

心理学家、语言学家推崇的语言记忆模式——语境记词

# 语境记词

## 70篇文章贯通 4500词

主审◎上海交通大学博士 王海华

主编◎隋玉玮 韩 虔 徐明莺

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标准的单词读音·优美的音乐背景·轻松的记忆语境

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大连理工大学出版社

图书在版编目(CIP)数据

70 篇文章贯通 4500 词 / 隋玉玮, 韩虔, 徐明莺主编.  
—大连: 大连理工大学出版社, 2009.3  
(语境记词)  
ISBN 978-7-5611-4658-3

I. 7… II. ①隋…②韩…③徐… III. 英语-词汇-高等学校-水平考试-自学参考资料 IV. H313

中国版本图书馆 CIP 数据核字(2009)第 013347 号

大连理工大学出版社出版

地址: 大连市软件园路 80 号 邮政编码: 116023

发行: 0411-84708842 邮购: 0411-84703636 传真: 0411-84701466

E-mail: dutp@dutp.cn URL: <http://www.dutp.cn>

大连天正华延彩色印刷有限公司印刷 大连理工大学出版社发行

---

幅面尺寸: 147mm×210mm 印张: 12.25 字数: 412 千字

附件: MP3 光盘 1 张

2009 年 3 月第 1 版

2009 年 3 月第 1 次印刷

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责任编辑: 琴 声

李玉霞

责任校对: 陈 磊

封面设计: 季 强

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ISBN 978-7-5611-4658-3

定价: 28.00 元

# 前言 Preface

心理学家和语言学家历来强调在语言环境中记忆词汇的重要性。我们在教学实践中也发现,学生只有在语境中才能真正记住单词。根据这一思路,我们从新颖性、实用性、趣味性等多个角度严格把关,从国内外各类文章中精选出 140 篇,按照考试的侧重点,把大纲要求的 4500—5500 个单词融会贯通在这 **140 篇** 文章中。

本套书设计为两册,每册书各 70 篇文章。根据内容划分为七大主题——**校园遐想、异国风情、科技之谜、名人轶事、平衡生命、多情人生、是非善恶**。每一主题共 10 个单元,文章由易到难。考虑到学生的阅读耐力及情趣,每个主题的最后一篇文章都设计成趣味性故事。此外,每篇文章的开头都设有导读性内容“本文看点”。同时,我们还注意“记练结合”,每个主题后精选 40 个历届常考、常用词汇题,方便学生检验自己的学习效果。

本套书突破了以往词汇只是单纯记忆的模式,集**词汇、篇章、语音**于一体。所有文章都由外国专家录音,并配有优美的背景音乐,使学生在更人性化的环境中“读、听、记”。

本套书的词汇级别从 4500—5500 逐级增长,适应大学英语四级、六级或想报考研究生的学生使用。

衷心感谢参与本书编写的解宏甲、刘欣、崔大志、林英玉、王冬梅、刘靖、韩蕴、吴卓娅和吴爱丹等老师。

由于编者水平有限,纰漏难免,敬请读者批评指正。

编者

2009 年 2 月

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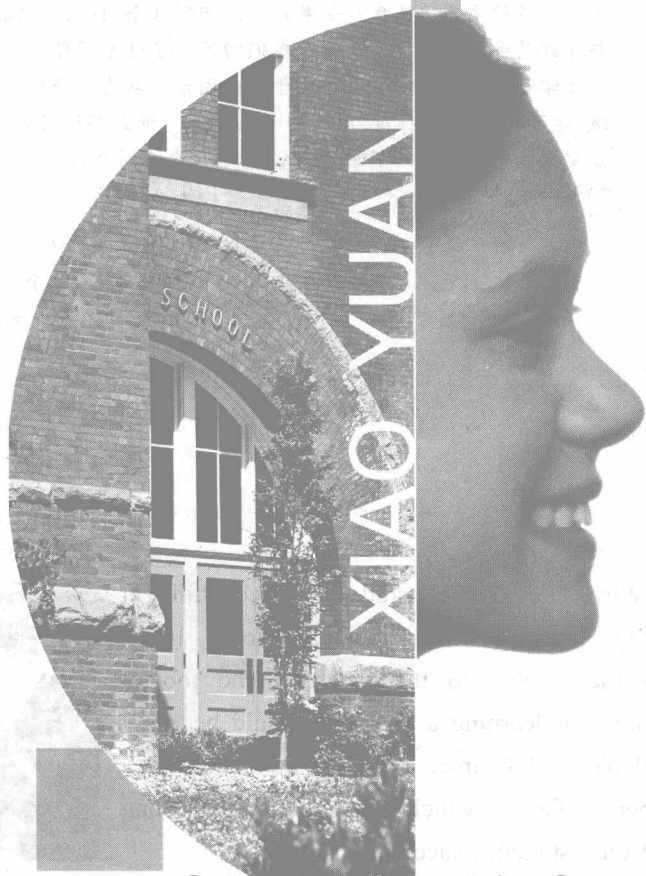
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# 校园遐想

