team worked collaboratively through the whole procedure, from selecting sentences for the first time, to marking the senses, to checking the senses against the dictionaries, and finally to tailoring and finalizing the sentences. Every selected sentence went through at least three stages which were performed by different research assistants. Thus, although the selected sentences were a subjective selection by the research assistants, each sentence had at least three research assistants' agreement on the standards.

The resulting short sentences for both languages are provided in Appendix B. The way the materials are presented in Appendix B reflects the sorting results of later tasks, which has nothing to do with the materials prepared at this phase. Also, the reference numbers assigned to the short sentences were random and for recording purposes only.

### *Data Collection*

There were six interlinked tasks, with each consisting of English and Chinese conditions. Some latter tasks relied on previous ones for experimental materials and the evaluation of predictions (i.e., some predictions require more than one task to evaluate). I will discuss the evaluation of a prediction when all the data it requires has been presented. For all preliminary predictions, i.e., Set 1 predictions, I will provide descriptive data. For all other predictions, i.e., Set 2-4 predictions, I provide confirmatory analyses.

Recall that the More vs. Less Embodied Words were selected to test the predictions of the Embodiment hypotheses. Thus, for the tasks that did not aim to test Embodiment predictions (i.e., Predictions 2.1a, 2.1b, and 2.2), Embodiment does not

need be treated as an independent variable and More and Less Embodied Words could be collapsed. Nevertheless, to gain exploratory data on unpredicted effects of Embodiment, I treated Embodiment as an independent variable for all the tasks. For the tasks that did not test Predictions 2.1 and 2.2, I always discuss the observational data regarding the Embodiment effect and its interaction with other variables as the last part of the results.

### Task 1: Assessment of Core Sense Selection within Each Language & Cross-Linguistic

#### Agreement on Core Senses

Task 1 used a binary sorting task to determine among ordinary speakers, whether there is within- and between-language agreement on the core senses of the words, and if so, to identify the core senses according to the majority's consensus. The predictions directly tested by Task 1 included 1.1 and 1.2, which say that ordinary speakers, within and across languages, can agree on the core among multiple senses for a word.

#### *Participants*

Twenty native speakers per language were recruited as explained in the General Methodology section. Because of the time required to complete the task, materials were broken into two parts and participants completed one part only. On average it took 1-1.5 hours to complete one part.

#### *Design*

The between-subjects independent variable was Language (Chinese vs. English). The dependent variable was binary sorting outcomes for each sentence. That is, each sentence was judged on whether it represented the core or not.

#### *Materials*

There were 36 envelopes for the 36 words, each containing 30 paper slips (approximate size was 11" x 2") cut from standard white paper. On one side of each paper slip, there was a short sentence with the key word embedded in. The font of the sentences was Times New Roman 18 and the key words were in *italics*. On the other side of each paper slip, there was a reference number for recording purposes. The sentences can be found in Appendix B. The way the materials are presented in Appendix B reflects the sorting results that are of later interest. In the actual experiment, participants saw the paper slips in a random sequence. Participants were given a response sheet to record the reference numbers for the selected sentences.

### *Procedure*

Each of the two sessions consisted of 18 rounds, with one envelope for each round. For each key word, participants were instructed to select ALL and ONLY sentences that represent the core sense of the key word. They were told to choose the sentences that they believe represent the most fundamental and basic sense, and to avoid sentences that represent peripheral, extended, or metaphorical senses. English participants were then provided with the following example (Chinese participants saw an example that was slightly different). Consider sentences such as "Our dog barked for the whole night when the hurricane came" and "My brother is such a lazy dog that he never learns how to cook". The first, rather than the second, should be chosen as representing the core sense of dog because it is the most central and fundamental sense of the word. They were also told that the real task might be more difficult to judge than the example. In that case, they should try their best to give an educated guess.

After participants went through all 30 paper slips and decided on the ones representing the core, they turned over the deemed-as-core paper slips to find the corresponding reference numbers, and recorded them on the response sheet. Once participants had completed the 18 rounds and left for the session, the experimenter reshuffled the paper slips randomly in preparation for subsequent participants. The full instructions and the response sheet can be found in Appendix A-1.

### *Results*

Results are reported in Table 2a (English) and 2b (Chinese), with rows representing words, and columns representing the reference numbers of short sentences (i.e., 1-30). The actual sentences corresponding to the reference numbers can be found in Appendix B.

The cells of Table 2a and 2b show the dependent measure—that is, the number of participants out of 10 who selected the particular sentence as representing the core sense of the corresponding word. For example, for the cell at the intersection of the word *hand* and the reference number 4 in Table 2a, the cell says 2. This means that 2 out of 10 participants considered sentence #4 for the word *hand* to represent the core sense of *hand*. Blank cells in Table 2a and 2b mean that no participants chose those sentences to represent the core senses of the corresponding words, i.e., blank means 0.

Two considerations played a role in deciding on the threshold for the majority's consensus. The threshold had to be high enough to reasonably reflect the consensus of average speakers; it should also be low enough to accommodate variability that exist in free sorting tasks. 70% was used as the threshold for the majority's opinion. That is, sentences that received 70% or more agreement were considered to be representing the

core sense of the key word. Post hoc examination showed that using 60% or 80% as thresholds did not change the conclusion of this task.

To evaluate Prediction 1.1, which says that ordinary speakers should agree on the core senses, one English and one Chinese research assistant examined the homogeneity and the consistency of the outputs for the two language conditions respectively. For homogeneity checking, the research assistants went through the chosen sentences to see whether these sentences convey one and the same meaning of the key words, by referring to the chosen dictionary of the language. The homogeneity criterion was considered violated if more than one sense appeared among the sentences passing the threshold of 70%. For consistency checking, the research assistants went through the non-chosen sentences to see whether any of them meant the same thing as the chosen ones, by referring to the chosen dictionary of the language. The consistency criterion was considered violated if some or all of the non-chosen sentences represented the same thing as those that passed the threshold. Results showed that all words met the homogeneity criterion: the sentences that received 7 or more votes were judged to correspond to the same sense. However, not all words met the consistency criterion. Specifically, for four words, one or two sentences that received less than 7 votes were judged by research assistants as meaning the same as those that received more than 7 votes. Nevertheless, for these “consistency violators”, they received votes that were close to 7 (i.e., 6 or 5 votes). I did not adjust the threshold, because there is a tradeoff between homogeneity and consistency. If the threshold were lowered to accommodate those “consistency violators”, there would be a risk for homogeneity violation. Critically, homogeneity was more important for my purpose --- to the extent that Task 1 aimed at identifying a

homogeneous core sense for each word, I cannot budge on this criterion. When the consistency threshold was dropped to 6, the Chinese version of one word violated the homogeneity by having one sentence that received 6 votes but was judged as different from other sentences. In conclusion, evidence supporting Prediction 1.1 that there is within-language agreement on core senses was found.

To evaluate Prediction 1.2, which says that there should be cross-linguistic agreement on the core senses, two English-Chinese bilingual judges, blind to the experimental predictions, judged the cross-linguistic agreement on the core senses independently, with one judge starting from each language and checking the match to core senses in the other language. The materials involved were the presorted sentences according to the above-mentioned threshold, with sentences passing the 70% threshold sorted as the group representing the core, and sentences not passing the threshold representing the non-core group. The two judges were instructed to judge the match of core senses following the “Same Grouping after Translation” criterion: they were provided with the presorted sentences (core vs. non-core) from each language, and told to imagine that they were working on a translation task on the core sense group of their starting language. The core senses under consideration were a match if and only if after translation, the sentences would fall into the core sense group, instead of the non-core group, of the opposite language. The core senses of the corresponding English and Chinese words were considered a match if and only if both of the judges voted for a match. It was found that all 36 words had matched core senses across the two languages. In conclusion, evidence supporting Prediction 1.2 was found.

*Adjustment of Materials for English Condition*

After the English condition of Task 1 was completed, I noted that for some of the sentences, the key word was used as a modifier (e.g., *head* cancer) in the noun set. To avoid any possible confounding issues, 60 out of 1080 (or 5.56%) English sentences were revised so that no nouns were used as modifiers. The changes are shown in the column 2 of Appendix B-1. Due to the low percentage of sentences subjected to change, and the fact that Prediction 1.1 and 1.2 relied on the judgment of groups of sentences rather than individual sentences, post hoc examination found that these changes did not affect the results of Task 1 and the two predictions.

Chinese materials were prepared after the adjustment for English materials, and hence the noun modifier issue was avoided.

### *Summary and Discussion*

By using a binary sorting task and a threshold of 70%, I found that ordinary speakers of a language agreed on a homogeneous core sense of 36 words. That is, each word had sentences agreed upon by 70% or more participants to represent the core sense. Furthermore, these sentences meant the same sense according to an independent criterion of homogeneity.

It was also found that the average speakers of English and Chinese, two historically independent languages, agreed on the homogeneous core sense for all the words. That is, the sentences that passed the 70% threshold in English meant the same thing as those that passed the 70% threshold in Chinese according to the “Same Grouping after Translation” criterion. Thus, Task 1 supported Predictions 1.1 and 1.2, and hence provided one necessary premise for the rest of the project.

It is important to note that despite the fact that there was a 100% cross-linguistic agreement on core senses in the current case, this result should not be interpreted as suggesting that all Chinese and English words share the same core senses. Instead, it only suggests that there exist some Chinese and English words that share the same core senses. Further research using different, larger sets of words might be able to speak to the extent to which core senses are shared more.

### Task 2: Within-Language Sense Distinction & Cross-Linguistic Agreement on Extended Senses

Task 2 used a free sorting task to determine words' distinctive senses within each language and to investigate cross-linguistic agreement on polysemous senses other than core senses. The predictions that were directly tested by Task 2 included Predictions 1.3, 2.1a, and 2.1b. To recap, Prediction 1.3 says that, provided with the same core, there should be considerable overlap in the polysemous senses across Chinese and English. Prediction 2.1a says that More Embodied words should generate more extended senses than Less Embodied words. Prediction 2.1b says that extended senses of More Embodied words should be more likely to be shared by the two languages, relative to Less Embodied words.

#### *Participants*

Twenty-eight English participants and 20 Chinese participants who had not participated in Task 1 were recruited as explained in the General Methodology section. For both language conditions, there were four sessions for this task, each session consisting of 9 trials (1/4 of the materials). Items were broken up to alleviate the experimental length. For each session, the length of the Chinese condition was between



75 and 120 minutes. The maximal length of the English condition was 90 minutes, no matter whether the participants could complete the materials assigned or not. The difference between the two language conditions regarding the experiment length was due to two practical constraints. First, following the requirement of the participant pool of the Psychology Department of Lehigh University, where the English participants were recruited, the length of the experiment could not exceed the expected slot length. Because many participants could not complete the nine sets assigned to them (i.e.,  $\frac{1}{4}$  of the materials) within the assigned time (i.e., 1.5 hrs) for each session, new participants were requested to compensate for the loss of data inputs. As a result, for most of the English words, the number of data inputs was either 20 or 21, with four ending up as 19 or 22. In contrast, in the Chinese condition, the constraint was that the number of Chinese participants available in the Lehigh University area was limited. Accordingly, the twenty Chinese participants for this task were requested in the consent form to complete all the materials for each session, regardless of the actual length. All 36 rounds of the Chinese materials ended with 20 data inputs.

### *Design*

The between-subjects independent variable was Language (Chinese vs. English). The within-subjects independent variable was Embodiment (More vs. Less). The dependent variable was for each possible pair of sentences ( $\binom{30}{2} = 435$  sentence pairs in total for each word), the number of participants who put both sentences into the same sense grouping. The more participants to do this, the more similar we can assume that the senses represented in the pair of sentences are.

### *Materials*

The same materials from Task 1 were used. Response sheets were provided to record the sorting results.

### *Procedure*

The procedure followed the work of Gibbs, Beitel, Harrington, and Sanders (1994). In each round, participants were provided with one envelope containing 30 paper slips. They were asked to sort the paper slips into different groups, with the idea that each group should represent one particular sense of the key word, and different groups represent different senses. The participants were also provided with an example. For the English condition, the example word was BAR. They were told that it might make sense to put sentences like “I like this candy *bar*” and “how much does this *bar* of gold worth?” in the same group; “he is behinds *bars* for drug dealing” in a separate group; and “I’ll take you to my favorite night *bar*” in a yet another group. They were also told that this was just a hypothetical example. If they have reason to group the sentences in different ways, they can do whatever way they feel appropriate. The Chinese condition participants saw a different example word. After the participants sorted all 30 sentences, they turned over the paper slips to find the reference numbers and listed them on the response sheets by categories. To ensure that the sorting results were meaningful, they also labeled each category to justify their sorting results. They were told that they could do this by writing down a synonym for the sense in this group, or describing the application range for this sense, or giving a simple explanation of the meaning of this sense or how this sense is different from the others. For example, for the three different groups of BAR, they could write something like “a straight piece of solid materials that is longer than it is wide”, “jail” and “a counter at which alcohol is served”. The full instructions and response sheet

can be found in Appendix A-2, in which the different senses of the example word BAR were highlighted in different colors

### *Results*

Three steps of analysis were used to determine distinctive senses. Each of the 72 words (36 English ones and 36 Chinese ones) went through the same three stages.

The first stage was to determine the psychological distances of senses in the 30 sentences from one another. Multidimensional Scaling (MDS) provides a feasible methodology to operationalize these psychological distances. Following the application of MDS in social sciences (e.g., Kruskal & Wish, 1978), the psychological distance of the sentences was interpreted as the degree of joint agreement of the participants. For each word, there were 30 sentences in total, which yielded 435 possible pairs of sentences. The psychological distance of the 30 sentences was determined by MDS using the 435 pairwise distances, with each pair's distance determined as the number of participants who sorted the two sentences under consideration into the same sense grouping. Two sentences that were sorted into the same category by more participants were interpreted as cognitively closer to each other than two sentences that were sorted into the same category by fewer participants. The technical realization was achieved by feeding the tabulated sorting outcomes of a word into a computer program in Delphi Borland<sup>x</sup> which counted the number of participants who sorted any two sentences out of the 30 into the same category, creating a 30 sentence  $\times$  30 sentence matrix.

The second stage was to run MDS for initial distance representations and then to determine the number of dimensions of MDS. MDS can be used as the terminal step in data clustering when the geometrical graph yield from MDS offers a clear map of

grouping (e.g., Kruskal & Wish, 1978). In the current case, however, few of the 72 MDS graphs (36 for English and 36 for Chinese) provided clear-cut clustering outcomes. See the two-dimensional MDS solution for the English word *broken* as an example in Fig. 3. As it shows, although the general pattern of clusters emerges, it is hard to tell how many clusters there are (e.g., 2, 3, or 4?), and it is hard to justify which cluster some specific items should be categorized into (e.g., should sentence #12 be clustered into the same category as sentence #7?). That is, sense sorting cannot be realized by just relying on two-dimensional MDS solutions only. Accordingly, following Malt, Gennari, Imai, Ameer, Tsuda, and Majid (2008), I used the MDS as a middle stage, instead of the final stage of analysis. Specifically, the MDS step was used to determine the number of dimensions, and then the coordinates of the chosen dimension were used as inputs for hierarchical clustering. Regarding the determination of dimensions, as a rule, the more dimensions are allowed, the better fitting the data, with a price of the interpretability and meaningfulness of the output. That is, when there are too many dimensions, the output of MDS becomes trivial and meaningless. So, the second stage was to determine the number of dimensions to adopt. This procedure was completely data driven. Following the field's convention, I applied the "elbow" rule (i.e., the turning point(s) of instant slopes of the curve of a parameter of interest), and the rule-of-thumb for acceptable Young's Stress ( $<.2$ ) and that for  $R^2$  ( $>.9$ ) simultaneously. Specifically, when there is an obvious "elbow" on the curve of Young's Stress, I used the "elbow" rule. When there was no obvious "elbow", I went for the rule-of-thumb. The determined dimension for the stimuli words and the corresponding parameters are reported in Table 3. Along with the chosen

dimension, this table provides the parameters of the dimensions higher and lower than the determined one for comparison.

With the dimensions of MDS determined, the final stage was to determine the optimal way of distinguishing the senses. This was achieved by applying the coordinates of the chosen dimension of MDS to hierarchical clustering. The hierarchical clustering analysis has an issue similar to that of MDS --- the more clusters allowed, the better the fitting of the data. Obviously, however, it becomes trivial if one allows 30 categories to be generated for 30 sentences. The procedure of determining the “optimal” or the most meaningful number of clusters was driven by both bottom-up and top-down forces. On the bottom-up, empirical side, the coefficients of hierarchical clustering, which characterize the fitting of the data, were used to identify “elbows”, i.e., major increases in coefficients. On the theoretical side, the outcomes of Task 1 (i.e., core sense determination) provided a theoretical guide on sense distinction. Specifically, simply looking at elbows of coefficients and allowing the data to make the decision on sense distinction was not good enough for my current purpose. I needed to reach solutions that best reflect the outputs of Task 1 such that I could identify the cluster representing the core senses in Task 2 without ambiguity. Fortunately, although the Task 2 participants were not asked to generate a special cluster for the core, and actually they were not told anything about the core or that there might exist one unique sense (please refer to the instruction of Task 2 for what the participants were told to do), at a certain stage of hierarchical clustering, the outcomes reflected the best agreement between the outputs of Task 2 and that of Task 1. Specifically, by looking at how the chosen sentences in Task 1 were distributed in the different clusters of Task 2, I identified one critical characteristic -

-- the ratio of the selected sentences in Task 1 to the total number of sentences for each cluster generated in Task 2. Without loss of generalizability, let's call one cluster among the many in the outputs of Task 2 the "candidate core cluster", and all the rest the "non-candidate cluster". The "best" agreement of Task 2 and Task 1 is defined as having the above-defined proportion to be as large as possible for the "candidate core cluster", and as low as possible for all the "non-candidate clusters". To be precise, for the "candidate core cluster",  $\frac{\text{\# of Sentences Chosen in Task1}}{\text{\# of Total Sentences in the Candidate Core Cluster in Task2}}$  should be as large as possible; for all the other clusters,  $\frac{\text{\# of Sentences Chosen in Task1}}{\text{\# of Total Sentences in the Non-Candidate Cluster in Task2}}$  should be as small as possible. Of course, it was undesirable to ignore the "elbow" rule. Although "elbow" rules are data-driven and do not possess any theoretical strength, they provide a somewhat objective rule which is constant from stimulus to stimulus. Thus, I decided to combine the bottom-up and the top-down criteria for sense distinction. After consulting the general pattern of all the words, I decided to go for the elbow within the range of 5-15 on the dendrograms of hierarchical clustering output, since the elbows that fell under this range for most of the words seemed to satisfy the "best" agreement with the Task 1 outcome. The sense distinction outputs are shown in Appendix B-1 (English) and B-2 (Chinese). As an illustration, compare Fig. 3 with Fig. 4 to see what information the hierarchical clustering step added onto that of MDS. For the outputs of the MDS step and the hierarchical clustering step for all 72 stimuli words (36 for English and 36 for Chinese), please see Appendix C.

To recap, I first applied MDS on the free sorting outcomes to decide on the number of dimensions according to the criteria of Young's Stress and  $R^2$ , then the

corresponding coordinates of the chosen MDS was used to run hierarchical clustering. To determine the number of clusters, which represent distinctive senses, I relied on the “elbow” of the coefficients within the range of 5-15 on the dendrograms, with this range determined by the observation that at this range, there tends to be a sense that corresponds to the core sense of Task 1 the best.

To test Prediction 1.3, which says that there should exist considerable overlap in the polysemous extensions across the languages, two Chinese-English judges that were different from the judges for Task 1, blind to the predictions, judged independently the shareability across languages of the senses identified by the above method. One judge started from English and looked for matches in Chinese, and the other started from Chinese and looked for matches in English. The materials involved were the presorted sentences according to the outputs of the previous steps in the current task. The two judges were instructed to evaluate the match of senses following the “Same Grouping after Translation” criterion. Specifically, they were told to imagine that they were working on a translation task for the sentences of the starting language. For each group, they would need to see whether there exists a group in the opposite language that they would put the translated sentences into. The two senses of the two linguistic forms under consideration were a match if and only if the judge would translate the sentences in a way such that the translated sentences would be grouped into the same cluster as the sense in the opposite language. That is, if the judge believed that after her/his own translation, the sentences in the starting cluster would be grouped into the same group as the targeted cluster in the opposite language, she could judge the two senses a match. Two senses, one in English and one in Chinese, were considered a match if and only if both of the judges

voted for a match. That is, if one judge proposed that sense  $n$  of a word in one language matched the sense  $m$  in the other, and the other judge proposed the same in the reversed order, sense  $n$  and sense  $m$  were considered as a match. If only one judge proposed a match but this match was not echoed by the other judge, the two senses under consideration were not considered as a match. Based on their judgements, the average number of shared senses among all polysemous senses was 55.83% and 55.85% for English and Chinese, respectively. In short, about half of all identified senses are shared between the two languages. The break-down by word types can be found in Table 4. A Friedman test was run on the percentages of shared senses for different word types in English and Chinese separately. There were no differences in the percentages among the three word types in either language. For English, breaking down the above means into means for nouns, verbs, and adjectives, the values were 58.19%, 49.58%, 59.72% respectively,  $\chi^2 = 1.86, p = .40$ . For Chinese, the means for nouns, verbs, and adjectives were 64.86%, 50.83%, and 51.85% respectively,  $\chi^2 = 1.41, p = .50$ . In conclusion, evidence supporting Prediction 1.3 was found: There exists considerable overlap in the polysemous extensions across the languages.

Prediction 2.1a says that, for two words of the same frequency rank, the More Embodied words should generate more extended senses, relative to the Less Embodied word, within each language. To test it, paired t-tests were run on the numbers of extended non-core senses identified for More vs. Less Embodied words in the two languages respectively. Results showed that More Embodied words did generate more senses than Less Embodied words in both languages. For English, on average, More Embodied words



generated 3.39 ( $SD = 1.5$ ) senses; Less Embodied words generated 2.17 ( $SD = .69$ ) senses,  $p = .01$ . For Chinese, on average, More Embodied words generated 3.44 ( $SD = 1.8$ ) senses; Less Embodied words generated 2.22 ( $SD = 1.13$ ) senses,  $t(17) = 2.13$ ,  $p = .048$ . I conclude that evidence for 2.1a was found.

Prediction 2.1b says that, for two words of the same frequency rank, the More Embodied words should be more likely to have extended senses that are shared across languages, relative to the Less Embodied word. For English, the mean percentage of extended senses of More Embodied words is 64.44% ( $SD = 26.91\%$ ), and that for Less Embodied words is 47.22% ( $SD = 31.55\%$ ). Wilcoxon signed ranks tests showed that More Embodied words had a marginally higher percentage of shared senses, relative to Less Embodied words,  $Z = -1.77$ ,  $p = .077$ . For Chinese, the mean percentage of extended senses of More Embodied words is 59.75% ( $SD = 25.49\%$ ), and for Less Embodied words is 56.11% ( $SD = 36.04\%$ ). Although the general direction was the same as English, Wilcoxon signed ranks tests showed that the difference was not significant,  $Z = -.379$ ,  $p = .705$ . In conclusion, although the data showed the predicted direction for both languages, Prediction 2.1b was supported by one of the two languages only.

The Shareability judgment outcome contributed an important within-subject independent variable for later experiments. Depending on how Shareability was used in each of the tasks, it possessed either three levels (Core, Shared, Non-Shared), or two levels (Shared vs. Non-Shared). I will specify the number of levels of Shareability for each following task.

### *Summary and Discussion*

By using a free-sorting task, relying on MDS and hierarchical clustering as analysis methods, and consulting the outputs of Task1, I identified distinctive senses for each word in each language.

The free-sorting sense distinction task and sense categorization justification ensured that each participant made their judgment in a rational way. Although different participants may rely on different criteria in making their judgment, the chosen solutions of MDS demonstrated desirable characteristics for all the words (refer to the values of Young's Stress and  $R^2$  of the chosen number of dimensions in Table 3). It shows that participants' sense distinction judgments converged on a reasonable number of dimensions, which in turn showed that naïve speakers of the same language could agree with each other on sense distinctions. The hierarchical clustering manipulation not only utilized the data-driven criterion by consulting the "elbows" of the coefficients, but also incorporated the theory-driven criterion by consulting the outputs of the core sense selection task (Task 1). By doing so, I was able to identify the particular sense that represents the core sense in the outputs of hierarchical analyses.

The finding that around 55% of senses are shared in English and Chinese contributed support for Prediction 1.3, and hence provided the necessary prerequisite for the rest of the project. Critically, this finding provides evidence for the existence of a prominent psychological mechanism of polysemy generation. As I argued earlier, in principle, there are three possible alternative hypotheses regarding the proposal of a common psychological mechanism: (1) there are no common psychological forces underlying polysemy generation; (2) there are common psychological forces in different languages, but they dictate different mechanisms in different languages; (3) there is a

common psychological mechanism in different languages, but the mechanism is not detectable because psychological forces only play a minor role, relative to other forces, and whatever effects psychological forces have, they are diluted by language-specific effects. If any of the alternative hypotheses is true, one would expect to see that for two historically independent languages, the chance for the extended senses of words to be shared is minimal. It is difficult to define a specific chance level for the term “minimal”. When the contrast base is set at 0%, the observed percentage of shared senses (55%) is significantly higher,  $t(71) = 15.49, p < .001$ . However, “minimal” does not necessarily mean zero. When the contrast base is set at 20%, the observed percentage of shared senses (55%) is again significantly higher,  $t(71) = 10.05, p < .001$ . Even when the contrast base is set at 45%, the observed percentage of shared senses (55%) is still significantly higher,  $t(71) = 3.24, p = .002$ . Thus, when the amount of shared senses in English and Chinese is as high as 55%, a psychological language-independent explanation of polysemy generation is in order.

In addition, the evidence found for Prediction 2.1a and 2.1b suggests that, relative to non-biologically grounded words, we are more likely to employ biologically grounded words in our thinking, despite the same frequency of usage. Thus, the findings suggest that words of the same statistical frequency (Zipf, 1945) can be further analyzed on their Embodiment level, and the analyses may be used in explaining a certain amount of variances in formula fitting of Zipf’s original proposal on the relation between frequency of usage and number of senses.

Furthermore, the tests of Prediction 2.1a and 2.1b showed how the proposed approach can be utilized to test a theory of cognition in general. The Embodied Cognition

theory was proposed to be a theory of cognition and thinking, rather than of language or semantics. By analyzing the linguistic implications of Embodied Cognition, I was able to induce some predictions of the theory that are testable with the current empirical approach. Thus, the proposed approach can be credited with certain methodological credentials for its usefulness in testing theories of other aspects of cognition and thought, which are not directly language-relevant.

#### Task 3a and 3b: Generating Salient Characteristics of Core Senses

Task 3a and 3b were free listing tasks to generate salient characteristics of core senses, with 3a to be a property listing task and 3b an association listing task. Previous literature (e.g., Mervis & Rosch, 1978) suggests that when encountered with a word, people usually think of salient properties or frequent associations of the default referents. So here both properties and associations are tested. The only difference between 3a and 3b was the instructions. The predictions directly tested by Task 3 include Predictions 1.4 and 1.5, which say that within and across languages, people should agree on the most salient characteristics of the referents of core senses.

#### *Participants*

Forty participants per language who had not participated in Task 1 and 2 were recruited as explained in the General Methodology section. Half the participants participated in Task 3a, and the other half in Task 3b.

#### *Design*

The between-subjects independent variable was language (Chinese vs. English). The within-subjects independent variable was Shareability of the senses (Core, Shared, Non-Shared). Since the current task did not aim to test Embodiment predictions,

Embodiment does not need to be treated as a variable. Nevertheless, as I mentioned earlier, I treated Embodiment (More vs. Less) as another within-subjects variable in the analyses. The dependent variables were the number of times a property or association was listed by participants.

### *Materials*

The 36 words listed in Table 1 were used as materials. Response sheets with one word listed on each were used. The instructions and response sheet can be found in Appendix A-3.

### *Procedure of Task 3a*

The procedures of 3a and 3b followed those of standard feature listing tasks (e.g., Rosch & Mervis, 1975; Malt & Smith, 1984; McRae, Cree, Seidenberg, & McNorgan, 2005). In each round, participants saw a key word listed on the top of the response sheet. They had 75 seconds to list as many properties as possible for the word. They were provided with three examples, one for each word type. For the example of *dog*, the exemplar properties included *having fur, four legs, a tail, barking* etc. For the example of *laugh*, the exemplar properties included *having a good time, having mouth open, making happy noise*, etc. For the example of *angry*, the exemplar properties included *having face firm, fast breathing, likely to be out of control*, etc.

### *Procedure of Task 3b*

The procedure was the same as that of 3a, except that instead of properties, participants were asked to generate as many associations as they could in 75 seconds. They were provided with three examples, one for each word type. For the example of *dog*, the exemplar associations provided included *pets, friends, loyalty, romping, cute*,

etc. For the example of *laugh*, the exemplar properties included *having fun, jokes, parties*, etc. For the example of *angry*, the exemplar properties included *having a fight, explosion, madness*, etc. See Appendix A-3 for the actual instructions.

### *Data Tabulation and Results*

The properties and associations generated from Tasks 3a and 3b were tallied for each language. Two native-speaker research assistants counted the number of times each property or association was listed by the participants within one language. To avoid the properties and associations that were listed by only a few participants, and keep only the ones that were listed by a considerable number of participants, I followed Malt and Smith (1984), who kept those properties that were listed by at least 1/3 of participants. Since my sample size for this task was 20, I adjusted the threshold to 35%. That is, within a language, the properties and associations that were listed by 7 or more participants (out of 20) in either Task 3a or 3b were kept as the most salient characteristics of the corresponding words. On average, for English, 6.12 ( $SD = 2.14$ ) salient characteristics were listed by 7 or more participants. For Chinese, 5.89 ( $SD = 2.30$ ) salient characteristics were listed by participants. For those characteristics that passed the 35% threshold in English, on average they were listed by 59.35% of participants, with the range of 35% to 100%. For those characteristics that passed the 35% threshold in Chinese, on average they were listed by 61.5% of participants, with the range of 35% to 100%. I conclude that by using 35% as the threshold as the threshold for the agreed-upon opinion of average speakers, evidence was found for Prediction 1.4, which says that people speaking the same language should agree on the most salient characteristics of the

referents of core senses. It is important to note, however, that using different thresholds might lead to different conclusions.

To test Prediction 1.5, which says that people speaking different languages should agree on the most salient characteristics of the referents of core senses, one Chinese-English bilingual research assistant, who was different from the judges in Task 1 and 2 and was naïve to the predictions, compared the outputs of the two languages. The properties and associations that satisfied the 35% threshold in both languages were kept as the salient characteristics of core senses for both languages. On average, 4.47 ( $SD = 1.89$ ) salient characteristics are shared across the languages. The “proper translation” criterion was used again for the judge to see whether one characteristic in the two languages meant the same thing. Specifically, the judge judged whether she would translate one property or association in one language in the way expressed in the opposite language, back and forth. If yes, the two characteristics were considered as meaning the same characteristic. If not, the two characteristics were considered as meaning different things. As a result, characteristics that passed the 35% threshold in one language only were left out. Among those that passed the threshold in both languages, the characteristics were listed on average by 63.79% of English participants with the range of 35% to 100%, and by 64.38% Chinese participants with the range of 35% to 100%. Appendix D provides the characteristics that passed the 35% threshold in both languages, and the corresponding percentages of being listed for each characteristic. I conclude that when using the 35% threshold, there was a considerable amount of cross-linguistic agreement on the salient characteristics for all the stimuli words.

### *Summary and Discussion*

By using a free-generation task and relying on the 35% rule, I found that average speakers of different languages can agree on salient characteristics of core senses. For all the words, the characteristics passing the 35% threshold in both languages were non-null.

Task 3 evidenced Predictions 1.4 and 1.5, and hence provided one necessary premise for the project. Just like Task 1, Task 3 addresses a preliminary issue for the claim that polysemy should be and can be examined from a language-independent perspective. Specifically, this task identified that people of different languages can detect similar salient characteristics of the default referents of the core senses, and hence renders it possible for salient characteristics to function as the cognitive motivation behind polysemy generation.

An important note is that although the instructions of 3a and 3b did not explicitly ask the participants to focus on the literal and default senses of the key words (actually in this task participants were not being told anything about polysemy), the outputs indicated that the participants spontaneously considered the literal and default senses of the words when they worked on the task. Although for specific words participants occasionally listed certain characteristics that are relevant to certain polysemous senses (e.g., quite a few English participants listed drug or drug related words as associations for the English word *high*), in general over 90% of characteristics listed by participants of either languages were core sense related. As Appendix D shows, 100% of characteristics that passed the 35% threshold in both languages were about core senses. This tendency reflects the unique status of core senses, relative to other senses.

Also, the evidence for Prediction 1.4 is in agreement with previous research on feature listing (e.g., Rosch & Mervis, 1975; Malt & Smith, 1984; McRae, et al., 2005)



and indicates that by seeing words, salient characteristics of the default referents of the core senses are triggered. A deeper connection between the rationale behind the current task and the language approach to tapping into concepts will be discussed in the General Discussion section.

#### Task 4: Applicability of Salient Characteristics to Distinctive Senses

Task 4 was a rating task on the applicability of salient characteristics (the outcomes of Task 3) to distinctive senses (the outcomes of Task 2). The predictions tested by Task 4 included Predictions 1.9a and 1.9b, which say that within and across languages, the salient characteristics of core senses should be more applicable to Shared senses, relative to Non-Shared senses.

#### *Participants*

Nineteen English and twenty Chinese participants were recruited as explained in the General Methodology section.

#### *Design*

The between-subjects independent variable was Language (Chinese vs. English). The within-subjects independent variable was Shareability (Core, Shared, Non-Shared). Embodiment (More vs. Less) was technically treated as another within-subjects variable for gaining exploratory observations. The dependent variable was the ratings of applicability of the salient characteristics (the outcomes of Task 3) to each distinctive sense (the outcomes of Task 2).

#### *Materials*

The 30 sentences of the 36 words were presorted into clusters representing each sense according to the results of Task 2. For each cluster of sentences, all the salient

characteristics for that word yielded from Task 3 were listed. The cluster representing the core sense was always listed last to avoid the “anchoring” effect (e.g., Tversky & Kahneman, 1974).

### *Procedure*

Participants were instructed to rate the applicability of each salient characteristic to each distinctive sense. Participants were told to ignore minor differences among the sentences within a cluster and to provide an overall judgment for the sense of the key word, representing by the cluster as a whole. For each characteristic listed, participants provided a rating of how applicable it was for the particular sense under consideration. The ratings were made on a scale from 0 (not at all applicable) to 7 (highly applicable). Participants were also provided with the example word *open*. Participants in the English condition were told that they might see sentences containing “an *open* door” and “the house was *open*” in the same group; “an *open* wound” and “*open* wiring” in the same group; and “the only course *open* to us” and “keep an hour *open* on Friday” in still another group. They were also told that they would also see some properties or associations that are linked to *open*, e.g., “permitting passage”, “having no protective barrier or covering”, or “available”, etc. Then participants were instructed to think about how those properties or associations were applicable to each different sense of *open*. For the sense represented by “an *open* door” and “the house was *open*”, one might think that the properties of “permitting passage”, “having no protective barrier or covering” and “available” are all highly applicable. In contrast, for sense represented by “an *open* wound” and “*open* wiring”, one might think that “having no protective barrier or covering” is highly applicable, but “permitting passage” might be only minimally

applicable, and “available” is not applicable at all. For the sense expressed in “**the only course open to us**” and “**keep an hour open on Friday**”, one might think that the property of “available” to be highly applicable, but much less so for the other two properties, if at all. The example sentences for the Chinese condition were slightly different. The full instructions can be found in Appendix A-4.

### *Results*

Figure 5 shows the overall pattern of the results. To verify the differences among the conditions, I conducted a mixed ANOVA with Shareability (Core, Shared, Non-Shared) and Embodiment (More vs. Less) as within-subjects variables, and Language as the between-subjects variable. The omnibus ANOVA was provided in Table 5.

As Figure 5 shows, the salient characteristics were rated as most applicable to Core Senses ( $M = 4.35, SD = .87$ ), followed by Shared senses ( $M = 2.24, SD = .62$ ), and then Non-Shared senses ( $M = 1.78, SD = .61$ ). The main effect of Shareability<sup>xi</sup> was significant,  $F(1.18, 66.22) = 421.70, p < .001, \eta_p^2 = .92$ . Recall that the salient characteristics used as materials in this task were obtained from the core senses themselves in Task 3, so it makes perfect sense that the salient characteristics were judged to be most applicable to core senses. Prediction 1.9b says that across the two languages, the salient characteristics of the core senses should be more applicable to Shared senses, relative to Non-Shared senses. The data showed that the salient characteristics of core senses were indeed rated as more applicable to Shared senses, relative to Non-Shared comparison. The difference was significant,  $p < .001$  (planned comparison LSD).

The English and Chinese data did not differ from each other. For English, the mean rating was 2.93 ( $SD = 1.31$ ); for Chinese, the mean rating was 2.65 ( $SD = 1.32$ ). The main effect of Language was not significant,  $F(1, 37) = 2.06, p = .16, \eta_p^2 = .05$ . However, for comparison with future tasks, it is worth noting that, on average, English participants tended to use bigger numbers in their applicability ratings, relative to Chinese participants.

Although there was no specific prediction for the Embodiment factor, I will also report the unpredicted effect of Embodiment in this task. As Figure 5 shows, the salient characteristics were rated as more applicable to Less Embodied words ( $M = 3.07, SD = 0.66$ ) than to More Embodied words ( $M = 2.5, SD = 0.63$ ). The main effect of Embodiment was significant,  $F(1, 66.22) = 179.76, p < .001, \eta_p^2 = .83$ . The unpredicted effects of the Embodiment factor will be discussed in the General Discussion section.

Prediction 1.9a says that within a language, the salient characteristics of the core senses should be more applicable to Shared senses, relative to Non-Shared senses. The data showed that the salient characteristics of core senses were indeed rated as more applicable to Shared senses than to Non-Shared senses for both languages. The differences were significant for both languages: for English, the mean rating for Shared senses was 2.42 ( $SD = .53$ ); the mean rating for Non-Shared senses was 1.85 ( $SD = .48$ ),  $p < .001$  (planned comparisons LSD). For Chinese, the mean rating for Shared senses was 2.06 ( $SD = .65$ ); the mean rating for Non-Shared senses was 1.71 ( $SD = .70$ ),  $p < .001$  (planned comparisons LSD).

Other results of the omnibus ANOVA can be found in Table 5.

### *Summary and Discussion*

Task 4 supported Predictions 1.9a and 1.9b and showed how Shareability functions as a predictor for the proposed cause of polysemy, i.e., salient characteristics of the core senses. Following my previous argument, shared senses are more likely to be motivated by characteristics that are salient for people speaking different languages, relative to non-shared senses. If this argument is correct, one would expect to see that people speaking different languages judge those agreed-upon salient characteristics as more applicable to the shared senses, relative to the non-shared senses. This prediction was supported by results of Task 4.

The finding that there was no effect of Language supported my general argument that the causal mechanism of polysemous extension should be language-independent, and that at the cognitive level, there should be no language differences. The two languages provide a replication for each other.

An unpredicted and surprising finding was that the salient characteristics were rated as more applicable to Less Embodied words than to More Embodied words. Since there were other unpredicted findings regarding the Embodiment effect in the latter tasks, and the implications of the unpredicted findings will be clearer when the findings are pulled together, I will discuss the unpredicted findings regarding the Embodiment effect all together in the General Discussion section.

#### Task 5: Distances of Extended Senses to Core Senses

Task 5 was a rating task to determine how close/distant the distinctive senses were from the core sense. Task 5 by itself tested Predictions 1.8a and 1.8b, which say that within and across languages, shared senses should be perceived as closer to core senses, relative to non-shared senses. Together with Task 4, Task 5 tested Predictions 1.6 and

1.7. Prediction 1.6 says that within each language, the applicability of salient characteristics of core senses should predict the perceived distances of extended senses to core senses. Prediction 1.7 says that regarding Prediction 1.6, there should be no language effect: the pattern of the data should be the same for the two languages.

### *Participants*

Twenty-one English and twenty Chinese participants who did not participate in the previous tasks were recruited as explained in the General Methodology section.

### *Design*

The between-subjects independent variable was Language (Chinese vs. English). The within-subjects independent variable was Shareability (Shared vs. Non-Shared). Embodiment (More vs. Less) was treated as another within-subjects variable to gain exploratory observations. The dependent variable was the judgment of the distance of extended senses to the core sense on a 1-7 scale.

### *Materials*

As in Task 4, the materials were the sentences presorted into clusters according to the result of Task 2, with each cluster representing a distinctive sense. There were 36 rounds, with each consisting of materials for a single word. For each round, the cluster representing the core sense was listed first to provide the baseline for sense distance judgement. All the extended senses were listed randomly after the core sense cluster. Following each cluster representing an extended sense, there was a 1 to 7 scale, with 1 labeled as “Very close”, 4 “Neither far nor close”, and 7 “Very far”. A template of the materials can be found in Appendix A-5.

### *Procedure*

The participants in Task 5 were asked to judge how distant each sense was from the core sense on a scale from 1 (very close) to 7 (very far). They were told to ignore the differences among the sentences within a group and to provide a general judgment of the sense as derived from the whole group. They were also told not to compare any to-be-judged groups against each other; rather, they should always compare each sense with the core sense only. The full instructions can be found in Appendix A-5.

### *Results*

The overall pattern of the results is shown in Figure 6. To verify the differences existing among the conditions, an overall mixed ANOVA was run, with Shareability (Shared, Non-Shared) and Embodiment (More vs. Less) as within-subject variables, and Language as the between-subjects variable. The omnibus ANOVA is provided in Table 6.

Prediction 1.8b says that across the two languages, shared senses should be perceived as closer to the core senses than non-shared senses. The results showed that Shared senses were, indeed, rated as closer to the core senses ( $M = 3.91$ ,  $SD = .71$ ) than Non-Shared senses ( $M = 4.30$ ,  $SD = .57$ ). The main effect of Shareability was significant,  $F(1, 39) = 40.78$ ,  $p < .001$ ,  $\eta_p^2 = .51$ .

I analyzed the two languages separately to evaluate Prediction 1.8a, which says that within each language, Shared extended senses should be perceived as closer to core senses, relative to Non-Shared senses. For both languages, Shared senses were rated as closer to core senses than Non-Shared senses. The main effect of Shareability was significant for both languages: for English, the mean for Shared senses was 3.73 ( $SD = .67$ ), and the mean for Non-Shared senses was 4.20 ( $SD = .59$ ),  $F(1, 20) = 38.50$ ,  $p <$

.001,  $\eta_p^2 = .66$ ; for Chinese, the mean for Shared senses was 4.12 ( $SD = .69$ ), and the mean for Non-Shared senses was 4.42 ( $SD = .52$ ),  $F(1, 19) = 9.97$ ,  $p = .005$ ,  $\eta_p^2 = .34$ .

Consistent with Task 4, Task 5 also found that there was no main effect of Language. That is, English and Chinese data did not differ from each other. For English, the mean was 3.96 ( $SD = .77$ ); for Chinese, the mean was 4.27 ( $SD = .76$ ). The main effect of Language was not significant,  $F(1, 39) = 2.54$ ,  $p = .119$ ,  $\eta_p^2 = .06$ .

Together with Task 4, Task 5 also tested Prediction 1.6, which says that within each language, the applicability of salient characteristics of core senses should predict the perceived distances of extended senses to the core senses. Pearson correlations between applicability ratings (outputs of Task 4) and distance ratings (outputs of Task 5) were run for the two languages respectively. For both language conditions, the more applicable the salient characteristics, the closer the extended senses to the core senses. The correlations were significant for both languages: for English,  $r = -.613$ ,  $p < .001$ . For Chinese,  $r = -.647$ ,  $p < .001$ . These data provide evidence for the proposed mechanism of polysemy. Specifically, salient characteristics of core senses function as the cognitive motivations behind polysemy extensions. The limitations of this analysis are discussed in the following Discussion section.

Prediction 1.7 says that the two within-language patterns should not differ from each other. Fisher's  $r$ -to- $Z$  was used to test the two correlations of the two languages. The two correlations were not different from each other,  $Z = -.40$ ,  $p = .348$ . This result suggests that the relationship between the applicability of salient characteristics of core senses and the cognitive distances of extended senses to core senses holds in English and



Chinese in a similar manner<sup>xiii</sup>. It provides evidence for my argument that the cognitive mechanism behind polysemy is language independent.

For exploratory purposes, Embodiment was treated as a variable in the analyses. It was found that Less Embodied words ( $M = 3.85$ ,  $SD = .71$ ) were rated as closer to core senses than More Embodied words ( $M = 4.37$ ,  $SD = .74$ ). The main effect of Embodiment was significant,  $F(1, 39) = 60.71$ ,  $p < .001$ ,  $\eta_p^2 = .61$ .

Finally, there was a three-way interaction of Shareability, Embodiment, and Language,  $F(1, 39) = 12.87$ ,  $p = .001$ . As Figure 6 suggests, the three-way interaction was mainly caused by the More Embodied Chinese condition. Specifically, the difference between the Non-Shared senses and the Shared senses on distance rating for this condition was smaller than the other three conditions. It is unclear why this happened.

Other results from the omnibus ANOVA can be found in Table 6.

### *Discussion*

Task 5 showed how Shareability predicts the perceived distances of the extended senses. As predicted, people speaking different languages judge the Shared senses as closer to core senses than Non-Shared senses (Predictions 1.8a and 1.8b). Together with Task 4, Task 5 tested the causal mechanism of salient characteristics of core senses and the cognitive distances of extended senses on two languages separately. Specifically, it was found that the closer the extended senses are to the core senses, the more applicable the salient characteristics of the core senses are. This pattern was found on the two languages independently (Prediction 1.6). Furthermore, there was no difference between the two correlations for the two languages (Prediction 1.7), which suggests that the strength of the causal link does not depend on specific languages, and that the causal

mechanism of polysemous extension is language-independent. Thus, the two languages provide a replication for each other.

Note that the proposed causal mechanism is one-directional (i.e., applicability of salient characteristics of core senses → distances of the extended senses). However, the correlation analyses cannot exclude the possibilities of the opposite causal direction or the existence of a common cause. Theoretically, it is possible for the correlation to be explained by the opposite causal direction (i.e., distances of the extended senses → applicability judgments of salient characteristics of core senses). People might be more familiar with the frequently seen senses, and due to the familiarity effect (e.g., Kahneman & Tversky, 1982), they may judge the more familiar senses as cognitively closer to the core senses, and then judge the salient characteristics of the core senses as more applicable to the more familiar senses as well. Furthermore, theoretically, it is also possible that there exists a common cause behind the two effects, i.e., some hidden facts caused both factors. I will come back to this critical issue in Task 6 and in the General Discussion section.

An unpredicted finding was that Less Embodied words were rated as closer to the core senses than More Embodied words. This finding will be discussed together with other unpredicted findings regarding the Embodiment effect in the General Discussion section.

#### Task 6: Understandability of Senses to Non-Speakers of the Language

Task 6 used a rating task to determine how understandable the senses are to non-speakers of the language. The predictions that were tested by Task 6 by itself included Predictions 1.10a, 1.10b, and 2.2. To recap, Predictions 1.10a and 1.10b say that within

and across languages, Shared senses should be considered more understandable to non-speakers of the language, relative to Non-Shared senses. Together with Task 4, Task 6 also tested Predictions 1.11a and 1.11b. To recap, Prediction 1.11a says that native speakers' applicability judgement of salient characteristics of core senses to extended senses should predict the understandability of extended senses to non-speakers. 1.11b says that for Non-Shared senses, those considered as motivated by salient characteristics by native speakers should be more understandable to non-speakers, relative to those that are less motivated by salient characteristics of core senses. Finally, together with Task 5, Task 6 also tested Predictions 1.12a and 1.12b. To recap, Prediction 1.12a says that native speakers' judgment of the perceived distances of extended senses should predict the understandability of extended senses to non-speakers. 1.11b says that for Non-Shared senses, those perceived as closer to core senses by native speakers should be more understandable to non-speakers, relative to those that are less motivated by salient characteristics of core senses.

### *Participants*

Twenty participants per language who did not participate in the previous tasks were recruited as explained in the General Methodology section.

### *Design*

The between-subjects independent variable was Language (Chinese vs. English). The two within-subjects independent variable were Shareability (Shared vs. Non-Shared) and Embodiment (More vs. Less). The dependent variable was the judgment of the understandability of senses in the opposite language (translated) on a 0-7 scale.

### *Materials*

The materials were the sentences translated from the opposite language, keeping the clustering of the original language. That is, the materials were translated and swapped between the two language conditions.

The translations were carried out by myself and my bilingual research assistants with two criteria: to faithfully convey the meaning of the sentences in the original language, and to ensure a unified translation (see the correspondences of words in Table 1) of the same key word in all the sentences. Here unified translation of the key word means that regardless of different senses and different sentences, the key words must present exactly the same form in their translations as specified in Table 1. For example, the translation for head must be 头, and vice versa. Accordingly, the translations went through two stages. In the first stage, the sentences were translated to convey the full meaning of the sentences as closely as possible, without forcing the key words to be used or to be translated in a unified way. In the second stage, the first-round translations were checked. If the key words were translated in the unified way, the translations were kept as materials for Task 6. If the key words were missing or translated in ways that were different from the unified way, the first-round translations went through a revision and the uniformly translated key words were embedded in them, with contexts modified as needed for grammatical correctness and native-like expressions. When applicable, the second-round translations were used as materials for Task 6. The translations can be found in Appendix B. For those sentences that went through two stages of translations, there is a \* mark at the beginning of the translations, with the first-round translations

being embraced in a pair of brackets, and the second-round translations after the first-round, and outside of the brackets.

It is important to point out that when the Chinese version of a word is a compound, the materials that the participants saw were literal translations regarding the key words. To illustrate, for the hypothetical example of *vision*, if the corresponding form required for *vision* is 视力 in Chinese, the following two occurrences of the key word in “she had a *vision* test yesterday” and “she is a person with far *vision* in her career”, would be uniformly translated into SHI LI (视力), although a non-literal translation for the latter would be SHI YE (视野). This requirement was necessary for my conservative stance on compounding. As I explained earlier, in order to avoid complications that the compounding issue might cause, in this project, when a compound is used as the key word, I do not treat other compounds sharing one character with the targeted one as polysemous senses of the targeted one. This treatment was only for controlling the scope of the investigation. Even though 视力 and 视野 are obviously related, once the gate is open, without a justified criterion, I cannot scrutinize which compounds sharing one character should be allowed, and which should not.

Below each cluster of sentences, there was a 0-7 scale, with 0 representing “does not make sense at all”, and 7 “makes perfect sense”.

### *Procedure*

Participants were provided with the translated sentences in clusters, with each representing a sense in the original language. They were told that this is how speakers of the opposite language use the word.

The participants were asked to rate how understandable the senses were by responding on a 0-7 scale. They were asked to ignore the minor differences among the sentences within clusters and to provide a general judgment for the sense that was represented by the whole cluster.

### *Results*

The overall pattern of the results is shown in Figure 7. To verify the differences existing among the conditions, an overall mixed ANOVA was run, with Shareability (Core, Shared, Non-Shared) and Embodiment (More vs. Less) as within-subject variables, and Language as the between-subjects variable. The omnibus ANOVA is provided in Table 7.

Core senses ( $M = 6.32$ ,  $SD = .48$ ) were rated as most understandable to non-speakers of the language, followed by Shared senses ( $M = 5.39$ ,  $SD = .78$ ), and then Non-Shared senses ( $M = 4.78$ ,  $SD = .84$ ). The main effect of Shareability was significant,  $F(1, 76) = 131.47$ ,  $p < .001$ ,  $\eta_p^2 = .78$ . Recall that Task 1 made sure that the two languages agreed on the core senses of all the stimuli words. Although I did not explicitly predict that core senses should be judged as more understandable than Shared senses by non-speakers of the language, this data pattern was consistent with the idea that core senses constitute the baseline for understandability, and hence should be the most understandable.

Prediction 1.10b says that across the two languages, Shared senses should be perceived as more understandable by non-speakers of the language than Non-Shared senses. Planned comparisons (LSD) were run for Shareability, with the two languages pooled. As predicted, the data showed that the salient characteristics of core senses were

rated as more applicable to Shared senses ( $M = 5.39$ ,  $SD = .78$ ) than to Non-Shared senses ( $M = 4.78$ ,  $SD = .84$ ). The difference between the two conditions was significant,  $p < .001$ . Thus, I conclude that evidence for Prediction 1.10b was found.

Prediction 1.10a says that within each language, shared senses should be perceived as more understandable by non-speakers of the language than non-shared senses. Planned comparisons (LSD) were run for Shareability on each of the two languages separately. As predicted, the data showed that the salient characteristics of core senses were rated as more applicable to Shared senses than to Non-Shared senses in both languages: when English participants judged Chinese materials, the mean rating for Shared senses was 5.85 ( $SD = .41$ ), and that for Non-Shared senses was 5.32 ( $SD = .47$ ),  $p < .001$  (English). When Chinese participants judged English materials, the mean rating for Shared senses was 4.93 ( $SD = .80$ ), and that for Non-Shared senses was 4.23 ( $SD = .78$ ),  $p < .001$  (Chinese). Thus, I conclude that evidence for Prediction 1.10a was found.

Less Embodied words ( $M = 5.6$ ,  $SD = .61$ ) were rated as more understandable than More Embodied words ( $M = 5.39$ ,  $SD = .66$ ). The main effect of Embodiment was significant,  $F(1, 76) = 21.41$ ,  $p < .001$ ,  $\eta_p^2 = .36$ . Prediction 2.2 says that for non-shared senses, people of different languages are more likely to make sense of More Embodied senses than Less Embodied ones. Planned comparisons (LSD) were run for Embodiment for Non-Shared senses. Contrary to what was predicted, the data showed that for Non-Shared senses, Less Embodied words ( $M = 4.93$ ,  $SD = .83$ ) were rated as more understandable than More Embodied words ( $M = 4.63$ ,  $SD = .90$ ),  $t(39) = -3.4$ ,  $p = .002$ . I conclude that Prediction 2.2 was falsified.

Prediction 1.11a says that native speakers' judgment on the applicability of salient characteristics of core senses should predict the understandability of the extended senses to people who do not speak the language. To test it, two correlations on native speaker's judgment on the applicability task (Task 4) and non-speaker's judgment on the understandability (Task 6) were run. Those extended senses that were rated higher on the applicability task by native speakers were rated as more understandable by non-speakers. Specifically, there was a significant positive correlation between the English participants' judgment on the applicability of salient characteristics to the English senses and the Chinese participants' judgment on the understandability of the English senses, Pearson's  $r = .38, p < .001$ . The same pattern was found in the other language. That is, there was a significant positive correlation between the Chinese participants' judgment on the applicability of salient characteristics to the Chinese senses and the English participants' judgment on the understandability of the Chinese senses, Pearson's  $r = .43, p < .001$ .

To test Prediction 1.11b, which says that for non-shared senses, native speakers' judgment of the applicability of salient characteristics of core senses should predict the understandability of the non-shared senses to people who do not speak the language, two correlations on native speakers' judgments on the applicability task (Task 4) and non-speakers' judgments on the understandability (Task 6) were run for the Non-Shared senses only. For Non-Shared senses, those rated higher on the applicability task by native speakers were rated as more understandable by non-speakers. Specifically, there was a significant positive correlation between the English participants' judgment on the applicability of salient characteristics to the Non-Shared English senses and the Chinese participants' judgments of the understandability of the English senses that are not



available in Chinese, Pearson's  $r = .41, p = .004$ . The same pattern was found in the other language. That is, there was a significant positive correlation between the Chinese participants' judgments of the applicability of salient characteristics to the unique Chinese senses and the English participants' judgments of the understandability of the Chinese senses that are missing in English, Pearson's  $r = .56, p < .001$ .

To test Prediction 1.12a, which says that native speakers' judgments of the cognitive distances of extended senses to core senses should predict the understandability of the extended senses to people who do not speak the language, two correlations on native speakers' judgments on the distance judgment task (Task 5) and non-speaker's judgments of understandability (Task 6) were run. Those extended senses that were rated closer to core senses by native speakers were rated as more understandable by non-speakers. Specifically, there was a significant negative correlation between the English participants' judgment on the distances of extended senses to core senses for the English senses and the Chinese participants' judgments of the understandability of the English senses, Pearson's  $r = -.41, p < .001$ . The same pattern was found in the other language. That is, there was a significant negative correlation between the Chinese participants' judgments of the distances of extended senses to core senses for the Chinese senses and the English participants' judgments on the understandability of the Chinese senses, Pearson's  $r = -.47, p < .001$ .

To test Prediction 1.12b, which is specifically about non-shared senses, and says that native speakers' judgments of the cognitive distances of non-shared extended senses to core senses should predict the understandability of the non-shared extended senses to people who do not speak the language, two correlations on native speaker's judgment on

the distance judgment task on Non-Shared senses (Task 5) and non-speaker's judgment on the understandability of Non-Shared senses (Task 6) were run. For non-shared and hence language-unique extended senses, those that were rated closer to core senses by native speakers were rated as more understandable by non-speakers. Specifically, there was a significant negative correlation between the English participants' judgments of the distances of non-shared extended senses to core senses for the English senses and the Chinese participants' judgments of the understandability of the unique English senses, Pearson's  $r = -.47, p = .001$ . The same pattern was found in the other language. That is, there was a significant negative correlation between the Chinese participants' judgments of the distances of Chinese unique senses to core senses and the English participants' judgments of the understandability of the senses that are unique for Chinese and not available in their own language, Pearson's  $r = -.58, p < .001$ .

Finally, an unexpected effect was that English participants rated Chinese senses as more understandable ( $M = 5.89, SD = .67$ ) than Chinese participants rated English senses ( $M = 5.10, SD = 1.09$ ),  $F(1, 38) = 21.59, p < .001, \eta_p^2 = .36$ . Although this effect was unpredicted, it is consistent with my previous observation that English participants tended to use more extreme numbers on the scale when making judgments on all the tasks.

Other results from the omnibus ANOVA can be found in Table 7.

### *Summary and Discussion*

By exchanging the experiment materials after being translated, I assessed the understandability of senses to non-speakers of the language. Previously, I argued that polysemous senses are motivated by salient characteristics of the core senses, and, critically, I argued that the mechanism is language independent. If the argument is

correct, one would expect to see that the cognitive mechanism should demonstrate cross-linguistic predictive power. Specifically, the within-language predictors (shareability, applicability of salient characteristics of core senses, and perceived distances of extended sense) should be able to predict the cross-linguistic understandability of the extended senses. Evidence was found in support of each of these predictions.

First, evidence was found that Shareability can predict the understandability of the extended senses (Prediction 1.10a and 1.10b). Specifically, Shared senses were judged as more understandable than Non-Shared senses.

Second, evidence was found that the applicability of core senses can predict the understandability of extended senses (Predictions 1.11a and 1.11b). Specifically, the more applicable the salient characteristics of core senses are to an extended sense, the more understandable the sense is to non-speakers of the language. This result suggests that the salient characteristics of core senses, which were proposed as the causal power behind polysemy extensions, do demonstrate cross-linguistic predictive power. Specifically, the senses that were judged as motivated by more salient characteristics of core senses by native speakers of a language were judged as more understandable by people who do not speak this language. The evaluation of Prediction 1.11a shows that in general the applicability of salient characteristics of core senses to extended senses in one language can predict the understandability of senses to non-speakers. The evaluation of Prediction 1.11b shows that for unique senses which are not available for non-speakers in their native languages, they can still make sense of the non-shared senses to the degree of the applicability of the salient characteristics which were judged by native speakers. Note, by definition, non-shared senses are not available in the language in which the

understandability task was assessed, and accordingly it was impossible for participants to be familiar with these senses. Therefore, the correlation between the applicability data of native speakers and the understandability data of non-speakers cannot be explained as a familiarity effect. This result helps exclude one other explanation for the proposed causal mechanism that Task 5's evaluation on Prediction 1.6 could not solve.

Third, evidence was found that perceived distances of extended senses by native speakers can also predict the understandability of extended senses for non-speakers of the language (Predictions 1.12a and 1.12b). Specifically, the closer a sense is judged to the core by native speakers of a language, the more understandable it is to non-speakers of the language. This result suggests that although native speakers of a language and non-speakers of the language might not be able to communicate in the language under consideration, they can somehow agree with each other at the conceptual level.

To connect with Task 5, while Task 5 tested the proposed causal mechanism between salient characteristics of core senses and extended senses from a within-linguistic perspective, Task 6 tested the proposed causal mechanism between salient characteristics of core senses and extended senses from a cross-linguistic perspective.

Finally, contrary to Prediction 2.2, it was found that Less Embodied words were rated as more understandable than More Embodied words to non-speakers of the language. One possibility is that the Embodiment hypotheses are wrong. The other possibility is that the Embodiment effect I predicted is overridden by a stronger, opposite effect, which I will discuss in the General Discussion section.

## General Discussion

A key question for language-related fields is how general principles of cognition are reflected in language. This project investigated polysemy generation, a ubiquitous semantic phenomenon. One goal was to test a language-independent psychological mechanism of polysemy generation, which in turn, reflects general principles of cognition. The other goal was to test Embodied Cognition Theory using polysemy as a tool. Below I first discuss the findings, implications, and open questions regarding polysemy generation, followed by discussions of the findings, implications, and open questions regarding Embodied Cognition, and finally the broader implications of this work.

### *Findings, Implications, and Open Questions Regarding Polysemy Generation*

#### *Results*

This project proposes an account called the Fundamental Cognitive Account of Polysemy to address the psychological mechanism of how polysemous senses are expanded from a central or core sense. According to this account, for each polysemous word, there exists a core sense which functions as the base from which extended senses are generated; salient characteristics of the default referents of core senses function as links connecting the extended senses to the core; and novel extended senses are created via similarity of the novel senses and the core sense in terms of salient characteristics.

I tested this account with a series of interlinked behavioral tasks on 36 words of three basic word types (nouns, verbs, and adjectives) in two historically independent languages, English and Chinese. To begin with, I found evidence that English and Chinese participants agreed on one and the same core sense for all 36 words, and that

among the extended senses, overall 55% were shared across the two languages. These findings suggest that despite language-specific forces (Blank, 1999), psychological forces play a prominent role in polysemy generation. This provides evidence that there exists a common psychological mechanism that is responsible for polysemy generation in different languages. Furthermore, on average, there were 4.47 ( $SD = 1.86$ ) shared properties and associations generated by at least 35% of English and Chinese participants. This finding suggests that English and Chinese participants can and do find similar properties and associations to be salient.

With these preliminary predictions supported, I tested the proposed causal mechanism in English and Chinese. I found that, within a language, the applicability of salient characteristics of core senses to extended senses predicts the perceived distance of extended senses from core senses. Across the two languages, the applicability ratings of salient characteristics of core senses to extended senses provided by native speakers predict the understandability of extended senses by non-speakers of the language. I examined the differences that shared and non-shared senses make on a series of assessments of polysemy, and found that using shareability as a predictor, salient characteristics of core senses are more applicable to shared senses, relative to non-shared senses; shared senses are perceived as closer to core senses by native speakers and are more understandable to non-speakers of the language, relative to non-shared senses. Finally, all of these findings were observed in both English and Chinese, hence the mechanism testing had a within-project replication. In sum, through multiple complementary assessments of two languages, this project provides consistent evidence for the Fundamental Cognitive Account of Polysemy proposed here.

Although there have been multiple proposals on the existence of general principles of polysemy (e.g., Langacker, 1988; Nunberg, 1979; Norrick, 1981), none of the previous proposals was sufficient to construct a systematic psychological account which can be subjected to hypothesis testing. To my knowledge, the Fundamental Cognitive Account of Polysemy is the first that proposes an account addressing the psychological mechanism underlying polysemous extensions, and pins down the general principles of polysemy that have been long due. More critically, the account suggests that underlying the language-independent psychological mechanism of polysemy generation are common principles of thought: salient characteristics of default referents of core senses motivate polysemy generation.

This mechanism necessarily implies associative and analogical thinking. Language users identify similar characteristics of referents of words to be salient and these characteristics render people to think about referents in different domains but that nevertheless possess similar abstract characteristics. Thus, association and analogy between different domains are hallmarks of this type of generative thinking. Without assuming common patterns of associative and analogical thinking, it would be hard to explain how English and Chinese could possibly share such a big proportion of extended senses in the first place. Moreover, it would be a puzzle to find that the proposed mechanism of polysemy is consistently supported by the two languages simultaneously, provided that there is little common linguistic, cultural, or encyclopedic forces in these two languages. To conclude, the Fundamental Cognitive Account of Polysemy proposes the long-due mechanism of polysemy generation that links a linguistic phenomenon with its cognitive foundation.

### *Implications*

The Fundamental Cognitive Account of Polysemy suggests that there is a common pattern of associative and analogical thinking across people, regardless of the languages they speak. Specifically, thinking about a word can make people think about salient characteristics of default referents of core senses, which in turn leads people to think about referents in different domains. For example, the body part of head might lead people to think about characteristics such as its status (*important*), relative location (*at the top*), and function (*decision making*), which in turn may lead to thoughts about a different domain, e.g., one's working environment, and then make people think about referents that possess these abstract characteristics in this apparently different domain, e.g., the head of a social organization. Hence, the current account suggests that it is associative and analogical thinking that renders polysemy generation possible. Furthermore, the evidence supporting the proposed mechanism indirectly supports the view that, first,, associative and analogical thinking might be close-to-universal in general; and, second, what associations or analogies people generate might also be predictable.

This suggestion is in line with several previous proposals in different fields. Lakoff and Johnson, for example, argued that linguistic usages often reflect “cognitive metaphors” (Lakoff and Johnson, 1980, 1999; Lakoff, 1987). They showed how quantities are usually expressed in terms of directionality (e.g., “prices are rising”), how abstract concepts are understood with concrete entities (e.g., “mind is a machine”), and how nonstructural events are represented in terms of structural ones (e.g., “life is a journey”). Fauconnier & Turner (1998, 2002) argued how people apply “conceptual blending” strategies in solving problems of different domains. Hofstadter (2001), as



another example, argued that the essence of almost all aspects of cognition, such as the mental lexicon, conceptual families, high level mental chunks without labels, argument, and memory retrieving, are analogical. To sum up, the current project contributes yet more evidence for associative and analogical thinking.

### *Open Questions*

Below I discuss several remaining questions regarding the Fundamental Cognitive Account of Polysemy.

#### *Alternative theoretical structures.*

The current theoretical structure of the Fundamental Cognitive Account of Polysemy cannot address two possible alternatives. One, even if the polysemous senses are motivated from the core sense in general, it is possible for the procedure to be hierarchical and dynamic after the initial step. That is, it is possible that once some polysemous senses become conventionalized, they can serve as alternative extensional bases aside from the core sense. Accordingly, the proposed common-cause radial structure may need to be modified to allow connections among extended senses. Two, it is possible for some terms to possess more than one core<sup>xiii</sup>. If we were to test more words with Task 1, it could be that we would observe incoherent senses among those that would pass the majority's threshold. Accordingly, the proposed one-core structure may need to be modified to allow more than one core. Now that evidence for the basic static structure for single-core words is found, two possibilities for future research are dynamic structure models and multi-core structure models, with the first type accommodating non-static parameters of polysemy generation, and the second type allowing more than one core sense to be considered.

*Incorporate bottom-up processes.*

The current model will benefit from incorporating bottom-up processing of sense extension. The current focus is on how cognitive drives inspire new senses, without addressing how external stimuli inspire such motivations. More often than not, however, we do not just create new senses for fun; rather, we create novel usages of existing words when there is a need. For example, think about door eye holes (for peeking at someone on the other side of the door). When this device was newly invented, presumably there was a need of a name for it. In circumstances like this, a novel stimulus motivates one to use an existing word in a different, but related way. To continue with the example of door eye holes, if the main function of humans' and animals' eyes becomes effortlessly activated, then an extended sense for the word *eye* is successfully coined. Before the invention of door eye holes, however, even if the function of seeing is activated, there is no need for the new sense. In short, the process of sense generation needs to incorporate a bottom-up component to be complete and realistic<sup>xiv</sup>.

*Language-specific factors.*

The account and the empirical approach I proposed here were intended to be language independent. Nevertheless, the data of this project come from one language pair comparison only, and individual languages unavoidably possess particular characteristics. I mentioned the word compound issue in Chinese earlier in this paper. Having compounds in Chinese, but not in English, leads to an imbalance when the two are compared. It suggests that for any attempt of generalizing findings of this project to other languages, characteristics that are particular about the specific languages should be taken into consideration. For example, as Ullmann (1962) pointed out, in languages with

grammatical gender, the gender marker can suggest different senses of the same word. For example, in French *le pendule* means “pendulum” while *la pendule* means “clock”. In German, *der See* means “lake” while *die See* means “sea” (p. 169). It is an empirical question how and to what extent these language-specific, but polysemy-relevant, characteristics affect the scope of the approach proposed here. Nevertheless, the current project found evidence for the account despite the compound issue of Chinese. For languages that do not have a difference on this dimension, it would be easier to test the theory. To conclude, although language-specific factors always exist, searching for stable principles in noisy variables renders research meaningful. The more languages we study, and the more different samples of words we study, the clearer the implications of the account will be. Thus, one future direction is to test other languages or different samples of words within the same language. The current project tested 36 words of three word types in two languages. However, one could test bigger or smaller samples of any number of languages, equal or more than two at a time.

*Other avenues to test the account.*

Finally, recall that the salient cognitive characteristics of the referents of core senses were proposed to be the causal power underlying polysemous extensions. The within-language testing on the mechanism showed that the applicability of salient characteristics did predict the cognitive distances of extended senses. However, although this was the direction predicted, theoretically, one cannot exclude the opposite causal direction (e.g., cognitively proximate senses are more familiar to people, so per the familiarity effect, people can judge the salient characteristics as more applicable to these senses), or the existence of a common cause (e.g., a hidden factor that caused people to

judge salient characteristics as more applicable to certain senses, and as closer to core senses at the same time). Fortunately, the cross-linguistic mechanism testing helped exclude the opposite causal direction by showing that people judged the distances of unavailable senses to the degree of the applicability of salient characteristics.

Nevertheless, the possibility that there exists a common cause was not excluded.

Although there is no such reasonable candidate of common causes I can think of for now, it constitutes an open question for future research whether any possible common causes can be identified and tested.

Although falsifying possible common causes can help strengthen the account, in principle, there are an infinite numbers of possible common causes. Thus, an alternative and better way of strengthening the account is to use different methods to look for converging evidence. For example, the current account proposes that it is salient characteristics of cores that motivate polysemous senses. I tested this by having participants spontaneously generate properties and associations, saving the ones that are salient, and then asking different participants to rate the applicability of each of them to different senses. The same idea can be tested in different ways. Given that not all of the salient characteristics are needed for a specific sense, it follows that for a specific sense, some characteristics are more relevant than others. Following this logic, for each sense, there should be a most relevant characteristic, which might be the same or different from the most relevant one for a different sense. Then the classic priming method can be applied by using the characteristics as primes. The specific prediction is that only the response time for senses that are relevant to the specific characteristic for a particular trial will be accelerated, and the response time of the senses that are irrelevant to the specific

characteristic will not be accelerated. In sum, exploring different methods to test the account constitutes an important future direction.

### *Findings and Implications for Embodied Cognition*

#### *Findings*

The present project also extends its scope by using polysemy as a methodological tool to test the implications of the Embodied Cognition Theory. Specifically, to test the Embodiment effect, I compared 18 words corresponding to the most bodily bounded cognitive targets, i.e., nouns describing body parts, verbs describing perceptual and/or physical functions of humans, adjectives describing feelings, with 18 words corresponding to less bodily bounded cognitive targets, i.e., nouns, verbs, and adjectives that were of the same frequency rank but are presumably less biologically defined and more dependent on various external factors. I found that the two types of words differed in terms of the number of extended senses, the likelihood of the senses being shared across languages, and the understandability to non-speakers of the language. Specifically, more senses are extended from core senses for More Embodied words, relative to Less Embodied words; the extended senses of More Embodied words are more likely to be shared across the two languages, relative to Less Embodied words; finally, for non-shared senses, those of Less Embodied words are more understandable to non-speakers of the language. Although the last finding was the opposite of what I predicted, apart from this result, the goal is supported by results for the other predictions. To conclude, although apparently polysemy generation is a linguistic phenomenon, and Embodied Cognition Theory is distinct from language, one can use the former to test the latter, assuming that embodiment plays a role in the cognitive foundation of polysemy generation.

### *Implications*

When evaluating the different approaches and research themes of Embodied Cognition theory, Wilson (2002) suggested that the theme that “off-line cognition is body-based” provides the most promising evidence for the theory. In her model, “off-line cognition” was meant to contrast with on-line tasks in which people’s performances are assessed during short-term artificial laboratory tasks, with or without certain primings. The advantage of on-line tasks is the controllability. The price is the uncertainty of the durability of the effects. That is, even if we find evidence for Embodied Cognition theory using on-line tasks, we are not sure how long those effects will last. Just like one can find priming effects on many behaviors, from walking speed to grammatical preferences, we do not know how long those effects will last once participants leave the laboratory. In contrast, off-line cognition is harder to access in laboratory settings; however, whatever it assesses is closer to the long-term pattern of cognition. The polysemy phenomenon investigated in this project belongs to the category of off-line cognition because, for one, word sense comprehension is a necessary part of everyday communication; in addition, the nature of all the tasks in this project were information-seeking – participants did not go through any training phases which might make their performances deviate from their regular patterns; instead, participants provided opinions on words or sentences freely which reflects their actual knowledge and/or beliefs. Therefore, the Embodied Cognition effects I reported here contribute to the understanding of how people’s long-term everyday semantic knowledge speaks to the implications of the Embodied Cognition theory.

Now I shall attempt to provide an ad hoc explanation for the unpredicted results in Task 4, 5, and 6, regarding the Embodiment effect. To recap, in Task 4, one unexpected and surprising finding was that salient characteristics of core senses were judged as more applicable to Less Embodied words, relative to More Embodied words. In Task 5, it was found that the extended senses of Less Embodied words were judged to be closer to core senses, relative to More Embodied words. Finally, in Task 6, contrary to Prediction 2.2, it was found that Less Embodied words were rated as more understandable than More Embodied words to non-speakers of the language. Taken together, these multiple pieces of evidence may be interpreted in terms of Construal Level effects (e.g., Liberman & Trope, 2009).

In general, Construal Level effects refer to the phenomenon that when people think about cognitively “closer” objects or scenarios, they tend to focus on more detailed features, than when they think about cognitively “distant” objects or scenarios. For example, in one study, when participants were asked to list what they should prepare for a party, the participants listed more details when the party was said to be held next week than when it was said to be held in six months. The implication of different construal levels to the current study is that because the More Embodied words are cognitively closer to the participants, relative to the Less Embodied words, the two types of words might constitute a contrast in the sense of the construal level. In particular, in the feature listing task of Task 3, participants might list more detailed characteristics of core senses that are hard to generalize. For example, when thinking about the salient characteristics of heads, people might zoom in on the characteristics that are only applicable to human and animal heads (e.g., superficial components such as eyes and mouth). In contrast,

when the participants list properties/associations for the Less Embodied words, which are cognitively more distant, they may zoom out and focus on more general characteristics of the word. For example, when thinking about the salient characteristics of “the world”, although superficial components such as “ocean” and “continents” are available, people may be more likely to think about more general features, such as “big”.

As another possible consequence of construal level effects, regarding the distance judgement in Task 5, people may know the core senses of the More Embodied words so well that they feel the extended senses from the familiar core senses to be further away from the core senses. For example, we know our heads so well that although we use expressions such as “head of company” and “head of river” all the time, we can readily tell these usages are simply metaphorical usages which cause no confusion with the core senses. In contrast, because the Less Embodied words are cognitively distant from most people’s interests to begin with, people might feel the extended senses are not that different from the core senses. For example, although we understand that the word “world” usually refers to the earth and the physical environment we live in, when we hear the usages such as “musical world”, we might not be able to immediately tell whether it means anything different from the physical world, because the word is too distant from us and we are not that sensitive to the core sense in everyday life.

One specific phenomenon in social psychology can be used as an analogy to understand my reasoning here. The Other Race Effect (e.g., Feingold, 1914) refers to the phenomenon that people have difficulties in telling apart different individuals of other races. Social psychologists have provided explanations for the Other Race Effect phenomenon in different ways (e.g., Elfenbein & Ambady, 2003), but from a cognitive



perspective, this phenomenon and the Embodiment effect I reported here can be interpreted the same way. Specifically, for those cognitive objectives for which we lack the capability to appreciate finer distinctions, “they all look alike”. In other words, in terms of construal level effects, the Other Race Effect is one specific application in social area where one lacks the capability of discrete finer level distinction of individuals of different races. Similarly, the observed unpredicted Embodiment effect is one specific application in the semantic area where one lacks the capability of discreting finer level distinction of different senses of Less Embodied words. In short, cognitive targets are not born equal. For those targets that are cognitively close to us, be it a person of the same ethical heritage as ourselves, or a more physically and perceptually entrenched word, we can make finer distinctions; for those targets that are cognitively distant from us, be it a person of a different ethical group, or a less embodied word, we cannot make finer distinctions. Of course, the above post hoc speculation should wait for systematic examination.

### *Broader Implications*

#### *Additional Methodological Implications*

Besides the two main contributions, three other aspects of the project inform future studies. First, previous linguistic studies of polysemy have relied heavily on case studies as the main methodology. In these studies, researchers examined polysemous senses of individual words, and thus their conclusions lacked generalizability. The current project proposes an approach that is flexible in terms of the number of words and the number of languages being tested. The generalizability of the current account will be strengthened with more languages and more different samples tested.

Second, a potential difficulty in investigating the psychological mechanism of polysemy has been the entangled nature of different driving forces behind polysemy (Blank, 1999). By combining a cross-linguistic perspective with a cognitive one, this project disentangles psychological forces from non-psychological forces to the best degree. Broadly, the general idea of comparing multiple languages in parallel can be useful for testing the cognitive mechanisms underlying other linguistic characteristics, such as recursion and transitivity.

Third, the project consists of a series of progressive and interdependent tasks. One desirable characteristic of this interlocking design is that the most important evidence for the proposed account does not come from any specific task or any single prediction; rather, it comes from the overall consistency of all predictions. When the number of total predictions for an account is large, the whole story emerges only when the predictions are consistent. Thus, the interlocking design of the series of experiment in this project might be useful in testing theories that entail a large number of predictions.

#### *Further Implications for Polysemy Research*

This project has implications for two important research themes on polysemy: mental representation of polysemous senses and ambiguity caused by polysemous senses. Regarding the former issue, the current account provides a premise for understanding the mental representation of polysemy, and hence for understanding lexical representation in general. Arguably, only when one understands how polysemous senses gain their meanings in the first place, can one discuss how those senses are mentally represented. The mechanism of sense extensions has direct implications for the mental representation issue. For example, one unresolved debate concerns single-representation (e.g.,

Caramazza & Grober, 1976) vs. multiple-representations (e.g., Klein & Murphy, 2002); that is, whether there is only a single representation of a polysemous word, with non-core senses solved spontaneously, or whether each different sense has a separate, pre-stored mental representation. On one hand, the single-representation account is not plausible in light of evidence showing that different senses are treated differently. Actually, for the phenomenon of polysemy to be real, the mental representation of polysemous words has to be somewhat different from that of non-polysemous words. On the other hand, however, it is apparently implausible to claim that all polysemous senses have separate pre-stored representations. Similar to Chomsky's (1965) argument that given the tremendous number of possible sentences one can construct, it is impossible for people to store each and every sentence in memory. To prestore occasional uses of words which deviate from the default sense requires such a large mental hardware size that practically it is unlikely for people to store each and every single different sense of a word. If neither pole of the debate has an upper-hand, one might naturally consider a middle-way compromise, i.e., some but not all polysemous senses are represented separately. However, as it is true for one's stance on any issues, be it a tax increase issue or one's view of a controversial movie, middle-way positions almost always attract criticism for being hedging, equivocating, and vague. Thus, in our current case, although in principle a middle-way argument is plausible, it lacks for not being able to predict under what circumstances a polysemous sense might be separately represented and under what circumstances it might not.

Regarding this issue, the current project suggests that there are two opposite forces affecting whether a polysemous sense deserves a separate representation. On one

hand, the closer an extended sense is to the core, the less there is a need for this sense to be represented separately. That is, because it is cognitively close to the core, it is cognitive inexpensive to be calculated on the fly. In contrast, the more distant a sense is from the core, the more there is a need to represent it separately. That is, because it is cognitively distant from the core, calculating it on the fly might not be more economic than representing it separately. Nevertheless, on the other hand, the closer an extended sense is to the core, the more likely for it to be conventionalized and to gain high frequency of usage, which in turn renders the sense to “deserve” a separate representation. In contrast, the more distant an extended sense is from the core, the less likely it is to be used frequently, rendering it not qualified for a separate representation. In short, the findings of this project suggest that close extended senses qualify for but do not require separate representations whereas distant senses require but do not qualify for separate representations. Therefore, an intermediate stance is the most promising answer. This, of course, is just a speculation on how the current project can be informative to the mental representation issue of polysemy. To really test this proposal requires a solid methodology to disentangle the two opposite forces.

This project also sheds light on the issue of how to help solve the confusion caused by multiple polysemous senses of a word. Specifically, the findings of this project suggest that the ambiguity issue caused by polysemy might be because different characteristics of core senses are activated for different extended senses, and if people cannot predict which characteristics are useful in the particular contexts, they might find the word to be ambiguous. Regarding machine translation and artificial intelligence, the current project suggests that it is more problematic to literally translate distant senses

(more likely to be non-shared ones) with the key word unchanged, and the problem is less serious for close (more likely to be shared) senses. One difference between a human bilingual and a machine is that a bilingual has “intuition” on when a word can be literally translated, and when it cannot. The current project suggests that it might be possible to operationalize this intuition. Specifically, if the driving characteristics of an extended sense can be identified and coded, then whether a word can be literally translated can be determined by parameters which capture the overlaps of applicable characteristics of extended senses. For example, for *head*, important characteristics such as location and function can be precoded with different weights. Whether a particular usage of *head* can be literally translated into another language can be determined by whether the usage in the context indicates the applicability of any of the characteristics. The higher the applicability, the more appropriate to use literal translation.

#### *Implications for Using Language-Based Approaches to Study Concepts*

Arguably, word senses are lexical concepts<sup>xv</sup>, which might or might not correspond to the concepts corresponding to ontological referents of the words (e.g., the concept for the word *water* might or might not be the same as the concept referring to the ontological substance of WATER, See Malt, 1994). Non-arguably, words and concepts are necessarily intertwined and findings on one might have direct or indirect implications for the other. For example, how the current project was inspired by the Prototype Theory was discussed earlier. Here, I shall discuss what value this project has for research aiming to study concepts of ontological entities and/or world states by using words referring to them as stimulus materials. Concept learning and categorization has been an important area in cognitive psychology since Eleanor Rosch. Psychologists often use words as

stimuli when studying concepts (for a review, see Chapter 11, Murphy, 2002; for critique, see Malt, Ameel, Gennari, Imai, Saji, & Majid, 2011). For example, when one attempts to study the properties of the concept DOG, one might use the word *dog* as the prompt and ask participants to list as many properties as possible for the concept of DOG (e.g., Rosch & Mervis, 1975). The assumption underlying this language-based approach is that the word *dog* can successfully trigger the cognitive characteristics of the concept of DOG. Some psychologists (e.g., Malt, 1994; Malt et al. 2011; Murphy, 2002) and philosophers (e.g., Bickhard, 2011) alike have expressed concerns about the language-based approach to concepts. For example, Malt (1994) found that although people have no problem acknowledging that water is defined as H<sub>2</sub>O, they tend to call muddy water “water”, but do not call tea “water”, despite that they are aware that the percentage of H<sub>2</sub>O in muddy water is lower than that in tea. More generally, Malt and colleagues (2011) discussed how people’s responses in categorization tasks differ when the responses are in words versus not in words. The implication is that although the language approach to concepts has yielded many valid findings on concepts, this approach implicitly equates word senses with concepts, and the validity of the approach in general depends on how well the implicit assumption holds. That is, when words are used as materials to tap into concepts, word senses inevitably play the role of mediators.

The suggestion of this project is that although the proposed project cannot save the language approach in general, it can save many good empirical efforts by providing a new interpretation of the findings. In other words, even without the concept of concept, the empirical works of the language approach of concept are still meaningful --- a more direct reading of these works is that they investigated the salient cognitive characteristics

of the referents that core senses of words correspond to. Without assuming these empirical findings to directly address concepts, an alternative, and more direct, reading would be that they dealt with the research theme of how word senses are driven by salient characteristics of the default referents of core senses. That is, feature and association listing studies of words can be interpreted as studying core senses of words. These studies are still meaningful without having to be connected with concepts.

*Implications for Zipf's Statistical Account of Polysemy*

As one of the most celebrated empirical rules, Zipf's (1949) account has irreplaceable value in the study of language and relevant fields. However, as Kent (1930) commented on Zipf's approach: "problems of phonology and morphology are not to be solved *en masse* by one grand general formula" (p.88). Nevertheless, as in other disciplines, statistical observations request theoretical explanations; theoretical hypotheses render it possible to test novel aspects of data that allow new statistical observations. Regarding polysemy, it provides a stage to pit the Embodied Cognition Assumption against the classic theory of cognition. Results from the Embodied Cognition Assumption suggested that words that fall into the same statistical rank may differ in terms of certain cognitive characteristics. By identifying these possible characteristics as predictors, one can expect to explain more variances when fitting Zipf's formula. Specifically, words of different embodiment levels are treated equally in Zipf's account as long as they are of the same frequency rank. Adding embodiment level as another independent variable might be able to improve the fit.

## *Conclusion*

Theoretically, this project proposed a language-independent psychological account of polysemy generation, tested the account with six interlinked tasks on two historically independent languages respectively, and provided consistent evidence for the account with a series of within- and cross-linguistic analyses. By doing so, the current project contributes to the issue of how general principles of cognition are reflected in lexical characteristics of polysemy generation. Furthermore, by testing a series of predictions of Embodied Cognition theory, the current project investigated the possibility of using polysemy, a linguistic phenomenon, to test theories of cognition.

Methodologically, this project overcame the disadvantage of case studies and proposed a psycholinguistic approach that afforded systematic hypothesis testing, disentangled common psychological forces from language-specific forces to the best practical degree, and designed a series of six progressive and interdependent experiments which yielded consistent patterns of data from independent tasks that isolated experiments do not usually provide.

In sum, despite different language origins and independent development in different cultural and social environments, English and Chinese were shown to share a considerable proportion of extended senses. I attribute this to common patterns in associative and analogical thinking across languages. The findings point to a common language-independent mechanism of polysemy generation. More broadly, this project provides a novel avenue for the study of semantics by revisiting the cognitive foundation of word senses.



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Table 1. Word List Used for Pre-Experimental Test

Note. Col. 2 shows the finalized stimulus words for Most Embodied words. The markers of EN/CH indicate the language to begin with in searching for Less Embodied words.

	Most Constrained	Less Constrained Candidates-1 <sup>st</sup> Round	Less Constrained Candidates-2 <sup>nd</sup> Round	Less Constrained Candidates-3 <sup>rd</sup> Round
Nouns				
	head 头 (CH)	minute 分钟	world 世界	
	hand 手 (CH)	doctor 医生		
	foot 脚 (EN)	tree 树		
	face 脸 (EN)	door 门		
	heart 心 (CH)	flower 花		
	mouth 嘴 (CH)	picture 照片	table 桌	
Verbs				
	push 推 (CH)	follow 跟		
	run 跑 (CH)	win 赢		
	touch 触(EN)	hang 挂		
	listen 听(EN)	leave 离开		
	smell 闻(EN)	lead 领		
	eat 吃 (CH)	happen发生	hope 希望	die 死
Adjectives				
	sweet 甜(EN)	safe 安全		
	short 短(EN)	rich 富		

	high 高 (CH)	true 真		
	hot 热 (CH)	free 自由	beautiful 美丽	broken 破
	tight 紧 (CH)	usual 普通	empty 空	
	heavy 重 (EN)	simple 简单		

Table 2a.

