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TOEFL*

托福词汇一点通

实践证明的

TOEFL 词汇

应试技巧

TOEFL 词汇

高分的捷径

MILADA BROUKAL

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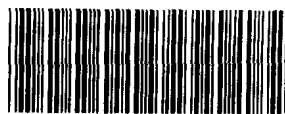
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三十年以来,在 Peterson's 的指导下
世界各地上百萬的学子
步入了他们理想的大学殿堂

Peterson's——准备留学英语考试最值得信赖的名字!

Peterson's 是美国排名第一的大学考试准备出版社 (No.1 In College & Test Preparation)。已有 30 余年历史的《Peterson's 四年制大学指南》(Peterson's Four-Year Colleges)、《Peterson's 研究生院指南系列》(Peterson's Graduate Programs Series) 是其闻名遐迩的旗帜性产品。

这类图书的目的就是提高学生的考试分数,锻炼应试能力。在其“成功指南”系列附送的光盘中,特别设计了诊断试题,测试结果不但可以让考生了解自己的实力和不足,还能根据考生的个人情况及考试准备时间,量身定做“成功蓝图”,指明何处应该重点突破,这一点在各类备考丛书中还是独一无二的。

高等教育研究部是 Peterson's 的核心主导部门,负责美国上千所大学及研究生院的数据和动态分析。该部门提交的年度统计分析报告为其新版图书的修订提供了依据。除此之外,他们的代表每年出席“全美大学招生录取咨询联合会”(NACAC)、“全美大学研究协会”(AIR)、“全美学生奖学金管理协会”(NASFAA)的年会,保证了 Peterson's 时时处于信息的中心和领导地位。

Peterson's 的网站 <http://www.petersons.com>, 以其权威性和富于实用价值而著称,迄今已成为教育类网站中访问人数最多的四星级网站。在上面可以虚拟参观校园,了解美国所有大学和研究生院的详细情况和教师、课程设置,寻找有关考试、申请、招生及奖学金等各种资讯,疑难问题可以随问随答,佛罗里达大学环境系主任的约瑟夫博士说:“通过 Peterson's 网站,我们得到了来自世界各地的学生。”

在此基础上, Peterson's 又专门为申请大学的学生创办了 <http://www.collegequest.com> 网站;同 ETS 和 GMAC (GMAT 出题机构)合作创办了 <http://www.gradadvantage.org> 网站,为报考研究生院和 MBA 的学生提供专业服务。

经过不懈努力, Peterson's 即将在中国全面登陆。首批引进的《2000 年 TOEFL 成功指南》、《2000 年 GRE 成功指南》、《2000 年 GMAT 成功指南》、《2000 年托福全真模拟试题集》、《托福语法一点通》、《托福词汇一点通》、《托福阅读一点通》、《成

功写作美国大学申请信》、《成功写作美国研究生院个人自传》系列丛书,不但保留了 Peterson's 一以贯之的特色,还细致介绍了至关重要的计算机答题(CAT)的特点和方式。

Peterson's 为您打开成功之门!

EIGHT KEYS TO VOCABULARY BUILDING

1. Read as much as you can

By reading as many magazines, fiction and non-fiction books, and journals as you can, you will encounter new words. You can guess the meanings of many of these words by their context—that is, you will get a clue to the meaning from the words that surround the new word. If you are still not sure, you can look up the word in a dictionary to check if you were right.

2. Use a dictionary

Buy a good dictionary, preferably a college-level dictionary. The dictionary should be all English, not a bilingual one. A good dictionary should include the following information about a word:

- its pronunciation
- its part of speech (noun, adjective, verb)
- a clear, simple definition
- an example of the word used in a sentence or phrase
- its origin (root, prefix)

You can also use a pocket dictionary if you travel back and forth to classes.

3. Learn roots, prefixes, and suffixes

Roots and prefixes from Latin and Greek make up many English words. It has been estimated that more than half of all English words come from Latin and Greek. Prefixes are added to the beginning of a root and suffixes are added to the end to modify the meaning of words. Learning these will help you increase your vocabulary.

4. Learn from listening

Listening to good programs on the radio and television as well as to people who speak English well is another way of improving your vocabulary. Since you cannot always ask the speaker to tell you what a particular word means, write down the words and look them up later.

5. Use a dictionary of synonyms and antonyms

Synonyms are words that have almost the same meaning; antonyms are words that have almost the opposite meaning. Knowing the synonyms and antonyms of a word will expand your vocabulary. Some dictionaries of synonyms and antonyms explain each synonym and how it differs in

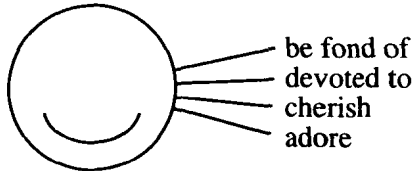
meaning for other synonyms. Since no two words have the exact same meaning, this is very useful for you.