为什么有的学生语言学得好,而有的学生却困扰重重,看见大段的文字就头疼?如果我们能回答这个问题,那么教与学就是件容易的事了。但是我们回答不了这个问题,因为学生学习语言的成功与否取决于很多因素:动力、兴趣、天赋、学习策略、刻苦程度、周围环境、情绪等。那么哪种因素是最重要的呢?读一读下面的文章,你也许会有所感悟。

篇章词汇量:407 个

四级词汇量:39 个

篇章难易度:★★★★☆

## Motivation

### 动力

By Jeremy Harmer

Why are some students successful at language learning while others are not? If we knew the answer to that question the job of teaching and learning a language would be easy. We don't, of course, but we can point to a number of factors which seem to have a strong effect on a student's success or **failure**.



People **involved** in language teaching often say that students who really want to learn will succeed, whatever the **circumstances** in which they study. All teachers can think of situations in which certain 'motivated' students do **significantly** better than their **peers**; students frequently succeed in what appear to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory.

In the face of such **phenomena** it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.

Motivation is some kind of internal drive that encourages somebody to **pursue** a course of action. If we **perceive** a goal and if that goal is **sufficiently** attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Goals can be of different types. For example, if we are determined to own a new car or a house we may work overtime in order to earn the necessary money. If we want to win a TV general knowledge quiz we may put in **incredibly** long hours of fact-learning activity.

Language learners who are motivated perceive goals of various kinds. Studies show that if the person receives the **reward** immediately, the effect would be greater, and decrease as duration(持续时间) lengthens. Repetitive action-reward combination can cause the action to become habit. The self-control of motivation is increasingly understood as a subset (〈数〉子集) of emotional **intelligence**; a person may be highly intelligent according to a more conservative (保守的, 守旧的) **definition** (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. We can also make a useful **distinction** between short-term goals and long-term goals. Long-term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as wanting to pass an end-of-semester test or wanting to finish a unit in a book.

In general, strongly motivated students with long-term goals are probably easier to teach than those who have no such goals.

核心词汇记忆

- ☺ **failure** ['feiljə] n. 失败, 失败者, 缺乏, 失灵, 故障, 破产, 疏忽, <美>不及格

<记忆链接>

1. fail [feil] vi. 失败, 未做; 未履行
2. fade [feid] vi. (声音等)减弱下去, 褪色, 消失, 枯萎, 凋谢
3. lose out 损失; 失败, 输

- ☺ **involve** [in'vɒlv] v. (常与 in 连用)包括, 涉及; 牵涉; 拖累

- ☺ **circumstance** ['sə:kəmstəns] n. 环境; 详情; 境况

<记忆链接>

1. circumstances 经济状况; 物质环境
2. in/under no circumstances 绝不, 无论如何也不, 在任何情况下绝不

- ☺ **significantly** [sig'nifikəntli] adv. 意味深长地, 值得注目地; 重要地

- ☺ **peer** [piə] n. 同等的人; 同辈

<记忆链接>

peer v. (常与 into 连用)凝视; 盯着看; 窥视

- ☺ **phenomena** [fi'nɒminə] n. 现象, phenomenon 的复数

- ☺ **pursue** [pə'sju:] vt. 追赶, 从事

<记忆链接>

1. pursuer [pə'sju:ə(r)] n. 追随者, 追求者, 研究者
2. pursuit [pə'sju:t] n. 追捕; 追赶; 寻求; 追求
3. in pursuit of (sb./sth.) 追求