*Output of Task1 on Core Sense Selection Data (English)*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Head			3		2	8	1	4	1	1	1	9	3	1	3	4	1	2				3	9	2	2	1	2	9	3		
World	9	1	1	4	3	9	8	1	9	2	1	4	1	1	1	1	1	1	1	1	4	1			1	1	6		2	1	1
Hand	7		1	2			1	8	1		2	1	2		1			6	1	4	3	1				1	1	1	1		1
Door	1	3	5	1	9	1		6	3	9	8	2		2	7	7	9	4	1	2	1	1	1	2	4	1	1	8	1		1
Foot	5	1	1	4	2		1	1	3	3	1	2	6	1	4	1	1	9	2		4	6	8	3			1			5	
Tree	9		9	1	1	8	9	1	8	9		9		1	6	6	4	1	8	6	1	9	2			2	6	7	5	9	3
Push	9	1	3	1	9				1		1	9					9	1			1	9	9		1	1		1			
Follow	9	7		9	8	3	2	1	3	7	2	9	7	4	1	1	2	1	3	1	1	3	1	4			4		4	1	2
Run	2	1	2	1	1	3		2	7	1	2	4	2	5	4	1	7	2	1	2	2	1	1	1	1	1	2	4	3	1	3
Win	9	1	9	3	8	1	1	8	8	6	2	2	9	6	3	3	7	7	7	7	4	9	3			3	3	7	9	3	4
Touch	1		1		1			9	9	1				8		7		1		7		1	9	9	1				2	1	9
Hang	8	1	1	1			4	1	1		1	0						1		3	6			1	0	4	7		2		
Sweet	1		7	2		1	1		1				6				1	1	1		1	2	1	9	1		1	3	9	1	0
Safe		8	7	6	9	8	7	1		7	0	3	2		9	9	5	3	9	5	3	8	7	8	1	8	6	9	2	8	
Short		1		4	2	9	2	5	1	4	1	4		3	1	1	1	5	1	2	6	1	1	5	2	1	0	2	3		
Rich		1	9	1	2	3	9	5	1		7	9	2	3	2	1		8	2	1	3		1	2	1	1	1	1	3	1	2
High	3	7	1	6	7	8	3	2	1	9		7	1	6	1	1	1	2		1	6	3	2	3	3	5	1			3	
True	6	6	1	2	4	3	2	1	1	2	4	3	5	9	3	2		3	3	4	6	5	5	2	6	5	4	5	4	3	
Face	1			2		1					4	1	1	1		1		1	1	0	0	8	0	5	1	1			2		
Door		1	1			1			9	6	5	4	9	1	1	6	1		9		9	0	1	1	1	1			8	9	
Heart	4				2	1						1	1	1	1	2	1			1	0	3		1	1	1	1	1	1		
Flower	8		1	1	9				3	2		7	1		8	1	8			8	7		1	0		3	6	6		4	
Mouth	1	5	7	1	3	3		1		9		1		1	3	1	8	8	9	1			2	1	0	2	9			1	



Table		1								2		1	2		7	1	9	9	1	1	1						1	1		1	
0	2	0	8	9	8	7	6	6	8	6	7	0	4	7	2	0	9	7	3	3	7		4	5	6	2	8	3	9	6	
Leave	4		3	2	1	1	2	4	0	4	1	1	5		2	4	8	3	2	9	3	3	8	5	6		4	0		2	
Smell		2	0	5	0	9	0	2	0	0	0			1	0	9	9				8	0	1	2	2	3	2	9	5	2	
Lead	8	0	2	5	9	2	0	1	6		9	0	4	1	2	6		1		5		2	2	1	6			1	1		
Eat	1			3	3	9		1	8		5		1	9			0		6								1	0	9	0	
Die	7	0	1		5	0	2	0		3	1	7	9		2		9	1	1	0	1					1	0	3		8	
Hot	1				1						1		1	0		1	9	0					1	5			1	0			
Broken	5	1	9	1	0			1				1	4		9		3	1	1			1	8	0	1	1	1	1	1	0	
Tight	1																													1	
0	0		9	1		9				2	1	3		7	3	2	8	2	1		0	7				9	2			0	
Empty	1																														
0	0	1				1	1		1			1		8	8	9	8	7	9	9	9	9	9	0	1	1		1	9	4	1
Heavy	3	1			1	0		1	2	1		0		1		4	9	1	3	2	5	2		1				1		3	
Simple	5	6	4	6	6	1	3	2	3	2	8	2		2	6	6	3	2	8	7	5	6	8	7	0	1	9	7	9	6	2

Table 2b.

## Output of Task1 on Core Sense Selection Data (Chinese)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
头 Head		2	9		3	1		6			1						1			9								1	9		1	
世界 World	5	2	7	9			1	7	3	1			8	3	8			2	3	1	9	8		8	9	7				4		
手 Hand		1		8		3	1	1		9	7		1	9		9		6		8			1	2		5				1		
医生 Doctor	7	8	6	3	3	4	5	5	6	4	4	4	4	5	2	8	0	1	3	4	2	3	7	6	5	8	6	3	7	7		
脚 Foot	9		4	1		8				6	9				1	9		9					4		7	8				9		
树 Tree	2	1		8	4	7	5	4		6	4		4	6	2	7		8	5	5	4	7		7	4	5			1	5		
推 Push	1				1																											
跟 Follow	1	9	1	1	1	7	1	1	1	8		4	1	8	2	8	1	1	1	1	2	1	1			1	0	1	1	1	2	1
跑 Run	9	1	2		1		1	0			2	1	1	3		1	1			1			9	2		2	1	1		1	0	
赢 Win	9	1	1	8	1	9	1	1	1	8	1	5	1	1	1	1	1	0	1	1	1	8	5	1	7	1	8	8	1	1	2	6
触 Touch	1	1				4	1	0		1	2	9	1	6	1		8		9	7	9	1	1	1	8	1	8		2	1	1	9
挂 Hang	9	5			6		8	8		9			1	8	9	5								1						1		
甜 Sweet	1	1					1	1	1																							1
安全 Safe	1	8	1	2	7	1	0	2	3	0	9	2	9	8	9	7	6	8	0	8	7	3	4	6	4	2	2	9	0	0	4	
短 Short	8			1		9	4		9	9	9	1	3	3	5	2		9	5	3	6		1			1				2		
富 Rich	8	2		5	9	6	8	1	1		2	9	0	2	1	7	2	6		1	0	8	1		1	1	8	3		7	2	7
高 High	8	1					1	0	3	1													2	1	1		1			9		
真 True	4	8	5		9	3	4	5	8	8	5	2	2	1	6	1	1	2	6	1			2	8	1				9	4	2	
脸 Face		1						1	0		7	6	7	5	1	0	5	5	6	9			1		8	9		5	7	6	9	



Table 3.

*MDS Outputs of Task 2*

*Note. Cols. 1 and 5: English and Chinese words*

*Cols. 2 & 6: Number of Dimensions. The one with \* was the chosen dimension.*

*Cols. 3 & 7: Young's S-stress for English and Chinese respectively.*

*Cols. 4 & 8: R squared for English and Chinese respectively.*

	EN-Num of Dimensions	EN-Young's S-stress	EN-R <sup>2</sup>		CH-Num of Dimensions	CH-Young's S-stress	CH-R <sup>2</sup>
head	1	0.21	0.88	头	1	0.20	0.88
	*2	0.12	0.93		*2	0.09	0.97
	3	0.07	0.97		3	0.05	0.99
world	1	0.23	0.85	世界	*1	0.09	0.98
	*2	0.06	0.99		2	0.04	0.99
	3	0.03	1.00		3	0.03	1.00
hand	1	0.29	0.76	手	1	0.20	0.89
	*2	0.14	0.91		*2	0.10	0.96
	3	0.09	0.94		3	0.06	0.98
doctor	1	0.21	0.89	医生	1	0.20	0.89
	*2	0.07	0.99		*2	0.07	0.98
	3	0.04	1.00		3	0.03	0.99
foot	1	0.26	0.83	脚	1	0.13	0.95
	*2	0.08	0.98		*2	0.07	0.98
	3	0.04	0.99		3	0.05	0.99
tree	*1	0.06	0.99	树	*1	0.06	0.99
	2	0.03	1.00		2	0.04	1.00
	3				3		
face	1	0.14	0.95	脸	*1	0.05	0.99
	*2	0.06	0.98		2	0.05	0.99
	3	0.05	0.98		3		
door	*1	0.02	1.00	门	1	0.20	0.89
	2	0.01	1.00		*2	0.07	0.97
	3				3	0.04	0.99
heart	1	0.30	0.79	心	1	0.14	0.96

	*2	0.11	0.96		*2	0.05	0.99
	3	0.09	0.97		3	0.04	1.00
flower	1	0.22	0.89	花	1	0.24	0.84
	*2	0.08	0.98		*2	0.08	0.97
	3	0.04	0.99		3	0.05	0.99
mouth	*1	0.03	1.00	嘴	1	0.20	0.89
	2	0.03	1.00		*2	0.03	1.00
	3				3	0.02	1.00
table	1	0.27	0.81	桌	*1	0.08	0.99
	*2	0.06	0.99		2	0.06	0.99
	3	0.03	1.00		3		
push	1	0.21	0.88	推	1	0.12	0.96
	*2	0.13	0.93		*2	0.05	0.99
	3	0.08	0.96		3	0.05	0.98
follow	1	0.26	0.83	跟	1	0.30	0.75
	*2	0.14	0.91		*2	0.14	0.92
	3	0.09	0.94		3	0.06	0.97
run	1	0.34	0.71	跑	*1	0.09	0.98
	*2	0.18	0.82		2	0.07	0.98
	3	0.10	0.92		3		
win	1	0.13	0.96	赢	*1	0.06	0.99
	*2	0.07	0.98		2	0.04	0.99
	3	0.04	0.99		3		
touch	1	0.13	0.96	触	2	0.11	0.95
	*2	0.06	0.99		*3	0.06	0.98
	3	0.02	1.00		4	0.03	0.99
hang	1	0.22	0.86	挂	1	0.17	0.92
	*2	0.13	0.93		*2	0.08	0.97
	3	0.07	0.97		3	0.06	0.98
listen	1	0.21	0.90	听	1	0.36	0.63
	*2	0.09	0.97		*2	0.19	0.82
	3	0.06	0.98		3	0.11	0.91
leave	1	0.34	0.68	离开	1	0.27	0.82
	*2	0.15	0.91		*2	0.13	0.94
	3	0.11	0.94		3	0.08	0.97
smell	1	0.14	0.95	闻	1	0.22	0.89
	*2	0.06	0.99		*2	0.07	0.98

	3	0.03	1.00		3	0.02	1.00
lead	1	0.12	0.97	领	1	0.16	0.94
	*2	0.04	0.99		*2	0.06	0.99
	3	0.03	1.00		3	0.04	0.99
eat	1	0.21	0.89	吃	1	0.23	0.93
	*2	0.03	1.00		*2	0.11	0.96
	3	0.03	1.00		3	0.05	0.99
die	1	0.23	0.87	死	1	0.15	0.95
	*2	0.07	0.98		*2	0.07	0.98
	3	0.03	0.99		3	0.05	0.99
sweet	1	0.23	0.87	甜	2	0.11	0.96
	*2	0.10	0.96		*3	0.05	0.99
	3	0.04	0.99		4	0.03	1.00
safe	1	0.26	0.85	安全	1	0.32	0.76
	*2	0.11	0.96		*2	0.13	0.94
	3	0.08	0.98		3	0.09	0.96
short	1	0.21	0.87	短	1	0.18	0.92
	*2	0.12	0.94		*2	0.10	0.96
	3	0.07	0.98		3	0.05	0.99
rich	1	0.17	0.94	富	1	0.23	0.86
	*2	0.06	0.99		*2	0.05	0.99
	3	0.04	0.99		3	0.03	1.00
high	1	0.18	0.94	高	1	0.32	0.76
	*2	0.12	0.96		*2	0.11	0.96
	3	0.08	0.97		3	0.07	0.97
TRUE	1	0.29	0.79	真	1	0.22	0.90
	*2	0.14	0.93		*2	0.13	0.95
	3	0.09	0.96		3	0.07	0.98
hot	1	0.14	0.96	热	*1	0.05	0.99
	*2	0.05	0.99		2	0.05	0.99
	3	0.03	1.00		3		
broken	1	0.14	0.96	破	1	0.23	0.84
	*2	0.08	0.98		*2	0.09	0.96
	3	0.05	0.99		3	0.04	0.99
tight	1	0.28	0.76	紧	1	0.17	0.91
	*2	0.14	0.91		*2	0.10	0.96
	3	0.08	0.96		3	0.07	0.97

empty	1	0.14	0.95	空	1	0.26	0.81
	*2	0.04	0.99		*2	0.12	0.94
	3	0.02	1.00		3	0.07	0.97
heavy	1	0.28	0.82	重	2	0.14	0.91
	*2	0.17	0.89		*3	0.08	0.96
	3	0.11	0.93		4	0.05	0.98
simple	1	0.27	0.82	简单	1	0.32	0.76
	*2	0.14	0.91		*2	0.13	0.94
	3	0.09	0.95		3	0.09	0.96

Table 4.

*Number of Shared Senses for Paired Words of Three Word Classes*

*Note. Cols. 2 & 3: numbers in parentheses indicate the total number of senses, including core.*

*Cols. 4 & 5: % of shared senses in extended senses, excluding core.*

Word Class	English Words	Chinese Words	% Shared-E	% Shared-C
Nouns	head (7)	头(6)	83.33%	80%
	world (3)	世界(2)	50%	100%
	hand (5)	手(4)	25%	33.33%
	doctor (3)	医生(3)	0%	25%
	foot (3)	脚(6)	50%	20%
	tree (3)	树(2)	50%	100%
	face (3)	脸(3)	100%	100%
	door (2)	门(3)	100%	50%
	heart (6)	心(3)	40%	100%
	flower (3)	花(6)	50%	20%
	mouth (2)	嘴(3)	100%	50%
	table (3)	桌(3)	50%	100%
Mean % Shared Noun Senses			58.19%	64.86%
Verbs	push (6)	推(6)	80%	60%
	follow (4)	跟(4)	33.33%	33.33%
	run (6)	跑(3)	40%	100%
	win (2)	赢(2)	100%	100%
	touch (3)	触(4)	100%	66.67%
	hang (5)	挂(4)	50%	66.67%
	listen (3)	听(3)	50%	50%
	leave (3)	离开(3)	50%	50%
	smell (4)	闻(3)	66.67%	50%
	lead (3)	领(3)	0%	0%



	eat (5)	吃(4)	25%	33.33%
	die (3)	死(3)	0%	0%
Mean % Shared Verb Senses			49.58%	50.83%
Adjectives	sweet (3)	甜(4)	100%	100%
	safe (3)	安全(3)	50%	50%
	short (7)	短(3)	33.33%	50%
	rich (3)	富(3)	50%	50%
	high (5)	高(5)	50%	50%
	true (3)	真(2)	100%	100%
	hot (3)	热(3)	50%	50%
	broken (4)	破(6)	66.67%	40%
	tight (4)	紧(8)	100%	57.14%
	empty (3)	空(3)	50%	50%
	heavy (4)	重(9)	66.67%	25%
	simple (4)	简单(3)	0%	0%
Mean % Shared Adjective Senses			59.72%	51.85%
Mean % Shared across Classes			55.83%	55.85%

Table 5. Analysis of Variance for Applicability of Salient Characteristics of Core Senses to Extended Senses (Results of Task 4)

Source	df	F	<i>p</i>	
Between subjects				
Language	1	2.06	.160	.05
Error	37			
Within subjects				
Shareability	1.18	421.70**	.000	.92
Shareability * Language	1.18	.84	.38	.02
Error(Shareability)	43.63			
Embodiment	1	179.76**	.000	.83
Embodiment * Language	1	.38	.54	.01
Error(Embodiment)	37			
Shareability * Embodiment	1.79	27.75**	.000	.43
Shareability * Embodiment * Language	1.79	11.39**	.000	.24
Error(Shareability*Embodiment)	66.22			

Note. Greenhouse-Geisser adjustments were applied to Shareability since sphericity assumption was violated. \*\*  $p < .001$ .

Table 6.

Analysis of Variance for Distances of Extended Senses to Core Senses (Results of Task 5)

	df	F	<i>p</i>	
Between subjects				
Language	1	2.54	.119	0.06
Error	39			
Within subjects				
Shareability	1	40.78**	.000	.51
Shareability * Language	1	2.10	.155	.05
Error(Shareability)	39			
Embodiment	1	60.71**	.000	.61
Embodiment * Language	1	1.81	.187	.04
Error(Embodiment)	39			
Shareability * Embodiment	1	.61	.440	.02
Shareability * Embodiment * Language	1	12.87**	.001	.25
Error(Shareability*Embodiment)	39			

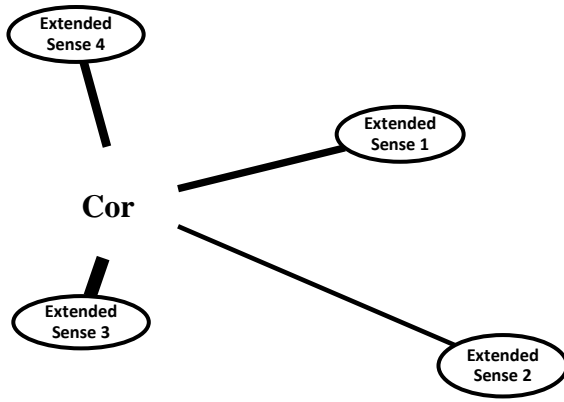
Note. \*\*  $p < .001$ .

Table 7.

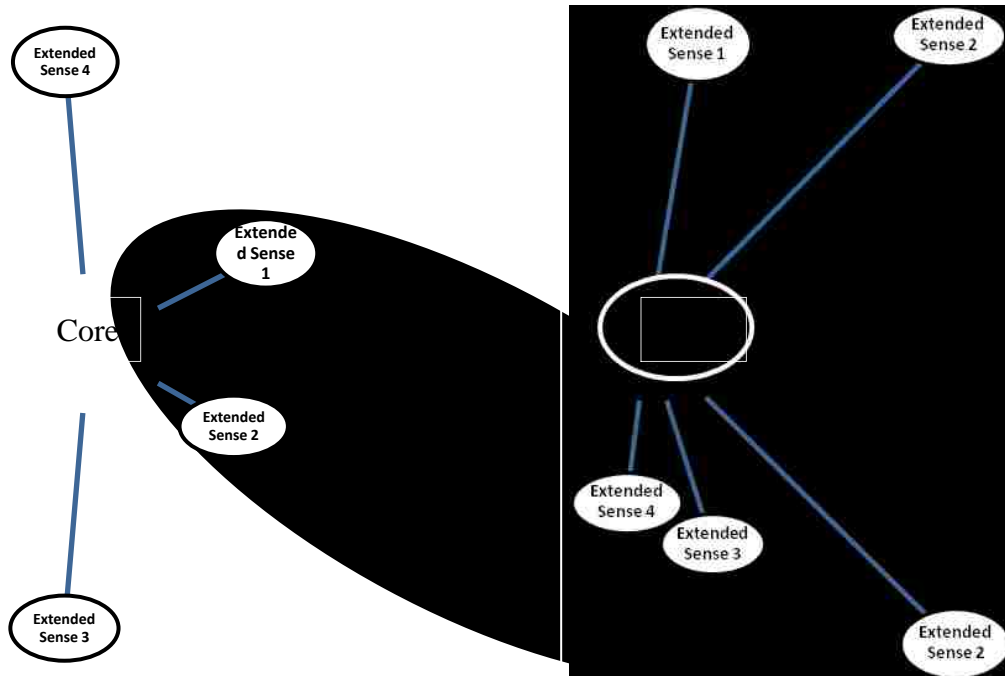
Analysis of Variance for Understandability of Senses to Non-speakers of the language  
(Results of Task 6)

	df	F	Sig.	
Between subjects				
Language	1	21.59**	.000	.36
Error	38			
Within subjects				
Shareability	1.55	131.47**	.000	.78
Shareability * Language	1.55	7.10*	.004	.16
Error(Shareability)	59.02			
Embodiment	1	21.41**	.000	.36
Embodiment * Language	1	1.37	.249	.04
Error(Embodiment)	38			
Shareability * Embodiment	2	1.13	.327	.03
Shareability * Embodiment * Language	2	8.65**	.000	.19
Error(Shareability*Embodiment)	76			

Note. \*  $p < .01$ , \*\*  $p < .001$ .



*Figure 1.* Radial structure of polysemous senses.



*Figure 2.* Prediction for shared polysemous senses across independent languages. The left and right radial structures refer to the sense extensions of the related word in two languages. Given the related words in different languages agree on the core sense, there should be an overlap among the extended senses, as indicated by the gray area. The senses outside of the gray area refer to non-shared senses.

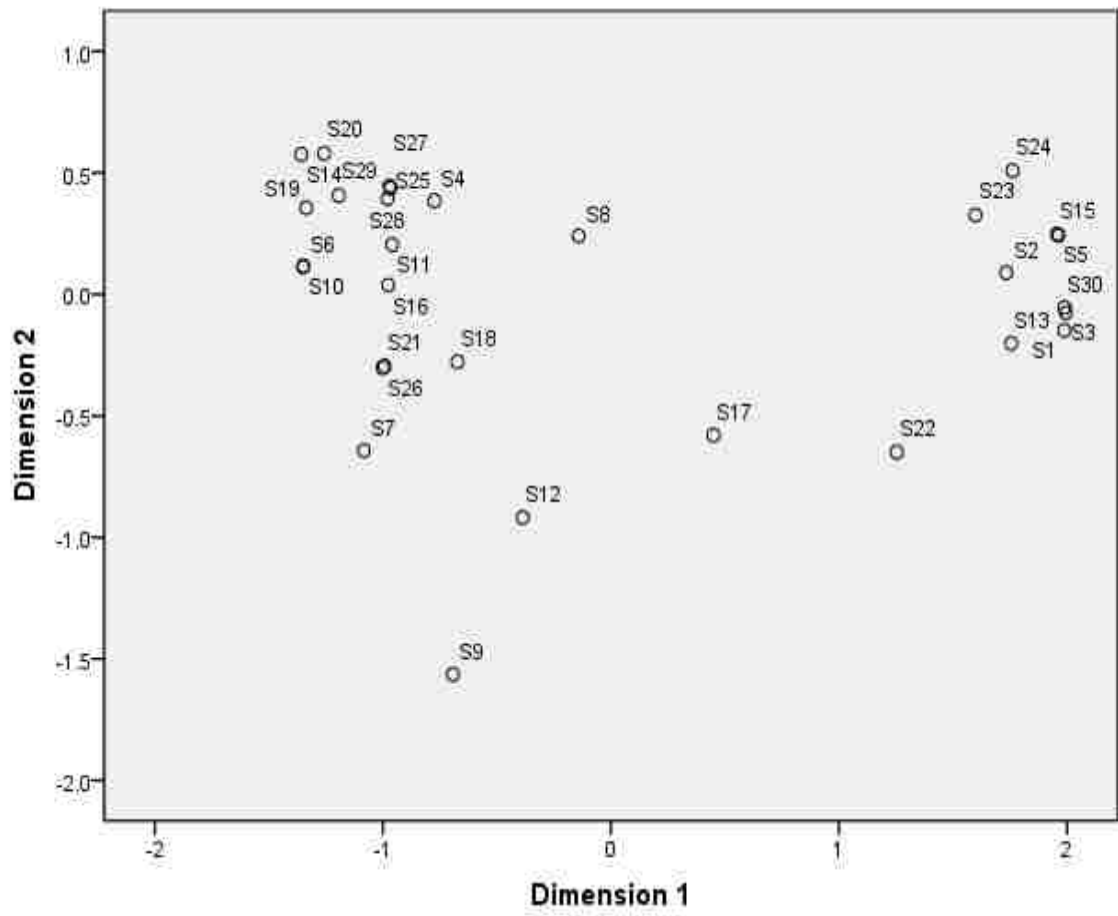


Figure 3. Two-dimensional MDS solution for the English word *broken*.

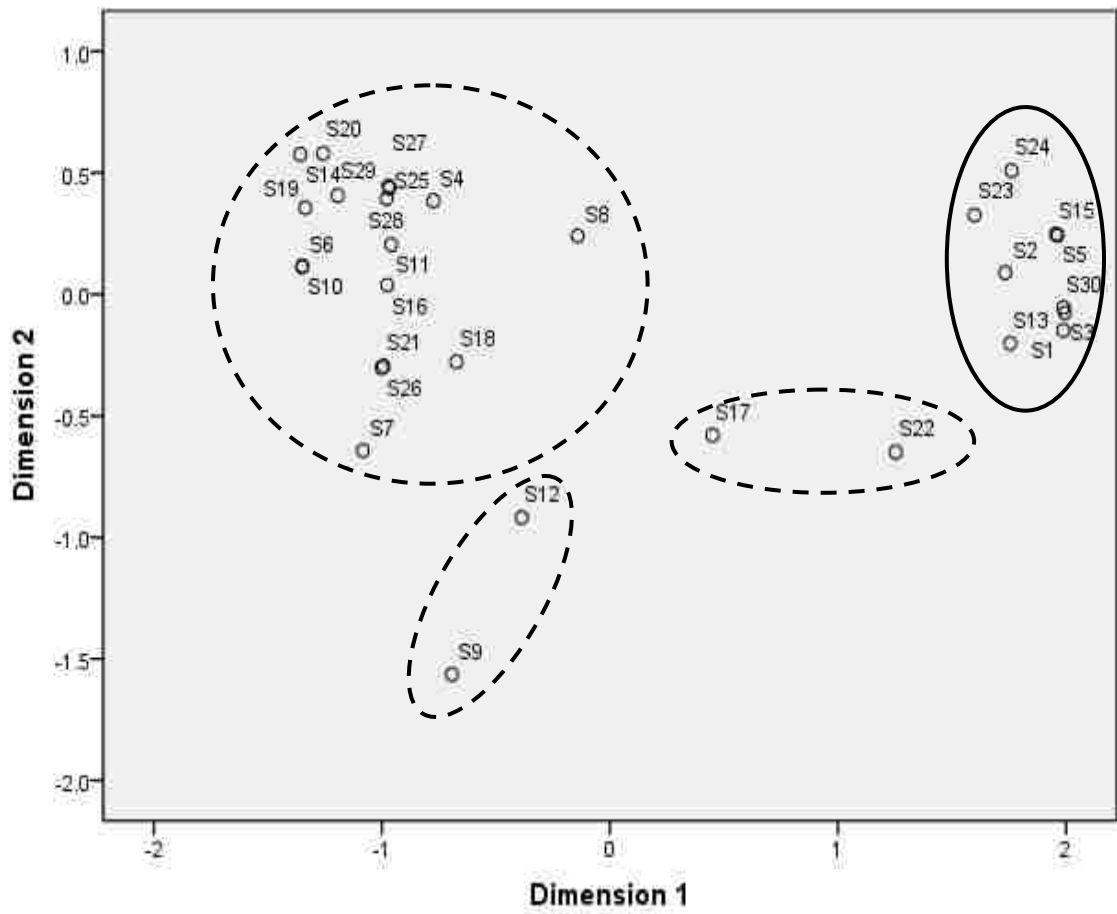


Figure 4. Sense clustering output of hierarchical clustering on the two-dimensional MDS solution for the English word *broken*. The cluster circled with solid border represents the core sense.



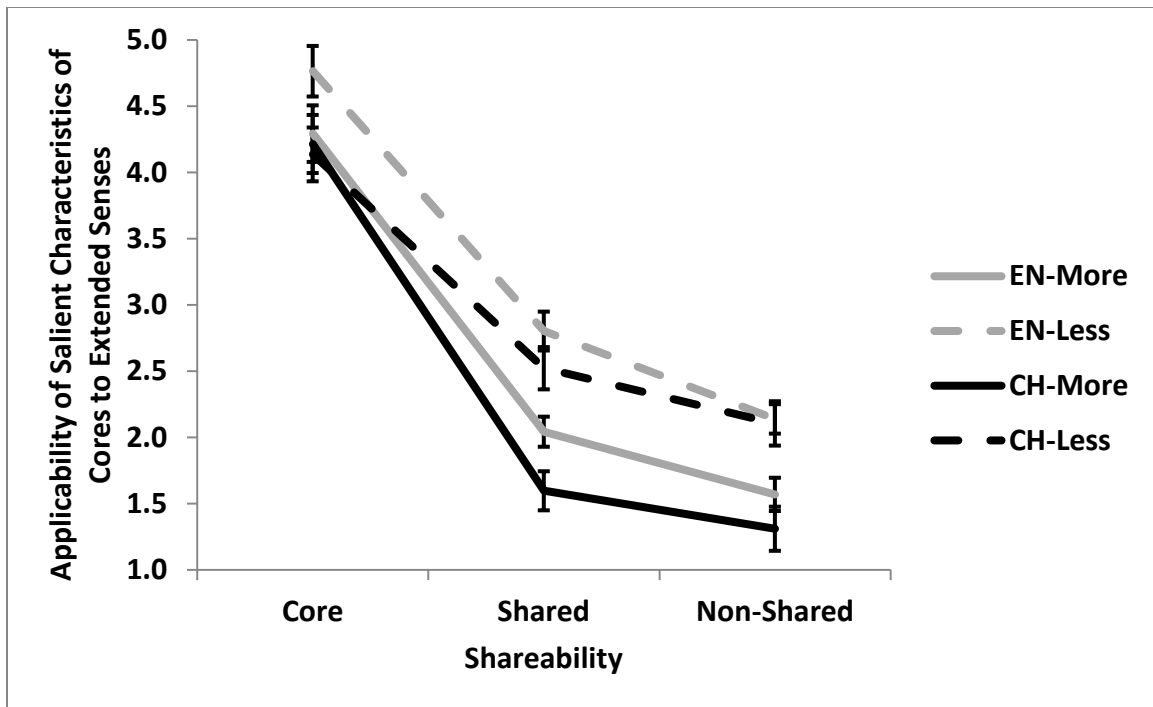


Figure 5. Applicability of salient characteristics of core senses to extended senses.

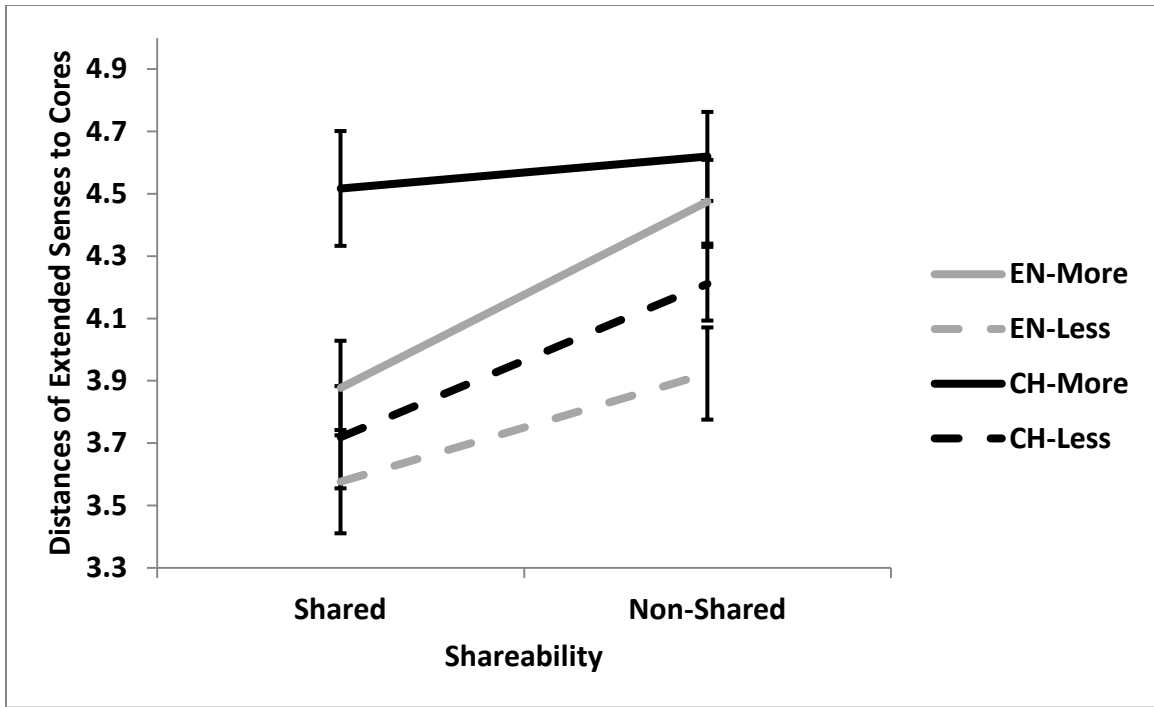


Figure 6. Overall results of distances of extended senses to core senses.

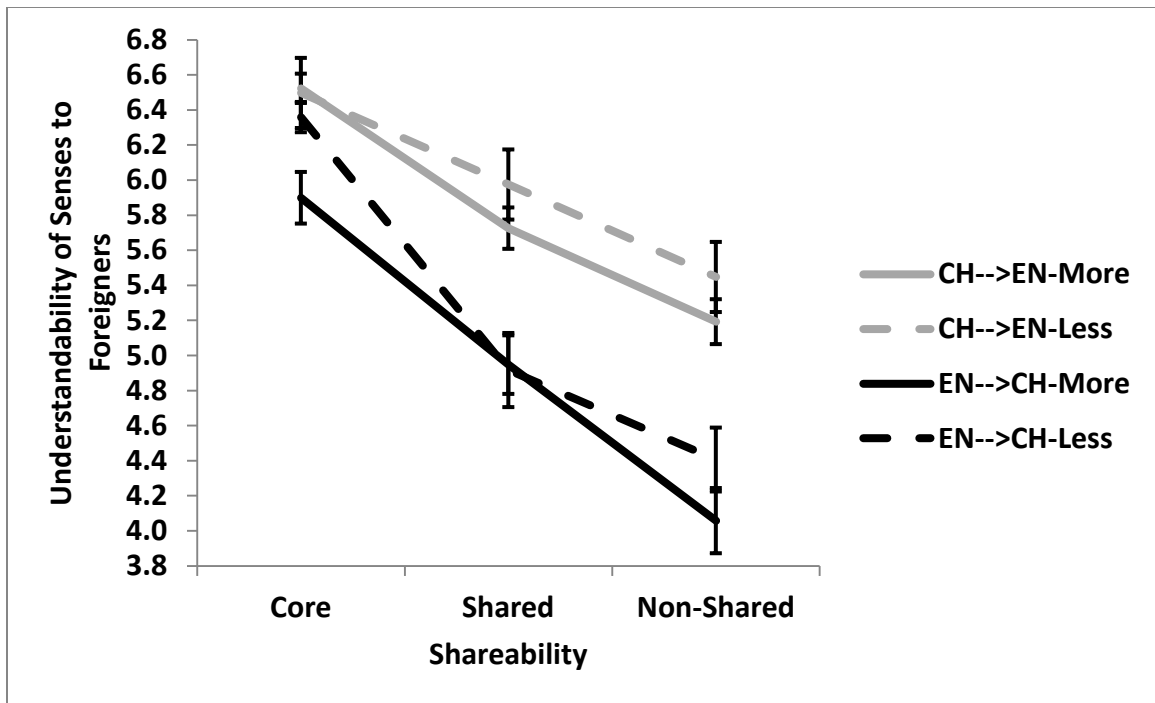


Figure 7. Overall results of understandability of extended senses to non-speakers of the language.

## Appendix A

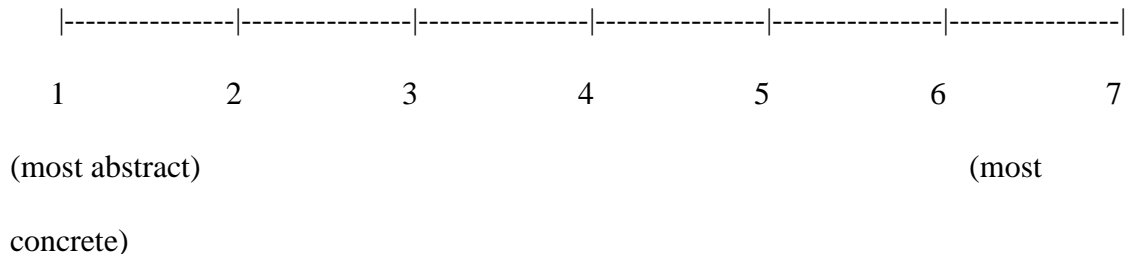
Instructions and templates of response sheets for the Pre-Test Task and Tasks 1-7. Both language versions are provided when applicable. The Chinese version always follows the English version of the same task. When applicable, the two versions differ in the examples provided on different senses of words.

### Appendix A-0

Pre-Test Task -- Core Sense Selection within Each Language & Cross-Linguistic Agreement on Core senses.

#### Pre-experiment Task: Concreteness Rating

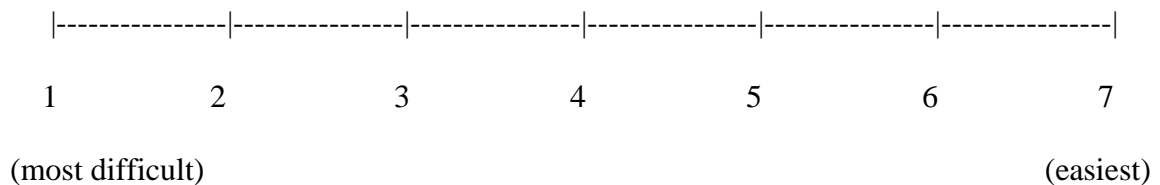
Your task is to rate the words on how abstract or concrete you believe the words are. For example, the word “flag” refers to something very concrete, and the word “charity” refers to some situation/scenario that is very abstract.



Use the above concreteness scale to judge the concreteness of the words you are going to see, with 1 means the most abstract and 7 the most concrete. Please enter a number between 1 and 7 (you can use 1 and 7 as well) next to each word. For example, one might rate the word “flag” as a 6 or 7 to show that it is very concrete, and to give a 1 or 2 to the word “charity” to show that it is very abstract.

#### Pre-experiment Task: Imageability Rating

Your task is to rate the words on how easy or difficult it is for you to form an image for the object/situation/scenario that a word refers to. For example, the word “flag” refers to something that is very easy to imagine and the word “charity” refers to some situation/scenario that is very difficult to imagine.



Use the above imageability scale to judge the easiness for you to form images for the objects/situations/scenarios that correspond to the words that you are going to see, with 1 meaning the “most difficult” and 7 the “easiest”. For example, one might want to give “flag” a 6 or 7 and “charity” a 1 or 2.

#### Appendix A-1

Task 1 -- Core Sense Selection within Each Language & Cross-Linguistic Agreement on Core Senses.

#### **Core Sense Selection Task --- Instruction**

You will see sentences on paper slips with a key word embedded in, which is highlighted in *italic*. The meaning of the key word varies depends on the particular sentence.

Your task is to select **ALL and ONLY** sentences that represent the **core** sense of the key word. That is, you should choose the sentences that you believe represent the most **fundamental** and **basic** sense. Do not select those that represent peripheral, extended, or metaphorical senses.

For example, consider sentences such as “Our *dog* barked for the whole night when the hurricane came” and “My brother is such a lazy *dog* that he never learns how to cook.” The first, rather than the second, should be chosen as representing the core sense of *dog* because it is the most central and fundamental sense of the word. In the real task, you might see cases that are more difficult to judge. In that case, try your best to give an educated guess. In many cases there are more than one sentence representing the core, and you need to identify them all.

For each trial, you will be provided with an envelope which contains 30 paper slips, and the key word is written on the cover of the envelope. Read through all the slips and pick the ones representing the core sense. (Here the experimenter will give a quick demo.) After you complete the pile, turn over the paper slips to find the reference numbers for these sentences, and put the numbers down on the response sheet which will be provided. The particular sequence you will see the words might differ from the sequence of the response sheet. Just find the match. When you write down the reference numbers, please write in a clear way, and always use a “,” between two of them.

### Core Senses Selection Task --- Response Sheet Template

[Example] DOG: \_\_\_\_1, 4, 19, 26.\_\_\_\_

**KEYWORD1:** \_\_\_\_\_

**KEYWORD2:** \_\_\_\_\_

...

核心词义选择 --- 实验说明

在本实验中，你将会看到一些纸条上的含有关键字（以斜体显示）的句子。

关键字含义将随着句子的不同而有所不同。

你的任务是将**所有**的那些该关键字以其**核心**含义出现的句子选出来。也就是说，你所挑出来的句子里，关键词所具有的含义必须是其最为**根本的**，最为**基础**的含义。不要选择关键词以非核心的，引申的，或比喻的含义出现的句子。

以下面两个句子为例。“飓风来的那个晚上我们家的狗叫了整整一晚。”“他是老板的一条狗，天天跟着老板欺压我们。”这里，你应该选择第一个句子代表了狗的核心含义，而不是第二个。在真实的任务中，你可能会遇到有些案例比较难以判断。那种情况下，尽可能的做一个最有依据，最有可能的猜测。在以下所有的案例中，有多于一个的句子代表了关键词的核心含义，你需要将所有那样的句子找出来。

每一轮你会看到一个装有30张纸条的信封，信封上写有这一轮的关键字。在阅读所有的句子后，选出所有其关键字为核心含义的句子。（这里试验人员会做一个简短的示范。）在你选完这些句子后，将纸条翻至反面，并将对应的数字填写到答案纸上。（这里试验人员会做一个简短的示范。）请注意关键字出现的顺序与答案纸上

的顺序不一定相同，你需要找出相应的对应。填写时，在两个数字中间请加上逗号。

请注意清晰地书写，以便我们阅读。

如果你完成了放在你面前的一叠信封，请休息片刻。实验人员将会轮换信封，并继续下一轮实验。

### 核心词义选择 --- 答卷模板

[举例] 狗: \_\_\_\_1, 4, 19, 26.\_\_\_\_

关键词1: \_\_\_\_\_

关键词2: \_\_\_\_\_

• • •

### Appendix A-2

Task 2 -- Within-Language Sense Distinction & Cross-Linguistic Agreement on Extended Senses.

#### Sense Distinction Task --- Instruction

##### What is this about?

How can the same word mean so many different things? For instance, SHARP can mean **for objects to have a fine or pointed edge** (“That knife is really sharp”), or it can mean **intelligent** (“He is so sharp, he figured that out instantly”), or **looking good** (“His new suit was really sharp”).



In this experiment, we are interested to know how people tell apart difference senses of the same word. In each trial, you will see an envelope which has thirty paper slips inside, on each there is a short sentence, with the same *italicized* key word embedded in each sentence. The key word is also shown on the cover of the envelope. Your task is to sort the sentences into different groups according to the senses of the words. **Within each group, all italicized words should have the same sense. And each separate group should represent a different sense.**

So, for example, if we were working with the word BAR, perhaps you would put sentences “I like this candy *bar*” and “How much does this *bar* of gold worth?” in the same pile and there would be a different pile for sentences use BAR to mean jail, e.g., “He is behind *bars* for drug dealing”, and still a different pile for sentences use BAR to mean a counter that alcoholic beverages are served, e.g., “I’ll take you to my favorite *night bar*.” This is just a hypothetical example. If you feel the “candy bar” and the “gold bar” do not belong to the same category, no problem, it is your call.

### **How to do it?**

To actually complete the task, there are two steps.

**Step 1** --- Put the sentences representing the different senses into different bins drawn on the table. You may create as many different groups as you feel necessary for each word. If you need more bins than what are drawn, just put the extra piles aside, with each pile representing a different group. Similarly, you don’t have to use all of the bins if you don’t need.

For each word, the different groups you create may have different numbers of sentences. For example, one group might have only one sentence, another might have three sentences, and still another seven, etc.

Also, you will find that the numbers of groups you create for different words vary a lot. The senses for some of the words may be much larger than for others. That's totally normal.

The experimenter will give a demo here.

**Step 2** --- When you complete sorting all the thirty sentences for one word, start to work on the response sheet which is stapled on the envelope. Just tear off one sheet. You will need to list the reference numbers on the back of the paper slips for each group, and provide a justification for the group. The label should justify what makes this group different from others. You can do this by **writing down a synonym for the sense in this group**, or **describing the application range for this sense**, or **giving a simple explanation of the meaning of this sense or how this sense is different from the others**. For example, for the three different groups of BAR, you might want to say something like **“a straight piece of solid materials that is longer than it is wide”**, **“jail”** and **“a counter at which alcohol are served”**. The experimenter will give a demo here.

All the participants are working on different words. Your task might be easier or more difficult than that of the others. Don't let other people's progress affect your performance. Any questions?

### **Sense Distinction Task --- Response Sheet Template**

**[KEY WORD]**

**Reference numbers for Group 1:** \_\_\_\_\_

---

**Justification for Group 1:**

---

---

**Reference numbers for Group 2:** \_\_\_\_\_

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**Justification for Group 2:**

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**Reference numbers for Group 3:** \_\_\_\_\_

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**Justification for Group 3:**

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**Reference numbers for Group 4:** \_\_\_\_\_

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**Justification for Group 4:**

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**Reference numbers for Group 5:** \_\_\_\_\_

\_\_\_\_\_

**Justification for Group 5:**

\_\_\_\_\_

\_\_\_\_\_

**Reference numbers for Group 6:** \_\_\_\_\_

\_\_\_\_\_

**Justification for Group 6:**

\_\_\_\_\_

\_\_\_\_\_

**Reference numbers for Group 7:** \_\_\_\_\_

\_\_\_\_\_

**Justification for Group 7:**

\_\_\_\_\_

\_\_\_\_\_

**Reference numbers for Group 8:** \_\_\_\_\_

\_\_\_\_\_

**Justification for Group 8:**

\_\_\_\_\_

\_\_\_\_\_

Reference numbers for Group 9: \_\_\_\_\_

Justification for Group 9:

Reference numbers for Group 10: \_\_\_\_\_

Justification for Group 10:

### 词义区分 --- 实验说明

#### 总体说明

一个简单的词为什么可以有很多种不同的词义？例如，“锐”可形容物体边角尖利（那把剪刀刚刚打磨过，非常锐利）；同时它也可形容人的观点或者所提问题直指要害（这个问题很尖锐，不容易回答）；它还可以形容感官及大脑反应快（他头脑敏锐，一下子就想到了解决的方案）；它也可以用来形容勇往直前的气势（这支队伍士气昂扬，锐不可当）。

这项实验旨在找出人们如何区分一个词的不同词义。实验的每一轮，你会拿到一个装有30张小纸条的信封。每一张纸条上会有一个带有相同关键字（以斜体表示）的句子。在信封上也写有这个关键字。你的任务是把这些纸条就关键词的不同词义进行分类。请注意：**被分在同一组的句子中的关键词必须有相同的词义，不同组的关键词必须代表不同的词义。**

我们用动词“开”来举个例子。你可能会把含有“*开门*”和“*开箱子*”的句子放在同一组中，把“*开汽车*”和“*开枪*”放在一组，把“*开演*”和“*开学*”放在一组，把“*水开了*”单独放一组。这只是一个假设的例子，如果您认为“开汽车”和“开枪”应该被分在两个不同的组，请按您自己的理解来进行分类。

### 实验步骤

实验的每一轮有两个步骤：

步骤一：将本轮的信封打开，将纸条按照关键字的不同词义分别放在画在桌上的方格内。请就您的理解将句子分到适当的组。如果您分出来的组数超过了所给的方格的数量（共10个），请将多出的组放在一旁，每一组代表一个意思。同样，对于有的词如果您不需要10个组，那么您就不需要使用所有的方格。

对于每一个关键词，不同组内包含的句子数量不一定会相同。比如，一组可能只有一个句子，另一组则可能有三个句子，不同的另外一组可能有七个句子等等。

另外，你也会发现每一轮所产生的词义组数可能会有很大差别。有些轮的关键词的词义数量也许会比其他轮的数量要大很多。这都是很正常的。（现在实验员会做一个示范）。

步骤二：当你进行完一个关键词的句子分组后，请填写在相应的答卷上。你需要将纸条背面的序号写在对应的每组的第一和第二行。在第三和第四行请简短解释你的分组理由。每一组的标签需要说明为什么该组关键词所表示的意义与其他组不同：你可以给出一个同义词或者近义词，也可以给出该词义的应用范围，或者给出一个简短的说明以及为什么它与其他词义不同。比如，用刚才“开”的那个例子来作说明，对于“开门”和“开箱子”的那一组，你可以写**使关闭的东西不再关闭**；对于“开汽车”和“开枪”的那一组，你可以写**发动或者操控**；对于“开演”和“开学”的那一组，你可以写**某一事件的开始**；对于“水开了”的那一组，你可以写**液体沸腾**，等等。同样，第一组的位置比较特殊，你会看到问卷的第一组的位置是预留给核心词义的。（现在实验员会做一个示范）。

词义区分 --- 答卷模板

[关键词]

句子序列号 ( 组别一 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别一 ) :

\_\_\_\_\_

\_\_\_\_\_

句子序列号 ( 组别二 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别二 ) :

\_\_\_\_\_

\_\_\_\_\_

句子序列号 ( 组别三 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别三 ) :

\_\_\_\_\_

\_\_\_\_\_



句子序列号 ( 组别四 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别四 ) :

\_\_\_\_\_

\_\_\_\_\_

句子序列号 ( 组别五 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别五 ) :

\_\_\_\_\_

\_\_\_\_\_

句子序列号 ( 组别六 ) : \_\_\_\_\_

\_\_\_\_\_

分组理由 ( 组别六 ) :

\_\_\_\_\_

\_\_\_\_\_

句子序列号 ( 组别七 ) : \_\_\_\_\_

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分组理由 ( 组别七 ) :

---

---

句子序列号 ( 组别八 ) : \_\_\_\_\_

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分组理由 ( 组别八 ) :

---

---

句子序列号 ( 组别九 ) : \_\_\_\_\_

---

分组理由 ( 组别九 ) :

---

---

句子序列号 ( 组别十 ) : \_\_\_\_\_

---

分组理由 ( 组别十 ) :

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---

### Appendix A-3

Tasks 3a and 3b -- Generating Salient Characteristics of Core senses (Property Listing & Association Listing).

#### Property Listing Task --- Instruction

In this task, you need to list as many as possible the properties that you think are common to **ordinary objects**, **common actions** and **common feelings**. Here are some examples for objects (described using nouns), actions (described using verbs) and feelings (described using adjectives).

Noun – For *dog* you might think of things they have in common like *having fur, four legs, a tail, barking* etc.

Verb – For *laugh* you might think of things they have in common like *having a good time, having mouth open, making happy noise*, etc.

Adjective – For *angry* you might think of things like *having face firm, fast breathing, likely to be out of control*, etc.

There are thirty-six words in total. At the top of each page there is **a noun describing an object**, or **a verb describing an action**, or **an adjective describing a feeling**. For each page, you'll have 75 seconds to write down all of the properties of the object/action/feeling that you can think of.

But try not to list free associations – for example, if *dog* just happens to remind you of your aunt, don't write down *aunt*. And if *angry* reminds you of a time someone was rude and you felt angry, don't write about that.

### Property Listing Task --- Response Sheet Template

*[Key Word (word type)]*

In the following, please list as many properties you can think of as possible for the word *Key Word*.

---

Associations Generated from *[Key Word]*

---

---

### 性质列举 --- 实验说明

在本实验中，你需要尽可能多地列举出对于一些常见物体，动作，或者感觉/状态的特征以及性质。名词用来描述物体，动词用来描述动作，形容词用来描述感觉/状态。现举例如下。

名词 -- 狗的几个普遍特征包括有皮毛，有四条腿，一条尾巴，汪汪叫等等。

动词 -- 笑的常见特征包括很开心，嘴巴敞开，发出快乐的声音等等。

形容词 -- 生气可能会被普遍描述为板着脸，呼吸急促，有可能会可能失控等等。

这项任务你需要完成对于36个词的特征和性质列举。答卷的每一页的顶部列有一个词 ---如果是名词，那么它描述一个物体；如果是动词，那么它描述一个动作；如果是形容词，那么它描述一种感觉或者状态。每一个词你有75秒钟的时间来列举所有你能想到的对其所描述的物体，或动作，或感觉/状态的性质列举。

你所要列出的是性质和特征，而不是有关的联想。比如，如果狗如果使你想起你的姑妈，请不要写姑妈。又或者生气使你想起某一次所受到的粗鲁对待而使你生气，也请不要写关于那件事的回忆。

### 性质列举 --- 答卷模板

[关键词(词性)]

在这一页上, 请尽可能多的列举出关于[关键词]这个词的性质及特征.

---

[关键词]的性质及特征

---

---

Association Listing Task --- Instruction

In this task, you need to list as many as possible the associations that you think are common to **ordinary objects**, **common actions** and **common feelings**. Here are some examples.

Noun – Seeing *dog* might make people think of *pets, friends, loyalty, romping, cute*, etc.

Verb – Seeing *laugh* might make people think of *having fun, jokes, parties*, etc.

Adjective – Seeing *angry* might cause someone to retrieve associations of *having a fight, explosion, madness*, etc.

Try to think what the word makes many people think of, not just you – for example, if *dog* just happens to remind you of your aunt, **don't** write down *aunt*.

There are thirty-six words in total. At the top of each page there is **a noun describing an object**, or **a verb describing an action**, or **an adjective describing a feeling**. For each page, you'll have 75 seconds to write down all of the associations of the object/action/feeling that you can think of.

But **try not to list properties** – for example, *dogs* have **fur and tails**, but *fur and tails* are **not** the most common associations that people make when they think about dogs, so don't write down *has fur and tail*.

### **Association Listing Task --- Response Sheet Template**

***[Key Word (word type)]***

In the following, please list as many associations you can think of as possible for the word *Key Word*.

---

Associations Generated from *[Key Word]*

---

---

## 联想列举 --- 实验说明

在本实验中，你需要尽可能多地列举出一些常见物体，动作，或者感觉/状态带给人的联想。名词用来描述物体，动词用来描述动作，形容词用来描述感觉/状态。现举例如下。

名词 -- 想到狗我们往往会想到忠诚，朋友，宠物，可爱，上蹿下跳，可能会咬人，等等。

动词 -- 想到笑我们往往会想到心情好，玩儿，美丽，笑话，朋友聚会，美好时光，等等。

形容词 -- 想到生气我们往往会想到争吵，敌意，打架，难过，等等。

你要列举的是对很多人都常见的联想事物，而不仅仅是你一个人会联想到的东西。比如说，有可能狗让你联想到你的姑妈因为你姑妈有一条狗，但是请不要写姑妈。

这项任务你需要完成对于36个词的联想列举 – 答卷的每一页的顶部列有一个词。如果是名词，那么它描述一个物体；如果是动词，那么它描述一个动作；如果

是形容词，那么它描述一种感觉或者状态。每一个词你有75秒钟的时间来列举所有你能想到的与其相关的联想词。

你所要列出的是事物带给你的联想，而不是事物本身具有的性质和特征。比如，如果狗的特征包括有毛，四条腿，有一条尾巴，等等，但是狗的毛和尾巴并不是人们看到或想到狗的时候常常联想到的词，所以请不要写这些特征。

### 联想列举 --- 答卷模板

[关键词(词性)]

在这一页上, 请尽可能多的列举出关于[关键词]这个词的联想.

---

[关键词]的有关联想

---

---

Appendix A-4

Task 4 -- Application of Salient Characteristics to Distinctive Senses

Applicability of Characteristics of Core senses to Extended Senses ---

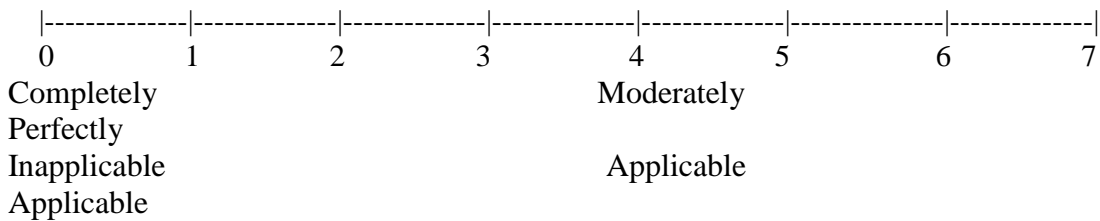
Introduction



In each round of this experiment, you will read many groups of sentences, each group representing a specific sense of the same word. We will use the adjective *open* as an example.

You may see sentences containing “an open door” and “the house was open” in the same group; “an open wound” and “open wiring” in the same group; and “the only course open to us” and “keep an hour open on Friday” in still another group. You will also see some properties or associations that are linked to *open*, e.g., “permitting passage”, “having no protective barrier or covering”, or “available”, etc.

Your task is to determine whether each listed property or association is applicable to a certain sense of the key word. Please use numbers from 0-7 to indicate the applicability, with 0 means “completely inapplicable”; 7 “perfectly applicable”; mid-way numbers, i.e., 3 and 4, “moderately applicable”.



Continue to use *open* as the example. For the sense represented by “an open door” and “the house was open”, one might think that the properties of “permitting passage”, “having no protective barrier or covering” and “available” are all highly applicable. In contrast, for sense represented by “an open wound” and “open wiring”, one might think that “having no protective barrier or covering” is highly applicable, but “permitting passage” might be only minimally applicable, and “available” is not applicable at all. For the sense expressed in “the only course open to us” and “keep an hour open on Friday”,

one might think that the property of “available” to be highly applicable, but much less so for the other two properties, if at all.

Below is the format that you will see on the response sheets.

Key Word: [open]

Sense 1

	<p>an <i>open</i> door</p> <p>the house was <i>open</i></p>
permitting passage	Input a number from 0-7
having no protective barrier or covering	Input a number from 0-7
available	Input a number from 0-7

Sense 2

	<p>the only course <i>open</i> to us</p> <p>keep an hour <i>open</i> on Friday</p>
permitting passage	Input a number from 0-7
having no protective barrier or covering	Input a number from 0-7
available	Input a number from 0-7

Please notice that the judgment for each group of sentences is independent of your judgment to any other groups. Do not compare the applicability of two different senses.

For example, relative to “the only course open to us,” the sense of “permitting passage”

might be more applicable to “an open wound”. Please do not make relative judgment.

Always make independent judgments for each different word sense.

### Applicability of Characteristics of Core senses to Extended Senses --- Response

#### Sheet Template

#### Applicability Task - [*Key Word*]

##### Sense 1

	Sentence 1 Sentence 2 ...
Characteristic 1	
Characteristic 2	
...	

##### Sense 2

	Sentence 1 Sentence 2 ...
Characteristic 1	
Characteristic 2	
...	

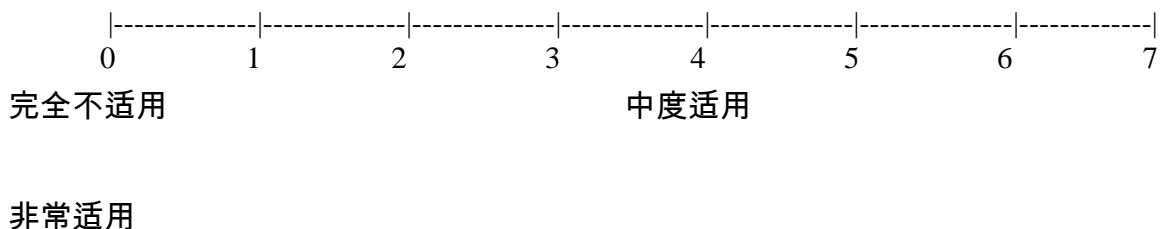
#### 性质及联想的适用性----试验介绍

在本试验中每一轮，你会读到多组句子，每一组代表着同一个词语的一个特定含义。比如，用动词“**开**”来举个例子。

你可能会看到含有“**开门**”和“**开箱子**”的句子出现在同一组中，“**开汽车**”和“**开枪**”在同一组，“**开演**”和“**开学**”在同一组，而“**水开了**”独自一组。在同一轮，你

还会看到一些和“开”相关的性质描述和有关联想，比如，“去除障碍以进入”，“操作器械”，“某一状态的起始”，等等。

你的任务是要决定每一个列出的性质描述或有关联想是否适用于该词语的某一特定含义。请使用0-7之间的一个数字来表示适用程度，0代表完全不适用，7代表非常适用，中间的数字如3或4代表中等程度的适用。



以“开”为例，比如，对于“开门”和“開箱子”所代表的词义来说，“去除障碍得以进入”高度适用；“操作器械”低度适用或不使用；“某一状态的起始”中高度适用。而对于“开演”和“开学”所代表的词义来说，“去除障碍得以进入”和“操作器械”不适用；“某一状态的起始”则高度适用。

下面给出的是你将要看到答卷格式。

[开]

组别一

	<p>开门</p> <p>开箱子</p>
去除障碍得以进入	在此处填写0-7之间的一个数字
操作器械	在此处填写0-7之间的一个数字
某一状态的起始	在此处填写0-7之间的一个数字

组别二

	<p>开演</p> <p>开学</p>
去除障碍得以进入	在此处填写0-7之间的一个数字
操作器械	在此处填写0-7之间的一个数字
某一状态的起始	在此处填写0-7之间的一个数字

注意，适用性的判断是对于每一个词义单独的、独立的判断，不要将不同词

义互相比较。比如，相对于“**开门**”来说，“某一状态的**起始**”可能更适用于“**开学**”，

但是，请不要将二者进行比较；而要将该性质特征对两种词义的适用性做出独立的、互不影响的判断。

核心词义之特征于引申词义的适用性 --- 答卷模板

适用性判断 - [关键词]

词义一

	句子 1 句子 2 ...
特征 1	
特征 2	
...	

词义二

	句子 1 句子 2 ...
特征 1	
特征 2	
...	

Appendix A-5

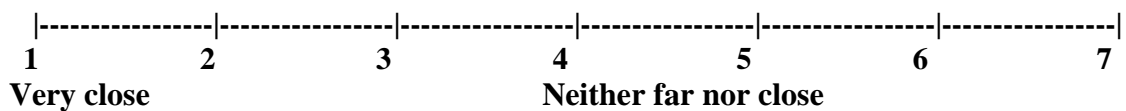
Task 5 -- Distances of Extended Senses to Core senses

Judgment for sense distance --- Instruction

In this experiment, you will need to estimate and judge the distance between different senses of a word from the **core sense** of that word. You will be given the key word and a group of sentences that contain the core sense of the key word on the top of each answer sheet.

Following the core sense sentences are some groups of sentences that contain other non-core senses of the word. Each group has one or more sentences that contain non-core senses of the word. Please note: within a group, the sentences tend to agree on the sense of the key word, but it is not 100% the same. Therefore, please make comprehensive judgments after reading all sentences in each group.

Your task is to decide the distance between different senses of a word from the core sense of that word using the given measurement below. **1 means that the particular sense is “very close” to the core sense, 7 “very far” from the core, and 4 “neither far nor close”.**



**Very far**

Please note that you need to make judgments about the distance between different senses of a word from the core sense of that word, and you are not comparing the different senses. In addition, the order for different groups is randomized, so please don't let the sequence interfere with your judgment.

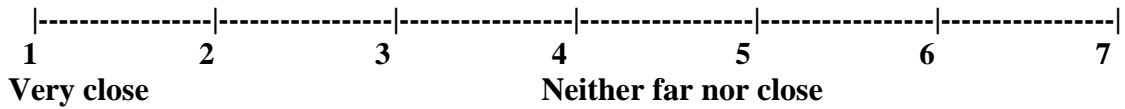
Judgment for sense distance --- Response Sheet Template

[Key Word]  
Core Sense

Sentence 1  
Sentence 2  
...

Sense 1

Sentence 1  
Sentence 2  
...

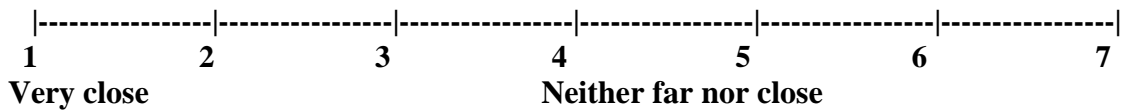


**Very far**

➤ Distance of this sense from core: \_\_\_\_\_

Sense 2

Sentence 1  
Sentence 2  
...



**Very far**

➤ Distance of this sense from core: \_\_\_\_\_

### 词义距离判断---试验说明

在本试验中你需要判断同一个词的不同词义距离该词的核心词义有多远。在

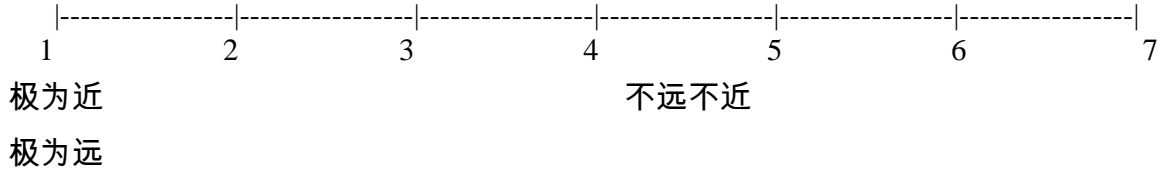
每份答卷的顶部你会看到一个关键词以及代表其核心词义的一组句子。





词义一

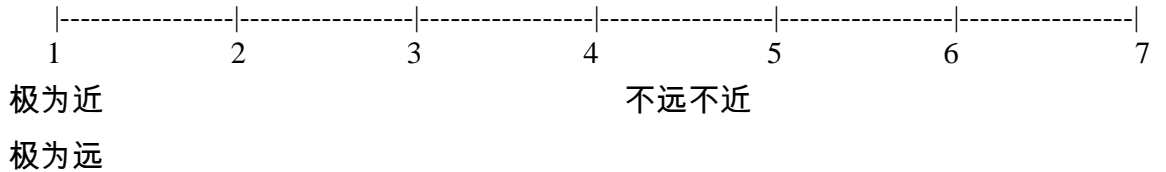
句子 1  
句子 2  
...



➤ 与核心词义之间的距离为: \_\_\_\_\_

词义二

句子 1  
句子 2  
...



➤ 与核心词义之间的距离为: \_\_\_\_\_

Appendix A-6: Task 6 -- Understandability of Senses to Non-speakers of the language.

Understandability of Word Senses in Chinese --- Introduction

In this experiment, you need to judge whether the different senses of some Chinese words are **understandable** or **easy to understand**.

At each round of the experiment, you will see a key word on the answer sheet, followed by many groups of sentences, with each group representing one particular sense of the key word in Chinese. Your task is to judge whether the sense represented by each



Sentence 1  
Sentence 2  
...

- The understandability of the key word in this sense : \_\_\_\_\_

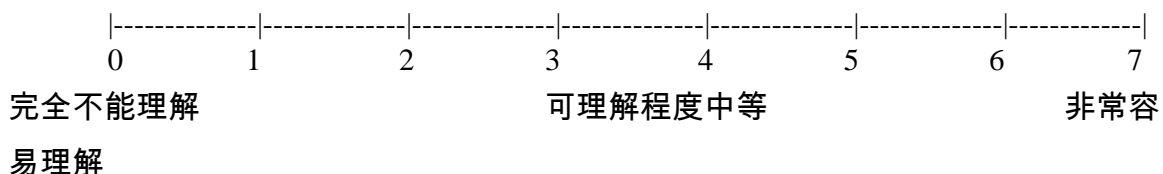
### 英文词义的可理解性 --- 实验说明

在本实验中你需要判断一些词在英语中的各个不同词义是否可以理解或容易理解。

在实验的每一轮答卷的顶部你会看到一个关键词，下跟多组句子，每一组句子代表了关键词在英语中的一种词义。你需要判断每一组所代表的词义是否可以理解。注意：每一组所包含的句子在关键词的含义上彼此相近，但并不是百分之百的相同。因此，对于每一组所代表的关键词的含义要在读完该组所有的句子之后作出综合判断。

对于大部分的词来说，它们在中英文里的词义有的相同，有的不同。你所要判断的并不是英文的含义是否有可以对应的中文含义；而是单单只看这些英文词义，哪些说得通、可以理解；哪些说不通、不能理解。

你的任务是以下面的刻度尺来给出不同的词义距离核心词义的距离。刻度尺上的“0”表示“完全不能理解”，“7”表示“非常容易理解”，中间的数字表示“可理解程度中等”。



### 英文词义的可理解性--- 答卷模板

[关键词]

核心词义

句子 1

句子 2

...

词义一

句子 1

句子 2

...

➤ 本组中关键词的易理解性：\_\_\_\_\_

词义二

句子 1

句子 2

...

➤ 本组中关键词的易理解性：\_\_\_\_\_

## Appendix B

Sentences in original languages and translations in the opposite languages.

### Appendix B-1

English sentences (2<sup>nd</sup> column) and their translations into Chinese (3<sup>rd</sup> column). Some sentences (marked with a \*) had two versions of translations in the 3<sup>rd</sup> column (see text for explanation). For those translations started with a \* mark, the first-round translations are in brackets, and the second-round translations follow. Where two rounds exist, only the second-round translations are used as materials for Task 6.

There are 36 tables in total, with each corresponding to each of the stimulus words.

#### Head (头)

	Head	Head→头
Sense 1	1. The black cliff of the Fey Alamtine gleamed in the sunlight at the <i>head</i> of the valley.	1. 菲.阿拉姆坛山的黑色峭壁在村头的阳光中闪烁着微光。
	5. The universal all-directional shower <i>head</i> adjusts within a thirty-inch vertical range.	5. 这种通用全方向的淋浴头可以在三十英寸的垂直范围内调整位置。
	9. One morning, we parked our car at a trail <i>head</i> at Dixville Notch State Park.	9. 一天早晨，我们将车停放在迪克斯韦尔.诺驰州立公园的一条小道的头上。
	25. In addition to monitored observation, <i>head</i> of bed elevation and systemic steroids, hour patients had nasal trumpets placed at bedside.	25. 除了监护观察，在床头配置的高程系统类固醇，小时病人的床边还放有鼻喇叭。
	30. A longer handle counterbalances the weight of the tool <i>head</i> .	30. 一个长一些的手柄平衡了工具头的重量。

Sense 2	2. He had a bad <i>head</i> on time.	2. 他的头脑里没有什么时间观念。
	3. She had a quick <i>head</i> for calculating costs and exchange values.	3. 对于计算费用和换算价格，她的头脑反应很快。
	18. He's discovered he had a good <i>head</i> for business.	18. 他发现自己有一个做生意的好头脑。
Sense 3	4. Conor got a <i>head</i> start on his career this summer at a government-studies program at Georgetown University here.	4. * [今年夏天，在这里乔治镇大学的一个政府研究项目上，康纳给自己的事业找到一个起跑点。] 今年夏天，在这里乔治镇大学的一个政府研究项目上，康纳给自己的事业找到一个头。
	11. We finished the middle of the pack and, as far as I'm concerned, at the <i>head</i> of the class.	11. * [我们最终位居中流，而就我个人而言，则在全班名列第一。] 我们最终位居中流，而就我个人而言，则在全班名列头名。
	17. He ranks at the <i>head</i> of the class.	17. * [他在全班名列第一。] 他在全班名列头名。
	27. The crisis came to a <i>head</i> and the dynamics of South African politics were permanently changed.	27. * [危机到达了高潮，南非政界的制衡关系被永久性地改变了。] 危机到了最高头，南非政界的制衡关系被永久性地改变了。
Sense 4	8. By the time he was four he could solve in his <i>head</i> any mathematical problem presented to him.	8. * [到他四岁的时候，他已经可以心算给他的各种数学题了。] 到他四岁的时候，他已经可以在头脑里计算给他的各种数学题了。
	13. You see, I'd gotten this idea into	13. 你知道吗，我的头脑里有了这

	my <i>head</i> – a crazy, childish idea.	么一个想法 —— 一个疯狂的、幼稚的想法。
	15. Feed your <i>head</i> . Is there such a thing as brain food?	15. 给你的头脑吃点东西。不是有一种东西叫做大脑食粮吗？
	16. Two <i>heads</i> are better than one.	16. * [人多智广。] 两个头脑胜过一个。
	23. Let wiser <i>heads</i> prevail.	23. * [让聪明的人说了算吧。] 让聪明的头脑说了算吧。
	28. Of course he was out of his <i>head</i> .	28. 当然了，他当时头脑失去理智了。
Sense 5	10. When you visit the <i>head</i> of a major studio, it feels like you're going to the principal's office.	10. 去见一家重量级工作室的头儿的那种感觉，就像是要去校长办公室一样。
	20. Bowles was then <i>head</i> of the Small Business Administration.	20. 鲍尔斯当时是小型企业行政局的头。
Sense 6	14. Michael Lewis's book will help you understand how Silicon Valley has turned Wall Street --- and the America economy --- on its <i>head</i> .	14. * [迈克尔·刘易斯的书将帮助你理解硅谷是如何将华尔街 —— 以及整个美国经济 —— 翻了个天翻地覆的。] 迈克尔·刘易斯的书将帮助你理解硅谷是如何将华尔街 —— 以及整个美国经济 —— 翻了个头朝地脚朝天的。
	19. But to be truthful no one could make <i>head</i> or tail of Miss Harriet's poetry.	19. * [但是说实话，没人能彻底理解哈瑞特小姐的诗。] 但是说实话，没人能分清楚哈瑞特小姐诗作的头和尾。
	26. Ann O'Connor won her farewell race by a <i>head</i> in a three-horse stretch	26. 安·欧康纳在圣阿妮塔赛马的圣



	battle in the Santa Ana Handicap on the Santa Anita turf.	安娜障碍赛中以一马头的优势在三马连赛项目中赢了她的告别赛。
Sense 7 (Core)	6. Her first husband died of cancer of the <i>head</i> and neck.	6. 她的第一任丈夫死于头部和颈部的癌症。
	7. He threw back his <i>head</i> and roared with laughter.	7. 他把头往后一仰，放声大笑。
	12. He stopped his motion as the second deer lifted its <i>head</i> , water dripping from its chin and muzzle.	12. 第二只鹿抬起了头，水从下巴和口鼻上往下滴。他停止了动作。
	21. Kinsey gave him \$10 for the interview and \$2 a <i>head</i> for each recruit.	21. 肯斯付给他10美金作为面试的费用，此外，每招一个人头另给2美金。
	22. But if a company simply reduces the count of <i>heads</i> across the board, it may cut too much in key areas such as research and development.	22. * [但是如果一个公司只是简单的全面减员的话，它可能会在关键的领域，如研发领域，裁地过多。] 但是如果一个公司只是简单的全面减人头的話，它可能会在关键的领域，如研发领域，裁地过多。
	24. Softhearted as she was toward all creatures, she could never bear to chop the <i>head</i> off a chicken.	24. 像她那样对所有生灵都很心软的人，可无法忍受去把鸡头切下来。
	29. Keep your <i>head</i> and arms inside the vehicle.	29. 不要把你的头和胳膊伸出车外。

World (世界)

	World	World→世界
Sense 1	11. This is the legacy she has left to the music education <i>world</i> .	11. * [这是她留给音乐教育领域的一段传奇。] 这是她留给音乐教育世界的一段传奇。

12. APS journals have become the standard for the <i>world</i> of publication in physics.	12. APS期刊已经成为物理 <i>世界</i> 发表领域内的标准。
13. He left the academic <i>world</i> and took formal vows as a monk.	13. 他离开了学术 <i>世界</i> ，正式受戒成为一名和尚。
14. Look at how the digital <i>world</i> has changed things.	14. * [看看数字化领域是如何改变事物的。] 看看数字化 <i>世界</i> 是如何改变事物的。
15. The movie <i>world</i> was accused of being disconnected from the morals.	15. 电影 <i>世界</i> 被批评为无关于道德。
16. Some power players in the fashion <i>world</i> apparently still have expansion plans in mind.	16. 在时尚 <i>世界</i> 的一些大玩家的脑子里显然还有扩张的计划。
17. And that's what we have been doing in the industrial <i>world</i> for hundreds of years.	17. 而那就是我们在工业 <i>世界</i> 已经做了几百年的事情。
18. Smith says the business <i>world</i> still links professional dress to success.	18. 史密斯称财经 <i>世界</i> 仍然将正装和成功联系在一起。
19. In Chapman's imaginary <i>world</i> he was the one in control.	19. 在查普曼的幻想 <i>世界</i> 里他是控制一切的人。
20. A rattlesnake is one the most sophisticated hunters in the animal <i>world</i> .	20. 在动物 <i>世界</i> 里，响尾蛇是最厉害的捕猎者之一。
21. Much of this medieval <i>world</i> had disappeared by the early century.	21. 到了世纪初的时候，这个中世纪的 <i>世界</i> 里的很多东西都消失了。
24. She was perceived by much of the music <i>world</i> as an outsider.	24. 她被音乐 <i>世界</i> 的很多人看成一个外行。
25. I grew up a happy, healthy child in a bright <i>world</i> of illustrated books.	25. 我在插图书的光明 <i>世界</i> 里成长为一个快乐健康的孩子。
27. At the time, I was trying to crack the art <i>world</i> and be a fine artist in New York.	27. 当时，我正在努力开启艺术 <i>世界</i> 并在纽约成为一名画家。
28. We uncover the brutal <i>world</i> of life in North Korea.	28. 我们揭露了北朝鲜残酷的生存 <i>世界</i> 。

	29. I wanted to look at the financial <i>world</i> from different angles.	29. 我想从不同的角度来看一看金融 <i>世界</i> 。
Sense 2	22. There was a <i>world</i> of difference between Jill and Kate.	22. * [吉尔和凯特两个人有很大的不同。] 吉尔和凯特两个人有一个 <i>世界</i> 的不同。
	23. The acts and avenues of citizenship today are a <i>world</i> away from anything Jefferson lived with.	23. * [今天的公民法案和途径和杰弗逊时代比起来有着很大的不同。] 今天的公民法案和途径和杰弗逊时代比起来有着一个 <i>世界</i> 的不同。
	30. For many it was an encounter with a mentor who opened the door to a new <i>world</i> .	30. 对于很多人来说，这是一次与一位开启新 <i>世界</i> 之门的师者的相会。
Sense 3 (Core)	1. Slocum is ranked No. 63 in the <i>world</i> and No. 5 in the points race.	1. 斯娄康姆 <i>世界</i> 排名第63位，在计分赛跑方面位列第5。
	2. The <i>world</i> is full of amazing things.	2. 这个 <i>世界</i> 充满了令人惊奇的事物。
	3. The scientists announced their discovery to the entire <i>world</i> .	3. 科学家们向全 <i>世界</i> 宣布了他们的发现。
	4. After losing her father, she just wanted to withdraw from the <i>world</i> .	4. 失去了父亲之后，她只想远离这个 <i>世界</i> 。
	5. We announce that a man whom this <i>world</i> put to death, Jesus Christ, has risen and is coming to judge it.	5. 我们宣布，一个被这个 <i>世界</i> 处死的人，基督耶稣，已经重生并要审判这个 <i>世界</i> 。
	6. Arabs constitute 5% of the population of the <i>world</i> .	6. 阿拉伯占了 <i>世界上</i> 人口的百分之五。
	7. We're the oldest brewer in the <i>world</i> .	7. 我们是 <i>世界上</i> 最古老的啤酒酿造者。

8. You looked for all the <i>world</i> like a schoolteacher.	8. * [你看上去绝对象一名教师。] 你看上去整个 <i>世界</i> 地象一名教师。
9. In London lives Benny Rosen, the greatest trainer in the <i>world</i> today.	9. 在伦敦生活着一个叫本尼·莱森的人，他是当今 <i>世界上</i> 最伟大的培训师。
10. Other top schools have also produced the best scientists and engineers in the <i>world</i> .	10. 其他的顶级学校也培养了一些 <i>世界上</i> 最好的科学家和工程师。
26. Japan is a respected power throughout the <i>world</i> and we must cooperate.	26. 日本是在 <i>世界上</i> 受到尊重的力量，我们必须与之合作。

Hand (手)

	Hand	Hand → 手
Sense 1	2. We will play one more <i>hand</i> before we call it a night.	2. 我们今晚再玩最后一 <i>手</i> 就散了吧。
	5. This is the best <i>hand</i> I have ever seen --- a royal flush, A, K, Q, J, 10, all in the same suit.	5. 这是我见过的最好的一 <i>手</i> —— 顶级同花顺，A，K，Q，J，10，全部同一花色。
	24. He signed his <i>hand</i> at the bottom of the contract.	24. * [他在合同的下方签了字。] 他在合同的下方签了 <i>手书</i> 。
	29. After her performance the audience stood up to give her a <i>hand</i> .	29. 表演结束的时候，观众们起立为她拍 <i>手鼓掌</i> 。
	30. He held a <i>hand</i> of diamonds and spades.	30. 他拿了一 <i>手</i> 方块和桃花。
Sense 2	3. To strengthen his <i>hand</i> , the candidate reached out to the citizens in his home town.	3. 为了增加他 <i>手</i> 中的胜算，候选人向其家乡人民寻求帮助。
	6. Be prepared to go mattress shopping with plenty of time in <i>hand</i> .	6. 买床垫的时候 <i>手</i> 里要有充足的时间。
	7. So this now falls in the <i>hand</i> of the military legal system, or is this going to be tried civilly?	7. 那么现在这件事是落在军事司法系统的 <i>手</i> 里了，还是由民事系统处置？

	10. Also be sure to keep sandbags on <i>hand</i> and prepared just in case.	10. 另外要确保沙袋一直在 <i>手边</i> ，以备不时之需。
	13. She has in her <i>hands</i> the decision, the power to decide who the next president of this country is.	13. 她 <i>手里</i> 掌握着决定谁将出任这个国家下一任的总统的大权。
	14. On the one <i>hand</i> , we have a moral responsibility for the future of our species and on the other <i>hand</i> , we have a moral responsibility to leave the future open.	14. * [一方面，我们有着对未来人类负责的道德义务；另一方面，我们有着将未来的决定权留给未来人类的道德义务。] 一 <i>手边</i> ，我们有着对未来人类负责的道德义务；另一 <i>手边</i> ，我们有着将未来的决定权留给未来人类的道德义务。
	15. During these hard times, if you can, give a <i>hand</i> .	15. * [在这些艰难时刻，如果你能帮一把就帮。] 在这些艰难时刻，如果你能帮一 <i>手</i> 就帮。
	16. Peace is at <i>hand</i> if you simply do what you have to.	16. 你只要做你应该做的事，内心的平静就会近在 <i>手边</i> 。
	17. The violence got so out of <i>hand</i> that even the children of upper-class families were vulnerable to abduction.	17. * [暴力冲突已经如此失控，甚至上流社会家庭的孩子也有被诱拐的危险。] 暴力冲突已经如此不在 <i>手掌</i> 的控制之中，甚至上流社会家庭的孩子也有被诱拐的危险。
	26. She had a <i>hand</i> in the victory against Lafayette.	26. * [她在那次对拉法叶特的胜利中起了一定的作用。] 她插 <i>手</i> 了那次对拉法叶特的胜利。
	28. She had no <i>hand</i> in the decision about the new program.	28. * [她不能影响对新项目的决定。] 她对于新项目的决定 <i>手</i> 中没有任何权力。
Sense 3	4. The captain shouted "All <i>hands</i> on deck!"	4. 船长喊“所有的人 <i>手</i> 都到甲板上来！”

	9. She has a skilled <i>hand</i> at designing clothing.	9. * [她在服装设计方面水平很高。] 她在服装设计方面有一双技能高超的 <i>手</i> 。
	11. This of course assumes that under the <i>hand</i> of God they are responsible for their actions.	11. 这当然是假设了在上帝的 <i>手</i> 里，他们仍要为自己的行为负责。
	19. He dies at the <i>hand</i> of Achilles.	19. 他死于阿基里斯之 <i>手</i> 。
	20. It has been suggested that these staffs are by the <i>hand</i> of a sculptor dubbed “The Baboon Master.”	20. 据说，这些东西是出自一位外号叫“狒狒主人”的雕刻家之 <i>手</i> 。
	22. He asked for her <i>hand</i> in marriage after dating her for 17 years.	22. 他在同她相处了17年之后，终于执子之 <i>手</i> 、步入婚姻。
	23. The invitation was written with fancy <i>hand</i> .	23. * [这张请帖是用时髦的字体写成的。] 这张请帖是用时髦的 <i>手书</i> 写成的。
	25. She tried her <i>hand</i> at cooking but was not very good.	25. 她在烹饪方面试了试 <i>身手</i> ，但不是很擅长。
Sense 4	21. The <i>hands</i> of the clock were pointing in the same direction.	21. * [钟表的两只指针指着同一个方向。] 钟表的两只 <i>手</i> 指着同一个方向。
Sense 5 (Core)	1. They eased out from under the tree, then walked <i>hand in hand</i> past the upper boundary of the orchard.	1. 他们从树下面钻了出来， <i>手拉手</i> 地走过了果园上方的边界。
	8. Worms are a constant threat and must be removed with your <i>hands</i> from individual plants.	8. 虫子是长期的威胁，必须用 <i>手</i> 从每株植物上摘除。
	12. Within half an hour her right <i>hand</i> and arm were numb.	12. 不到半个小时，她的右 <i>手</i> 和胳膊就麻木了。
	18. The tool had the look of iron shaped by the <i>hands</i> of a master craftsman.	18. 这件工具看起来像是出自伟大的工匠之 <i>手</i> 的铁制品。
	27. The horse’s legs were 8 <i>hands</i> in length.	27. 那匹马的腿有八只 <i>手掌</i> 长。

Doctor (医生)

	Doctor	Doctor→医生
Sense 1	2. Superintendents do not usually have training as a <i>doctor</i> in psychology has.	2. 监督人通常不具备心理医生所具备的训练。
	3. Though she holds a Ph.D. degree, her work does not demonstrate the quality that a <i>doctor</i> in chemistry should.	3. * [她虽然有一张博士文凭，但是她的工作没有表现出一名化学博士应有的质量。] 她虽然有一张博士文凭，但是她的工作没有表现出一名化学医生应有的质量。
	12. Rick received his <i>Doctor of Philosophy</i> from Stanford and worked for Bell labs.	12. * [瑞克在斯坦福获得哲学博士学位，在贝尔实验室工作。] 瑞克在斯坦福获得哲学医生学位，在贝尔实验室工作。
	14. She is currently pursuing a <i>doctor of philosophy</i> degree in English literature.	14. * [她目前正在攻读英语文学的哲学博士学位。] 她目前正在攻读英语文学的哲学博士学位。
	20. He also received a <i>doctor of philosophy</i> form the American University in economics.	20. * [他在美国大学拿到了经济学的哲学博士学位。] 他在美国大学拿到了经济学的哲学医生。
	24. She earned a <i>juris doctor cum laude</i> from Detroit College of Law at Michigan State.	24. * [她在密歇根州立的底特律法学院以优异成绩获得法学博士。] 她在密歇根州立的底特律法学院以优异成绩获得法学医生。
Sense 2	7. One wonders how St. Teresa of Avila could have become a <i>doctor of the church</i> .	7. * [有人会奇怪阿维拉的圣特瑞萨是如何成为权威神学家的。] 有人会奇怪阿维拉的圣特瑞萨是如何成为教会的医生的。
	13. One day Newman will be declared a <i>doctor of the church</i> .	13. * [有一天纽曼会被宣布成为权威神学家的。] 有一天纽曼会被宣

		布成为教会的医生的。
	28. In this recipe, the soup <i>doctor</i> refers to a dash of sherry.	28. 在这个菜谱中，汤医生指的是少许的雪利酒。
	29. He used a <i>doctor</i> to spread the glue across the surface.	29. * [他用一把抹刀将胶水在表层抹均匀。] 他用一把医生将胶水在表层抹均匀。
Sense 3 (Core)	1. She found another <i>doctor</i> and scheduled a surgery.	1. 她找了另外一个医生并预约了手术。
	4. I have an appointment with an eye <i>doctor</i> .	4. 我和眼科医生有个预约。
	5. He was a licensed medical <i>doctor</i> in Carolina.	5. 他是卡罗琳娜的一名持有行医执照的医生。
	6. The <i>doctor</i> considers Otto's recovery a miracle.	6. 医生认为奥托的康复是一个奇迹。
	8. He demonstrates other shamanistic skills as an herb <i>doctor</i> .	8. 他展示了作为一名草药医生的其他萨满教的技能。
	9. They ask the Indian <i>doctor</i> to bless us, so we could have the power.	9. 他们请求印第安医生保佑我们，以使我们能够获得力量。
	10. He plays school sports and had a physical by the school <i>doctor</i> .	10. 他是校队成员，由学校医生进行了一次体检。
	11. How can I avoid sitting for an hour in my <i>doctor's</i> waiting room?	11. 我怎样才能不用在我的医生的候诊室里等上一个小时呢？
	15. I worked alongside a horse <i>doctor</i> for eight years.	15. 我跟随一名马的医生工作了八年。
	16. You might be the first and only animal <i>doctor</i> in this country, my friend.	16. 你大概是这个国家的第一位，也是唯一一位动物医生，我的朋友。
	17. They're willing to go to a family <i>doctor</i> before they go to a specialist.	17. 他们愿意在去看专家之前先看家庭医生。



18. I told that witch <i>doctor</i> his diagnosis was a little too fancy, a little too pricey for us.	18. 我告诉那名巫术医生他的诊断对我们来说有点太好、太贵了。
19. Her <i>doctors</i> told her she wouldn't be able to have any more children.	19. 她的医生告诉她，她不能有更多的孩子了。
21. Good <i>doctors</i> understand the importance of patients asking questions about the nature of their illness.	21. 好医生会理解患者询问病情的重要性。
22. <i>Doctors</i> advised him to stay off the foot during the off-season.	22. 医生建议他在非赛季的时间里尽量不要使用脚。
23. I saw 11 ear, nose and throat <i>doctors</i> in Boston.	23. 我在波士顿共看了11名耳鼻喉科医生。
25. Before he does anything, the witch <i>doctor</i> asks for money.	25. 那个巫术医生什么都没做就先要钱。
26. In Germany, <i>doctors</i> had given him antidepressants and medication for attention-deficit disorder.	26. 在德国，医生们给了他抗抑郁和治疗注意力不集中的问题的药物。
27. Are you or is someone you know under a <i>doctor's</i> care and confused about medication?	27. 你或者你知道的人里面，有没有正在看医生但是对于诊断有疑惑的情况？
30. The plumbing <i>doctor</i> came just in time to repair the faucet.	30. * [修理水龙头的管道工来得正是时候。] 修理水龙头的管道医生来得正是时候。

Foot (脚)

	Foot	Foot→脚
Sense 1	1. He turns slowly to see Saphira, only a few <i>feet</i> away behind him.	1. * [他慢慢地转弯，以便看见在他后面几英尺之外的萨法拉。] 他慢慢地转弯，以便看见在他后面几脚之外的萨法拉。
	21. He was also about half a <i>foot</i> taller than Albie.	21. * [他也比阿比高了大约半英尺。]