6. Make your own word list

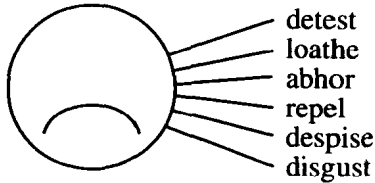
Get a notebook for your vocabulary study and use it to create your own word list. Whenever you read and come across a word you don't know, write it down in your notebook together with the sentence in which you found it. Try to work out the meaning of the word from its context. Then look the word up in a dictionary and write the definition in your notebook. Also, write down any other information such as the root of the word, and see how it is connected to the meaning. Lastly, write your own sentence using the word. Writing will help you remember the word and its meaning. Try to add a new word to your list every day.

7. Create your own theme groups

Words are easier to remember and learn when you group words with similar meanings under a theme. For example,



Then you can make another theme with the opposite.



8. Use your new words

Using your new words whether it be in speaking or writing is an important step in learning them.

TEXT CREDITS

I would like to acknowledge the sources for some of the passages used in this text. In some cases several sources were used for a passage, in others the passage was slightly changed in context or style. The following is a list of the sources used:

CHAPTER 1

The passages in the first ten readings are based on information in Young Students *Learning Library*, Weekly Reader Books, Middletown, Connecticut. The passage on Grandma Moses and the passage on Pop Art is based on information in *The Story of American Painting* by Abraham A. Davidson, Harry N. Abrams, Inc., Publishers, New York, 1974. The passage on the bristlecone pines is based on information in *Arid Lands* by Jake Page, Time-Life Books, Alexandria, Virginia, 1984.

CHAPTERS 2 & 3

The passage on the pecan and the passage on the Dust Bowl are based on information in *Plant Science* by Janick, Schery, Woods & Ruttan, W. H. Freeman and Company, San Francisco, 1981.

CHAPTER 5

The passage on laughter is based on information in *Psychology* by Carole Wade & Carol Tavris, Harper & Row Publishers, Inc., New York, 1990. The passage on bird calls is based on information in *The Audubon Society Pocket Guides*, Ann H. Whitman, Editor, Alfred A. Knopf, New York, 1991.

CHAPTER 10

The passage on the leaf fish is based on information in *Animals and their Colors* by M. & P. Fogden, Crown Publishers, Inc., New York, 1974.

CHAPTER 12

The passage on Sally Ride is based on information in *American Biographies* by Henry I. Christ, Globe Book Company, New York, 1987.

CHAPTER 13

The passages in this section are based on information in the *Kids' World Almanac of History* by Deborah G. Felder, Pharos Books, New York, 1991.

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WORDS IN CONTEXT

Introduction

At some point there may be a word you do not know the meaning of, and there may be no prefix or root to help you. In this case, you must look at the context of the word.

The context of a word is the setting in which the word occurs in speech or in writing. Since you normally learn words by hearing or seeing them in contexts, developing this ability will help you to learn more words.

The following readings include exercises for words in context. With the exception of the last three selections, these passages are lower in overall difficulty than the reading passages you will find in the TOEFL® since the aim of this book is to teach vocabulary.

Strategies

- When looking for clues to the meaning of a word in context, one of the following types of contextual clues will help you:
 1. *Straight definitions* In some cases where there is an unusual word, a definition of the word is given close by. Try to understand the definition and apply it to the word in context.
 2. *Paraphrases or synonyms* Look for the possibility of another word or phrase in the context that has the same meaning.
 3. *Implied meaning* In some contexts, direct clues are not given but just implied. In this case you must think about the context and guess what the meaning of the word can be. Even if you cannot determine its exact meaning, you will be able to determine its general meaning.
- Every time you read, practice looking for contextual clues. This will encourage you to analyze the meaning of what you read, and will also train you to think about words and their meanings.

Biology Reading

Read the following passage.

Otters belong to another group of animals, the mustelids. This word comes from the Latin, and means "weasel." Other members of this family of animals include weasels, skunks, and badgers. They are all short-legged, have thick coats of **fur** and sharp, tearing teeth, and are **carnivorous** or meat-eating **mammals**.

Otters love water, and their **webbed** feet, thick tails, and **dense** fur make them well-suited for life in the water. Two kinds of otters are found in and around North America. One is a fresh-water otter; the other is a sea otter.