- ☺ **perceive** [pə'si:v] vt. 觉察, 认识到

<记忆链接>

1. perceptible [pə'septəbl] adj. 易见的; 可感觉的; 可认知的
2. perception [pə'sepʃən] n. 洞察力; 理解力; 了解; 领悟

3. perceptive [pə'septɪv] adj. 感觉敏锐的;观察入微的

4. percentage [pə'sentɪdʒ] n. 百分数,百分率,百分比

☺ **sufficiently** [sə'fɪʃəntli] adv. 充分地,充分地

<记忆链接>

1. sufficient [sə'fɪʃənt] adj. 充分的,足够的

2. adequacy ['ædɪkwəsi] n. 适当,足够

3. be sufficient for 有能力的,够资格的,能胜任的

4. enough [ɪ'nʌf] adj. 足够的,充足的,足够做……的 adv. 足够地,充分地

5. suffice [sə'faɪs] vi. 足够,有能力 vt. 使满足

☺ **incredibly** [ɪn'kredəbli] adv. 不能相信地;难以置信地

<记忆链接>

1. incredible [ɪn'kredəbl] adj. 难以置信的,不可思议的

2. incredibility [ɪn'kredə'bɪlɪti] n. 不能相信

☺ **reward** [rɪ'wɔ:d] n. 报酬,奖金 vt. 酬谢;酬劳;报答

<记忆链接>

1. rewarding [rɪ'wɔ:dɪŋ] adj. 报答的,有益的,值得的

2. award [ə'wɔ:d] n. 奖,奖品;奖学金

3. compensate ['kɒmpenseɪt] v. 偿还,补偿

☺ **intelligence** [ɪn'telɪdʒəns] n. 智力,聪明,智能

<记忆链接>

1. intelligent [ɪn'telɪdʒənt] adj. 聪明的,伶俐的,有才智的

2. wisdom ['wɪzdəm] n. 智慧;才智

☺ **definition** [ˌdefɪ'nɪʃən] n. 定义,解说

☺ **distinction** [dɪ'stɪŋkʃən] n. 区别,差别;杰出,优异

<记忆链接>

1. distinct [dɪ'stɪŋkt] adj. 不同的;分别的;独特的

2. distinguish [dɪ'stɪŋɡwɪʃ] v. 辨别出;(常与 from, between 连用)区别;  
区分;使杰出;使扬名

3. distinguished [dɪ'stɪŋɡwɪʃt] adj. 卓越的;杰出的;超群的;出众的;著名的
4. discriminate [dɪ'skrɪmɪneɪt] v. 歧视, 区别, 区别待遇
5. difference ['dɪfrəns] n. 不同;差别;差异
6. indifference [ɪn'dɪfrəns] n. 冷淡, 不关心

### 考点词汇自测

下列方框表示记忆次数。如首次已记住可打“√”,反之打“×”。第二遍和第三遍以此类推。

failure ☐☐☐

involve ☐☐☐

circumstance ☐☐☐

motivate ☐☐☐

significantly ☐☐☐

peer ☐☐☐

unfavorable ☐☐☐

phenomena ☐☐☐

pursue ☐☐☐

perceive ☐☐☐

sufficiently ☐☐☐

overtime ☐☐☐

incredibly ☐☐☐

reward ☐☐☐

repetitive ☐☐☐

intelligence ☐☐☐

definition ☐☐☐

distinction ☐☐☐



学英语,学什么?怎么学?如何快而不费力地在短时间内掌握它?能否在短时间内走出记忆单词的困境?学语言到底有没有捷径?这是每位学生都一直在思考并急切想寻找的答案。请拜读一下“Will Pidcroft”——一位从事多年教学的英语教师及语言学家的观点,或许会给你一些启示。

篇章词汇量:594个

四级词汇量:36个

篇章难易度:★★★★☆

## A Language Teacher's Personal Opinion 一位英语教师的个人见解

By Will Pidcroft

Every day I see **advertisements** in the newspapers and on the buses **claiming** that it is easy to learn English. According to these advertisements, with very little **effort** on the student's part, he will be able to speak the language fluently in three months or even ten days. When I see advertisements like this, I don't know whether to laugh or cry. If it were as easy to learn English as they say, I would have to look for another job, because very few **qualified** teachers would be needed. But a large number of people must believe these **ridiculous** claims, or else the advertisements would not appear.



It is natural for students to be attracted to methods that will