		尺。] 他也比阿比高了大约半 <i>脚</i> 。
	24. Can you give an example of a metrical <i>foot</i> ?	24. * [你能不能给一个公制英尺的例子?] 你能不能给一个公制 <i>脚的</i> 例子?
	30. There should be no <i>foots</i> left in the test tube when the reaction is complete.	30. * [当反应完成之后, 要确保试管里没有任何残渣留下。] 当反应完成之后, 要确保试管里没有任何 <i>脚</i> 留下。
Sense 2	6. He went down through the trees, stopping at the <i>foot</i> of the slope.	6. 他从树丛中下来, 在山坡 <i>脚</i> 停了下来。
	9. She walked back into the room, and sat on the <i>foot</i> of the bed.	9. 她走回了房间, 坐在了床 <i>脚</i> 。
	11. Jill gestured toward the empty seat at the <i>foot</i> of table.	11. 吉尔朝位于桌 <i>脚</i> 方向的一个空座位示意了一下。
	12. But the apprentices were not permitted to carve the dragon heads at the <i>feet</i> of table legs.	12. 但是学徒是不允许在桌 <i>脚</i> 上雕刻龙头的。
	16. You will find his office at the <i>foot</i> of the stairs.	16. 你会在楼梯 <i>脚</i> 上找到他的办公室。
	17. At the <i>foot</i> of the hill, the road dipped under trees again and forded a creek.	17. 在山 <i>脚</i> 处, 这条路再次落到树林下方, 而且岔出来一条小溪。
	19. I stood at the <i>foot</i> of my bed.	19. 我站在我的床 <i>脚</i> 。
	20. The inn is situated at the <i>foot</i> of the mountains.	20. 这件小旅馆位于山 <i>脚</i> 。
	26. Identify the <i>foot</i> on this moss sporophyte.	26. * [确认出这一藓类孢子的足部。] 确认出这一藓类孢子的 <i>脚</i> 。
	28. Will you tighten the rope to flatten the <i>foot</i> of the sail?	28. 你能不能紧一紧绳子以将帆的 <i>脚</i> 部整平?
	29. When she took off her shoes, she realized there was a hole in the <i>foot</i> of her stockings.	29. 当她脱下鞋子之后, 她意识到长筒袜的 <i>脚</i> 部有一个洞。

Sense 3 (Core)	2. The dragon jumped to his <i>feet</i> and blew a fireball at the ground.	2. 那只龙蹦着用 <i>脚</i> 站了起来，在地上喷了一个火球。
	3. The tiger groans, slowly gets to his <i>feet</i> and takes in his surroundings.	3. 那只虎低吼着，慢慢的用 <i>脚</i> 站了起来，逐渐适应了环境。
	4. Algren is swept off his <i>feet</i> by his opponent in this round of tennis.	4. * [阿尔戈兰在这一网球局里被他的对手横扫落败。] 阿尔戈兰在这一网球局里被他的对手扫到了 <i>脚</i> 。
	5. It's not such a stretch to say that American businesses have got the world at their <i>feet</i> .	5. 说美国企业把世界踩在了 <i>脚下</i> 也不算夸张。
	7. Then she'll walk on bare <i>feet</i> over the moss down to the dock.	7. 接着她要光着 <i>脚</i> 走过苔藓到码头。
	8. The gliding motion is less stressful on <i>feet</i> and knees than other activities, such as running.	8. 滑行对于 <i>脚</i> 和关节的压力要小于其他的运动，如跑步。
	10. If you got your <i>foot</i> in the door and developed a readership, you had a career.	10. 如果你一 <i>脚</i> 入了门，培养出了一个读者群的话，你就有了一份事业。
	13. Engage the brake with your <i>foot</i> and tip the panel until the top edge hits the wall.	13. 用 <i>脚</i> 控制刹车，倾斜嵌板直到上边缘碰着墙为止。
	14. Being fleet of <i>foot</i> is absolutely essential to us on the commercial demand side.	14. * [在商品需求方面，速度快对我们来说绝对至为关键。] 在商品需求方面， <i>脚</i> 快对我们来说绝对至为关键。
	15. Have you lost your mind? Are you trying to chase a car on <i>foot</i> ?	15. * [你是不是疯了？你想要跑着追汽车？] 你是不是疯了？你想要用 <i>脚</i> 追汽车？
18. She lifted his <i>foot</i> and studied his shoe.	18. 她把他的 <i>脚</i> 抬起来，研究他的鞋。	
22. Here Men from the Planet Earth first set <i>foot</i> upon the moon.	22. * [在这里，来自地球的人首次在月亮上留下足迹。] 在这里，来自地球的人首次在月亮上落下 <i>脚</i>	

		印。
	23. The researchers journeyed on <i>foot</i> or by canoe.	23. * [研究人员们徒步、或使用独木舟旅行。] 研究人员们用 <i>脚</i> 、或使用独木舟旅行。
	25. He had showed his early <i>foot</i> in the marathon.	25. * [他在马拉松上展示出他的速度。] 他在马拉松上展示出他的 <i>脚</i> 速。
	27. To effectively use your sewing machine, you must first adjust the <i>foot</i> for the task at hand.	27. 要高效地使用缝纫机，你必须先根据手边的任务来调整 <i>脚</i> 部。

Tree (树)

	Tree	Tree→树
Sense 1	2. At each node on the diagram in the form of a <i>tree</i> , the descendant languages both inherit words and sounds from their linguistic ancestors.	2. 在 <i>树</i> 形图的每个节点上，从属语言从他们的语言学祖先那里既继承了字形，又继承了发音。
	8. For the diagrams in the form of a <i>tree</i> , the dashed box indicates the split, containing the name and split value of the predictor variable.	8. 在 <i>树</i> 形图上，虚线的方块表示分岔，保持变量名不变，将其数值分为几部分。
	11. The simulation involves defining the phylogenetic <i>tree</i> of the regional species pool.	11. 模拟的一部分是定义本地区物种群的系统 <i>树</i> 。
	13. Each case study begins with a graphic genealogical <i>tree</i> locating the subject in relation to her kin.	13. 每一个案研究都是以确定研究对象和其亲属关系的基因 <i>树</i> 为开始。
	14. It is also important to detect which clades of the phylogenetic <i>tree</i> are the most responsible for the community structure.	14. 另一件重要的事是探测出系统 <i>树</i> 的哪些分支对于区域结构影响最大。
	21. Nick calculated that a full phylogenetic <i>tree</i> for living things would extend almost 1 ½ miles from the podium out through the St. Louis arch.	21. 尼克计算出对于有生命的东西来说，一个完整的系统 <i>树</i> 可以从那个讲台向外，直到圣路易斯山脉，大约一个半英里的距离。

	25. The truth values of a statement can be easily determined using a diagram of the form of a <i>tree</i> .	25. 一项判断的真假可以轻易地由一个 <i>树形图</i> 来决定。
Sense 2	4. The flap can be combined with tissues from the same vascular <i>tree</i> to create a variety of composite flaps.	4. 拍打可以和同一血管 <i>树</i> 的组织结合在一起产生许多不同的复合震动。
	5. After the sin, the <i>tree</i> of life is declared off limits to the couple.	5. 犯了原罪之后，生命之 <i>树</i> 被宣布禁止被这对夫妇所接触。
Sense 3 (Core)	1. He dropped to the ground and tried to climb the <i>tree</i> again, and again.	1. 他掉到地上，一次又一次地试着再次爬上 <i>树</i> 。
	3. His clothes were draped from the <i>tree</i> behind him.	3. 他的衣服被他后面的 <i>树</i> 挂住了。
	6. Falling asleep by the plastic <i>tree</i> , I was imagining my father being somewhere else.	6. 在那颗塑料 <i>树</i> 下睡着了，我想象着我的父亲在别的地方。
	7. Toby sits with his back against the trunk of a <i>tree</i> .	7. 托比背靠着 <i>树干</i> 坐着。
	9. The fungus absorbs some of these sugars from the roots of <i>trees</i> .	9. 这种菌类从 <i>树根</i> 处吸收了一些这种糖分。
	10. He slaps his arms against the branches of the <i>tree</i> which are in his way.	10. 他用胳膊把挡路的 <i>树枝</i> 打开。
	12. There is a palm <i>tree</i> , a symbol of steadfastness against trouble.	12. 那里有一颗橡 <i>树</i> ，是遇到困境坚定不移的象征。
	15. <i>Trees</i> possess rings which can be dated and “read” to see how often naturally occurring fires happened.	15. 有年轮的 <i>树</i> 可以确定年代并“读”出自然灾害的发生频率。
	16. Inside is a fake Christmas <i>tree</i> and boxes of lights and ornaments.	16. 里面是一颗假圣诞 <i>树</i> 和装了灯泡及装饰物的盒子。
17. They’re trying to prove that urban <i>trees</i> are earning their keep.	17. 他们试图证明城市里的 <i>树木</i> 正在获得他们的照管。	
18. Here the scenery’s more varied -- from red rock to forest, from aspen to scrub <i>trees</i> , and from high-mountain to desert.	18. 这里的景色更加多样化了---从红色岩石到森林，从橡木到灌 <i>树</i>	

		丛，从高山到沙漠。
19. He had just finishing cutting down the apple <i>tree</i> and hollowing it into a boat.	19. 他刚刚已砍下那棵苹果 <i>树</i> 并把中间掏空做成了船。	
20. I was impressed when I saw the photograph of a caterpillar eating a green <i>tree</i> ant larva.	20. 当我看到那张毛虫吃一只绿色的 <i>树</i> 蚁幼虫的照片时，我觉得很震撼。	
22. There was a wild pear <i>tree</i> by the cracking stony gate.	22. 在裂开的石头门旁边是一颗野梨 <i>树</i> 。	
23. Those steel <i>trees</i> standing on the campus square are designed by a famous artist.	23. 那些站立在校园广场上的钢 <i>树</i> 是由一位著名的艺术家设计的。	
24. This is an investigation of the noise reduction provided by the belts of <i>trees</i> .	24. 这是一项关于 <i>树</i> 的年轮减少噪音的研究。	
26. Analyzing the rings of fallen <i>trees</i> indicates a terrible drought from 1276 to 1299.	26. 对于倒下的 <i>树</i> 的年轮的分析显示出1276年至1299年间发生过一场大旱。	
27. Are fake <i>trees</i> better for the environment? No.	27. 假 <i>树</i> 对于环境更好吗？不。	
28. Many hundreds of studies on the rings of <i>trees</i> have been done in the United States.	28. 在美国已完成了好几百项对于 <i>树</i> 的年轮的研究。	
29. What's a banana <i>tree</i> look like?	29. 香蕉 <i>树</i> 看起来像什么？	
30. Chatsworth has a metal <i>tree</i> with sprays of water in place of branches.	30. 察茨沃斯有一颗金属 <i>树</i> ，以喷水代替 <i>树枝</i> 。	

Face (脸)

	Face	Face→脸
Sense 1	2. While Mr. Disney did not spend much time on the lot, he was the public <i>face</i> of Disney animation.	2. 尽管迪士尼先生没有在总体上投入太多的时间，他仍然是迪士尼动画片的公开 <i>脸面</i> 。
	4. Bush tries to put a good <i>face</i> on a bad economy.	4. * [布什试图掩饰糟糕的经济状况。] 布什试图给坏的经济状况安

		上一张好脸。
	5. The worst thing for them is to lose <i>face</i> and lose respect among the group.	5. 对他们来说，最糟糕的事情是在群体中丢了脸面、失去尊重。
	7. She has many <i>faces</i> --- she is a crawler in front of her boss, and is very mean to people working under her.	7. 她有很多副脸孔 —— 在老板面前她是个马屁精，对手底下的人又非常刻薄。
	9. A great irony is that the strong desire for international affirmation often leads China's elites to present a bad <i>face</i> to the world.	9. * [一个巨大的讽刺是，中国上层阶级想要获得国际上的肯定的那种强烈愿望，却往往导致他们展现给世界一个不好的形象。] 一个巨大的讽刺是，中国上层阶级想要获得国际上的肯定的那种强烈愿望，却往往导致他们展现给世界一个不好的脸面。
	12. He managed to maintain firm <i>face</i> in spite of adversity.	12. 危难当前，他脸色不改、沉着冷静。
	23. How anyone could have the <i>face</i> to ask that question.	23. 怎么会有人有脸问这种问题。
	24. She had no <i>face</i> left; she had no name, no friends.	24. 她丢尽了脸；没有名誉，没有朋友。
	27. It has begun to seem that we would lose <i>face</i> if we didn't go.	27. 看起来如果我们不去的话，会很丢脸。
Sense 2	3. A hole in this <i>face</i> of the building reaches as high as eight stories from the ground.	3. * [楼的这一面上的一个洞，从地面开始有八层楼那么高。] 楼的这张脸上的一个洞，从地面开始有八层楼那么高。
	6. To wax print is to print at high temperature on each <i>face</i> of the cloth.	6. * [要蜡染就得在高温下在布的每张一面上都印花。] 要蜡染就得在高温下在布的每张脸上都印花。
	8. On the <i>face</i> of it, the discovery	8. * [从表面上来看，这一发现不是

isn't all that startling.	那么惊人。]从脸上来看，这一发现不是那么惊人。
10. Moreover, voters tend to be unforgiving in the <i>face</i> of bad news.	10. * [另外，在坏消息面前，选民们往往会不怎么宽容。]另外，在坏消息脸前，选民们往往会不怎么宽容。
13. There are holes in the <i>face</i> of the clock with heads sticking through.	13. * [这个钟的表面有很多窟窿，指针头穿了出来。]这个钟的脸上有很多窟窿，指针头穿了出来。
14. Without altering the <i>faces</i> of the stones, he will make sure they all fit perfectly.	14. * [不用改变石头的几个面，他就能确保所有的石头可以完美地组合在一起。]不用改变石头的几个脸，他就能确保所有的石头可以完美地组合在一起。
15. She touches the <i>face</i> of the paper to feel the material.	15. * [她摸了摸纸面来感觉它的材质。]她摸了摸纸脸来感觉它的材质。
16. In the <i>face</i> of the brutal price cutting, other United States manufactures have left the business.	16. * [面对残酷的降价，其他的美国产商已经退出了这个行业。]在残酷降价的脸前，其他的美国产商已经退出了这个行业。
17. Annular eclipses occur when the Moon slides across the <i>face</i> of the Sun at a distance from Earth too great to completely cover the solar dish.	17. * [当月亮掠过太阳的表面，却因离地球太远不能完全遮住太阳的时候，就会发生月环蚀。]当月亮掠过太阳的脸，却因离地球太远不能完全遮住太阳的时候，就会发生月环蚀。
21. On the <i>face</i> of it, the solution is simple. However, considering who has been involved in this, it's complicated.	21. * [从表面上来看，解决方案挺简单的。但是，想想相关人物的身份，就复杂了。]从脸上来看，解



		决方案挺简单的。但是，想想相关人物的身份，就复杂了。
	25. I, and all mankind, might have disappeared from the <i>face</i> of the earth.	25. * [我和所有的人类可能都已经从地球的表面消失了。] 我和所有的人类可能都已经从地球的 <i>脸上</i> 消失了。
	26. On the front <i>face</i> of the museum, there is a huge maze painted on the wall.	26. * [在博物馆正面的墙上，画了一个巨大的迷宫。] 在博物馆正 <i>脸</i> 的墙上，画了一个巨大的迷宫。
	29. The shower broke with tremendous force, spearing the great <i>face</i> of the cathedral with long, distinct shafts of downpour.	29. * [倾盆大雨以巨大的力量做着破坏，长而有力的雨像鞭子一样撕裂着教堂的主墙。] 倾盆大雨以巨大的力量做着破坏，长而有力的雨像鞭子一样撕裂着教堂的主 <i>脸</i> 。
	30. Not notifying patients about the financial relationship flies in the <i>face</i> of the ethics guidelines of the American Medical Association.	30. * [不将财政关系告知病人是对美国医学协会道德基准的公然违抗。] 不将财政关系告知病人是在美国医学协会道德基准 <i>脸</i> 前飞过。
Sense 3 (Core)	1. He smiled and his whole <i>face</i> lit up.	1. 他笑了，整个 <i>脸</i> 都亮了起来。
	11. That may not be anything to make a <i>face</i> about.	11. 那可不是你能作鬼 <i>脸</i> 的事情。
	18. He could see now that her <i>face</i> was wet with tears.	18. 他现在可以看到她的 <i>脸</i> 被泪水打湿了。
	19. I didn't recognize any of the <i>faces</i> around the table.	19. * [在座的人我一个都没认出来。] 在座的 <i>脸</i> 我一个都没认出来。
	20. There's a boy genius who made software on recognizing <i>faces</i> .	20. 有一个发明了人 <i>脸</i> 识别软件的天才男孩。
	22. Summer vacation is over, everyone back, the old <i>faces</i> , the old	22. * [暑假结束了，大家都回来

pals.	了，老面孔、老朋友。] 暑假结束了，大家都回来了，老脸、老朋友。
28. You have a <i>face</i> that should be on billboards and in magazines.	28. 你有一张应该登在广告牌和杂志上的脸。

Door (门)

	Door	Door→门
Sense 1	1. A decision in his favor would open the <i>door</i> for hedge funds to advertise on TV.	1. 对他有利的决策可能会为对冲基金在电视上登广告打开一扇门。
	5. Deng started an economic revolution by opening China's <i>door</i> to the world.	5. 邓小平开启了中国面向世界的大门，从而开始了一场的经济改革。
	7. And story time can also open the <i>door</i> to a world of communication.	7. 而且讲故事还可以打开沟通交流的大门。
	10. Open the <i>door</i> of your heart. Talk to your friends – they all worry about you.	10. 打开你的心门。和朋友们交流交流——他们都在担心你。
	16. Marian Anderson opened the <i>door</i> to the world of classical music when she became the first Black star.	16. 当马瑞安·安德逊成为第一位黑人明星时，她打开了通向古典音乐界的大门。
	17. At the same time, it opened the <i>door</i> for the different political groups in Huaycan.	17. 同时，此事为华亿坎不同的政治团体开了一扇门。
	18. It will mean shutting the <i>door</i> for negotiations and peace.	18. 这将意味着关闭谈判与和平的大门。
	20. His madness is the <i>door</i> to sanity.	20. 他的疯狂是通往睿智的大门。
	23. That one sentence can unlock the secret <i>door</i> to success.	23. 那句话可以打开通向成功的秘密之门。
	26. That training will open a new <i>door</i> for me to develop as a teacher.	26. 那个培训计划将会为我成为一名老师的梦想打开一扇新门。
27. This really opened a new <i>door</i> to art for me.	27. 这当真为我开启了一扇通往艺术的新门。	

	30. This study merely opens the <i>door</i> for future research to be conducted on AD.	30. 这项研究仅仅是为将来在AD上的研究打开了一扇门。
Sense 2 (Core)	2. I unlocked the big wooden <i>door</i> of my hovel and stepped back.	2. 我打开了那个杂物间的大木门，然后往后退了退。
	3. I'd have to close the car <i>door</i> again.	3. 我不得不再关一次车门。
	4. His wife leaned out the <i>door</i> to blow him a kiss.	4. 他妻子探身出门外给了他一个飞吻。
	6. He held the <i>door</i> to the lobby for me.	6. 他为我撑着通向大堂的门。
	8. Walk out that <i>door</i> and I'll shoot you.	8. 你敢走出那扇门，我就开枪。
	9. She grabbed onto the <i>door</i> and pulled, even though the sign said "push".	9. 门上写着“推”，她却抓住门往里拉。
	11. The <i>doors</i> to the building are locked during the weekends.	11. 这栋楼的门在周末是锁着的。
	12. He slammed the <i>door</i> and left her there in the yard.	12. 他把门摔上，剩她一个人在后院。
	13. He tried the lab <i>door</i> , but it wouldn't open.	13. 他试了试实验室的门，却开不了。
	14. There was a knock on the office <i>door</i> and Ava walked over and opened it.	14. 有人敲办公室的门，伊娃走过去开了门。
	15. The red light on the car <i>door</i> blinks.	15. 车门上的红灯在闪。
	19. Tolson stared in the sliding glass <i>door</i> for several seconds.	19. 陶森盯着那个玻璃滑门看了好几秒。
	21. Edward unloaded a brand new <i>door</i> from a pickup truck.	21. 爱德华从卡车上卸下一个崭新的门。
	22. As the elevator <i>door</i> began to close, my eyes met his.	22. 当电梯门开始关上的时候，我的目光遇上了他的。
24. Moss shut the <i>door</i> with his elbow.	24. 姆斯用胳膊肘关上了门。	
25. I think she likes it when I open	25. 我觉得，我为她开门或送花	

	the <i>door</i> for her or send her flowers.	时，她挺喜欢的。
	28. Behind them somewhere a car <i>door</i> banged.	28. 他们后面的某处，有一个车门被使劲关上了。
	29. Avoid opening oven <i>door</i> for first 30 minutes.	29. 前30分钟内不要打开烤箱的门。

### Heart (心)

	Heart	Heart→心
Sense 1	2. Bobby Kennedy seemed lost in a fog of grief, telling friends he had no <i>heart</i> for an aggressive investigation.	2. 鲍比·肯尼迪看起来已经陷入了悲痛之中，他告诉朋友们他已无心去作进取性的调查了。
	3. Too often we lose <i>heart</i> because we didn't live up to our original plan, our first resolutions.	3. 极为常见的是，我们会因为没有坚持原有的计划、我们最初的决心，而丧失信心。
	4. He has no <i>heart</i> for vengeance or for fighting for someone else's home.	4. 他无心报复或为别人的家园而斗争。
	5. A man and a woman, a broken <i>heart</i> and a broken home.	5. 一个男人和一个女人，一颗破碎的心和一个破碎的家。
	7. Bailey's <i>heart</i> hurt for her friend.	7. 贝蕾为她的朋友感到心痛。
	10. My <i>heart</i> stirred. She was mine.	10. 我的心乱了。她曾是属于我的。
	11. She was a good <i>heart</i> , very kind and very thoughtful.	11. 她是一个好心人，非常善良、非常地为人着想。
	12. You know, he captured her <i>heart</i> .	12. 你懂的，他已经俘获了她的心。
	18. But don't lose <i>heart</i> because your new ideas and perceptions appear to be leading you exactly where you're meant to go.	18. 但切勿丧失信心，因为你的那些新的想法和见解看起来正在朝着你想要的方向引领你。
	20. If they don't take it to <i>heart</i> , the baby boomers will destroy their	20. 如果二战后生育高峰期出生的这一代人不把这件事放在心上的

	future.。	话，他们将毁掉自己的未来。
	21. He feels that his <i>heart</i> suddenly gets lighter when she walks in.	21. 当她走进来时，他觉得他的心突然变轻松了。
	23. I would hope that all the participants take that to <i>heart</i> and collectively garner the political will to lead regional cooperation here.	23. 我希望，所有的参与者能够将此事放在心上，共建导向区域合作的政治决心。
	24. Martin Luther King, Jr. is alive in the <i>hearts</i> of men, women and children around the world.	24. 马丁·路德·金一直活在所有世界人民的心中。
	26. We must act with justice, generosity, and love; with deep reason and with <i>heart</i> .	26. 我们必须以正义、宽容与爱；深刻的理性和仁人之心，作为行动的基础。
	27. He always managed to succeed, and never lost <i>heart</i> , even in 1966 when a tractor crushed his knee.	27. 他总有办法能获得成功，并且从来没有失去过信心，即使是在1966年一辆拖拉机压碎他的膝盖的时候。
	28. She is a mix of stunning and soulful, a beauty with a big mouth a warm <i>heart</i> .	28. 她是美丽外表和高尚心灵的结合，一位大嘴、热心的美女。
	29. Muddy Waters, was a big, round man with a warm <i>heart</i> and a comforting smile.	29. 穆迪·沃特斯是个高大敦实的人，有着一副热心肠和令人开心的笑容。
	30. Why can't I free your doubtful mind and melt your cold <i>heart</i> ?	30. 为什么我不能帮你从猜忌多疑中解脱出来，融化你那冰冷的心？
Sense 2	8. At the <i>heart</i> of all these disputes is a wrenching legal and emotional question.	8. 这些争论的核心是一个令人困扰的法律和感情上的问题。
	9. This question lies at the <i>heart</i> of the Amish romance novels.	9. 这个问题关乎阿米希浪漫小说的核心。
	17. This is not, at <i>heart</i> , a technical problem.	17. * [从本质上来说，这不是一个技术问题。] 从心上来说，这不是一个技术问题。

Sense 3	13. The student would learn by <i>heart</i> all the grammatical rules, but was never taught how to apply them.	13. 学生可以将语法规则记在心里，却从来没有被教会怎么去使用这些规则。
	14. The young know these new hymns and songs by <i>heart</i> , much as earlier generations knew the classic heritage.	14. 年轻一代将这些新的圣曲和圣歌牢记在心，就像老一辈记得古典的遗产一样。
Sense 4	15. He was worn and sick at <i>heart</i> and he just wanted to be left alone.	15. 他精疲力尽，从心里感到厌倦，只想一个人呆着。
	16. We are primates at <i>heart</i> and we learn a lot by modeling.	16. * [我们从本质上是灵长类动物，我们以建模的方式学习很多东西。] 我们从心上是灵长类动物，我们以建模的方式学习很多东西。
	19. She was a warrior at <i>heart</i> , but she had the soul of something gentler.	19. * [她在本质上是一名勇士，但是她却有着一颗更温和的灵魂。] 她从心上是一名勇士，但是她却有着一颗更温和的灵魂。
Sense 5	22. It is the total experience of being shoulder to shoulder, eye to eye, <i>heart to heart</i> , and toe to toe with another human being.	22. * [这是一次与他人心手相连、共同努力的完整经历。] 这是一次与他人肩并肩、眼对眼、心连心、脚趾对脚趾的完整经历。
Sense 6 (Core)	1. A <i>heart</i> shaped box containing various foods with vitamins.	1. 这个心型的盒子里装有含维他命的多种食物。
	6. The medical report shows that Maxwell is suffering a complication involving the <i>heart</i> , lungs and kidneys.	6. 医疗报告显示迈克思维尔正在承受的是一种影响到心、肺、肾的并发症。
	25. People who have problems with their <i>heart</i> and blood pressure, however, should avoid that drug.	25. 但是，心脏和血压有问题的人应该避免服用这种药。

Flower (花)

	Flower	Flower→花
Sense 1	2. He talked about how he has changed in the full <i>flower</i> of his political career.	2. * [他讲了他是如何在政治生涯的全盛时期发生改变的。] 他讲了他是如何在政治生涯的全盛 <i>花季</i> 发生改变的。
	7. The 105 <sup>th</sup> and 106 <sup>th</sup> were supposed to be the full <i>flower</i> of Republican action and vision.	7. * [第105次和106届理应是共和党行动与洞察力的全盛时期。] 第105次和106届理应是共和党行动与洞察力的全盛 <i>花季</i> 。
	8. May Carrie and Vivian, victims in the <i>flower</i> of youth, rest together in peace.	8. 愿正值年轻 <i>花季</i> 的受害者，凯丽和薇薇安，安息。
	9. An apple tree is in full <i>flower</i> in the middle of a hayfield.	9. 在干草地的中央，一棵苹果树 <i>花</i> 开正盛。
	11. Cuban music was in full <i>flower</i> , and the world was listening.	11. * [古巴音乐正处于鼎盛时期，世界都在倾听。] 古巴音乐正处于鼎盛 <i>花季</i> ，世界都在倾听。
	14. With the space race in full <i>flower</i> , though, the real worry was national sovereignty.	14. * [但是，随着太空竞争进入黄金时期，真正的担心是国家主权问题。] 但是，随着太空竞争进入黄金 <i>花季</i> ，真正的担心是国家主权问题。
	19. The Clash of Cultures burst into full <i>flower</i> as ten thousand faiths, religions and philosophies collided.	19. * [随着众多的信仰、宗教及哲学的相互碰撞，“文化碰撞”迅速地进入了全盛时期。] 随着众多的信仰、宗教及哲学的相互碰撞，“文化碰撞”迅速地进入了全盛 <i>花季</i> 。
Sense 2	6. We should talk about the <i>flower</i> of life, because that makes life itself all	6. 我们应该来谈一谈生命之 <i>花</i> 的问

	the more precious.	题，因为那让生命本身变得更加珍贵。
	22. She weaves <i>flowers</i> of Heaven into the vesture of earthly life.	22. 她将天堂之 <i>花</i> 编织进了生命出现早期的衣物中。
	24. If mold appears on leaf spears, dust lightly with <i>flowers</i> of sulfur.	24. * [如果叶茅上出现霉菌，就用硫磺粉尘轻轻扫一扫。] 如果叶茅上出现霉菌，就用硫磺粉尘 <i>花</i> 轻轻扫一扫。
	28. Poniatowska's writings are filled with <i>flowers</i> of knowledge.	28. 波尼亚托夫斯基的作品里盛开着知识之 <i>花</i> 。
	29. The window was open, and on the warm breeze pollen, great <i>flowers</i> of dust, floated through the pillars of sunlight.	29. * [窗户开着，在温暖的清风里， <i>花粉</i> 和灰尘粉粒在阳光射进来的光线柱里漂浮着。] 窗户开着，在温暖的清风里， <i>花粉</i> 和灰尘粉粒 <i>花</i> 在阳光射进来的光线柱里漂浮着。
Sense 3 (Core)	1. Forsythia produces its buds of <i>flower</i> during the summer months.	1. 连翘 <i>花</i> 在夏季长出 <i>花</i> 蕾的芽。
	3. A discreet red <i>flower</i> is pinned on her white, short-sleeved, knee-length dress.	3. 一朵毫不张扬的 <i>红花</i> 钉在她白色短袖齐膝长的连衣裙上。
	4. The four sets of dishes are decorated with a painting of <i>flowers</i> , grasses, waves and snowflakes.	4. 这四套餐具分别饰以 <i>花</i> 、草、波浪、 <i>雪花</i> 的图案。
	5. Think of a <i>flower</i> opening up in warm temperatures and closing in cold.	5. 想想 <i>花</i> 在温暖的温度下绽放、在寒冷中凋零的情况。
	10. If you purchase <i>flowers</i> that are grown outside the US, the dangers increase dramatically.	10. 如果你购买在美国境外种植的 <i>花</i> ，那危险就会显著的增加。
	12. She and Paavo stopped on their way at a <i>flower</i> shop.	12. 她和帕夫在路过的一家 <i>花</i> 店停了一下。
	13. That's a rose that has a little tiny yellow <i>flower</i> .	13. 那是一朵有着极小的黄色 <i>花朵</i> 的玫瑰。



15. How did gladiolas become the <i>flowers of the dead</i> ?	15. 剑兰是怎么成为死亡之花的？
16. I was the <i>flower girl</i> at my sister's wedding.	16. 是我姐姐婚礼上的花童。
17. I take them out of my <i>flower bed</i> and then I put them into a flower pot.	17. 我把那些花从花坛中取出来放进了花盆。
18. This video shows you how to clean dust from silk <i>flowers</i> .	18. 这个视频教你怎样清除丝绢花上的灰尘。
20. When arranging <i>flowers</i> , the most important thing is to make the arrangement proportional and harmonious.	20. 插花时，最重要的是使得整个布置比例适当、有和谐感。
21. To make your playhouse look even more real, hang a box of <i>flowers</i> below the window.	21. 要让你的游戏房看起来更真实，在窗户下面挂一盒花。
23. Bees buzzed from <i>flower to flower</i> .	23. 蜜蜂嗡嗡地在花丛中穿梭。
25. We had to cancel a half dozen appointments caterers and <i>flower people</i> .	25. 我们不得不取消了六七家供应商和花童的预订。
26. The door wooshed open, admitting that delicate fragrance of <i>flowers</i> .	26. 门嗖的开了，飘进来淡雅的花香。
27. Amenities include a pool, next to the <i>flower gardens</i> , and table tennis in the basement.	27. 娱乐设施包括一个紧邻花园的游泳池，和地下室的乒乓球。
30. These changes in the global <i>flower markets</i> have generated costs.	30. 全球花卉市场的这些变革已经产生了代价。

### Mouth (嘴)

	Mouth	Mouth→嘴
Sense 1	7. Water began to gush from the <i>mouth</i> of the pipe.	7. * [水开始从管口涌出。] 水开始从管嘴涌出。
	8. So there would be another trap waiting at the <i>mouth</i> of the valley.	8. * [另外还有一个陷阱正等在村口。] 另外还有一个陷阱正等在村嘴。
	9. Pausing, she glanced back at the dark <i>mouth</i> of the subway.	9. * [停顿一下，她回望黑暗的地铁

	口。] 停顿一下，她回望黑暗的地铁嘴。
11. He picked up a stone and knocked a little chip off the <i>mouth</i> of the jar.	11. 他捡起一块石头，把广口瓶的嘴敲了一个小缺口。
12. I would shove it into the toothless black <i>mouth</i> of the drain.	12. 我要把它推到下水道那没牙的黑嘴里。
13. We stopped for breakfast at the <i>mouth</i> of the first canyon.	13. * [在第一个大峡谷的进口，我们停下来吃早饭。] 在第一个大峡谷的进嘴，我们停下来吃早饭。
14. This is the first printed map to show the <i>mouth</i> of the Mississippi River and its delta accurately.	14. * [这是第一份准确显示密西西比河口及其三角洲的打印地图。] 这是第一份准确显示密西西比河嘴及其三角洲的打印地图。
16. Then he allows the current to push the ship laterally down into the <i>mouth</i> of the channel.	16. * [接着他让水流从侧面将船推进海峡口。] 接着他让水流从侧面将船推进海峡嘴。
21. An occasional car passes the <i>mouth</i> of the alley.	21. * [偶尔有一辆车驶过胡同口。] 偶尔有一辆车驶过胡同嘴。
22. Damien tapped a finger to the <i>mouth</i> of the Achron River.	22. * [戴珉用一个手指轻轻拍了拍阿克伦河的河口。] 戴珉用一个手指轻轻拍了拍阿克伦河的河嘴。
26. He used to describe to me his mortal terror of posting a letter into the unrelenting <i>mouth</i> of a letter-box.	26. * [他曾经向我描述过将信投到无情的信箱口时，他所感到的道德上的恐惧。] 他曾经向我描述过将信投到无情的信箱嘴时，他所感到的道德上的恐惧。
27. We climbed out of the volcanic <i>mouth</i> of construction toward the steep forest paths.	27. * [我们朝着险峻的森林小道的方向爬出了狼烟滚滚的建筑物出口。] 我们朝着险峻的森林小道的方向爬出了狼烟滚滚的建筑物嘴。

	28. He pulled brusquely at the <i>mouth</i> of his bag and zipped it shut.	28. * [他唐突地拽了拽皮包口，把拉链拉上了。] 他唐突地拽了拽皮包嘴，把拉链拉上了。
	29. Polaris sliced through heavy drizzle and a calm sea at the <i>mouth</i> of Port Valdez Bay.	29. * [北极星在瓦尔迪兹港湾口处划过细密的雨丝和寂静的大海。] 北极星在瓦尔迪兹港湾嘴划过细密的雨丝和寂静的大海。
	30. Fearful, they stood at the <i>mouth</i> of the cave staring into the darkness.	30. * [他们恐惧地站在山洞口，盯着那一片黑暗。] 他们恐惧地站在山洞嘴，盯着那一片黑暗。
Sense 2 (Core)	1. Grains of desert sand filled my <i>mouth</i> and blinded my eyes.	1. 沙漠的沙砾灌满了我的嘴，蒙住了我的眼睛。
	2. In the child's drawings, both the banana and the worm had two eyes, a <i>mouth</i> , and two arms.	2. 在这个孩子的画里，这根香蕉和那条虫子都有两个眼睛，一张嘴，和两个胳膊。
	3. A stone might drink if it had a <i>mouth</i> .	3. 如果石头有嘴的话，它可能也要喝水。
	4. He has a <i>mouth</i> like a fish.	4. 他有一张像鱼一样的嘴。
	5. You've got a bad <i>mouth</i> , too.	5. * [你讲话也不好听。] 你也有一张坏嘴。
	6. Word passed from <i>mouth</i> to <i>mouth</i> .	6. * [传闻人口相传、不胫而走。] 传闻从这张嘴传到另一张嘴。
	10. Will puts his fingers into the <i>mouth</i> of the snake.	10. 威尔将他的手指放进那条蛇的嘴里。
	15. Do not stop. No pausing for <i>mouth</i> to <i>mouth</i> . Compressions only.	15. * [不要停。人工呼吸的时候不能停顿。只能压紧。] 不要停。嘴对嘴人工呼吸的时候不能停顿。只能压紧。
	17. He puts the last bite of sandwich in his <i>mouth</i> and licks his thumb and	17. 他将最后一口三文治放进嘴

remembers he's alive.	里，舔了舔大拇指，想起来自己还活着。
18. Keep your <i>mouth</i> closed and your ears open.	18. 闭上 <i>嘴巴</i> ，支起耳朵。
19. He leaned against the long fingers of his left hand, pushing his <i>mouth</i> into a half smile.	19. 他靠在左手的长手指上，把 <i>嘴巴</i> 挤出半个笑容来。
20. I was furious at myself for having a big <i>mouth</i> , for being stupid.	20. 我为自己的多 <i>嘴</i> 、愚蠢感到愤怒至极。
23. Except once she popped a pea into her <i>mouth</i> as she sang.	23. 除了有一次，她唱歌时将一粒豌豆扔进了 <i>嘴里</i> 。
24. He found jobs by word of <i>mouth</i> , asking his golf friends.	24. * [通过询问打高尔夫的朋友，他以口头消息的方式找到了工作。] 通过询问打高尔夫的朋友，他以 <i>嘴头</i> 消息的方式找到了工作。
25. Apparently he had a cigar in his <i>mouth</i> and told the person to be gone.	25. 显然的，他 <i>嘴里</i> 叼着雪茄，让那人离开。

Table (桌)

	Table	Table→桌
Sense 1	1. In the following <i>tables</i> all statistical estimates are weighted.	1. * [在下面的表格中所有的统计估计值都是加权的。] 在下面的 <i>桌子</i> 中所有的统计估计值都是加权的。
	4. The findings presented in the <i>table</i> revealed four observations.	4. * [表格所展示的揭示了四点观察发现。] <i>桌子</i> 所展示的揭示了四点观察发现。
	11. The chapter headings are listed in the <i>table</i> of contents.	11. * [章节的标题在内容表格中列了出来。] 章节的标题在内容 <i>桌</i> 中列了出来。
	14. The numbers correspond to the <i>table</i> of contents for the web page.	14. * [这些数字对应着网页内容的那张表格。] 这些数字对应着网页内容的那张 <i>桌</i> 。

	20. The <i>table</i> displays the correlations, means, and standard deviations.	20. * [这个表格显示了相关性、平均值和标准偏差。] 这个 <i>桌子</i> 显示了相关性、平均值和标准偏差。
	23. I presented a strategy <i>table</i> at yesterday's meeting.	23. * [我在昨天的会议上介绍了一个策略表。] 我在昨天的会议上介绍了一个策略 <i>桌</i> 。
	24. A word-processing document can contain a <i>table</i> from a spreadsheet.	24. * [一个文字处理文件可以包含一个由电子图表产生的表格。] 一个文字处理文件可以包含一个由电子图表产生的 <i>桌子</i> 。
Sense 2	3. They agree to get back to the bargaining <i>table</i> after the weekend.	3. 他们同意周末之后重返谈判 <i>桌</i> 。
	5. Why make this a precondition when it can just as easily be negotiated at the <i>table</i> ?	5. 既然这一点可以轻易地在 <i>桌上</i> 谈判，为什么要把它弄成一个先决条件呢？
	6. Such a meeting would presumably force the Department of Energy to put its national priorities on the <i>table</i> .	6. 这样一个会议应该可以迫使能源部将它的国家级优先顺序明摆到 <i>桌面</i> 上来。
	7. He refused, in a recent interview, to take military action off the <i>table</i> .	7. * [在最近的一次访谈中，他拒绝放弃军事行动的可能性。] 在最近的一次访谈中，他拒绝将军事行动的可能性拿下 <i>桌子</i> 。
	8. With all the facts on the <i>table</i> , we were able to have an honest conversation.	8. 所有的事实都摆在 <i>桌上</i> 了，我们得以进行一场诚恳的对话。
	9. Many diplomats believe that President Bush will attempt to bring other ambassadors to the <i>table</i> .	9. * [很多外交家相信，布什总统会试图让其他的大使也参与进来。] 很多外交家相信，布什总统会试图让其他的大使也加入会谈 <i>桌</i> 。
	10. And we do it under the <i>table</i> so we can disavow any knowledge of it.	10. * [这事我们是在暗中进行的，所以我们可以否认知情。] 这事我

		们是在桌子下面进行的，所以我们可以否认知情。
	13. She says she can drink you under the <i>table</i> .	13. 她说她能把你喝翻到桌子底下。
	19. When all the plans were on the <i>table</i> , it looked like we had too many answers to too few questions.	19. 当所有的计划都摆在了桌上的时候，看起来似乎我们对于寥寥的几个问题有过多的答案了。
	22. A scripted structure requires students to bring more skills and insight to the <i>table</i> .	22. * [一个改编的结构要求学生们提出更多的技巧和洞察力。] 一个改编的结构要求学生们把更多的技巧和洞察力拿到桌上来。
	25. Adam was taking money under the <i>table</i> from the garment industry.	25. * [亚当在暗中从服装工业收取钱财。] 亚当在桌子下面从服装工业收取钱财。
	26. We did not move forward on bringing China to the <i>table</i> .	26. * [我们没有进一步的使中国也参与进来。] 我们没有进一步的使中国也加入会谈桌。
	27. The <i>table</i> of panelists each stood up as they spoke.	27. 陪审团桌上的每个成员在他们发言时都站了起来。
	28. How should business leaders choose among the many stakeholders clamoring for a seat at the <i>table</i> ?	28. * [企业的领导者们是如何从众多喧嚣着要求一席之位的股东中做出选择的？] 企业的领导者们是如何从众多喧嚣着要求桌上的一席之位的股东中做出选择的？
	29. It is one step for the president toward the bargaining <i>table</i> .	29. 这是总统向谈判桌迈出的第一步。
Sense 3 (Core)	2. Morse is sitting at the <i>table</i> near the window.	2. 莫斯坐在靠近窗户的桌边。
	12. With a great thump, his head hit the <i>table</i> again.	12. 随着一记重击，他的头又撞到了桌子。

15. I like that bar because it has multiple pool <i>tables</i> .	15. 我喜欢那家酒吧，因为它有很多张台球桌。
16. For the holidays, I eat with my family at the huge dining room <i>table</i> .	16. 假期时，我和家人在餐厅巨大的桌子上吃饭。
17. The dog ate the scraps that fell under the <i>table</i> .	17. 那条狗吃了掉在桌下的碎片。
18. “Time to go” Billy said, rising from the <i>table</i> .	18. “该走了”比利说，一边从桌子边站了起来。
21. Bring the noodles to the <i>table</i> .	21. 把面条拿到桌上来。
30. Julie spilled milk over the entire <i>table</i> .	30. 朱莉把牛奶撒了一桌子。

Push (推)

	Push	Push→推
Sense 1	1. Or she could <i>push</i> her stick forward and stop the spin.	1. 或者她可以往前推她的棍子以停止旋转。
	3. If the wind blows 60 miles per hour, he may <i>push</i> only three miles.	3. 如果风速为每小时60英里的话，他可能只能推进三英里。
Sense 2	2. Getting their tanks into action, U.S. Marines <i>push</i> south from the marshy Cape Gloucester beachhead on New Britain.	2. 美国海军将坦克投入作战，从新不列颠泥泞的格罗斯特角向南推进。
	10. Once again, those concerns now <i>push</i> down bond prices.	10. 又一次，那些顾虑现在把债券的价格推压了下来。
	28. I wanted to <i>push</i> back time, undo the memory of that afternoon.	28. * [我想将时光逆转，将那天下午的记忆抹去。] 我想将时光推回去，将那天下午的记忆抹去。
	29. But for Tom himself, it was too late to <i>push</i> back the thoughts and feelings.	29. * [但是对于汤姆他自己，要将那些想法和感觉压下去已经为时过晚。] 但是对于汤姆他自己，要将那些想法和感觉推回去已经为时过

		晚。
Sense 3	6. They will <i>push</i> their case Monday to Clough's committee.	6. * [他们周一会催促克劳夫的委员会办理他们的案子。] 他们周一会 <i>推</i> 克劳夫的委员会办理他们的案子。
	7. Italian Prime Minister Silvio Berlusconi will <i>push</i> them to honor the commitment.	7. * [意大利首相西尔维奥贝卢斯科尼将会迫使他们尊重委员会。] 意大利首相西尔维奥贝卢斯科尼将会 <i>推</i> 他们尊重委员会。
	8. Murdoch is <i>pushing</i> ahead with plans for a global satellite news service.	8. 默多克正在 <i>推</i> 行全球卫星新闻服务的计划。
	13. Schroeder says he needs another four years to <i>push</i> forward economic reforms.	13. 施罗德说他需要另外一个四年以 <i>推</i> 行经济改革。
	14. Here to take a closer look at how the president is <i>pushing</i> his whole agenda.	14. 现在来近距离地看一下总统是如何 <i>推</i> 进他的整个议程的。
	15. With Congress <i>pushing</i> for a program in the nation's capital, the schools couldn't escape the jockeying over vouchers.	15. 随着国会在首都 <i>推</i> 行一个项目，那些学校不可避免地在购物券上耍花招。
	18. Heavy marketing may <i>push</i> up drug spending for no good reason.	18. * [糟糕的营销状况可以不明理由地增加毒品消费。] 糟糕的营销状况可以不明理由地 <i>推</i> 升毒品消费。
	19. The decline in food production would help <i>push</i> up food prices sharply.	19. 食品产量的下降会明显地 <i>推</i> 升食品价格。
	20. Agassi agreed to <i>push</i> back the starting time of the match an hour while Sampras was treated by a physician.	20. 阿加西同意将比赛 <i>推</i> 后一个小时，以便医师处理桑普拉斯的状况。
	23. It seems likely that political pressure will eventually <i>push</i> in this direction.	23. 看起来政治压力有可能最终往这个方向 <i>推</i> (施压)。



	24. High aggression refers to a high level of assertiveness and goal-directedness to <i>push</i> toward a goal despite obstacles.	24. 高度的进取性是指以高度的自信心和目的性，不畏阻力向目标 <i>推</i> 进。
	26. If NATO will <i>push</i> toward Ukraine, Russia might turn to very ugly means.	26. * [如果北大西洋组织继续逼迫乌克兰，俄罗斯有可能会转而使用非常恶劣的手段。] 如果北大西洋组织继续 <i>推</i> 乌克兰，俄罗斯有可能会转而使用非常恶劣的手段。
	30. Indian minister Jagjivan Ram led a mission to Dhaka to <i>push</i> forward the negotiation on Farakka.	30. 印度部长贾格吉凡.拉姆率领代表团来到达卡， <i>推动</i> 关于法拉卡的谈判。
Sense 4	11. I liked the sensation of being tired and <i>pushing</i> through it.	11. * [我喜欢那种已经累了，但是坚持到底的感觉。] 我喜欢那种已经累了，但是 <i>推</i> 到底的感觉。
	17. The decision to <i>push</i> on despite being lost might seem strange anywhere but here.	17. 在败局已定的情况下继续 <i>推</i> 下去，这一决定在其他地方或许会显得奇怪，但在这里却不。
	25. All the miles I'd traveled in darkness, blizzards and whiteouts gave me the confidence to <i>push</i> onward.	25. 那些在黑暗中、暴风雪中、以及极地的极端气候状况下行进的经历给了我继续 <i>推</i> 进的信心。
	27. Her grandmother must be <i>pushing</i> 75.	27. * [她的祖母肯定快75岁了。] 她的祖母肯定 <i>推</i> 进75岁了。
Sense 5	12. He <i>pushed</i> a robe aside and sat down heavily on the couch.	12. 他将一件长袍 <i>推</i> 到一边，在沙发上重重地坐了下来。
Sense 6 (Core)	4. I <i>push</i> open the wooden door.	4. 我 <i>推</i> 开木门。
	5. Be careful – <i>pushing</i> on the tip of that incisor would draw blood from her finger.	5. * [小心 --- 按压那颗门牙的顶端会从她的手指抽出血来。] 小心 --- <i>推</i> 那颗门牙的顶端会从她的手指抽

		出血来。
	9. You mean would he <i>push</i> his countess down the stairs to be rid of her?	9. 你的意思是，他会将伯爵夫人 <i>推</i> 下楼梯以除掉她？
	16. A man was coming out of the room <i>pushing</i> his hair back with both hands.	16. 一个男人从房间里走了出来，一边用双手将头发向后 <i>推</i> 。
	21. If you <i>push</i> on snow, it will pile up right in front of the blade.	21. 如果你往前 <i>推</i> 雪，雪就会在刀锋的前方堆积起来。
	22. Straighten the outer leg and <i>push</i> on that pedal.	22. 从腰部以下伸直， <i>推</i> 踏板。

Follow (跟)

	Follow	Follow→跟
Sense 1	2. The number 15 <i>follows</i> 14.	2. * [14后面的数字是15。] 数字15 <i>跟在</i> 14后面。
	3. The procedure and concomitant results are as <i>follows</i> .	3. * [过程及相应结果如下。] 过程及相应结果如后 <i>跟</i> 的描述表示。
	11. First came the student speeches, and the presentation of awards <i>followed</i> .	11. 先是学生演讲， <i>跟着</i> 是颁奖。
	15. If you work hard, success will surely <i>follow</i> .	15. 如果你努力工作，成功就会 <i>跟着</i> 到来。
	20. But let me <i>follow</i> up on that issue.	20. 但让我来 <i>跟进</i> 那个议题。
	22. On the pages that <i>follow</i> , people who were at the February meeting talk about why it worked so well.	22. * [在接下来的几页上，参加了二月份的会议的人们探讨了为什么会如此成功的原因。] 在 <i>跟着</i> 的几页上，参加了二月份的会议的人们探讨了为什么会如此成功的原因。
	27. It must <i>follow</i> up by generating its own annual report.	27. 接下来必须要 <i>跟</i> 以它自己的年度报告。
Sense 2	6. Companies <i>follow</i> a simple FDA decision tree to decide whether they should submit their product for full-	6. * [公司按照一个简单的FDA (美国食品及药物管理局) 的决策树来

scale regulatory approval.	决定他们是否应该递交产品以申请全面的注册审批。] 公司 <i>跟着</i> 一个简单的FDA ( 美国食品及药物管理局 ) 的决策树来决定他们是否应该递交产品以申请全面的注册审批。
7. Always <i>follow</i> your gut instinct. Don't ever let anyone dissuade you from your goal.	7. 永远 <i>跟着</i> 你的直觉来做。不要让任何人劝阻你实现你的目标。
9. Here are profiles of seven women, each of whom <i>followed</i> a different path to success in computers and technology.	9. * [这里有七个女人的档案资料，每个人都以不同的途径实现了在计算机和技术领域里的成功。] 这里有七个女人的档案资料，每个人都 <i>跟着</i> 不同的途径实现了在计算机和技术领域里的成功。
14. Plus, online games help your young child learn to <i>follow</i> directions and sit still.	14. * [还有，网络游戏帮助您的小孩子学习服从指令并安静地坐着。] 还有，网络游戏帮助您的小孩子学习 <i>跟从</i> 指令并安静地坐着。
16. His films <i>follow</i> one line, as if they were all one movie.	16. * [他的电影都沿着同一主线，似乎他们是同一部电影。] 他的电影都 <i>跟着</i> 同一主线，似乎他们是同一部电影。
17. The struggle with terminology seems to <i>follow</i> the crafts field.	17. * [那些关于术语的纷争似乎在工艺界始终发生着。] 那些关于术语的纷争似乎 <i>跟随着</i> 工艺界。
18. Though all these regimes <i>follow</i> the Islamic faith, Islam is not incompatible with democracy.	18. * [虽然这些政体制度都是遵循伊斯兰的信仰的，伊斯兰教和民主制度并不相容。] 虽然这些政体制度都是 <i>跟从</i> 伊斯兰的信仰的，伊斯兰教和民主制度并不相容。

	21. But if this were a really serious love affair thing, then you would have to <i>follow</i> your heart.	21. 但是如果这是真正严肃的爱情，那你就得 <i>跟着</i> 感觉来。
	23. There are no rules to <i>follow</i> in writing these compositions.	23. * [写作这些作品的时候没有什么规则可以遵循。] 写作这些作品的时候没有什么规则可以 <i>跟从</i> 。
	24. May she have a long and happy life, and <i>follow</i> in her grandfather's footsteps.	24. * [祝她长寿幸福，继承她祖父的衣钵。] 祝她长寿幸福， <i>跟随</i> 他祖父的足迹。
	29. I don't entirely <i>follow</i> the logic of that.	29. * [我不是完全明白那事儿的逻辑。] 我不是完全 <i>跟得上</i> 那事儿的逻辑。
	30. He <i>followed</i> his conscience.	30. * [他凭着良心做事。] 他 <i>跟着</i> 良心做事。
Sense 3	25. It's a series of three shots, so you have to <i>follow</i> through.	25. * [这是连续的三枪，你必须全部完成。] 这是连续的三枪，你必须 <i>跟到底</i> 。
Sense 4 (Core)	1. Sonia and Walt get their tickets and <i>follow</i> the guide into the house where Proust spent his boyhood summers.	1. 索尼娅和沃特拿到了票， <i>跟着</i> 导游进入普鲁斯特童年度夏的那所房子。
	4. We <i>followed</i> the guide, sneakers squishing, up a rocky slope, along a trail and a rocky cliff.	4. 我们 <i>跟着</i> 导游，运动鞋咯吱作响，沿着一条小径和岩石峭壁，爬上了一个岩石斜坡。
	5. I <i>followed</i> the flight with my eyes.	5. 我用目光 <i>跟着</i> 那架飞机。
	8. As he <i>followed</i> the news of the shootings, Mark told his co-workers about when he saw that day.	8. 马克一边 <i>跟着</i> 看关于枪击案的报道，一边告诉他的同事们他那天看到的事情。
	10. The faint scent left by passing feet can be detected so easily that a predator can <i>follow</i> an invisible trail quite effortlessly.	10. 食肉动物可以轻易地辨别出前面动物留下的微弱气味，从而轻松

		地沿着一条看不见的路 <i>跟踪</i> 下去。
12. I have been <i>followed</i> on my day off to restaurants by security guards with walkie-talkies.		12. 我休息日去饭店的时候，被手持对讲机的保安 <i>跟踪</i> 。
13. For a stretch, I <i>follow</i> a path beaten clear by the sharp hooves of mountain goats.		13. * [想要活动一下筋骨，我沿着一条被山羊的尖蹄子踏平的小路走了下去。] 想要活动一下筋骨，我 <i>跟着</i> 一条被山羊的尖蹄子踏平的小路走了下去。
19. The painter's brush strokes seem to <i>follow</i> the intimate curvature of the young boy's chin and nose.		19. * [那个画家的下笔动作似乎是在沿着小男孩下巴和鼻子那熟悉的弯度来走。] 那个画家的下笔动作似乎是在 <i>跟着</i> 小男孩下巴和鼻子那熟悉的弯度来走。
26. But for others, it's the biggest fork in the road of their young lives - with no yellow bricks to <i>follow</i> .		26. * [但是对于其他人，这是他们年轻的生命里最大的岔口——且没有任何路标可供遵循。] 但是对于其他人，这是他们年轻的生命里最大的岔口——且没有任何路标可以 <i>跟</i> 下去。
28. Unmarried, Bert is apt to <i>follow</i> the Kindle County sporting teams around the country on weekends.		28. 未婚的伯特可以在周末在全国范围内到处 <i>跟着</i> 肯德尔镇的体育队跑。

Run (跑)

	Run	Run → 跑
Sense 1	1. The cops had <i>run</i> a computer check on his license tag and found it was registered as a Pontiac Fiero.	1. * [警察在电脑上搜索出他的牌照号码，发现车子是以庞蒂亚克.菲洛的款型来注册的。] 警察 <i>跑</i> 了一遍电脑检索以搜索出他的牌照号码，发现车子是以庞蒂亚克.菲洛的款型

		来注册的。
5. Maria liked to <i>run</i> her mouth.		5. * [玛丽亚喜欢不停地说话。] 玛丽亚喜欢 <i>跑</i> 嘴巴。
20. Your car, in the future, will be <i>run</i> by black boxes while you watch.		20. * [在未来，你的车会由黑匣子来操作，你只要看着就行了。] 在未来，你的车会由黑匣子来 <i>跑</i> ，你只要看着就行了。
21. The business <i>run</i> by Colville is struggling to survive.		21. * [考韦勒经营的生意很难维持。] 考韦勒 <i>跑</i> 的生意很难维持。
22. Private bankers are worried that Congress will <i>run</i> riot over client confidentiality.		22. * [私人银行家担心国会会拿着客户机密胡作非为。] 私人银行家担心国会会拿着客户机密胡乱 <i>跑</i> 。
23. The popular federal retirement program is projected to <i>run</i> short of funds around 2030.		23. * [预计，广受欢迎的政府退休项目将在2030年左右面临资金不足的问题。] 预计，广受欢迎的政府退休项目将在2030年左右面临资金 <i>跑</i> 不到位的问题。
24. A visit to Almaden shows how far IBM has <i>run</i> with the technology.		24. * [到阿玛丹的一次访问显示出了IBM凭借科技的力量发展出的水平。] 到阿玛丹的一次访问显示出了IBM凭借科技的力量可以 <i>跑</i> 多远。
25. The league has explicit rules that <i>run</i> to 63 pages on its Web site.		25. * [联盟有着非常明确的、在其网站上长达63页的规则。] 联盟有着非常明确的、在其网站上 <i>跑</i> 到63页的规则。
29. The interest on the loan will <i>run</i> through next year.		29. * [贷款的利息将在明年一年保持不变。] 贷款的利息将 <i>跑</i> 过明年一年保持不变 )。

Sense 2	3. General Pikhye says peacekeeping troops <i>run</i> into trouble when their political leaders are indecisive.	3. * [皮克海将军称，当其政治统帅犹豫不决的时候，维和部队就遇上了麻烦。] 皮克海将军称，当其政治统帅犹豫不决的时候，维和部队就 <i>跑</i> 上了麻烦。
	10. The proposed changes in the law have <i>run</i> into opposition from many social workers.	10. * [被提议的法律修改遇到了社会工作者的反对。] 被提议的法律修改 <i>跑</i> 到了社会工作者的反对。
	18. Mrs. Benedict, did you <i>run</i> a fever when you had the flue?	18. * [比尼迪克太太，你得流感的时候发烧了吗？] 比尼迪克太太，你得流感的时候 <i>跑</i> 烧了吗？
	19. Whenever I <i>run</i> across a funny name, I like to poke around for a rhyme.	19. * [当我碰上一个滑稽的名字的时候，我喜欢试着给它找一个押韵词。] 当我 <i>跑</i> 上一个滑稽的名字的时候，我喜欢试着给它找一个押韵词。
Sense 3	4. Simpson may <i>run</i> low on cash.	4. * [辛普森可能现金不足。] 辛普森可能现金 <i>跑</i> 低。
	6. Members of Congress <i>run</i> against their own institution.	6. * [国会议员们和他们自己的机构对抗。] 国会议员们和他们自己的机构反着方向 <i>跑</i> 。
	7. He began to <i>run</i> dry of ideas.	7. * [他的主意用光了。] 他的主意 <i>跑</i> 干了。
	8. Many Palestinian wells have <i>run</i> dry because Israelis have bored wells up to six times deeper than the old wells.	8. 很多巴勒斯坦的水井都 <i>跑</i> 干了，因为以色列挖掘了比老井深六倍的井。
	13. Bob Huntley announced that he would <i>run</i> for governor as a Democrat this year.	13. * [鲍勃·亨特利宣布他今年要作为民主党成员参加州长的竞选。] 鲍勃·亨特利宣布他今年要作为民主

		党成员为州长的位置而 <b>跑</b> 。
Sense 4	9. Nick has <i>run</i> into an abandoned house.	9. 尼克碰到了一个被废弃的房子。
	11. McKinzie decided to <i>run</i> after a conversation with a class of his students six years ago.	11. * [麦肯茨决定顺着六年前和他的一班学生的一次对话的思路想下去。] 麦肯茨决定顺着六年前和他的一班学生的一次对话的思路 <b>跑</b> 下去。
	14. We might <i>run</i> into a dead end.	14. * [我们有可能会遇到死胡同。] 我们有可能会 <b>跑</b> 进死胡同。
	15. We've <i>run</i> into a lot of wildlife.	15. * [我们碰上了很多野生动物。] 我们 <b>跑</b> 上了很多野生动物。
Sense 5	12. What's it feel like to look at your kid and know that in some ways he could <i>run</i> circles around you?	12. * [当你看着你的孩子，知道在某些方面他远远地胜于你，那种感受是什么样的？] 当你看着你的孩子，知道在某些方面他可以围着你 <b>跑</b> 圈子，那种感受是什么样的？
	16. Furthermore, risk messages about pollution are frequently <i>run</i> on television.	16. * [还有，关于污染的危险信息经常在电视上播放。] 还有，关于污染的危险信息经常在电视上 <b>跑</b> 。
	26. There was a rope that would <i>run</i> through the pulley.	26. * [有一个绳子可以穿过滑轮。] 有一个绳子可以 <b>跑</b> 过滑轮。
	27. The train <i>runs</i> between New York and Boston.	27. * [这趟火车行驶于纽约和波士顿之间。] 这趟火车在纽约和波士顿之间 <b>跑</b> 。
	28. The subway will start <i>running</i> at 4:00 am.	28. * [地铁从凌晨4点开始运行。] 地铁从凌晨4点开始 <b>跑</b> 。
	30. We saw lava <i>running</i> all the way down the volcano.	30. * [我们看到岩浆从火山上流下来。] 我们看到岩浆从火山上 <b>跑</b> 下来。



		来。
Sense 6 (Core)	2. The tears started and I tried to <i>run</i> after the bus.	2. 泪水奔流，我试着跟着公共汽车跑。
	17. The Horned Frogs <i>run</i> through the Mountain West again.	17. 角蛙再次跑过了西山。

Win (赢)

	Win	Win→赢
Sense 1	2. He smiles at her, it's the same sweet smile that <i>won</i> her heart.	2. 他冲她笑了，正是赢得她的那种甜甜的笑。
	7. His sense of humor, intellect and gentle, playful style soon <i>won</i> her over.	7. 他的幽默感、智慧，及温和的、游戏式的风格很快就赢得了她。
	11. Lorelai's parents hope to <i>win</i> her over to their highbrow way of life.	11. 洛瑞莱的父母希望以他们的高品位的生活方式将她赢过来。
	12. He was unable to <i>win</i> the woman he loved.	12. 他无法赢得他爱的女人。
	15. Failing to <i>win</i> approval for its plan, management soon capitulated to shareholders' demands.	15. 管理层未能赢得对于其计划的批准，不久就屈服于股民的需求了。
	16. But the clarity of Souter's opinion <i>won</i> him over.	16. 但是苏特的观点的清晰性赢得了他。
	23. Giant initiated a price war to <i>win</i> back customers it lost during the strike.	23. 巨人发起了一场价格战以赢回罢工期间所失去的客人。
	24. She believes a few weeks can make a difference in <i>winning</i> significant European backing for the use of force.	24. 她相信，在赢得欧洲对于用兵的重要支持方面，几个星期的时间可能会有很大的作用。
	25. They appear to have succeeded in <i>winning</i> the cooperation of community-oriented young people.	25. 看上去他们已经赢得了以社区为目的的年轻人的合作。
30. Barry is slowly <i>winning</i> over the members when they begin to see that he is a pretty good guy.	30. 当成员们开始看出巴瑞是一个挺不错的人的时候，他就慢慢地赢	

		得了这些人。
Sense 2 (Core)	1. Glavine wanted desperately to <i>win</i> his first playoff game and quiet his critics.	1. 格拉芬迫切地想 <i>赢得</i> 他的第一场加时赛，已平息他的批评者们。
	3. You can <i>win</i> awards for achieving the best level of fitness.	3. 你可以因为达到最佳的健身水平而 <i>赢得</i> 奖励。
	4. They can't <i>win</i> in the courts.	4. 他们在法庭上 <i>赢</i> 不了。
	5. Evander Holyfield upsets Tyson to <i>win</i> heavyweight boxing title.	5. 伊凡德·霍利菲尔德战胜泰森 <i>赢得</i> 了重量级拳击冠军的头衔。
	6. He has had to overcome much tougher obstacles to <i>win</i> in business.	6. 他曾经战胜过艰难得多的困难以在商界 <i>赢得</i> 成功。
	8. We will <i>win</i> this election!	8. 我们会 <i>赢得</i> 此次选举！
	9. Jones <i>won</i> her second gold medal in the Women's 4x100 relay with her teammates.	9. 琼斯和她的队友们一起在女子4乘100的接力赛中 <i>赢得了</i> 她的第二枚金牌。
	10. In the best scenario, Speech would <i>win</i> best picture and Fincher would win best director.	10. 最好的情况下，“国王的演讲”会 <i>赢得</i> 最佳影片奖，芬彻会 <i>赢得</i> 最佳导演奖。
	13. They may never <i>win</i> a Super Bowl again.	13. 他们可能再也 <i>赢</i> 不了“超级碗”了。
	14. “Volare” is the only foreign-language song ever to <i>win</i> a Grammy.“	14. 沃拉雷”是唯一的一首 <i>赢得</i> 格莱美大奖的外国歌曲。
	17. She was the first woman to <i>win</i> a Nobel Prize.	17. 她是第一位 <i>赢得</i> 诺贝尔奖的女性。
	18. Two hot bats and a hot starting pitcher can <i>win</i> a series like this.	18. 两名优秀的击球手和一名优秀的投球手可以像这样地 <i>赢得</i> 一系列比赛。
	19. You <i>won</i> a \$25,000 scholarship.	19. 你 <i>赢得了</i> 25000美金的奖学金。
	20. He'd <i>won</i> a trip to Cuba for his	20. 他因交际舞 <i>赢得</i> 了一趟到古巴

ballroom dancing.	旅游的机会。
21. Entrance polls tonight showed Gore <i>winning</i> virtually every category of Democratic voter.	21. 今晚的初次民意调查显示，戈尔事实上 <i>赢得了</i> 每一种类型的民主党选民。
22. The Black Bears have <i>won</i> 20 of their past 21 games.	22. 黑熊队在他们过去的21场比赛中 <i>赢了</i> 20场。
26. Both parties see that region as key to <i>winning</i> the state.	26. 两党都将该地区视为 <i>赢得</i> 该州的关键。
27. It felt like <i>winning</i> the lottery.	27. 那种感觉就像 <i>赢了</i> 彩票。
28. They have to learn how to deal with <i>winning</i> and losing.	28. * [他们必须学习如何处理成功和失败。] 他们必须学习如何处理 <i>输赢</i> 。
29. Carolyn fought the Smith family in court, <i>winning</i> a permanent custody order.	29. 凯洛林与史密斯一家在法庭上斗争， <i>赢得了</i> 永久抚养权。

Touch (触)

	Touch	Touch→触
Sense 1	2. We don't want to <i>touch</i> into legal areas where we're not supposed.	2. 我们不想碰 <i>触</i> 我们不该碰的法律领域。
	6. When they did meet, the conversation lasted five minutes, never <i>touching</i> on Florida football.	6. 当他们见了面，谈话持续了五分钟，从未 <i>触</i> 到佛罗里达橄榄球的话题。
	7. I will oversimplify matters and <i>touch</i> on five factors that contribute to the current crisis.	7. * [我将简单地概括一下事态，谈一下导致当前危机的五个因素。] 我将简单地概括一下事态，会 <i>触</i> 到导致当前危机的五个因素。
	12. They <i>touch</i> on principles relating to personal and institutional autonomy and freedom of speech.	12. 他们 <i>触及</i> 到了关于个人和机构自治及言论自由的原则。
	16. A federal court recently <i>touched</i> upon this point.	16. 一个联邦法庭最近 <i>触及</i> 了这一点。

	17. It was unexpectedly heavy; the barrels were <i>touched</i> with patches of dark orange rust.	17. * [它出人意料地重；枪管上布满了深红色的锈斑。] 它出人意料地重；枪管上被深红色的锈斑所 <b>触</b> 满。
	28. No social security trust fund will be <i>touched</i> to balance the budget.	28. 社会保险信托基金不会被碰 <b>触</b> 以用来平衡预算。
Sense 2	11. The work <i>touched</i> her personally.	11. 那件作品 <b>触</b> 动了她。
	14. She felt wonderful, as if a healing breeze had <i>touched</i> her soul.	14. 她感觉非常好，就像一阵疗伤的微风 <b>触</b> 到了她的灵魂一般。
	18. Sweeping altruism or grand ideas of systemic reform do little to <i>touch</i> the soul's most basic needs.	18. 单一的利他主义和系统化改革的宏大想法对于 <b>触</b> 及灵魂的基本需要无济于事。
	20. It had no guts – no compelling message to <i>touch</i> the heart.	20. 毫无勇气可言——没有任何可以 <b>触</b> 及心灵的、令人信服的信息。
	24. Quinn <i>touched</i> a nerve during the gulf war when she argued in The Washington Post passionately against mothers being sent into battles.	24. 当奎因在华盛顿邮报上热烈地反对身为母亲的人被派至战斗的时候，她 <b>触</b> 到了敏感问题。
	25. A premonition <i>touched</i> Duncan's spirit in that moment of terrible beauty.	25. * [在那极致美丽的时刻，邓肯隐隐地有了一个不祥的预感。] 在那极致美丽的时刻，一个不祥的预感 <b>触</b> 到了邓肯的灵魂。
	26. A rueful smile <i>touched</i> Edmond's mouth.	26. * [埃德蒙的嘴露出一丝惆怅的微笑。] 一丝惆怅的微笑 <b>触</b> 到了埃德蒙的嘴。
	27. After she boarded her flight from Frankfurt Sunday, she was <i>touched</i> to find a red rose on her dinner tray.	27. 当她周日登上飞往法兰克福的航班，在她的晚餐盘里发现一支红玫瑰时，她被 <b>触</b> 感动了。
Sense 3 (Core)	1. Someone told me not to <i>touch</i> anything.	1. 有人告诉我不要碰 <b>触</b> 任何东西。

3. She felt Robert's fingers <i>touch</i> the top of her hair.	3. 她感觉到罗伯特的的手指 <i>触了触</i> 她的头发的顶部。
4. When the loaves are cool enough to <i>touch</i> , cut each loaf into diagonal slices.	4. 当面包凉到可以 <i>触摸</i> 的程度时，将面包切成斜片。
5. He never wanted me <i>touching</i> his knife.	5. 他从不愿让我碰 <i>触</i> 他的刀。
8. The harper <i>touched</i> the strings of her harp.	8. 琴师 <i>触摸</i> 她的琴弦。
9. He reaches to <i>touch</i> the dark stain of old blood.	9. 他伸出手去 <i>触摸</i> 那块老血的深色血迹。
10. She bends down but does not <i>touch</i> the flowers.	10. 她弯下腰，但是没有碰 <i>触</i> 到那些花。
13. He sat beside her head and <i>touched</i> her shoulder.	13. 他坐在她的头旁边， <i>触</i> 到了她的肩膀。
15. He stood, so thin his clothes hardly <i>touched</i> him at all.	15. 他站在那里，那么瘦，衣服几乎都 <i>触</i> 不到他的身体。
19. His feet didn't <i>touch</i> the floor.	19. 他的脚无法 <i>触</i> 到地板。
21. I watched the waves <i>touch</i> the sky as I stood in the water up to my ankle.	21. * [我站在齐脚踝深的水里，看着波浪连着天际。] 我站在齐脚踝深的水里，看着波浪 <i>触</i> 着天际。
22. Just put on the headphones and <i>touch</i> the screen to hear a song from any era or favorite artist.	22. 戴上耳机， <i>触摸</i> 屏幕，来听任何一个时代的或喜欢的艺术家的歌曲。
23. I reached for it and my hand unexpectedly <i>touched</i> warmth and fur.	23. 我向它伸出手去，我的手意外地 <i>触</i> 到了一片温暖和皮毛。
29. He went to the gun cabinet and <i>touched</i> the barrel of the heavy rifle.	29. 他来到枪柜， <i>触了触</i> 那杆沉重的来福枪的枪管。
30. You hear and feel its sounds, even though you have not yet <i>touched</i> the strings.	30. 在尚未 <i>触摸</i> 琴弦之前，你听并感觉一下它的声音。

Hang (挂)

	Hang	Hang→挂
Sense 1	3. This event gives you lots of memories to <i>hang</i> onto.	3. * [这一事件给了你很多相关的记忆。] 这一事件给了你很多相关的记忆可以 <i>挂</i> 上去。
	5. They preferred to <i>hang</i> on to their own interpretation of Resolution 194.)。	5. * [他们倾向于坚持他们自己对于194号决议的解读。] 他们倾向于 <i>挂</i> 在他们自己对于194号决议的解读上。
	6. “ <i>Hang</i> on! We are coming!”	6. * [“坚持住！我们马上就到！”] “ <i>挂</i> 着！我们马上就到！”
	9. They <i>hung</i> out after the game.	9. * [游戏结束后他们一起出去去闲逛了。] 游戏结束后他们一起出去 <i>挂</i> 了。
	13. Relax, <i>hang</i> loose, can you?	13. * [放松，保持镇静，能做到吗？] 放松， <i>挂</i> 地松点，能做到吗？
	14. We need to <i>hang</i> tough and work through it and we’ll be all right.	14. * [我们要顽强不屈，坚持到底，我们会没事的。] 我们要 <i>挂</i> 地硬点，坚持到底，我们会没事的。
	17. Would you really be able to <i>hang</i> tough for two years of losses?	17. * [你真的能挺得住连着两年的赔本吗？] 你真的能硬 <i>挂</i> 地过连着两年的赔本吗？
Sense 2	4. I applaud Kevin’s resolve in refusing to <i>hang</i> up on this mother.	4. 我赞赏凯文拒绝 <i>挂</i> 掉这位母亲的电话的决定。
	15. They would certainly leave her to <i>hang</i> out to dry if they knew the fact.	15. 如果他们知道了事实真相，肯定会把她扔到外边， <i>挂</i> 着风干了。
	16. Hey, it’s time to <i>hang</i> the issue up and go find something else to do.	16. 嘿，是时候把这个问题 <i>挂</i> 起来，找点别的事做了。
	18. But what I <i>hang</i> my hat on is the fact that there is just no evidence of	18. * [但我所依据的是这样一个事

	an intentional killing here.	实—这里没有任何蓄意谋杀的证据。]但我用来挂我的帽子的是这样一个事实—这里没有任何蓄意谋杀的证据。
	23. We're just going to <i>hang</i> fire and see what happens.	23. * [我们要暂缓动作，看看会发生什么。]我们要把火挂起来，看看会发生什么。
	28. A bank of clouds, <i>hanging</i> low above the Pacific, hides the borderline of sky and ocean from view.	28. 低低地挂在太平洋上空的云团遮住了天海之间的分解线。
Sense 3	7. Tom <i>hung</i> up the phone.	7. 汤姆挂上了电话。
Sense 4	10. The question <i>hung</i> in the misty air for a time.	10. * [有一段时间，这个问题处于迷雾中。]有一段时间，这个问题挂在迷雾中。
	12. To go back to the president, I think his fate <i>hangs</i> on two things: one is facts, and the other is trust.	12. * [回到总统的话题上，我认为他的命运取决于两件事：一是事实，二是信任。]回到总统的话题上，我认为他的命运挂在两件事上：一是事实，二是信任。
	19. Imagine learning how to <i>hang</i> ten on perfect 7-foot waves.	19. * [试想一下学着怎么在七英尺高的海浪中冲浪。]试想一下学着怎么在七英尺高的海浪中作十趾挂。
	22. Throughout the prosecution's case, a huge question <i>hung</i> over the courtroom.	22. 关于原告，自始至终有一个巨大的问题悬挂在法庭上。
	27. The immunity question is still <i>hanging</i> in the air over Monica Lewinsky.	27. * [关于莫尼卡·莱温斯基，免责的问题尚未确定。]关于莫尼卡·莱温斯基，免责的问题还挂着呢。
	29. Thereby <i>hangs</i> a tale of sacrifice	29. * [这里有一个值得传颂和牢记

	that should be told and remembered.	的关于牺牲的故事。] 这里 <i>挂</i> 着一个值得传颂和牢记的关于牺牲的故事。
	30. Connecticut is confronting the question that has <i>hung</i> over the national welfare reform effort since it began.	30. * [康涅狄格正面临着从一开始就困扰着国家福利改革的那个问题。] 康涅狄格正面临着从一开始就 <i>挂</i> 在国家福利改革上方。
Sense 5 (Core)	1. There was nothing for me to do but <i>hang</i> a very old photograph on the wall.	1. 我无事可做，只能将一张旧照片 <i>挂</i> 到墙上。
	2. Their nameplates <i>hang</i> from their necks.	2. 他们的名牌 <i>挂</i> 在他们的脖子上。
	8. Then we <i>hung</i> the jacket on a hanger by the window.	8. 然后我们将夹克 <i>挂</i> 在了窗边的衣架上。
	11. A pair of yellow rubber gloves <i>hung</i> over the edge of a muck-filled bucket.	11. 一双黄色橡胶手套 <i>挂</i> 在一个装满粪肥的桶的边缘。
	20. Perhaps I should <i>hang</i> myself now?	20. * [或许我现在该去上吊?] 或许我现在该去把自己 <i>挂</i> 起来?
	21. We'd paint a house, we'd <i>hang</i> a door.	21. * [我们要给房子油漆，还要安一个门。] 我们要给房子油漆，还要 <i>挂</i> 一个门。
	24. The lantern <i>hangs</i> on the nail.	24. 灯笼 <i>挂</i> 在钉子上。
	25. She was beautiful with long black hair that she let <i>hang</i> loose and free.	25. * [她很漂亮，有着长长的黑色头发，她任其松松的、自在的垂着。] 她很漂亮，有着长长的黑色头发，她任其松松的、自在的 <i>挂</i> 着。
	26. He slows to scan the large sign <i>hanging</i> high over the road.	26. 他慢下来，仔细看 <i>挂</i> 在马路上的大标牌。



## Listen (听)

	Listen	Listen→听
Sense 1	1. I must not <i>listen</i> to my mind.	1. * [我千万不能意气用事。] 我千万不能 <i>听从</i> 感情的支配。
	20. The narrator learns how to <i>listen</i> for the unspoken, the unarticulated.	20. 叙述者学着 <i>听出</i> 那些没有说出来的、表达含混的信息。
	22. We will prayerfully <i>listen</i> for what the Spirit is saying to us today.	22. 我们今天将虔诚地来 <i>听</i> 圣灵要对我们说的话。
	26. Illumination comes at the center, where you <i>listen</i> for clarity or insight.	26. 阐释的部分在中间，你要 <i>听</i> 的是明晰性或洞察力。
Sense 2	15. <i>Listen</i> , I have been in this kind of situation.	15. <i>听着</i> ，我曾经经历过这样的情况。
	19. <i>Listen</i> , I know your intentions are good, but I have to tell you something before this goes any further.	19. <i>听着</i> ，我知道你的意图是好的，但在事态有进一步的发展之前，我得告诉你一些事情。
Sense 3 (Core)	2. Shsh! Let's <i>listen</i> for a while, just in case there's any fighting going on!	2. 嘘！咱们 <i>听</i> 一会，以防万一有人正在打斗。
	3. The deputies then, on the spot, <i>listen</i> for clues in the tapes.	3. 在现场，代表们 <i>听</i> 了录音带以寻找线索。
	4. You forget to <i>listen</i> for footsteps above.	4. 你忘了去 <i>听</i> 上面的脚步声。
	5. Sit at the edge of a meadow and <i>listen</i> for hummingbirds.	5. 坐在草地边缘去 <i>听</i> 蜂鸟歌唱。
	6. Maybe if you'd <i>listen</i> for once you'd learn something.	6. 也许你 <i>听</i> 一次话，就能学点东西。
	7. <i>Listen</i> for them to come overhead, go distant and then return.	7. <i>听</i> 他们从头顶上过来的声音，离开然后再回来。
	8. Now I <i>listen</i> for three special voices.	8. 现在我要 <i>听</i> 的是三个特殊的声音。

9. Let's <i>listen</i> one more time, and you can listen for x' and y' or anything else in the music that catches your ear.	9. 现在来再 <i>听</i> 一次，你可以去寻找音乐中任何能捕捉住你注意力的东西。
10. I came here to <i>listen</i> to your argument, so I could take it back and use it to convince others.。	10. 我是来 <i>听</i> 你的论点的，我好拿回去说服别人。
11. I can <i>listen</i> for 10 minutes and not even figure out what we're talking about.	11. 我可以 <i>听</i> 10分钟，仍然搞不懂我们谈的是什么。
12. I don't really <i>listen</i> to music that I'm not working on.	12. 我不怎么 <i>听</i> 不是我正在做的音乐。
13. You wouldn't <i>listen</i> to me about Naomi and her daughter.	13. 关于内奥米和她女儿，你不 <i>听</i> 我的话。
14. It is wise to <i>listen</i> to the words of the carpenter.	14. <i>听</i> 从那位木匠的话是明智的。
16. But I <i>listen</i> to a lot of music a few hours a day.	16. 但是我一天要 <i>听</i> 上几个小时的大量音乐。
17. They <i>listen</i> to each other's response. 他们 <i>听</i> 取对方的反应。	17. 他们 <i>听</i> 取对方的反应。
18. You need to <i>listen</i> to me and take me seriously.	18. 你得 <i>听</i> 我说，并且是认真地。
21. And what should we <i>listen</i> for?	21. 我们要 <i>听</i> 的是什么呢？
23. Essentially, they can sit there and <i>listen</i> for an avalanche to occur.	23. 实际上，他们可以坐在那儿来 <i>听</i> 雪崩的发生。
24. She wrapped herself in a blanket and lay down to <i>listen</i> for howling on the wind.	24. 她把自己裹在毯子里，躺下来 <i>听</i> 狂风的咆哮声。
25. I decided just to <i>listen</i> for further disturbances and act as though nothing had happened.	25. 我决定还是来 <i>听</i> 听进一步的动静，于是我一切照旧，就像什么都没发生过一样。
27. Similarly to bats, dolphins and whales emit a series of sounds and <i>listen</i> for an echo.	27. 与蝙蝠类似，海豚和鲸鱼发出一系列的声音，并 <i>听</i> 其回声。
28. A white cat and a black cat sit and <i>listen</i> to a boring cat.	28. 一只白猫和一只黑猫坐着， <i>听</i> 一只令人厌烦的猫说话。

	29. Did you <i>listen</i> to all of the testimony in the trial?	29. 你有没有 <i>听</i> 审判中所有的证词？
	30. Let's <i>listen</i> to a little bit of the frog's speech here.	30. 让我们 <i>听</i> 一会那只青蛙的演讲。

Leave (离开)

	Leave	Leave→离开
Sense 1	1. Lucy had never seen him <i>leave</i> a bed unmade.	1. * [鲁西还从没见过他不整理床铺的情况。] 鲁西还从没见过他 <i>离开</i> 床铺不整理的情况。
	3. My father died and <i>left</i> me all his belongings.	3. * [我父亲去世了，把他所有的东西都留给了我。] 我父亲去世了，把他所有的东西都 <i>离开</i> 给了我。
	4. She had also found four bottles of champagne <i>left</i> over from Chuckie's twenty-sixth birthday party.	4. * [她还找到从查凯二十六岁生日派对上剩下的四瓶香槟酒。] 她还找到从查凯二十六岁生日派对上 <i>离开</i> 的四瓶香槟酒。
	5. They should <i>leave</i> memory as an enigma.	5. * [他们应该将记忆当作一个谜那样留下来。] 他们应该将记忆当作一个谜那样 <i>离开</i> 。
	8. You can <i>leave</i> the baby with me.	8. * [你可以把孩子留给我。] 你可以把孩子 <i>离开</i> 给我。
	10. I'll <i>leave</i> this contract with you for security.	10. * [为了安全起见，我会把这份合同留给你。] 为了安全起见，我会把这份合同 <i>离开</i> 给你。
	11. I think his passivity is going to <i>leave</i> him feeling just awful.	11. * [我认为他的被动性将会使他感觉很糟糕。] 我认为他的被动性将会 <i>离开</i> 他感觉很糟糕。
	12. It may seem there isn't much time or energy <i>left</i> over for your relationship with your partner.	12. * [看起来在你和你伴侣的关系上，没有什么时间和能量剩下来

	了。] 看起来在你和你伴侣的关系上，没有什么时间和能量 <i>离开</i> 了。
13. Monica baked cookies to <i>leave</i> in their hotel rooms.	13. * [莫妮卡烘烤了一些糕点，留在他们旅馆的房间里。] 莫妮卡烘烤了一些糕点， <i>离开</i> 在他们旅馆的房间里。
14. Judge Lance could declare a mistrial and <i>leave</i> open the possibility of a new trial.	14. * [兰斯法官可以宣布审判无效，以使新一轮的审判成为可能。] 兰斯法官可以宣布审判无效，以 <i>离开</i> 新一轮的审判成为可能。
15. The wound <i>left</i> an ugly scar.	15. * [伤口留下一道丑陋的疤痕。] 伤口 <i>离开</i> 一道丑陋的疤痕。
16. He was going to <i>leave</i> the money for a cab and tip.	16. * [他要留下出租车和小费的钱。] 他要 <i>离开</i> 出租车和小费的钱。
18. They <i>left</i> the project unfinished.	18. * [他们没有将项目完工。] 他们 <i>离开</i> 项目未完工。
19. 5 from 8 <i>leaves</i> 3.8	19. * [减5剩3。] 减5 <i>离开</i> 3。
22. <i>Leave</i> the bulbs in the ground to dry for another week.	22. * [将灯泡留在地上，再干燥一周。] 将灯泡 <i>离开</i> 在地上，再干燥一周。
26. Gender-based pay inequities <i>leave</i> women overworked.	26. * [以性别区分的薪资不平等使得女人过度地工作。] 以性别区分的薪资不平等 <i>离开</i> 女人过度地工作。
27. I <i>left</i> a list on the desk.	27. * [我在书桌上留下一个单子。] 我在书桌上 <i>离开</i> 一个单子。
29. <i>Leave</i> yourself some flexibility.	29. * [给你自己留些灵活性。] 给你自己 <i>离开</i> 些灵活性。

	30. The holidays are over, <i>leaving</i> behind millions of shabby Christmas trees and megatons of uneaten fruitcake.	30. * [假日结束了，剩下来数百万的破败的圣诞树，和几百万吨的没吃的水果蛋糕。] 假日结束了， <i>离开</i> 数百万的破败的圣诞树，和几百万吨的没吃的水果蛋糕。
Sense 2	2. It should be a learning environment where no one is <i>left</i> out.	2. * [这应该是一个没有人会被落后的学习环境。] 这应该是一个没有人会被 <i>离开</i> 的学习环境。
	6. He had said more or less the same thing to Renard, although he had <i>left</i> out the particulars.	6. * [他对瑞纳德说了或多或少相同的事情，但他留下细节没讲。] 他对瑞纳德说了或多或少相同的事情，但他 <i>离开</i> 细节没讲。
Sense 3 (Core)	7. He will <i>leave</i> office with 100 unused vacation and sick days.	7. 他将 <i>离开</i> 岗位，有100天的休假和病假尚未使用。
	9. Paul places his arms around Julia as they watch the bus <i>leave</i> the station.	9. 保罗用胳膊搂住朱莉娅，他们看着公交车 <i>离开</i> 站台。
	17. She watched him <i>leave</i> the room.	17. 她看着他 <i>离开了</i> 房间。
	20. College is a time when you <i>leave</i> home.	20. 上大学是你 <i>离开</i> 家的时候。
	21. <i>Leave</i> me alone.	21. * [别理我。] <i>离开</i> 我。
	23. She was told to <i>leave</i> the hospital.	23. 她被告知 <i>离开</i> 医院。
	24. They had no idea he might refuse to <i>leave</i> unless they wrote him an apology.	24. 他们不明白的是，他可以拒绝 <i>离开</i> ，除非他们给他写一份道歉。
	25. He <i>left</i> school before graduation because he had to become the bread earner for the family after his Dad died.	25. 他在毕业前就 <i>离开了</i> 学校，因为在他父亲去世后他不得不养家糊口。
28. Hurricane Rita forced them to <i>leave</i> their home in south Florida.	28. 飓风瑞塔迫使他们 <i>离开</i> 他们在南佛罗里达的家。	

## Smell (闻)

	Smell	Smell→闻
Sense 1	1. Both detectives <i>smelled</i> trouble at once.	1. * [两位侦探立刻就觉察出有麻烦。] 两位侦探立刻就 <i>闻</i> 出来有麻烦。
	2. I <i>smell</i> a rat. There is something strange about this.	2. * [我觉着情况不妙。这里面有点奇怪。] 我 <i>闻</i> 出情况不妙。这里面有点奇怪。
	12. As she ascends to a 4,500-ft high ridgeline, Ruby Jenkins says she <i>smells</i> trouble.	12. * [当茹比.金肯斯上升到4500英尺高的海拔线时, 她说她感觉有麻烦。] 当茹比.金肯斯上升到4500英尺高的海拔线时, 她说她 <i>闻</i> 出来情况有麻烦。
	13. Some smart investors <i>smelled</i> trouble.	13. * [一些聪明的投资者们感觉出情况有问题。] 一些聪明的投资者们 <i>闻</i> 出来情况有问题。
	14. A closer analysis of the narrative eventually leads the reader to <i>smell</i> a rat.	14. * [近距离地分析这个故事最终使得读者感到不对劲。] 近距离地分析这个故事最终使得读者 <i>闻</i> 出不不对劲。
	15. The Democrats <i>smell</i> blood. Do you suddenly feel politically a bit more vulnerable now?	15. 民主党员 <i>闻</i> 到了血腥味。你现在有没有觉得在政治方面有点更容易受伤害了?
	19. Anyone could <i>smell</i> trouble as soon as the first week began with Paige Miles butchering a 40-year-old Free song.	19. * [当第一个星期以佩琦.迈尔斯禁止一首有着40年历史的自由歌曲为开始时, 任何人都能感觉出有麻烦。] 当第一个星期以佩琦.迈尔斯禁止一首有着40年历史的自由歌曲为开始时, 任何人都能 <i>闻</i> 出来有麻烦。