The home of the fresh-water otter is usually a hole dug into the bank of a stream or lake. The hole leads to a **den** lined with leaves. Here, the young, usually two or three, are born in late winter or early spring. Before the young can swim, the mother sometimes carries them about on her back in the water and feeds them milk.

But the young learn very quickly to swim themselves. Their parents teach them to **dive** and to catch the fish on which they feed. Soon the **cubs** are able to stay underwater for as long as four minutes.

Sea otters are larger and heavier than fresh-water otters. Their thick fur is dark brown with white at the tips and has a **frosted** appearance. They have white **whiskers** from which they get the nickname, the "old men of the sea."

EXERCISE 1

Working Out the Meaning

Find the words below in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

Example:

1. fur
 - a. thick hair on the body of an animal
 - b. hard skin on the body of an animal

In the passage the words "thick coats" are close to the word "fur." A coat is usually made of animal hair, not "hard skin"; therefore, the correct answer is (a).

- | | |
|--|--|
| <ol style="list-style-type: none">2. carnivorous<ol style="list-style-type: none">a. meat-eatingb. plant-eating | <ol style="list-style-type: none">3. mammals<ol style="list-style-type: none">a. animals that lay eggsb. animals that give milk |
|--|--|

- | | |
|---|--|
| <p>4. webbed
a. with skin between the toes
b. with long nails on the toes</p> <p>5. dense
a. thin
b. thick</p> <p>6. den
a. home of a meat-eating animal
b. dead animal used for food</p> <p>7. to dive
a. run quickly
b. jump into the water</p> | <p>8. cubs
a. the young of the otter
b. the parents</p> <p>9. frosted
a. blue-colored
b. as if covered with ice</p> <p>10. whiskers
a. long ears of an animal
b. long hairs near the mouth</p> |
|---|--|

EXERCISE 2

Dictionary Work

A. Where do these animals live? Match the animal with its home. You may use the same home more than once.

den	hive	web	nest
stable	sty	burrow	

- | | |
|---|---|
| <p>1. otter _____</p> <p>2. rabbit _____</p> <p>3. bee _____</p> <p>4. lion _____</p> | <p>5. spider _____</p> <p>6. pig _____</p> <p>7. horse _____</p> <p>8. bird _____</p> |
|---|---|

B. List other animals and their homes.

EXERCISE 3

What is the name for the animal's baby? Match the animals on the left with the names of their young on the right. You may use the name of the young more than once.

- | | |
|----------------|-----------|
| _____ 1. otter | a. puppy |
| _____ 2. goat | b. cub |
| _____ 3. cow | c. kitten |
| _____ 4. cat | d. foal |
| _____ 5. dog | e. kid |
| _____ 6. horse | f. fawn |
| _____ 7. lion | g. calf |
| _____ 8. deer | |

Science Reading (1)

Read the following passage.

The shooting star that streaks across the sky is a tiny particle or piece of matter from outer space. When the particle enters the earth's atmosphere, friction with the air causes it to glow white hot and then turn to gas. Most of these particles, or meteors, are smaller than a grain of rice.

Comets move around the sun and have a very bright head and a long tail. Many meteors seem to be fragments of comets that crashed into one another. Other meteors are tiny particles from the tails of comets. Some meteors are iron and some are stone.

Once in a while, an extra bright meteor, or fireball, appears. Fireballs can sometimes be seen during the day and may even be as bright as the full moon. Some meteors survive their fall through the Earth's atmosphere and land on the ground. These are called meteorites, and are usually cool enough to touch when they land.

EXERCISE 1***Working Out the Meaning***

Find the words below in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

- | | |
|--------------------|-------------------|
| 1. streak | 5. glow |
| a. move very fast | a. give out cold |
| b. move slowly | b. give out light |
| 2. particle | 6. fragments |
| a. piece of matter | a. small pieces |
| b. piece of space | b. ice pieces |
| 3. friction | 7. crashed |
| a. appearance | a. hit violently |
| b. rapid movement | b. mix slowly |
| 4. grain | 8. land |
| a. seed | a. go out |
| b. field | b. come down |

EXERCISE 2

One word in each group does not belong. Find the word.

1. hot glow cool grain
2. particle fragment comet grain
3. meteor comet fireball sky
4. space moon star land

EXERCISE 3**Dictionary Work**

The following words represent small pieces or quantities.
Match the word and the object it goes with.

grain
speckfragment
flaketrace
breathblade
item

1. _____ of sand
2. _____ of grass
3. _____ of dust
4. _____ of fresh air

5. _____ of snow
6. _____ of news
7. _____ of a vase
8. _____ of poison

EXERCISE 4

Put the following words in order of size from the smallest to the largest.

earth
solar systemstar
galaxy

meteor

universe

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____