	20. This <i>smelled</i> like a setup, but who would know to set him up?	20. * [这个感觉上去像个陷阱，但是谁会要去整他呢？] 这个 <i>闻</i> 上去像个陷阱，但是谁会要去整他呢？
	23. Your other trustees <i>smelled</i> a rat when they met Charlie Trie.	23. * [当你其他的理事遇到查理·特里的時候，他们感觉有什么不对劲。] 当你其他的理事遇到查理·特里的時候，他们 <i>闻</i> 出来有什么不对劲。
	24. People who'd thought of him as a colleague and friend suddenly <i>smelled</i> a rat.	24. * [原来把他当作同事和朋友们的人们突然感到不对劲。] 原来把他当作同事和朋友们的人们突然 <i>闻</i> 出来不对劲。
Sense 2	4. You <i>smell</i> a Sasquatch?	4. 你 <i>闻</i> 到大脚野人的气味了吗？
	25. I didn't know my career was over at that time, but I looked around and <i>smelled</i> the roses.	25. * [当时我并不知道我的事业玩完了，但我停了下来，享受生活。] 当时我并不知道我的事业玩完了，但我四处看看， <i>闻闻</i> 玫瑰。
	30. This is no time to simply sit back and <i>smell</i> the flowers.	30. * [现在还不是放松下来享受生活的时候。] 现在还不是放松下来 <i>闻闻</i> 花儿的时候。
Sense 3	8. The air <i>smells</i> green, and rich with life.	8. 空气 <i>闻</i> 上去很绿，生机盎然。
	26. Kurt <i>smells</i> like teen spirit.	26. * [科特感觉上去有着十几岁年轻人的精神头。] 科特 <i>闻</i> 上去有着十几岁年轻人的精神头。
	27. The day <i>smells</i> green.	27. 那天 <i>闻</i> 起来很绿色。
	29. The temple <i>smells</i> divine.	29. * [那座庙宇感觉很神圣。] 那座庙宇 <i>闻</i> 上去很神圣。

Sense 4 (Core)	3. Does she <i>smell</i> really bad?	3. 她真地 <i>闻</i> 上去很糟糕吗？
	5. I <i>smell</i> Charlie's cologne.	5. 我 <i>闻</i> 到了查理的科隆香水味。
	6. We <i>smell</i> worse.	6. 我们 <i>闻</i> 起来更糟。
	7. The Crock-Pot <i>smells</i> good.	7. 瓦罐 <i>闻</i> 起来很好。
	9. This section of the plane <i>smells</i> like a toilet.	9. 飞机的这一区域 <i>闻</i> 上去像厕所。
	10. When fresh, it <i>smells</i> like papaya but later develops the odor of honey beer.	10. 新鲜的时候它 <i>闻</i> 上去像木瓜，但后来就长出蜂蜜啤酒的气味。
	11. Toshi <i>smells</i> something burning.	11. 托石 <i>闻</i> 到有东西烧着了。
	16. I <i>smell</i> blood and pain killers on his breath.	16. 我在他的呼吸中 <i>闻</i> 到了血腥味和止痛剂的气味。
	17. The place didn't just <i>smell</i> bad, it smelled horrific.	17. 那地方不仅仅是 <i>闻</i> 起来很糟糕，还很恐怖。
	18. When the bees <i>smell</i> smoke, they rush into the hive and gather honey.	18. 当蜜蜂 <i>闻</i> 到烟，他们冲进蜂巢收集蜂蜜。
	21. I <i>smelled</i> like a Budweiser truck had peed on me.	21. 我 <i>闻</i> 起来就像百威啤酒的卡车泼了我一身。
22. They <i>smelled</i> like sweat, charcoal smoke, fish and bug spray.	22. 他们 <i>闻</i> 起来像甜甜的木炭的烟味，鱼虫喷雾剂。	
28. He <i>smells</i> like milk gone bad.	28. 他 <i>闻</i> 起来像是牛奶变质了。	

Lead (领)

	Lead	Lead→领
Sense 1	8. But could all those bags <i>lead</i> to congestion at the checkpoints?	8. * [但是这么多的包会不会在检查站引起阻塞？] 但是这么多的包会不会在检查站 <i>领</i> 出阻塞？
	10. The election process did <i>lead</i> to a couple of questions.	10. * [选举的过程的确引出了一两个问题。] 选举的过程的确 <i>领</i> 出了一两个问题。
	14. These delays can <i>lead</i> to more complicated procedures.	14. * [这些延误可能会导致更为复



		杂的程序。] 这些延误可能会 引出更为复杂的程序。
15. What <i>led</i> the team at Johns Hopkins to focus on broccoli sprouts and not just broccoli?	15. * [是什么使得约翰.霍普金斯的团队将注意力集中在西兰花的芽上面，而不是整个西兰花?] 是什么 引领着约翰.霍普金斯的团队将注意力集中在西兰花的芽上面，而不是整个西兰花?	
17. This research may <i>lead</i> decision makers to decrease costs.	17. * [此项研究可以使得决策者们减少费用。] 此项研究可以 引领着决策者们减少费用。	
18. The rise in violent juvenile crime <i>led</i> to a debate over stiffer penalties for youngsters.	18. 青少年暴力犯罪的攀升 引领出了一场关于是否要加重对青少年犯罪的惩罚的辩论。	
19. Declining sales <i>lead</i> to declining earnings.	19. 下降的销售 引出了下降的收入。	
21. He was later <i>led</i> to believe that the painting had slashes on its surface.	21. * [他后来被引导着相信那幅画的表层有划痕。] 他后来被 引领着相信那幅画的表层有划痕。	
22. It might easily <i>lead</i> to civil war.	22. * [这会轻易地引发内战。] 这会轻易地 引出内战。	
23. That eventually <i>led</i> to a divorce and the split up of the family.	23. * [那最终导致了离婚和家庭破裂。] 那最终 引出了离婚和家庭破裂。	
24. He emphasizes that slovenliness at the top is <i>leading</i> to failure all around.	24. * [他强调，顶层的敷衍了事导致了整体的失败。] 他强调，顶层的敷衍了事 引出了整体的失败。	
26. There are positive trends <i>leading</i> toward a new paradigm for water development.	26. * [一些正面趋势正在引向水处理的一个新范例。] 一些正面趋势正在 引向水处理的一个新范例。	

	27. We are <i>led</i> to believe that it wasn't the wars that caused death and misery; it was the guns.	27. * [我们被引导着相信是枪，而不是战争，导致了死亡和苦难。] 我们被 <i>领着</i> 相信是枪，而不是战争，导致了死亡和苦难。
	30. The model we've created is <i>leading</i> to success.	30. * [我们创建的模型正在导向成功。] 我们创建的模型正在 <i>领着</i> 成功。
Sense 2	28. Galanos has retreated into his home, lives alone and <i>leads</i> a quiet life.	28. * [嘎拉诺斯在家中隐居，独自生活，过着安静的生活。] 嘎拉诺斯在家中隐居，独自生活， <i>领着</i> 安静的生活。
Sense 3 (Core)	1. He <i>led</i> the crowd in a prayer that ended not with "Amen" but with the shout, "Come, Lord!"	1. 他 <i>领着</i> 众人做祈祷，但结束时他没有说“阿门”，而是喊了一声，“来吧，主！”
	2. "Here's Cousin Gordon," said Cyrene, <i>leading</i> the group indoors."	2. “这是高登表弟，”赛睿说，将众人 <i>领着</i> 进门。
	3. Leftist Coca leader Eva Morales is <i>leading</i> the polls for next month's presidential elections in Bolivia.	3. 左翼分子、古柯联盟的领导人，伊娃·莫拉莱斯正在 <i>领导</i> 进行对下月举行的玻利维亚总统选举的民意调查。
	4. Steve Jobs had a close relationship with the Macintosh programmers when he <i>led</i> Apple.	4. 在他 <i>领导</i> 苹果期间，斯蒂夫·乔布斯与麦金塔的程序员们有着密切的关系。
	5. I <i>led</i> the parade in a sedate march to Dickie's office.	5. 我 <i>领着</i> 游行队伍安静地走向蒂克的办公室。
	6. I do know that the U.S. <i>led</i> the world in automotive technology for many decades.	6. 我确实知道美国于几十年间在汽车技术方面 <i>领导</i> 着世界。
	7. He began walking forward, <i>leading</i> the way and holding her hand.	7. 他开始往前走， <i>领着</i> 路，握着她

		的手。
9. Gibbons <i>led</i> the effort to validate Catholic patriotism.		9. * [吉本斯花了功夫去证实天主教的爱国主义。] 吉本斯领了功夫去证实天主教的爱国主义。
11. The couple murmurs angrily as Jack <i>leads</i> the crowd to the statue.		11. 当杰克领着众人前往雕像的时候，那对夫妇气愤地嘟囔着。
12. He then <i>led</i> the crowd in Mediterranean dancing.		12. 接着，他领着这群人跳起了地中海舞。
13. The government is committed to <i>lead</i> the way to reduce reliance on fossil fuels.		13. 政府致力于引领减少对矿物燃料依赖的途径。
16. Chalabi convinced the US that he was the man to <i>lead</i> an exile opposition to Hussein after the 1991 Gulf War.		16. 沙拉比使得美国确信，他是在1991年海湾战争之后领导反对侯赛因的流亡组织的合适人选。
20. Inman <i>led</i> the team to a win over Walton, scoring 22.		20. 英曼领导队伍以22分赢了沃尔顿。
25. She <i>led</i> the campaign to ban circus animals.		25. 她领导了一项禁止马戏团动物表演的运动。
29. We're pleased to be <i>leading</i> the way in the digital era.		29. 我们荣幸地在数字时代引领着方向。

Eat (吃)

	Eat	Eat→吃
Sense 1	2. They didn't want to live their lives <i>eaten</i> up with grief.	2. * [他们不想以充满悲痛的方式度过余生。] 他们不想以被悲痛吃掉的方式度过余生。
	3. I am <i>eaten</i> up with curiosity.	3. * [我充满了好奇。] 我被好奇吃掉了。
	20. And the regret is still <i>eating</i> at her.	20. * [悔恨还在蚕食着她。] 悔恨还在吃着她。
	25. It's <i>eating</i> me up not knowing	25. * [不知道你怎么样了，我寝食

	how you are doing.	难安。] 不知道你怎么样了，把我吃掉了。
Sense 2	7. He knows his bank account won't be <i>eaten</i> up by inflation.	7. * [他知道他的银行户头不会被通货膨胀给消耗掉。] 他知道他的银行户头不会被通货膨胀给吃掉。
	8. My days are <i>eaten</i> up by a thousand tasks.	8. * [我的日子被很多不同的任务给消耗掉了。] 我的日子被很多不同的任务给吃掉了。
	10. We ended up giving ourselves a good chance to win by Ben tipping the free throw and <i>eating</i> up the clock.	10. * [多亏了本打翻了那颗罚球并拖延了时间，我们最终给了自己一个胜利的好机会。] 多亏了本打翻了那颗罚球并吃掉了时间，我们最终给了自己一个胜利的好机会。
	12. Imports from steel to semiconductors flood onto American shores, <i>eating</i> up market share.	12. * [从钢到半导体的各种进口货涌上美国海岸，蚕食着市场份额。] 从钢到半导体的各种进口货涌上美国海岸，吃着市场份额。
	13. Suburban development allegedly is <i>eating</i> up America's farmland and threatening the agriculture industry.	13. * [据传郊区的发展正在蚕食掉美国的农田，威胁着农产业。] 据传郊区的发展正在吃掉美国的农田，威胁着农产业。
	16. Interest payments on Russia's debt were <i>eating</i> up 30 percent of the Russian budget.	16. 为俄外债所支付的利息吃掉高达百分之三十的俄国预算。
	18. They were lucky that the water had <i>eaten</i> the rock away.	18. * [他们很幸运，水已经将石头腐蚀掉了。] 他们很幸运，水已经将石头吃掉了。
23. Edwards has two autistic children and was losing his home because the expenses were <i>eating</i> up all his money.	23. * [爱德华有两个患自闭症的孩子，由于花费消耗光了他所有的钱，他将要失去他的房子。] 爱德	

		华有两个患自闭症的孩子，由于花费吃光了他所有的钱，他将要失去他的房子。
	24. The illegals are costing the state a fortune, taking jobs, <i>eating up</i> benefits, increasing police and legal fees.	24. * [非法移民正在花着国家大笔的钱，抢占工作，消耗福利，增加警力和法律费用。] 非法移民正在花着国家大笔的钱，抢占工作， <i>吃掉</i> 福利，增加警力和法律费用。
Sense 3	15. Did the media make him <i>eat</i> his words?	15. * [媒体有没有让他自食其言？] 媒体有没有让他 <i>吃掉</i> 自己的话？
	21. Make him <i>eat</i> his heart out.	21. * [让他伤心死。] 让他把他的心 <i>吃</i> 出来。
	30. But Peter would never <i>eat</i> his words if he learned she'd been flirting with a stranger.	30. * [但是假如彼得得知她曾经和陌生人调情的话，他是不会食言的。] 但是假如彼得得知她曾经和陌生人调情的话，他是不会 <i>吃掉</i> 自己说过的话的。
Sense 4	26. They're just using you, <i>eating</i> you out of house and home, and then they're going to bugger off and leave you.	26. 他们只是在利用你，把你的房子和家都 <i>吃光</i> ，他们就会离开你。
Sense 5 (Core)	1. Do you <i>eat</i> differently in private than you do in front of other people?	1. 你独自 <i>吃东西</i> 和你在大庭广众之下吃东西的方式有什么不同吗？
	4. George saved all the girls of the village from being <i>eaten up</i> .	4. 乔治挽救了全村的女孩，没让她们被 <i>吃掉</i> 。
	5. Both our cows were <i>eaten up</i> by biting flies.	5. 我们仅有的两头牛都被噬咬性苍蝇给 <i>吃掉了</i> 。
	6. He either fell off a mountain or got <i>eaten up</i> by bears.	6. 他要么是坠山了，要么是被熊 <i>吃</i> 了。

9. He's afraid you'll freeze or get <i>eaten</i> up by a bear.	9. 他害怕你会被冻死或被熊 <i>吃掉</i> 。
11. It was <i>eating</i> up all the smaller, rarer, gloriously-colored tropical fish.	11. 它正在 <i>吃光</i> 所有小一些的、更为稀少的、颜色绚丽的热带鱼。
14. So <i>eat</i> a wide variety of foods.	14. 所以要 <i>吃</i> 许多不同的食物。
17. He refused to <i>eat</i> his lunch until he's finished his work.	17. 他拒绝在没完成工作之前 <i>吃</i> 午饭。
19. I've <i>eaten</i> my way up to 432 pounds and I'm still eating.	19. 我已经 <i>吃到</i> 432磅了，我还在吃。
22. You are probably not going to get <i>eaten</i> by a lion if you move to the opposite coast.	22. 如果你搬到对面海岸的话，你可能不会被狮子 <i>吃掉</i> 。
27. If you gave the puppy either meat or bread, it would <i>eat</i> out of your hand.	27. 如果你给小狗肉或是面包，它就会从你的手里直接 <i>吃</i> 。
28. The toddler wanted the pigeons to <i>eat</i> from his fingers.	28. 那个刚学走路的小孩想让鸽子从他的手指上直接 <i>吃东西</i> 。
29. Shipworms have also <i>eaten</i> the wood from shipwrecks.	29. 凿船虫还 <i>吃了</i> 遇难海船的木头。

Die (死)

	Die	Die→死
Sense 1	3. Old legends <i>die</i> hard.	3. * [古老的传说是不会轻易消亡的。] 古老的传说是不会轻易 <i>死掉</i> 的。
	9. A lifetime habit of chasing headlines didn't <i>die</i> easily.	9. * [追逐头条新闻的这个一辈子的习惯是不会轻易改掉的。] 追逐头条新闻的这个一辈子的习惯是不会轻易 <i>死掉</i> 的。
	10. After the motor <i>died</i> , the two men got out of the car without a backward glance.	10. 发动机 <i>死了</i> 之后，那两个人看都没有往后看一眼，就从车里钻了出来。

	11. I am sure the wind will <i>die</i> down before morning!	11. * [我确定风在早晨之前就会平息下来！] 我确定风在早晨之前就会死下来！
	14. If every computer <i>died</i> tonight, life would go on.	14. 就算今晚每一台计算机都死了，生活还会继续。
	16. Most longitudinal studies <i>die</i> on the vine because funders expect results quickly.	16. * [大多数长期研究未能完成，因为投资者期望很快就能拿到结果。] 大多数长期研究死在了藤条上，因为投资者期望很快就能拿到结果。
	18. He would let the flames <i>die</i> down after the mountain air warmed up.	18. * [当山里的空气热起来之后，他会让火焰灭下去。] 当山里的空气热起来之后，他会让火焰死下去。
	20. Mike realized that his heart <i>died</i> with Sylvie.	20. 麦克意识到他的心随着西尔维亚死掉了。
	23. The bill <i>died</i> in the Democratic-controlled Senate.	23. 议案死在了民主党控制的参议院手里。
	27. My car <i>died</i> and I'm late for a business meeting.	27. 我的车死掉了，我去一个商务会议迟到了。
	28. Soon this story will <i>die</i> down and the press will lose interest in you.	28. * [很快这个故事就会平息下去，新闻界就会失去对你的兴趣了。] 很快这个故事就会死下去，新闻界就会失去对你的兴趣了。
Sense 2	4. Mike was <i>dying</i> to be a grown-up.	4. * [麦克无比地渴望长成大人。] 麦克想长成大人想死了。
	7. Like the anorexic literally <i>dying</i> to be thin, perfectionism consumes more and more of the self.	7. 正如厌食症患者真的会死于太瘦了，完美主义者会越来越多地消耗自己。

	15. He spent the day there, <i>dying</i> from the heat and thirsting from the heat.	15. 他在那里呆了一天，热得要死，渴得不行。
	22. He went nearly blind with seasickness, <i>dying</i> from headaches and vomiting.	22. 晕船让他几乎看不见东西了，头痛和呕吐让他几乎死掉。
	24. He will <i>die</i> of embarrassment at having to deal with my parents.	24. 不得不和我父母打交道会让他尴尬得要死。
	25. This woman was <i>dying</i> to find a husband.	25. * [这个女人无比地渴望要找一个丈夫。] 这个女人想要找一个丈夫想得死。
	30. It was either take back his honor here or <i>die</i> of humiliation back home.	30. 要么在这里重拾他的尊严，要么回家后感到羞辱得要死。
Sense 3 (Core)	1. Were I to die right now, Marissa, I would <i>die</i> a happy man.	1. 要是我现在就死的话，马瑞萨，我将快乐地死掉。
	2. His daughter Noel <i>died</i> last year due to a combination of eating disorders and diet pills.	2. 他的女儿诺伊去年死于饮食紊乱和节食药物的综合症。
	5. In middle age he was willing to <i>die</i> for Richard Nixon.	5. 中年时他情愿为理查德·尼克松而死。
	6. Real flowers <i>die</i> too quickly.	6. 真花死的太快了。
	8. We will all <i>die</i> .	8. 我们都会死的。
	12. Some were willing to <i>die</i> for their faith.	12. 一些人情愿为他们的信仰而死。
	13. It is good to <i>die</i> for our country.	13. 为我们的国家而死是好的。
	17. They cannot be deterred because they are either willing to <i>die</i> for their cause or able to escape retaliation.	17. 他们是不会被吓住的，因为他们或者情愿为理想而死，或者有能逃避报复。
	19. These are not the first Marines to <i>die</i> at the hands of Terrorists.	19. 这些并不是第一批死在恐怖主义者手里的海军陆战队。
	21. I felt it was right for Jobs to <i>die</i> at the pinnacle of his fame.	21. 我觉得乔布斯在名声到达巅峰的时候死掉还挺好的。



	26. Some bacteria will wither and <i>die</i> at the merest hint of penicillin.	26. 一些细菌碰到哪怕一丁点的盘尼西林都会萎缩和死亡。
	29. I have noticed that tall, sturdy people don't <i>die</i> easily.	29. 我注意到高而强健的人不会轻易地死掉。

Sweet (甜)

	Sweet	Sweet→甜
Sense 1	4. Oh! Kisses <i>sweeter</i> than wine!	4. 噢!比葡萄酒更甜的亲吻!
	6. Ronnie McCall's <i>sweet</i> voice blended into the early evening.	6. 罗尼·迈考尔甜甜的声音融入到傍晚的氛围中。
	12. A tiny bird flies by, lilting the <i>sweetest</i> song.	12. 一只极小的鸟儿飞过,轻快地唱着甜蜜的歌。
	15. Very <i>sweet</i> memories on that.	15. 关于那事的甜蜜回忆。
	17. There is nothing <i>sweeter</i> and more moving than the sight of a young family praying together.	17. 没有比看到一个年轻的家庭在一起祈祷更加甜蜜和感人的了。
	18. That was the <i>sweetest</i> way of saying, "No, thanks".	18. 那是说“不要,谢谢”的最甜蜜的方式。
	19. She had the <i>sweetest</i> smile you could imagine.	19. 她有着你能想象的最甜蜜的微笑。
	20. You are the <i>sweetest</i> surprise.	20. 你是最甜蜜的惊喜。
	21. Well, it's <i>sweet</i> of you to say so.	21. * [你这样说真是太好了。] 你这样说真是太甜了。
	22. James says that he is marrying the <i>sweetest</i> girl on the planet.	22. 吉姆说他要和地球上最甜的女孩结婚了。
	23. The shades of black and white sang in the <i>sweetest</i> harmony.	23. 黑色和白色的憧憧人影以最甜美的和声在演唱。
25. You know, she's been very, very <i>sweet</i> to me.	25. 知道吗,她一直对我非常、非常地甜。	
27. He is the <i>sweetest</i> boy I ever worked with.	27. 他是我与之工作过的最甜的男孩。	

Sense 2	5. For Mexico, this must be <i>sweet</i> revenge against its critics.	5. 对于墨西哥来说，这一定是对其批评者们的 <i>甜蜜的</i> 报复。
	8. What a <i>sweet</i> weekend.	8. 多么 <i>甜蜜的</i> 周末啊！
	10. That big, <i>sweet</i> hit is the reason we come back to the course.	10. 那成功的、 <i>甜美</i> 的一击是我们回到球场的原因。
	11. The star is a 20year-old with an easy smile, a <i>sweet</i> swing, and the kind of economic security not usually associated with rookies.	11. * [这位明星是一个二十多岁的人，平和的笑容、专业的挥杆动作、以及很少会在新手身上表现出来的经济上的安定感。] 这位明星是一个二十多岁的人，平和的笑容、 <i>甜蜜的</i> 挥杆动作、以及很少会在新手身上表现出来的经济上的安定感。
	14. My <i>sweet</i> revenge may have to wait some time, however.	14. 不过，我的 <i>甜蜜的</i> 复仇或许还要再等些时候。
	16. We are going to see the Panthers virtually rising from the dead and tasting <i>sweet</i> success.	16. 我们将会看到美洲豹队死而复生、品尝 <i>甜蜜的</i> 胜利。
	26. Perhaps he senses winning here would be the <i>sweetest</i> answer in solving his public-relations woes.	26. 或许他感觉赢了这里是解决他的公关危机的最 <i>甜蜜的</i> 方法。
Sense 3 (Core)	1. The blending of <i>sweet</i> and salt is wonderful on the pallet.	1. 托盘上 <i>甜</i> 和咸的混合非常地道。
	2. During the season of cherry blossom, the whole DC area is immersed in the <i>sweet</i> floral scent.	2. 樱花盛开的季节，整个华盛顿特区弥漫在 <i>甜甜</i> 的花香里。
	3. The smells were stronger, even <i>sweeter</i> , as we got closer to the wagon.	3. 当我们离货车更近一些，那种气味就更加浓郁，甚至更 <i>甜</i> 了。
	7. Use <i>sweet</i> white rice and cook 10 to 15 minutes.	7. 用 <i>甜</i> 的白米，将其煮10至15分钟。
	9. However, kabocha squash is <i>sweeter</i> and more complex in flavor than pumpkin.	9. 但是，贺保茶的南瓜比普通南瓜更 <i>甜</i> ，在味道上更为醇厚。

13. We enjoyed the <i>sweetest</i> treat of various kinds of beer during our Coors Brewery tour in Denver.	13. 在丹弗的库尔斯啤酒酿造厂之旅，我们享受了品尝多种不同啤酒的 <i>甜蜜</i> 款待。
24. It's the <i>sweetest</i> juice that I ever taste.	24. 这是我品尝过的最 <i>甜的</i> 果汁。
28. Just looking at a picture of his famous cheesecake could satisfy anyone's <i>sweet</i> tooth.	28. 只看看他的著名的奶酪蛋糕的照片就可以满足任何人对 <i>甜食</i> 的渴望。
29. The <i>sweet</i> milk tasted as fresh as it looked.	29. <i>甜</i> 牛奶尝起来和看起来一样新鲜。
30. He used <i>sweet</i> butter when he cooked because it has no salt.	30. 他烹饪的时候用的是 <i>甜</i> 黄油，因为它不含糖。

Safe (安全)

	Safe	Safe→安全
Sense 1	1. It's a <i>safe</i> bet that other cheese manufacturers will jump on the bandwagon.	1. * [一个必胜的赌注是，其他的奶酪生厂商肯定会随大流的。] 一个安全的赌注是，其他的奶酪生厂商肯定会随大流的。
	9. The <i>safest</i> colour to set off the furniture is one of the various tints of gray.	9. 置办家具的时候，最安全的颜色是灰色系中的一种。
	12. The <i>safest</i> choices among corporate funds are those that invest primarily in issues rated AA or better.	12. 公司型基金中最安全的选择是那些主要投资在评级在AA或更高的项目上的基金。
	14. The <i>safe</i> pick for album and record of the year would be Ray Charles.	14. * [今年唱片的一个可靠的选择是雷伊.查尔斯。] 今年唱片的一个安全的选择是雷伊.查尔斯。
Sense 2	29. The umpire called the player <i>safe</i> when he reached first base.	29. 当选手到达一垒的时候，裁判判他安全。

Sense 3 (Core)	2. There is no clear evidence that domestic or imported produce is <i>safer</i> .	2. 没有清楚的证据可以显示国产的或进口的产品那个更安全。
	3. I figured I could go living in the same <i>safe</i> , comfortable manner that I had been.	3. 我认为我可以以原来的那种安全舒适的方式继续生活下去。
	4. Is this lunch box microwave <i>safe</i> ?	4. 这个午餐盒可以在微波炉里安全使用吗？
	5. Surgeons will be better able to determine the <i>safest</i> approach for removing a brain tumor.	5. 外科医生们将可以更好地决定移除脑瘤的最安全的方式。
	6. It is among the <i>safest</i> big cars on the market.	6. 这是市场上最安全的大车。
	7. It is either destroyed or kept in a <i>safe</i> place.	7. 它或者已被销毁或者保存在一个安全的地方。
	8. Sleep was not the <i>safe</i> time for me.	8. 睡觉对我来说不是安全的时间。
	10. Lives are on the line, but here I am, <i>safe</i> under heavy blankets with my hot green tea.	10. 生活处于危险之中，但此刻的我，正安全地披着厚厚的毯子，喝着热热的绿茶。
	11. Farmers store milk in mechanical coolers and sell Grade A milk <i>safe</i> for drinking.	11. 农民们将牛奶储存在机械的冷却器里，出售可以安全饮用的A级牛奶。
	13. His wings, spreading into <i>safe</i> mode, slowed his fall.	13. 他的翅膀，伸展为安全模式，减慢了他的下降。
15. Michelle thought it was <i>safe</i> to peek out.	15. 米歇尔认为偷看一下是安全的。	
16. We have <i>safe</i> drinking water, good roads, and modern housing.	16. 我们有安全的饮用水、不错的道路、和现代化的房子。	
17. There were financial incentives for managers who run a <i>safe</i> work environment.	17. 对于那些运营安全的工作环境的经理们来说，他们有着经济利益上的动机。	
18. But in making the art world <i>safe</i> for himself, he made the avant-garde dull for us.	18. 但在使艺术世界对他自己变得安全的同时，他使得先锋派对我们	

		来说都显得沉闷了。
19. He was testing the lake to see if it was <i>safe</i> for skating.		19. 他试试湖面看对于滑冰来说是否安全。
20. I am a <i>safe</i> person you can trust.		20. * [我是一个你可以信赖的可靠的人。] 我是一个你可以信赖的安全的人。
21. Your money, by any reasonable measure, is <i>safe</i> .		21. 你的钱，无论以哪种合理的标准来看，都是安全的。
22. It appears that the workers knew that this was not a <i>safe</i> food handling technique.		22. 看起来工人们知道这不是一项安全的食品处理技术。
23. Was there no <i>safe</i> harbor for him anywhere?		23. 对他来说，就没有安全的港湾了吗？
24. The father struggles to keep the egg <i>safe</i> in a -80F chill.		24. 那位父亲努力在-80华氏保持鸡蛋的安全。
25. Killebrew's investments looked <i>safe</i> on the surface.		25. 可勒布如的投资在表面上来看是安全的。
26. Some beacons are designed to attract ships and guide <i>safe</i> passage to a harbor.		26. 一些灯塔被设计用来吸引船只并为它们指引进港的安全通道。
27. It is dishwasher <i>safe</i> .		27. 它在洗碗机里使用起来是安全的。
28. This is a relatively <i>safe</i> part of Iraq.		28. 这是伊拉克的相对安全的一个地区。
30. There is no <i>safe</i> level of exposure to secondhand smoke.		30. 被二手烟影响的程度没有一个安全值。

Short (短)

	Short	Short→短
Sense 1	1. He was always <i>short</i> on cash.	1. * [他永远都缺现金。] 他永远都现金短缺。
	7. She lives in a part of London that	7. * [她所住的伦敦的那个区没什

	is <i>short</i> on decent schools.	么像样的学校。] 她所住的伦敦的那个区比较 <i>短缺</i> 像样的学校。
	9. The GAA estimate falls <i>short</i> for two reasons.	9. * [GAA的预期因两个原因没有达到标准。] GAA的预期因两个原因 <i>短于</i> 标准。
	14. I was very <i>short</i> of breath and incapable of running for month or so.	14. 我严重地呼吸 <i>短促</i> ，大约有一个月的时间不能跑步。
	16. Freel fashions himself as a guy long on guts but <i>short</i> on brains.	16. * [弗瑞尔把自己塑造成一个有胆无谋的人。] 弗瑞尔把自己塑造成一个长于勇气而 <i>短于</i> 智谋的人。
	19. Thus, salt has been in very <i>short</i> supply for much of recent human evolutionary history.	19. 因此，在最近的人类进化史中的大多数时间里，盐始终 <i>短供</i> 。
	25. The waves overcame her and she became <i>short</i> of air underwater.	25. * [波浪把她压了下去，她在水下缺氧了。] 波浪把她压了下去，她在水下空气 <i>短缺</i> 了。
	29. The phone store was <i>short</i> in Blackberries after the new iPhone was released.	29. 在新款苹果手机上市之后，手机店的黑莓手机 <i>短货</i> 了。
Sense 2	3. In <i>short</i> order, A123 was manufacturing batteries at the rate of millions a year.	3. * [很快的，A123开始以每年数百万计的速度生产电池。] 在 <i>短时间</i> 内，A123开始以每年数百万计的速度生产电池。
	5. The meeting was cut <i>short</i> by the consular official.	5. * [会议被领事中断了。] 会议被领事 <i>切短</i> 了。
	10. They apparently have a very <i>short</i> memory.	10. 很明显的他们的记忆力非常 <i>短</i> 。
	13. He was four months <i>short</i> of 20.	13. * [他还差四个月不到20。] 他还差四个月 <i>短于</i> 20。

	15. We were <i>short</i> on time and I rushed things.	15. * [我们时间不够了，我匆忙地赶做事情。] 我们时间短缺，我匆忙地赶做事情。
	27. Bill took out a <i>short</i> loan knowing he was getting paid soon.	27. 比尔知道自己快发工资了，就借了一个短期贷款。
Sense 3	4. A <i>short</i> burst of laughter fills the room.	4. 房间里短时间内爆发出大笑声。
	8. Harrison served the <i>shortest</i> term of any President --- one month.	8. 哈瑞森是历届总统中任期最短的——一个月。
	12. I'd read a <i>short</i> story of hers.	12. 我要读一下她的一个短篇故事。
	17. But a <i>short</i> sale will have the same impact on your FICO credit score.	17. * [但是卖空对你的个人消费信用评分有同样的影响。] 但是短卖对你的个人消费信用评分有同样的影响。
	18. I'm supposed to deliver a <i>short</i> speech this afternoon at one of the symposia.	18. 我应该在今天下午的讨论会上作一个简短的演讲。
	23. There is a <i>short</i> "I" in "sin".	23. * [这个单词里有一个小写的"I"。] 这个单词里有一个短(小写的)"I"。
	28. The movie was a <i>short</i> representation of his life.	28. 这部电影是对他的人生的一个简短的表现。
Sense 4	20. Thomas also is famous for his <i>short</i> temper and peremptory methods.	20. * [托马斯还以其急脾气和专横的方法而闻名。] 托马斯还以其短脾气和专横的方法而闻名。
	24. The throw to first base was <i>short</i> so the batter was safe.	24. * [掷向一垒的那一球没扔到地方，所以击球手是安全的。] 掷向一垒的那一球短了，所以击球手是安全的。

Sense 5	22. Rebecca had been <i>short</i> with Jerry all morning.	22. * [瑞贝卡整整一个早上都在怠慢杰瑞。] 瑞贝卡整整一个早上都在 <i>短</i> 待杰瑞。
Sense 6	30. The bakery on 3 <sup>rd</sup> Street is known for their delicious <i>short</i> bread cookies.	30. * [第3街上的蛋糕店以他们好吃的松饼糕点而闻名。] 第3街上的蛋糕店以他们好吃的 <i>短</i> 面包糕点而闻名。
Sense 7 (Core)	2. She was <i>shorter</i> than the other girls and boys.	2. * [她比其他的女孩和男孩矮。] 她比其他的女孩和男孩 <i>短</i> 。
	6. You need to cut your hair <i>shorter</i> , go blond.	6. 你需要把头发剪 <i>短</i> ，染成金色。
	11. Necklaces were either very <i>short</i> or very long.	11. 项链不是很 <i>短</i> 就是很长。
	21. He said he knew a <i>shorter</i> way to get there.	21. * [他说他知道到达那里的一条近路。] 他说他知道到达那里的一条 <i>短</i> 路。
	26. Her <i>short</i> brush strokes added a unique effect to the painting.	26. 她的 <i>短</i> 笔划给那幅画增加了一种独特的效果。

### Rich (富)

	Rich	Rich→富
Sense 1	1. Stories written and/or scribed revealed a <i>rich</i> and creative use of language and well-developed imagination.	1. 写下的或抄下的故事揭示出对语言的 <i>丰富</i> 而创新的使用，以及发展良好的想象力。
	2. It is surrounded by some of Iraq's <i>richest</i> agricultural land.	2. * [这里被伊拉克一些最肥沃的土地所环绕。] 这里被伊拉克一些最 <i>富</i> 的土地所环绕。
	4. Matlock's woven images tend to present <i>richer</i> visual detail than their watercolor source.	4. 马特洛克的编织作品往往比他们的水彩表现出更为 <i>丰富</i> 的视觉细



		节。
5. Nothing quite matches the <i>rich</i> flavor and crunchy texture of walnuts for fudge, brownies, and a host of other treats.		5. 没什么能比得上软糖、小蛋糕及其他许多好吃的那种丰富的味道和酥脆的质感。
6. The greatest potential of Russia is in its <i>richest</i> resource – the Russian people.		6. 俄罗斯最大的潜力在于它最丰富的资源---俄罗斯人民。
9. Potato chips are <i>rich</i> in cholesterol so you shouldn't eat too many.		9. 薯片富含卡路里，所以你不应该吃太多。
13. A whole egg lends a pale golden color and <i>rich</i> flavor to these billowy coconut rounds.		13. 一个全蛋给这些翻腾的椰子圈加入了淡淡的金黄色和丰富的口味。
14. The slight tartness of the cherries provides a delicious contrast to the double dose of <i>rich</i> chocolate from semisweet chunks and cocoa.		14. * [樱桃的微弱的辛辣味给双料醇味巧克力带来了与微甜的块状物和可可不同的美妙的对比。] 樱桃的微弱的辛辣味给双料富(醇味)巧克力带来了与微甜的块状物和可可不同的美妙的对比。
15. For travelers, art offers a <i>richer</i> experience during their stay.		15. 对于旅行者来说，艺术为他们的停留期间提供了更为丰富的经历。
16. Catholicism may be in better shape than other Christian heritages because it has an especially <i>rich</i> imaginative and narrative tradition.		16. 天主教可能比其他基督教支派发展地更好，因其有着特别丰富的想象和叙述传统。
17. A small change in your outlook can reveal the <i>rich</i> potential of experiencing new places as a "musical tourist."		17. 你观点上的微小改变都可以展示出你作为一个“音乐旅行家”经历新鲜地方的丰富潜力。

<p>19. They tried to convince me to participate in the excessive parties of dancing, drinking, and <i>rich</i> food aboard the <i>Triestino</i>.</p>	<p>19. * [在特里亚斯提诺登录之后，他们试图劝我参加没完没了的跳舞、喝酒、和油腻食品的派对。] 在特里亚斯提诺登录之后，他们试图劝我参加没完没了的跳舞、喝酒、和富食品的派对。</p>
<p>20. Toast flour until golden brown instead of browning it in fat to develop <i>rich</i> color.</p>	<p>20. 不要用浸泡在脂肪里的方法来使面粉变黄，而是要将面粉烤至金黄以发展出丰富的颜色。</p>
<p>21. The large flowers are a <i>rich</i> purple with green overtones, and again the deciduous foliage is similar to that of the <i>orientalis</i> hybrids.</p>	<p>21. * [大花是深紫色加上隐隐的绿色，而且和以前一样，季节性脱落的叶子与风信子类似。] 大花是富紫色加上隐隐的绿色，而且和以前一样，季节性脱落的叶子与风信子类似。</p>
<p>22. The Chief has a sad, <i>rich</i> voice, a voice full of memory and knowledge.</p>	<p>22. * [那位首领有着忧伤的、醇厚的嗓音，这是一种充满了回忆和知识的嗓音。] 那位首领有着忧伤的、富的嗓音，这是一种充满了回忆和知识的嗓音。</p>
<p>23. Lots of chili and basil gave the dish a <i>rich</i> perfume, and the chicken was abundant and tender.</p>	<p>23. * [大量的辣椒和罗勒给这道菜增加了一股浓郁的香气，鸡肉量多且嫩。] 大量的辣椒和罗勒给这道菜增加了一股富郁的香气，鸡肉量多且嫩。</p>
<p>24. As she rose, the water flowing through her mantle cooled, the <i>rich</i> oxygen thinning.</p>	<p>24. * [她站起来时，在她斗篷下流淌的水凉了下來，充裕的氧气变稀薄了。] 她站起来时，在她斗篷下流淌的水凉了下來，富裕的氧气变稀薄了。</p>

	25. The art of photography and individual photographers found painted bodies to be a very <i>rich</i> subject for creative shooting.	25. 摄影艺术和个人摄影家们发现着色体是创意摄影的一个非常丰富的素材。
	26. For his part, Denny has a <i>rich</i> mine of engineering examples a minute's walk from his office.	26. 对对于丹尼这部分，他在距离办公室走路一分钟的距离之内就有一个丰富的工程范例矿。
	27. Made by Lucky Layla Farms of Garland, it tastes of <i>rich</i> meadows.	27. * [它由加兰的幸运雷拉牧场出品，品尝起来有着浓郁的牧场的味道。] 它由加兰的幸运雷拉牧场出品，品尝起来有着丰富的牧场的味道。
	28. One especially <i>rich</i> component of the Glassell collection is a wonderful assortment of gold jewelry.	28. * [格拉塞尔收藏的尤为贵重的一个组成部分是一套精美的黄金首饰。] 格拉塞尔收藏的尤为丰富的一个组成部分是一套精美的黄金首饰。
	29. Carter has a very close personal friendship and a very, very <i>rich</i> relationship with his wife.	29. * [卡特和妻子有着非常亲密的友谊和一种非常、非常深厚的关系。] 卡特和妻子有着非常亲密的友谊和一种非常、非常丰富的关系。
	30. The combination of Hong Kong's capital with Guangdong's <i>rich</i> resources of land and labor would be facilitated.	30. 香港的资金与广东丰富的土地和劳动力资源的组合有待促进。
Sense 2	10. "Oh, that is <i>rich</i> " said the police officer in response to the suspect's awful alibi.	10. * ["哇，太精彩了"，警官听了嫌疑人漏洞百出的托辞之后说。] "哇，太丰富了"，警官听了嫌疑人漏洞百出的托辞之后说。
Sense 3 (Core)	3. The <i>richer</i> a country is, the more students it has; the more students there are, the greater the proportion	3. 一个国家越富有，它的学生就越多；学生学多，女性所占比例就越

of females will be.	大。
7. John Jacob Astor, already America's <i>richest</i> citizen, subscribed to \$2 million worth of government paper.	7. 约翰·吉可布·阿斯特，美国最富有的公民，捐赠了价值两百万的政府债券。
8. A record-high DOW makes people feel <i>richer</i> and more optimistic.	8. 创历史新高的道琼斯指数让人们感到更富有、更乐观了。
11. Emerging markets will offer the <i>richest</i> returns for the next ten years.	11. * [刚起步的市场会在十年后带来丰盛的回报。] 刚起步的市场会在十年后带来丰富的回报。
12. His father, who was mayor between 1970 and 1978, was well regarded as a progressive by <i>rich</i> people and poor people, black people and white people.	12. 他的父亲曾在1970至1978年间担任市长，曾被富人、穷人、黑人、白人等各个阶层的人们认为是革新主义者。
18. A lot of people will get a lot <i>richer</i> exploiting the labor in Mexico.	18. 开发墨西哥的劳动力可以使很多人变得更富有。

High (高)

	High	High→高
Sense 1	1. We're just in <i>high</i> alert.	1. 我们处于高度戒备状态。
	3. Some analysts speculate that the tax give-back could have an impact on <i>higher</i> education.	3. 有分析家推测，退税将会对高等教育有一定的影响。
	5. Infant mortality is distressingly <i>high</i> .	5. 婴儿的夭折率令人痛心高地高。
	7. Originally from Indianapolis, they cited <i>high</i> living costs and the deteriorating public school system as reasons to move.	7. 最初是住在印第安纳波利斯，他们因高昂的生活费用和日渐衰落的公立学校系统而搬家。
	17. The Games began with <i>high</i> tragedy and low comedy.	17. 游戏”以高悲剧性和低喜剧性为开始。
	21. Zitom was <i>high</i> on the list.	21. 兹汤姆在名单上的排名高。
	23. It's described as a <i>high</i> crime and misdemeanor, but it essentially is a	23. * [这件事被描述成重罪亦或是

	political question.	轻罪，但本质上这是一个政治问题。] 这件事被描述成高罪亦或是轻罪，但本质上这是一个政治问题。
	24. A student of <i>high</i> , average, and low ability should be selected in an attempt to attain a representative sample of the total group.	24. 在试图获得一个整体的具有代表性的样品的时候，高、中、低能力的学生都应该被选取。
	26. America's children are entitled to the <i>highest</i> standard of health care, shelter and nutrition.	26. 美国的孩子们享受着最高标准的健康保险、住房和营养。
Sense 2	8. I can only suppose that with <i>high</i> living he finds himself in financial difficulties and so looks for an heiress to wed.	8. * [我只能猜测，奢侈的生活让他发现自己身处财政困境，因此要找一位继承人与之结婚。] 我只能猜测，高消费的生活让他发现自己身处财政困境，因此要找一位继承人与之结婚。
	13. The hope is that the present trial of 21 <i>high</i> officials from the Ceausescu regime will bring some answers.	13. 希望在于目前对齐奥塞斯库政权的21位高官的审判会带来一些答案。
	15. One was that <i>high</i> culture and discriminating taste would be washed away by the cult of merely useful information.	15. 一则，高雅文化和有鉴赏力的品位会被“有用就行”那种论调所冲淡。
	16. Americans, in contrast, idealized <i>high</i> art and feared any contamination by commerce.	16. 与之相反，美国人将高雅艺术理想化，担心商业气息将之污染。
	18. Gloria Allred is a <i>high</i> -profile lawyer in LA.	18. 格劳瑞.阿瑞德是洛杉矶的一名高级律师。
	25. Realism approaches international politics as it does human relations as the arena in which self-pride and self-interest comingle with <i>high</i> purposes.	25. 现实主义对于国际政治的作用就象其对于人际关系的作用一样——这是自负、个人利益和高贵目标交织在一起的竞技场。

	27. Diwali is a <i>high</i> religious observance in India.	27. 排灯节是印度的一项 <i>高</i> 标准的宗教仪式。
	28. The church members protested outside because they had <i>high</i> church matters to discuss.	28. * [教会的成员们在外边抗议，因为他们有重要的教会事宜需要商议。] 教会的成员们在外边抗议，因为他们有 <i>高级</i> 教会事宜需要商议。
Sense 3	11. Baker also said that it might be <i>high</i> time for the Florida Legislature to intervene and settle the matter.	11. * [贝克也说这或许是佛罗里达立法机关介入、并平息事态的恰当时机。] 贝克也说这或许是佛罗里达立法机关介入、并平息事态的 <i>高</i> 时间点。
	14. That was the <i>high</i> point of my life.	14. 那是我人生的 <i>高</i> 潮。
	19. Crossing the Old South could become <i>high</i> adventure as travelers moved through different cities by various railroads.	19. * [随着旅行者们由多条铁路在不同的城市之间穿行，穿越旧南区域可能会成为令人激动的冒险。] 随着旅行者们由多条铁路在不同的城市之间穿行，穿越旧南区域可能会成为 <i>高</i> 冒险。
	30. Our childhood was filled with amusement, <i>high</i> spirits and great moments with family and friends.	30. 我们的童年充满了玩耍、 <i>高昂</i> 的兴致、以及和家庭与朋友共同度过的幸福时光。
Sense 4	20. We very often find that burglars are <i>high</i> on drugs when they commit these crimes.	20. * [我们发现当夜盗们作案时，他们经常处于吸食毒品之后的兴奋状态下。] 我们发现当夜盗们作案时，他们经常处于吸食毒品之后的 <i>高</i> 的状态下。

Sense 5 (Core)	2. I'll bet you'll see a <i>high</i> percentage of fastballs and good control.	2. 我打赌你将会看到 <i>高</i> 比例的快球和不错的控制。
	4. If my blood level is <i>high</i> , does this mean the drinking water is bad?	4. 如果我血压 <i>高</i> , 这是不是意味着饮用水不好?
	6. This chair is too <i>high</i> for a 5-year-old.	6. 这把椅子对于5岁的孩子来说太 <i>高</i> 了。
	9. He hits an impossibly <i>high</i> note and the rink glass shatters.	9. 他唱出了一个不可能的 <i>高音</i> , 溜冰场的玻璃碎了。
	10. These large continental glaciers, from the tropics to <i>high</i> latitude, accrete mass from snowfall that becomes compressed into ice.	10. 这些巨大的大陆冰川, 从热带到 <i>高原</i> , 由降雪聚集、进而挤压成冰。
	12. With a comparatively <i>high</i> crime rate and tax burden, people are leaving, and job growth is diminished.	12. 伴随着 <i>高</i> 犯罪率和税务负担, 人们正在离开, 工作的增长减少了。
	22. The combination of <i>high</i> winds and high tide turned streets into rivers.	22. * [狂风巨浪将街道骤变成河。] <i>高风高浪</i> 将街道骤变成河。
	29. My name is pronounced with a <i>high</i> vowel sound.	29. 我的名字读起来有一个 <i>高元音</i> 。

True (真)

	True	True → 真
Sense 1	1. Thanks for remaining <i>true</i> to me.	1. 感谢你对我的 <i>真诚</i> 。
	2. <i>True</i> to his word, he placed a phone call home to his wife.	2. * [言而有信, 他往家里给妻子打了一个电话。] 对说过的话保持 <i>真实</i> , 他往家里给妻子打了一个电话。
Sense 2	4. The best way to honor the <i>true</i> wilderness is to go camping for a few days.	4. 欣赏 <i>真正</i> 的野外环境的最好方式就是去野营几天。
	6. <i>True</i> bullying reflects an unequal balance of power.	6. <i>真正</i> 的欺凌反映出力量上的不平衡。

		等。
7. He found a jacket with a <i>true</i> Florida look.		7. 他找到一件有着 <i>真正</i> 佛罗里达风情的夹克。
10. John Brennan was a <i>true</i> Liberal.		10. 约翰·布瑞南是一个 <i>真正的</i> 自由主义者。
11. A whale is a <i>true</i> but not typical mammal.		11. 鲸鱼是 <i>真正的</i> ，但并非典型的哺乳动物。
12. It will be a <i>true</i> market, like the kinds you read about in economic textbooks.		12. 这将会是一个 <i>真正的</i> 市场，就像你在经济学课本上读到的那种。
15. It's difficult to calculate the <i>true</i> price of the product when converting currencies.		15. 兑换货币的时候很难计算产品的 <i>真实</i> 价格。
16. She followed the rules to their <i>truest</i> form.		16. * [她按照规则的最严格的方式执行。] 她按照规则的最 <i>真实</i> 的方式执行。
17. Blue jeans are something we all have in our closets because they are tried and <i>true</i> .		17. * [蓝色的牛仔裤是我们的衣橱里都有的，因为他们历经考验而被证实是可靠的。] 蓝色的牛仔裤是我们的衣橱里都有的，因为他们历经考验而被证实是 <i>真的</i> 。
18. She is a <i>true</i> and proper lady.		18. 她是一位 <i>真诚的</i> 、循规蹈矩的女士。
19. Chris began a harrowing search for his one <i>true</i> love.		19. 克瑞斯开始了他的寻找唯一 <i>真爱</i> 的惨痛搜索。
20. Her one <i>true</i> passion is scuba diving.		20. 她唯一 <i>真正的</i> 激情是戴水肺潜水。
21. She had a <i>true</i> and earnest desire to contribute to the volunteer efforts.		21. 她有一个 <i>真正的</i> 、 <i>认真的</i> 渴望想要为志愿类的工作贡献力量。
24. He was a conservative in the <i>truest</i> sense of the word.		24. 他是一个最 <i>真实</i> 意义上的保守主义者。



	26. Over the course of many votes, the politician's <i>true</i> inclinations ought to be evident.	26. 在多次投票的过程中，这位政治家的 <i>真实</i> 意图就会变得明显了。
	27. The Bulls haven't had a <i>true</i> leader since Michael Jordan.	27. 迈克尔乔丹之后，公牛队还没有一位 <i>真正</i> 的领导者。
	28. The crown was handed over to the <i>true</i> and lawful king.	28. * [皇位被传给了那位世袭的、合法的国王。] 皇位被传给了那位 <i>真正</i> 的、合法的国王。
	30. <i>True</i> north is determined in reference to the Earth's axis rather than to the magnetic poles.	30. <i>真正</i> 的北方是由地轴，而不是磁极所决定的。
Sense 3 (Core)	3. She told <i>true</i> stories of his struggles during the Holocaust.	3. 她讲述了大屠杀期间他奋斗的 <i>真实</i> 故事。
	5. Imitations often become less <i>true</i> to the original.	5. * [模仿往往会变得不忠实于原型。] 模仿往往会变得对于原形不 <i>真实</i> 。
	8. He did not even care that it should be proved <i>true</i> .	8. 他根本就没有关心过应该证实其 <i>真实性</i> 。
	9. These allegations are not <i>true</i> and are without basis.	9. 这些指控毫不 <i>真实</i> ，无凭无据。
	13. She wondered if that was <i>true</i> of Poland, too.	13. * [她也在怀疑那是否适用于波兰。] 她也在怀疑那对于波兰是否是 <i>真的</i> 。
	14. This assumption is only partially <i>true</i> .	14. 这个假设仅部分 <i>真实</i> 。
	22. It is <i>true</i> that bullfighting is barbaric, bloody and cruel.	22. * [事实是斗牛是极其粗野、血腥和残酷的。] <i>真实</i> 情况是斗牛是极其粗野、血腥和残酷的。
	23. I promise your wishes and goals will come <i>true</i> .	23. 我保证你的期望和目标都会成 <i>真</i> 。
	25. The predictions of disastrous consequences came <i>true</i> .	25. 关于灾难性结局的预言成 <i>真</i> 了。

	29. That might be especially <i>true</i> when a person's wallet is at stake.	29. * [当一个人的钱包吉凶未卜的时候，这个情况可能会尤其准确。] 当一个人的钱包吉凶未卜的时候，这个情况可能会尤其真实。
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Hot (热)

	Hot	Hot→热
Sense 1	2. IPL is one of the <i>hottest</i> facials going today.	2. IPL是当下最热门的美容用品之一。
	3. A maximum of 7% of subscribers will order the <i>hottest</i> movie at the same time.	3. 最多有7%的用户会同时订购当下最热的电影。
	4. That was one of the <i>hottest</i> selling Christmas gifts around.	4. 那个是这里卖的最热的圣诞礼物之一。
	5. Here are six of their <i>hottest</i> secrets.	5. * [这里是他们六个最让人感兴趣的秘密。] 这里是他们六个最热的秘密。
	6. As for the <i>hottest</i> style, moviegoers will draw the ultimate conclusion.	6. 至于最热门的款式，常去看电影的人将会做出最终的结论。
	7. And the season's <i>hottest</i> band in all of rock is Nirvana, part Zeppelin, part Beatles, but with full metal jacket.	7. 这一季最热门的摇滚乐队有涅槃，部分的齐柏林，部分的甲壳虫，但是后两个披着金属乐的外套。
	8. One of the <i>hottest</i> clubs right now, Ministry of Sound, is open on Fridays and Saturdays starting at midnight.	8. 现在最热的夜店之一，声音内阁，将在星期五和星期六的凌晨开始营业。
	9. Six years later, he again was the <i>hottest</i> commodity on the market.	9. 六年之后，他再次成为市场上的热门货。
	11. Olympic fever may have made Spain the <i>hot</i> destination this summer.	11. 奥运潮可能已使西班牙成为了今年夏天的热门度假地点。
	13. She looks <i>hotter</i> than ever, in a tiny midriff shirt and short shorts.	13. * [她穿着一件露脐衫和短裤，看起来比任何时候都性感。] 她穿

		着一件露脐衫和短裤，看起来比任何时候都热。
	15. Nobody in television is <i>hotter</i> than Letterman.	15. * [在电视上没有谁比雷特曼更性感了。] 在电视上没有谁比雷特曼更热了。
	19. He recognizes that the <i>hot</i> style now could be out of date next year.	19. 他意识到现在很热门的款式可能到明年就过时了。
	22. When his broker told him about the <i>hot</i> new investment being offered by senior Enron officials in 1999, March couldn't believe it was legal.	22. 当马驰的经纪人告诉他这个由安然资深人员于1999年提出的新的热门投资计划时，他不敢相信这是真的。
	23. It's a great <i>hot</i> buy.	23. * [这真是一笔非常划算的买卖。] 这真是一笔非常热的买卖。
	26. Hovnanian profits more than double in the latest quarter thanks to a very <i>hot</i> housing market.	26. 由于非常热的房地产市场，霍夫纳尼安最后一个季度的盈利超过双倍。
	28. With a <i>hot</i> new job and a happy home, Vieira is poised to have an incredible year.	28. 拥有一个热门的新工作和一个幸福的家庭，维埃拉肯定会有非常棒的一年。
	30. Who will be Marketing Vice President? Durant is the <i>hot</i> pick.	30. 谁会成为下一个市场部副总裁？杜然特是一个热门选择。
Sense 2	10. The harder I try to grab hold of it, the <i>hotter</i> my mind burns.	10. 我越是想去搞懂它，我的脑袋就越热。
	16. Behind the scenes, the negotiation is getting <i>hotter</i> and <i>hotter</i> .	16. * [幕后，辩论正变得越来越激烈。] 幕后，辩论正变得越来越热。
	20. Bob Dole is still in the middle of a very <i>hot</i> debate over tobacco.	20. * [鲍勃.杜勒仍然处于针对烟草的一场非常激烈的辩论之中。] 鲍勃.杜勒仍然处于针对烟草的一场非

		常热的辩论之中。
	21. Clinton did not want to precipitate a <i>hotter</i> crisis than already existed.	21. * [克林顿不想引出比现存状况更激烈的危机。] 克林顿不想引出比现存状况更热的危机。
	29. Microsoft is locked in a <i>hot</i> battle with a number of long-standing competitors.	29. * [微软被锁定在了一场针对几个长期对手的激烈战斗中。] 微软被锁定在了一场针对几个长期对手的 <b>热战</b> 中。
Sense 3 (Core)	1. They showed no signs of stress despite having traveled in a <i>hot</i> car in full sunlight.	1. 尽管在炎炎烈日下坐着很热的车子旅行了很长时间，他们看起来并不疲惫。
	12. I've got his new book here, <i>hot</i> off the press.	12. * [我搞到他的刚出炉的新书了。] 我搞到他的新书了，刚出版还 <b>热着</b> 呢。
	14. In 2100, the world could be 10.5 degrees <i>hotter</i> than it is now.	14. 到2100年，世界可能会比现在 <b>热10.5度</b> 。
	17. These forms of radiation are emitted by very <i>hot</i> materials.	17. 这些形式的辐射是由非常 <b>热的</b> 物质释放出来的。
	18. Heat a grill until very <i>hot</i> .	18. 将烤架加热直到很 <b>热</b> 。
	24. I wanted a very <i>hot</i> color to glow through from below.	24. 我想要一个能从下面透出来的、非常 <b>热的</b> 颜色。
	25. Wasabi is very <i>hot</i> horseradish paste.	25. * [芥末是非常辣的山葵糊。] 芥末是非常 <b>热的</b> 山葵糊。
	27. The shower temperature should be lukewarm, never <i>hot</i> .	27. * [洗澡水应该是温的，绝不要烫。] 洗澡水应该是温的，绝不要 <b>热</b> 。
Broken (破)		
	Broken	Broken→破

Sense 1	4. The motorcycle wouldn't start at first, and she took this slight malfunction to be a sign of her potentially <i>broken</i> future.	4. 一开始摩托车怎么也发动不了，她就把这个小故障当成她会有一个 <i>破碎</i> 未来的预兆。
	6. At the <i>broken</i> look, her heart went out to him.	6. * [只因那心碎的一眼，她的心就追随他而去了。] 只因那 <i>破碎</i> 的一眼，她的心就追随他而去了。
	7. When we told them we were Americans, one of them crying out in a <i>broken</i> voice.	7. 当我们告诉他们我们是美国人时，其中一个人用 <i>破碎</i> 的声音放声大哭。
	8. In the distance was the <i>broken</i> city of the postwar era, a lean city full of gray sticks and holes.	8. 远处是战后时期的那个 <i>破败</i> 的城市，一个充满了断壁残垣、孱弱的城市。
	10. He'd seen so much hardship in the world; I thought he would be the saddest, most <i>broken</i> guy.	10. * [他经历过那么多的艰难时世；我原以为他会是最悲伤，最心碎的人。] 他经历过那么多的艰难时世；我原以为他会是最悲伤，最 <i>破碎</i> 的人。
	11. But within 24 hours hope emerges for this <i>broken</i> family.	11. 但是24小时内希望又降临在这个 <i>破碎</i> 的家庭里。
	14. Following the star is a trail of <i>broken</i> hearts!	14. 紧随那颗星星的是一条 <i>破碎</i> 心灵的轨迹。
	16. If you want to truly think of a <i>broken</i> society and a broken people and an uprooted society, it is here.	16. 如果你愿意真的想像一下支离 <i>破碎</i> 的社会、分崩离析的人民和被连根拔起的国家，这个就是了。
	18. But after the country won its freedom in 1804, a <i>broken</i> economy kept Haiti from developing as a nation.	18. 但在海地于1804年赢得自由之后， <i>破败</i> 的经济使得它没有能够作为一个国家得到发展。
19. Sharif left prison with a <i>broken</i> spirit.	19. * [莎瑞夫离开了监狱，精神已经被摧毁了。] 莎瑞夫离开了监狱，精神已经 <i>破</i> 了。	

	20. Genevieve looked at Michael, her <i>broken</i> heart reflected in her eyes.	20. 格尼维弗看着迈克尔，她那 <i>破碎</i> 的心写在眼睛里。
	21. Safina emerged at a time when the existing opposition parties had been wracked by internal divisions, and <i>broken</i> alliances.	21. 正当当时的反对党们倍受在内分歧难调，在外联盟 <i>破裂</i> 的折磨的时候，萨菲娜开始崭露头角。
	25. Getting over a <i>broken</i> relationship is never easy.	25. 从一段 <i>破裂</i> 的关系中恢复过来绝不是容易的。
	26. They are protesting what they say is a <i>broken</i> promise by the Democratic Party to return lands taken during Hoxha's reign.	26. * [他们正在抗议他们所称的失信之举——民主党曾经答应归还霍查统治时期占领的土地。] 他们正在抗议他们所称的 <i>破裂</i> 的承诺——民主党曾经答应归还霍查统治时期占领的土地。
	27. In ordinary language, the term "reconcile" connotes the restoration of a <i>broken</i> friendship or harmony.	27. 在日常语言中，“调和”一词意味着恢复 <i>破碎</i> 的友谊或和谐。
	28. The stress of a <i>broken</i> marriage could easily account for a heart attack.	28. <i>破碎</i> 的婚姻所带来的压力可以轻易地导致心脏病。
	29. But bonding with a <i>broken</i> person may only deepen the damage already done.	29. * [但是和一个不靠谱的人混在一起可能会加重已有的损失。] 但是和一个 <i>破</i> 人混在一起可能会加重已有的损失。
Sense 2	9. He spoke two languages: <i>broken</i> English and <i>broken</i> French.	9. * [他会讲两种语言：不完整的英文和不完整的法文。] 他会讲两种语言： <i>破</i> 英文和 <i>破</i> 法文。
	12. I heard mutters of cannonade rumbling behind <i>broken</i> horizons.	12. 我听到 <i>破碎</i> 的地平线后面有隐隐的隆隆炮声。
Sense 3	17. I saw him heading straight for me, his arms out in front of him, his legs trailing at odd and <i>broken</i> angles.	17. 我看到他向我迎头过来，胳膊在前方晃着，腿以一种奇怪的、 <i>破</i> 的角度。

		碎的角度在后面拖着。
	22. Today was the flight's 67th anniversary, and there was even a little rain in the low <i>broken</i> clouds tinged pink in early daylight.	22. * [今天是这架航班的67周年纪念日，早晨淡粉色低低的、断续的云层中还下着点微雨。] 今天是这架航班的67周年纪念日，早晨淡粉色低低的、 <i>破</i> 云层中还下着点微雨。
Sense 4 (Core)	1. Mrs. Shevvington's smile was horrid, her little yellow teeth lined up like <i>broken</i> candy.	1. 萨文顿太太的笑容很可怕，她那小黄牙排起来就像是 <i>破</i> 糖果。
	2. Together they moved deeper into the dark and <i>broken</i> buildings.	2. 他们一起向那栋又黑又 <i>破</i> 的楼的深处走去。
	3. In the E.R., Dr. Edward Lathan dealt with everything from a <i>broken</i> fingernail to heart failure.	3. 在急诊室里，爱德华·拉珊医生处理小到指甲 <i>破</i> 了、大到心脏衰竭的各种情况。
	5. They put in a metal rod for his <i>broken</i> leg.	5. * [他们在他的骨折的腿里放了一根金属棒。] 他们在他的 <i>破</i> 腿里放了一根金属棒。
	13. Add zucchini sticks, sliced shallots, <i>broken</i> linguine pasta, ground pepper and strained carrots.	13. * [加入西葫芦条，切片的青葱，打烂的意大利面，胡椒末和粗滤去渣的胡萝卜。] 加入西葫芦条，切片的青葱，打 <i>破</i> (烂)的意大利面，胡椒末和粗滤去渣的胡萝卜。
	15. Willy walks in over the <i>broken</i> glass, carrying a gun.	15. 威利踩着 <i>破碎</i> 玻璃走了进来，手里拿着枪。
	23. But they left behind a sharp bamboo arrow point and the <i>broken</i> end of a blowgun, which the scout now holds aloft for all to see.	23. * [但是他们留下了一个尖尖的竹箭和一个吹箭筒的断头，现在那位童子军正高高地举着让大家看。] 但是他们留下了一个尖尖的

		竹箭和一个吹箭筒的破头，现在那位童子军正高高地举着让大家看。
	24. Cracks in the paint may mean bent or <i>broken</i> tubes, which should be evaluated by shop personnel.	24. 油漆裂缝可能意味着折弯或破损的管道，这些应交给店方人员来评估。
	30. There was an armchair with a <i>broken</i> arm that you could lift off and replace if you wanted to.	30. * [有一个椅子的扶手坏了，你愿意的话可以把那个扶手掀掉换一个。] 有一个椅子的扶手破了，你愿意的话可以把那个扶手掀掉换一个。

Tight (紧)

	Tight	Tight→紧
Sense 1	2. Ronald Righter is responsible for keeping a <i>tight</i> lid on costs at his company and he is always asking people to look for ways to save money.	2. * [罗纳德.瑞特在公司负责严格控制开支，他总是请大家寻找可以省钱的方法。] 罗纳德.瑞特在公司负责紧紧地控制开支，他总是请大家寻找可以省钱的方法。
	4. But money's been <i>tight</i> since the recession kicked in.	4. 但是从经济衰退开始，钱就很紧。
	5. The Islamic leadership will exert a <i>tight</i> control over the publication of newspapers, magazines, and books.	5. * [伊斯兰领导政权将会严格地控制报纸、杂志和书籍的出版。] 伊斯兰领导政权将会紧紧地控制报纸、杂志和书籍的出版。
	16. Working under such <i>tight</i> deadlines, Borgman must concentrate and work quickly.	16. 在如此紧张的期限下工作，伯格曼必须精力集中、快速的工作。
	18. But the <i>tight</i> schedule saved them money by forcing them to cut projects they didn't have time for.	18. 但是紧张的日程安排迫使他们砍掉了没有时间去的那些项目，这倒给他们省了钱。
	19. Parking has become increasingly <i>tight</i> with the popularity of shops and	19. 随着这一带商店和餐厅越来越



	restaurants in the area.	受到人们的欢迎，停车位越来越吃紧。
	23. They acknowledge that even the <i>tightest</i> security will do little stop an insider who is determined to pass on “black information”.	23. * [他们承认，如果一个内部人员铁了心要向外面传递秘密信息，那么即便是最严密的安保也无法阻止。] 他们承认，如果一个内部人员铁了心要向外面传递秘密信息，那么即便是最紧的安保也无法阻止。
	27. <i>Tighter</i> funding regulations for companies are urgently needed.	27. 急需一些针对公司的更紧的资金规则。
	28. Washington has one of the <i>tightest</i> real-estate markets in the country right now.	28. 华盛顿有着目前全国最紧的房地产市场之一。
	29. Congress kept an extremely <i>tight</i> hand on government operations.	29. 国会对政府的运作保持极其紧的控制。
Sense 2	7. Then with a <i>tight</i> voice, she said, “our preliminary evidence points to him.”	7. 接着，以一种非常紧的声音，她说，“我们的初步证据指向了他。”
	24. The story is told through Otsuka’s absorbing and <i>tight</i> writing.	24. 这个故事以奥特苏卡极具吸引力的、紧凑的写作手法讲述了出来。
Sense 3	9. The word is out that there is a good, <i>tight</i> connection between Haas and Silicon Valley.	9. 有传言称，哈斯和硅谷的关系很好很紧密。
	10. Rilla leads the horse in a few <i>tight</i> circles.	10. * [瑞拉领着马转了几个小圈。] 瑞拉领着马转了几个紧圈。
	13. We just want to keep them happy and stay <i>tight</i> with them.	13. 我们只是想让他们高兴，并和他们保持紧密的关系。
	15. The overachiever in Weiss finds no greater pleasure than leaning into a <i>tight</i> turn at 70 mph.	15. * [在韦斯的那些成绩超过预期的人发觉，没有什么比以每小时70

		迈的速度作急转弯更让人高兴的了。] 在韦斯的那些成绩超过预期的人发觉，没有什么比以每小时70迈的速度作紧转弯更让人高兴的了。
	22. Mr. Toomey faces a <i>tight</i> race against Democratic Rep. Joe Sestak in the general election.	22. 大选中图美先生将要面对与民主党众议员乔·塞斯塔克之间的一场紧张的竞赛。
	26. The crisis made us stronger and <i>tighter</i> as a unit.	26. 这次危机使得我们作为一个团体更强大、更紧密了。
Sense 4 (Core)	1. He is short, very skinny in his <i>tight</i> jeans and white long-sleeved shirt.	1. 他不高，瘦骨嶙峋，穿着紧身牛仔裤和白色长袖衬衫。
	3. Avoid high heels and <i>tight</i> shoes; wear shoes with a wide toe area.	3. 不要穿高跟鞋和紧鞋子；穿脚趾头比较宽松的鞋。
	6. Slowly add the walnut oil in a steady stream, and pour the dressing into a glass jar with a <i>tight</i> lid.	6. 缓慢地、以稳定的速度倾倒核桃油，将调料倒进一个有紧盖子的玻璃广口瓶里。
	8. After following the strict workout plan for three months, she found her belly became firmer and thighs <i>tighter</i> .	8. 在严格地遵照锻炼方案练习三个月之后，她发现自己的腹部变紧了，大腿肌肉也紧了。
	11. His throat was <i>tight</i> with fear. But he didn't know why.	11. 他的声音因为害怕而变的很紧。但他不知道为什么。
	12. Her face was bunched <i>tight</i> with anger, her lips a thin line, her eyes squinting.	12. 由于生气，她的脸绷得紧紧的，嘴唇抿成一条缝，眼睛眯了起来。
	14. Just as a taut rubber band is more likely to snap than a loose one, so too is a <i>tight</i> muscle more likely to be pulled or strained than is a limber one.	14. 正如绷紧的皮筋比松的皮筋更容易崩断一样，紧张的肌肉比柔软的肌肉更容易抻着或拉伤。
	17. The wind had sucked it closed in	17. 风把它吸紧密封了。

	a <i>tight</i> seal.	
	20. He caught Jessica's arm in a <i>tight</i> grip and pulled her close so he could be heard.	20. 他紧紧抓住杰西卡的胳膊把她拉近，以便她能听到他的话。
	21. I've seen them sneak through the <i>tight</i> space under the overpass at the very top of the ridge.	21. 我曾看到他们偷偷摸摸地钻过山脊最高处、天桥下面很紧的空隙。
	25. She's in the first row, her thigh bandaged, a piece of soiled cloth wrapped <i>tight</i> and knotted, the blood dried to a half-dollar sized disk.	25. 她坐在第一排，大腿被包扎着，一块污布缠得紧紧的并打了结，干了的血迹有五毛硬币那么大一块。
	30. Her fingers closed <i>tighter</i> and her gloves kept the reins from sliding away.	30. 她的手指握得紧紧的、她的手套保持着不让缰绳滑开。

Empty (空)

	Empty	Empty→空
Sense 1	2. Bishop McHugh's not so subtle political threats are <i>empty</i> because American Catholics will pay no attention to him.	2. 麦克休主教的毫不隐讳的政治威胁是空的，因为美国的天主教徒不会听他的。
	3. Each of these writers immediately sets out to prove that they are <i>empty</i> allegations.	3. * [每一个作家都马上准备去证明那些都是毫无凭据的指控。] 每一个作家都马上准备去证明那些都是空的指控。
	4. Instead of <i>empty</i> clichés, play like you mean it, and we'll still respect you in the morning.	4. 别说那些空的陈词滥调，认认真真地玩一场，明天早晨我们还是会尊重你的。
	8. The general principles that created such <i>empty</i> positions were divided into two groups.	8. 造成那些空缺的总体原则可以分为两组。
	25. We need leadership, not <i>empty</i> promises.	25. 我们需要的是指引，而不是空洞的承诺。
	26. It did not befit the Holy Spirit to feed our curiosity with <i>empty</i>	26. 圣灵以空洞的历史来满足我们

	histories to no effect.	的好奇心却达不到任何效果，这种说法不合适吧。
Sense 2	5. Diana awoke to a chilly winter sunlight, and a sense of <i>empty</i> virtue.	5. 戴安娜在寒冬的日光中醒了过来，感到空虚。
	6. My heart seemed to sink deeper into my chest, making me feel <i>empty</i> and cold inside.	6. 我的心似乎在胸腔中往下沉了一些，让我感到内在的空虚和寒冷。
	9. His brown hair was disheveled and his eyes were dim and <i>empty</i> .	9. 他的棕色头发蓬乱着，眼睛暗淡空洞。
	10. His stomach hurt and his chest felt <i>empty</i> because he had so much he wanted to tell her.	10. 他胃痛、心里觉得很空，因为他有那么多东西要告诉她。
	11. She just stared, <i>empty</i> eyed, and mumbled a prayer or something.	11. 她只是眼睛瞪着，眼神空空的，嘟囔着一段祷告词或者其它什么。
	12. Her voice was cored-out and <i>empty</i> , beyond tragic, beyond tears.	12. 她的声音没有情感，空空的，超越了悲哀，超越了眼泪。
	13. Everyone is witty and <i>empty</i> and howlingly sad.	13. 每个人都机智、空虚、无比的悲伤。
	24. One-night hook ups start to feel <i>empty</i> after a while.	24. 一段时间之后，一夜情开始让人觉得空虚了。
	27. His mother knew only too well how <i>empty</i> and lost Allen was feeling.	27. 阿伦的母亲对于他感到的空虚和失落非常得清楚。
	30. Did you get a sense that they were spiritually <i>empty</i> ?	30. 你有没有感觉到他们精神上很空虚？
Sense 3 (Core)	1. Next to him was an <i>empty</i> chair.	1. 他旁边是一张空椅子。
	7. Having some <i>empty</i> time to fill, I figured I might catch up with an old buddy.	7. 有一些空闲时间可以填充，我想我可以和一个老友聊聊天。
	14. We walked along the <i>empty</i> streets of the city at night.	14. 我们在夜里沿着城市空荡荡的街道走着。

15. I remember when Tampa Bay had an <i>empty</i> stadium for five years.	15. 我记得那时坦帕湾在五年的时间里有一个空体育馆。
16. Village after village looks <i>empty</i> and abandoned.	16. 一村接着一村，看上去空空荡荡，被废弃了一半。
17. Except for the two of us, the lobby was completely <i>empty</i> .	17. 出了我们两个，整个大厅完全是空的。
18. He wrote a check for \$4,000 drawn from his <i>empty</i> business account.	18. 他写了一张由他的空商业帐户开出的4000美元的支票。
19. The parmesan-cheese section of the store was nearly <i>empty</i> .	19. 商店放巴马干酪的这一区域几乎都空了。
20. The caves are <i>empty</i> of dangerous animals.	20. * [这些山洞里没有危险动物。] 就危险动物而言，这些山洞是空的。
21. But when you actually see the <i>empty</i> bullet shells, it's quite stunning.	21. 但是当你真的看到空子弹壳的时候，还是相当令人震惊的。
22. Driving can be nerve-racking when the fuel gauge approaches the end of its plummet to <i>empty</i> .	22. 当油箱测量器的显示指针接近刻线底部空箱的一端时，开车可能会让人非常伤脑筋。
23. She had no more cookies left, her basket was <i>empty</i> .	23. 她没有饼干剩下来了，她的篮子空了。
28. Drink one-quarter cup every five hours on an <i>empty</i> stomach.	28. 每五小时空腹喝四分之一杯。
29. We dropped the bags in front of the <i>empty</i> expanse.	29. 我们把包扔在空荡的开阔地前面。

Heavy (重)

	Heavy	Heavy→重
Sense 1	1. There was dead silence. Wait, was that <i>heavy</i> breathing he heard?	1. 四周死一般的寂静。等等，他听到的可是沉重的呼吸声吗？
	3. Dogged by <i>heavy</i> losses and stockholders' criticism, Lego had	3. 被沉重的损失和股东们的批评所

fallen out with the board.	困扰，乐高与董事会起了争吵。
5. But to peripheralize religion in this way carries a <i>heavy</i> cost.	5. 但是以这种方式来排斥宗教带来了沉重的代价。
6. Despite the <i>heavy</i> dose of painkillers, Dr. Roozrokh was worried that Ruben was still suffering.	6. * [尽管使用了大量的止痛剂，如兹若柯医生担心汝本还是在承受痛苦。] 尽管使用了量很重的止痛剂，如兹若柯医生担心汝本还是在承受痛苦。
9. A battle had just begun, with many things at stake and <i>heavy</i> consequences.	9. 战斗才刚刚开始，许多事吉凶未卜、后果沉重。
11. Tonight, a Fourth of July went on as planned, but security was <i>heavier</i> than normal.	11. 今晚，国庆活动照计划进行，只是安保措施要比正常的重。
12. He was a lifetime <i>heavy</i> smoker and drinker.	12. * [他一生都是个大烟鬼和酗酒者。] 他一生都是个抽烟很重的人和酗酒者。
16. At a red light or when idling in <i>heavy</i> traffic, the diesel engine shuts off.	16. * [遇到红灯或在交通阻塞的情况下空转，柴油发动机容易熄火。] 遇到红灯或在重交通的情况下空转，柴油发动机容易熄火。
17. Here is the safe zone, all the <i>heavy</i> weaponry has to be withdrawn or put under UN control.	17. 这里是安全区域，所有的重型武器必须撤出或交由联合国控制。
18. Two more tornadoes struck in Enid, Oklahoma, where property damage was <i>heavy</i> .	18. 另外两次龙卷风袭击了奥克拉荷马的依妮得，财产损失严重。
20. She was wearing sunglasses and <i>heavy</i> makeup.	20. * [她带着墨镜，浓妆艳抹。] 她带着墨镜，涂着很重的妆。
23. These assets are old; they are too <i>heavy</i> on maintenance.	23. * [这些设备旧了；维护费用太高了。] 这些设备旧了；维护费用太重了。
24. She no longer prepared those rich, somewhat <i>heavy</i> desserts I liked.	24. * [她不再准备那些我喜欢的油腻的、有些不易消化的甜点。] 她

		不再准备那些我喜欢的油腻的、有些 <i>重</i> 的甜点。
	25. She wondered if he could smell the <i>heavy</i> odor of death she knew had to be in her hair and her clothes.	25. 她怀疑他是否能闻到她明知头发和衣服上必然带有的浓 <i>重</i> 的死亡气息。
	26. Bush emerged in 1980 after he'd built a resume <i>heavy</i> on foreign policy experience.	26. 在打造出一份着 <i>重</i> 于对外政策的简历之后，布什于1980年凸现出来。
	28. Yams in <i>heavy</i> syrup are better and still have only 139 calories.	28. * [蘸了浓糖浆的蕃薯好一些，但仍然有139大卡。] 蘸了 <i>重</i> 糖浆的蕃薯好一些，但仍然有139大卡。
	30. There is no shortage of information available to consumers about dietary supplements, but it is <i>heavy</i> on advocacy and light on scientific proof.	30. 有关食物增补剂，消费者可以获得的信息并不缺少，只是那些信息 <i>重</i> 鼓吹而轻科学证明。
Sense 2	2. Even more now than in the past, girls bear the <i>heavy</i> burdens and penalties of nonconjugal sex.	2. 由女方承受非婚性关系的沉 <i>重</i> 负担和惩罚的情况，如今较之以往更甚。
	7. With a <i>heavy</i> heart I went upstairs.	7. 怀着一颗沉 <i>重</i> 的心，我上了楼。
	8. A <i>heavy</i> air of threat hung over this meeting.	8. 一种沉 <i>重</i> 的威胁感弥漫在这次会议上。
	13. His frustrated rage is dwindling to a <i>heavy</i> sorrow.	13. 他那受挫的愤怒正在减弱为沉 <i>重</i> 的悲伤。
	22. Blood pumped through his veins in a powerful, <i>heavy</i> rhythm.	22. 血液以有力的、沉 <i>重</i> 的节奏泵进他的血管。
	27. Dues paid and dues still to pay are <i>heavy</i> on my mind.	27. 已付的和未付的帐单在我的心里很沉 <i>重</i> 。
	29. Consumers will benefit if Congress lifts the <i>heavy</i> hand of Federal regulation from the industry.	29. * [如果国会放松对于工业界的联邦限制的严格管控，消费者将受

		益。] 如果国会放松对于工业界的联邦限制的 <i>重手</i> ，消费者将受益。
Sense 3	14. Later, Mr. Wolverton walked with <i>heavy</i> step back into the living room.	14. 后来，沃沃屯先生迈着沉重的步子返回了起居室。
	19. His head is <i>heavy</i> and dense, and the pallid living room of his apartment fades from him.	19. 他的头又重又混，公寓昏暗的起居室在他眼前逐渐消失了。
	21. There is no doubt that he will become another <i>heavy</i> politician.	21. 毫无疑问，他将成为另外一名重量级的政治家。
Sense 4 (Core)	4. The big brown piano is so <i>heavy</i> that even two men can't budge it.	4. 那台大棕色钢琴太重了，两个男人也移动不了它。
	10. The <i>heavier</i> a star is at birth, the sooner it dies with a blinding flash of light in a supernova explosion.	10. 一颗星诞生的时候质量越重，就在超新星的爆炸中消亡的越快。消亡时伴有令人致盲的亮度。
	15. This cooler, <i>heavier</i> layer of air flows downward to displace more of the hot air.	15. 这个冷却器，较重的一层空气向下流，取代了更多的热空气。

### Simple (简单)

	Simple	Simple→简单
Sense 1	1. The only places to sit are <i>simple</i> marble cubes that do not clutter the space.	1. 唯一可以坐的地方是那些没有堆放得乱七八糟的简单的大理石块状物。
	3. He arrived dressed in <i>simple</i> trousers and a collared shirt.	3. 他到了，穿着简单的裤子和有领衬衫。
	4. The library was furnished with <i>simple</i> wooden chairs.	4. 图书馆配了简单的木椅。
	9. Anyone who wants can be a potter, be he king or priest or <i>simple</i> cottar.	9. 任何人，不管他是国王也好、神父也罢、亦或是简单的佃农，只要他愿意，都可以成为一名陶艺工匠。



	20. Bacteria, viruses, insets and weeds are among the world's <i>simplest</i> creatures.	20. 细菌、病毒、昆虫、野草是世界上最简单的生物中的几种。
Sense 2	6. I'm just a <i>simple</i> farmer trying to make a living.	6. 我只是一个努力讨生活的简单的农民。
	7. She experienced a very <i>simple</i> childhood.	7. 她度过了一个非常简单的童年。
	10. We are <i>simple</i> people who do not need many possessions.	10. 我们是简单的人，不需要很多财产。
	12. She was a <i>simple</i> person and believed everything people told her.	12. 她是一个简单的人，别人告诉她什么，她就信什么。
Sense 3	8. Could it be because he longed for a <i>simpler</i> , less complicated time?	8. 会不会是因为他向往一种简单的、不复杂的生活？
	13. We are drained of everything but <i>simple</i> thoughts.	13. 我们的一切都耗尽了，只剩简单的想法了。
	14. The strain of pretending to be such a <i>simple</i> creature as Angie was too taxing.	14. 装成象安琪一样简单的人太费劲了。
	18. Relaxing on the beach and watching the sunset is one of life's <i>simple</i> pleasures.	18. 在海滩上放松一下，看看日落，是生活的一种简单的乐事。
	30. He is fun, not fussy, and can appreciate the <i>simpler</i> things in life.	30. 他有趣，不挑剔，可以欣赏生活中简单的事物。
Sense 4 (Core)	2. There were <i>simpler</i> and less dangerous ways of smuggling soldiers into the city.	2. 有更简单、更不危险的方式将士兵偷运进城。
	5. In contrast with insects which have composite eyes, mammals have <i>simple</i> eyes.	5. 与有复眼的昆虫相对比，哺乳动物是简单眼。
	11. Home theater set-ups are getting even simpler and cheaper.	11. 家庭影院的安装正变得更简单、更便宜。
	15. The melody is very <i>simple</i> .	15. 这首旋律非常简单。
	16. For the first task, I tell the students to go for the <i>simplest</i> design	16. 对于第一项任务，我告诉学生

and color pattern.	们选择 <i>简单</i> 的设计和颜色图案。
17. When assembling the pizza, keep the toppings <i>simple</i> .	17. 做匹萨的时候，顶层的料要 <i>简单</i> 。
19. Just keep it <i>simple</i> and to the point.	19. 要 <i>简单</i> 、有针对性。
21. The audience is taught an elegantly <i>simple</i> concept.	21. 听众们学到了一个典雅 <i>简单</i> ( <i>质朴</i> ) 的概念。
22. Let me give you a <i>simple</i> analogy.	22. 让我给你一个 <i>简单</i> 的类比。
23. The 4 <sup>th</sup> graders can read and write English and do <i>simple</i> arithmetic by hand.	23. 四年级的学生可以读写英文，并笔算 <i>简单</i> 的算术题。
24. She had to take out the trash, wash the dishes, and other various <i>simple</i> chores to earn her allowance.	24. 她不得不依靠扔垃圾、刷碗和做其他 <i>简单</i> 的杂事来挣取津贴。
25. The toys were packaged in kits with <i>simple</i> directions.	25. 玩具被装成箱，附上 <i>简单</i> 的用法说明。
26. It's important to know some <i>simple</i> fire safety precautions.	26. 了解一些 <i>简单</i> 的防火措施很重要。
27. The school ordered forty <i>simple</i> computer games for the students.	27. 学校为学生们订购了四十套 <i>简单</i> 的电脑游戏。
28. The workout consists of three <i>simple</i> exercises.	28. 这套训练包括三项 <i>简单</i> 的练习。
29. The <i>simplest</i> answer is usually the correct one.	29. 最 <i>简单</i> 的答案往往是正确的。

Appendix B-2

Chinese sentences (2<sup>nd</sup> column) and their translations into English (3<sup>rd</sup> column). Some sentences (marked with a \*) had two versions of translations in the 3<sup>rd</sup> column (see text for explanation). For those translations started with a \* mark, the first-round translations are in brackets, and the second-round translations follow. Where two rounds exist, only the second-round translations are used as materials for Task 6.

There are 36 tables in total, with each corresponding to each of the stimulus words.

头 (Head)

	头	头 → Head
Sense 1	1. 主管部门下发了一个红头文件，让单位在全区范围内组织一次游览体验活动。	1. The department in charge issued a red <i>head</i> file, requesting the units to arrange a tour for experiencing activity within the district.
	7. 相声最高境界当然是雅俗共赏，其次就只能迁就一头，一种往通俗走，一种往高雅走。	7. * [The best scenario of crosstalk is to entertain both the elites and the popular. The second best has to choose one end --- either goes for the popular side or the elites' side.] The best scenario of crosstalk is to entertain both the elites and the popular. The second best has to choose one <i>head</i> --- either goes for the popular side or the elites' side.
	22. 大会上让大家发言，大家都不知道说什么，于是让领导起个头。	22. In the general meeting, we were asked to speak up, but we didn't know what to say, so we asked the leader to give it a start. In the general meeting, we were asked to speak up, but we didn't know what to say, so we asked the leader to give it a <i>head</i> .
	23. 这个计划不要告诉他，他和坏人是一头的。	23. * [Don't tell him the plan. He's on the same side as the bad guys.] Don't tell him the plan. He's on the

		same <i>head</i> as the bad guys.
	24. 给你猜个谜语：中间粗，两头细，春天甜，夏天酸，是什么水果？	24. * [Here is a riddle: thick in the middle, thin on two ends, sweet in spring, and sour in summer. What fruit is this?] Here is a riddle: thick in the middle, thin on two <i>heads</i> , sweet in spring, and sour in summer. What fruit is this?
	26. 这种日子到什么时候才是个头啊！	26. * [When will it be the end of these types of days!] When will it be the <i>head</i> of these types of days!
	29. 张方现在要心系两头，一边是家人，一边是女朋友，两边都让他放不下。	29. * [Fang Zhang now needs to look after two sides — on the one side is his family and on the other is his girlfriend. He can't put either side down.] Fang Zhang now needs to look after two <i>heads</i> — on the one side is his family and on the other is his girlfriend. He can't put either side down.
Sense 2	2. 等到我们爬上了山头才发现景色没有我们想象那么好。	2. * [When we climbed up to the top of the hill, we found that the scene was not as good as we had imagined.] When we climbed up to the <i>head</i> of the hill, we found that the scene was not as good as we had imagined.
	6. 这款车的车头和车尾都配有双层保险杠。	6. This car model is equipped with double bumpers on both the <i>head</i> and the rear ends.
	9. 这种新型动车，光是火车头的造价都比普通的那种要贵上几十倍。	9. * [For this new type of electric multiple unit train, other parts aside, the locomotive costs dozens of times of that of the ordinary trains.] For this new type of electric multiple unit train, other parts aside, the <i>head</i> of it costs dozens of times of that of the ordinary trains.
	10. 村头的那两棵银杏树得有上千年的历史了吧，得算是国宝级的东西了。	10. The two ginkgo trees at the <i>head</i> of the village have a history of more than one thousand years long. They can be considered national treasures.
	11. 月上柳梢头，人约黄昏后。	11. The moon climbs up the <i>head</i> of

		the willow. Lovers meet after the dusk.
	13. 政府投入了200多万元将村级公路修到田头以方便粮食进仓和销售的运输。	13.* [The government had invested over 2 million Yuan in constructing village-level roads, which connect the ends of fields, for the convenience of storages and sales.] The government had invested over 2 million Yuan in constructing village-level roads, which connect the <i>heads</i> of fields, for the convenience of storages and sales.
	15. 她伸手去拿水，却不小心碰翻了放在床头的一盏油灯。	15. She reached for water, but accidentally knocked over an oil lamp sitting on the <i>head</i> of the bed.
	18. 妈妈让我把剩下的铅笔头留下，还是可以用的。	18. * [My mother asked me to keep the ends of the pencils, which still can be used.] My mother asked me to keep the <i>heads</i> of the pencils, which still can be used.
	25. 奶奶用作棉袄剩下的布头给我做了一件背心。	25. * [Grandma used the spare cloths of a coat to make me a vest.] Grandma used the spare cloth <i>heads</i> of a coat to make me a vest.
	27. 现在船来回摆得厉害，快去船头那边把着舵，再把帆都收起来！	27. Now the boat is swinging back and forth badly. Quickly go to the <i>head</i> of the boat to control the rudder and reef all the sails.
Sense 3	4. 他竟把一个总投资23亿的重要铁路项目分包给几个完全不懂建桥的包工头。	4. * [He subcontracted an important railroad project of 2.3 billion investments to several labor contractors who knew nothing about bridge construction.] He subcontracted an important railroad project of 2.3 billion investments to several labor <i>heads</i> who knew nothing about bridge construction.
	14. 在剧中吴帆饰演一个黑帮的头儿。	14. Fan Wu acted as the <i>head</i> of a gang in the soap opera.
	16. 刚刚在财务那里听说，我们部门又要换头儿了。	16. I just heard from the financial accountant that our department will change the <i>head</i> , again.

	21. 还有局里面的那些头头脑脑也要应酬。	21. We also need to network with the Bureau's <i>heads</i> .
Sense 4	5. 你的脸型留这种头不合适。我建议你看看那边的发型杂志，找个跟你脸型相近的模特，看人家是什么发型。	5. * [Your hairstyle doesn't fit your face shape. I suggest you take a look at the hairstyle magazines over there. Look for a model who has similar face shape as yours, and see what hairstyle she has.] Your <i>head</i> doesn't fit your face shape. I suggest you take a look at the hairstyle magazines over there. Look for a model who has similar face shape as yours, and see what hairstyle she has.
	17. 朋友们都觉得他很有投资头脑。	17. His friends all think that he has a good <i>head</i> in making investments.
	30. 上星期去剪头被剪得一边长一边短，害得我现在得戴着帽子上班。	30. * [When I went to have my hair cut last week, one side was cut too short and the other side too long. I ended up wearing a hat to work.] When I went to have my <i>head</i> cut last week, one side was cut too short and the other side too long. I ended up wearing a hat to work.
Sense 5	12. 这个问题很棘手，现在定不下来，等我和局里面的人碰个头再说。	12. * [This issue is very tricky, and cannot be settled now. Please wait until I meet with some people of the Bureau.] This issue is very tricky, and cannot be settled now. Please wait until I have a <i>head-to-head</i> with some people from the Bureau.
	19. 记者在镇上一位同志的引领下，和正在姜田里收姜的魏玉国接上了头。	19. * [Led by a person in the county, the reporter was lead to meet Yuguo Wei, who is harvesting ginger in the field.] Led by a person in the county, the reporter was lead to have a <i>head-to-head</i> with Yuguo Wei, who is harvesting ginger in the field.

Sense 6 (Core)	3. 今天我真是倒霉，先是拣笔的时候把头给碰了，后来下楼梯的时候又把脚给崴了。	3. Yesterday I was really unlucky --- I first hit my <i>head</i> when I bent over to pick up a pen and then I twisted my ankle when I walked downstairs.
	8. 将海蜇头放海水池中浸泡，使其表面霉烂。	8. Soak the <i>heads</i> of jellyfish in seawater pools to make them rotten on the surface.
	20. 昨天喝酒喝多了，今天一整天都觉得头重脚轻。	20. I drank too much yesterday, and my <i>head</i> feels heavy and my feet have been unsteady today.
	28. 两杯酒下肚他马上觉得头昏脑胀。	28. * [He immediately felt dizzy after two glasses of liquor.] He immediately felt dizzy in the <i>head</i> after two glasses of liquor.

世界 (World)

	世界	世界→World
Sense 1	2. 一花一世界，一叶一如来。	2. One single flower represents a <i>world</i> . One single leaf manifests a Buddha.
	5. 一旦你陷入毒品世界，你的人生就完了。	5. Once you fall into the <i>world</i> of drugs, your life is ruined.
	6. 能表达内心世界的艺术作品才是真正意义的艺术品,才能创作出不朽的精品。	6. Only those artworks expressing one's inner <i>world</i> are real artworks. They are fine arts with timeless quality.
	7. 他沉溺于网络的虚幻世界，难以自拔。	7. He is indulging in the imaginary <i>world</i> of internet and cannot remove himself.
	10. 不管你的内心世界怎么波澜壮阔，请你都要保持冷静克制。	10. No matter how your inner <i>world</i> feel, please stay calm and controlled.
	11. 在科学的世界存在着太多千奇百怪的事情等待着你去发现探索。	11. In the <i>world</i> of science, there are all kinds of strange things for you to explore.
	12. 传统医药日旨在呼吁生活在现代高科技世界的人们回归自然，用	12. The Traditional Medication Day aims to appeal to people living in modern high-tech <i>world</i> to return to nature calls, and use natural

	天然药物和绿色植物来治疗疾病和保健。	medicines and green plants to treat diseases and stay healthy.
	16. 在丽水有座小城，现在仍然用木头堆砌着一个玩具 <i>世界</i> ，延续着木制玩具的童话故事。	16. There is this little town in Lishui, where people build a <i>world</i> of toys with wood, continuing the legendary of wooden toys.
	17. 每一本不同的书都会带你进入一个不同的 <i>世界</i> 。	17. Every different book takes you into a different <i>world</i> .
	18. 凌乱的飞雪，苍茫的远山，我面前的落基山是一个童话般的 <i>世界</i> 。	18. The flying snow and the rolling mountains, the Rocky Mountains I am facing is a legendary <i>world</i> .
	20. 在人与人的 <i>世界</i> 里，爱情是最唯美也最浪漫的感情宣泄。	20. In the <i>world</i> of people, love is the most beautiful and the most romantic emotion expression.
	23. 陈欧携着他创办的化妆品网站闯进了中国互联网商业 <i>世界</i> 。	23. Ou Chen broke into the Chinese Internet business <i>world</i> with his newly-created cosmetics website.
	27. 阿拉伯 <i>世界</i> 的社会和政治动荡从爆发到现在已经10个月了。	27. It has been 10 months since the eruption of the social and political turbulence in the Arabian <i>world</i> .
	28. 乔布斯的自传带领人们进入他的内心 <i>世界</i> 。	28. The Autobiography of Jobs leads readers into his inner <i>world</i> .
	29. 沿用古印度传说，大千 <i>世界</i> 是佛教说明宇宙组织的情形。	29. According to the ancient Indian legend, the Large Millennium <i>World</i> is how Buddhist explains the way the universe organizes.
	30. 接下来由刘谦带领大家走进他的魔术 <i>世界</i> !	30. Next, Qian Liu will lead us into his <i>world</i> of magic!
Sense 2 (Core)	1. <i>世界</i> 通过博览会了解广西，广西以自信的气度接轨国际。	1. The <i>world</i> will know Guangxi through an exhibition fair. Guangxi will connect to the world with a confident posture.
	3. 金融危机从根本上改变了 <i>世界</i> 的经济格局,新兴经济开始成为全球经济增长的主导力量。	3. The financial crisis has fundamentally changed the economic structure of the <i>world</i> . The newly emerged economic force has become a dominant force in the global



	economic growth.
4. 唐古拉山下海拔4500米区域有着是 <i>世界</i> 上海拔最高的物流中心。	4. Under the Danggula Mountains, in an area of 4500m altitude, there is the highest logistics center of the <i>world</i> .
8. 中国的五金制造产品在数量上可以说是 <i>世界上</i> 最多的国家。	8. In terms of quantity, China's hardware products are listed as the top in the <i>world</i> .
9. 自从学了西方哲学，他对 <i>世界</i> 的看法从此不同了。	9. Since he began studying Western Philosophy, his view of the <i>world</i> has changed.
13. 美国基督教家庭电台90岁高龄台长坎姆平宣称，2012年10月21日将是这个 <i>世界</i> 的末日。	13. The director of the Christian family radio station of the United States, 90-years-old Kanmpin, announced that October 21, 2012 will be the end of the <i>world</i> .
14. 省人大常委会主任刘奇葆强调要不断提高西博会办展水平，为西部融入 <i>世界</i> 搭建重要平台。	14. The standing committee director of provincial people's congress, Qibao Liu, emphasized the need to continuously improve the Western Exhibition Fair in order to build an important platform for the West to integrate into the <i>world</i> .
15. 华工科技产业与 <i>世界上</i> 顶级的纳米专家王肇中教授在光谷签订合作协议，共同研制量子点激光器的SOA芯片。	15. China Tech Industry and the leading nano expert of the <i>world</i> , Prof. Zhaozhong Wang, are signing a cooperation agreement in Optics Valley for the joint development of SOA chips for quantum dot lasers.
19. 不过，梦露究竟是怎么死的，全 <i>世界</i> 恐怕只有几个人知道。	19. But, as for how Monroe died, I am afraid that only a few people in the <i>world</i> know.
21. 这是 <i>世界上</i> 首个安装这种新机型的风电项目。	21. This is the first wind power project in the <i>world</i> that has this new type of machines install.
22. 此次参展的有闻名 <i>世界</i> 的十多种名猫，包括加菲猫、波斯猫、喜马拉雅猫、布偶猫、英国短毛猫等。	22. * [More than 10 types of worldly known cats participated in this exhibition, including Gaffey cats, Persian cats, Himalaya cats, Ragdoll cats, and British Shorthair cats.] More than 10 types of cats that are famous in the <i>world</i> participated in this exhibition, including Gaffey cats, Persian cats, Himalaya cats, Ragdoll cats, and British Shorthair cats.

24. 新一轮金融危机开始的时候，也是 <i>世界</i> 的格局开始重新洗牌的时候。	24. The time when a new round of financial crisis begins is the time for the structure of the <i>world</i> to reshuffle.
25. 中国最富裕村庄的华西村上周秀出了一些 <i>世界上</i> 著名建筑物的加大号复制品，以吸引游客注意。	25. Last week, China's richest village, Huaxi Village, exhibited some enlarged copies of famous buildings in the <i>world</i> in order to attract the attention of tourists.
26. 人们都盼着刘翔能再次创造出震惊 <i>世界</i> 的成绩。	26. People are hoping Xiang Liu will create another record that will shock the <i>world</i> .

### 手 ( Hand )

	手	手 → Hand
Sense 1	1. 麦克罗伊的确是个很棒的高尔夫球手，他刚刚从众多高手中脱颖而出拿到了冠军。	1. * [Mike Roy is indeed a wonderful golfer. He just won the championship over many great players.] Mike Roy is indeed a wonderful golfer. He just won the championship over many great hands.
	3. 打乒乓球他可是一把好手。	3. * [He is a great table-tennis player.] He is a great hand for table-tennis.
	12. 他经过五年的不懈努力，终于被提拔为公司的第二把手。	12. After five years of unremitting efforts, he was finally promoted to be the second <i>hand</i> in command of the company.
	15. 他毕竟还是个新手，犯点错误也是难免的，再多给他点时间锻炼成长吧。	15. * [He is still a novice after all, so it's inevitable to make mistakes. Give him more time to grow.] He is still a new hand after all, so it's inevitable to make mistakes. Give him more time to grow.
	17. 赛场上高手如云，人人想胜出。	17. Master <i>hands</i> are all around the arena, and everyone wants to win.
Sense 2	2. 很多病人给她的赞誉是，华佗再	2. Many patients praised her to be as

世， <b>手到病除</b> 。	skillful as Tuo Hua, the most famous Chinese doctor in history. Whatever her <i>hands</i> touched, they cured.
5. 雍正即位的时候究竟靠的是什么 <b>手段</b> ，连历史学家也莫衷一是。	5. * [Yongzheng ascended the throne using certain means which historians have no consensus about.] Yongzheng ascended the throne using certain hands about which historians have no consensus.
7. 作为芝加哥第一大帮派的老大，李奥纳多是位出了名的心狠 <b>手辣</b> 的人物。	7. * [As the leader of Chicago's largest gang, Leonardo is known to be notoriously ruthless.] As the leader of Chicago's largest gang, Leonardo is known for his cruel hands and cold heart.
9. 自己亲 <b>手</b> 去开创一件事情所带来的满足感是完全不一样的。	9. Creating something with one's own <i>hands</i> brings a completely different feeling of satisfaction.
22. 李莉是个 <b>手眼通天</b> 的人物，善于钻营，结交了很多有权势的高层。	22. * [Li Li is a person who can reach far and high. She is good at taking advantage of networking, and she is acquainted with many powerful high officials.] Li Li is a person who can reach her hands far and high. She is good at taking advantage of networking, and she is acquainted with many powerful high officials.
27. 今天老林在牌桌上的运气特别好，上来第一 <b>手</b> 就糊了！	27. Today, Lin seems particularly lucky on the poker table; he won the first <i>hand</i> !
28. 1997年东南亚金融危机中索罗斯使出的非常 <b>手段</b> 让他一夜之间举世闻名。	28. * [Soros became worldly known over-night due to his unusual manipulations in the Southeast Asian financial crisis in 1997.] Soros became worldly known over-night due to his unusual hand in the Southeast Asian financial crisis in 1997.
29. 对待敌人坚决不能心慈 <b>手软</b> ！	29. Never deal with an enemy with a soft heart and indecisive <i>hands</i> .
30. 他的做饭 <b>手艺</b> 十分厉害，不管什么食料，只要他一掌厨，就能有美味的食物。	30. * [His cooking skills are particularly good; no matter what materials he is given, he can make delicious food out of them.] His cooking hands are particularly good;

		no matter what materials he is given, he can make delicious food out of them.
Sense 3	8. 现广州豪宅价格无明显下降，后市会否降价，取决于开发商手上的资金是否充裕。	8. The prices of high-end real estate in Guangzhou have no apparent decline in the current market. Whether the market price will drop depends on if the developers have sufficient money on their <i>hands</i> .
	13. 他要求办公室里的所有人都保持安静，因为他手上还有活儿需要做。	13. He asked everyone in the office to keep quiet, because he still had a job at <i>hand</i> .
	19. 当年邓小平视察南方的时候就暗示，改革开放要一手紧一手松，权力下放的同时要紧握控制权。	19. When Xiaoping Deng inspected South China, he implied that the Reform and Opening-Up processes needed to be tight in one <i>hand</i> and loose in the other, meaning the goal should be to keep control while decentralizing the power.
	21. 现在普遍认为，一旦刘云飞落到中央手里，局势就难以控制了。	21. It is generally agreed that once Liu Yunfei fell in the <i>hands</i> of the central government, it would be difficult to control the situation.
	23. 在当时局势还不明朗的情况下，手握重兵的袁世凯成了革命党和保守派都要拉拢的人物。	23. Under the then-current unclear situation, Shikia Yuan, who wielded a strong army in <i>hand</i> , became the person that both the Revolutionary Party and the conservatives wanted to hook in.
	25. 最近我有点手紧，你能借给我点钱周转一下吗？	25. * [I've been a bit financially tight recently. Can you lend me some money for a turnover?] I've been a bit financially tight in hands recently. Can you lend me some money for a turnover?
Sense 4 (Core)	4. 从烤箱里往外拿东西的时候一定要小心，不要烫着手。	4. Watch out when you take things out of the oven. Do not burn your <i>hands</i> .
	6. 当我手忙脚乱地站起来准备解释	6. * [When I scrambled to stand up to

时，他却装出一副好像什么也没看见的样子。	explain, he pretended that he did not notice anything.] When I clumsily arranged my hands and feet to explain, he pretended that he did not notice anything.
10. 执子之手，与子偕老。	10. I will hold your <i>hands</i> , and grow old with you.
11. 听到佳佳被清华大学录取的消息后，妈妈高兴得手舞足蹈，兴奋到了极点。	11. Upon hearing that Jiajia was accepted by Tsinghua University, her mother was thrilled, dancing with her <i>hands</i> up in the air.
14. 在等待领学位证的队伍中，一个手拿单反相机的考生格外引人注目。	14. One student holding a single-lens reflex camera in his <i>hand</i> stood out on the line of students awaiting their degree certificates.
16. 昨天打网球的时候用力不均匀，伤了右手。	16. Yesterday, he hurt his right <i>hand</i> from using uneven forces while playing tennis.
18. 他这个人很谦虚，很好相处，就是有点笨手笨脚的，老是做错事。	18. * [He is very humble, and easy to get along with. However, he is a little bit clumsy and always does something wrong.] He is very humble, and easy to get along with. However, he has clumsy hands and feet and always does something wrong.
20. 这小姑娘手勤脚快，干活儿麻利。	20. The young girl has deft <i>hands</i> and feet. Her job is quick and neat.
24. 因为情绪失控，一向不主张打骂孩子的我动了手，事后很后悔。	24. * [In losing control, I beat my kid, though I have always been against punishing children physically. I regretted it very much afterwards.] In losing control, I hit my kid with my hands, though I have always been against punishing children physically. I regretted it very much afterwards.
26. 用武力对付手无寸铁的老百姓，这在各国战争中都会被大家所谴责。	26. * [Using force against unarmed civilians will be condemned in all countries.] Using force against civilians with no arms in their hands will be condemned in all countries.

医生 (Doctor)

	医生	医生→Doctor
Sense 1	1. 今天我嗓子疼，于是就去看了耳鼻喉科医生。	1. Today I had a sore throat, so I went to see an ear-nose-throat <i>doctor</i> .
	3. 学习成绩不错的女儿突然像变了个人，五天不说一句话，心理医生诊断为“重度抑郁”。	3. It seemed that her academically well-performing daughter had suddenly changed into a different person. She did not speak a single word for five days, and then she was diagnosed as having “major depressive disorder” by the psychological <i>doctor</i> .
	6. 我家的猫咪连续两天不吃不喝，今天我只好请假带他去动物医生那里看看。	6. Our cat would not eat or drink for the past two days. Today I had to take a day off to take him to an animal <i>doctor</i> .
	8. 妇产科医生告诉她，多次流产将导致不孕。	8. * [The accoucheur told her that repeated abortion may cause infertility.] The <i>doctor</i> of obstetrics and gynecology told her that repeated abortion may cause infertility.
	10. 药房的助理医生说出错的原因是他误解了处方。	10. The assistant <i>doctor</i> from the pharmacy said that the mistake was due to his misunderstanding of the prescription.
	11. “心病还需心药医，”心理医生建议小王找到症结，勇敢面对。	11. “A psychological problem requires a psychological solution.” The psychological <i>doctor</i> suggested that Wang look for the cause and confront it bravely.
	13. 校队的保健医生叮嘱我能早睡多运动，这样才能保证正常训练，不耽误比赛。	13. The health <i>doctor</i> of my school team warned me to go to bed early and work out more. This way I can keep up with the regular trainings and won't miss the games.
	15. 他不太明白究竟应该去看眼科医生还是应该去配一副新眼镜。	15. * [He was wondering whether he should go to see an ophthalmologist or to get a new pair of glasses.] He was wondering whether he should go to see an eye <i>doctor</i> or to get a new

		pair of glasses.
	21. 他咨询了很多外科医生，看来这个病只能通过手术治疗，药物解决不了根本问题。	21. * [He has consulted many surgeons, and it seems that this disease can only be treated with surgeries. Medication won't solve the key problem.] He has consulted many <i>doctors</i> who operate, and it seems that this disease can only be treated with surgeries. Medication won't solve the key problem.
	22. 在心理医生的帮助下，他终于敢于同陌生人讲话了。	22. With the help of a psychological <i>doctor</i> , he now dares to talk to strangers.
	29. 牙科医生检查之后说孩子的牙必须得修了，不然龋齿的问题会越来越严重。	29. * [After examining it, the dentist said that the kid's teeth required treatment; otherwise, the problem of decay would get more serious.] After examining it, the teeth <i>doctor</i> said that the kid's teeth required treatment; otherwise, the problem of decay would get more serious.
	30. 主治医生表示，卢拉的喉癌与他吸烟有关。	30. The <i>doctor</i> in charge said that Rura's throat cancer had something to do with his smoking.
Sense 2	4. 我们医院的科室分得很细，每个医生只负责某一方面的疾病。	4. The departments in our hospital are finely divided. Each <i>doctor</i> is only responsible for one particular kind of disease.
	5. 医生写的字让人完全看不懂。	5. The <i>doctor's</i> scribbles are so hard to read.
	7. 我照着医生的方子去抓了几剂中药，回家开始熬着吃。	7. I went to get some Chinese medicine according to the <i>doctor's</i> prescription, and went back to simmer them.
	9. 曾经是医生的妈妈认为，是药三分毒，爸爸不该乱吃药。	9. Mom, a former <i>doctor</i> , thinks that all medicine has toxicity to some degree, and that Dad should not take medicine without a prescription.
	12. 关于这个病，中医和西医的医生们说法多有不同。	12. Regarding this disease, <i>doctors</i> of Chinese medical tradition and those of Western traditions have different opinions.

	14. 医生必须要大胆，细心，有责任心，才能够真正为病人服务。	14. <i>Doctors</i> must be fearless, careful, and responsible. That way they can truly provide help for the patients.
	18. 由于失败的医疗制度，很多医生们都把病人当成榨取钱财的对象。	18. Due to the failed health care system, many <i>doctors</i> treat patients as targets to squeeze money from.
	19. 虽然医生们都尽力了，但这次手术并不成功。	19. Although the <i>doctors</i> tried their best, the operation was not successful.
	20. 汶川地震后，全国的医生都行动起来为伤员治疗。	20. After Wenchuan's earthquake, <i>doctors</i> from all over the country proactively provided treatment for the wounded.
	23. 医生是个受人尊敬的职业，但也有些人借着别人的信任，胡乱的行使行医的权利	23. <i>Doctor</i> is a very respected occupation, but some <i>doctors</i> are known to take advantage of others' trust as they abuse their power.
	24. 想在美国成为一名医生，需要花费很多的时间和金钱。	24. It is very costly and time consuming to become a <i>doctor</i> in the United States.
	25. 人们想到医生就会联想到医院和疾病。	25. When people think of <i>doctors</i> , they think of hospitals and disease.
	27. 一个医生需要很多护士当助手。	27. A <i>doctor</i> needs many nurses as assistants.
	28. 在修护调整设备方面，王师傅就像一位细心的医生对待病人一样。	28. When it comes to equipment maintenance, Mr. Wang treats the equipment the way a careful <i>doctor</i> treats a patient.
Sense 3 (Core)	2. 牙科医生是一个受人尊敬的职业。	2. * [Dentist is a respected occupation.] Teeth <i>doctor</i> is a respected occupation.
	16. 绵绵从小就特别喜欢小动物，早就立志长大后当一个动物医生。	16. Mianmian has always liked little animals since he was young, and he has been dreaming of becoming an animal <i>doctor</i> when he grows up.
	17. 她的理想是当个助理医生或者护士。	17. Her dream is to become an assistant <i>doctor</i> or a nurse.



26. 私人医生在美国是一个很赚钱的职业。	26. Private <i>doctor</i> is a very profitable career in the United States.
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脚 (Foot)

	脚	脚 →Foot
Sense 1	2. 西方舆论抛出的“中国风险论”危言耸听，但缺乏理据，逻辑矛盾，实在是站不住脚。	2. * [The “China Risk Theory,” forwarded by certain western media, is alarmist. It is weak in evidence and logic, and it doesn’t really have a leg to stand on.] The “China Risk Theory,” forwarded by certain western media, is alarmist. It is weak in evidence and logic, and it doesn’t really have a <i>foot</i> to stand on.
	8. 私利能使人丧失原则，丧失立场，从古至今有多少人拜倒在金钱的脚下。	8. Self-interest can make people lose principles and standpoints. Throughout time, countless people fall under the <i>foot</i> of money.
	20. 2007年，AC米兰在卡卡的带领下创纪录地第四次赢得世界杯，将世界踩在脚下。	20. In 2007, led by Kaka, AC Milan won the World Cup for the fourth time, and had the world under their <i>feet</i> .
	24. 广东企业不断转型升级，站稳脚，巩固市场，成为外省企业学习的典范。	24. The Guangdong companies keep transforming and upgrading, with their <i>feet</i> standing steadily in the business and consolidating their markets. They have become good models for companies of other provinces to learn from.
	28. 如果在某个时代，文学和艺术拜倒在权力和金钱的脚下，充当二者的婢女的话，那么那个时代必定是死气沉沉的。	28. If in one era, literature and art fell under the <i>feet</i> of power and money, and served as their slave girls, that era would be lifeless.
Sense 2	3. 只要计划好了，忙年才不至于	3. * [As long as you plan well, you wouldn’t be hurry-scurry during the

	手忙脚乱。	busy seasons.] As long as you plan well, you wouldn't need to worry about where to put your hands and feet during the busy seasons.
	10. 其实它的制作也很容易，哪怕刚开始的时候有点笨手笨脚的，半天的时间也能搞定。	10. * [The manufacturing process is very easy. Even if you are clumsy at first, you can figure out the process in half a day.] The manufacturing process is very easy. Even if you are clumsy with your hands and feet at first, you can figure out the process in half a day.
	23. 这个小姑娘手脚很麻利，做销售员一定能做得很好。	23. The young girl has deft hands and feet and will surely do very well as a sales person.
	25. 他们家里太乱了，到处堆的都是杂物，走路都没有下脚的地方。	25. Their house is too messy — there are odds and ends everywhere, and there is nowhere to place one's feet.
Sense 3	4. 这座因西安事变而闻名天下的别墅位于骊山山脚。	4. The villa that became famous because of Xi'an Incident sits at the foot of Li Mountain.
	12. 后院的墙脚下原本种着几颗番茄，后来全被兔子吃光了。	12. There used to be a few tomatoes at the foot of the wall in the back yard, but they were eaten up by some rabbits.
	19. 饭桌上的东西一旦放多了就有点不稳，我出去捡了一块石头垫在桌脚。	19. The dinner table becomes a little unstable when too many items are put on it, so I went to find a stone to put under one foot of the table.
	21. 那个长凳左边的凳脚松了，小心别往上坐。	21. The left foot of that bench is loose. Make sure you don't sit on it.
	22. 加宽的窗台成为最好的早餐区，再搭配上一两个高脚的灯。	22. The expanded windowsill became the best place for breakfast, and it would look better with a couple of high foot lights.
	30. 自从拜师不成，他就住在少林寺脚下那个土房子里，已经有一段时间了。	30. Since he was refused as a disciple, he started to live in that dirt house at the foot of Shaolin Temple. It has been a while.

Sense 4	5. 当李阳一脚踏入英语教育这个市场的时候，完全不熟悉情况，导致“疯狂英语”的品牌被人抢注。	5. When Yang Li dipped his <i>feet</i> into the industry of English Education, he was not familiar with the situation at all, which caused his brand name “Crazy English” to be patented by someone else.
	13. 爸爸那个人就是这样，我们兄妹几个的婚姻问题他都要插上一脚。	13. * [Dad is just like that. He had to be involved in our marriage issues.] Dad is just like that. He had to step his <i>foot</i> in our marriage issues.
	14. 行贿受贿就是这样，你一脚踏进去想拔出来就难了。你看看有多少人都是越陷越深，难以自拔的？	14. Here is the truth about bribery. Once you get your <i>foot</i> inside the door, it is very hard to get it out. Can you see how many people got swamped and couldn't get themselves out?
	17. 人家宣传部门的安排关你嘛事，谁让你去横插一脚？现在好了，人家向上面参了我们一本。	17. What do the arrangements of the Publicity Department have to do with you? Why do you have to step your <i>feet</i> into their business? Now you are happy, they complained to the boss.
Sense 5	7. 小时候家里穷，最难忘的事是外婆用邻居家做棉被的下脚料给我做了一条棉裤。我整整穿了五年。 years.	7. * [My family was poor when I was young. The most unforgettable thing was when my grandma used a neighbor's leftover cloth to make me a pair of cotton-padded pants, which I wore for five years.] My family was poor when I was young. The most unforgettable thing was that my grandma used a neighbor's leftover <i>foots</i> of cloth to make me a pair of cotton-padded pants, which I wore for five years.
	9. 茶脚是指茶喝到最后剩下的渣滓。	9. The <i>foot</i> of tea is the leftover after one finishes drinking the tea.
	15. 工业上的下脚料很多可以回收以后用作其他用途。	15. * [Many industry scraps can be recycled and reused for other purposes.] Many industry leftover <i>foots</i> can be recycled and reused for other purposes.
	27. 越好的干邑，滑动的速度越	27. The better the cognac, the slower

	慢，酒脚越圆润。	it flows, and the smoother the <i>foot</i> of the wine.
Sense 6 (Core)	1. 当发现和前车的距离在缩短时应马上收油减速并将脚放在刹车踏板上准备刹车。	1. When you notice that the distance between your car and the car in front of you is decreasing, you should release the gas pedal and put your <i>foot</i> on the brake, just in case.
	6. 当经过记者身边时，那辆车的轮胎和记者的脚只有二三十厘米的距离。	6. When the car passed the reporter, the wheels of the car were only a few inches away from the reporters' <i>foot</i> .
	11. 采用经常按摩脚心的方法，可起到强身健体、防治感冒的作用。	11. Massaging the center of your <i>foot</i> can nurture your body and prevent you from getting sick.
	16. 即日起，凡到本店消费的朋友均可获赠行李架和放脚的垫子。	16. Starting today, our customers can receive one complimentary baggage carrier and one <i>foot</i> resting pad for shopping here.
	18. 每天晚上临睡前用拳头敲击脚的底部，可以消除一天的疲劳。	18. Knocking on the bottom of one's <i>feet</i> with a fist before going to bed every night can release one's fatigue of the day.
	26. 小袁昨天踢球时伤了左脚，今天不能走路了。	26. Yuan injured his left <i>foot</i> while playing soccer yesterday, and he couldn't walk today.
	29. 登山也是一项训练内容，主教练李霄鹏要求她们通过登山练脚上的力量。	29. Mountain-climbing is part of the training. Coach Xiaopeng Li requires them to work on the strength of their <i>feet</i> through mountain-climbing.

树 ( Tree )

	树	树→Tree
Sense 1	3. 支气管不断分支变细，所以才形成支气管树的形状。	3. The bronchia keeps outshooting branches which get thinner and thinner, and it forms the shape of a bronchial <i>tree</i> .
	9. 新生儿出生时支气管树虽完整，	9. Though a new-born has a complete bronchial <i>tree</i> , the number of alveolus

	但肺泡数目少。	is small.
	12. 有的病人无咳嗽咯痰，可采用超声波雾化器喷雾液冲刷支气管树，带出肿瘤细胞。	12. For those patients who do not cough up phlegm, we can use ultrasonic atomizer to wash the tumor cells off the bronchial <i>tree</i> .
	17. 决策树由一个决策图和可能的结果(例如资源成本和风险)组成，用来创建实现目标的计划。	17. Decision-making <i>trees</i> are composed of a decision graph and all possible outcomes (such as costs and risks), and are used to build plans for the goal.
	23. 真值树是数理逻辑上的一种画图方法，就是将不同的真值画在不同的分支上。	23. Truth-value <i>trees</i> refer to a graphic method in mathematical logic, in which different truth values are labeled on different branches.
	27. X光片显示，在接近胸膜的细支气管和肺泡树上有癌变细胞。	27. The X-ray film shows that there are cancerous cells on the bronchioles and alveolus <i>tree</i> that are close to the pleura.
	28. 肺内的气管树呈复杂的自相似的结构。	28. The intrapulmonary bronchial <i>tree</i> has a complex self-similar structure.
Sense 2 (Core)	1. 因安装空调而擅自砍伐路旁树木的男子被民警带走。	1. The man who cut down <i>trees</i> by the roadside to install an air conditioner was taken by the police.
	2. 快来看，那边那个水泥柱的形状像不像一棵树？	2. Look! Doesn't the cement column over there look like a <i>tree</i> ?
	4. 桂树的皮是非常好的中药药材。	4. The skin of cherry bay <i>trees</i> makes a very good type of Chinese medicine.
	5. 这个图形成树的形状，可以很简单地分析不同的可能性。	5. This graph forms the shape of a <i>tree</i> , and can be used to analyze different possibilities in a simple way.
	6. 公园里很多树被钉上钢钉，用于固定路灯。	6. A lot of <i>trees</i> in the park were sprigged with steel nails for street lights fixation.
	7. 101省道固镇娄底段发生大面积野草燃烧，危急路边杨树安全。	7. * [The Guzhen Loudi segment of Highway 101 suffered from massive weed burning, threatening the safety of roadside poplars.] The Guzhen Loudi segment of Highway 101

	suffered from massive weed burning, threatening the safety of roadside poplar <i>trees</i> .
8. 最后我们还是决定买一颗假的圣诞树。	8. Finally, we decided to buy a fake Christmas <i>tree</i> after all.
10. 现在越来越多不同品种的果树依赖人工授粉。	10. Now, more and more types of fruit <i>trees</i> depend on artificial pollination.
11. 松树为轮状分枝，可根据不同轮状枝错开修枝，以保证根冠比合适。	11. Pine <i>trees</i> have rotate branches, accordingly, they can be pruned by different rotate branches in a stagger way to ensure an appropriate root-crown ratio.
13. 山坡上有一块巨大的岩石，岩石缝中生长着一大一小两棵松树。	13. There is a huge rock on the slope of the hill. There are two pine <i>trees</i> , one large and one small, growing in the crack of the rock.
14. 蒋滨意外发现在炮台附近一座小山顶上，一座炮神小庙藏匿在一片树中。	14. Bin Jiang accidentally found that there on the top of the hill nearby the fort, a Temple for Battery God was hidden among some <i>trees</i> .
15. 手工课老师教我们将常见的日用品做成装饰品，比如用彩纸剪窗花，把饮料瓶剪成塑料树。	15. Our handicraft teacher taught us how to make decorative stuff out of everyday-life objects, such as using colored paper to make window decorations, and cutting soft-drink bottles into plastic <i>trees</i> .
16. 又过了两天，这只小鸟还时不时地在树的末梢上扑腾，但就是飞不走。	16. Two days later, the bird is still moving up and down at the end of the <i>tree</i> , but it just does not want to fly away.
18. 好好的红绿灯，却被旁边一棵树的枝枝桠桠遮挡住一部分。	18. Part of the traffic light is blocked by the branches of a <i>tree</i> nearby.
19. 按照规定，每公斤树的表皮部分所含核剂量不能超过400贝克勒尔。	19. According to relevant regulations, the nuclear component existing in the skin of a <i>tree</i> cannot exceed 400 Bq/kg.
20. 就在消防员赶往途中，男子一下从树的分叉处掉下，当即昏迷。	20. While firefighters were on their way, the man fell from the split of the <i>tree</i> and slipped into a coma.
21. 我的那只小背篋也让叔叔和哥	21. My little basket was filled with

哥们装了一些 树的枝桠。	some branches of <i>trees</i> by my uncle and my bigger brothers.
22. 桃树容易抽条、流胶，影响生长和来年结果率。	22. Peach <i>trees</i> are prone to sprouting and gummosis, which affect the growth and fruit bearing rate next year.
24. 如果发生大面积蔓延，引燃周边其他树，将会造成不可估计的损失。	24. If the fire spreads to a large scope, it will ignite other <i>trees</i> close by, causing inestimable losses.
25. 1月15日，在太平角景区内，几棵腊梅树上的花骨朵含苞待放。	25. On January 15th, in the scenic spot of Peace Corner, a few calyx canthus <i>trees</i> have flowers in bud.
26. 记者了解到，当时司机也不知道是怎么撞到树上的，疲劳驾驶是主要原因。	26. The reporter learned that the driver did not know how he hit the <i>tree</i> . Probably the major reason was driving in fatigue.
29. 教学楼的走廊上有几盆塑料树和塑料花作为装饰。	29. There are several decorative plastic <i>trees</i> and flowers on the walkway in the academic building.
30. 农历春节临近，福州宝龙广场几百个红灯笼挂满了树的末梢，春意渐浓。	30. As the lunar Spring Festival is approaching, Fuzhou's Baolong Square has had hundreds of red lanterns hung on the ends of <i>trees</i> , signifying that the spring is closer.

### 脸 (Face)

	脸	脸 →Face
Sense 1	1. 2011款马自达6与老款车型相比，最大的变化在前脸部分。	1. Compared to the old model, the biggest change on the new 2011 Mazda 6 is the front <i>face</i> .
	3. 新鞋没穿多少日子，我就感觉顶脚了，大脚趾受不了屈，很快就顶破了鞋脸。	3. It didn't take long for me to realize that my new shoes are too tight; the thumb toe broke through the front <i>face</i> of the shoe.
	5. 他们决定重新粉刷一下墙脸，再安装两个路灯。	5. They decided to repaint the <i>face</i> of the wall and install two more road lights.
	7. 一小伙来石家庄打工未找到合	7. * [A person came to Shijiazhuang

	适工作，便开始盗窃街边门脸。	to look for a job but could not find one, so he started to steal from the stores on the street.] A person came to Shijiazhuang to look for a job but could not find one, so he started to steal from the store faces located on the street.
	19. 这个楼已经被废弃很久了，前后脸都爬满了爬山虎和各种不知名的野草。	19. This building has been deserted for a long time. The front and back <i>faces</i> of the building have both been covered by Boston ivy and all types of unnamable weeds.
	29. 北京小武基汽配城门脸着火所幸无人员伤亡。	29. The front <i>face</i> of the Xiaowuji Motor Supplies Market caught fire, but luckily no one was injured.
Sense 2	4. 家乡敲锣打鼓送出来的，就这样被遣送回去，没脸见人啊！	4. My hometown friends sent me away in such a celebrative way. And now, I am being sent back like this. I have no <i>face</i> to see them again.
	6. 一走出去，别人都说这个城市的环境脏乱差，脸上很无光。	6. When I go anywhere and hear people say that this city is dirty and messy, I feel like I'm losing my <i>face</i> .
	9. 市政府大楼是整个城市的脸面，当然要盖的气派一些。	9. The administrative building of the municipal government is the <i>face</i> of the city, and surely it should be built in a stylish way.
	20. 小姐，我想请你喝杯茶，不知道可否赏脸？	20. * [Miss, I'd love to buy you a tea. Can you allow me the honor?] Miss, I'd love to buy you a tea. Can you give me the <i>face</i> ?
	21. 党任命一个草包当政委，这不是给党脸上摸黑吗！	21. The Party has appointed a good-for-nothing to be the commissar. It is such a shame on the <i>face</i> of the Party!
	22. 男人的脸面就是别人听他的话，不管他说的是非对错。	22. For a man, his <i>face</i> is that others would listen to him, no matter what he said is right or wrong.
	25. 如何使用或支配这笔钱，完全是中国人自己的事，凭什么要看日本人的脸色？	25. How we use or control this money is our own business of Chinese. Why should we look to the <i>face</i> of the Japanese?



Sense 3 (Core)	2. 那些皱纹是沧桑岁月在她的脸上留下的痕迹。	2. Those wrinkles are traces of the passage of time on her <i>face</i> .
	8. 你看你的脸...尽是血,我都不认识你了。	8. Look at your <i>face</i> ... it is all covered with blood and I cannot recognize you.
	10. 看着记者诧异的目光,石峰红了脸。	10. Looking at the reporters' surprised eyes, Feng Shi's <i>face</i> turned red.
	11. 当司机被交警拦下后,他一脸的茫然,声称自己是走在慢车道。	11. When the driver was stopped by the police, his <i>face</i> was full of confusion, and he claimed that he had been driving in the left lane.
	12. 惬意的表情写在他们脸上,唱山歌已成为大家饭后最热衷的娱乐项目。	12. Satisfaction is written on their <i>faces</i> . Singing folk songs has become a very popular form of entertainment for their leisure time.
	13. 你看你,这么点小事就别生气了。来,给我个笑脸吧?	13. Look at you. You don't need to get mad for such a small thing. Come on. Would you please give me a smiley <i>face</i> ?
	14. 这些特战队员全身着黑色服装、脸戴黑色面罩。	14. All the Special Weapons and Tactics members are wearing black uniforms from neck to toe, and they're also wearing black masks on their <i>faces</i> .
	15. 不就是打牌输了点钱吗?有必要这么哭丧着脸吗?	15. Is it just that you lost some money from playing cards? Is it necessary to put on such a sad <i>face</i> for that?
	16. 他收起笑容,把脸一变,凶巴巴地说,“你如果不听话,我就不给你饭吃!”	16. He turned off his smile, changing the expression on his <i>face</i> to a rough one, and said, “If you don't listen to me, I won't give you food!”
	17. 夫妻两个,有话要好好说,一点儿小事,何必争得脸红脖子粗的?	17. The two partners in a couple should communicate in a controlled way. This sort of thing is trivial. Is it worth all the arguing till your <i>faces</i> turn red?
18. 她那优美紧致的脸庞,不知吸引了多少男孩子的目光。	18. Her graceful <i>face</i> has attracted the attention of many boys.	
23. 不远处看到她斜靠在椅子背上,耷着头,脸苍白,象是丢了	23. From a close distance, you can see her leaning against the chair, head dropped, <i>face</i> pale — like she has just	

魂。	lost her soul.
24. 脸上肤色发黄的女人看起来比较没有精神，而且比较影响美观和整体形象。	24. Those women who have yellowish skin on their <i>faces</i> look more spiritless; it also affects one's overall look and appearance.
26. 白胡子医生哭丧着脸，只想快点把瘟神送走。	26. The old doctor maintained his sad <i>face</i> hoping that the demon would go away soon.
27. 我刚当校长的时候其实也挺传统，会故意端架子，故意绷着脸不苟言笑。	27. When I was just promoted to principal, I stayed very traditional. I would deliberately maintain a certain posture and keep a stern <i>face</i> .
28. 他撒谎都习惯了，脸不变色心不跳。	28. He is so used to lying that his <i>face</i> won't change a little.
30. 谈及家庭，她微笑的脸上悄然掠过一抹惆怅。	30. When we talked about families, a sense of melancholy slowly spread over her smiley <i>face</i> .

门 (Door)

	门	门 → Door
Sense 1	1. 中国对非洲的贸易大门将因为此项协议而进一步打开。	1. The <i>door</i> of trading between China and Africa is gradually opening thanks to this treaty.
	5. 人生就是这样，当一扇门关了的时候，另一扇门就会为你打开。	5. Life is like this; when a <i>door</i> is closed, another one is opened for you.
	7. 三十年前开始的改革开放开启了中国国门。	7. The revolution that started thirty years ago opened China's <i>door</i> to the world.
	10. 小兰死后，孟谭的心门紧锁，不再对任何人打开了。	10. Since Lan's death, the <i>door</i> to Tan Meng's heart has been locked and will not open to anyone.
	18. 辛亥革命作为开启中国进步闸门的革命运动，影响了中国整个20世纪的历史进程。	18. The Revolution of 1911, a movement known to open the <i>door</i> to China's development, has influenced China's historical progress throughout the 20 <sup>th</sup> century.
	20. 投诉无门是很多消费者都遇见	20. * [Many consumers have had the

	过的问题。	experience of not being able to find the right place to file a complaint.] Many consumers have had the experience of not being able to find the right <i>door</i> to file a complaint.
	21. 多家企业齐聚南坪国际会展中心商讨共同开启大渡口房地产业的财富之门。	21. Many companies gathered at Nanping International Conference and Exhibition Center to discuss ways of jointly opening the <i>door</i> of fortune for the real estate in the area of Dadukou.
	22. 经过两个月的学习，打网球我也开始摸着点门儿了。	22. * [After two months of lessons, I started to figure out the right way to play tennis.] After two months of lessons, I finally opened the <i>door</i> to knowing how to play tennis.
	25. 记者以大学老师的身份向某银行申请住房抵押贷款时，发现求贷无门。	25. * [When the reporter applied for housing loans with the fake identity of a college teacher, he found that he could not find a place to apply to.] When the reporter applied for housing loans with the fake identity of a college teacher, he found that he could not find a <i>door</i> to apply to.
	30. 查尔斯顿上流社会的大门终于被斯佳丽打开了。	30. The <i>door</i> of Charleston upper-class was finally opened by Scarlett.
Sense 2	2. 保护师傅安全是是每个徒弟应尽的责任。	2. * [Protecting the masters and the fellow apprentices is every prentice's responsibility.] Protecting the masters and the fellow apprentices, and keeping the <i>door</i> safe, is every prentice's responsibility.
	3. 展销活动现场，邮政工作人员将图书分门别类地摆放好，方便客户挑选。	3. * [At the exhibition, the postal service staff displayed the books by categories for customers' convenience.] At the exhibition, the postal service staff displayed the books by <i>doors</i> for customers' convenience.
	4. 招商证券在投行业务部门下设立了国际部。	4. * [Commercial Securities set up an international department under the investment banking department.]

	Commercial Securities set up an international department under the <i>door</i> of investment banking.
9. 学术思想上有不同的派别是很正常的事，可是在儒家统治下的封建社会，道家往往被批为旁门左道。	9. * [It is normal to have different schools of opinions when it comes to academic thoughts. However, in the feudal society under the control of Confucianism, Taoism was often criticized as representing a heterodox point of view.] It is normal to have different schools of opinions when it comes to academic thoughts. However, in the feudal society under the control of Confucianism, Taoism was often criticized as representing a heterodox <i>door</i> of opinions.
13. 名片自古就有，是自报家门的 一种联络方式。	13. * [Name cards have existed since ancient times. They create a way of introducing oneself and getting connected with others.] Name cards have existed since ancient times. It is a way of opening one's <i>door</i> and becoming connected with others.
15. 在任何学术领域，由于学派的不同而产生的门户之见都是在所难免的。	15. * [For any academic field, sectarianism due to different schools of opinions is inevitable.] For any academic field, prejudice against other <i>doors</i> due to different schools of opinions is inevitable.
23. 有时候大范围的搜索不是很有用处，比如你在百度里随便输入一个关键词，出来的结果五花八门，什么都有。	23. * [Sometimes massive searching is not very helpful. For example, if you randomly type a word in Baidu, the results are of all kinds and sorts.] Sometimes massive searching is not very helpful. For example, if you randomly type a word in Baidu, the results are of all kinds and <i>doors</i> .
24. 本焕长老是我国德高望重的佛 门泰斗。	24. * [Master Benhuan is a venerable Buddhist of our country.] Master Benhuan is a venerable elder of the Buddhism <i>door</i> of our country.
26. 节肢动物门是动物界最大的， 种类达100多万种，占动物界种类的80%以上。	26. * [Arthropoda is the biggest division in the animal world. It covers over 1,000,000 kinds of animals and makes up 80% of all the

		animals in the world.] Arthropoda is the biggest division <i>door</i> in the animal world. It covers over 1,000,000 kinds of animals and makes up 80% of all the animals in the world.
	27. 病原体是原生动物门纤毛虫纲的累枝虫。	27. * [Pathogene is one type of Epistylis under Ciliata in Protozoa.] Pathogene is one type of Epistylis under Ciliata in the <i>door</i> of Protozoa.
	29. 先把这些书籍分门别类的归档，然后给他们统一编码，最后输入电脑。	29. * [First, sort the books by categories, then code them in a unified way, and finally enter them into a computer.] First, sort the books by <i>doors</i> , then code them in a unified way, and finally enter them into a computer.
Sense 3 (Core)	6. 一推开他家的门我就看见了墙上挂着的一幅字画。	6. Upon opening the <i>door</i> of his house, I saw a calligraphical painting hanging on the wall.
	8. 公司的门上已经贴出了应对措施，以及增强投资人信心的情况说明。	8. A counter-measure and an explanation of the strategy for boosting the investors' confidence have been posted on the company <i>door</i> .
	11. 尹先生发现卫生间和阳台的门都出现了起泡和开裂的情况。	11. Mr. Yin noticed that both the <i>door</i> of the bathroom and that of the balcony had some bubbles and cracks.
	12. 开业十天有优惠的南坪沃尔玛骑龙店，依然大门紧闭。	12. The Walmart located at Nanping was supposed to be having a big sale on the tenth day of opening, but the front <i>door</i> was unfortunately still closed.
	14. 房地产日渐萧条，不少房产中介公司现今已经门可罗雀。	14. * [The real estate industry is going down day by day. Many estate intermediaries are suffering from having few visitors.] The real estate industry is going down day by day. Many estate intermediaries are suffering from having few visitors knocking on their <i>doors</i> .

16. 少林寺山门洞开，众僧鱼列而出。	16. The <i>door</i> of Shaolin Temple opened wide and the monks walked out in lines.
17. 新电动公交没有离合器，驾驶员只需脚踩电门和刹车，即可控制车辆。	17. * [The new electronic buses don't have clutches. Drivers just need to step on the pedal and the break to control the bus.] The new electronic buses don't have clutches. Drivers just need to step on the electronic <i>door</i> and the break to control the bus.
19. 球进门了！谁也没想到范斯滕在这么偏这么怪的位置能一脚把球踢进去！	19. * [He made a goal! No one had thought van Basten could make it in from such a weird angle.] The ball made it through the <i>door</i> ! No one had thought van Basten could make it in from such a weird angle.
28. 左边的柜门松了，你能帮我用扳手紧一下吗？	28. The left <i>door</i> of the cabin is getting loose; can you tighten it with a wrench for me?

心 ( Heart )

	心	心→Heart
Sense 1	1. 教几何的李老师画图很有功夫，随手一画就是一个圆，再随手一点就是圆心。	1. * [Mr. Li, who teaches Geometry, is very good at graphing. He can easily draw a circle, and add a center for it in a casual manner.] Mr. Li, who teaches Geometry, is very good at graphing. He can easily draw a circle, and add a <i>heart</i> for it in a casual manner.
	8. 自从有了孩子，生活重心就发生了变化，所有的时间都在围着孩子转。	8. * [Since I have had children, the focus of my life has changed; I spend all my time around my kids.] Since I have had children, the <i>heart</i> of my life has changed; I spend all my time around my kids.
	11. 这项工作的中心是调整各部门的合作项目。	11. * [The focus of this job is to adjust the projects cooperated by each department.] The <i>heart</i> of this job is to adjust the projects cooperated by each department.

	15. 孩子的额头和手心都烫得厉害，不能再等了，得赶快送医院。	15. * [The child's forehead and palm centers are very hot. We cannot wait any more. We need to send him to the hospital.] The child's forehead and palm <i>hearts</i> are very hot. We cannot wait any more. We need to send him to the hospital.
	18. 中医上认为每天按摩脚心可以达到有病治病，无病防病的作用。	18. * [Chinese medical theory believes that massaging the soles of feet every day can cure and/or prevent diseases.] Chinese medical theory believes that massaging the <i>hearts</i> of feet every day can cure and/or prevent diseases.
	23. 工作人员称，上游一条运煤船沉入江心，封住了航道，轮渡无奈暂时停航。	23. * [One staff said, a coal ship at the upstream sank into the center of the river, which caused a shutting down of the waterway. Because of that, the ferry service was temporarily suspended.] One staff said, a coal ship at the upstream sank into the <i>heart</i> of the river, which caused a shutting down of the waterway. Because of that, the ferry service was temporarily suspended.
	25. 如果说硬实力的标志是经济实力，软实力的核心就是文化影响力。	25. If the sign for hard power is economic strength, then the <i>heart</i> of soft power is cultural influence.
Sense 2	2. 你那样做是非常伤孩子的心的，次数一多沟通的管道就没有了。	2. Behaviors like that hurt the child's <i>heart</i> a lot. If you do that often, the communication channel between you two will be shut.
	3. 随着低碳、环保、绿色等生活态度逐渐深入人心，人们对品牌提出了更高的要求。	3. * [As people believe more and more in the life attitude towards low-carbon, ECO, and staying green, people have a higher demand on brands.] As people believe more and more in the life attitude in <i>heart</i> towards low-carbon, ECO, and staying green, people have a higher demand on brands.

4. 家里的和工作上的琐碎事务真叫人心烦！	4. * [Trivial matters at home and at work are very annoying.] Trivial matters at home and at work make one's <i>heart</i> very annoyed.
7. 经过一番推心置腹的交流，章陈二人决定联手作案，铤而走险。	7. After a <i>heart to heart</i> exchange, Zhang and Chen have decided to take the risk and join forces to commit crime.
9. 像你这样对待工作心不在焉，不出事故才怪呢！	9. * [Treating work absent-mindedly as you do, it would be strange if there were no accident.] Treating work without a <i>heart</i> as you do, it would be strange if there were no accident.
10. 既然他们两个人的利益是互相冲突的，那么你再努力，也无法同时令他们两个人同时心悦诚服。	10. Since the two of them have conflicting interests, no matter how hard you try, you cannot convince both of their <i>hearts</i> at the same time.
12. 巴黎圣母院中的敲钟人是个面貌丑陋，心地善良的人。	12. The bell ringer depicted in Notre Dame in Paris is an ugly person with a kind <i>heart</i> .
13. 乡亲们称赞县委书记：“他是真心实意地为群众办实事！”	13. The folks praised the party secretary of the County: "He serves the people in practical manners with his whole <i>heart</i> !"
14. 在他潜逃至南方的两个月的时间里，每次看到警察，听到警笛，他都会感到心惊肉跳。	14. * [During the two months he fled to the South, every time he saw the police or heard a siren, he felt gripped.] During the two months he fled to the South, every time he saw the police or heard a siren, his <i>heart</i> was gripped.
16. 我已经老了，就算有心要帮你，也帮不上了。	16. * [I am old. I couldn't help you even if I wanted to.] I am old. I couldn't help you even if I wanted to in my <i>heart</i> .
17. 让他接受咨询的最大困难是，面对一个陌生的人，他不能敞开心扉向对方倾吐心里的烦恼。	17. His biggest issue in receiving psychological consultation is that he cannot open his <i>heart</i> to entrust a stranger with his problems.
19. 为了俘获芳心，他一连十天往万娟的公司快递鲜花。	19. To capture her <i>heart</i> , he had flowers delivered to Juan Wan's company for ten days in a row.
20. 孩子到八点多还没有到家，她	20. She felt fidgety, her <i>heart</i> unsettled, when her child did not



开始坐立不安，心神不宁。	arrive home by eight o'clock.
21. 阿宁如愿以偿的考上了省重点中学，连着好几天他父母脸上都挂着心满意足，无比幸福的表情。	21. * [A'Ning was admitted to the key middle school of the province, as hoped. For several days, his parents' faces were filled with complete satisfaction.] A'Ning was admitted to the key middle school of the province, as hoped. For several days, his parents' faces were filled with an expression of being fully satisfied in the <i>heart</i> .
22. 因为一次的失败就心灰意懒的人是做不出什么大事的。	22. The type of people who lose their <i>hearts</i> because of a single failure will not make any significant achievements.
26. 大海很辽阔，比大海更辽阔的是人的心胸。	26. The sea is vast, and what is bigger than that is people's <i>hearts</i> .
27. 祁某等人见对方没有再追来，以为没事了，心里松了一口气。	27. * [When Qi and his men saw that the other group did not chase after them, they thought it was over and felt relieved.] When Qi and his men saw that the other group did not chase after them, they thought it was over and their <i>hearts</i> felt relieved.
28. 曹云金接受记者采访时表示，他现在最操心的是下月的专场演出。	28. * [During his interview with the reporters, Yunjin Cao mentioned that what concerned him most was next month's special performance.] During his interview with the reporters, Yunjin Cao mentioned that what his <i>heart</i> was most concerned about was next month's special performance.
29. 关于那段过去的回忆像是座监牢，而我却心甘情愿地沉浸于其中，不愿自拔。	29. * [Memories about that period are like a prison, with me willingly immersed in it and refusing to pull myself out of it.] Memories about that period are like a prison, with me immersed in it with my <i>heart</i> , refusing to pull myself out of it.
30. 当你的爱人变心时，你会怎么办呢？	30. * [When your beloved one no longer loves you, what will you do?] When your beloved one changed his/her <i>heart</i> for you, what will you do?

Sense 3 (Core)	5. 他的父亲前年被诊断出心脏和肾脏的功能有些异常。	5. Two years ago, his father was diagnosed with dysfunctions of the <i>heart</i> and kidney.
	6. 在中国很受欢迎的食物，比如鸡心，鸭掌，等等，在美国根本买不到。	6. Popular foods in China, like chicken <i>hearts</i> and duck feet, are not available in the United States.
	24. 监视器显示出当孩子独睡时，他们的心脏承受了比原来多三倍的压力。	24. The monitor shows that when children sleep alone, their <i>hearts</i> are exposed to three times more pressure than otherwise.

花 (Flower)

	花	花 → Flower
Sense 1	1. 你看这漫天的大雪撒落无数的雪花，其实它们每一片都有不同的形状，因为结晶的过程是随机的。	1. * [Look at these snowflakes! They are shaped differently because the crystallization process is random.] Look at these snow <i>flowers</i> ! They are shaped differently because the crystallization process is random.
	2. 每到国庆节的时候，个个城镇都会大放烟花，以示庆祝。	2. * [Every year, during the national holiday, all the towns will set fireworks to celebrate.] Every year, during the national holiday, all the towns will set firework <i>flowers</i> to celebrate.
	10. 伴随着欢快的歌声，水池中间的一组摇摆喷头突然间喷出了巨大的水花。	10. With joyful singing, the sprinklers in the middle of the pond suddenly sprayed huge <i>flowers</i> of water.
	20. 三个人正说得高兴，突然间一阵冷风吹进来，接着火花一闪，屋里的灯全灭了。	20. * [As the three of them were happily talking, suddenly a cold wind blew in. Then a spark flashed and all the lights went out.] As the three of them were happily talking, suddenly a cold wind blew in. Then a spark <i>flower</i> flashed and all the lights went

		out.
	21. 做这道菜葱 <i>花</i> 和姜丝是必不可少的。	21. * [To make this dish, sprinkles of scallion and sliced ginger are necessary.] To make this dish, <i>flowers</i> of scallion and sliced ginger are necessary.
	30. 昨晚炒菜的时候被一点油 <i>花</i> 溅到了手上，手背稍微有点红，没什么大事。	30. * [A sprinkle of cooking oil splashed on my hand while I was cooking last night. The back of my hand is a bit red, but it's really not a big deal.] A <i>flower</i> of cooking oil splashed on my hand while I was cooking last night. The back of my hand is a bit red, but it's really not a big deal.
Sense 2	4. 人家已经名 <i>花</i> 有主了，你就别惦记了。	4. * [She is already seeing someone else, and you should just forget about her.] She is a <i>flower</i> taken by someone else, and you should just forget about her.
	17. 米拉是二战时期著名的法国交际 <i>花</i> ，她成功地突破德国的情报网，协助联军夺取了无数珍贵的情报。	17. * [Mira was a famous social queen during WWII. She successfully broke into the intelligence network of Germany and stole innumerable valuable information for the allied nations.] Mira was a famous social <i>flower</i> during WWII. She successfully broke into the intelligence network of Germany and stole innumerable valuable information for the allied nations.
	29. 中戏校 <i>花</i> 杨珊近日曝光了一组深秋写真，片中的她造型简单却不失优雅。	29. The school <i>flower</i> of the Central Academy of Drama, Shan Yang, recently released a late-fall photo album, in which she was styled to be simple but elegant.
Sense 3	5. 听母亲说，外祖父年轻的时候也荒唐过。寻 <i>花</i> 问柳，流连欢场的事情也是做过的。	5. * [According to Mom, my grandpa did some crazy things when he was younger. He whored around for pleasure, fooled around with

		<p>prostitutes, and things like that.] According to Mom, my grandpa did some crazy things when he was younger. He whored around for pleasure, fooled around with <i>flower</i> girls, and things like that.</p>
	14. 闭月羞花貌，沉鱼落雁容。	14. Her beauty could outshine the moon, put the <i>flowers</i> to shame, make fish sink, and settle geese.
	26. 那时的陆小曼正值如花年龄，魅力无穷，风情万种。	26. Back then, Xiaoman Lu was at her <i>flower</i> age. She was glamorous and charming.
	28. 她不算花容月貌，却生得雍容华贵，体态丰腴面色润红。	28. She is not as pretty as <i>flowers</i> , but she possesses an elegant charm. Her figure is plump, and her facial skin possesses a healthy reddish color.
Sense 4	6. 蔡锷将军身先士卒，作战英勇，浑身上下多处挂花而锐气不减。	6. * [General E Cai was very brave and took the lead to fight on the battlefield. Even though he had injuries all over his body, he never backed down.] General E Cai was very brave and took the lead to fight on the battlefield. Even though he was covered with many bloody <i>flowers</i> all over his body, he never backed down.
	9. 鲁提辖这一拳下去，把镇关西的脑袋打开了花。	9. * [The punch from officer Lu knocked Boss Zhen's brains out of his skull.] The punch from officer Lu knocked Boss Zhen's brains out of his skull, and made it look like a <i>flower</i> was blooming.
	15. 小雨昨天在学校打架身上挂了两处花，裤子都烂了，问他他还不承认。	15. * [Xiao Yu fought with others at school yesterday. He was injured on two places on his body. His pants were torn, but he wouldn't admit it when we asked him.] Xiao Yu fought with others at school yesterday. He was injured with two bloody <i>flowers</i> on his body. His pants were torn, but he wouldn't admit it when we asked him.

Sense 5	8. 传说，李白少年时梦见笔头生花，从此才华横溢，名闻天下。	8. According to the tale, when he was young, Bai Li once dreamed of <i>flowers</i> blooming from the tip of his writing brush. Thereafter, he became brilliant and well-known far and wide.
	12. 文艺之花首先绽放在法国和维也纳，随后整个欧洲开始进入文艺复兴时期。	12. The <i>flower</i> of art first blossomed in France and Vienna. Later on, all of Europe entered the Renaissance.
	23. 文章源于丰富的语言积累，积累到一定程度就可文思泉涌，妙笔生花。	23. Paper writing is founded in an abundant accumulation of language. When the accumulation reaches a certain level, one can write as if <i>flowers</i> were springing on the tips of writing brushes.
	24. 放眼国际T台，中国风格的服装剪裁比比皆是，而且风格多样化，模特们穿上去更显花枝招展。	24. Looking at the international T-stage, Chinese styled clothing demonstrates diversified styles. The models look like they're wearing <i>flowers</i> .
	27. 禅家告诉我们，你必须珍视生命之花的本质。	27. Zen tells us that one should cherish the essence of the <i>flower</i> of life.
Sense 6 (Core)	3. 唯有牡丹真国色，花开时节动京城。	3. Peony is the only true <i>flower</i> of beauty. When it blossoms, the whole capital celebrates.
	7. 张阿姨的女儿手特别巧，家里摆的纸花，纸鹤什么的，都做得栩栩如生。	7. Ms. Zhang's daughter is very skillful; the paper <i>flowers</i> and paper cranes displayed in her house look so lively.
	11. 十多年的种植经历让他在养花种草方面的经验堪比职业园艺师。	11. Ten years of experience in gardening plants and <i>flowers</i> has made him as good as professional landscape gardeners.
	13. 虽然这盆花不大，价钱却不便宜。	13. Although this <i>flower</i> pot is not big, the price is not low.
	16. 一到春天，山间野地的花都开	16. During Spring, all the <i>flowers</i> in the mountains will blossom, creating

了，美丽的景色吸引了许多游客。	a beautiful scene that attracts tourists.
18. 我以前在工艺课上学过怎么把塑料瓶剪成五彩缤纷的塑料花。	18. I learned in craft classes how to cut plastic bottles into plastic <i>flowers</i> .
19. 向日葵的花永远是向着太阳，这也是它的名字的由来。	19. The <i>flowers</i> of a sunflower always face the sun, and that's how it got its name.
22. 妈妈嫌这块布料印的花太密，做床单太艳了。	22. Mom thinks that the <i>flowers</i> on this cloth are too much. It would be too colorful for a bed sheet.
25. 拍卖会上，老板看中了一只白底蓝花的瓷瓶，据说是乾隆年间的。	25. At the auction, my boss was caught by a white China vase with blue <i>flowers</i> . It was said to be from the Qianlong period.

### 嘴 ( Mouth )

	嘴	嘴 → Mouth
Sense 1	1. 每个小调料瓶的瓶嘴上都有一圈磁铁，从而可以吸附在酒瓶架上。	1. There is a circle of magnets on each small apothecary bottle's <i>mouth</i> , which allows the bottle to be attached to the bottle rack.
	3. 喷油嘴是电喷发动机关键部件之一，它工作状况的好坏将直接影响发动机的性能。	3. * [The fuel spray nozzle is one of the key components of the electronic fuel injection engine. Its condition will directly affect the performance of the engine.] The fuel spray <i>mouth</i> is one of the key components of the electronic fuel injection engine. Its condition will directly affect the performance of the engine.
	4. 在中国，尤其是北方，茶壶嘴冲着人是不礼貌的一种行为。	4. In China, especially in the northern region, it is considered impolite to have the <i>mouth</i> of a teapot pointing towards a person.
	7. 树上的石榴熟了，咧开了嘴。	7. * [Pomegranates on the tree are ripe, and cracked on top. Pomegranates on the tree are ripe, and cracked on top into a smiling <i>mouth</i> .]

		Pomegranates on the tree are ripe, and cracked on top in the shape of a smiling <i>mouth</i> .
	20. 北京市公交地图提供山 <i>嘴</i> 周边的公交线路，并提供北京市任意位置到达这里的多种乘车方案。	20. Beijing's public transportation map provides transportation routes around the <i>mouth</i> of the mountain. It also provides multiple ways to get here from other locations.
	23. 另一个伪警察嘴里叼着长长的象牙烟 <i>嘴</i> ，在一旁起劲地操着京胡。	23. The other cop from Jingwei Wang's government played the two-stringed Chinese fiddle diligently on the side, with a long ivory cigarette holder in his <i>mouth</i> .
	25. 我们进屋的时候，他正在用喷 <i>嘴</i> 浇花。 using a spraying <i>mouth</i> .	25. * [When we entered the room, he was watering the flowers using a nozzle.] When we entered the room, he was watering the flowers using a spraying <i>mouth</i> .
	27. 在活塞式发动机中，电 <i>嘴</i> 故障在点火系统中占有较大的比例。	27. * [For a piston engine, among the reasons for the igniter to break down, electronic nozzle failures count for a large proportion.] For a piston engine, among the reasons for the igniter to break down, electronic <i>mouth</i> failures count for a large proportion.
Sense 2	6. 自从小萍过了二十五岁的生日，妈妈就把她的婚事天天挂在 <i>嘴</i> 上。	6. * [Since Ping's 25th birthday, her mother has been speaking of her marriage every day.] Since Ping's 25th birthday, her mother has been hanging the issue of her marriage on the lips of her <i>mouth</i> every day.
	9. 张娟伶牙利 <i>嘴</i> ，老杜说不过她，气得摔上门走了。	9. Juan Zhang has the gift of the gab. Du could not win arguing against her. He slammed the door angrily and left. Juan Zhang has the gift of a sharp <i>mouth</i> . Du could not win arguing against her. He slammed the door angrily and left.
	11. 千万不要相信耍 <i>嘴</i> 皮子的人，他们都不靠谱。	11. * [Don't trust people who speak in a fancy way; they are not reliable.] Don't trust people who play with the lips of their <i>mouths</i> ; they are not reliable.

13. 我妈这人心肠很好，就是嘴碎，遇事总爱唠叨。	13. * [My mother is very warm-hearted. Her only problem is being gabby, and she goes on and on in many situations.] My mother is very warm-hearted. Her only problem is having a gabby <i>mouth</i> , and she goes on and on in many situations.
16. 你嘴巴就不能甜点吗？说点好听的哄哄她不就行了。	16. * [Can't you speak in a nicer way? You just need to say something nice to comfort her.] Can't you put some sugar on your <i>mouth</i> ? You just need to say something nice to comfort her.
17. 我说你这嘴也太快了吧，刚刚告诉你的事情你就说给别人听。	17. You have such a big <i>mouth</i> ; I just told you a private thing and you told others.
19. 他已经知道自己错了，但还是嘴硬，不好意思承认自己错了。	19. He knows he is wrong, but he has a stubborn <i>mouth</i> ; he just does not want to admit he is wrong.
21. 记住，如果有人问起来，一定不能嘴软，要一口咬定你没见过我。	21. Remember, if anyone asks, you cannot lose your <i>mouth</i> . You must say that you have never seen me before.
24. 老童这人靠得住，嘴严，办事稳当，遇事儿不慌。我看这事还是得交给他。	24. Tong is reliable; he has a tight <i>mouth</i> , handles things in a safe way, and stays cool in difficult situations. I think we can entrust him with this mission.
26. 表哥新交的女朋友嘴特别甜，很会做人，特别讨我奶奶的喜欢。	26. * [My cousin's new girlfriend is really honey-lipped and good at socializing. My grandma is particularly pleased by her.] My cousin's new girlfriend has a sugared <i>mouth</i> and is good at socializing. My grandma is particularly pleased by her.
28. 我嘴笨，有话说不出来，有理也像是没理一样。	28. * [I am inarticulate, cannot speak up, and make myself really unreasonable even when I am right. I am inarticulate, cannot justify myself, and I sound wrong even if I am right.] I have a dumb <i>mouth</i> , cannot speak up, and make myself really unreasonable even when I am right. I am inarticulate, cannot justify myself,



		and I sound wrong even if I am right.
	29. 每次有客人来的时候，妈妈就让爱说话的小明不要多嘴。	29. Every time there are some guests, Mom asks Ming, a talkative boy, not to be a big <i>mouth</i> .
	30. 李阳是嘴最损的一个，喜欢挖苦人，经常搞的朋友不高兴。	30. Li Yang has a mean <i>mouth</i> ; he is sarcastic and often makes his friends unhappy.
Sense 3 (Core)	2. 上台之前记着补补妆，你嘴上的唇彩已经有点掉了。	2. Remember to fix your makeup before going on stage; the lip-gloss on your <i>mouth</i> is slightly faded.
	5. 这个人长得一附尖嘴猴腮的样子，一看就不是好人。	5. * [This person has a wretched appearance. He does not look like a righteous person at first sight.] This person has a <i>mouth</i> that sticks out and a chin like an ape's. He does not look like a righteous person at first sight.
	8. 奶奶听到表弟要结婚的喜讯，笑的合不拢嘴。	8. * [My grandma heard the great news that my cousin is getting married, and she smiled from ear to ear.] My grandma heard the great news that my cousin is getting married, and she could not help to smile with an open <i>mouth</i> .
	10. 他的嘴稍稍翘着，微笑的看着东海。	10. His <i>mouth</i> was slightly tilted upwards as he smiled at the East Sea.
	12. 他从小被外婆惯的嘴刁，这不吃，那不吃的。	12. He has been spoiled by his grandma since he was young, and now he has a picky <i>mouth</i> and has many dislikes.
	14. 邻居家的狼狗挺凶狠的，见了生人就摆出了一副龇牙咧嘴的样子。	14. My neighbor's wolf dog is very vicious. He always bares his fangs when he sees strangers. My neighbor's wolf dog is very vicious. He always opens his <i>mouth</i> and bares his fangs when he sees strangers.
	15. 你说我这晚上睡觉嘴里老是流口水算是什么毛病？	15. Why do you think I always drool from the <i>mouth</i> when I sleep at night?
	18. 女生们都很向往舒琪那种丰满性感的嘴。	18. Girls all yearn for the plump and sexy <i>mouth</i> that Qi Shu has.

	22. 我昨天贪吃，羊肉串没凉就往嘴里放，结果烫了两个大泡。	22. I was really greedy yesterday. I put a lamb kebab in my <i>mouth</i> when it was still hot and now I have two ulcers.
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桌 ( Table )

	桌	桌→Table
Sense 1	2. 我把道理都摆在桌面上，听不听就在你了。	2. I have set all the reasoning on the <i>table</i> . It is up to you whether you are going to listen to me.
	7. 在白元城众多门派中,玄天门也只是个不入流的门派，上不了什么桌面。	7. * [In the many sects of Baiyuan Cheng, Xuantian branch is just a mediocre one. It has no importance on any aspect.] In the many sects of Baiyuan Cheng, Xuantian branch is just a mediocre one. It is not qualified to join a <i>table</i> .
	12. 有什么话你放在桌面上讲，不要在暗处搞小动作。	12. Put everything on the <i>table</i> and do not play tricks at behind.
	15. 一位自命不凡的作者想一鸣惊人，便写信给库特林，向他提出决斗，但这一封信实在上不了桌面：字迹潦草，甚至有许多拼写错误。	15. * [One pretentious author wanted to achieve overnight success, so he wrote a letter to Kute Lin, challenging him to a duel. But, that letter was not descent --- it was scribbled and had many spelling mistakes.] One pretentious author wanted to achieve overnight success, so he wrote a letter to Kute Lin, challenging him to a duel. But, that letter could not be put on a <i>table</i> --- it was scribbled and had many spelling mistakes.
	21. 事实都摆在桌面儿上了，你还不觉悟吗？	21. All the facts are on the <i>table</i> . Don't you see them?
Sense 2	9. 迫于五四运动的压力，在一战结束巴黎和谈的谈判桌上，顾维钧拒	9. With pressure from the May Fourth Movement, Weijun Gu refused to sign at the negotiation <i>table</i> on Paris

	绝签字。	Peace Talks at the end of WWI.
	24. 周恩来与各种不同的谈判对手进行过无数次交锋，在变幻莫测的谈判桌上多谋善断，表现出高超的智慧和谈判艺术。	24. Enlai Zhou had numerous encounters with various types of negotiators. He demonstrated resourcefulness and decisiveness on the unpredictable negotiation <i>tables</i> , showing great wisdom and art of negotiation.
Sense 3 (Core)	1. 我想买一张大圆桌，能坐十个人以上的那种，你们这里有吗？	1. I want to buy a large round <i>table</i> that can accommodate more than ten people. Do you have one here?
	3. 他们每天都用旧报纸来垫桌子，废物利用很环保。	3. They always use old newspapers to cushion the <i>table</i> . It is environment-friendly to recycle the wastes.
	4. 黄妻把从房里取出来的红帷系在桌子的这一面。	4. Huang's wife took the red curtain from out of the room and put it on this side of the <i>table</i> .
	5. 这面方桌是件古董，据说是乾隆年间的物事。	5. This square <i>table</i> is an antique. It was said to be from the Qianlong period.
	6. 医生早就告诫他不能再喝酒赌博了，他不听，最后还是倒在了牌桌上。	6. Doctors had told him to stop drinking and gambling long time ago, but he wouldn't listen. Eventually he ended up dead on the <i>table</i> of gambling.
	8. 这个桌子的右脚松了，你能帮我修一下吗？	8. The right foot of the <i>table</i> is loose. Can you help me fix it?
	10. 中午妈妈做了满桌子的菜，大家都吃得很高兴。	10. At noon, Mom made a full <i>table</i> of dishes. We all had a great time.
	11. 55岁生日，他原计划请几桌的客人，后来取消了。	11. He originally planned to invite a few <i>tables</i> of guests to his 55-year-old birthday party, but it was canceled.
	13. 这种最新的自动麻将桌卖得很好，上个月我们这里都断货了。	13. The latest automatic mahjong <i>tables</i> sell so well that we ran out of stock last month.
	14. 跟你说了多少次了，书报不要摆在饭桌上。	14. I have told you many times not to put books and newspapers on the dinner <i>table</i> .
	16. 我刚买一个新书桌，特别大特	16. * [I just bought a new desk,

别漂亮，在上边写作业心情都比以前好。	particularly large and beautiful. I feel more delightful to do my homework on it.] I just bought a new book table, particularly large and beautiful. I feel more delightful to do my homework on it.
17. 扭开灯，把脚跷在咖啡桌上，燃起一支烟，他在尽力回想起方才的梦境。	17. He turned on the light, put his feet on the coffee <i>table</i> , and lit a cigarette. He was trying to recall the dream he just had.
18. 谢端想这一定是好心的邻居们同情他，替他做了满桌子的好饭菜。	18. Duan Xie thought that this must be from his well-intentioned neighbors. They made him a full <i>table</i> of food because they were sympathetic for him.
19. 林家这次嫁女儿准备大摆筵宴，预计将要招待的客人人数超过三百桌。	19. Lin family prepared a big feast for his daughter's marriage ceremony party. The expected number of guests exceeded 300 <i>tables</i> of worth.
20. 这个桌子还是爸爸妈妈结婚的时候买的，这么多年还很好用。	20. This <i>table</i> was bought when Dad and Mom got married. After so many years it is still in good shape.
22. 同桌的同学，不一定是最好的朋友，他却可能最早发现你的情绪变化。	22. * [Your classmate who shares the same desk with you, though he/she might not be your best friend, may be the first one to discover your mood changes.] Your classmate who shares the same <i>table</i> with you, though he/she might not be your best friend, may be the first one to discover your mood changes.
23. 过年的时候在家里摸了两圈麻将之后呢，这半年来呀，都没上过桌了。	23. After I played two rounds of mahjong during the Spring Festival break, I haven't been on the mahjong <i>table</i> half a year since then.
25. 四仙桌每边一人，最适宜用来玩麻将。	25. A four-person <i>table</i> sets one person on each side, making it most suitable for playing mahjong.
26. 我上菜的时候被他不小心撞了胳膊，菜汤撒了一桌子。	26. He accidentally hit my arm when I was serving, causing the vegetable soup to spill over the <i>table</i> .
27. 年夜饭就是要和家人一起	27. The dinner on the Spring Festival's Eve has to be with families.

	吃，和不熟的人同桌多尴尬。	Sharing a <i>table</i> with unfamiliar people is so awkward.
	28. 这个塑料片可以用来垫平桌脚。	28. This plastic piece can be used to pad the feet of the <i>table</i> .
	29. 按照郭彦家乡的规矩，家里的女人吃饭时不能上桌的，只能在厨房吃点剩菜。	29. According to the tradition of Yan Guo's hometown, women of the family cannot eat at the <i>table</i> , rather, they can only eat the leftovers in the kitchen.
	30. 自从上次喝多了丢了丑，徐家勇已经三年没上酒桌了。	30. * [Since the last time he was drunk and lost face, Jiayong Xu hasn't been drinking for three years.] Since the last time he was drunk and lost face, Jiayong Xu hasn't been on a drinking <i>table</i> for three years.

推 (Push)

	推	推 → Push
Sense 1	3. 西藏自治区各部门合力推动可上市资源的挖掘和培育，共同促进西藏经济社会发展。	3. * [In the autonomous region of Tibet, all government departments jointly search and foster tradable resources, and conjointly promote the economic and social development of Tibet.] In the autonomous region of Tibet, all government departments jointly search and foster tradable resources, and conjointly push for the economic and social development of Tibet.
	4. 1956年11月教育部正式发布关于在各级学校推行简化汉字的通知。	4. * [In November of 1956, the Department of Education officially released the announcement to implement simplified Chinese characters.] In November of 1956, the Department of Education officially released the announcement to push for simplified Chinese characters.
	6. 中信银行针对银行理财市场特点，结合投资者需求，适时地推出	6. * [Targeting the characteristics of financing markets of banks, combining with the needs of the

了多款理财产品。	investors, CITIC Bank launched many financing products at a good time.] Targeting the characteristics of financing markets of banks, combining with the needs of the investors, CITIC Bank pushed for many financing products at a good time.
12. 为了解决人口剧增带来的粮食压力，大力推广农场式农业生产。	12. * [To alleviate the pressure on grain production due to rapid population growth, the government promotes farm-type agricultural production.] To alleviate the pressure on grain production due to rapid population growth, the government pushes for farm-type agricultural production.
13. 在这个物欲横流的时代，广告是推销商品最重要的手段。	13. * [In a society full of material desires, advertisement is the most efficient way to sell products.] In a society full of material desires, advertisement is the most efficient way to push products.
14. 大学生村官创业明星候选人由各市区委组织部进行推选，统一上报省委组织部评选。	14. * [The start-up stars of village officials with Bachelor's degrees were elected by the City Government departments, and then reported to the Organization Department of the Province for further screening.] The start-up stars of village officials with Bachelor's degrees were pushed by the City Government departments, and then reported to the Organization Department of the Province for further screening.
22. 马英九在致词时推蒋渭水是“思想的先驱、行动的巨人”。	22. * [In his speech, Yingjiu Ma praised Weishui Jiang as “a pioneer of thought; a giant of action”.] In his speech, Yingjiu Ma pushed Weishui Jiang as “a pioneer of thought; a giant of action”.
27. 大家意见一致，推张民担任小组长。	27. * [All the members agreed to select Min Zhang to be the leader of the team.] All the members agreed to push Min Zhang to be the leader of

		the team.
	28. 唐朝诗人的代表人物首推李白和杜甫。	28. * [The most famous representatives of the Tang Dynasty's poets are agreed to be Bai Li and Fu Du.] The most famous representatives of the Tang Dynasty's poets are pushed to be Bai Li and Fu Du.
	29. 好几家商场都举办了羊绒制品的展销会，主推高档羊绒衫。	29. * [Several shopping centers held marketing fairs for cashmere products, focusing mainly on high quality cashmere.] Several shopping centers held marketing fairs for cashmere products, pushing mainly high quality cashmere.
Sense 2	8. 全自动输送机可以在多个位置推动相关部件，在提高电机效率的同时也降低了电机的耗能。	8. An automatic conveyer can push related parts in multiple positions, which helps improve the electromechanical efficiency and also saves energy consumption.
	9. 研发部门的职责就是推陈出新，不要让技术的更新换代首先发生在别的公司。	9. The responsibility of the Research and Development Department is to push technology updates, and not to let tech updating happen in other companies first.
Sense 3	10. 汉字的起始，理应从早期的资料中推本溯源。	10. * [The origin of Chinese characters should be traced back to the earliest sources.] The origin of Chinese characters should be pushed back to the earliest sources.
	11. 如果有心人仔细推想一下华硕维权事件的前前后后，难免会心生感慨。	11. * [If an observant and conscientious person carefully thought through all the events connected to the Hua Shuo copyright case, he would be overwhelmed with all sorts of feelings.] If an observant and conscientious person carefully pushed through all the events connected to the Hua Shuo copyright case, he would be overwhelmed with all sorts of feelings.
	15. 交警推测，事故可能是雾气太	15. * [The traffic policeman

	重、司机视线不大好所致。	conjectured that the reason for the accident was that the fog impaired the driver's vision.] The traffic policeman pushed and guessed that the reason for the accident was that the fog impaired the driver's vision.
	16. 文物专家初步推断, 该瓦窑系宋代或明代产物。	16. * [Experts in cultural relics initially conjectured that this tile furnace was created either in the Song Dynasty or in the Ming Dynasty.] Experts in cultural relics initially pushed and guessed that this tile furnace was created either in the Song Dynasty or in the Ming Dynasty.
	17. 按年龄推一下, 这位副县长3岁半就上小学了。	17. * [In making a conjecture based on his age, this vice president went to primary school when he was three and half.] By pushing and guessing based on his age, this vice president went to primary school when he was three and half.
	18. 等一下, 我不太明白财务杠杆系数和总杠杆系数的那个简化公式是怎么推出来的?	18. * [Wait, I don't understand how this simplified equation is derived from the degree of financial leverage factor and the degree of total leverage factor.] Wait, I don't understand how this simplified equation is pushed from the degree of financial leverage factor and the degree of total leverage factor.
Sense 4	19. 两家纺织公司把责任互相推来推去, 都拒不履行赔偿义务。	19. * [The two textile companies both evaded the responsibilities and would not fulfill the penalty obligations.] The two textile companies both pushed away the responsibilities and would not fulfill the penalty obligations.
	20. 这种推卸责任的方式大有泛滥趋势, 真正应该被追究责任的人却总是平安过关。	20. * [This way of evading responsibility seems to be disseminating to a big scale. The people who should be called to account always get away smoothly.] This way of pushing away



		responsibility seems to be disseminating to a big scale. The people who should be called to account always get away smoothly.
	24. 承蒙友人赏识，力邀我加入培训师行列，实在推辞不得，只得允诺。	24. * [Thanks to the recognition of my friend, I was invited to join the tutor team. I could not refuse and had to accept the invitation.] Thanks to the recognition of my friend, I was invited to join the tutor team. I could not push it away and had to accept the invitation.
	25. 哈尔滨和天津邮政方面均称邮寄品的丢失与他们无关，把赔偿一事互相推诿。	25. * [Both the postal service of Haerbin and that of Tianjin declared that they had nothing to do with the loss of the package.] Both sides evaded the compensation. Both the postal service of Haerbin and that of Tianjin declared that they had nothing to do with the loss of the package. Both sides pushed away the compensation.
	26. 家中仅有一万元积蓄，两人相互推，希望能把生的希望留给对方。	26. The family has a savings of merely ten thousand Yuan. The two of them pushed the money to the other person, hoping to leave hope for life of the other rather than for the self.
Sense 5	21. 据德国一家报纸报道，本周末的欧盟峰会因为最近的异常天气可能会被往后推。	21. According to the report from a German newspaper, the EU Summit Meeting will be pushed to a later date due to recent unusual weather.
	30. 因为南方的洪涝灾害，广交会的日期往后推了两个星期。	30. Due to the southern flooding disaster, the date of the China Import and Export Commodities Fair was pushed back for two weeks.
Sense 6 (Core)	1. 牟某想把摩托车推到一边去，李玉不许他动。	1. Mr. Mou wanted to push the motorcycle aside, but Yu Li would not allow him to.
	2. 阿婆提出要涨房租，小伙子不同	2. The old lady wanted to raise the

意, 双方吵了起来, 渐渐开始互相 <b>推</b> 搡。	apartment rent, but the young man didn't agree, so they started to argue, and began pushing and shoving.
5. 由于年代久远, 那个厚重的金属大门怎么都 <b>推</b> 不动。	5. That heavy metal door could hardly be pushed to move, because it has not moved in a long time.
7. 上世纪六七十年代出生的人, 大抵都 <b>推</b> 过石磨。	7. Most people born in the 60's and 70's had experiences with pushing stone mills.
23. 这个沙发太重了, 快来帮我 <b>推</b> 一把。	23. This sofa is too heavy. Come and help me push it.

跟 (Follow)

	跟	跟→Follow
Sense 1	1. <b>跟着</b> 感觉走, 想画成什么样就画成什么样, 不要考虑什么流派, 画风的问题。	1. <i>Follow</i> your instinct. Draw in whichever way you want, and don't worry about genres or styles.
	7. 游客可以 <b>跟</b> 寻地图游览老北京的文化地标。	7. Visitors can <i>follow</i> the map and tour around Beijing's famous sights.
	9. 出去单干需要个带头的 ---- 只要你带头, 我一定 <b>跟着</b> 你。	9. For a start-up, we need a leader --- as long as you lead, I will <i>follow</i> you for sure.
	12. 现在就请 <b>跟着</b> 我一同到这款最新的游戏体验其中的特色内容吧。	12. Now please <i>follow</i> me to experience the new features of this game.
	15. 亿万观众的目光紧紧地 <b>跟着</b> 刘谦的一举一动, 都想要看出他魔术的道道儿究竟是什么。	15. Billions of people <i>followed</i> each of Qian Liu's single movements, trying to figure out the tricks of his magic show.
	18. 现在我就给大家示范这几个简单的瑜伽动作, 请 <b>跟</b> 我一起做。	18. Now, I will show you several simple yoga movements. Please <i>follow</i> my example.
	19. 炒股票一定要有独立判断的能力, 盲目 <b>跟风</b> 可能会一时小赢, 但	19. Dealing with stocks requires the capability of independent judgment. <i>Following</i> others blindly might win

	决不会长远。	you a little in a short run, but it won't get you far.
	20. 她从小就 <i>跟</i> 随着爸爸在山里打猎，攀岩的本事很高。	20. She has been <i>following</i> her Dad to hunt since she was young. She is very good at rock climbing.
	21. 很感谢那时有那样的心情拍这部作品，因为我是一个感性的人，是 <i>跟着</i> 心走的人。	21. I am very thankful that I found the mood to film this, because I am a very emotional person, who <i>follows</i> the heart.
	22. 中国的足球俱乐部已然成为了资本的玩物，谁出钱就听谁的，谁出钱就 <i>跟</i> 谁走。	22. Chinese soccer clubs have become the toys of the capital. Whoever has the money, the clubs would <i>follow</i> him.
	23. 中国方面制造业的利好消息导致铜价大涨7%，黄金价格也 <i>跟着</i> 一路上扬。	23. The good news from the Chinese manufacturing industry has raised the price of copper by 7%, and the price of gold is <i>following</i> this trend as well.
	27. 自从 <i>跟</i> 了现在的导师，我科研的方向有了很大的变化。	27. Since I started to <i>follow</i> my current advisor, my research direction has changed a lot.
	29. 我的目光 <i>跟</i> 随着他的身影直到他消失在登机口的甬道里，我的心一下子空了。	29. My eyes <i>followed</i> him until he disappeared at the boarding gate. My heart was immediately empty.
Sense 2	3. 由于制造业 <i>跟</i> 不上，使得我国把开发稀土的巨大利润拱手让人。	3. Because the manufacturing industry does not <i>follow</i> the pace, our country has to hand the huge profit of exploiting rare-earth to others.
	5. 下游消费不足导致铝价格在随后的反弹中 <i>跟</i> 涨信心不足。	5. A lack of consumption on the customer end led to insufficient confidence in <i>following</i> the increasing trend of the price of aluminum.
	8. 公司负责供应的人员素质偏低， <i>跟</i> 不上公司发展的要求和步伐。	8. The staff in charge of supplies have quite low ability. They won't be able to <i>follow</i> the need and the pace of the company's development.
	11. 这家超市出台集中便民措施后，其他超市纷纷 <i>跟</i> 进效法。	11. After this supermarket carried out its new methods of serving the customers, other supermarkets started to <i>follow</i> and do the same.

	13. 张金朝教授讲课往往是旁征博引，引经据典。很多读书不多，功力不够的同学往往感到跟不上。	13. Professor Jinzhao Zhang often quotes various resources when he teaches. Students who don't read much or lack a solid background knowledge usually have a hard time <i>following</i> him.
	24. 你说话跳跃性太强，前后的逻辑联系不明显。学生们感到跟不上，听不懂也是意料之中的。	24. Your talk does not flow naturally and there is no clear logic line connecting the ideas. It is expected that the students feel you are hard to <i>follow</i> , and they cannot make sense of what you say.
	30. 这次政府的转型升级行动来得有点快，让他的计划暂时有些跟不上节奏。	30. The upgrade transition of the government is a bit too fast, and his plans can't <i>follow</i> the pace.
Sense 3	4. 她父母看中小王家里有钱，非得让玉兰跟了他。	4. * [Her parents are fascinated by Wang's wealth and insisted that Yulan should marry him.] Her parents are fascinated by Wang's wealth and insisted that Yulan should follow him.
	17. 这两个人到底跟谁不跟谁，不是我能决定的，婚姻大事得我爸妈说了算。	17. * [As for which one of the two I should marry, it is not a decision I can make. My marriage has to be decided by my parents.] As for which one of the two I should follow, it is not a decision I can make. My marriage has to be decided by my parents.
	26. 我和女朋友三年的感情了，她却突然跟了别的男人，一声招呼没打就跑了。	26. I've been with my girlfriend for three years, but she suddenly started living with some other guy without saying anything to me. I've been with my girlfriend for three years, but she suddenly started to follow some other guy without saying anything to me.
	28. 女朋友是本地人，比他小几岁，纵使家里反对，也死心塌地地跟着他。	28. His girlfriend is from a local area, and is a few years younger than him. Despite her family's objection, she wants to be with him. His girlfriend is from a local area, and is a few years younger than him. Despite her

		family's objection, she wants to follow him.
Sense 4 (Core)	2. 加完班回家的时候，我总觉得后面有人跟着我，可回头看又没有人。	2. On my way home from work, I constantly felt that I was <i>followed</i> . But when I looked back, there was no one.
	6. 你走在前面领路；别担心，你走得再快，我也能跟得上。	6. You lead the way. Don't worry, no matter how fast you walk, I will be able to <i>follow</i> .
	10. 告诉你，离我远一点，你再跟着我，我就叫警察了！	10. I warn you! Leave me alone! If you keep <i>following</i> me, I will call the police.
	14. 汪洋的车一路上跟在我们后面。	14. Yang Wang's car <i>followed</i> ours all the way.
	16. 他用剪刀卡在她脖子上走在前面，后面跟着几名警察。	16. He walked in the front, holding a pair of scissors against her neck. <i>Following</i> them, there were several policemen.
	25. 他不动声色尾随面包车，一边跟一边报警。	25. He calmly <i>followed</i> the mini-van, and called the police at the same time.

### 跑 (Run)

	跑 (Run)	跑 (Run)
Sense 1	2. 七年来，张女士为孩子户口问题跑断了腿，却始终无果。	2. * [For seven years, Ms. Zhang worked desperately for his child's registered residence issue, but never received any results.] For seven years, Ms. Zhang <i>run</i> desperately for his child's registered residence issue, but never received any results.
	4. 他写完程序后试着跑了一遍，看没发现什么错误，就发给老板了。	4. He <i>ran</i> the program once after editing, and did not find any errors. Then he sent it to his boss.
	6. 修机器对于老林来说是一种乐趣 --- 只要看见坏了的机器重新跑起	6. Repairing machines is a pleasure to Lao Lin --- when he sees that the broken machine is <i>running</i> again, he

	来，他就感觉心情舒畅。	feels good.
	8. 这个事情我怎么帮你跑腿儿都行，但是大主意还是要你自己拿，谁也不能替你做决定。	8. On this matter, I can help you <i>running</i> whatever errands you tell me to, but you have to make the major decisions yourself; no one can make decisions for you.
	17. 如果不是出来创业，光是跑业务，这些东西都是学不到的。	17. * [If a person is only working for a position rather than for his own undertaking, he will never learn certain knowledge like this.] If a person is only <i>running</i> for a position rather than for his own undertaking, he will never learn certain knowledge like this.
	18. 若干年前，周星驰还是一个跑龙套的，现在他已经是一个十分有名的演员了。	18. * [Many years ago, Xingchi Zhou played insignificant roles. Now he is a very famous actor.] Many years ago, Xingchi Zhou <i>ran</i> for insignificant roles. Now he is a very famous actor.
	20. 他对他的妻子说他要半年在外跑生意，不能回家。	20. He told his wife that he would be <i>running</i> for business for half a year and could not return home during that time.
	24. 从十三四岁开始，万丛开始跟着走街串巷卖老鼠药的爸爸跑江湖，吃过不少苦头。	24. Since the age of thirteen or fourteen, Cong Wan has been <i>run</i> through society with his father, selling rat-killing poisons. He has experienced a lot of sorrow.
Sense 2	5. 这是个商业陷阱，你如果上了套，就再也跑不了了，只能一直往外掏钱。	5. This is a business trap; if you get tricked, you cannot <i>run</i> away, and you must keep giving out money.
	9. 他住的房子年久失修，所有的窗户都跑风，一到冬天就冷得没法住。	9. * [The house he is living in has been out of shape for being old and lacking of care. All the windows have seams. It is too cold to live in during the winter.] The house he is living in has been out of shape for being old and lacking of care. All the windows have wind <i>running</i> through. It is too cold to live in during the winter.

10. 这个监狱是世界上最严密，最安全的，三十年以来，还没有人能跑得出去。	10. * [This prison is the strictest and the most secure prison in the world; for thirty years now, no one has escaped.] This prison is the strictest and the most secure prison in the world; for thirty years now, no one has <i>run</i> out.
12. 他唱歌跑调，声音却好听，让人很是奇怪。	12. He <i>runs</i> off key when he sings, but his voice is particularly attractive, which is really puzzling.
14. 千万别动那边那条电线，刚才有人发现它跑电！	14. * [Don't touch the wire! Someone just found out that electricity is leaking out of it.] Don't touch the wire! Someone just found out that electricity is <i>running</i> out of it.
15. 酒精很容易挥发，我刚刚倒出来的一勺，一会就跑光了。	15. Alcohol is highly volatile. I just took a spoonful, and it <i>ran</i> out in no time.
16. 包工头拿了10万块钱就跑了，一分钱也没给工人们。	16. The labor contractor took the 100 thousand Yuan and <i>ran</i> away, leaving not even a penny for the laborers.
19. 不管他怎么努力，他都跑不出她设的局。	19. No matter how hard he tries, he cannot <i>run</i> out from the conspiracy she has set up.
21. 取出胶卷的时候小心不要跑光，否则照的照片就全都白费了。	21. * [Be careful of exposure when taking out the films. Otherwise, the photos will be wasted.] Be careful of <i>running</i> light when taking out the films. Otherwise, the photos will be wasted.
26. 张阿姨本来正在说着菜价，又跑题了，又扯到她女儿的婚事上面。	26. * [Aunt Zhang was talking about the price of vegetables but then digressed to the topic of her daughter's marriage.] Aunt Zhang was talking about the price of vegetables but then <i>run</i> astray to the topic of her daughter's marriage.
27. 多少年的感情抵不过现实的打击，他老婆丢下他和别人跑了。	27. * [Years of love cannot survive the attacks of reality; his wife left him for another person.] Years of love cannot survive the attacks of reality; his wife left him and <i>run</i> with another person.
28. 这个氢气球有点跑气，才不到	28. * [This hydrogen balloon is leaking. It has shrunk down in less

	半天就瘪下来了。	than a half day.] Gas is <i>running</i> out of this hydrogen balloon. It has shrunk down in less than a half day.
	30. 瓶子没盖严，汽油都跑了。	30. The cap is not tight enough so the gas escaped and <i>ran</i> out.
Sense 3 (Core)	1. 只剩下最后一圈了，2号的栗色马仍然跑在最前边。	1. Only one lap left; No. 2 horse is still <i>running</i> at the front.
	3. 乘客们都觉得火车好像越跑越快，但是谁也没想到这时的火车已经失控了。	3. Passengers felt like the train was <i>running</i> faster and faster, but no one realized the train was out of the control of the instructor already.
	7. 今天，在法兰克福的马拉松比赛中共有15个人在29分钟之内跑完10公里。	7. Today in Frankfurt's marathon game, a total of 15 people finished <i>running</i> the 10 km in 29 minutes.
	11. 欲望永远比满足欲望的手段跑得快，所以欲望是永远满足不完的。	11. Desires always <i>run</i> faster than the means to satisfy them. So, desires will never to be fully satisfied.
	13. 一箱汽油到底能跑多远？	13. How far can the car <i>run</i> with one tank of gas?
	22. 大年初一放炮的声音把我家的鸡惊得到处乱跑。	22. The noise of fireworks on the New Year Day scared our chickens, causing them to <i>run</i> crazily all about.
	23. 这辆车跑起来的声音很大，十分拉风。	23. The car makes a very loud noise when <i>running</i> , which seems to be cool.
	25. 这趟地铁是跑环线的，也就是说，它围着这个城市的外围转上一圈还回到这里。	25. This subway <i>runs</i> on the circle line. That is, it <i>runs</i> around the outer bound of the city and returns here.
	29. 上课胡乱讲话，他被罚跑了三圈。	29. Because he talked without being asked to in class, he was ordered to <i>run</i> three laps.

赢 ( Win )



	赢	赢 → Win
Sense 1	2. 他死缠烂打，使出千方百计，终于赢得了她的芳心。	2. He has made every attempt to chase her, and has finally <i>won</i> her heart.
	3. 那边那个大叔玩老虎机赢了500元！是我见过的最高的了。	3. The middle-aged man over there <i>won</i> 500 Yuan by playing a slot machine! It was the highest amount I had ever seen.
	5. 爸爸买了一辈子的彩票了，最多的时候也就是赢了几十块钱。	5. My father has been buying lottery tickets throughout his lifetime, but the best time was <i>winning</i> tens of Yuan.
	7. 没有什么比赢得这样的荣誉更加让人羡慕的了。	7. There is nothing more enviable than <i>winning</i> such an honor.
	8. 这次打牌你是赢了很多钱，下次就不一定了。	8. You did <i>win</i> a lot of money this time, but next time you may not be this lucky.
	9. 当时军阀混战，民不聊生，共产党的宣传很快就赢得了人心。	9. During that time, warlords were fighting each other, and people were struggling for a life. The Communist Party's propaganda quickly <i>won</i> people's support.
	11. 在爱情里不是一个人赢得了对方的一切，而是双方彼此拥有。	11. Love is not about one person <i>winning</i> the other, rather the two people own each other.
	13. 如果你以为你能用暴力赢得一切，那你就错了。	13. If you think you can use violence to <i>win</i> everything, you're wrong.
	14. 她才刚刚开始玩股票，以为自己运气好，一定能赢利。	14. She has just started dealing with stocks, and she believes that she has a good luck and she will <i>win</i> for sure.
	15. 做人首先要自己尊重自己才能赢得他人的尊敬。	15. One must respect himself first in order to <i>win</i> the respect of others.
	16. 科比在这场比赛中表现的如此出色，他用他的行动赢得了大家欢呼。	16. Kobe played remarkably well in the game, and he <i>won</i> everyone's cheers with his performance.
18. 玩风险基金就一定要分散可能的风险，组合的好才可能赢利。	18. One must disperse the possible risks in risk funds. Only good combinations can possibly <i>win</i> .	
19. 人都有这样的心理，当你越得	19. People all have this type of psychological tendency --- you want	

	不到某样东西时，你越想赢得它。	to <i>win</i> a thing more if you cannot reach it.
	22. 公正自在人心。你虽然输了比赛但是赢得了人心。	22. Justice stands in the hearts of the people. Although you lost the game, you <i>won</i> the people's hearts.
	24. 医风医德赢口碑。	24. Good morals of the doctors will <i>win</i> them good reputation.
	27. 现在购买还可参加活动赢大礼。	27. If you buy this now, you can also participate in our event to <i>win</i> a big present.
	28. 这些几千元一只的宠物为主人赢来较高的回头率。	28. These pets, which are worth several thousand Yuan each, have <i>won</i> a lot of attention for their owner.
	29. 刘阿姨说她今天打麻将赢了好多，要请我们吃饭。	29. Aunt Liu said that she <i>won</i> a lot from playing mahjong today, and will treat us to dinner.
Sense 2 (Core)	1. 爱拼才会赢。	1. Only those who love to fight can <i>win</i> .
	4. 看到对方内部不和的样子，我想这场贸易战我们的赢面比较大。	4. Seeing that our competitor suffers from internal disagreement, I think we will have big chance in <i>winning</i> this trade war.
	6. 赢一次比赛没什么，我们要戒骄戒躁。	6. <i>Winning</i> one game is not something to boast about. We should be staying modest and cool.
	10. 因为优良的家境，他已经赢在了起跑线上。	10. Thanks to being born into a wealthy family, he had <i>won</i> at the starting line.
	12. 嗜赌是一种恶习，因为赌场永远是赢家。你玩的起吗？	12. Gambling is a bad habit because the casino is always the <i>winning</i> side. Can you afford that?
	17. 火箭队在连赢21场比赛后，终于被太阳队终结了。	17. After <i>winning</i> 21 games in a roll, the Rockets was stopped by the Suns.
	20. 苦战五局，中国选手终于赢得了比赛。	20. After five rounds, the Chinese athletes <i>won</i> the match at last.
	21. 自己赚钱并不等于要让别人亏，最好最长远的合作关系必然是双赢的。	21. Making money does not mean to letting the others lose. The best and the long-term cooperative relationship must be a <i>win-win</i> one.
	23. 腐败对决制度，至少在目前，腐	23. In the competition of corruption

败是赢了。	against rules, at least for now, corruption has <i>won</i> .
25. 你认为如何才能打赢反抄袭这场战争?	25. How do you think one can <i>win</i> the war against plagiarism?
26. 经过三年坚持不懈的努力, 胡女士终于赢了官司。	26. After three years of restless effort, Ms. Hu has finally <i>won</i> the lawsuit.
30. 如果南韩和北韩开战, 你觉得谁的赢面比较大?	30. If South Korea and North Korea go to war, who do you think have a better chance of <i>winning</i> ?

### 触 ( Touch )

	触	触→Touch
Sense 1	1. 亚市盘中, 欧元/美元快速拉升, 汇价触及日内高点1.2715。	1. * [In the Asian market, the euro/dollar exchange rate hit the highest point of the day at 1.2715.] In the Asian market, the euro/dollar exchange rate <i>touched</i> the highest point of the day at 1.2715.
	11. 不知匈牙利政府日前通过的修宪内容触动了欧盟的那根神经, 遭到欧盟委员会的强烈反对。	11. The new content in the constitution that the Hungarian government recently passed <i>touched</i> the nerve of the European Union, receiving a strong opposition.
	13. 这场改革触动了部分人的利益, 遭到他们的强烈抵制。	13. This reform <i>touched</i> upon the interests of many people, and met with violent resistance.
	16. 在物理方面他进展很快, 导师发现他举一反三, 触类旁通的能力很强。	16. * [He has been making rapid progresses in terms of physics. His advisor has found that he is particularly good at making inferences through analogies.] He has been making rapid progresses in terms of physics. His advisor has found that he is particularly good at making inferences upon <i>touching</i> similar problems.
	20. 现在阿富汗地区的事态十分紧张, 战争一触即发。	20. * [The situation in Afghanistan has become very tense. The war may break out at any moment.] The

		situation in Afghanistan has become very tense. The war may break out by any <i>touching</i> now.
	21. 虽然现在上上下下都在说要反腐败，其实没有人敢真正触及问题的要害。	21. Although everyone is talking about anti-corruption, actually no one can really <i>touch</i> on the key of the problem.
	22. 有了多家公司上市的利好消息，上证指数即将触底反弹。	22. With the good news of more companies going to be listed, the Index of Shanghai Stock Exchange will soon bounce back upon <i>touching</i> the lowest point.
	28. 30多年改革开放让许多自下而上、由易及难的改革，开始触及到改革者自身利益。	28. The reform of more than 30 years is characterized by a direction of from low to high, from easy to difficult. Now it begins to <i>touch</i> the interest of reformers themselves.
	29. 她的感情太脆弱了，仿佛一触即溃。	29. Her feeling is too fragile, and it seems that it will fall apart upon <i>touching</i> .
Sense 2	3. 他内心冷酷，毫无同情心，没有什么事情能触动他。	3. He is cold-hearted and has no sympathy. Nothing can <i>touch</i> him.
	4. 对于第一批到达现场的救援部队来说，当时地震现场的惨烈状况可谓触目惊心	4. * [To the first rescue forces that arrived on the scene, the earthquake spot was frightening upon sight.] To the first rescue forces that arrived on the scene, the earthquake spot was frightening upon the scene <i>touching</i> the eyes.
	7. 触景生情，柳永即刻填词一首以赠佳人。	7. Being <i>touching</i> by the scene, Yong Liu struck off a poem for the lady.
	9. 他在工作上与人的交流合作没有问题，感情上却很自我保护，内心世界不允许别人碰触。	9. He has no problems communicating with others at work, but he is very self-protective regarding affections and does not allow others to <i>touch</i> his inner world.
	14. 他并不是一个很容易动感情的人，但是今天却被这个故事深深地触动了。	14. He is not a sentimental man, but today he was deeply <i>touching</i> by the story.

	26. 那天在佛堂的经历深深地触动了 他，他开始渐渐地淡出现在的圈子。	26. The experience in the temple that day deeply <i>touched</i> him, so he is gradually withdrawing from the current circle.
Sense 3	8. 第一次接触到全新换代凯美瑞的人，首先就会被全新设计的外观及内饰所吸引。	8. * [People who get to know the newly updated Camry for the first time will be attracted by the new external design and inner decoration.] People who get to <i>touch</i> the newly updated Camry for the first time will be attracted by the new external design and inner decoration.
	24. 虽然接触的时间还不长，她直觉上认为王宁是个正直靠谱的人。	24. * [Although she hasn't known him for very long, she intuitively considers Ning Wang to be an honest and reliable man.] Although she hasn't <i>touched</i> him for very long, she intuitively considers Ning Wang to be an honest and reliable man.
	27. 300多名尤文球迷到场，近距离地接触了他们心目中的偶像。	27. * [More than 300 Juventus fans came to the game to have a close contact with their idols.] More than 300 Juventus fans came to the game to have a close <i>touch</i> with their idols.
Sense 4 (Core)	2. 短短的三个月她瘦了十公斤，原来的紧身牛仔裤现在都触不到皮肤了。	2. In just three months, she had lost ten kilograms. Her skinny jeans don't even <i>touch</i> her skin.
	5. 这种农药对蚜虫等有较高的触杀效果。	5. * [This aphids pesticide has a better contact effect.] This aphids pesticide has a better killing upon touching effect.
	6. 不知道炉灶还热不热，他伸出手轻轻地触了一下炉子边儿。	6. He didn't know whether the stove was still hot, so he reached out his hand and <i>touched</i> it.
	10. 这瓶药的标签清楚地写着：放在小孩接触不到的地方。	10. * [The medicine bottle labels clearly: store at a place where children can't reach.] The medicine bottle labels clearly: store at a place where children can't <i>touch</i> .

<p>12. 意大利检察机关盘问科斯塔康科迪亚号船长关于这艘游轮触礁时的情况。</p>	<p>12. * [The Italy prosecutors questioned the captain of Costa Concordia about the situation when the cruise ship hit the rocks.] The Italy prosecutors questioned the captain of Costa Concordia about the situation when the cruise ship <i>touched</i> the rocks.</p>
<p>15. 海南三亚一名14岁初中生在KTV唱歌时触电身亡，疑与话筒漏电有关。</p>	<p>15. * [At Sanya, Hainan, a 14-year-old who was attending middle school died of an electric shock when he did karaoke in a KTV. The tentative conjecture had something to do with electronic leakage of the microphone.] At Sanya, Hainan, a 14-year-old who was attending middle school died of electricity <i>touching</i> when he did karaoke in a KTV. The tentative conjecture had something to do with electronic leakage of the microphone.</p>
<p>17. 这个机器非常敏感易损，所有的按钮都只能小心地轻触，用力大了就有可能损坏机器。</p>	<p>17. This machine is very sensitive and fragile, so all the buttons must be <i>touched</i> very cautiously. A strong force may damage the machine.</p>
<p>18. 你有没有去看那部电影“触不到的恋人”？</p>	<p>18. * [Have you seen the movie "The Unreachable Lover"?] Have you seen the movie "The Lover who cannot be <i>Touched</i>"?</p>
<p>19. 小琳琳伸手想去触一下那个发亮的东西，可惜因为害怕又把手伸了回来。</p>	<p>19. Little Linlin stretched out her hand to <i>touch</i> the shiny object, but she quickly took her hand back out of fear.</p>
<p>23. 一位垂钓者将鱼线甩出时，不慎碰触到头顶上的高压线，当场遭电击丧生。</p>	<p>23. A rodman inadvertently <i>touched</i> the overhead high-voltage line when he projected the fishing line. He was electrocuted on the spot.</p>
<p>25. 例行检查的时候，医生会触摸患者下肢的温度和动脉的搏动情况</p>	<p>25. During a routine examination, doctors will <i>touch</i> the lower limbs of patients for temperature and the arteries for pulsing conditions.</p>
<p>30. 博物馆珍藏了很多价值连城的</p>	<p>30. The museum collects many invaluable rare treasures. For many</p>

稀世珍宝，很多地方都有“严禁触摸”的标签。	spots there are "Do not <i>touch</i> " labels.
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挂 ( Hang )

	挂	挂→Hang
Sense 1	<p>3. 春节快到了，张玉军夫妇心中十分牵挂家乡的亲人。</p> <p>18. 事情过去这么久了，你就别挂着了。该忘的事忘了比较好。</p> <p>27. 分手以后，张雨很长时间都走不出来，心里一直挂着梦娟。</p> <p>29. 调查了解，不少新兵父母挂念孩子，想利用春节长假到部队探望。</p>	<p>3. * [With the Spring Festival coming, Yujun Zhang and his wife are very concerned about their families in their hometown.] With the Spring Festival coming, Yujun Zhang's and his wife's thoughts <i>hang</i> about their families in their hometown.</p> <p>18. * [It has been over for a long time. Don't keep thinking about it. It's better to forget what you should forget.] It has been over for a long time. Don't let it <i>hang</i> on your heart anymore. It's better to forget what you should forget.</p> <p>27. * [After the breakup, Yu Zhang could not let himself get over it. He always thinks of Mengjuan.] After the breakup, Yu Zhang could not let himself get over it. He always <i>hangs</i> Mengjuan in his heart.</p> <p>29. * [According to the survey, many parents of the new recruits miss their children and would like to visit them during the Spring Festival holiday.] According to the survey, many parents of the new recruits <i>hang</i> on thoughts of their children and would like to visit them during the Spring Festival holiday.</p>
Sense 2	4. 先不要挂电话，我去查一下仓库的纪录。	4. Don't <i>hang</i> up the phone. I will check the record of the warehouse.

	17. 此刻所有的接线员都在接听其他客户的电话。请挂上电话，稍后再打来。	17. Currently all the operators are answering other customers' calls. Please <i>hang</i> up and call back later.
	21. 给名家的小张挂个电话，问问他那里同样的货是什么价钱，比较一下。	21. * [Make a call to Ming's Zhang, and ask him for the price of the same goods.] <i>Hang</i> a call to Ming's Zhang, and ask him for the price of the same goods.
	30. 逢年过节的时候如果不能回家，也要记着往家里挂一通电话报报平安。	30. * [If you cannot go home on holidays, always remember to call your family.] If you cannot go home on holidays, always remember to <i>hang</i> a call to your family.
Sense 3	6. 事情出来以后，光调查取证就花了两年。到现在案子还挂在那里，人还关着呢。	6. Since it happened, two years have been spent on collecting and investigating evidence. Until now, the case was still <i>hanging</i> there, and the suspect is still in jail.
	9. 这次五十米的预赛中国队表现不佳，从现场回来的人们个个脸上挂着一层霜似的。	9. The Chinese team did not do well in this fifty-meter preliminary. People came back from the scene looking as though they had a layer of frost <i>hanging</i> from their faces.
	11. 异地患者可先通过电话或者网络挂上个号，拿到日期后再赴京就诊，这样可减少心理上和经济上的负担。	11. * [Off-site patients can make an appointment by calling or online. Upon receiving a date, they can go to Beijing for treatment. These options will reduce the psychological and economic burden of the patients.] Off-site patients can <i>hang</i> an appointment by calling or online. Upon receiving a date, they can go to Beijing for treatment. These options will reduce the psychological and economic burden of the patients.
	12. 这样挂一漏万的介绍必定是有很多遗漏的。但是入门简介就是这样，博而不精。	12. * [A general introduction like this must have many details omitted. But that is generally true for introductions --- they are broad and not specialized.] A <i>hang-one-but-miss-ten-thousand</i> introduction like this must have many details omitted. But



		that is generally true for introductions --- they are broad and not specialized.
	20. 随着银联手机支付功能的不断增加，到医院挂号也将被小小的手机解决。	20. * [With the increasing functions of Union Pay, making an appointment with doctors can be done on mobile phones.] With the increasing functions of Union Pay, <i>hanging</i> an appointment with doctors can be done on mobile phones.
	22. 王老太到银行取钱时因忘记密码被银行拒绝，挂失亦被拒。	22. * [Ms. Wang was declined from withdrawing money from the bank because she forgot her password. She was declined for reporting an account loss as well.] Ms. Wang was declined from withdrawing money from the bank because she forgot her password. She was declined for <i>hanging</i> an account loss as well.
	23. 他虽然名字还挂在交通部事务科下面，但人早就不在这里工作了。	23. * [Although his name is still under the Transportation Department, he is no longer working here.] Although his name is still <i>hanging</i> under the Transportation Department title, he is no longer working here.
	24. 这次出战伦敦奥运会，中国男篮是由谁挂帅？	24. * [For this London Olympics Games, who is leading the Men's Basketball Team of China?] For this London Olympics Games, who is <i>hanging</i> the leadership for the Men's Basketball Team of China?
	25. 对东莞而言，在这场旷日持久的经济危机战中挂彩受伤，已经算不上是什么新鲜事。	25. * [For Dongguan, it is nothing new to get wounded in this protracted economic crisis.] For Dongguan, it is nothing new to <i>hang</i> some wounds in this protracted economic crisis.
	26. 关于他的提议委员会既没有通过也没有否决，一直挂在那里，悬而未决。	26. The Committee neither passed nor rejected his proposal. It has been <i>hanging</i> in the air.
Sense 4 (Core)	1. 当天下午，记者来到了方圆市场附近一家挂着电动电玩招牌的游戏	1. That afternoon, the reporter visited a game room near Fangyuan Market, which has a board of electric video games <i>hanging</i> outside.

室。	
2. 一辆大型工程施工车行驶到万岁街路口时，被路边一棵绿化树伸向路中间的枝杈 <i>挂住</i> 。	2. * [When a large construction vehicle passed through the Wansui Street intersection, it was held by the branches of a tree.] When a large construction vehicle passed through the Wansui Street intersection, it was <i>hung</i> by the branches of a tree.
5. 亚马逊的降价策略非常奏效，各家网店从上周就开始高 <i>挂</i> 免战牌了。	5. * [Amazon's price-cutting strategy was very effective, and other online shops surrendered to it last week.] Amazon's price-cutting strategy was very effective, and other online shops <i>hung</i> white flags last week.
7. 集训结束时，特种学校校长亲自将一枚勇士荣誉勋章 <i>挂</i> 到了刘珪胸前。	7. At the end of the training, the principal of the Special Forces Academy <i>hung</i> a Medal of Honor on Gui Liu's neck.
8. 对于家有多辆 <i>挂</i> 军牌的私家车及数栋豪宅的举报，他表示情况并不符实。	8. * [As for the report that he owns several private cars with military plates and several luxurious houses, he said it was not true.] As for the report that he owns several private cars <i>hung</i> with military plates, and possesses several luxurious houses, he said it was not true.
10. 随着龙年春节的临近，茂县在主要交通干道和广场悬 <i>挂</i> 起了喜庆的灯笼。	10. With the Spring Festival of Dragon approaching, Mao county <i>hung</i> celebrating lanterns on the main roads and in the squares.
13. 得胜回京的时候，多尔衮手下的将士们个个披红 <i>挂</i> 绿，士气高昂。	13. * [When they returned to Beijing as victors, Dorgon's soldiers wore bright clothes and everyone was in high morale.] When they returned to Beijing as victors, Dorgon's soldiers <i>hung</i> bright clothes on themselves and everyone was in high morale.
14. 如果你现在把这个气球放开，它会飞起来而且可能还会 <i>挂</i> 在树上。	14. If you release this balloon now, it will fly away, and maybe it will <i>hang</i> on a tree.
15. 爷爷写了一副字给我，我把它	15. My grandfather wrote me a calligraphy. I <i>hung</i> it on the wall of

	挂在了我房间的墙上。	my room.
	16. 现场交警称，如果不是水管挂住后轮，车头就会冲入河底，那样的话司机逃生机会将很小。	16. * [The police on the scene told us that if the rear wheel was not held by a water pipe, the car would have dove into the river, and the driver would have had little chance to escape.] The police on the scene told us that if the rear wheel was not <i>hung</i> by a water pipe, the car would have dove into the river, and the driver would have had little chance to escape.
	19. 另一辆快速路过的货车也挂住电缆，将货车的副驾驶员打飞。	19. * [Another passing-by truck was hooked by the cable. The person sitting on the right side was knocked down.] Another passing-by truck was <i>hung</i> by the cable. The person sitting on the right side was knocked down.
	28. 《三国演义》里张飞在关羽被杀后心里郁闷，限手下三日内置办白旗白甲挂孝伐吴。	28. * [In "The Three Kingdoms", Fei Zhang was upset after Yu Guan was killed. He gave his men three days to prepare white flags and white armors to attach Country Wu, wearing mourning.] In "The Three Kingdoms", Fei Zhang was upset after Yu Guan was killed. He gave his men three days to prepare white flags and white armors to attach Country Wu, <i>hanging</i> mourning.

听 (Listen)

	听	听→Listen
Sense 1	2. 有些爱情看上去很美，有些人生听上去很成功。当事人幸不幸福是另外一件事。	2. * [Some stories of love seem beautiful. Some people's lives sound successful. However, it is a different issue whether the person involved feels happiness.] Some stories of love seem beautiful. Some people's lives <i>listen</i> successful. However, it is a different issue whether the person involved feels happiness.

4. 这只不过是商业上的一个伎俩， 听上去你这次好象是占便宜了，但 考虑到后面的开支其实并不划算。	4. This is just a trick in business. It might sound like a bargain this time, but it is not, considering the following costs. This is just a trick in business. It might <i>listen</i> like a bargain this time, but it is not, considering the following costs.
5. 古时帝王让臣子在朝堂上汇报要 事，是为听政。	5. Emperors in ancient China would make ministers report key events in court. Such a procedure is called “ <i>listen</i> to the politics”.
7. 理性的投资者关注所投资上市公 司的基本面质量，而不是靠人云亦 云、道听途说。	7. * [Rational investors focus on the fundamental quality of listed companies; they do not rely on rumors to make judgments.] Rational investors focus on the fundamental quality of listed companies; they do not <i>listen</i> to rumors to make judgments.
13. 秦女士说，工行客服听闻她求 助媒体之后当天就电话通知她去办 理换卡手续。	13. * [Ms Qin said ICBC customer service contacted her for card replacement right after hearing her seek help from the media.] Ms Qin said ICBC customer service contacted her for card replacement right after <i>listening</i> to her seek help from the media.
15. 最近有家面店在微博一夜爆 红，听说这里卖上海最好吃的大肠 面。	15. * [Just recently, a noodle diner became popular overnight thanks to micro blogs. It is said that they serve the best intestine noodles in Shanghai.] Just recently, a noodle diner became popular overnight thanks to micro blogs. I <i>listened</i> to people that they serve the best intestine noodles in Shanghai.
16. 一提到垂帘听政，人们就会想 到慈禧太后。	16. * [When it comes to controlling power behind a screen, the Empress Dowager Cixi is who people will think of.] When it comes to <i>listening</i> to politics behind a screen, the Empress Dowager Cixi is who people will think of.
25. 一些交易所的手续费听起来并	25. * [The exchange fees sound inexpensive, but there are some

	不贵，但是暗藏玄机。	hidden tricks.] The exchange fees <i>listen</i> inexpensive, but there are some hidden tricks.
	29. 你有没有 <i>听</i> 出他话的意思？他虽然嘴上说愿意帮忙，但是好象并不情愿。	29. * [Did you get what he meant? Although he said he would help, he seemed reluctant.] Did you <i>listen</i> to what he meant? Although he said he would help, he seemed reluctant.
Sense 2	9. 这孩子正是叛逆期，父母说什么他都不 <i>听</i> 而不闻。	9. That child is in his stage of rebellion. He never listens to his parents.
	10. 他总是对太太的话言 <i>听</i> 计从。	10. He always listens to his wife.
	12. 生命有限，不要将时间浪费在重复其他人的生活上，而是 <i>听</i> 从你的直觉和心灵。	12. Life is short. Do not waste time in repeating other people's lives. <i>Listen</i> to your intuition and heart.
	14. 墨香经年，我遗忘了身在何处， <i>听</i> 凭清风轻抚，我依然沉醉在编织梦的记忆中。	14. * [Being immersed in the scent of ink for years, I have forgotten where I am. Let the breeze flow, while I'm still indulging in the memory of weaving dreams.] Being immersed in the scent of ink for years, I have forgotten where I am. <i>Listen</i> to the breeze flow, while I'm still indulging in the memory of weaving dreams.
	19. 有迹象表明，即使亚洲的儒家社会也不愿 <i>听</i> 命于中国。	19. * [Signs show that even Confucius-based countries in Asia are reluctant to take orders from China.] Signs show that even Confucius-based countries in Asia are reluctant to <i>listen</i> to China.
	21. 前段时间，群众 <i>听</i> 信了海水污染导致食盐污染的谣言，在超市里疯狂抢购食盐。	21. * [At one point in time, people believed that sea pollution would lead to salt contamination, and they flooded into supermarkets for salt.] At one point in time, people <i>listened</i> and believed that sea pollution would lead to salt contamination, and they flooded into supermarkets for salt.
	22. 孩子的婚事我们还是不要干涉过多， <i>听</i> 其自然吧。	22. * [We should not interfere in our child's marriage. Let it go.] We should not interfere in our child's

		marriage. <i>Listen</i> to how the thing flows.
	27. 但投资者需要注意的是，长期持有并非一劳永逸的完全 <i>听</i> 之由之任其涨跌。	27. * [But investors need to realize that long-term holding does not mean to completely let it go on its own.] But investors need to realize that long-term holding does not mean to completely <i>listen</i> to it go on its own.
Sense 3 (Core)	1. 每位业务员均配备录音笔，白天把和客户的会面录下来，晚上 <i>听</i> 录音并整理。	1. All the salespersons are equipped with digital recorders to record meetings with clients during the day. They then <i>listen</i> to the recordings at night and put them in order.
	3. 他很喜欢一边写作业，一边 <i>听</i> 音乐，还摇头晃脑得很享受的样子。	3. He enjoys doing homework and <i>listening</i> to music at the same time, bobbing his head to the beat of the music in a joyful way.
	6. 去检查的时候，医生 <i>听</i> 出陆晓明的胸腔有积水，怀疑是肺部感染。	6. When Xiaoming Lu went to the hospital, the doctor <i>listened</i> to his chest and found chest seeper. Lu was suspected of having lung infection.
	8. 周围的吵闹声让我不能集中精神，所以我 <i>听</i> 不懂老师的话。	8. The ambient noise prevented me from being able to concentrate. Consequently, I didn't understand what the teacher was trying to say. The ambient noise prevented me from being able to concentrate. Consequently, I didn't understand upon <i>listening</i> what the teacher was trying to say.
	11. 这个工坊藏匿得十分巧妙，只是一阵若有似无的敲击声传来，不仔细 <i>听</i> 便会忽略了。	11. The workshop is cleverly hidden; only indistinct knocking sounds can be heard, and even those sounds are elusive if one is not really careful when <i>listening</i> .
	17. 每到精彩处，说书先生都会意味深长得说：“欲知后事，请 <i>听</i> 下回分解。”	17. Every time, the story teller would stop at an exciting place, and say, “If you want to know what is happening next, please <i>listen</i> to this program next time.”
	18. 王总，您太太请您亲自 <i>听</i> 电	18. Manager Wang, your wife wants you to <i>listen</i> to the call in person.

话。	
20. 去戏院听戏是我祖父辈那代人的主要娱乐活动。	20. * [Going to operas at theatres is the main form of entertainment for my grandparents' generation.] <i>Listening</i> to operas at theatres is the main form of entertainment for my grandparents' generation.
23. 晓非肚子痛得厉害，去医院医生听了半天也没找出原因。	23. Xiaofei had a sever stomachache, but the doctor could not find what was causing it after <i>listening</i> to her stomach for a long time.
24. 教室的后门被轻轻推开，一位中年人走进，坐在后面开始随堂听课。	24. A middle-aged man pushed open the back door and entered the classroom. He then sat in the back of the room and <i>listened</i> to the class.
26. “由于信号不好，我听不清你的话，你能重复一遍吗？”	26. * [“The signal is bad. I cannot hear you clearly. Can you repeat?”] “The signal is bad. I cannot <i>listen</i> to you clearly. Can you repeat?”
28. 虽然听不见他们的谈话内容，但从表情上看大家都比较严肃。	28. * [Although we cannot hear the conversation, they all look serious.] Although we cannot <i>listen</i> to the conversation, they all look serious.
30. 就算你离开了家乡多年，你说话的时候还是能让人听出你来自哪里。	30. * [Even after you have left your hometown for many years, people will still be able to detect where you are from by the way you speak.] Even after you have left your hometown for many years, people will still be able to <i>listen</i> to the way you speak and detect where you are from.

### 离开 (Leave)

	离开	离开 → Leave
Sense 1	2. 一位音乐界的天才在那次车祸中永远地离开了。	2. A genius in the music world <i>left</i> us forever in the car accident.
	7. 争论渐渐离开正常的学术讨论，越来越像是人身攻击了。	7. * [The debate gradually steered away from the normal academic discussion and seemed to be more

		like a personal attack.] The debate gradually <i>left</i> the normal academic discussion and seemed to be more like a personal attack.
	12. 最近受人关注的佛山两次被汽车压过的女孩小悦悦，今天因抢救无效，离开了人世。	12. At Foshan, little Yueyue attracted much attention for being hit twice in a car accident, and she <i>left</i> this world in her failed operation.
	19. 在追悼会上，现任主席说：“他生前对公司的贡献是不可磨灭的。他的离开是每个人的损失，我们都为失去他感到非常遗憾。”	19. At the memorial service, the present chairperson said, “His contributions to the company are indelible. His <i>leaving</i> is everyone’s loss. We all feel very sorry for losing him.”
	22. 对于每个人来说，终究都有一天会离开这个世界。	22. For every person, there is a day that he/she will <i>leave</i> this world, after all.
Sense 2	11. 离开我之后，她嫁了一个富豪，生活得很好。	11. After she <i>left</i> me, she married a rich man and is now living well.
	14. 马成决定离开他心爱的事业，因为他的身体每况愈下，再也吃不了化学物质的辐射。	14. Cheng Ma decided to <i>leave</i> his beloved career because of his health. He cannot afford much more radiation from the chemical materials.
	17. 尽管现任西班牙国家队主帅博斯克离开皇马多年，但最近两者却频繁地被联系在一起。	17. Despite the fact that the current coach of the Spanish National Team, Bosque, had <i>left</i> Real Madrid for many years, recently Bosque’s name has been frequently linked with Real Madrid.
	24. 过去，社会上流传这样一种说法：贺子珍离开毛泽东，是因为江青“插足”。	24. In the past, rumor had it that Zizhen He <i>left</i> Mao because of the involvement of Qing Jiang.
	26. 如果乔布斯离开了苹果，那么他所引导的电子娱乐消费革命的轨迹是否会发生偏离？	26. If Jobs <i>left</i> Apple, would the track of the electronic entertainment revolution led by him be deviated?
	28. “我以前收过3个徒弟，也都没能坚持下来，都离开了”，制陶的	28. “I have had three disciples before, but none of them could stay through, and they all <i>left</i> .” The old potting



	老师傅告诉记者。	craftsman told the reporter.
Sense 3 (Core)	1. 三年的契约合同马上到期，约翰决定 <i>离开</i> 这个足球俱乐部。	1. As his three-year contract would immediately expire, John decided to <i>leave</i> the football club.
	3. 闵小姐到城北一银行的ATM机上取钱 <i>离开</i> 大约5分钟后，突然想起银行卡还在ATM机里。	3. Around 5 minutes after Miss Min <i>left</i> the ATM of a northern bank after withdrawing money, it suddenly occurred to her that the bank card was still in the ATM.
	4. 人没了氧气，就像鱼 <i>离开了</i> 水一样不能活。	4. * [Men would die without oxygen, just like a fish would die without water.] Men would die without oxygen, just like a fish would die <i>leaving</i> water.
	5. 我在他办公室苦等了他三个小时之后才不得不 <i>离开</i> 。	5. After waiting for him for three hours in his office, I had to <i>leave</i> .
	6. 她 <i>离开</i> 她深爱的父母，朋友们，只身一人来到撒哈拉沙漠。	6. She <i>left</i> her beloved parents and friends and came to the Sahara alone.
	8. <i>离开</i> 熟悉的环境，小宇变得孤僻和哀伤，她变得不爱和人说话，总是独来独往。	8. After <i>leaving</i> her familiar environment, Yu became withdrawn and sad. She no longer enjoyed conversations with people and always did things alone.
	9. 看到他一直努力地在学习，她有趣得 <i>离开了</i> 房间。	9. In seeing that he was focusing on his study, she got the message and <i>left</i> the room.
	10. 当时卡扎菲和他的支持者也允许城内家庭自愿 <i>离开</i> 。	10. At that time, Gaddafi and his supporters also allowed families living in the city to <i>leave</i> on a voluntary basis.
	13. 我是今天下午三点十分左右 <i>离开</i> 实验室的，之后谁进去过我不清楚，很多人都有钥匙。	13. I <i>left</i> the lab at about three o'clock this afternoon. I have no idea who entered afterwards since a lot of people have keys.
	15. 清末，一批有志学生怀着报效祖国的热忱， <i>离开了</i> 心爱的祖国。	15. At the end of the Qing Dynasty, a number of aspiring students, with zeal to serve their motherland, <i>left</i> their beloved country.
16. 欧元集团主席容克称，认为希	16. Eurogroup Chairman Junker said that the belief that Greece would	

腊会 离开欧元区的想法的错误的。	<i>leave</i> the Euro area is wrong.
18. 最新调查显示今夏英伦的骚乱已导致越来越多的权贵人士考虑 离开英国。	18. The latest survey showed that the turbulence that happened in England this summer has led more and more rich and powerful people to consider <i>leaving</i> Britain.
20. 银行卡被吞后，立即报警，千万不要 离开取款机。	20. If a bank card is swallowed by the machine, call the police immediately and do not <i>leave</i> the ATM.
21. 这两年间，学生们得在与世隔绝的牧场上耕种放牧，而且不准擅自 离开。	21. Over the two years, students need to cultivate and pasture on the isolated livestock farm, and they are not allowed to <i>leave</i> without permission.
23. 有传言说尤文图斯的队长将会 离开球队，转会到其他球队。	23. There is a rumor that the captain of Juventus will <i>leave</i> the team and join some other team.
25. 就在那一年，王元 离开祖国，负笈北美。	25. That year, Wang Yuan <i>left</i> his motherland and went to North America.
27. 直到记者 离开时，小戴他们仍在农田里劳作。	27. By the time that the reporter <i>left</i> , Xiao Dai and others were still working in the fields.
29. 早晨我 离开家的时候正在下雨，所以我记得很清楚我把窗户关上了。	29. When I <i>left</i> home this morning it was raining, so I remember very clearly that I closed the window.
30. 根据国际滑联的规定，如果有选手被其他所有选手超出两圈，那么他必须 离开赛道。	30. According to the provisions of the International Ski Federation, if a player is slower than all of the other players in more than two rounds, she/he must <i>leave</i> the track.

### 闻 ( Smell )

	闻	闻 →Smell
Sense 1	2. 整个房子很大却摆设不多，只有一些简单的家具，唯有音乐声随时可 闻。	2. * [The whole house is large, with simple furniture. The sound of music can be heard at any time.] The whole house is large, with simple furniture. The sound of music can be <i>smelled</i> at

		any time.
5. 夫妻两人发生了口角，邻居 <i>闻</i> 声前去劝阻。		5. * [The couple was quarreling, and the neighbors heard them and went to intervene.] The couple was quarreling, and the neighbors <i>smelled</i> them and went to intervene.
6. 随着脚步迈进院子，屋内几人的打斗之声也隐约可 <i>闻</i> 。		6. * [As he stepped into the yard, he could hear the sound of the fight.] As he stepped into the yard, he could <i>smell</i> the sound of the fight.
9. 而在利益面前，重庆公司对商务部下发的那份紧急通知置若罔 <i>闻</i> 。		9. * [Considering its own interest, the Chongqing Company turned a deaf ear to the emergency notice issued by the Ministry of Commerce.] Considering its own interest, the Chongqing Company pretended that they did not <i>smell</i> the emergency notice issued by the Ministry of Commerce.
12. 击杀本拉登一役使得海豹队 <i>闻</i> 名天下。		12. * [The bin Laden elimination operation made the SEAL team known to the world.] The bin Laden elimination operation made the SEAL team <i>smelled</i> by the world.
14. 重庆卫视坚持主流文化，用受众喜 <i>闻</i> 乐见的大众化表达方式扩大传播阵地。		14. * [Chongqing TV adheres to the mainstream culture and is able to expand its influence by popular expressions.] Chongqing TV adheres to the mainstream culture and is able to expand its influence by expressions that people enjoy <i>smelling</i> and seeing.
15. 除了编程技术之外，如今的软件开发者们还需要了解许多在过去 <i>闻</i> 所未闻的技能。		15. * [In addition to programming technology, the software developers need to acquire many other skills that they have never heard of before.] In addition to programming technology, the software developers need to acquire many other skills that they have never <i>smelled</i> before.
16. 人在出生之后6个月内所见所 <i>闻</i> 的学习经验，会成为成长之后行动的基础。		16. * [What one sees and hears within the first 6 months after birth would become the basis for action when they grow up.] What one sees and <i>smells</i> within the first 6 months after birth would become the basis for

	action when they grow up.
18. 此事件立即在当时轰动了整个中国, 让所有的贪腐官员 闻风丧胆。	18. * [The event caused a stir in China immediately, which caused all the corrupted officials to tremble with fear after hearing it.] The event caused a stir in China immediately, which caused all the corrupted officials to tremble with fear after <i>smelling</i> it.
19. 文化大篷车来到无极县, 追寻以 闻鸡起舞而留名青史的西晋英雄刘琨的足迹。	19. * [The cultural caravan traveled to Wuji County to pursue the anecdotes of Kun Liu, one historic figure during the West Jin Dynasty, who was known for the diligence of practicing martial arts every morning upon hearing a rooster.] The cultural caravan traveled to Wuji County to pursue the anecdotes of Kun Liu, one historic figure during the West Jin Dynasty, who was known for the diligence of practicing martial arts every morning upon <i>smelling</i> a rooster.
21. 因追涨杀跌盲目操作而在股市中损兵折戟者屡有耳 闻。	21. * [It is often heard that blind operations of following the market's trends in the stock market can cause great losses.] It is often <i>smelled</i> that blind operations of following the market's trends in the stock market can cause great losses.
24. 沈军对她很反感, 认为她对奶奶生前不 闻不问, 奶奶死后却出来抢财产。	24. * [Jun Shen felt antipathy for her. He thought that she did not give a damn about grandma at all before she died, and then wanted to grasp a share of heritage after grandma died.] Jun Shen felt antipathy for her. He thought that she did not care to <i>smell</i> or ask about grandma at all before she died, and then wanted to grasp a share of heritage after grandma died.
26. 她 闻讯一早就去车站接杜蒙。	26. * [She heard the news and went to the station to meet Meng Du early in the morning.] She <i>smelled</i> the news and went to the station to meet Meng Du early in the morning.

	27. “桐柏大枣”以具有独特营养价值和药用价值而 /闻名遐迩。	27. * ["Tongbai date" is well known for its unique nutritional and medicinal value.] "Tongbai date" is <i>smelled</i> for its unique nutritional and medicinal value.
	29. 他生性不喜张扬，一直默默无 /闻的做着自己的事情。	29. * [He tends to be self-effacing, and does his own things quietly without being known.] He tends to be self-effacing, and does his own things quietly without being <i>smelled</i> .
Sense 2	3. 一进会议室，虽然没听到什么，张祥已经 /闻见了老总和副总之间的那股火药味。	3. Once he stepped into the meeting room, though he didn't hear anything yet, Xiang Zhang already <i>smelled</i> the tension between the general manager and the deputy manager.
	8. 新调来的局长和章副局长之间表面上彼此客客气气的，但是手底下的几个机灵鬼都 /闻出来他们之间的一股杀气。	8. Although the new director and the deputy director apparently seem to be polite to each other, all the smart staff <i>smelled</i> the killing hostility between them.
	20. 两个人自以为瞒得很好，其实办公室其他人早就 /闻出了他们之间的那点暧昧。	20. The two of them thought that they covered it well, but actually the other people in the office <i>smelled</i> the dubious relationship between them long time ago.
Sense 3 (Core)	1. /闻着阵阵清芬的青草香味，我的心情也跟着舒畅起来。	1. In <i>smelling</i> the fresh fragrance of the grass, I feel relaxed and free from worry.
	4. 久入芝兰之室而不 /闻其香，久入鲍鱼之肆而不闻其臭。	4. One stops <i>smelling</i> the fragrance after being in a greenhouse for a while. One stops smelling the odor after being in a seafood store for a while.
	7. 连着三天没有洗澡，王小雨 /闻上去都馊了。	7. Because he has not showered for three days, Xiaoyu Wang <i>smells</i> bad.
	10. 打开家具柜门后用鼻子 /闻一闻，如果有冲鼻等现象，说明胶合剂中	10. Open the door of the furniture and <i>smell</i> it, and if you find it pungent, it probably suggests that the glue contains too much Formaldehyde.

甲醛含量太高。	
11. 他看了几眼那盘炒饭, 又 <i>闻</i> 了几下, 终于张嘴尝了尝。	11. He glanced at the plate of fried rice, <i>smelled</i> it a few times, and finally opened his mouth to taste it.
13. 通常, 人是 <i>闻</i> 不见自己的味道的。因为天天刺激, 已经嗅觉疲劳了。	13. Usually, people don't <i>smell</i> their own scent, because they have olfactory fatigue for constant stimulation.
17. 可能是咖喱吃多了, 他整个人 <i>闻</i> 上去都是一股咖喱味。	17. Probably because he has had too much curry, he <i>smells</i> like curry.
22. 这款男士香水 <i>闻</i> 上去云淡风轻, 不知道符不符合您的要求?	22. This type of men's fragrance <i>smells</i> light and delicate. Does it meet your requirements?
23. 你过来帮我 <i>闻</i> 闻这是什么味?	23. Can you come and help me identify what <i>smell</i> this is?
25. 他拿出来一桶已开封的牛奶, <i>闻</i> 了闻, 又尝了尝。	25. He took out a bucket of milk, <i>smelled</i> it, and then tasted it.
28. 在现在局势还不明朗的情况下, 他这么一大笔的买进 <i>闻</i> 上去像是奶酪, 很可能旁边就是陷阱。	28. Under the current obscure situation, his large purchase <i>smells</i> like cheese, but it is probably next to a trap.
30. 今年新收下来的大米 <i>闻</i> 上去有一股独特的清香, 和陈米完全不一样。	30. The newly cropped rice of this year <i>smells</i> uniquely fresh, very different from old rice.

领 ( Lead )

	领	领 → Lead
Sense 1	2. 你的好意我心 <i>领</i> 了, 但是这钱我真的不能收。	2. * [I appreciate your kindness from my heart, but I cannot accept your money.] I <i>lead</i> your kindness in my heart, but I cannot accept your money.
	3. 烟草行业及时组织干部职工认真学习、深刻 <i>领会</i> 会议精神。	3. * [The tobacco industry should promptly convene its cadres and staff to carefully study and achieve a sound understanding of the theme of

		the meeting.] The tobacco industry should promptly convene its cadres and staff to carefully study and <i>lead</i> a sound understanding of the theme of the meeting.
	5. 都说张大教主武功了得，今天在下特来 <i>领教</i> 。	5. * [It's been said that Guru Zhang has superb martial arts skills. I now come to see them.] It's been said that Guru Zhang has superb martial arts skills. Now please <i>lead</i> me to see them.
	11. 该户型正对中轴园林景观，三面自然景观环绕，可以全面地 <i>领略</i> 自然的乐趣。	11. * [This apartment directly faces the middle line of the garden landscape, and the other three sides are surrounded by natural scenery—a setup that allows you to enjoy the fun of nature.] This apartment directly faces the middle line of the garden landscape, and the other three sides are surrounded by natural scenery—a setup that allows you to <i>lead</i> the fun of nature.
	12. 那年冬天，我在北疆哨所 <i>领教</i> 了冬天的寒冷。	12. * [That winter, I experienced winter's bitter coldness in a watchhouse on the Northern Xinjiang border.] That winter, I was <i>led</i> to see winter's bitter coldness in a watchhouse on the Northern Xinjiang border.
	14. 加内特一上场就封杀了格里芬的上篮，让他 <i>领教</i> 了最佳防守球员的厉害。	14. * [Once Garnett was on, he immediately blocked Griffin's layup, and showed Griffin the skills of the best defensive player.] Once Garnett was on, he immediately blocked Griffin's layup, and <i>led</i> Griffin to see the skills of the best defensive player.
	29. 交响乐不是马上就能欣赏得了的，要慢慢 <i>领悟</i> 其中的韵味。	29. * [One can't appreciate symphony all of a sudden. He should slowly learn to savor the charm of it.] One can't appreciate symphony all of a sudden. He should slowly <i>lead</i> to the charm of it.
Sense 2	19. 活动期间，当日刷卡可累计，	19. * [During the activity, card

	且每人每次限领一张奶卡。	transactions can be accumulated on the daily base, and each person can receive a milk card each time.] During the activity, card transactions can be accumulated on the daily base, and each person can <i>lead</i> one milk card each time.
	21. 今天下午，江敏代表荆州电视台到北京人民大会堂领奖。	21. * [This afternoon, Min Jiang will receive an award on behalf of the Jingzhou TV station at the Great Hall of the People in Beijing.] This afternoon, Min Jiang will <i>lead</i> an award on behalf of the Jiangzhou TV station at the Great Hall of the People in Beijing.
	24. 多名学生告诉记者，他们已领回学校退还的800元资料费。	24. * [Many students told the reporter that they had received the 800 Yuan material fee that the school returned.] Many students told the reporter that they had <i>led</i> the 800 Yuan material fee that the school returned.
	28. 拜别杨家满门忠烈，穆桂英领旨率军奔赴沙场。	28. * [Guiying Mu bid farewell to her families who were all faithful national heroes. She followed the imperial command and commanded her army to the battlefield.] Guiying Mu bid farewell to her families who were all faithful national heroes. She <i>led</i> the imperial command and commanded her army to the battlefield.
	30. 即日起可以凭本人有效身份证件到财政局会计管理科领取费用。	30. * [From today forward, you can bring your ID and claim the fee at the Accounting Management Department of the Finance Bureau.] From today forward, you can bring your ID and <i>lead</i> the fee at the Accounting Management Department of the Finance Bureau.
Sense 3 (Core)	1. 这项资金要重点支持一批具有国际竞争力的领军企业。	1. This funding is to support some <i>leading</i> enterprises that are internationally competitive.
	4. 即使本队已经领先二十多分，	4. * [Even though the team was 20



<p>国青队主帅里克林克也没有丝毫放松的意思。</p>	<p>points ahead, the head coach of the National Youth team showed no sign of relaxation.] Even though the team was <i>leading</i> the game with a 20-point gap, the head coach of the National Youth team showed no sign of relaxation.</p>
<p>6. 去完苍山洱海，导游又领着我们看了其他的名胜风景。</p>	<p>6. After the tour to Cangshan and Erhai, the guide <i>led</i> us to visit other places of historic interest and scenic spots.</p>
<p>7. 目前男子体操队选手实力平均，缺少领军人物。</p>	<p>7. The current men's gymnastics team members are of about the same caliber, and there is no <i>leading</i> figure.</p>
<p>8. 在很多年里，健力宝在国内品牌的饮料业里独领风骚。</p>	<p>8. Over the years, Jianlibao has been the <i>leading</i> brand in the domestic soft drink market.</p>
<p>9. 休息两天后，系里的一位师兄领我们在校园里转了一圈，熟悉一下。</p>	<p>9. * [After two days' rest, a senior student in our department gave us a tour of the campus to learn about the environment.] After two days' rest, a senior student in our department <i>led</i> us on a tour of the campus to learn about the environment.</p>
<p>10. 在高僧的引领下，他很快就搞懂了佛门的入门典籍。</p>	<p>10. * [With an eminent monk guiding him, he soon grasped the introductory classics of Buddhism.] With an eminent monk <i>leading</i> him, he soon grasped the introductory classics of Buddhism.</p>
<p>13. 下面这首歌由市青少年宫表演，郑宇萌领唱。</p>	<p>13. The following song is performed by the city's Youth Palace, with Yumeng Zheng <i>leading</i> the song.</p>
<p>15. 人民检察院作为国家法律监督机关，统领检察工作。</p>	<p>15. As the national legal supervisory organization, the People's Procuratorate of China <i>leads</i> the supervisory work.</p>
<p>16. 这次针对索马里海盗进行的美英法德联合军演由英国的舰队领航。</p>	<p>16. This joint military drill targeting Somali pirates formed by USA, Britain, France and Germany was <i>led</i> by the British fleet.</p>
<p>17. 由胡可领衔主演的话剧《欲望花园》目前正在国家话剧院紧张排</p>	<p>17. The play Lust Garden, <i>led</i> by Ke Hu, is currently under intensive rehearsal at the National Theatre.</p>

练中。	
18. 最近有一位父亲领着犯下命案的两个儿子来到公安局投案。	18. Recently, a father <i>led</i> his two sons to the public security bureau to confess the murder they had committed.
20. 我好像迷路了，找不到数学系，你能帮忙领我去吗？	20. I seem to be lost and can't find the Mathematics Department. Could you please <i>lead</i> me there?
22. 在万科地产降价楼盘的带领下，众多楼盘纷纷打折降价。	22. <i>Led</i> by Wanke Real Estate's sale, numerous companies began to offer discounts and price cuts.
23. 本周沪指震荡，沪铜强势明显，一度引领市场涨势。	23. Shanghai stock indexes have been shaking this week. Shanghai Copper Co. had a remarkable rising trend, once <i>leading</i> the market.
25. 随着安瓦尔·奥拉基的死亡，他领导的基地组织也门分支已基本被消灭。	25. With the death of Anwar al-Aulaqi, the Al-Qaeda branch he <i>led</i> in Yeman was essentially eliminated.
26. 她是世界历史上第一次在战时受命统领三军的女性主帅。	26. * [She was the first female in world history who was appointed to command the Army, the Navy, and the Air Force in wartime.] She was the first female in world history who was appointed to <i>lead</i> the Army, the Navy, and the Air Force in wartime.
27. 下面演奏德彪西的作品，“角落里的孩子”，卡拉扬指挥，皮特森领奏。	27. Next, Child in the Corner, by Debussy. Conducted by Karajan and <i>led</i> by Peterson.

吃 ( Eat )

	吃	吃 → Eat
Sense 1	3. 林海一上场就使出他的拿手好戏右勾拳，对手连着吃了几记重击，倒在地上。	3. * [Right after he went on the stage, Hai Lin used right hooks that he excelled at. His opponent got beaten by several heavy punches, and fell to the ground.] Right after he went on the stage, Hai Lin used right hooks

	that he excelled at. His opponent <i>ate</i> up several heavy punches, and fell to the ground.
5. 年近四十的曾友重回校园最感吃力的就是如何兼顾课业与事业。	5. * [Approaching his forties, You Zeng found that the hardest part of getting back to school was managing to balance his career with class.] Approaching his forties, You Zeng found that the most <i>eating</i> part of getting back to school was managing to balance his career with class.
6. 老话讲，吃一堑，长一智。年轻的时候受点苦头是好事。	6. * [According to the old saying, one learns a lesson from each failure. It is good to experience some hardships when you are young.] According to the old saying, one learns a lesson from <i>eating</i> each failure. It is good to experience some hardships when you are young.
8. 年轻人要能够吃苦耐劳，认真负责。脚踏实地的工作，前途就会不可限量。	8. * [Young people should bear with the hardships and be responsible. Work with your feet on the ground, and you will have a promising future.] Young people should <i>eat</i> the hardships and be responsible. Work with your feet on the ground, and you will have a promising future.
9. 一连几天不睡觉守在医院，张耀开始还吃得住，后来就累得不行了。	9. * [Staying in the hospital for several days without any sleep, Yao Zhang could handle the fatigue at the beginning, but then he became overtired.] Staying in the hospital for several days without any sleep, Yao Zhang could <i>eat</i> the fatigue at the beginning, but then he became overtired.
10. 今天看到公安局找到门上了，老于大吃一惊，以为事情败露了。	10. * [Seeing the police come for him today, Yu was astonished, and thought what he did was disclosed.] Seeing the police come for him today, Yu was <i>eaten</i> with astonishment, and thought what he did was disclosed.
11. 不出两个半月便推出一张专辑的速度，让李翊君觉得吃不消。	11. * [The pressure from releasing an album every two and a half months was hard to handle for Yijun Li.] The

	pressure from releasing an album every two and a half months was hard for Yijun Li to <i>eat</i> .
13. 在现今的社会中，像我这样吃亏上当的例子着实不少，究竟我们该如何避免受骗呢？	13. Nowadays, there are many cases that people <i>eat</i> the loss of. Many get fooled by tricks, just like I do. How can we avoid getting trapped?
15. 出言恐吓，是会吃官司的。	15. * [You might be sued for threatening someone.] You might <i>eat</i> a lawsuit for threatening someone.
16. 这座桥已经年老失修，过这么吨位的卡车恐怕吃不消吧？	16. * [This bridge is old and lacks maintenance. I'm afraid it cannot uphold such a heavy truck.] This bridge is old and lacks maintenance. I'm afraid it cannot <i>eat</i> the pressure of such a heavy truck.
17. 这么薄的木板不吃重。	17. * [Such a thin board cannot bear much weight.] Such a thin board cannot <i>eat</i> much weight.
18. 如今这种款式的牛仔裤特别吃香，我们刚进的一大批货马上就卖完了。	18. * [Jeans of this style are very popular nowadays. We had a large supply but sold them out quickly.] Jeans of this style <i>eat</i> a special popularity nowadays. We had a large supply but sold them out quickly.
19. 讲话不知分寸的人的人容易吃白眼。	19. * [People who speak inappropriately are likely to be despised.] People who speak inappropriately are likely to <i>eat</i> disrespect from others.
20. 这场球赛，他们吃了经验不足的亏，否则不会输。	20. * [They lost this game because of the lack of experience. They would not lose otherwise.] They lost this game because they <i>ate</i> the disadvantage of not having enough experience. They would not lose otherwise.
24. 老话说，靠山吃山，靠水吃水。我们祖祖辈辈住在海边，自然以打鱼为生。	24. * [According to the old saying, one lives off the resources one has. We have been living by the sea for generations, and naturally we live off fishing.] According to the old saying, one <i>eats</i> whatever resources that are available to him. We have been living by the sea for generations, and

		naturally we live off fishing.
	26. 你这样懒懒散散不愿意找工作怎么能行？光靠吃老本，花积蓄生活能撑几天？	26. * [How can you be lazy like this and so unwilling to look for a job? How many days can you survive by living off the savings?] How can you be lazy like this and so unwilling to look for a job? How many days can you survive by <i>eating</i> the savings?
	27. 实验室不能有任何食物入内。若叫人知道了，我就吃不了兜着走。	27. * [Food is prohibited in the lab. If anyone were to find out, I'd be in big trouble.] Food is prohibited in the lab. If anyone were to find out, I'd <i>eat</i> a punishment.
	28. 两筐货各有百十斤重。刚一架上，那条扁担不吃劲，断了。	28. * [These two baskets of goods weigh around 100 pounds each. The shoulder pole couldn't bear that weight and broke once the baskets were put on.] These two baskets of goods weigh around 100 pounds each. The shoulder pole couldn't <i>eat</i> the weight and got broken once the baskets were put on.
	29. 李老师喜欢学习好的学生。学习越好，越给他补课吃小灶。	29. * [Ms. Li likes good students. The better one's grade is, the more extra help she will provide this person.] Ms. Li likes good students. The better one's grade is, the more extra help she will give this person to <i>eat</i> .
	30. 上头查起来，谁吃罪得起？	30. * [If the supervisors investigate this, who will take the punishment?] If the supervisors investigate this, who will <i>eat</i> the punishment?
Sense 2	4. 他下象棋很厉害，上来不一会就吃掉我的一个马一个车。	4. * [He is very good at Chinese chess. Soon after we started, he captured one knight and one rook of mine.] He is very good at Chinese chess. Soon after we started, he <i>ate</i> one knight and one rook of mine.
	22. 吸取了以往的教训，现在他们的教学方式更加深入，重点突出，强调吃透教材的内容。	22. * [Having learned lessons from the past, they now teach in more depth, highlighting the key points, emphasizing a thorough understanding of the contents of the

		textbooks.] Having learned lessons from the past, they now teach in more depth, highlighting the key points, emphasizing on fully <i>eating</i> through the contents of the textbooks.
	25. 我军此战打得势如破竹，第二天又吃掉敌人一个连。	25. * [Our army was fighting with irresistible force in this battle, and we took down one company of the enemy the next day.] Our army was fighting with irresistible force in this battle, and we <i>ate</i> up one company of the enemy the next day.
Sense 3	12. 和玉米面的时候要多加点水，因为这种面要比白面吃水多。	12. * [When you knead a dough using corn flour, make sure that you add more water because this kind of flour absorbs more water than wheat.] When you knead a dough using corn flour, make sure that you add more water because this kind of flour <i>eats</i> more water than wheat.
	14. 这种纸不吃墨，不适合用来练毛笔字。还是得买宣纸。	14. * [This kind of paper does not absorb ink well, and is not good for practicing calligraphy. I need to buy some Chinese paper.] This kind of paper does not <i>eat</i> ink well, and is not good for practicing calligraphy. I need to buy some Chinese paper.
	23. 水泥吃水较多。	23. The cement absorbs relatively more water. The cement <i>eats</i> relatively more water.
Sense 4 (Core)	1. 他读高中的女儿要和一群同学去吃饭喝酒跳舞，然后到同学家通宵不归。	1. His daughter attending high school wanted to go out to <i>eat</i> , drink, dance, and sleep over at her class-mate's place.
	2. 按照医师指示吃药，不可自行增减药量。	2. * [Follow the doctor's instructions on taking the medicine. Do not increase or decrease the dose on your own.] Follow the doctor's instructions on <i>eating</i> the medicine. Do not increase or decrease the dose on your own.

7. 减肥光靠不吃饭是不行的。要多锻炼，平衡身体的新陈代谢。	7. Losing weight can't be achieved solely by not <i>eating</i> . One has to work out to balance the metabolism of the body.
21. 我爱吃蚵仔煎、臭豆腐、咸酥鸡、珍珠奶茶等。	21. I love <i>eating</i> oyster omelet, fried tofu, sesame chicken, and bubble tea.

死 ( die )

	死	死 → Die
Sense 1	1. 人类的灵魂从来也不曾死去，它只是疲弱、蒙尘而黯淡得难以辨认而已。	1. People's souls never <i>die</i> ; they become tired and weakened, blurred with dust, and become undistinguishable.
	2. 她早就嫁人了，你死了这条心吧。	2. She married another man a long time ago; you should let your feelings for her <i>die</i> .
	4. 由于内部争议很大，我们部门的提案最终还没有根本没有提交就胎死腹中了。	4. Due to the considerable internal disagreement, the proposal of our department <i>died</i> on the vine even before we handed it in.
	7. 这项议案又一次死在了参议院手里。这已经是今年第三次总统的提议被参院否决了。	7. The proposal <i>died</i> in the hand of the Senate again. This is the third time this year that the President's proposal has been rejected by the Senate.
	11. 哀莫大于心死，王阿姨自从女儿出了车祸之后就变了一个人，几天也不出门。	11. The biggest grief is when the heart dies. Ms. Wang turned into a totally different person after her daughter's incident, and she would not leave her home for days.
	15. 我知道你想出国，可是那需要很多钱，我们家没有那个条件，你就死了那条心吧。	15. * [I know you want to go abroad, but it costs a lot of money. Our family is not wealthy enough and you should really perish the thought.] I know you want to go abroad, but it costs a lot of money. Our family is not wealthy enough and you should really let the thought die.

	23. 讹言“苍天已死，黄天当立，岁在甲子，天下大吉”。	23. As the rumor goes, “The God has <i>died</i> , and Huang should be the king. The time is set to be the year of the sexagenarian. The world will gain peace.”
	24. 战余落日黄，军败鼓声死。	24. After the battle, there was a golden sunset scene. It was a loss, and the drum <i>died</i> out.
	28. 不要灰心丧气。只要心还没死，就还有希望！	28. Don't get disheartened. As long as the heart has not <i>died</i> , there will be hope!
Sense 2	14. 那边的机器又死了，叫维修部的人来看一下。	14. The machine over there <i>died</i> again. Please tell the maintenance department to check it out.
	18. 我的那台破电脑不换不行了，昨天无缘无故的连着死了三次。	18. My broken laptop needs to be replaced. Yesterday it <i>died</i> three times in a row for no reason.
	21. 司机师傅打开卡车前脸检查了一下，发现是引擎死了，一时半会修不好了。	21. The driver opened the hood of the truck and found that the engine <i>died</i> . It could not be fixed in a short period.
	29. 我们大家都劝他不要开那辆破车去旅游，他不听，现在好了，车死在了半路上，修都没地方修。	29. We all tried to persuade him not to drive that shabby car for the trip, but he would not listen. Now the car has <i>died</i> halfway through the trip, and he cannot find a place to fix it.
Sense 3 (Core)	3. 人为什么要为钱争得死去活来的？	3. Why are people willing to die for money?
	5. 我祖父小时候在资本家工厂裡每天干十几小时的重活，被折磨得快死掉也不让休息。	5. When he was a kid, my grandfather worked in a capitalist's factory for more than 10 hours a day. They were not allowed to rest even if they were <i>dying</i> from being tortured.
	6. 饿死事小，失节事大。	6. <i>Dying</i> of hunger is a small thing compared to forfeiting one's integrity.
	8. 徐荣飞出生的那一年，爷爷和爸爸相继死于非命。荣飞从此被全	8. The year when Rongfei Xu was born, his grandfather and father both <i>died</i> from unnatural deaths. Since



村的人认为是丧门星。	then, Rongfei has been considered sinister by people in the village.
9. 您的儿子是为国家为人民牺牲的，死得其所，请您节哀顺变。	9. Your son sacrificed his life for the country and the people. It is something of worth to <i>die</i> for. Please restrain your grief.
10. 岳飞是个仗节死义的英雄。	10. Fei Yue was a hero who would <i>die</i> for righteousness.
12. 在销售前台整整站了一天，回到家我就感觉自己不行了，累得快死了。	12. I stood at the sales front desk for the entire day. When I arrived home, I felt like I was <i>dying</i> from being so tired.
13. 臣当鞠躬尽瘁，死而后已。	13. I shall spare no effort in carrying out my duty until the day I <i>die</i> .
16. 当时主考官问我一些和专业毫无关系的问题，把我搞得晕得要死过去了。	16. The interviewer asked me some questions that were irrelevant to my major, and I was so confused that I was almost <i>dying</i> .
17. 战士们为了祖国在战场上死命拼杀，我们当然应该把他们的后方家属安排好。	17. The soldiers are fighting and <i>dying</i> on the battlefield. We should certainly provide their families the best accommodations.
19. 本田龙一以拼死的决心来完成天皇下达的任务。	19. Bentian Longyi has the determination to <i>die</i> for the task ordered by the Mikado.
20. 我活着就是为了给他报仇，仇报不了，我死不瞑目。	20. I live for his revenge. If I cannot do it, I would <i>die</i> with everlasting regret.
22. 在战斗激烈的中部，双方死伤为数不少。	22. In the central area where the war was extremely fierce, many people <i>died</i> or wounded, and the losses were big for both sides.
25. 我都病得快要死了，你还让我爬起来给你做饭？	25. I'm so sick, and I almost feel like I'm <i>dying</i> , and yet you want me to cook for you?
26. 生死有命，富贵在天。	26. To live or to <i>die</i> is decreed by fate; wealth and honor are matters of destiny.
27. 法院宣判，李某残害儿童，罪大恶极，死有余辜。	27. The court announced that Li cruelly injured the children, committing a heinous crime. Even <i>dying</i> for what he had done would not expiate his sin.

30. 当着那么多人的面被妈妈谈论嫁不出去的问题，肖扬当时窘得要死掉了。	30. Yang Xiao almost <i>died</i> of embarrassment when her mom talked about how she could not find a husband in front of so many people.
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甜 (Sweet)

	甜	甜→Sweet
Sense 1	3. 或许过去你被爱情的 <i>甜蜜</i> 所迷惑，现在正是你该清醒思考的时候。	3. Maybe so far you have been baffled by the <i>sweet</i> feelings of love, but now it is time for you think it through with a clear mind.
	10. 和贫穷困苦的童年比起来，我们现在的日子已经很 <i>甜蜜</i> 了。	10. Compared to our poor and difficult childhood, our current days are very <i>sweet</i> .
	12. 我只能把那些 <i>甜美</i> 的回忆深深的放在心底，不再去触动它们。	12. What I can do is to save those <i>sweet</i> memories deep in my heart, and do not touch them again.
	14. 邓丽君的声音被形容是带着“七分 <i>甜</i> ，三分泪”的特质。	14. Teresa Teng's voice was described as "seventy percent <i>sweet</i> , thirty percent tear."
	16. 虽然他什么都没做，只是安慰地问候了她一句，她却已经 <i>甜</i> 在心里了。	16. Although he did not do anything except ask if she was okay, she felt <i>sweet</i> in the heart.
	17. 拿到期盼已久的结婚证书，晓梅的心里感到 <i>甜丝丝</i> 的。	17. Receiving the long-awaited marriage certificate, Xiaomei felt <i>sweet</i> .
	18. 新锐词人李峰将那份热恋中小女生的 <i>甜蜜</i> 幸福在这首歌里完美呈现。	18. In this song, the pioneer lyric writer Feng Li perfectly presents the <i>sweet</i> happiness of girls in love.
	19. 看到那张年代久远，已经发黄的老照片，那些旧藏心底的 <i>甜美</i> 回忆一下子都又回来了。	19. Seeing the aged and yellowish old picture, those <i>sweet</i> memories treasured at the bottom of my heart all came back again.
22. 连着考完五门功课，已经累得快要虚脱的我睡了香 <i>甜</i> 的一觉，一	22. After finished five midterms in a roll, I was exhausted to the point that I almost passed out. Then I had a <i>sweet</i> sleep of 14 hours.	

	共睡了14个小时。	
	26. 他多想有一个遮风挡雨的港湾能够承载生活中的酸 <i>甜</i> 苦辣!	26. * [How much does he desire a safe harbor to bare all the ups and downs of life!] How much does he desire a safe harbor to bare all the <i>sweet</i> and bitter experiences of life!
Sense 2	4. 不管是计程车里还是唱片行里，都飘荡着她的 <i>甜美</i> 嗓音。	4. No matter it is in taxies or in album stores, her <i>sweet</i> voice can be found everywhere.
	6. 自幼学习绘画、古筝、芭蕾的谢东娜，给人的感觉是 <i>甜美</i> 和温文尔雅。	6. Dongna Xie, who has been learning painting, zither, and ballet since young, gives people the impression of being <i>sweet</i> and gentle.
	13. 打开门时，同时听到 <i>甜</i> 而轻柔的音乐声从另一个房间传来。	13. As the door was opened, we heard <i>sweet</i> and soft music from the other room.
	20. 她在月光下另有一番妩媚，挂着浅浅的 <i>甜</i> 笑。	20. With a touch of <i>sweet</i> smile, she shows a different type of charm in the moonlight.
	21. 她以一身俏皮 <i>甜美</i> 的抹胸短裙亮相节目，尽显娇俏好身材。	21. She wore a cute and <i>sweet</i> strapless short dress to the show, demonstrating her cute and nice figure.
	30. 她笑起来有很 <i>甜</i> 的两个酒窝，让人觉得她还挺可爱的。可她凶起来的时候可吓人了！	30. When she smiles she has two <i>sweet</i> dimples, which makes her look cute. But she can be very scary when she gets angry!
Sense 3	5. 作为一个情场老手，他最擅长的就是 <i>甜</i> 言蜜语。	5. * [As one who has been around, he is at his best in speaking honeyed words.] As one who has been around, he is at his best in speaking <i>sweet</i> words.
	11. 他最擅长这招了，一开始甜言蜜语，后面就不知道有什么企图了。	11. * [He is good at this, speaking honeyed words at first, and you do not know what he really is up to.] He is good at this, speaking <i>sweet</i> words at first, and you do not know what he really is up to.
	15. 这些小孩子长得很可爱，嘴巴也很 <i>甜</i> ，非常讨人喜欢。	15. These children look very cute, speak <i>sweet</i> words, and they are very pleasant.

	25. 表哥新交的女朋友嘴巴很甜，很会做人，非常讨我家人的欢心。	25. * [My cousin's new girlfriend speaks honeyed words, has good people skills, and does a really good job in pleasing my families.] My cousin's new girlfriend speaks <i>sweet</i> words, has good people skills, and does a really good job in pleasing my families.
	27. 而对于女人来说，男人的甜言蜜语更是不可抗拒的。	27. * [For women, men's honeyed words are even more irresistible.] For women, men's <i>sweet</i> words are even more irresistible.
Sense 4 (Core)	1. 即使是甜酒，喝多了也会醉。	1. Even if it is just <i>sweet</i> wine, drinking too much makes one drunk.
	2. 口感太甜的蜂蜜有可能是掺了假的。	2. Honey that is too <i>sweet</i> may be adulterated.
	7. 这种甜点心是北京天津一带的特产，别的地方吃不到的。	7. * [This kind of dessert is a specialty of the Beijing and Tianjin area. You can't find it elsewhere.] This kind of <i>sweet</i> pastry is a specialty of the Beijing and Tianjin area. You can't find it elsewhere.
	8. 营养充足，避免吃太咸，太甜或油腻食物及刺激性的东西。	8. Intake sufficient nutrition, avoid those food that are too salty, too <i>sweet</i> or oily, or those pungent food.
	9. 那些菜不是油太多，就是太甜了，没有您做的这么好。	9. Those dishes are either too oily or too <i>sweet</i> . They do not cook as well as you do.
	23. 这道甜品是由水果原料制成的，没有多加的糖份和油，非常的有益健康。	23. * [The dessert is made from fresh fruits with no added sugar or oil. It is very healthy.] The <i>sweet</i> pastry is made from fresh fruits with no added sugar or oil. It is very healthy.
	24. 他一进房间就闻到了那股奇怪的腥甜的气味，有点像止咳糖浆又有点不像。	24. Upon entering the room, he smelled the strange <i>sweet</i> , yet fishy smell, kind of like cough syrup but not really.
	28. 这种香水的原料里包含有两种水果，所以闻上去不但香，还有一股甜丝丝的味道。	28. The materials for this perfume contains two types of fruit, so it is not only fragrant, but also <i>sweet</i> .

	29. 他一边啃着 甜甜的甘蔗，一边向我招手。	29. He was biting a <i>sweet</i> sugarcane while waving to me.
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安全 ( Safe )

	安全	安全 → Safe
Sense 1	3. 购买这种最新的防火墙可以确保商业电脑的 安全，不被黑客袭击。	3. Purchasing this most updated firewall can ensure that commercial computers are <i>safe</i> from being attacked by hackers.
	4. 结合多年的网络 安全技术及开发经验，益和公司倾力打造专业级的虚拟应用管理平台。	4. * [Combining the years-long internet security technologies and the development experiences, Yihe Company puts every effort into building a professional platform for virtual application management.] Combining the years-long technologies of ensuring a <i>safe</i> internet and the development experiences, Yihe Company puts every effort into building a professional platform for virtual application management.
	7. 我们的目标是建立一个更加 安全的电子商务交易环境，减少网络欺诈行为。	7. Our goal is to build a <i>safer</i> electronic business-trading environment to reduce online deception.
	8. 如果你设置的银行密码太简单，会导致账户不 安全，容易被盗。	8. If the ATM pin you set up is too simple, chances are the account will be not <i>safe</i> and vulnerable.
	21. 只要磁片没有损坏，资料就都还是 安全的。	21. As long as the disk is not damaged, the documents are still <i>safe</i> .
	24. 我们总是希望投资能尽早 安全地收回来。	24. We always hope to get the investment back in a <i>safe</i> way as soon as possible.
Sense 2	11. 把这样一个有悖于传统的命题作为博士论文的选题恐怕不 安全吧？万一你的论文委员会不同意怎	11. I am afraid it is not <i>safe</i> to choose such a subject as the topic of your dissertation, is it? What if your dissertation committee disagrees?

	么办？	
	25. 你的论点是假设生命是从受精开始计算，那么堕胎就等于杀人。可是对于很多人而言，这不是一个安全的假设，而是有争议的。	25. Your argument is that assuming life starts at the moment of fertilization, abortion equals murder. But, for most people, this is not a <i>safe</i> assumption, rather, it is argumentative.
	26. 写信来诉苦要比当面骂他来得安全有效，因为这样不会产生当面的冲突。	26. Writing a letter of complaint is <i>safer</i> and efficient than yelling at him in person, because it will not create face to face conflict.
	30. 不急不躁，行动谨慎，确保安全而毫无悬念地实现目的，这是他的处事风格。	30. Without any rush, acting cautiously and ensuring the goal achievement in a <i>safe</i> and unsuspectible way is his way of behaving.
Sense 3 (Core)	1. 在连续五天的红色洪涝警报之后，昨日，湘江长沙段水位已回升至安全水位以下。	1. After five consecutive days of red flood alert, yesterday, the water level of the Xiang River Changsha area returned to a <i>safe</i> level.
	2. 如何在保障安全性能的前提下提高发电功率，是每一个动力电池企业需要认真考虑的问题。	2. How to increase electric efficiency while keeping it <i>safe</i> is a question every battery company needs to think about.
	5. 这次评审的一项内容就是按照安全生产的有效性对所属县级地区进行评估排序。	5. One goal of this assessment is to rank the sub-branch counties by the result of assessment in terms of the efficiency of <i>safe</i> production.
	6. 雪佛兰再次获得“最安全车型”的评级。	6. Chevrolet won the title of “the <i>safest</i> car”.
	9. 全连官兵最大的期盼就是骑马巡逻能像平地行走那样安全。	9. The utmost expectation of all company officers and men is that horseback patrols can be as <i>safe</i> as walking on the ground.
	10. 这条小径上没有一盏路灯，却让人觉得很安全。	10. There is not even one streetlight on this alley, but people feel <i>safe</i> here nonetheless.
	12. 安全的驾驶才能防止事故的发生。	12. Only <i>safe</i> driving can prevent accidents from happening.

13. 食品的 安全问题现在是中国的 一个大问题。	13. * [Food safety is currently a big problem in China.] The issue of <i>safe</i> food is currently a big problem in China.
14. 军队为灾民建造了一个个 安全 稳固的新家。	14. The troops built many <i>safe</i> and solid homes for the victims of the natural disaster.
15. 有的人活在用名利堆积起来的 碉堡里，才觉得 安全。	15. Some people feel <i>safe</i> only when they live in the castle built by fame and money.
16. 恒河作为印度第一大河近年来 污染严重。如何保证 安全的饮用水 已经成为印度亟待解决的问题。	16. The largest river in India, the Ganges River, was terribly polluted recently. How to ensure <i>safe</i> drinking water has become an urgent issue for India.
17. 危险的近路不肯走，宁愿绕道 去走 安全的远路，这就是他的性 格。	17. Choosing the farther, but <i>safer</i> road, rather than the dangerous, closer road --- this is his character.
18. 任何一项政策都应该考虑到资 源的永续利用，以及后代的生活环 境的 安全舒适性。	18. * [Any regulation should take into consideration of sustainable usage of resources, and the safety and comfort of future generations' living environment.] Any regulation should take into consideration of sustainable usage of resources, and a <i>safe</i> and comfortable living environment for future generations.
19. 有惊无险的，加加林 安全地返 回了地面。	19. Luckily, Gagarin returned to the ground in a <i>safe</i> way.
20. 这算是一种相当 安全的老药 了，已有几乎一百年的使用历史 了。	20. This is a quite <i>safe</i> ancient medicine. It has been used for almost one hundred years.
22. 这张支票每天带着不 安全，你 还是存到银行里去吧。	22. It is not <i>safe</i> to carry that check around everyday. You'd better to deposit it to your bank account.
23. 她已经怀孕几个月了，每天这 样动来动去太不 安全了。	23. She has been pregnant for a few months, so moving around like this every day might not be <i>safe</i> .
27. 女孩子尽量不要在夜间一个人 外出，这样不 安全。	27. Girls should not go out by themselves at night. It is not <i>safe</i> .

28. 她严重缺乏安全感，所以走到哪里都要人陪。	28. * [She terribly lacks a sense of security, so wherever she goes she needs accompanies.] She terribly lacks the feeling of being safe, so wherever she goes she needs accompanies.
29. 虽然他只有被一根细细的钢丝吊着，实际上是很安全的。	29. Even though he is hanging by one very thin steel wire, he is actually very <i>safe</i> .

短 (Short)

	短	短 → Short
Sense 1	2. 目前，当地燃气、煤油和糖等物资仍然短缺。	2. Currently, local gas, coal and sugar are all still in <i>short</i> supply.
	3. 要多结交不同性格不同背景的朋友，互补长短。	3. * [Make friends with people of different personalities and backgrounds, and then you will be able to see one another's merits and shortcomings.] Make friends with people of different personalities and backgrounds, and then you will be able to see what one is good at and what is <i>short</i> at.
	5. 公司内部人士说，如果私货全部短供，一些地方政府的税收就会大幅度减少。	5. A internal company personnel says that if all private goods are in <i>short</i> supply, some local governments will have a substantial decrease in tax incomes.
	24. 记者调查发现，造成服务业涨价的主要原因是人手短缺。	24. The reporter investigated and found that the main reason for the increasing cost in the service market was because of being <i>short</i> of human resources.
	25. 邮政部门面临的主要问题是快件延误、丢失及短少。	25. * [The major problems facing the Postal Service Department are delays, loss and shortages of express mails.] The major problems facing the Postal Service Department are delayed, lost and <i>short</i> of express mails.
	26. 这批货物报检数量为2650吨，而实际测重为2500吨，存在巨大短	26. * [This batch of products had an inspected record of 2650 tons in weight. But, the actual weight measured was 2500 tons. There was a



	少。	tremendous shortage in quantity.] This batch of products had an inspected record of 2650 tons in weight. But, the actual weight measured was 2500 tons. The quantity was tremendously <i>short</i> .
Sense 2	4. 我不过是按照组织的要求讲了一点我的短见，有错误是难免的。可是我就不明白我怎么就成了反革命了呢？	4. * [I simply expressed my little ideas according to the organization requirement. Mistakes are inevitable. What I do not understand is how came I am considered as an anti-revolutionist because of that?] I simply expressed my <i>short</i> ideas according to the organization requirement. Mistakes are inevitable. What I do not understand is how came I am considered as an anti-revolutionist because of that?
	27. 当然，我对整件事的理解还很短浅，需要更多工作上的锻炼。	27. Of course, my understanding of the whole event is <i>short</i> and shallow, and I need more experiences in practice.
	28. 发挥自己的专长克制别人的短处才是获胜的王道。	28. * [Using one's advantages to win others' disadvantages is the key to success.] Using one's advantages to win others on what they are <i>short</i> at is the key to success.
	30. 县长，作为一县之长，他竟然如此短视，完全不顾本县发展的长久利益。	30. The county head, as the highest official of the county, has such a <i>short</i> vision that he completely ignores the long-term benefits of the county.
Sense 3 (Core)	1. 当天回到家后，郑女士仔细对比后发现大衣的两只袖子长短不一。	1. * [After she returned home that day, Ms. Zheng did a close examination and found that the two sleeves of the coat had different lengths.] After she returned home that day, Ms. Zheng did a close examination and found that one sleeve of the coat was <i>shorter</i> than the other.
	6. 他最擅长的是短跑，五十米和一	6. He is good at <i>short</i> -distance running of 50 meters and 100 meters.

百米。	
7. 只要测量出它的长度，就能预测出人类寿命的长短。	7. * [As long as one can measure its length, the length of humans' life can be predicted.] As long as one can measure its length, how long or how <i>short</i> will people live can be predicted.
8. 随着风险偏好情绪的回暖，欧洲各国的评级下调对金融市场只会是短期影响。	8. As the risk preference attitudes are bouncing back, the European countries' rating downgrades will affect the financial market in a <i>short</i> term only.
9. 进来的人身材短小精悍，年纪在五十上下。想来应该就是王老镖头。	9. The person came in looked <i>short</i> , vigorous, and was about fifty-years-old. Presumably he must be Master Wang.
10. 两个编剧正在纠结这个剧里的男主人公到底该用短刀还是长剑。	10. The two editors are befuddled with the choice of whether the major character in this play should use a <i>short</i> knife or a long sword.
11. 中国航天科工集团成功签订出口朝鲜10套100kW短波广播发射机项目合同。	11. The China Air Tech Company successfully signed an exporting contract of 10 sets of 100kW <i>short</i> wave radio transmitters with North Korea.
12. 今天的时事短评讲了发生在吉林长春的一件事。	12. Today's <i>short</i> discussion of current news addressed an event happened in Changchun.
13. 随后美国特工处发言称白宫关闭的短暂时期内一切正常。	13. Afterwards, American Secret Service acclaimed that everything went well during the <i>short</i> closing period of the White House.
14. 很久没锻炼了。不过爬了五层楼我就才是呼吸短促，气喘吁吁。	14. Having not exercised for so long, I had <i>short</i> and heavy breath after only climbing up five floors.
15. 史上最短命的限价令的中山楼市调控政策结束了52天的执行期。	15. The <i>shortest</i> -life price prohibition order, i.e., the Zhongshan estate control policy, ended on its 52th execution day.
16. 人生苦短，如白驹过隙！	16. Life is awfully <i>short</i> , just like the time it takes a horse to run by!
17. 此举将会使其与主要竞争对手加拿大航空公司在国内支线市场上	17. * [This action will render it to confront with its major competitor, Canada Air, in the branch domestic

短兵相接。	flight market.] This action will render it to confront with its major competitor with <i>short</i> arms, Canada Air, in the branch domestic flight market.
18. 上海大众新POLO属于短款的车型。	18. Volkswagen-Shanghai's new POLO is a <i>short</i> type of car.
19. 通常阻塞性睡眠呼吸疾病的患者身材较胖，颈脖子比较粗短或者有双下巴。	19. Typically, patients of obstructive sleeping apnea have relatively round figures, <i>short</i> and chubby necks or double chins.
20. 柏林电影节公布了短片单元的入围名单，其中没有中国电影。	20. The Berlin Film festival announced the final list of the nominated <i>short</i> films, none of was Chinese.
21. 多名日本政府高官透露，朝鲜于本月11日向日本海方向接连试射3枚短程弹道导弹。	21. Many Japanese government officials claimed that North Korea launched 3 <i>short</i> -distance missiles in the direction of the Japan Sea on the 11 <sup>th</sup> of this month.
22. 为了解决自行解决资金的问题，本校决定从明年开始，扩大短线专业的招生名额，缩小长线专业的名额。	22. To solve the funding problem on our own, the school has decided that starting from next year we will increase the enrollment of <i>short</i> -term majors and decrease that of long-term majors.
23. 在辞职信中，杨致远用非常简短的文字通知了他将要辞职的决定。	23. In his letter of resignation, Zhiyuan Yang informed his decision on resigning in very <i>short</i> and concise expressions.
29. 人类的历史相对于整个地球的生命来说十分短暂。	29. The history of humans is relatively very <i>short</i> compared to the lifespan of earth.

### 富 ( Rich )

	富	富 → Rich
Sense 1	2. 龙年春节马上就要来了，商洛各地开展了丰富多彩的文化活动，欢欢喜喜迎新春。	2. * [The Spring Festival of the Dragon Year is coming. A lot of places, such as Shangqiu and Luoyang are launching varied cultural activities to celebrate the festival.] The Spring Festival of the Dragon

		Year is coming. A lot of places, such as Shangqiu and Luoyang are launching a rich variety of cultural activities to celebrate the festival.
	8. 中国一直被认为是地大物博，资源丰富。	8. China has always been considered as a vast territory with rich resources.
	9. 她从小就情感丰富，小学五年级开始暗恋上班主任，初中就开始谈恋爱。	9. She has had rich feelings since she was young; she had a crush on her teacher when she was in fifth grade, and then started a relationship in middle school.
	11. 这幅作品的风格和毕加索的格调相近，色彩丰富，极有张力。	11. The style of this art work resembles that of Picasso. It is rich in color and full of tension.
	15. 作为一名科班出身的舞台剧演员，她表情丰富，声线多变，极具明星潜质。	15. As a trained play actress, she has rich facial expressions and changeable voice lines, which speak for a potential star.
	17. 物质上的贫乏并没有阻碍他过着精神上极大丰富的生活。	17. A lack of materials did not prevent him from having a rich mental life.
	21. 惠特尼休斯敦于本月中旬逝世，她被誉为是世界上声音最为厚重丰富的女歌唱家。	21. Whitney Houston passed away in the middle of the month. She is praised as the female singer with the richest and most varied voice in the world.
	23. 今年天津市年宵花市场不仅规模大，而且花卉品种更加丰富多样。	23. This year, the end-of-year flower market in Tianjin not only will have a great scale, but also will have richer and more various types of flowers.
	24. 为迎接新一年的到来，万江各社区都开展了丰富的文体活动。	24. To celebrate the coming of the New Year, many communities in Wanjiang launched a rich variety of activities.
	29. 猕猴桃被称为是水果之王的原因是它含有丰富的各种维生素。	29. * [Kiwi is named the king of fruits because it contains an abundance of various vitamins.] Kiwi is named the king of fruits because it contains rich and various vitamins.
Sense 2	3. 吴夫人年介四十，身材富态，态度温和。	3. * [Mrs. Wu is about forty-years-old and has a plump figure and a nice temper.] Mrs. Wu is about forty-

		years-old and has a rich figure and a nice temper.
	22. 以前她过于干瘦，生了孩子之后身材 富态了不少，皮肤也变好了。	22. * [She was too skinny before, but since giving birth to her kid, she has become plumper and her skin is getting better as well.] She was too skinny before, but since giving birth to her kid, her figure has become richer and her skin is getting better as well.
	27. 人们的审美标准随着年代的不同会有所不同，比如当代模特多以瘦为美，而中国古代，例如唐代，则以丰腴 富态为美。	27. * [People's views of beauty are changing over time. For example, most contemporary models think beauty is found in being skinny. But in Ancient China, specifically during the Tang dynasty, being plump was considered beauty.] People's views of beauty are changing over time. For example, most contemporary models think beauty is found in being skinny. But in Ancient China, specifically during the Tang dynasty, having a rich figure was considered beauty.
Sense 3 (Core)	1. 去年本市人均GDP超过1.2万美元，达到国际上 富裕国家水平。	1. * [Last year, this city's average GDP per person exceeded 12 thousand dollars, reaching the standard of a prosperous country.] Last year, this city's average GDP per person exceeded 12 thousand dollars, reaching the standard of a rich country.
	4. 全部的装修布局都要有利于打造出 富贵吉祥的住宅风水。	4. * [All the decorations and arrangements must work towards a prosperous and lucky geomancy.] All the decorations and arrangements must work towards a rich and lucky geomancy.
	5. 在生活最潦倒的时候，他不得不 傍上了一个 富婆。	5. During the most down and out period of his life, he had to depend on a rich woman for living.
	6. 现在很多侨民都说自己的生活越来越 富足了。	6. * [Currently many immigrants say that their lives are getting better and more prosperous.] Currently many immigrants say that their lives are

	getting better and richer.
7. 像微软，苹果这样 富可敌国的公司在中国还没有适当的成长环境。	7. As for the type of companies that are richer than countries, such as Apple and Microsoft, there is no suitable environment in China for them to grow in just yet.
10. 阿根廷广阔 富饶的国土和不同的地理特征赋予了个国家多个不同面貌。	10. Argentina is endowed with many different appearances thanks to its vast and rich territory and varied geological characteristics.
12. 美国福布斯新闻网1月17日的一篇文章题为：中国 富人能解决美国房地产的问题吗？	12. Here was an article on the US Forbs news website on January 17th: Can rich Chinese people solve the American mortgage problem?
13. 网上再度风传一高调 富家女开微博炫耀，奢华尺度史无前例。	13. The rumor went through the internet that a rich girl opened a micro blog account to loftily show off. The luxury scale is unprecedented in history.
14. 珐琅彩紫砂壶，画面清新亮丽， 富丽堂皇，永不磨损。	14. * [This dark-red enameled pottery has a fresh and bright picture on it. It is prosperous and durable.] This dark-red enameled pottery has a fresh and bright picture on it. It looks rich and durable.
16. 这个省被无数的侵略者洗劫，那个 富庶之城已经成了无数文字中的传奇。	16. This province is robbed thoroughly by countless attackers, and consequently, this former rich city has become a legend that only exists in literature.
18. 荆州在三国乱世中是士民殷 富的必争之地。	18. Jin Zhou was a rich place that everyone wanted during the Three Kingdom era.
19. 明堂容万马， 富甲满天下。	19. Here is a lit lobby that can shelter thousands of horses and the richest people in the world.
20. 他家曾巴结过贾府，受其恩惠，后来家资饶 富，又在京袭职，便猖狂得意，恩将仇报。	20. His family used to fawn on Jia's family, and benefited from their help. Later he became rich and received a position in Beijing. But, he became very arrogant and furious, and repaid Jia's kindness with ingratitude.
25. 在英超赛场上， 富甲一方的曼	25. In England Premier League games, the richest team, Manchester,

城也排进了三甲，只差领头羊曼联两分。	made it into the list of top three, only two points behind the leading sheep, Manchester United.
26. 这个占地6000多平方米的大院里面楼高三层，建筑内外都显得 <b>富丽堂皇</b> 。	26. * [This 6000-m2 garden has a three-floor building. Both the inside and the outside of the building are decorated in a prosperous way.] This 6000-m2 garden has a three-floor building. Both the inside and the outside of the building are decorated in a rich way.
28. 少年智则国智，少年 <b>富</b> 则国富，少年强则国强。	28. The juvenile is wise, and so is the country. The juvenile is rich, and so is the country. The juvenile is strong, and so is the country.
30. 我们将着力改善民生，让人民群众生活得更加 <b>富足</b> 安心。	30. We will focus on changing people's lives; making their lives better, richer, and more settled.

高 (High)

	高	高 → High
Sense 1	1. 最后有几个音节太 <b>高</b> 了，她唱得有点抖音。	1. The last few syllables were too <i>high</i> , and her voice trembled a bit.
	8. 孩子现在已经烧到40度了。这么 <b>高</b> 的体温必须进行物理降温。	8. The child's temperature has reached 40 degrees centigrade. Such a <i>high</i> temperature demands physical temperature reduction.
	9. 他越说越生气，嗓门不由自主地就 <b>高</b> 了。	9. He became more and more angry as he spoke, and his voice got <i>higher</i> involuntarily.
	10. 这个最新开发的游戏对玩家的反应速度和预先计划能力有着很 <b>高</b> 的挑战性。	10. The newest game is a <i>high</i> challenge to players' reaction speed and preplanning capabilities.
	21. 我姐姐和我在同一所学校读书，比我 <b>高</b> 两个年级。	21. My sister and I are in the same school. She is two grades <i>higher</i> than me.
	22. 这种酒质量很好，价位也不 <b>高</b> ，非常受欢迎。	22. This kind of liquor has a very good quality, and its price is not <i>high</i> . It's very popular.
	23. 这项决议对期待很 <b>高</b> 的香山区	23. To those Xiangshan community people who have a very <i>high</i>

	居民而言，相当失望。	expectation, the decision is quite disappointing.
	26. 这次昆明机场截获的毒品是云南省缉毒史上数量最大，纯度最高的。	26. * [The drugs captured in Kunming airport this time set the record for the largest amount and the purest quality in the history of drug smuggling in Yunnan province.] The drugs captured in Kunming airport this time set the record for the largest amount and the highest level of purity in the history of drug smuggling in Yunnan province.
	29. 这条路的限速是80公里每小时，你现在这速度是不是太高了？	29. The speed limit of this road is 80km/hr. Is your current speed too high?
Sense 2	3. 这种护肤品的定位是中高档，零售环节的利润最大。	3. This kind of skin-care product set the price at the middle or high level. The retail stores have the largest margin of profit.
	4. 李工程师是这个开发项目的最高指导。	4. Engineer Lee is the highest leader of this exploitation project.
	5. 中国的基础教育相对比较扎实，但是高等教育的水平还有待提升。	5. The fundamental education in China is relatively solid, however, the higher education needs to be improved.
	6. 这么高级的古巴雪茄他还是第一次抽。	6. He has never smoked such a high quality cigar.
	12. 今天上海的火车站和飞机场都戒严了，据说是北京高官来视察。	12. Today in Shanghai, the railway station and the airport are both in a state of siege. It is said that some high officials from Beijing are coming to inspect.
	13. 他把主意一说完，大家先是愣了一会，然后拍着手说，“高，实在是高！”	13. * [After he explained his idea, we were stupefied for a while, and then clapped, “Brilliant, that’s a master-stroke!”] After he explained his idea, we were stupefied for a while, and then clapped, “High, that’s high intelligence!”
	14. 这种高级防爆玻璃一般只用于银行和安全部门。	14. This type of high grade anti-explosion glass is usually used at banks and security departments only.



<p>15. 这本科普书很适合物理程度不高的人阅读。</p>	<p>15. * [This popular science book is ideal for those who are not very good in physics.] This popular science book is ideal for those whose physics level is not very high.</p>
<p>16. 他的眼光太高了，父母亲戚给他介绍的女朋友他一个也看不上。</p>	<p>16. His standard for girlfriends is so <i>high</i> that he doesn't like any of the girls that his parents and relatives introduce him to.</p>
<p>18. 前辈涉历事久，多有高见。有疑难事不能自决，不可不以咨询。</p>	<p>18. * [You are very experienced and often have many great insights. I have some difficult problems that I cannot decide on and have to consult you.] You are very experienced and often have many high insights. I have some difficult problems that I cannot decide on and have to consult you.</p>
<p>19. 师大女附中，在北京市的学校里面名望比较高，大家都愿意上。</p>	<p>19. Beijing Normal Girl's Middle School has a relatively <i>high</i> reputation among the middle schools in Beijing. Many people would like to apply there.</p>
<p>20. 稍稍坐定，岳父大人开口说，“贤婿才高学富，名满五洲。”我既知他必有下文，就静坐不语。</p>	<p>20. A short time after I sat down, my father-in-law spoke to me, "You are famous for possessing <i>high</i> talent and rich knowledge." Knowing that he would follow up with something else, I did not say anything but instead waited quietly.</p>
<p>24. 张主任是我们外科里面做手术水平最高的，交给他你们就放心吧。</p>	<p>24. * [Director Zhang is the most skillful surgeon in our surgical department. You can entrust him with this and relax.] Director Zhang is the surgeon with the highest proficiency in our surgical department. You can entrust him with this and relax.</p>
<p>25. 在下刘备久仰陇中诸葛满腹经纶，才识过人。今日特来求教，愿闻高论。</p>	<p>25. * [My name is Bei Liu. I have been admiring your well-rounded knowledge and outstanding wisdom for a long time. I came here to consult you. It would be a pleasure if you could talk about your opinions.] My name is Bei Liu. I have been admiring your well-rounded knowledge and outstanding wisdom</p>

		for a long time. I came here to consult you. It would be a pleasure if you could talk about your high opinions.
	30. 她的艺术品味很 <b>高</b> ，对商业画家的作品没什么兴趣。	30. She has a very <i>high</i> taste for art, and she has little interests in the works by commercial painters.
Sense 3	11. 老先生今年 <b>高</b> 寿？	11. * [How old are you?] How high is your age?
	17. 素不相识，敢问官人 <b>高</b> 姓大名？	17. * [I don't believe we have met before. May I know your name?] I don't believe we have met before. May I know your high name?
Sense 4	27. 这是我人生的 <b>高</b> 潮部分。我当然不会忘记。	27. That was the <i>high</i> point of my life. Of course I won't forget it.
Sense 5 (Core)	2. 那天风很大，而且风向很稳定，我们风筝放得好 <b>高</b> 好远。	2. That day, the wind was very strong and had a steady direction. We were able to fly our kite really <i>high</i> and far.
	7. 有母女二人在齐腰 <b>高</b> 的浓绿的茶丛中摘茶。	7. There was a mother and daughter, picking tea among the dark-green tea plants at waist <i>high</i> level.
	28. 拉萨有着世界上海拔最 <b>高</b> 的铁路线。	28. Lhasa's railway is at one of the <i>highest</i> altitudes in the world.

真 (True)

	真	真 → True
Sense 1	4. 虽然是第一次见面，她直觉上认为王羽是个挺 <b>真</b> 诚的人。	4. * [Although it is only the first time for them to meet, she intuitively thinks that Yu Wang is a very sincere person.] Although it is only the first time for them to meet, she intuitively thinks that Yu Wang is a very <i>true</i> and honest person.
	21. 县委书记夸李村长，“他是 <b>真</b> 心实意地给老百姓办实事的好干部。”	21. The county party secretary praised the village head Li, “he is a good cadre who serves the common people in real needs with a <i>true</i> heart.”
	25. 马蒙这边是情 <b>真</b> 意切，李艺媛	25. On the side of Meng Ma, he has input <i>true</i> feelings, but on the side of

	那边是虚与委蛇。	Yiyuan Li, she is dealing with him courteously but without sincerity.
	26. 年龄大了以后你就会发现年轻时候交的朋友最真诚。	26. * [When you get older, you will find that the friends you made when you were young are the most sincere.] When you get older, you will find that the friends you made when you were young are the most <i>true</i> and honest.
	27. 感情上受了很多次伤害，他已经不敢再轻易付出真心了。	27. Having been hurt many times, he would not easily give his <i>true</i> heart.
Sense 2 (Core)	1. 哲学家们几千年来都在讨论真实的世界是否是可知的。	1. Philosophers have discussed for thousands of years whether the <i>true</i> world is knowable.
	2. 他说的那些甜言蜜语，只有她相信是真的。	2. Only she believed those honeyed words from him were <i>true</i> .
	3. 法院，检察院，公安局都在调查事实的真相。	3. * [The court, the procuratorate, and the Public Security Bureau are all investigating the truth of the event.] The court, the procuratorate, and the Public Security Bureau are all investigating the <i>true</i> aspects of the event.
	5. 我们现在看到的是赝品，真品保存在法国罗浮宫。	5. * [What we are looking at is a copy. The authentic piece is being kept in the Louvre in France.] What we are looking at is a copy. The <i>true</i> piece is being kept in the Louvre in France.
	6. 实践检验真理，时间解决问题。	6. * [Practice verifies truth. Time dissolves problems.] Practice verifies true principles. Time dissolves problems.
	7. 方先生，你说韩寒的“三重门”是别人代笔的，请问你有什么真凭实据吗？	7. * [Mr. Fang, you said that Han Han's "Triple Gates" was written by some ghostwriter. Do you have any reliable evidences?] Mr. Fang, you said that Han Han's "Triple Gates" was written by some ghostwriter. Do you have any <i>true</i> evidences?
	8. 那扇屏风上的二龙戏珠是真金绣	8. * [Is the picture of two dragons playing with a pearl on the screen

成的吗？	embroidered with real gold?]) Is the picture of two dragons playing with a pearl on the screen embroidered with <i>true</i> gold?
9. 如果你手里的这幅画是郑板桥的 <b>真迹</b> ，那你就变成百万富翁了！	9. * [If the painting in your hand is an authentic piece of Banqiao Zheng's, you will become a millionaire!] If the painting in your hand is a <i>true</i> piece of Banqiao Zheng's, you will become a millionaire!
10. 这部电影采用了 <b>真人搭配卡通人物</b> 的表演手段。	10. * [The film uses a technique which combines real people with cartoon characters.] The film uses a technique which combines <i>true</i> people with cartoon characters.
11. 美国方面坚称，人民币的 <b>真实</b> 价格被长期低估，对其他国家不公平。	11. The United States firmly claims that the <i>true</i> value of RMB has long been underestimated, and this is not fair to other countries.
12. 项羽和刘邦谁是 <b>真英雄</b> 是个见仁见智的问题。	12. The question of who is the <i>true</i> hero, Yu Xiang or Bang Liu, is a question of judgment.
13. <b>真理</b> 永远掌握在少数人的手里。	13. The truth is always in the hands of a few. The <i>true</i> principle is always in the hands of a few.
14. 他在“教父”中塑造的迈克尔非常成功，从一个置身事外的少年成长为新一代的教父的经历让人感到 <b>真实可信</b> 。	14. * [His portrayal of Michael in Godfather was very successful. The path of a detached young man growing into the new-generation of Godfather is persuading and believable.] His portrayal of Michael in Godfather was very successful. The path of a detached young man growing into the new-generation of Godfather seems to be <i>true</i> and believable.
15. 笔迹鉴证的结果显示那个签名不是 <b>真的</b> ，是有人伪造的。	15. * [The signature verification result shows that the signature is not authentic. It was forged.] The signature verification result shows that the signature is not <i>true</i> . It was forged.
16. 从严格 <b>真正</b> 的意义上来讲，细	16. Strictly speaking, considering its <i>true</i> meaning, the scope of bacteria is

菌所包含的范围和我们通常认为的不一样。	different from what we usually think.
17. 他们这样做是在放烟雾弹，故意混淆视听，让人们看不真切谁对谁错。	17. * [The purpose of them doing this is to send misleading messages to make black white so that people cannot tell in a clear way who is right who is wrong.] The purpose of them doing this is to send misleading messages to make black white so that people cannot tell in a <i>true</i> way who is right who is wrong.
18. 自从接触了佛家理论之后，他逐渐认识到人生的终极目标是在佛典里探索人生的真谛。	18. Since he began to know the theories of Buddhism, he gradually realized that the ultimate goal of life is to explore the <i>true</i> meaning of life in the Buddhist classics.
19. 这种高端玩具枪无论从重量和外型来看都和真枪无异，当然价格也不会低了。	19. * [This type of high-end toy guns is indistinguishable from real guns in terms of weight and appearance. Surely the price for it is not low.] This type of high-end toy guns is indistinguishable from <i>true</i> guns in terms of weight and appearance. Surely the price for it is not low.
20. 接班策略是让公司内的优秀人才都凭真本事竞争。	20. The succession strategy is to let the talented people in the company to participate in the competition with <i>true</i> abilities.
22. 他在物质上很富裕，但在感情上很贫穷——他连一个真正的朋友都没有。	22. He is very well-off materially, but very poor emotionally; he does not have even one <i>true</i> friend.
23. 别人只能看到你手上戴了一个亮闪闪的东西，是真钻石还是真玻璃，有区别吗？	23. Others can only see that you are wearing something glittering. Is there any difference whether it is <i>true</i> diamond or true glass?
24. 这个电影主人公的真实原形是胡适先生。	24. * [The real prototype of the main character in this film is Mr. Shi Hu.] The <i>true</i> prototype of the main character in this film is Mr. Shi Hu.
28. 讲真话也要看场合——病人现在的情况接受不了这个事实。	28. * [Speaking the truth is dependent upon the occasion; the patient cannot accept the truth right now.] Speaking

		the truth is dependent upon the occasion; the patient cannot accept the <i>true</i> principle right now.
	29. 新的一年，祝你万事如意，美梦成真。	29. In the new year, I wish you all the best, and may all your dreams come <i>true</i> .
	30. 这个民意调查结果能反映真正的民意吗？	30. * [Will the poll results reflect the real public opinion?] Will the poll results reflect the <i>true</i> public opinion?

热 ( Hot )

	热	热 → Hot
Sense 1	3. 近期，由于房价的些许下降，一些城市涌现出了购房热潮。	3. * [Recently, house prices have dropped slightly, creating an upsurge in the purchase of houses.] Recently, house prices have dropped slightly, creating a hot trend of purchase of houses.
	4. 迪斯尼决定投资亚洲，上海和香港成为两个热门候选。	4. Disney has decided to invest in Asia. Shanghai and Hong Kong have become two <i>hot</i> candidates.
	7. 他特别喜欢呆在热闹的地方，与别人交流，认识新的朋友。	7. * [He particularly enjoys to stay at populated places, communicate with others, and to make new friends.] He particularly enjoys to stay at hot and crowded places, communicate with others, and to make new friends.
	10. 在美国校园里，减肥成了除了学习之外的学生之间的热门话题。	10. On American campuses, losing weight, besides school work, has become a <i>hot</i> topic among students.
	11. 最近最热的话题之一就是“脸书”的上市。	11. Recently, one of the hottest topics is the initial public offering of Facebook.
	12. 最近新浪和搜狐都开通了网友热线。	12. * [Recently, both Sina and Sohu opened hotlines for web surfers.] Recently, both Sina and Sohu opened hot lines for web surfers.
	15. 最近，有句话成了微博上全国网友追捧的热语。	15. * [Recently, one saying from micro blogs has become popular among nation-wide internet surfers.] Recently, one saying from micro blogs has become hot among nation-wide internet surfers.

	21. 得利于陕西省的大力宣传，古都西安再次成为旅游热点。	21. * [Thanks to the great publicity of Shaanxi Province, the ancient capital Xi'An has become a popular tourist resort once again.] Thanks to the great publicity of Shaanxi Province, the ancient capital Xi'An has become a hot tourist resort once again.
	23. 这是她在巴西圣保罗的首次开唱，虽然场面热闹红火，但还是收到不少批评。	23. This was her first singing concert at St. Paul in Brazil. Although the scene was <i>hot</i> and welcoming, she still received a lot of criticism.
	25. 在不少生活信息类门户网站上，食用油都成了热门货。	25. * [On many daily-life information websites, even cooking oil has become a good in great demand.] On many daily-life information websites, even cooking oil has become a hot buy.
	27. 今天，从历史苦难中走过来的菏泽，又一次成为创业的熟土。	27. Today, after surviving many historical difficulties, Heze has become a <i>hot</i> spot for ventures once again.
	28. 科长的那个位子熬的很呢，不知道有多少人在等着，那里轮得到他。	28. The Chief position is very <i>hot</i> . You have no idea how many people are waiting to get it. It is not his turn yet.
	29. 他的讲话刚一停，底下的观众就爆发了热烈的掌声。	29. * [The moment his speech ended, the audience broke into a passionate applause.] The moment his speech ended, the audience broke into a hot and passionate applause.
Sense 2	5. 回过神来的秦小姐急得连忙大喊，幸好两位路过的热心肠的市民站了出来。	5. * [When she realized what had happened, Miss Qin shouted eagerly. Fortunately, two warm-hearted people passing by offered help.] When she realized what had happened, Miss Qin shouted eagerly. Fortunately, two hot-hearted people passing by offered help.
	8. 李忠这个人如其名，为人忠厚，待人热诚。	8. * [“Faithful Li” has a personality that matches his name. He is very honest and treats people with sincerity.] “Faithful Li” has a personality that matches his name. He

		is very honest and treats people with a hot and honest heart.
	9. 留日学生们普遍认为日本学生对于中国学生十分热情。	9. * [Chinese students studying in Japan generally think that Japanese students are very friendly to them.] Chinese students studying in Japan generally think that Japanese students are very hot-hearted to them.
	14. 上车前，这位母亲一直眼含热泪，并不停地说：“谢谢，真是谢谢，谢谢大家！”	14. * [Before she got in the car, the mother's eyes were full of elated tears, and she kept saying, "Thank you, thank you, thank you all!"] Before she got in the car, the mother's eyes were full of hot tears, and she kept saying, "Thank you, thank you, thank you all!"
	20. 他用一副实实在在服务群众的热心肠，温暖着许多孤独的老人和失足彷徨的少年。	20. * [He warmed many lonely seniors and anxious teenagers with his sincere serving heart.] He warmed many lonely seniors and anxious teenagers with his hot serving heart.
	22. 去探亲的他听到玉树地震的消息后，心里立即涌起一股热流：必须到救灾第一线去。	22. * [Once he heard about the earthquake in Yushu on his family visiting trip, he was compelled by a passion, and thought that he must go to the forefront of the disaster to provide help.] Once he heard about the earthquake in Yushu on his family visiting trip, his heart was filled with a hot flow of empathy, and he thought that he must go to the forefront of the disaster to provide help.
	30. 陷入热恋的人都像是变了一个人似的——有点呆，有点傻，但都兴高采烈的。	30. Those who fall in hot love seem to be changing into different characters --- they are kind of stupid, kind of silly, but are all in high spirits.
Sense 3 (Core)	1. 热核反应是指在极高温下，氢元素的原子核聚变为较重的原子核，同时放出巨大能量。	1. * [Thermonuclear reactions refer to the process in which the nuclei of hydrogen molecules fuse into a heavier nucleus under extremely high temperatures, releasing prodigious energy.] Hot nuclear reactions refer to the process in which the nuclei of



	hydrogen molecules fuse into a heavier nucleus under extremely high temperatures, releasing prodigious energy.
2. 电暖炉上方设有超大出风口，将热风源源不断地从机体通过超大出风口送往室内。	2. Above the electric heater there is a vent through which hot air, produced by the heater, is constantly sent to the inside of the building.
6. 材料经过热处理以后，内部结构发生变化，性能得到改善。	6. * [After a heat treatment, the material has internal structural changes, and as a result the characteristics are improved.] After a treatment under a hot temperature, the material has internal structural changes, and as a result the characteristics are improved.
13. 孩子的额头很热，面颊潮红，是不是生病了？	13. The child's forehead is <i>hot</i> , and her cheeks are flushing. Is she alright?
16. 刚才我洗澡的时候水一会热一会凉，我怀疑是不是热水器坏了？	16. The shower was sometimes <i>hot</i> and sometimes cold. I wonder whether the water heater has broken.
17. 热带是指赤道两侧南北回归线之间的地带。	17. * [The term, "tropical zone", refers to the area between the Tropic of Capricorn and the Tropic of Cancer, with the equator in the middle.] The term, "hot zone", refers to the area between the Tropic of Capricorn and the Tropic of Cancer, with the equator in the middle.
18. 冬天的三亚是旅游胜地。可是到了夏天，很多人都会吃不消这里湿热的天气。	18. Sanya is a tourist resort in the winter. However, in the summer, many people cannot stand its <i>hot</i> and humid weather.
19. 快趁热把汤喝了吧。	19. Drink the soup while it is <i>hot</i> .
24. 以往的研究认为中国高温热浪主要受大尺度环流异常、海表面温度异常的影响。	24. * [Previous studies suggested that the heat waves that occurred in China were mainly caused by the large-scale circulation anomalies and the sea surface temperature anomalies.] Previous studies suggested that the hot heat waves that occurred in China were mainly caused by the large-scale

		circulation anomalies and the sea surface temperature anomalies.
	26. 大火逐渐失去控制，站在几十米以外都可以感觉到滚滚的 热浪。	26. * [The fire began to lose control. One could feel the heat wave rolling forward from tens of meters away.] The fire began to lose control. One could feel the hot heat wave rolling forward from tens of meters away.

破 (Broken)

	破	破 → Broken
Sense 1	1. 那扇 破窗户早就不行了，打也打不开，关也关不住，风一吹就吱吱嘎嘎的响。	1. That <i>broken</i> window has not been working for a long time. It cannot be opened or closed, and it has been making squeaking sounds whenever it is windy.
	2. 你那辆 破车早晚会出事的，赶快换一辆新的吧。	2. That <i>broken</i> car will cause some trouble for you sooner or later. Go get a new one as soon as possible.
	4. 穴居人在地下的居所内用岩画、交织的木框和捡到的 破玩意来装饰着洞穴。	4. *[Cavemen use cliff paintings, wood frames, and other worthless things they've collected to decorate their caves.] Cavemen use cliff paintings, wood frames, and other <i>broken</i> things to decorate their caves.
	5. 山上的小庙已经多年没有香火了， 破败不堪。	5. The small temple in the mountain has not been receiving any incense for years, and it is <i>broken</i> and shattered.
	9. 很难想象一位二战时的英雄就住在这么 破旧的房屋里，靠一点微不足道的养老金辛苦度日。	9. It is very hard to imagine that a hero of WWII is now living in such a <i>broken</i> house, and making a life on a minimum pension.
	10. 他现在住的那栋房子也 破旧不堪了。	10. The house that he is living in now is awfully <i>broken</i> .
	16. 她恨死了她的 破电脑，因为它，她辛辛苦苦写了三天三夜的文章找不到了。	16. She hates her <i>broken</i> computer; she can't find the article that she's been working on for three days because of it.
	18. 他总是喜欢收集一些奇怪的 破玩意。	18. *[He always likes to collect strange and worthless stuff.] He always likes to collect strange and

		<i>broken</i> stuff.
	19. 多年来，她一直保留着那个破娃娃，因为那是她收到的第一个礼物。	19.*[For years she had kept that shabby doll, because that was the first present she had ever received.] For years she had kept that <i>broken</i> doll, because that was the first present she had ever received.
	20. 这个房子很破，但是地理位置很好。	20. *[This house is shabby, but its location is very good.] This house is <i>broken</i> , but its location is very good.
	21. 那一本本发黄的破书，象征着他刻苦努力的成果。	21. Those <i>broken</i> and yellowing books speak volumes of his hard work.
	23. 很多高档酒店都规定穿着破烂的人不能进入酒店。	23. *[Many high-class hotels have rules that prohibit people who are improperly dressed from entering.] Many high-class hotels have rules that prohibit people wearing <i>broken</i> clothing from entering.
	24. 秋至老更贫，破屋无门扉。	24. When the fall comes, the elderly become poor and live in a <i>broken</i> home, sometimes without a door.
	25. 他不小心撕烂了扉页，好好的一个笔记本变成了破本子了。	25. He accidentally tore off the title page of the notebook, turning a decent notebook into a <i>broken</i> one.
Sense 2	3. 怀着一颗破碎的心，他回到家乡开始过一种半隐居的生活。	3. With a <i>broken</i> heart, he went back to his hometown and began a life of semi-seclusion.
	7. 纵使家乡已成为破壁残垣，他还是深深爱着这里。	7. He still loves his hometown even though it is <i>broken</i> and ruined.
	8. 婚信调解人员因势利导，希望他再考虑考虑能否破镜重圆。	8. The marriage consultant gave him judicious guidance according to the circumstance, hoping he would reconsider fixing his <i>broken</i> marriage.
	22. 那些破碎的梦的片段一点一点被他编织起来，最终，成为一个完整的梦。	22. He wove together those <i>broken</i> pieces of the dream, and eventually, the dream became complete.
Sense 3	6. 在英语写作中，我们经常写出	6. In English writing, we often compose some <i>broken</i> and

	一些语法不完整的 <i>破句</i> ，但是不知道怎么完善它们。	grammatically incorrect sentences that we do not know how to fix.
Sense 4	12. 明白什么叫国 <i>破家亡</i> 吗？犹太人民对此有最深的感受。	12. Do you understand what “a <i>broken</i> country with perished homes” means? Jewish people have the deepest feeling towards that expression.
	17. 想到倍受压迫，即将 <i>破亡</i> 的祖国，他就不能在国外定心学习，恨不得马上飞回国。	17. With thoughts of his motherland, which was being pressed and was on the edge of becoming <i>broken</i> , he could no longer focus on studying abroad and could not wait to fly back to his country.
	28. 国 <i>破山河在</i> ，恨别鸟惊心。	28. A country is <i>broken</i> , yet the land remains. Dreading parting, lonely birds are seized with panic.
Sense 5	26. 可能是我的英语太 <i>破了</i> ，说了半天人家工作人员也没搞清楚我要干什么。	26. *[Maybe because my English is shabby, the staff could not figure out what I was trying to say after I had explained it for a long time.] Maybe because my English is too <i>broken</i> , the staff could not figure out what I was trying to say after I explained it for a long time.
	27. 他再也不想呆在这个 <i>破地方</i> 了。极差的环境，不方便的交通都让他很头痛。	27. *[He does not want to stay at this shabby place any longer. Both the poor environment and inconvenient transportation give him a headache.] He does not want to stay at this <i>broken</i> place any longer. Both the poor environment and inconvenient transportation give him a headache.
	30. 大家吵着要徐老师唱歌，他笑着说，“就我这 <i>破嗓子</i> ，还是算了吧。”	30. We badgered Mr. Xu to sing us a song, but he said with a smile: “Please spare my <i>broken</i> voice.”
Sense 6 (Core)	11. 只是表皮有一点 <i>破</i> ，没有伤着骨头，涂点药水就好了。	11. Only the skin was a bit <i>broken</i> . The bones were not hurt. A little disinfectant will do.
	13. 新买的名牌皮包被小偷划成了	13. My newly bought brand-name

一个破包，不能再用了。	bag was cut into a <i>broken</i> one by a thief, and cannot be used any longer.
14. 他小心翼翼地捡起地上的破杯子，以防别人踩到碎片上。	14. He carefully picked up the <i>broken</i> glass from the floor so that no one would step on the pieces.
15. 虽然衣衫褴褛，甚至衣服上还有破洞，他依然活得从容自在。	15. Even though his clothes are ragged, <i>broken</i> with holes, he still lives calmly and at ease.
29. 妈妈的眼光当然要传统一些，非说余修明新买的带洞的牛仔裤是破的。	29. With her conservative taste of style, Xiuming Yu's mom insisted that his newly bought damaged jeans were <i>broken</i> .

紧 Tight )

	紧	紧 → Tight
Sense 1	1. 这种化妆品号称会使皮肤更加紧致和细腻，其实其所含的酒精和化学物质会严重地损害皮肤。]	1. This cosmetic item is acclaimed to make the skin <i>tighter</i> and more delicate, but actually the alcohol and chemical substances it contains can seriously damage the skin.
	7. 她刚刚锻炼了两个月就发现身体的变化很明显，小腹的肌肉变紧了，腿也细了。	7. After exercising for only two months, she has found clear changes in her body. Her lower abdomen muscles become <i>tighter</i> and her legs thinner.
	23. 紧身衣服穿起来能够凸显你的优美线条。	23. <i>Tight</i> clothes can highlight your body's curves.
Sense 2	3. 伴随通胀和经济增长的逐渐回落，政策再紧的必要性和可能性不大。	3. As the inflation and economic growth gradually slows down, the necessity and possibility for <i>tighter</i> policies is not high.
	11. 一家五口人靠一个人的养老金过活，日子过得紧巴巴的。	11. With a family of five living on one person's pension, the life is very <i>tight</i> .
	12. 联赛基本完了，本来可以放松一下，可是国家队的任务真的是太紧了。	12. The league was pretty much over. It should have been a time to relax, but the assignments for the national team were really <i>tight</i> .
	24. 最近全国公安机关“清网”行动	24. Lately, as the nation-wide “clean-up the internet” action by the police is

	的风声很紧，江艺等人害怕会被找上门来，惶惶不可终日。	getting <i>tight</i> , Yi Jiang and his fellowmen are afraid of being identified, and are constantly anxious all the time.
	28. 最近美国对进口的限制又紧了 很多。	28. Recently, the restrictions that the United States put on importation becomes <i>tighter</i> .
Sense 3	4. 如果现在他们也启动降价，那说明资金链是真的很紧了，手里的现金不多了。	4. If they also started lowering prices, it would mean that their capital chain was really <i>tight</i> , and they might have run out of cash in hand.
	5. 小燕花钱一向是大手大脚，现在碰到一个手这么紧的男朋友管着她不许买东西，难免会不高兴。	5. Xiaoyan has always been lavish in spending. And now that she has a boyfriend who has <i>tight</i> hand with money and does not let her buy stuff, unavoidably she feels upset.
	8. 这一段时间花钱的地方太多，手头有点紧，你能借给我点钱周转周转吗？	8. I have had too many things to spend on recently, and I am a bit <i>tight</i> . Can you lend me some money to turnover?
Sense 4	6. 他们两家是世交，从小两人的关系就很紧密。	6. Their families have been friends for generations, so they were in <i>tight</i> relationship since they were young.
	15. 在最后的紧要关头，王瑜始终气定神闲地主持着大局。	15. * [Throughout the final crucial moment, Yu Wang managed to control the situation in a calm way.] Throughout the final <i>tight</i> and important moment, Yu Wang managed to control the situation in a calm way.
	18. 游戏的研发工作已经进入紧锣密鼓的收尾阶段。	18. The research and development of the game has entered the <i>tight</i> finishing-up stage.
	20. 美国和英国在外交事宜上的关系一向很紧密。	20. The relationship between the United States and the United Kingdom in diplomatic matters has always been very <i>tight</i> .
	21. 这部电影的剧情非常紧凑，没有多余的镜头。	21. The plot of the film is very <i>tight</i> and compact, with no excess scenes.

Sense 5	9. 他喉咙发紧，害怕得一句话也说不出来。	9. His throat was <i>tight</i> , and he was so afraid that he could not speak a word.
	13. 做歌手的人不能喝酒抽烟，否则轻一点的声音会变紧，严重的话嗓子就破了。	13. As a singer, one can neither drink nor smoke; otherwise, the voice can become <i>tight</i> at least, or even broken if it is serious.
	25. 我记得有一次拔河比赛，绳子因为拉得太紧而绷断了，有一个站在队尾的同学为此而受伤了。	25. I remember that once in a tug-of-war, the rope was snapped for getting too <i>tight</i> . As a result, a student standing at the end of the line was injured.
	29. 罐头瓶上的盖子很紧，我用尽了全身的力气还是打不开。	29. The lid of the can is so <i>tight</i> that I exhausted all my strength and still can't open it.
Sense 6	14. 头痛与精神紧张、劳累、压力、焦虑等心理因素密切相关。	14. * [Headaches are closely related to psychological factors such as mental stress, fatigue, stress, and anxiety.] Headaches are closely related to psychological factors such as <i>tight</i> nerves, fatigue, stress, and anxiety.
	16. 他做贼心虚，当别人问起他昨天做了什么事，他紧张的说不出话来。	16. * [He felt guilty. When he was asked what he did yesterday, he was too nervous to speak.] He felt guilty. When he was asked what he did yesterday, he was too <i>tight</i> to speak.
	26. 他只要一紧张，就会浑身发抖。	26. * [Whenever he is nervous, his body trembles.] Whenever he is <i>tight</i> , his body trembles.
Sense 7	17. 对于阅读部分，大部分人都感觉时间非常紧，所以做题顺序很重要。	17. For the reading comprehension part, most people feel that the time is very <i>tight</i> , so the order of solving problems is very important.
	22. 在时间非常紧的情况下，他依然能够完成领导布置的作业。	22. Under a situation of <i>tight</i> schedule, he still managed to complete the work his supervisor assigned him.
	27. 时间太紧，他放弃了这个工程项目。	27. Because of the <i>tight</i> schedule, he gave up the engineer project.

Sense 8 (Core)	2. 最近老是头痛，痛起来像戴了紧箍咒。	2. Recently, I have had a lot of headaches. It feels like wearing a <i>tight</i> head hoop.
	10. 五岁的儿子长得很快，刚买的鞋子又紧了。	10. My five-year-old son grows really quick. The shoes we just bought were <i>tight</i> again.
	19. 一个冬天他长了不少肉，牛仔裤都变紧了。	19. He gained lots of weight during the winter. Even his jeans became <i>tight</i> .
	30. 船上只剩下最小号的救生衣了，他穿上感觉很紧巴巴的，但是也只能将就着了。	30. The ship had only the smallest life jackets left. He felt <i>tight</i> in it, but he had to live with it.

空 ( Empty)

	空	空 → Empty
Sense 1	1. 由于长期服用抗抑郁药物，他的眼神很空洞，没有任何光彩。	1. Due to long-term use of anti-depression medicine, his eyes are very <i>empty</i> , without any spirit.
	4. 看见他的鲜血不停地流出来，我的大脑顿时变得空白一片。	4. * [Seeing his blood gushing out without slowing, my mind went blank at once.] Seeing his blood gushing out without slowing, my mind went <i>empty</i> at once.
	5. 他说的话太空了，没有主题，让人理解不了。	5. His talk was too <i>empty</i> , with no theme, and impossible to make sense of.
	7. 他送走孩子回到家来，心里觉得空落落的，像是少了点什么。	7. After he sent away his child and returned home, he felt <i>empty</i> , as if something was missing.
	10. 精神上的空虚感，生活上失去目标的感觉，是很多人开始尝试毒品的主要原因之一。	10. The <i>empty</i> feeling and the sense of not reaching goals in life is one of the main reasons people start using drugs.
	11. 练静默瑜伽不容易，要进入那种头脑空空的状态需要很强的自制力。	11. Practicing meditative Yoga is not easy. To enter an <i>empty</i> -mind state requires a very strong self-control.
	15. 事实说明，许多事情常常不是失之于方向不对，而是失之于空论太多。	15. The facts indicate that many things went awry not because of wrong directions, but rather because of too many <i>empty</i> discussions.



	16. 你这样的空想有什么用吗？所有的理想都要从实际出发，然后脚踏实地的实现它。	16. Is it useful to dwell on <i>empty</i> thoughts? All dreams have to start from reality, and one has to realize them with his/her feet on the ground.
	20. 这种文体结构和叙事语言往往流于刻板、空泛和僵滞。	20. This writing structure and narrative language usually suffer from being rigid, <i>empty</i> and sluggish.
	24. 乔布斯的后来者，能填补这个技术空洞吗？	24. * [Can Steve Job's successors fill up the gap of technology?] Can Steve Job's successors fill up the empty gap of technology?
	26. 有些人喜欢夸夸其谈，其实肚子里却是空空如也。	26. * [Some people like to brag, but they actually know nothing at all.] Some people like to brag, but they are actually empty inside.
	28. 所谓的原则只是他们逐利的一种手段，不需要的时候，原则就只是一纸空言而已。	28. The so-called principles are only a way for them to pursue benefits. When they do not need it, a principle is just an <i>empty</i> sheet of paper.
	29. 严重的电力不足问题可能进一步加剧日本产业空洞化。	29. * [Severe lack of electricity will intensify the cavity of Japanese industries.] Severe lack of electricity will intensify the empty holes of Japanese industries.
Sense 2	9. 这个房间很空敞，面朝大海，春暖花开。	9. * [This room is very open and spacious. It faces the sea, with flowers blooming in the spring.] This room is very empty and spacious. It faces the sea, with flowers blooming in the spring.
	12. 山野空寂，偶尔会听到远处野兽的叫声	12. The wild mountain is <i>empty</i> and silent. Once in a while, one can hear the howls of wild animals from a distance.
	13. 现在小区还未完全入住，道路很空旷，是练车的好地方。	13. This neighborhood has not been completely occupied. The roads are quite <i>empty</i> , and it's a good place to practice driving.
	17. 在他的摄影作品中，那些原始的自然风光或荒凉空旷，或宛如仙境。	17. In his photographic works, the raw natural scenes look either wild and <i>empty</i> or as legendary as a wonderland.

	19. 整个居室以白色为主，营造出一种空旷感。	19. The main color of the room is white, creating an <i>empty</i> and open feeling.
	22. 欣赏着这幅山水画，我们品味到的是萧条空寂与静穆平和。	22. When we look at this landscape painting, what we can savor is a lonely, <i>empty</i> , silent and peaceful feeling.
	25. 由于这场连下三天的大雪，整个时代广场上空荡荡的，只有两三个人。	25. Due to a continuous snow of three days, the whole Times Square was <i>empty</i> and there were only two or three people.
Sense 3 (Core)	2. 一些年份，臭氧层的空洞大到能够覆盖整个南极大陆，并延伸到南美洲部分地区。	2. * [In past years, the ozone hole was so big that it could cover all of Antarctica and even reached some areas of South America.] In past years, the empty ozone hole was so big that it could cover all of Antarctica and even reached some areas of South America.
	3. 连着半个月没时间买菜，整个冰箱都空了。	3. I have not gone grocery shopping for half a month, and the refrigerator is almost <i>empty</i> .
	6. 他去银行提款，却发现户头上几乎已经空了。	6. He went to the bank to withdraw money, only to find that his account was almost <i>empty</i> .
	8. 这种砖的中心是空的，因而具有较好的保暖和隔音的性能，可以用在结构上不承重的部分以减轻建筑物的重量。	8. * [This type of brick is hollow in the middle, and hence is good for temperature-sustaining and sound-insulating. It can be used for the non-loadbearing parts to reduce the weight of the construction.] This type of brick is empty in the middle, and hence is good for temperature-sustaining and sound-insulating. It can be used for the non-loadbearing parts to reduce the weight of the construction.
	14. 离表演开始还有1小时，很多座位都是空的。	14. There's still one hour before the show. Many seats are still <i>empty</i> .
	18. 距离考试结束的时间已经近了，可是他的试卷的后半部分还是	18. It's getting close to the end of the exam, but the second half of his paper is still <i>empty</i> .

	空的。	
	21. 这种打了药的西瓜，外边看不出什么，打开以后会发现里边有一半是空的。	21. For those watermelons which are pre-injected with chemicals, one cannot tell any differences from the outside. Only after it is opened, one will find that half of the watermelon is <i>empty</i> .
	23. 昨天凌晨，一只小狗不慎掉入一家理发店厕所墙角的空隙中。	23. Yesterday, a little puppy accidentally fell into the <i>empty</i> space outside the restroom wall of a barbershop.
	27. 小明跑回家拿钱，却发现攒了三年的钱罐子居然空了。	27. Ming went home to get his money only to find that the jar where he kept his money for the past three years was <i>empty</i> .
	30. 我跑回教室找她们，可教室已经空了。	30. I ran back to the classroom to look for them, only to find that the room was <i>empty</i> .

### 重 ( Heavy )

	重	重 → Heavy
Sense 1	1. 纠正英语发音的最好方法就是用重音音符把需要强调的音都标注出来。	1. * [The best way to correct English pronunciation is to mark all the syllables to be emphasized with accent marks.] The best way to correct English pronunciation is to mark all the syllables to be emphasized with heavy accent marks.
	16. 大概是因为感冒的原因，今天杨乐乐在主持现场脸色不太好，鼻音也很重，有时现场的观众都听不明白她说了什么。	16. Probably because of the cold, Lele Yang did not look well on the host spot today. She had a heavy nasal drip also, and sometimes the ordinances on the scene could not understand what she was talking about.
	25. 考试前王老师还提醒她一定要突出那一曲的重音节，可她还是忘了。	25. Before the test, teacher Wang reminded her to highlight the heavy syllables in the song, but she still forgot to do so.
Sense 2	2. 重油是指高比重的油，特指由焦油蒸馏出的高沸点蒸馏物。	2. Heavy oil refers to one kind of oil with a high rate of specific gravity, referring in particular to the high-

		boiling distillation from tar.
	24. 那些原子量大的元素，如锕系元素被称为重元素。	24. Those elements with large atomic weight, such as actinide elements, are called heavy elements.
Sense 3	3. 他俩结婚多年，互敬互爱，彼此连句重话都没说过。	3. * [They have been married for years, loving and respecting one another, and never saying anything disrespectful to each other.] They have been married for years, loving and respecting one another, and never saying any heavy words to each other.
	7. 关塔那摩监狱是世界上越狱率最低的监狱之一，只押收最危险的各类重犯。	7. Guantanamo Bay prison, one of the prisons with the lowest rate of jailbreak in the world, only receives the most dangerous types of heavy criminals.
	9. 连年的战火使得该国经济受到了重挫。	9. * [The economy of the country was hit hard because of the successive wars.] The economy of the country was damaged in a heavy way because of the successive wars.
	12. 据称，“沙漠之狐”隆美尔的伤势很重，马歇尔元帅准备趁机出击，围歼德军。	12. It was reported that the “Desert Fox,” Rommel, had heavy injuries. Marshall Marshal prepared to take the advantage to attack and annihilate the Germans.
	20. 在这个法纪严明的地方，连偷盗都会受到重罚，所以这里犯罪率十分低。	20. At this place with strict law and order, even stealing receives heavy punishment. So the crime rate here is very low.
	21. 目前经济危机的状况开始有缓和的迹象，次贷危机也没有以前严重了。	21. * [Currently the status of the economic crisis is gradually easing up, and the subprime mortgage crisis does not seem as serious as before.] Currently the status of the economic crisis is gradually easing up, and the subprime mortgage crisis does not seem as heavy as before.
Sense 4	6. 老板进来转了一圈，没发现什么就离开了。我们几个擦了擦头上的	6. * [The boss came in, took a look around, found nothing, and left. We wiped our sweat, feeling relieved.]

	冷汗，如释重负。	The boss came in, took a look around, found nothing, and left. We wiped our sweat, feeling relieved from a heavy load.
	11. 小李是我们这里最年轻力壮的劳动力，有什么重活儿他都自觉地扛起来。	11. Li is the youngest and strongest laborer here. Whenever there is heavy work, he volunteers to undertake it.
Sense 5	8. 每个机场基本都设有VIP通道专供那些重要人物快速通行。	8. * [Almost every airport has a VIP passage for important people to pass through quickly.] Almost every airport has a VIP passage for people of heavy status to pass through quickly.
	14. 信息化建设是这几年中国经济和社会发展的重头戏。	14. * [The construction of information technology is the highlight of China's economic and social development over the past few years.] The construction of information technology is the heavy program of China's economic and social development over the past few years.
	18. 生于二十世纪初的中国的新一代人担负着富国强兵的重任。	18. People who were born at the beginning of the 20th century in China had the heavy responsibility of making the country rich and building up its military power.
	26. 到现在人们才意识到太阳能是一种对工业具有极大重要性的自然资源。	26. * [Until recently, people began to realize that solar energy is an extremely important natural resource for industry.] Until recently, people began to realize that solar energy is a natural resource of heavy importance for industry.
	30. 别看他才四十多岁，他在众议院里可是一位重量级的人物。	30. * [Although he is only a little over 40-years-old, he is a big cheese in the House.] Although he is only a little over 40-years-old, he is a heavy character in the House.
Sense 6	13. 最近中缅边境的毒品交易量有	13. Drug trading has been increasing at the China-Burma border recently. As a response, now the whole boarder

	所上升。作为应对，整条边境线现在都有重兵把守。	line is guarded by heavy forces.
	15. 对于像他这样的小小村官，这实在是一份重礼，所以他决定不能轻易接受。	15. * [As a small officer like him, this is indeed a big present. So he decided that he could not accept it just like this.] As a small officer like him, this is indeed a heavy present. So he decided that he could not accept it just like this.
	19. 只听他说，“我明白你对我情深意重，我会把这份情意珍藏在心底的”。	19. * [I heard him saying, “I understand that you have deep feelings for me. I will keep this feeling at the bottom of my heart.”] I heard him saying, “I understand that you have deep feelings and heavy affections for me. I will keep this feeling at the bottom of my heart.”
	23. 现在我向大家介绍从国外重金聘请回来的营养学专家王椿杨教授！	23. Now let me introduce Prof. Chunyang Wang --- the nutrition specialist who we hired from overseas, at a heavy cost.
	29. 千里送鹅毛，理轻情谊重。	29. * [Travel a thousand miles to bestow a goose feather---a small gift may be a token of profound friendship.] Travel a thousand miles to bestow a goose feather---a small gift may be a token of heavy feelings.
Sense 7	22. 你听，他上楼的脚步很重，一点都不轻快。	22. His steps coming up the stairs are very heavy — not springy at all.
Sense 8	28. 随着入学申请截止日期的一天天靠近，我的心情也一天天的沉重起来。	28. As the application deadline approached, my heart became heavier day by day.
Sense 9 (Core)	4. 她今天搬家，但是很多家具都太重了，所以让我找几个朋友去帮忙。	4. She is moving today. Many pieces of the furniture are too heavy, so she asked me to find some friends to help.
	5. 过年的时候胡吃海喝没有运动，	5. During the Spring Festival, I ate a

等我回到健身房时才发现自己又重了不少。	lot and did not exercise. When I went back to the gym, I found that I became heavier.
10. 妈妈给小华买了一个便携式平板电脑，这样他就不用每天都背着那台笨重的老电脑去上学了。	10. Mom bought Xiaohua a tablet computer so he wouldn't need to carry that old heavy computer to school every day.
17. 交警建议初拿驾照的驾驶员不要上高速路，因为上面有很多重型货车。	17. The police suggest that beginner drivers stay away from highways, because there are a lot of heavy trucks.
27. 在花样滑冰的决赛上，她在第三次跳跃的时候，失去了重心，摔在冰场上。	27. * [In the final contest of figure skating, she lost focus while she was performing her third jump, and fell onto the ice.] In the final contest of figure skating, she lost the heavy point while she was performing her third jump, and fell onto the ice.

简单 ( Simple )

	简单	简单 → Simple
Sense 1	3. 这栋豪宅的内部装修出人意料的简单。	3. The interior decoration of this luxurious house is surprisingly <i>simple</i> .
	4. 李队长主意多，有魄力，不是个简单人物。	4. Captain Li is full of ideas and vigor. He is not a <i>simple</i> figure.
	7. 保养秘诀：摆正心态，活得简单。	7. The secret of taking good care of one's health is to keep a positive mood and to live a <i>simple</i> life.
	8. 记事本能够随时随地管理你的大小事务，让杂乱的生活变得简单起来。	8. A notebook can help you manage your tasks anytime and anywhere. It makes a chaotic life <i>simple</i> .
	21. 这门编程语言相对简单，容易上手。	21. This programming language is relatively <i>simple</i> to begin with.
	24. “有机食品”决不是等同于几十年前的农作物那么简单。	24. “Organic food” is not as <i>simple</i> to cultivate as the crops people worked with decades ago.
Sense 2	11. 下面这个战术极其的强大，简	11. The strategy listed below is

	单, 而且有效。	particularly powerful, <i>simple</i> , and efficient.
	25. 但事情没那么简单, 雌蛙在奔向雄蛙的路上, 会遭到大批小追求者的进攻。	25. But, the process is not that <i>simple</i> . On her approach to the male frog, the female frog will be attacked by many other pursuers.
	26. 企业管理是门严肃的学问, 转型升级没那么简单。	26. Business management is a very serious topic. Transitions and upgrades are not that <i>simple</i> .
	30. 一开始不少人因为她年纪轻, 就以为她简单, 容易对付。后来才知道那种想法大错特错。	30. * [Initially, quite some people thought that since she is young, she would be easy to deal with. Only later did they realize what a big mistake they had made.] Initially, quite some people thought that since she is young, she would be <i>simple</i> , and easy to deal with. Only later did they realize what a big mistake they had made.
Sense 3 (Core)	1. 他们的劳动简单而平凡, 被称为城市的高级美容师、大自然的忠实保育员。	1. Their work is <i>simple</i> and ordinary, but they are entitled urban environmental beauticians and nursery nurses of nature.
	2. 因为一个简单草率的议案的出台, 引发了两国之间的贸易战, 导致两败俱伤。	2. As the result of a perfunctory proposal, a trading war triggered between the two countries, and resulted in a lose-lose situation. As the result of a <i>simple</i> and perfunctory proposal, a trading war triggered between the two countries, and resulted in a lose-lose situation.
	5. 你如果认为有着漂亮脸蛋的女孩都头脑简单的话, 那你就要吃苦头了。	5. If you think pretty girls are all light-headed, then you have to pay for it later. If you think all pretty girls have <i>simple</i> minds, you will pay for it.
	6. 当财力达到了某个层次, 人们就开始返朴归真, 追求起简单朴素的生活方式来。	6. When wealth reaches a certain level, people begin to return to a plain mode, pursuing a <i>simple</i> and easy lifestyle.
	9. 静默冥想要求你必须清空大脑,	9. * [Meditation requires you to empty your mind and eliminate all the



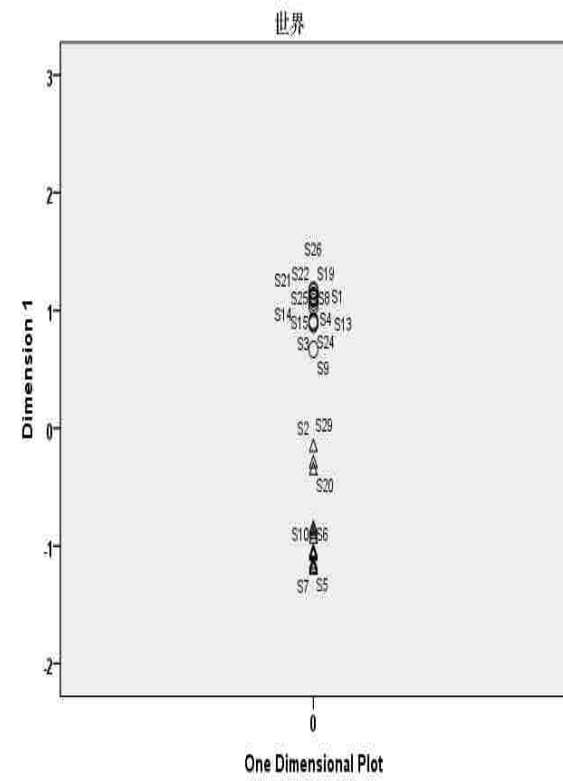
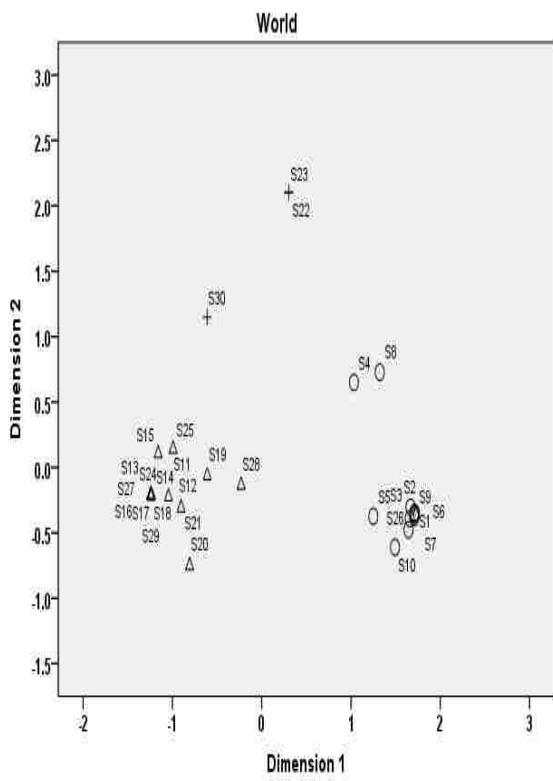
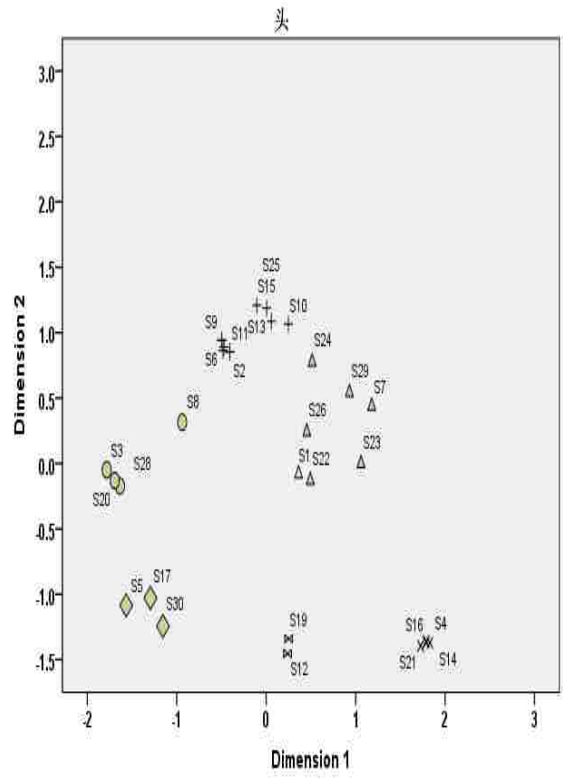
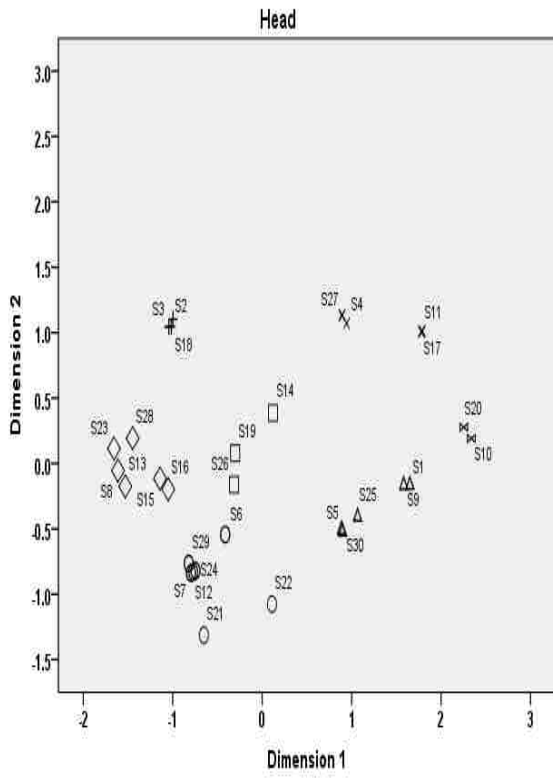
排除一切杂乱的想法。这并不简单。	chaotic thoughts. It is not easy.] Meditation requires you to empty your mind and eliminate all the chaotic thoughts. It is not <i>simple</i> .
10. 听陈彦说完, 李纪一愣: 这个人不简单, 他怎么能看穿我的内心?	10. After hearing from Yan Chen, Ji Li was stunned and thought to himself, this person is not <i>simple</i> , how could he see through my mind?
12. 别看现任老总还不到三十岁, 他的背景可不简单。	12. Even though the current CEO has not reached his thirties, his background is rather not <i>simple</i> .
13. 她刚出道的时候拍过一些不雅片子, 被人背后说是头脑简单。	13. When she first became an actress, she made some inappropriate movies, so at her back, people say she is <i>simple-minded</i> .
14. 他对待工作一贯草率。处理事务能多简单就多简单, 从不深思。	14. He usually works in a perfunctory way, dealing things as <i>simple</i> as possible, and never think through things.
15. 我们现在就介绍一种简单快捷、只需15分钟的护发方法。	15. Now, we will introduce a <i>simple</i> and efficient way of hair caring, which only takes 15 minutes.
16. 警民关系非常重要, 你这么简单的, 草草的一份报告没有显示出你对这件事情的重视。	16. The relationship between the police and the civilians is very important. This <i>simple</i> and perfunctory report of yours does not reflect the importance you attach to it.
17. 健身球是非常简单的健身工具。	17. A gymnastic ball is a very <i>simple</i> fitness tool to use.
18. 巴菲特炒股的理论非常简单, 就是寻找被低估的股票, 然后长期持有。	18. Buffett's theory of trading stocks is really <i>simple</i> – he looks for underestimated stocks and hold on to them for a long time.
19. 若怕气场不够, 不妨选择复古印花图案的简单款式。	19. If afraid of lack of temperament, try <i>simple</i> styles of back-to-ancients patterns of print.
20. 补胎店老板大多采用强力胶水的方式进行简单的外补。	20. Tire repairing stores mostly use superglue to make <i>simple</i> repairs.
22. 芋头含有丰富的淀粉质, 膳食纤维含量也很高, 专家推荐4道简单易做的芋头料理。	22. Taro has an abundance of starch, and high levels of fiber as well. Professional dieticians recommend four Taro dishes that are simple to

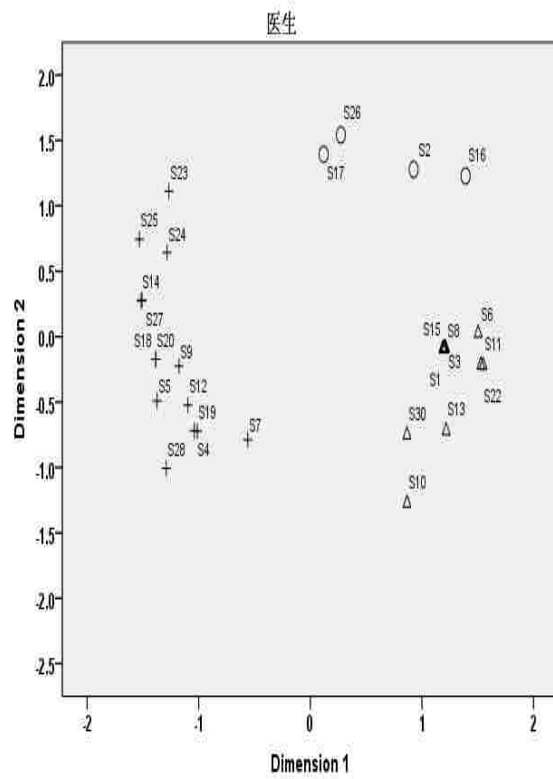
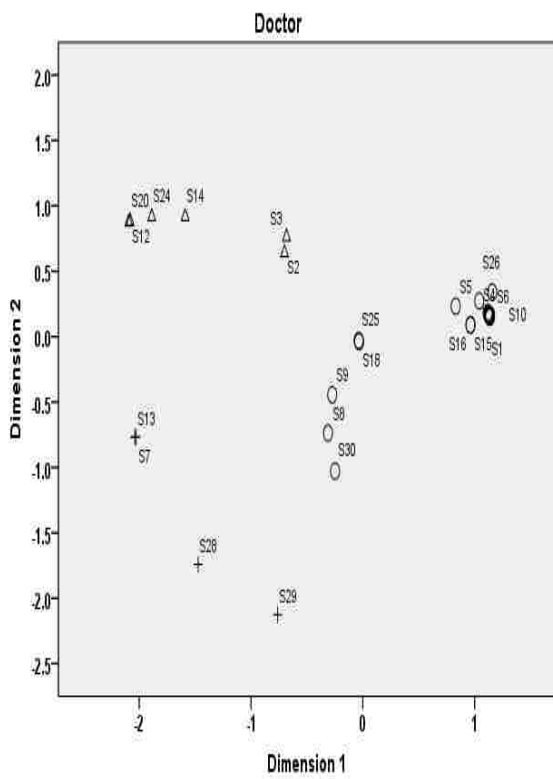
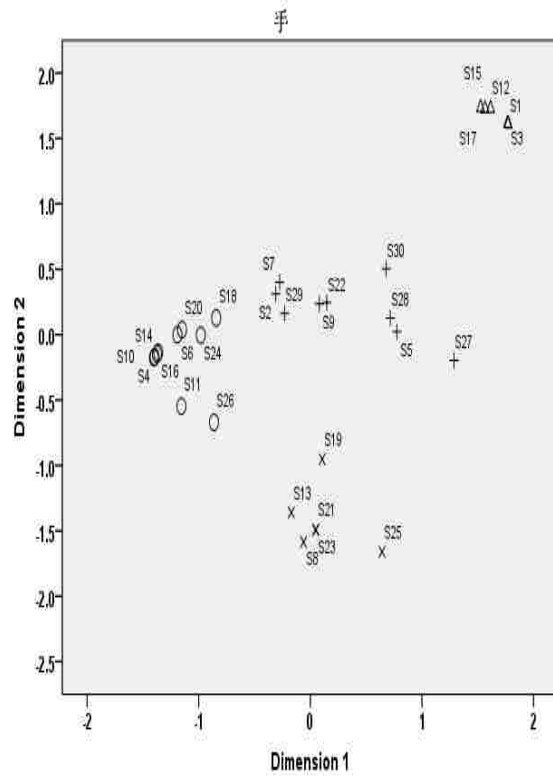
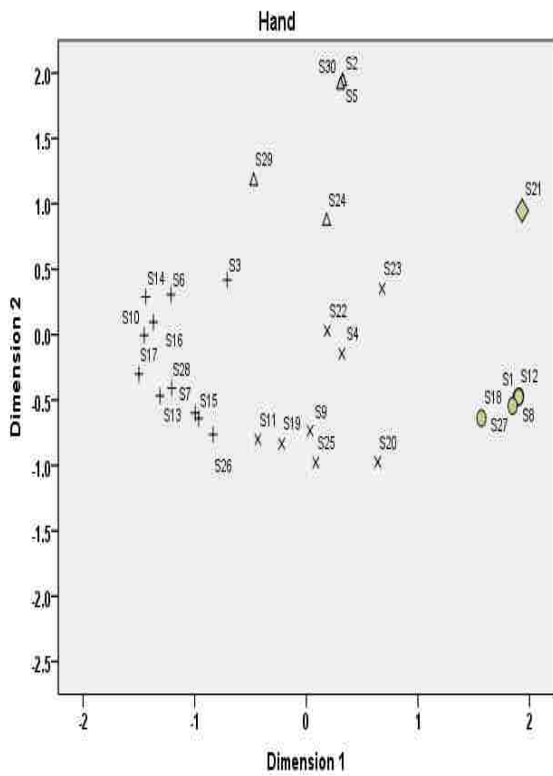
	make.
23. 提起静脉曲张,有不少人认为这是一个 <i>简单</i> 的疾病,其实不然。	23. * [When talking about varicose vein, many people think it is an ordinary disease, but it is not.] When talking about varicose vein, many people think it is a <i>simple</i> disease, but it is not.
27. 部分税务人员不注重执法程序和证据保全,习惯于 <i>简单草率</i> 行事。	27. * [Some of the tax officials do not follow executive procedures and maintain the security of testimony the way they should. They habitually work in a perfunctory manner.] Some of the tax officials do not follow executive procedures and maintain the security of testimony the way they should. They habitually work in a <i>simple</i> and perfunctory manner.
28. 这种失物招领方式过于 <i>简单</i> 和草率, 容易被他人冒领社保卡。	28. This lost and found form is too <i>simple</i> and rough, and is prone to false claiming of social security cards.
29. 我想在世界最高的山峰拍一部电影, 就这么 <i>简单</i> 。	29. I want to make a movie at the peak of the highest mountain — it's that <i>simple</i> .

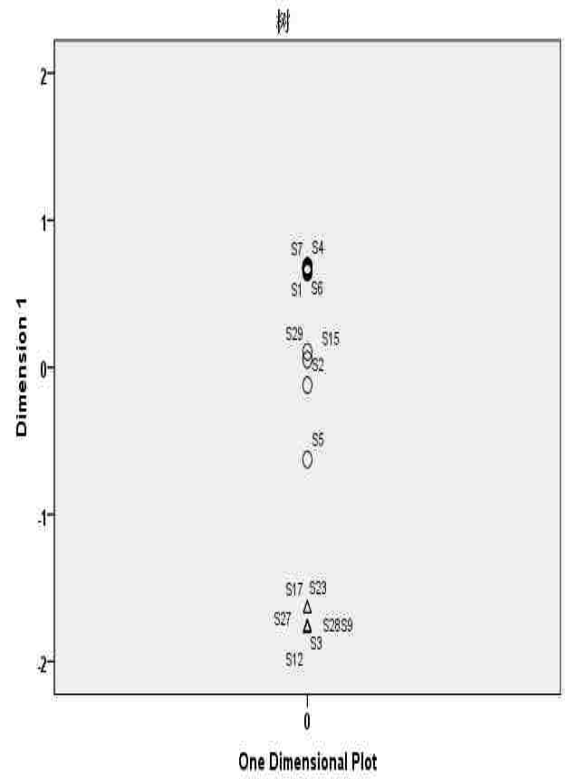
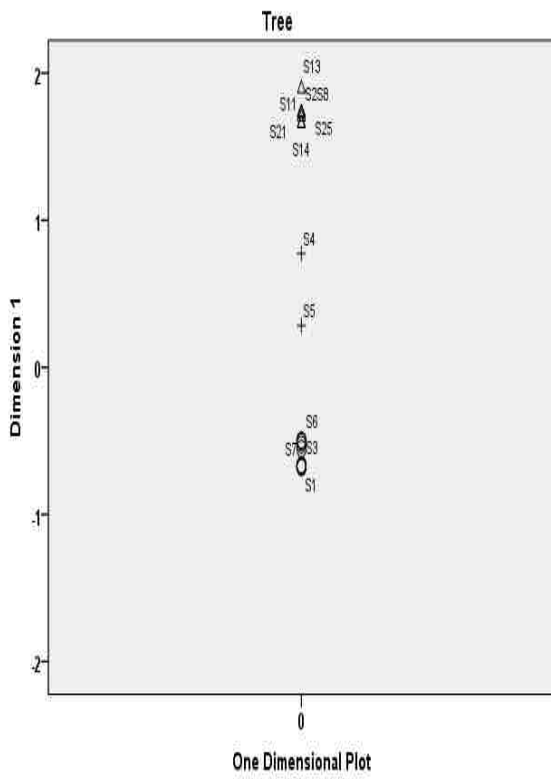
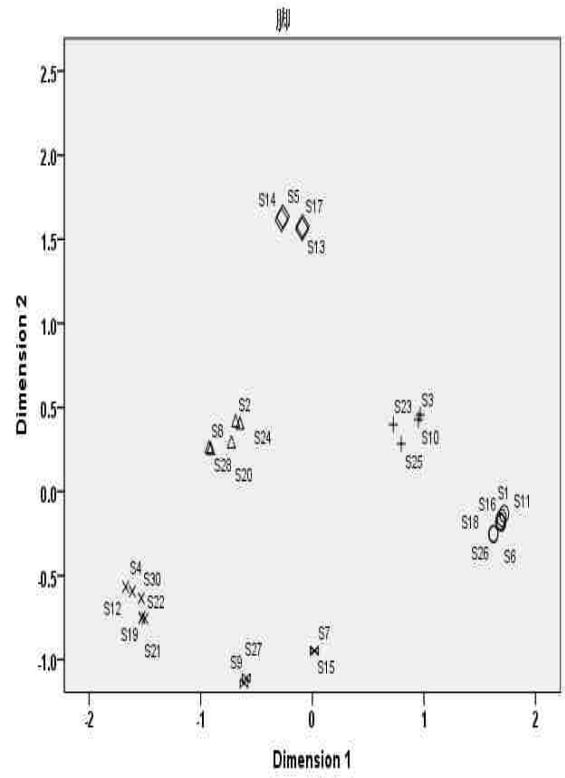
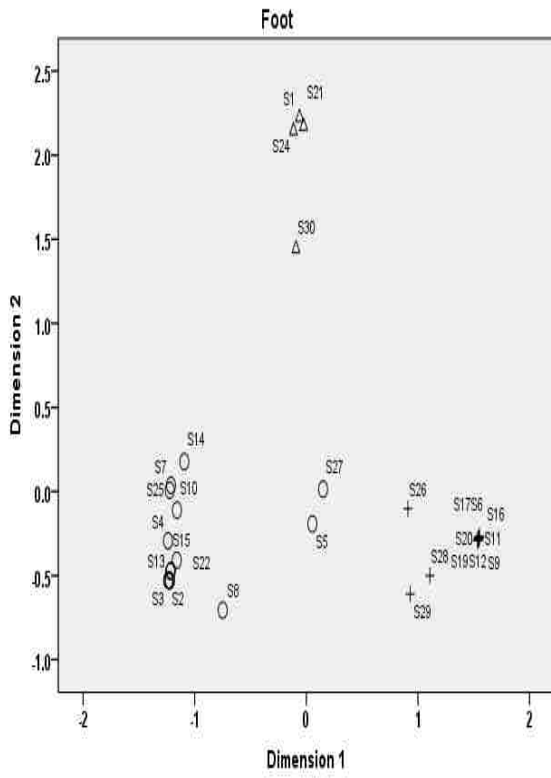
### Appendix C

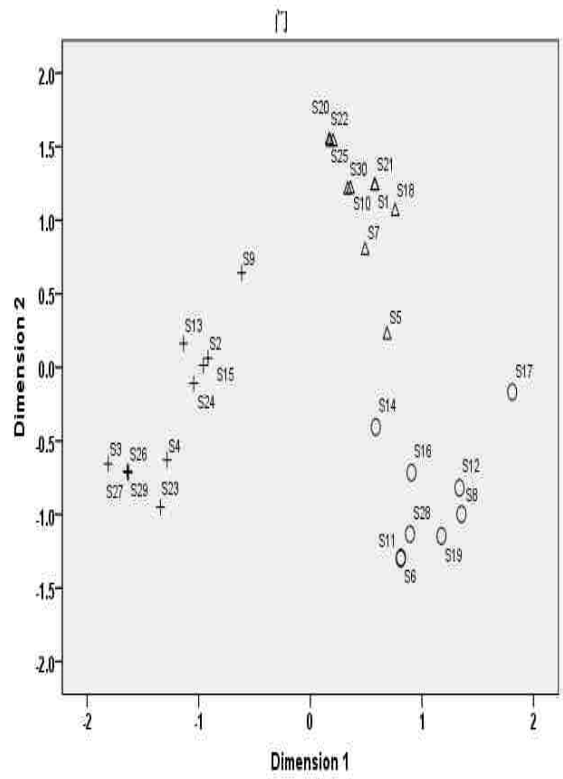
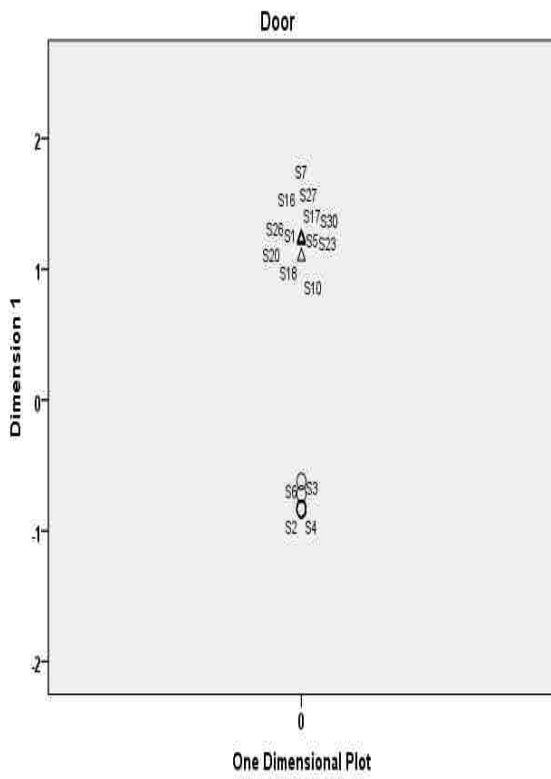
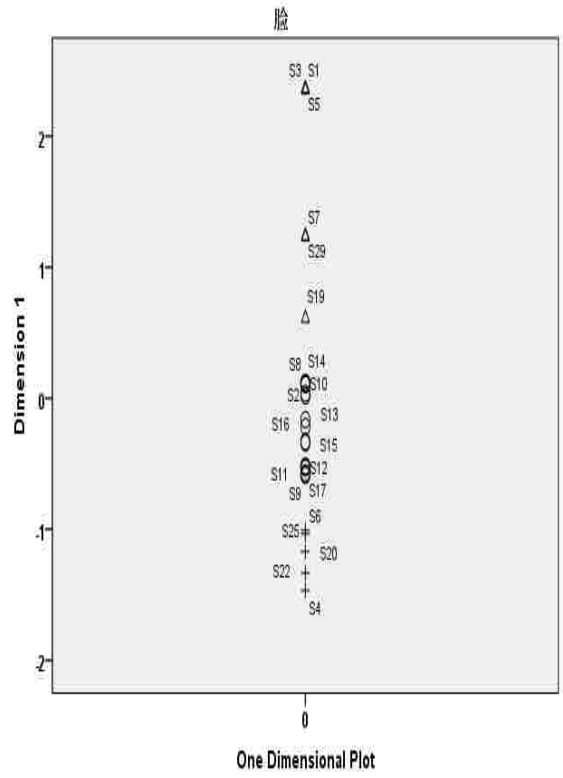
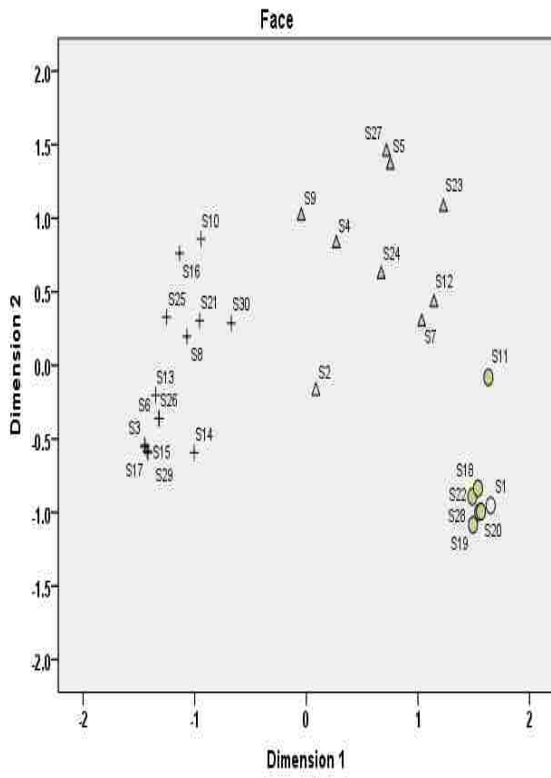
Outputs of MDS and hierarchical clusterings for the 72 stimuli words. For comparison, the graphs of the corresponding English and Chinese words are put side by side, and the More Embodied words and the Less Embodied words are on the two rows of the same page. The four graphs on the same page always use the same scales. Graphs on different pages might use different scales. Regarding the correspondence of between Appendix C and Appendix B, here is the list of symbols (Appendix C) for groups of senses (Appendix B).

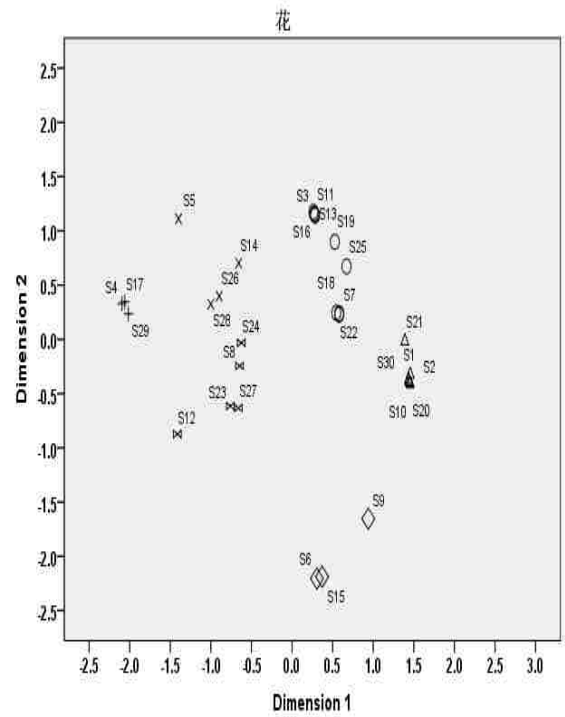
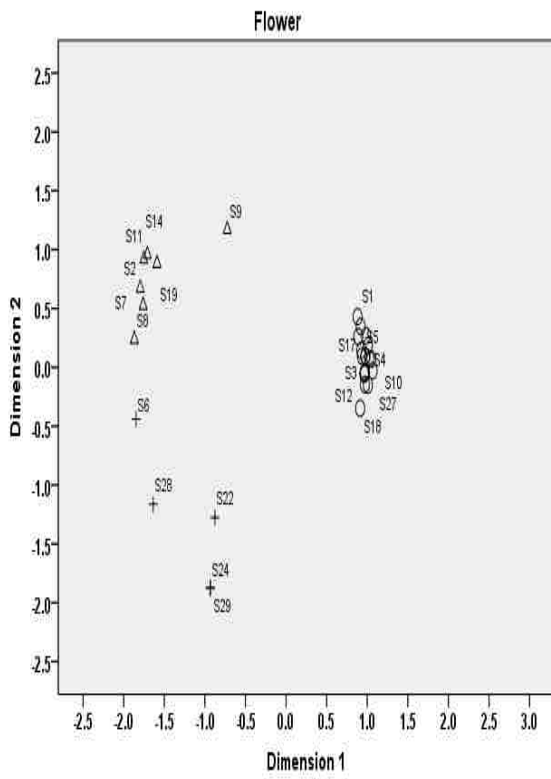
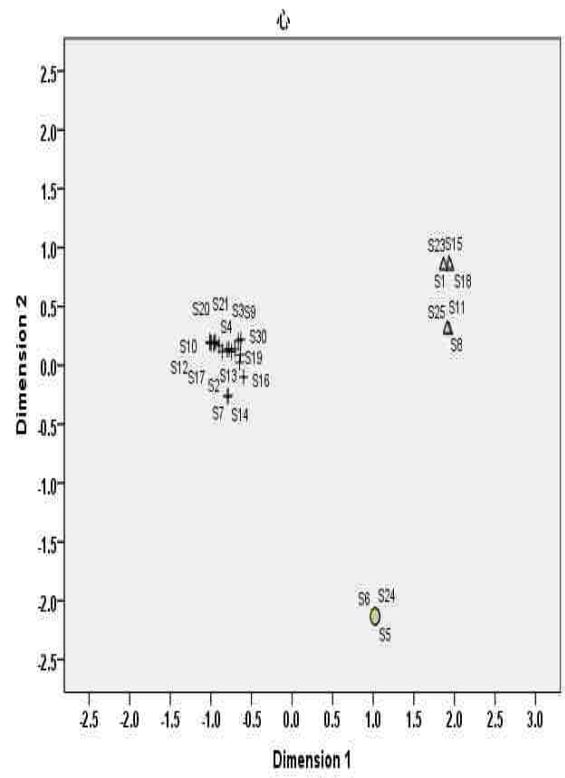
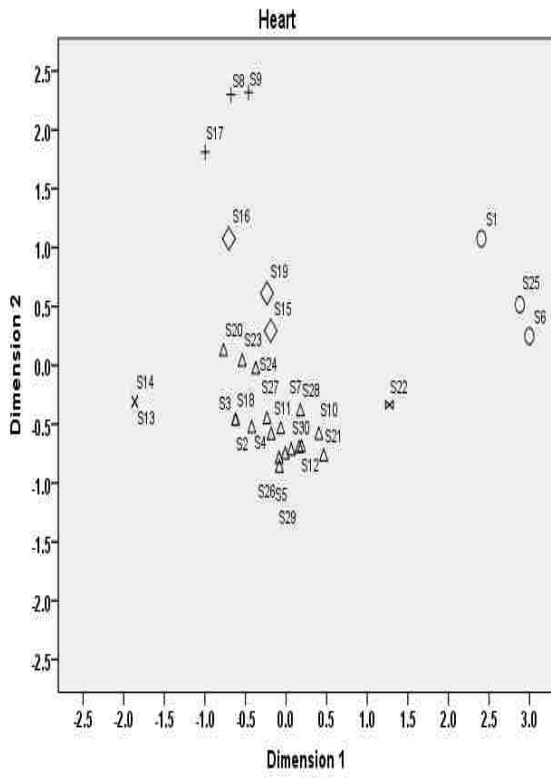
- O – core
- Δ – sense 1
- + – sense 2
- × – sense 3
- ◇ – sense 4
- ∞ – sense 5
- – sense 6
- ↑ – sense 7
- ☀ – sense 8



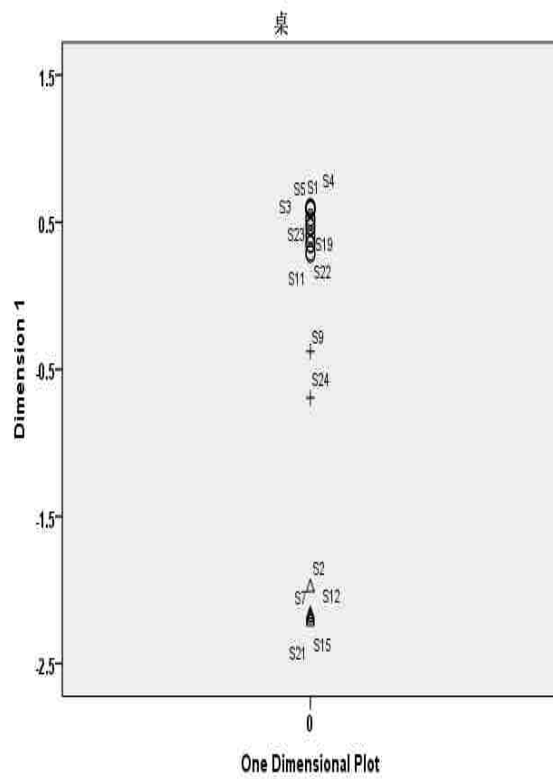
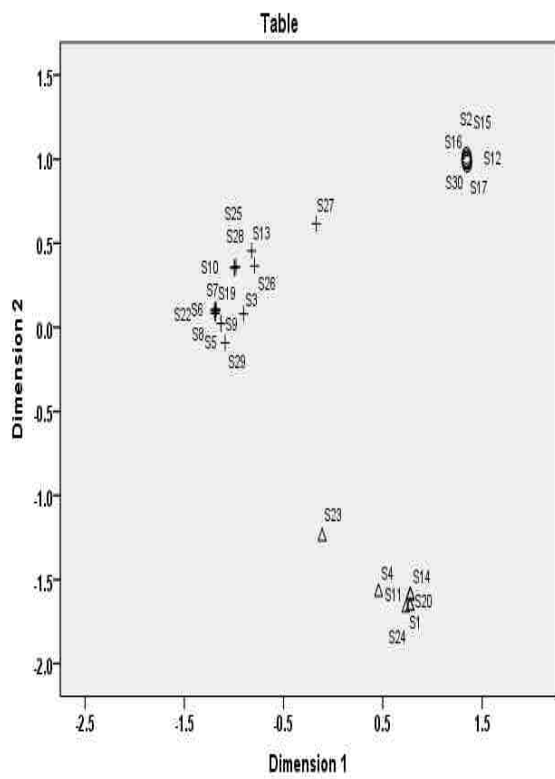
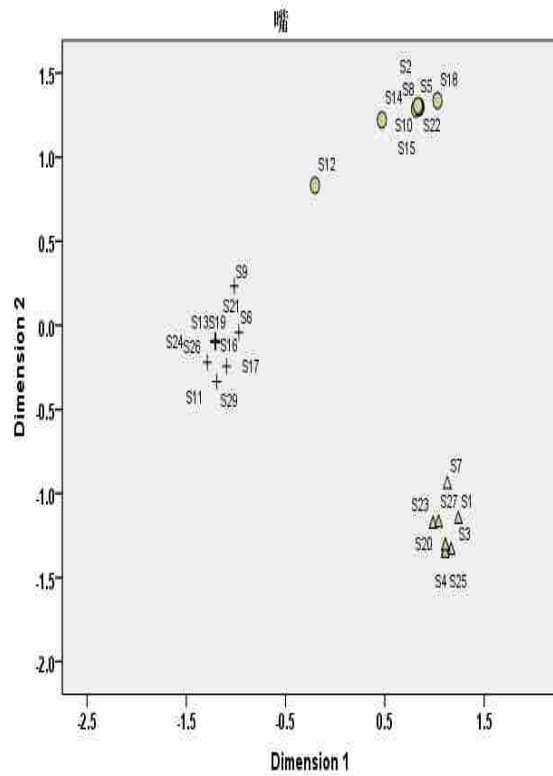
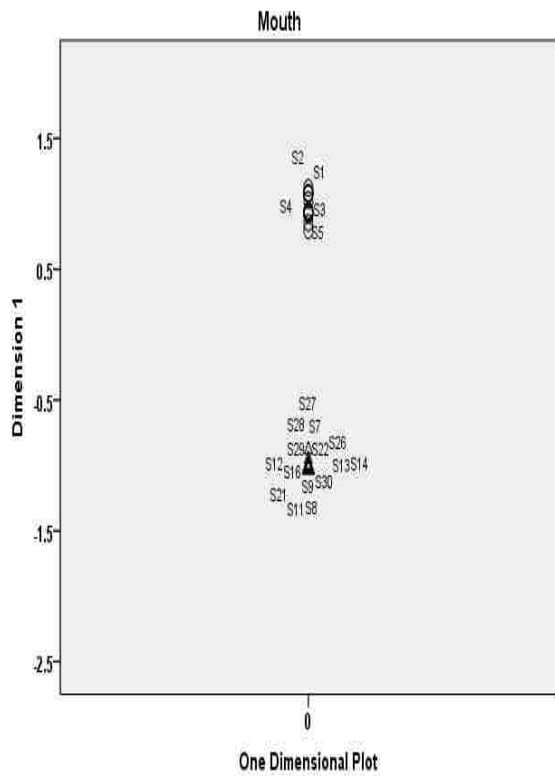


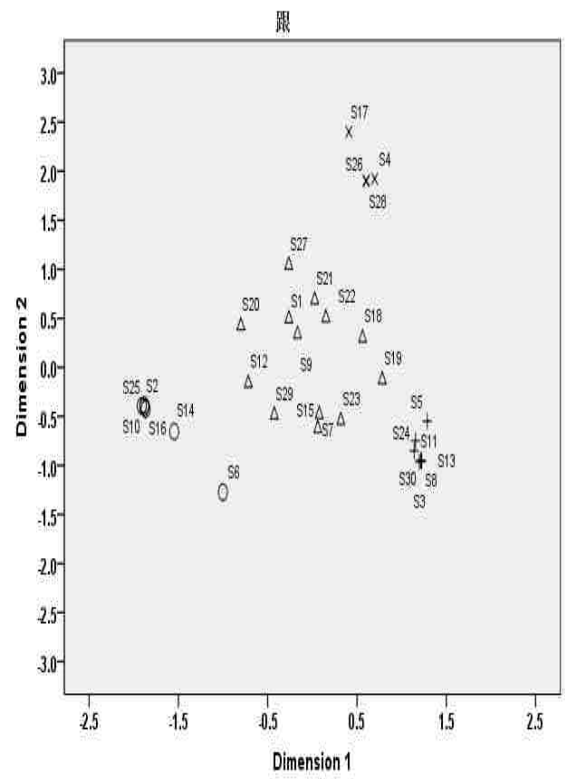
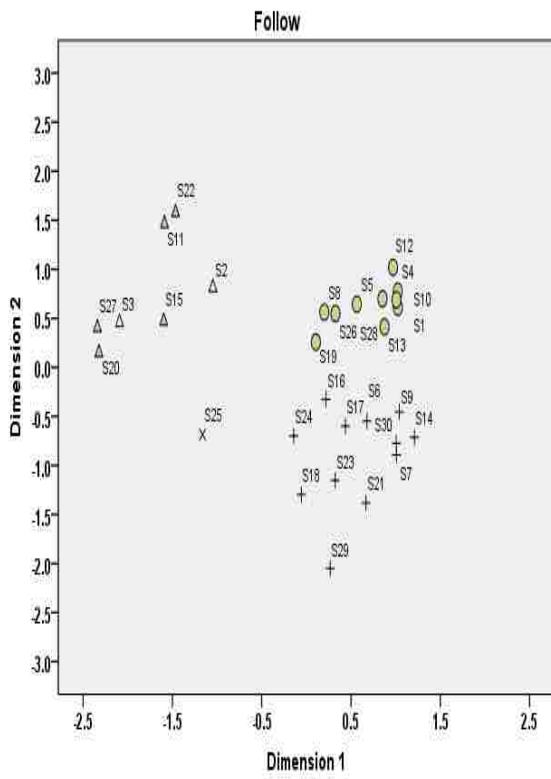
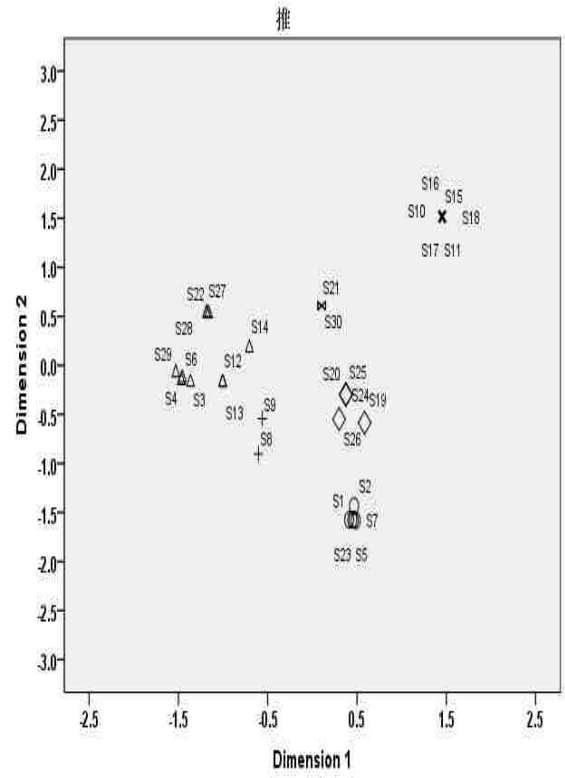
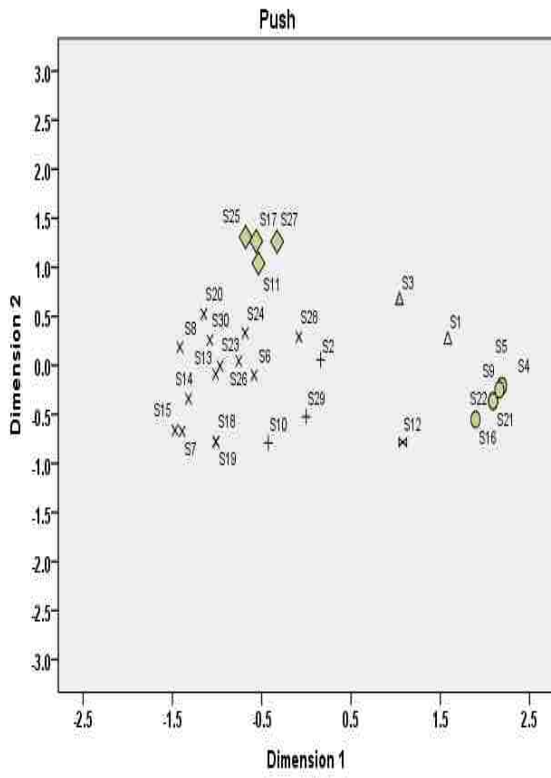


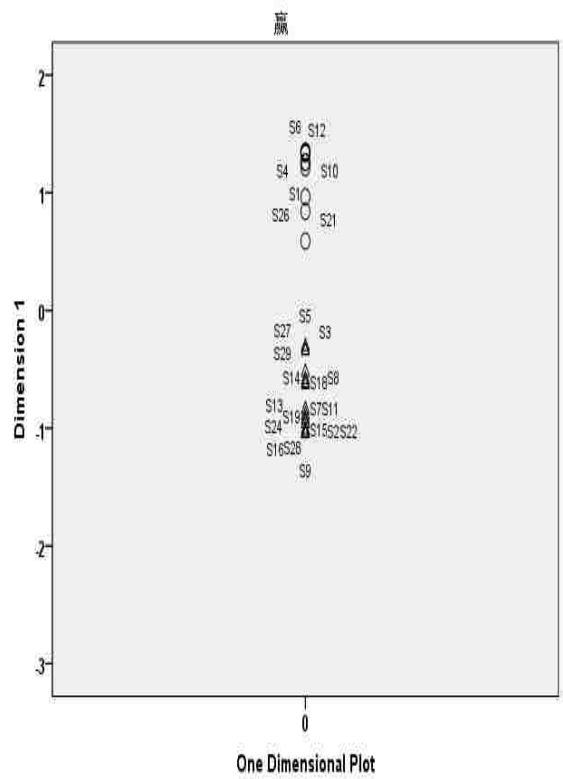
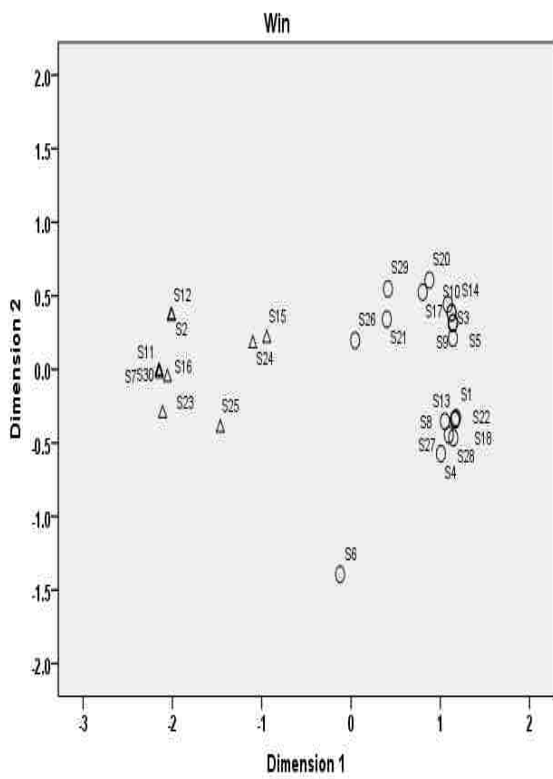
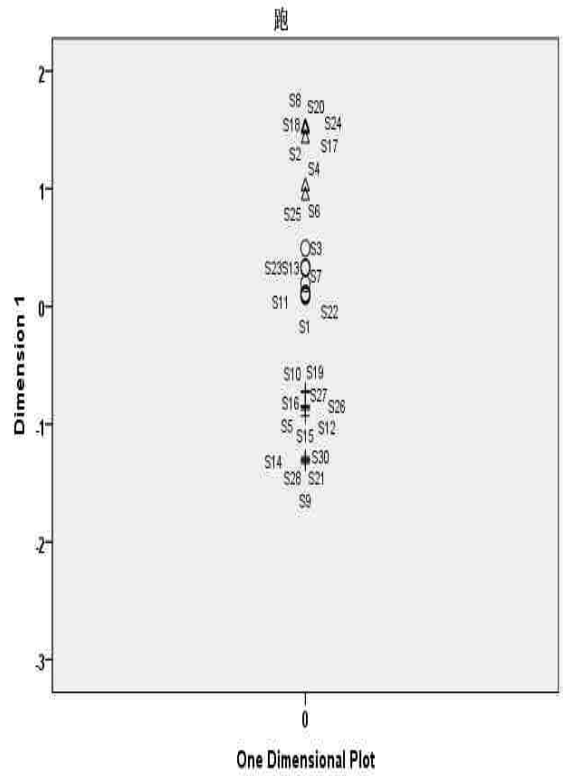
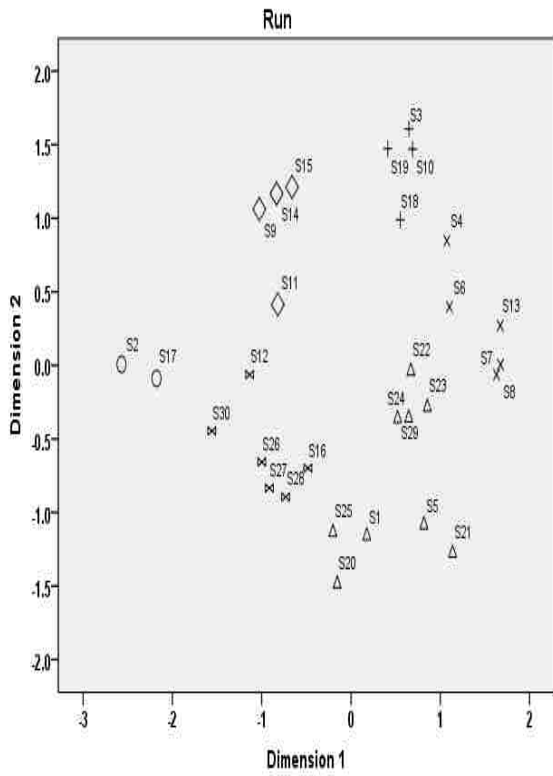


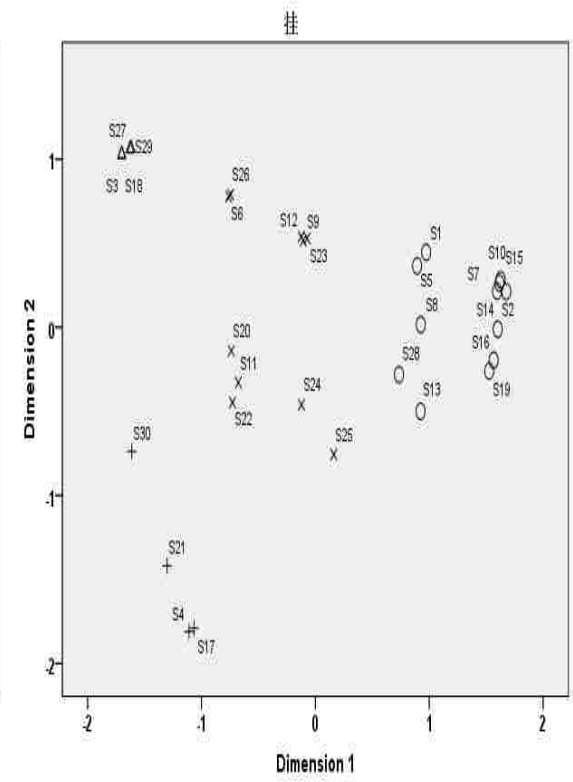
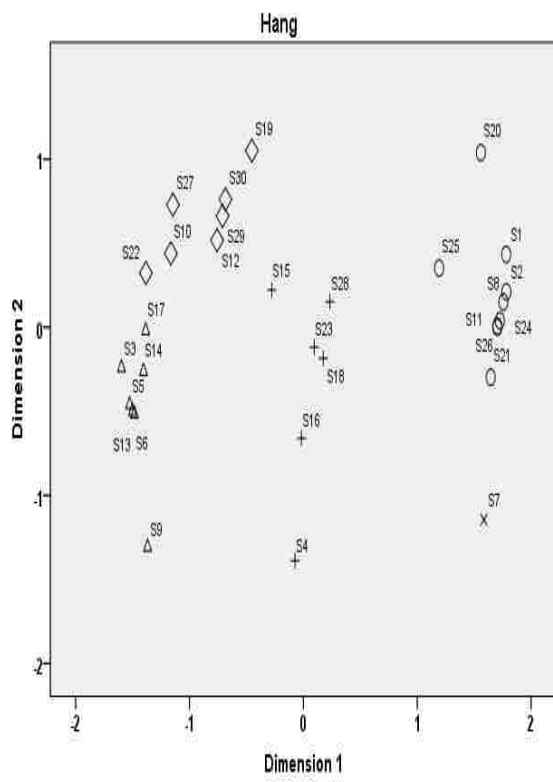
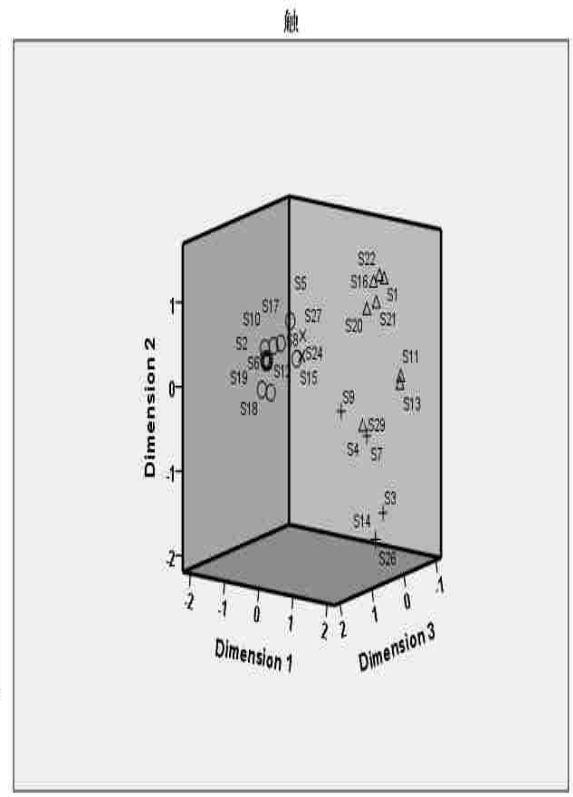
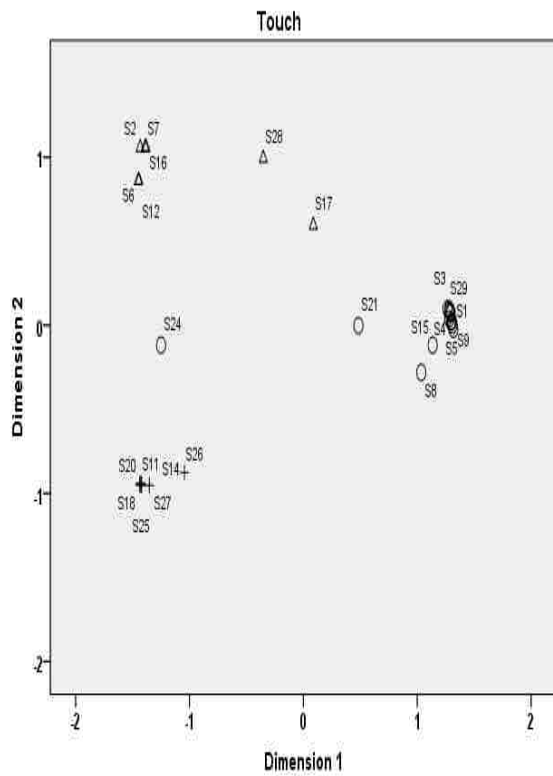


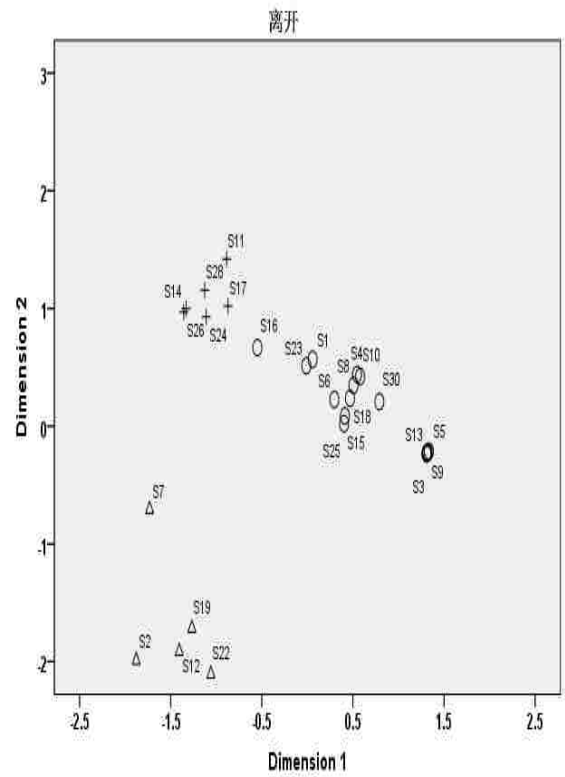
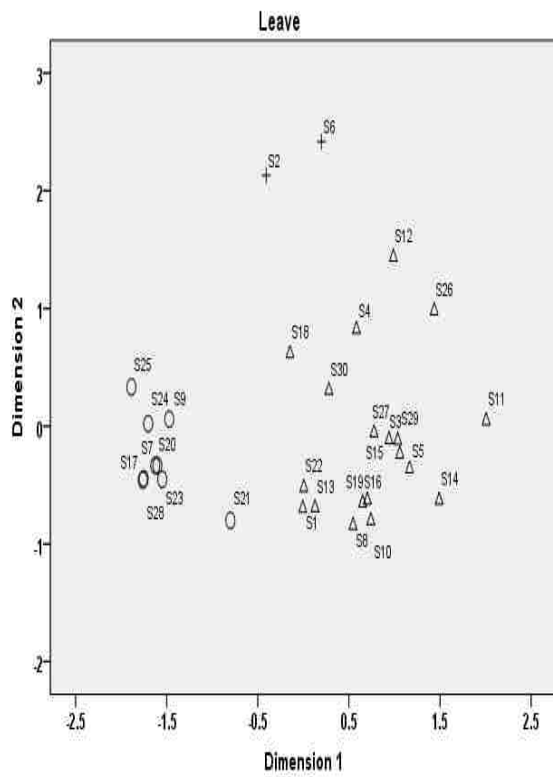
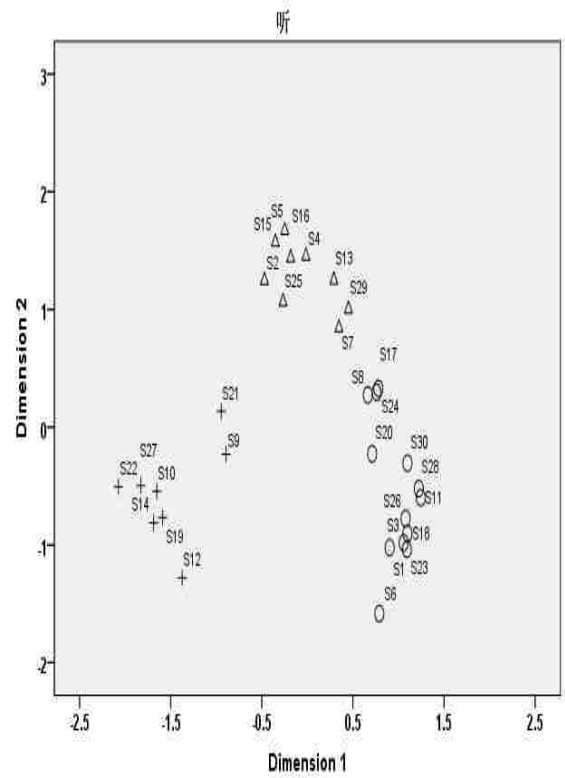
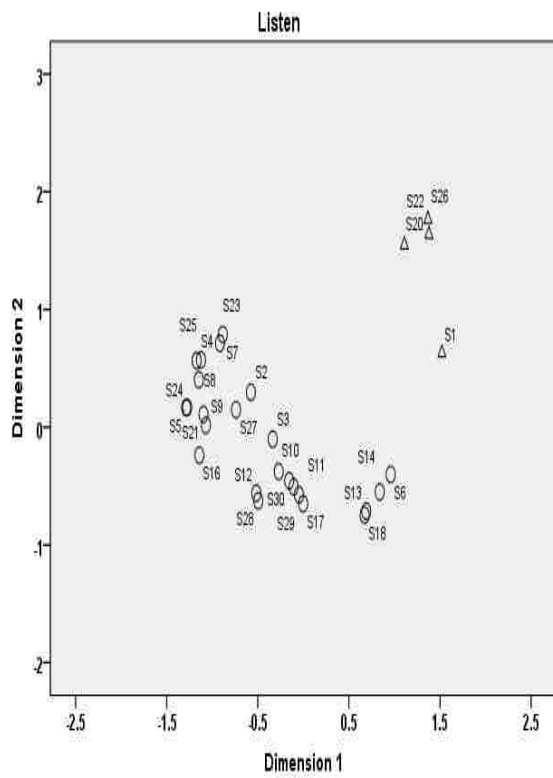


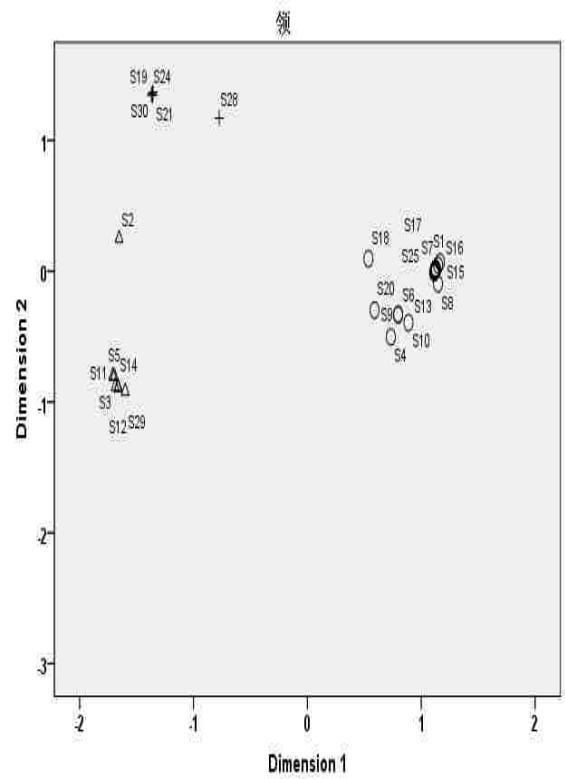
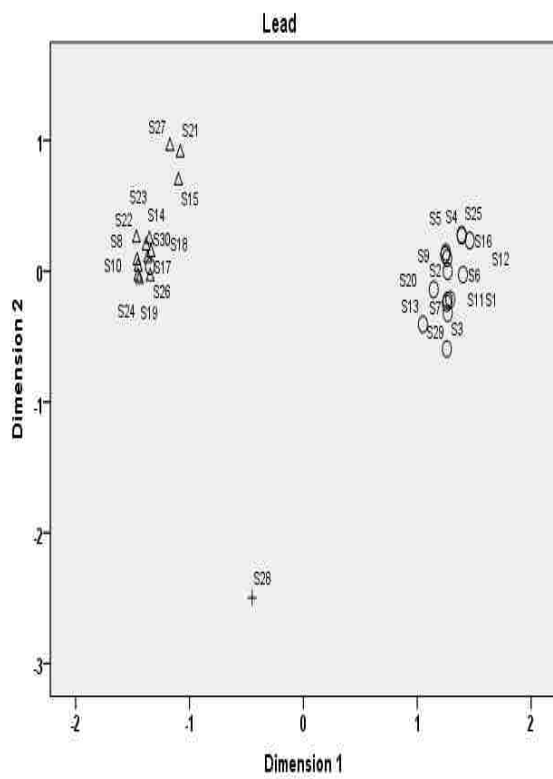
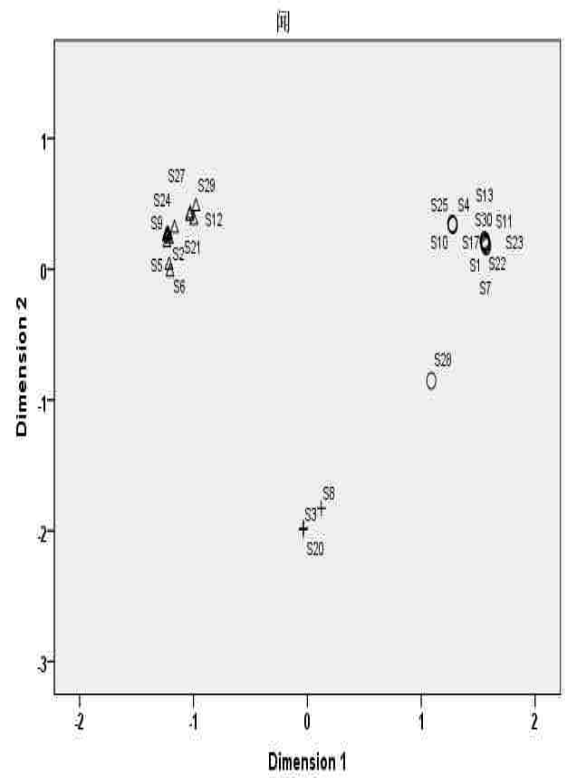
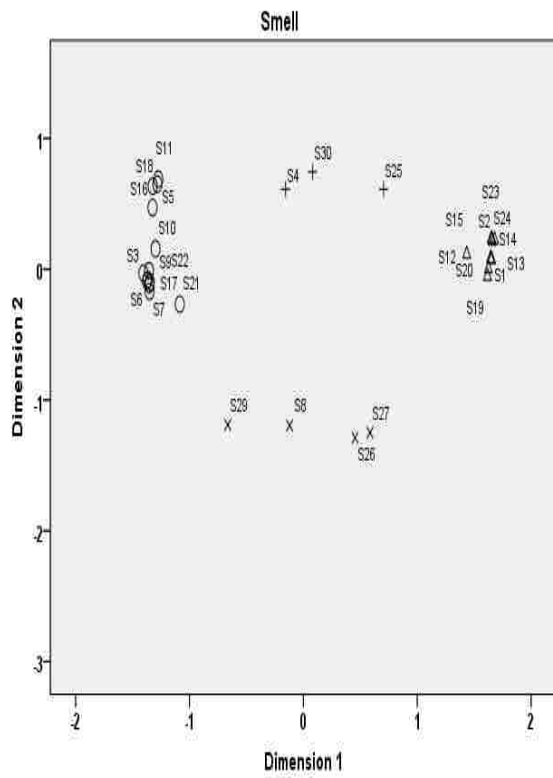


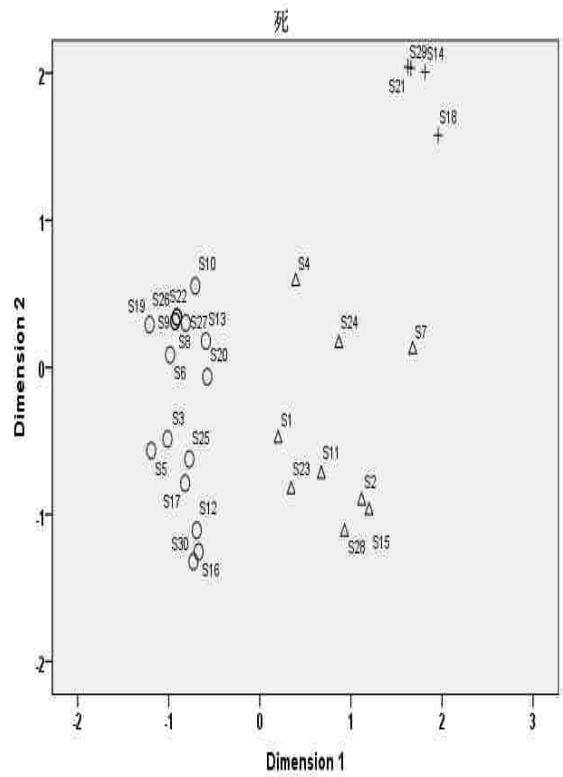
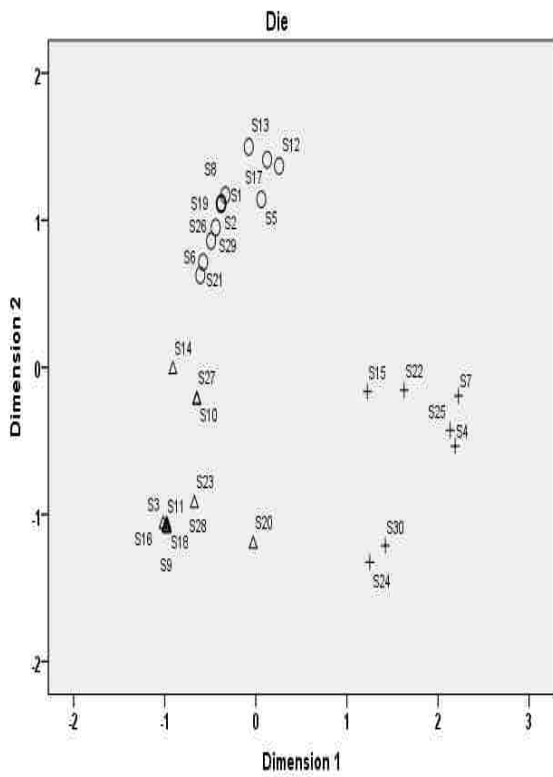
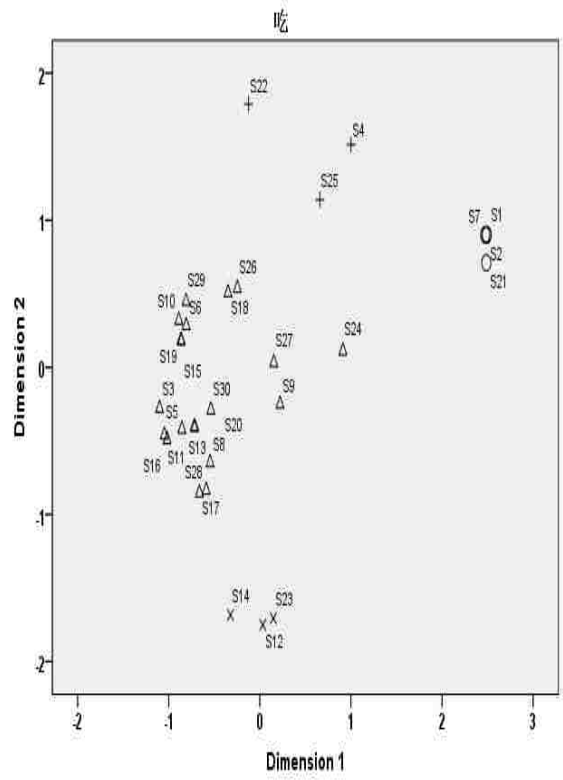
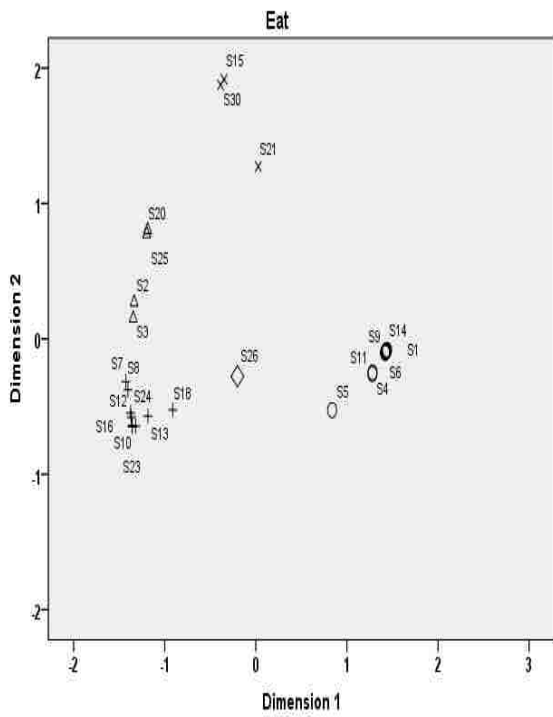


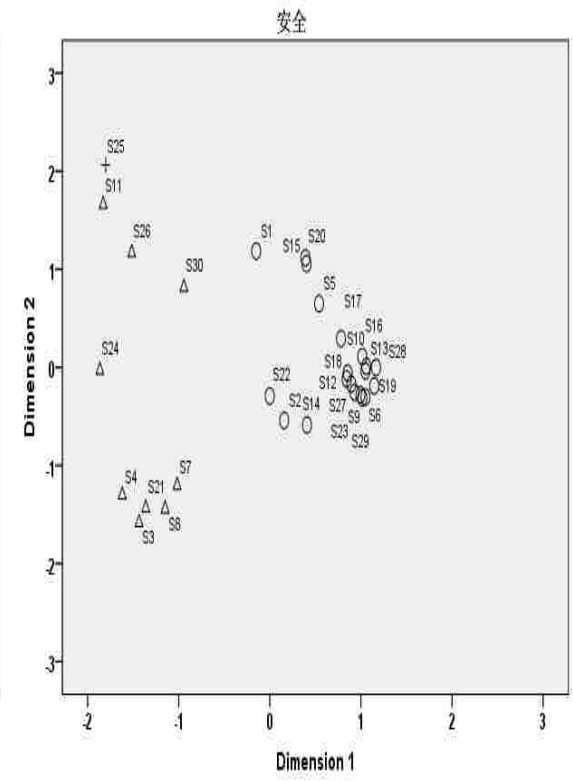
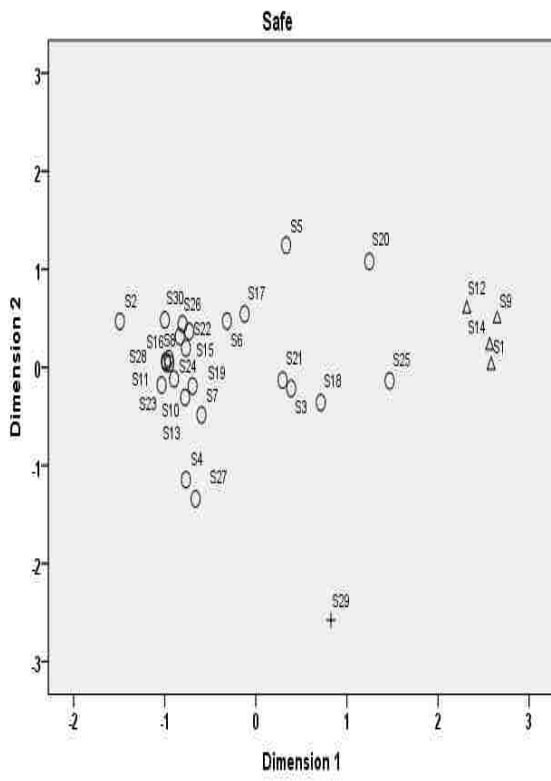
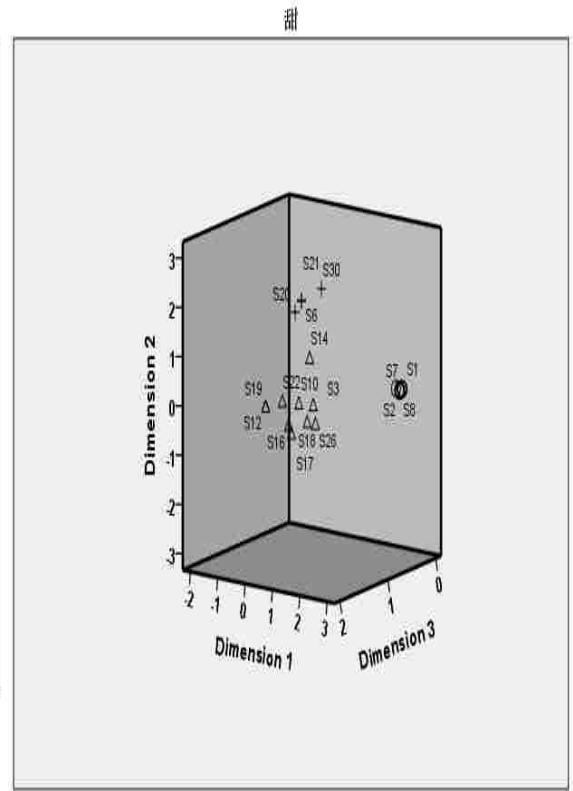
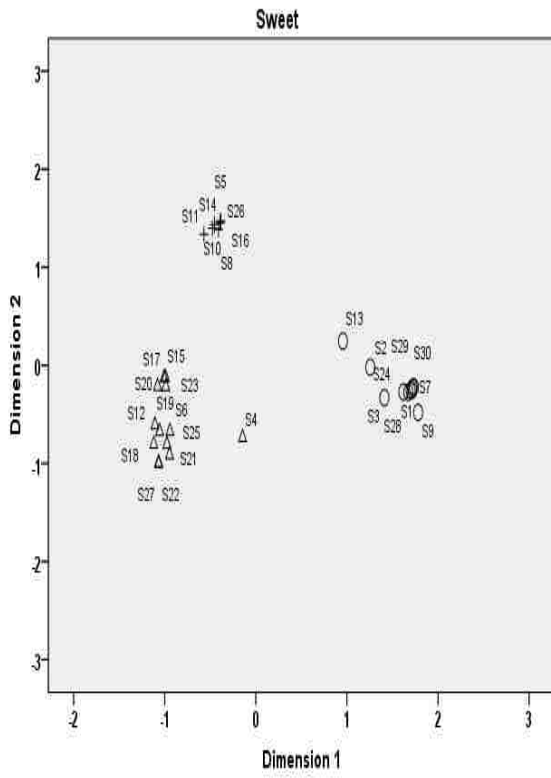




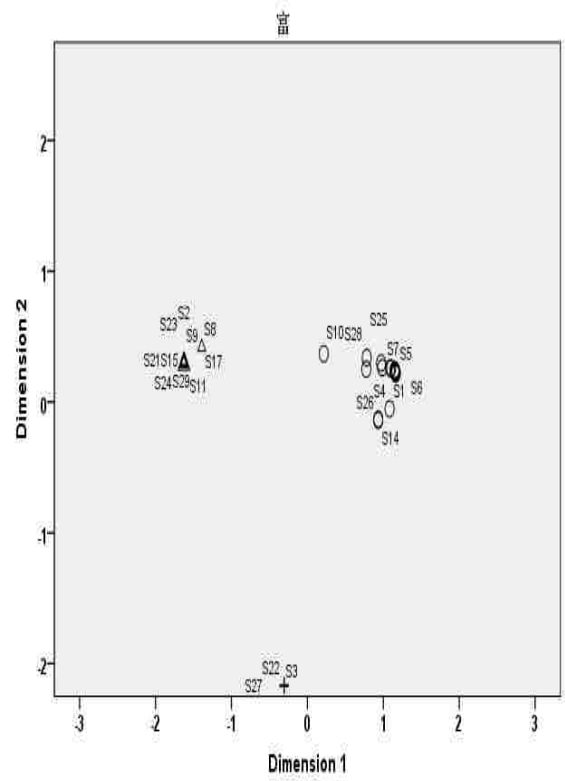
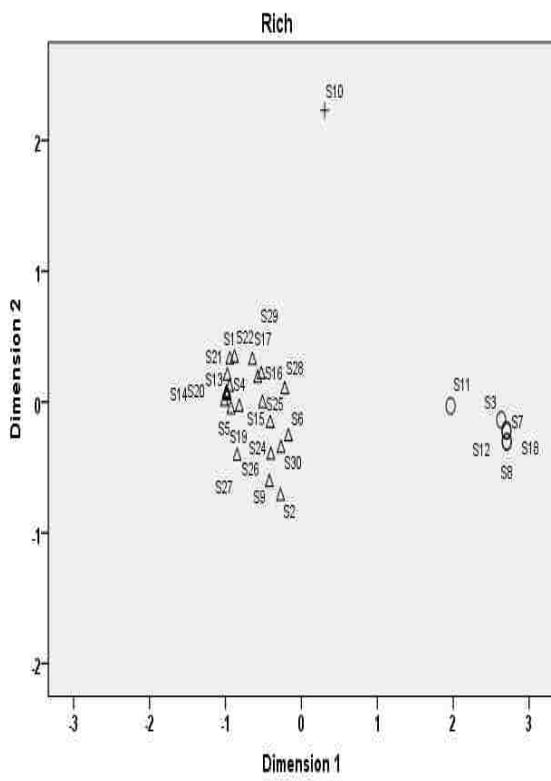
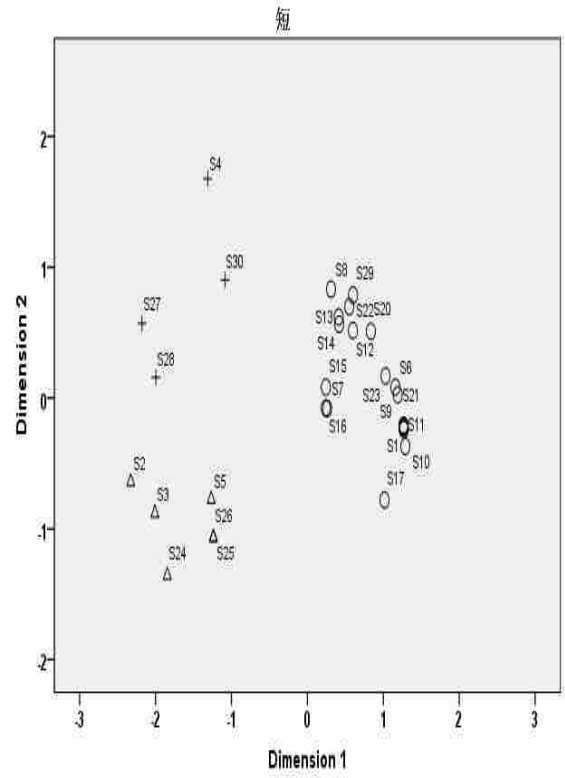
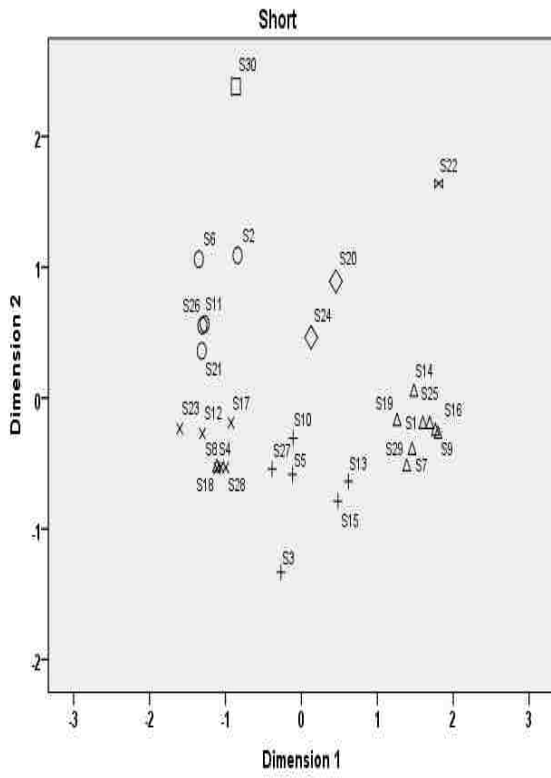


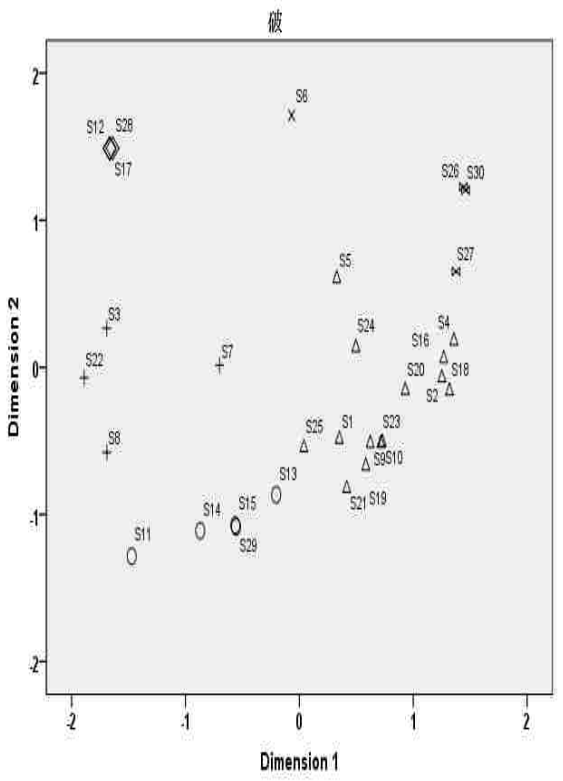
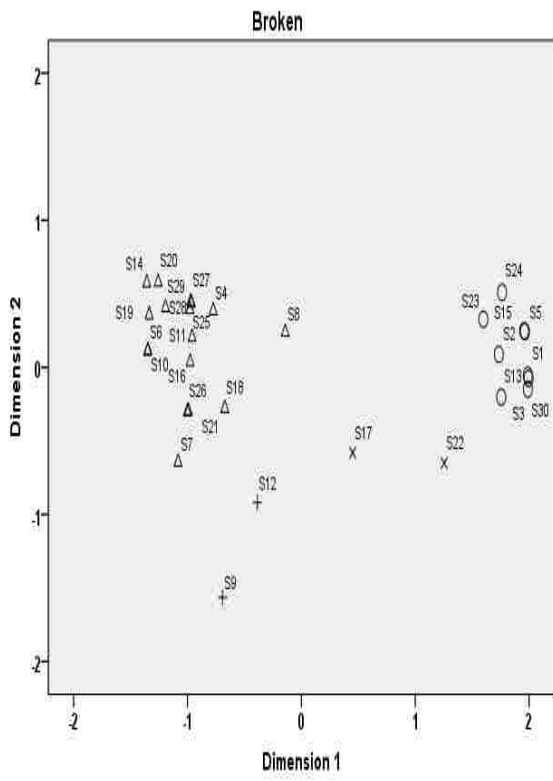
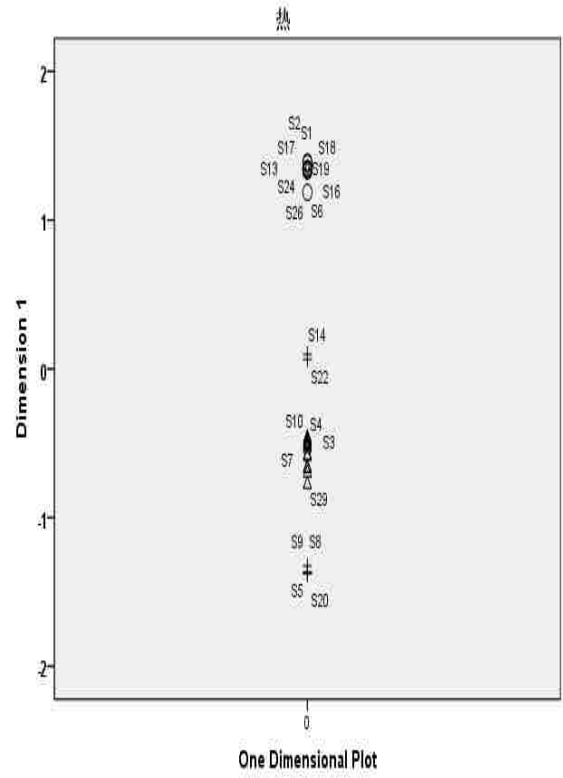
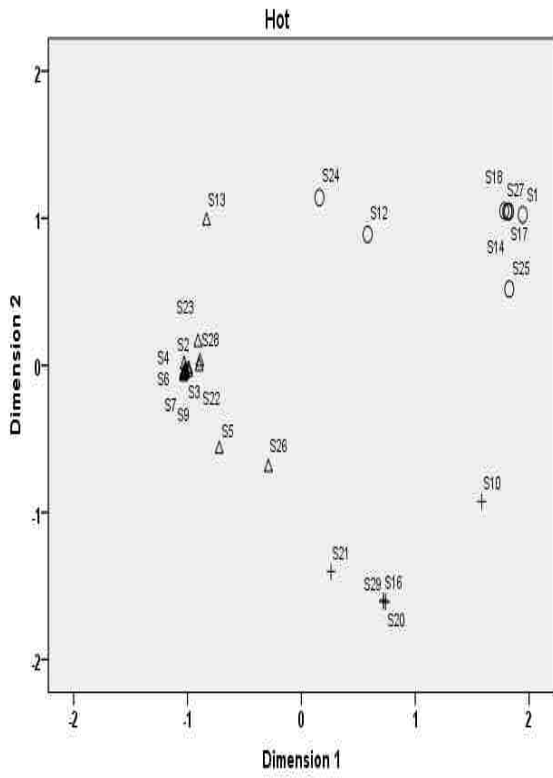


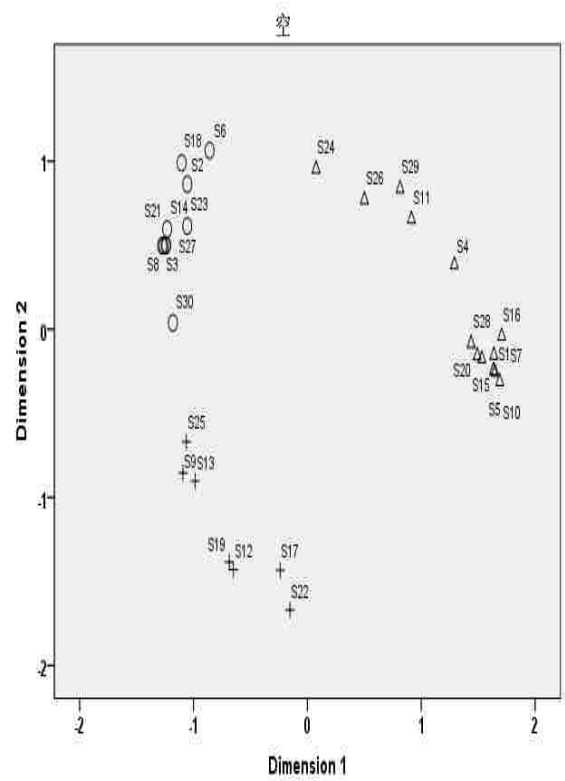
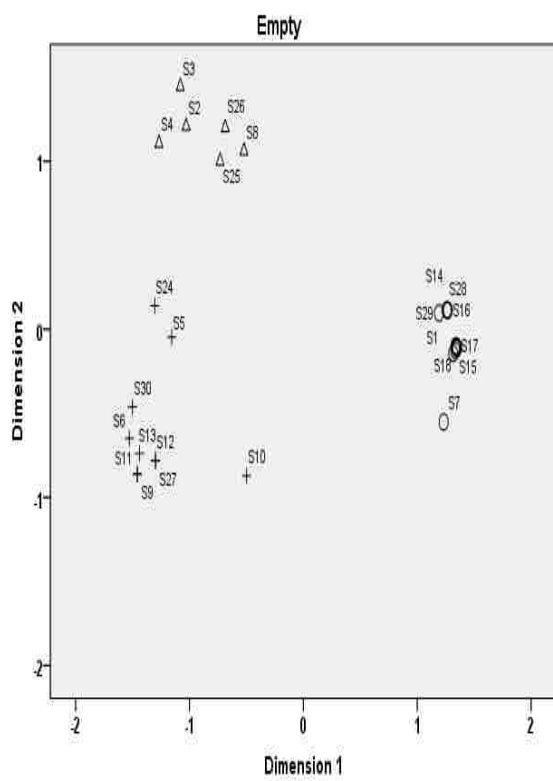
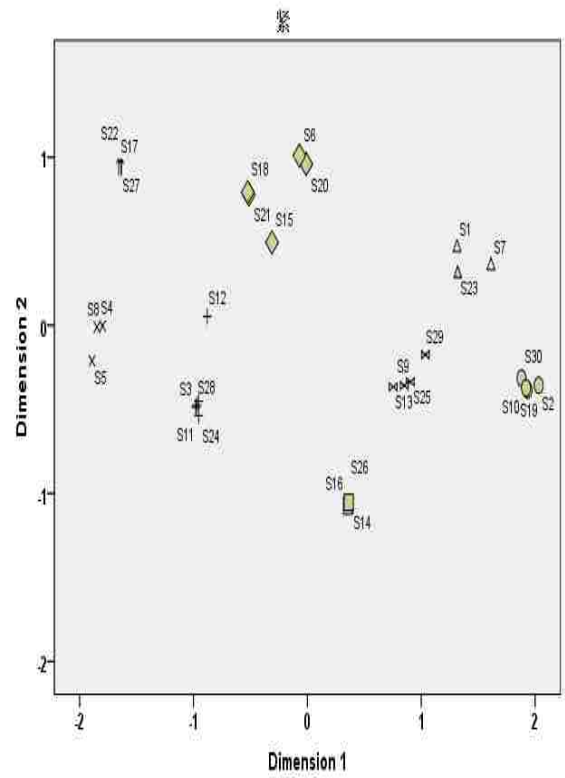
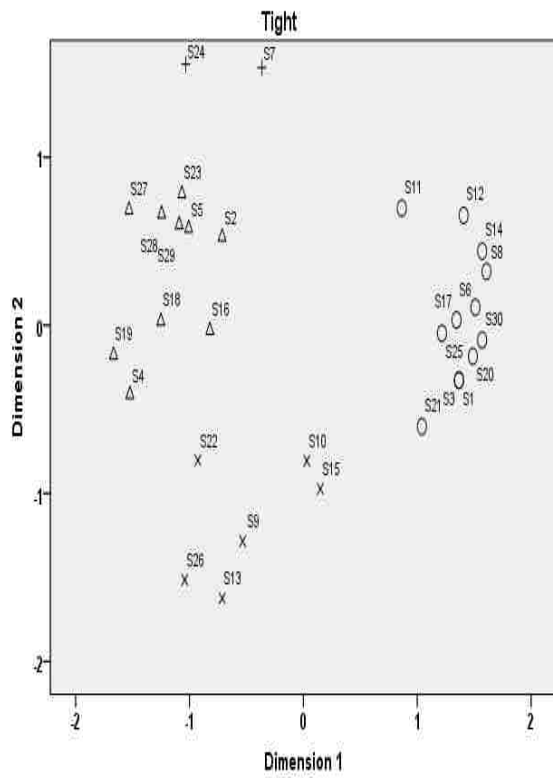


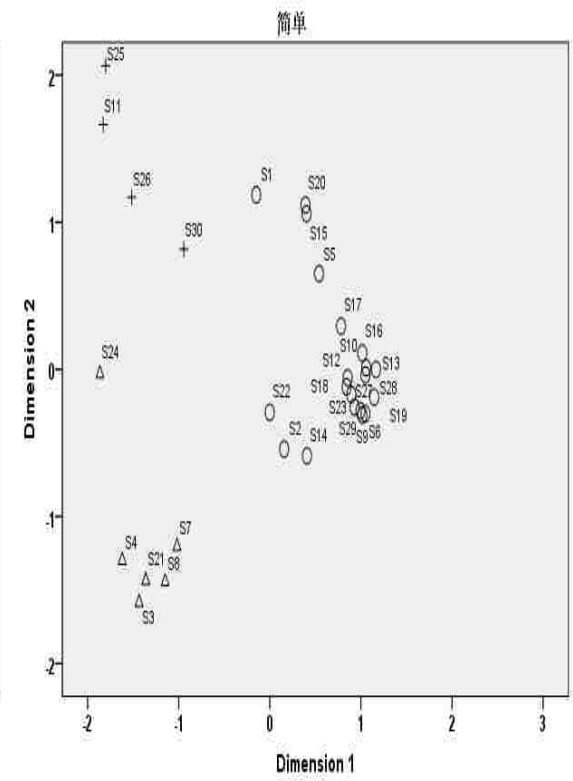
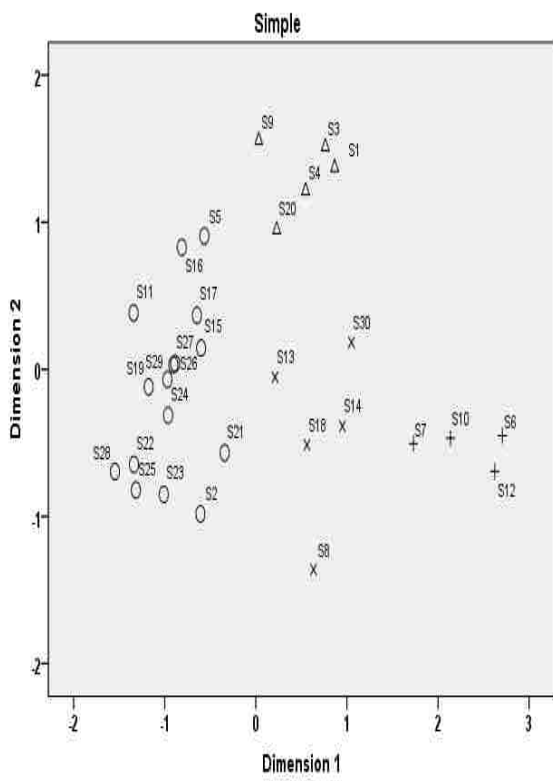
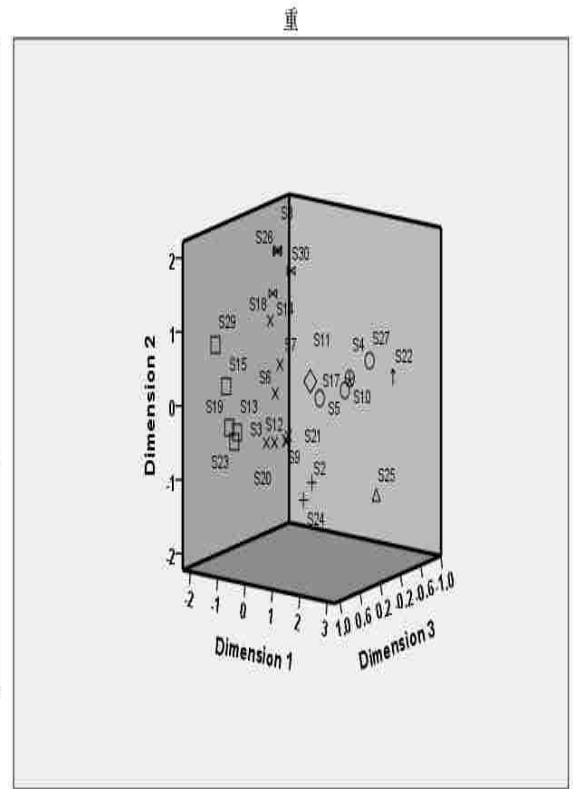
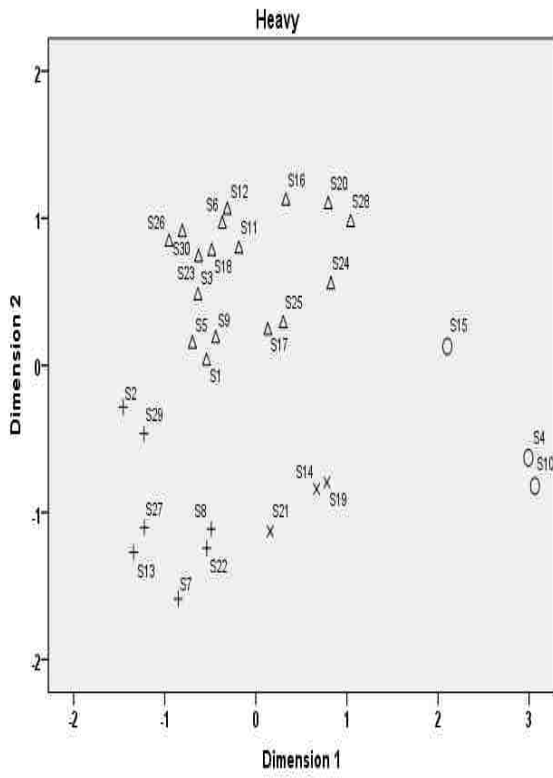












### Appendix D

Salient characteristics of the 36 stimulus words that passed the 35% threshold in both English and Chinese.

Note. The left and right columns provide the same characteristics in two languages. The 2<sup>nd</sup> and the 4<sup>th</sup> columns give the percentage of Ss who listed the corresponding characteristic in each language respectively.

#### Head/头

English	%	Chinese	%
Consists of eyes, nose, mouth, hair etc.	90%	由五官、头发等组成	100%
(Contains) Brain	75%	(内有) 大脑	45%
Located at the top	40%	位于最顶部	35%
Processes information	45%	处理信息	60%
Determines actions	35%	决定行为	50%
The most important; Vital	35%	最重要的 ; 极其重要的	40%

#### World/世界

English	%	Chinese	%
The earth itself and everything on it	70%	地球及地球上的一切	60%
Huge; Broad	50%	大 ; 宽广的	100%
Diverse	90%	多种多样 ; 多样化	90%
Different countries, cultures, and languages, etc.	70%	不同的国家、文化、语言等	90%
Consisting of land, ocean, etc.	60%	由陆地、海洋等组成	70%
All human beings; lots of people and races	65%	所有的人 ; 很多人和人种	45%

#### Push/推

English	%	Chinese	%
Requires energy; applies force and strength	55%	需要力量 ; 施力、用劲	75%
Uses hands or legs	35%	用手或脚	45%
Involves a target that is being pushed	55%	有被推的一方 ( 如门、箱子 )	100%

(e.g., box, door)			
Moves the target forward	40%	使...向前移动	35%

### Follow/跟

English	%	Chinese	%
Walks behind (something/someone)	60%	走在后面	40%
Intimate; Unoriginal	90%	模仿；非创新的	55%

### Sweet/甜

English	%	Chinese	%
Taste; Gustation	85%	味觉	60%
Pleasant; Likeable	95%	让人愉快的、喜欢的	100%
Things that taste sweet (e.g., candy, honey, and chocolate)	100%	味道甜的东西 (如糖果、蜂蜜、巧克力)	100%
Non-gustatory things that make people pleasant (e.g., love, friendship, and childhood)	70%	非味觉的, 让人感到愉快的东西 (如爱情、友谊、童年)	95%

### Safe/安全

English	%	Chinese	%
Assured; Not afraid; Not worried	55%	放心；不害怕；不担心	90%
No danger; Harmless	85%	没有危险；不会造成伤害	100%
Guaranteed; Protected	85%	有保障的；有安全措施的	90%

### Hand/手

English	%	Chinese	%
Consists of fingers, finger nails, etc.	80%	由手指头、指甲等组成	100%
Is used to accomplish various kinds of tasks	80%	用来完成；各种任务	100%
Very flexible	40%	非常灵活	40%

### Doctor/医生

English	%	Chinese	%
Cures disease; Saves lives	85%	治疗疾病；挽救生命	65%
Diagnose; Examine; Prescribe; Operate	65%	诊断、检查、开药、开刀	100%
Works at the hospital	35%	在医院工作	45%
A lot of schooling	65%	念很多年的书	35%
High salary	40%	收入高	40%
Wears a white uniform	35%	穿白色工作服	70%
Works very hard	25%	工作辛苦	35%
(colleagues include) Nurse	45%	(同事包括) 护士	35%

### Run/跑

English	%	Chinese	%
Fast	80%	快	90%
Uses legs/feet	60%	用脚/腿	45%
Commonly seen in sports	55%	常用于运动项目	90%
To chase or escape	55%	追赶或逃跑	50%
Out of breath; Sweat; Cardio acceleration	85%	气喘吁吁；出汗；心跳加速	60%
Tiring	50%	累人的；让人疲劳的	35%
Work out; Exercise	70%	锻炼、健身	45%

### Win/赢

English	%	Chinese	%
Defeat opponents; Win in competition	75%	击败对手；在竞争中胜出	100%
Successes; Accomplishments	90%	成就、成功	70%
Makes one happy, excited, and proud, etc.	95%	带来喜悦、激动、自豪感等等	95%
Common causes (of winning) include working hard, being goal-oriented, having team spirit, and having the luck, etc.	50%	常见原因包括努力、有目标、团队精神、好运气等	65%

All kinds of rewards, e.g., awards, bonuses, and fame, etc.	75%	各种奖励，如奖品、奖金、名誉等	100%
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### Short/短

English	%	Chinese	%
Short in length; Not long	85%	长度短；不长	95%
Short in time	35%	时间不长	65%

### Rich/富

English	%	Chinese	%
Possesses a lot of money and things, including big houses, luxurious cars, etc.	100%	有很多钱和东西，包括大房子、好车等	100%
(for non-monetary things) Large in quantity; Abundant	55%	(非金钱类的东西)数量大、多	75%
People with this characteristic (e.g., celebrities, athletes, inheritors of fortunes)	55%	具有该特征的人(如明星、运动员、富二代)	90%

### Foot/脚

English	%	Chinese	%
Used for walking, running, jumping, dancing, kicking balls, etc.	90%	用于走路、跑、蹦、跳舞、踢球等	95%
To support; To keep balance	70%	起支撑、保持平衡的作用	65%
Wears shoes and socks	65%	穿鞋和袜子	85%
Consists of toes and toe nails, etc.	65%	由脚趾、脚趾甲等组成	65%
At the bottom; Touching the ground	35%	在底端；和地面接触	70%
Connected to the leg, ankle and body	50%	和腿、踝骨及身体连接	35%

### Tree/树

English	%	Chinese	%
Composed of leaves, branches, trunks, roots, fruits, flowers, barks, etc.	80%	由叶、枝、干、根、果、花、树皮，等组成	100%
Tall and big	85%	高大的	40%



Provides oxygen	35%	提供氧气	35%
Provides shade and coolness	75%	提供树阴、阴凉	35%
Habitats for animals and birds	35%	动物和鸟类的居住地	40%
Green	50%	绿颜色	45%
Good for the environment	35%	对环境好	35%

### Touch/触

English	%	Chinese	%
Feel; Touch	95%	感觉、触摸	60%
Uses hand and fingers etc.	65%	用手、手指等	70%
What can perceived include texture, shape, and temperature, etc.	55%	可以感受到材质、形状、温度等	55%

### Hang/挂

English	%	Chinese	%
Hang in the air; Not touching the ground	65%	悬空；不接触地面	90%
Involves an agent fixes the none-free end (e.g., nail, handrail, wall)	65%	该状况包括帮助固定的一方 (如钉子、栏杆、墙)	50%
Involves an agent to be fixed (e.g., clothes, basket, picture etc.)	45%	该状况包括被固定的一方 (如衣服、篮子、图片)	90%

### High/高

English	%	Chinese	%
Big distance from the ground; High altitude	85%	离地面距离大；高度高	95%

### True/真

English	%	Chinese	%
Conform to reality and physical truth	90%	与事实相符；和实际情况一样	100%
Honest without deceiving or lying	80%	诚实；不欺骗；不撒谎	65%

### Face/脸

English	%	Chinese	%
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Consists of eyes, nose, mouth, etc.	85%	有五官	70%
Capable of making facial expressions	60%	有面部表情	45%
To express feelings and emotions	35%	表达感情、情绪	40%
Appearance; Image	70%	外观或形象	90%
Smile	35%	笑容、微笑	65%

### Door/门

English	%	Chinese	%
Can be opened and closed	65%	可打开、关闭	60%
Consists of parts including knobs, locks, spindles, and frames, etc.	75%	由把手、门锁、转轴、门框等部件构成	70%
Made of different materials, such as wood or metal	60%	由不同材质制成，比如木材或金属	40%
Passage of entrance and exit	70%	进出的通道	55%
A barrier that separates and isolates spaces	55%	隔绝空间的屏障	30%
Can be used for protection function	35%	具有保护作用的	55%
Scenarios involve doors (e.g., house, room)	60%	有门的场景 (如房屋、房间)	65%

### Listen/听

English	%	Chinese	%
Uses ears	70%	用耳朵	80%
Hearing	75%	听觉	35%
Concentrated	65%	集中注意力	35%
Involves certain targets (e.g., music, conversation, noise)	65%	该动作有一定的对象 (如音乐、对话、噪音)	100%

### Leave/离开

English	%	Chinese	%
Changes spatial positions; To go to another place	90%	改变空间位置; 去另外一个地方	75%
Sad; Sorrowful; Lonely	35%	悲伤; 难过; 孤独	80%

Abandon; Give up; Terminates existing links	50%	抛弃、放弃；终止原有联系	65%
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### Hot/热

English	%	Chinese	%
High temperature	65%	温度高	60%
Common source for heat include the sun, summer, stove, fire, hot water, cooking etc.	100%	常见热源有太阳，夏天，炉子，火，热水，煮食物等	90%
Renders people sweat, blush, accelerated heartbeats, thirsty, accelerated breathing	40%	让人出汗、脸红、心跳加速、口干舌燥、呼吸急促	85%
Things to do under this condition and objects needed (air conditioner, fan, cold drinks, going to the beach, wear less)	35%	改状况下做的事、需要的物品 (空调、风扇、冷饮、去海滩、穿得少)	90%

### Broken/破

English	%	Chinese	%
Incomplete	70%	不完整的	50%
Malfunctioning; Cannot be used anymore	55%	坏了；不能使用了	35%

### Heart/心

English	%	Chinese	%
Beats	60%	跳动	60%
Supplies blood	90%	供血	75%
Necessary; Important; Core	40%	必需的；重要的；核心的	65%
Love	90%	爱情	40%
Necessity for living	75%	生存的必要条件	40%
Symbolic for sensitivity, emotions, feelings, etc.	35%	象征着感性、情绪、感情等	40%

### Flower/花

English	%	Chinese	%
Composed of roots, leaves, pistil, pollen, etc.	75%	由茎、叶子、花蕊、花粉等组成	80%

Bright colors; Colorful	85%	颜色鲜艳；五颜六色	85%
Beautiful; Pretty	85%	漂亮的、美丽的	65%
Flowery scent; Odorous	50%	有香味的；气味芬芳的	65%
Attracts bees and other insects; Insects help with pollination	70%	吸引蜜蜂等昆虫；昆虫帮助授粉	40%
Can be used as presents to express feelings and care	40%	可用作礼物以表达感情和关心	40%
Short life cycle; Blossom season passes very fast	50%	生命周期短；花季很快过去	35%
Symbolic for love	60%	象征爱情	35%

### Smell/闻

English	%	Chinese	%
Uses nose	90%	用鼻子	80%
Target is smell or odor	100%	对象为气味	65%
Sense of smell; One of the senses	75%	嗅觉；感官之一	35%
Things that have scent (e.g., perfume, flower)	70%	有香味的东西（如香水、花）	75%
Smells related to food (e.g., delicious food, seasoning, baking)	70%	和食物有关的气味（如好吃的、 调料、烤蛋糕）	65%

### Lead/领

English	%	Chinese	%
(Spatial position) In front of others	50%	（空间位置）处于他人前面	55%
(Abstract direction) Guides someone; Provides directions for others	100%	（抽象的方向）引导他人；为他 人提供方向	90%
Leader; Person of higher rank; Chief	50%	领导人；上级；首领	95%
Has followers	75%	有跟随者	35%
Influential; Powerful; Prestigious	80%	有影响力的；有权力的；有威信 的	60%

### Tight/紧

English	%	Chinese	%
Small space/no space; Not loose	75%	空间小/没有空间；不松	80%

Nervous; Anxious	35%	紧张、焦虑	85%
Needs to try very hard to get in (get out); Needs effort to get rid of	50%	用劲挤进去 ( 挤出来 ) ; 需要用劲挣脱	45%
Hard to move around; Restricted; Pressured	35%	难以活动 ; 受到限制 ; 产生压迫感的	45%

### Empty/空

English	%	Chinese	%
Vacant; Lacks something	95%	没有东西/没有人 ; 缺少东西	80%
Lonely; Void; Feeling of loss	55%	孤独 ; 空虚 ; 失落	60%

### Mouth/嘴

English	%	Chinese	%
Eat and drink	90%	吃、喝	95%
Talk and communicate	85%	说话、沟通	100%
Composed of tongue, teeth, and lips, etc.	75%	由舌头、牙齿、嘴唇等组成	55%
Kiss	35%	接吻	35%
Can open and close	35%	可以张、闭	35%

### Table/桌

English	%	Chinese	%
Flat surface	35%	表面是平的	40%
Has four legs	75%	有四条腿	40%
Common shapes include square and round	35%	常见形状有方的、圆的	35%
Usually made of wood, metal or stone	75%	多以木头、金属、或石头制成	40%
Usually seen together with chairs	50%	常和椅子一起出现	55%
Used for dining, holding items, studying, working, socializing, etc.	100%	用于吃饭、放东西、学习、工作、社交等	100%

### Eat/吃

English	%	Chinese	%
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Food; Things to eat	90%	食物/吃的东西	100%
Open mouth- put food into mouth- chew- swallow- digest	75%	张开嘴-将食物放进嘴里-咀嚼-吞 咽-消化	85%
Necessary for living; To sustain life	55%	生存必需的；为了维持生命	50%
Uses mouth, teeth, tongue, etc.	35%	用嘴巴、牙齿、舌头等	45%
Eliminates hunger; Satisfies need for energy and nutrition	55%	消除饥饿；满足能量和营养的需 要	35%
Brings happiness and satisfaction	35%	带来快乐、满足感	35%

### Die/死

English	%	Chinese	%
Life ends; Life is lost	85%	生命结束；失去生命	65%
Funeral; Cemetery; Grave	75%	葬礼；墓地；坟墓	45%
Heartbeat and breathing cease; Body gets cold	35%	心跳和呼吸停止；身体变冷	80%
Sorrowful; Painful	75%	让人悲伤、痛苦的	95%
Possible causes include illness, incidents; car accidents, suicides, murders, aging, etc.	70%	可能的原因有生病、意外、车 祸、自杀、谋杀、年老等	60%
Unavoidable; Life cycle ends	45%	不可避免的；生命周期结束	40%
Hell; Heaven; Transmigration	40%	地狱、天堂；轮回	50%

### Heavy/重

English	%	Chinese	%
Large weight	75%	重量大	85%
Cannot be moved/picked up/held/lifted	65%	拿不动/搬不动/提不动/抬不动/举 不动	90%
Objects that possess this characteristic (e.g., metal, goods)	70%	具有该特征的物品（如金属、货 物）	40%
Effortful; Difficult	40%	费劲的、困难的	55%

### Simple/简单

English	%	Chinese	%
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Low in difficulty; Not complicated	90%	难度小/不复杂	45%
Easy to understand/ learn/accomplish	90%	容易理解/容易学/容易完成	55%
Do something with hands down; Effortless; Does not require much thinking	35%	轻松的 ; 不费脑子 ; 不需要很多 思考	70%

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<sup>i</sup> “Basic-level category” preference is one of the most well-evidenced phenomenon in categorization and concept learning. It depicts the phenomenon that when people name objects, which can have multiple different labels (e.g., animal, dog, Chihuahua), people prefer one specific level (e.g., dog) to its subordinate level (e.g., Chihuahua) or its superordinate level (e.g., animal). The preferred level is called “basic-level”.

<sup>ii</sup> One premise is that the two languages under consideration should be at a similar maturity level. Just like Chomsky’s claim on recursion as a universal linguistic characteristic met challenges in face of underdeveloped languages like Piraha, one cannot expect to find comparable results on lexical characteristics on two languages of different developmental stages.

<sup>iii</sup> Image schema is a concept borrowed and evolved from Rosch’s idea of prototype theory, and refers to recurring structure within our cognitive processes which establishes patterns of understanding and reasoning.

<sup>iv</sup> It might seem rather late to address a prerequisite here in Statement VI. However, this is what the logical structure of a theoretical account dictates --- the causal mechanism is supposed to be the cause of whatever effects that we directly observe, and hence should be laid out first; shared extended senses are the observed effects that are supposedly due to the proposed mechanism, and hence should be addressed afterwards. In the prediction section, this prerequisite will be tested early.

<sup>v</sup> In a survey carried out in January, 2013, 30 Lehigh University undergraduate students (aged 17-22) answered the following question: “I could live without my cell phone for \_\_\_\_\_ days.” The mean was 3.97 with a SD 9.08. Interestingly 1/3 (10 out of 30) participants gave a 0.

<sup>vi</sup> A clarification is in order. *Interactive possibility* was originally proposed to characterize cognitive potentials, rather than semantic potentials. Bickhard (2009a, 2009b) suggested that there is always room to develop new possible interactions toward anything. Note, however, although maybe there is a no ceiling for one to find new interactive possibility for both heads and phones, for a word to generate extended senses, there is a practical ceiling. As I discussed earlier, polysemy is a result of collective efforts, and hence is constrained by the average cognitive capabilities of a large number of speakers. Albert Einstein might see much more and different interactive possibilities towards many things, however, he had to constrain himself from coining too many obscure new senses to allow himself understood.

<sup>vii</sup> It was brought to my attention that I should constrain my argument under the premise of the current definition of head (and other bodily parts). Speedy development of technology might render a modification necessary in the future.

<sup>viii</sup> Only later on I was informed that for the English stimuli words, the nouns appeared as singulars and plurals, verbs appeared as different forms of tense, and adjectives appeared as different comparative levels, the frequencies of the corresponding forms of a word should be added up for a total number of frequency count. I double checked the frequency ranks, and found that summing the raw counts changed the total counts. But since Zipf’s formula is at log<sub>10</sub> level, adding those raw counts up did not change the



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magnitude of log10 function, and hence did not affect the frequency rank comparison between the two languages.

<sup>ix</sup> I thank Amanda Brandone for pointing it out that the sentence selection depended on the discretion of my research assistants. This is true. I provided necessary training to my RAs by demonstrating how to select the sentences for two words. The rest of the work was independently completed by my RAs. However, as I discuss later, all the selected sentences went through at least two more steps of scrutinization of different RAs.

<sup>x</sup> The computer program intakes a 30 sentences  $\times$  20 Ss matrix and yields a 30 sentences  $\times$  30 sentences matrix. For each row, the program checks whether any two sentences receive the same group number. If the group number is the same for a pair of sentences, their similarity parameter increases by 1. If the group number is not the same for a pair of sentences, their similarity does not change.

<sup>xi</sup> Since the sphericity assumption was violated (Mauchly's test,  $p < .001$ ), Greenhouse-Geisser correction data are reported here.

<sup>xii</sup> I acknowledge that the nature of this testing was in favor of the null hypothesis. That is, I assumed that there was no difference of the two correlations, and I retained the null by showing that there was no sufficient evidence to reject the null. Strictly speaking, this reasoning was problematic. But, even without the step of Fisher's  $r$ -to- $Z$ , as one can observe, the two Pearson's  $r$  were really close to each other.

<sup>xiii</sup> I thank Kiri Lee for pointing this out.

<sup>xiv</sup> I thank Barbara Malt for pointing this out.

<sup>xv</sup> Researchers of different fields might call "lexical concepts" differently, e.g., lexical representations.

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### EDUCATION

**Lehigh University**, Ph.D. Cognitive Psychology

**Carnegie Mellon University**, M.S. Logic and Computation

**Zhengzhou University**, B.S. Economics

### HONORS AND AWARDS

- APA Member, 2011-Present
- National Scholars Honor, 2009
- Phi Beta Delta, 2008
- Dean's Fellowship, 2007
- GuSH Funding, 2006
- Graduate Students' Funding, 2005

### TEACHING EXPERIENCE

**Instructor**, Lehigh University, Psychology Department

Statistical Analysis of Behavioral Data (Summer, 2013, 2010, and 2009)

**Instructor**, New Oriental Education & Technology Group (Shanghai, China)

Mathematics & Analytical Reasoning section of GRE, GMAT, and LSAT (2001-2003)

**Instructor**, Little Star English School (Zhengzhou, China)

Oral English for 3-5 graders (1997-1999, part-time)

**Tutor**, Statistical software training (Fall, 2012; Bethlehem, USA)

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**Teaching Assistant**

Lehigh University, Psychology Dept. (2008-2010)

- Statistical Analysis of Behavioral Data
- Introduction to Psychology
- Cognitive Psychology
- Mind and Brain

Carnegie Mellon University, Philosophy Dept. (2004-2006)

- Philosophy of Mind
- Logic and Computation
- Introduction to Political Philosophy
- Management, Environment and Ethics

### PUBLICATIONS

Malt, B. C., Li, P., Ameel, E., Pavlenko, A., & **Zhu, H.** (in press). Language dominance modulates cross-language lexical interaction in late immersed bilinguals. In *Proceedings of the 35<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

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### **PRESENTATIONS**

Malt, B., Li, P., Ameel, E., Pavlenko, A., & **Zhu, H.** (July, 2013) Language dominance modulates cross-language lexical interaction in late immersed learners. Poster to be presented at the 35<sup>th</sup> Annual Meeting of the Cognitive Science Society, Berlin, Germany

**Zhu, H. & Malt, B.** (March, 2013) A Cognitive and Cross-Linguistic Approach to Polysemy. Talk presented at the Annual Meeting of the Eastern Psychological Association, New York, New York

**Zhu, H. & Malt, B.** (Nov. 2012) Are Word Senses Shared Across English and Chinese? Poster presented at the Psychonomic Society Annual Scientific Meeting, Minneapolis, Minnesota

Malt, B., Li, P., Ameel, E. & **Zhu, H.** (Nov. 2012) Language Dominance Modulates Cross-language Lexical Interaction. Poster presented at the Psychonomic Society Annual Scientific Meeting, Minneapolis, Minnesota

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**Zhu, H., & Malt, B.** (March, 2009). Automatic Causal Transitive Inference. Talk presented at the Annual Meeting of the Eastern Psychological Association, Pittsburgh, Pennsylvania

**Zhu, H., & Danks, D.** (Aug. 2007). Effect of Learning Format and Goal on Category Learning. Poster presented at the 29<sup>th</sup> Annual Conference of the Cognitive Science, Nashville, Tennessee