

新东方学校
雅思考试培训教材

基础培训

IELTS

雅思考试 扩充词汇阅读

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北京新东方学校雅思培训部

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前言

光阴荏苒,执教新东方转眼已是四年。所教课程从 GRE 阅读、四级阅读到雅思课程,经验渐多。教学之余,酷爱读书和写作,编辑过一些教材。《大学英语四级考试阅读理解精要》出版于 2000 年,《TOEFL 阅读高分对策》(与王令合著)出版于 2001 年。阅读之外,词汇也是我的兴趣之一。自中学以来,经常对词汇进行思考,待后来粗通数门外语之后,对词汇的兴趣就更浓了。现在讲授由胡敏老师设计的新东方雅思基础班的英语扩充词汇阅读课程,正好满足了这一兴趣。教学时发现学生起点不同,有高中生,有大学生,还有英语丢开多年的,但他们上这门课的目的只有一个,即在短期内迅速扩大有效词汇量。上完这门课以后,大部分同学反映效果良好,认为自己的词汇量有了激增,词汇记忆方法有了很大改进,对参加雅思在内的各类考试有很大的帮助。经过数期新东方雅思基础班的试用,本课程使用的教材不断得到完善。为了使更多的人受益,特出版本书。因此本书不仅是想短期扩充有效词汇的雅思考生的必备书籍,也是其他想迅速扩大词汇人士的理想读物。如果能记住本书中的全部词汇,词汇量能在原有基础上增加 3000 以上。短期内迅速扩充词汇的两种最有效的词汇记忆方法为通过阅读记忆词汇和词根、词缀法。有鉴于此,本书体现下列特点:

1. 阅读记忆词汇牢——通过阅读国外权威杂志上与雅思阅读文章相类似的文章,根据上下文理解和记忆重要词汇。这些文章大部分为当代时文,它们

- 1) 时效性强
- 2) 语言地道
- 3) 趣味性和可读性强

2. 难词释义减辛劳——对于文中的难词或重要的有效词汇,均给出精当的释义,免去读者查词典之苦。

3. 词根、词缀费力少——每篇课文后面结合原文词汇,利用词根、词缀扩充词汇。所选词汇一般为有效词汇,通过词根、词缀扩充记忆,起到事半功倍的效果。

4. 练习巩固效果好——为了巩固记忆,每篇课文后面有两种练习——填空和翻译,使记忆效果更佳。

5. 附录查阅开心笑——作者精心设计的附录给读者提供了宝贵的增值服务:利用附录一可以轻松巩固词汇,由附录二迅速破解英语词汇记忆方法,由附录三可以随时查阅自己想了解或记忆的词根、词缀。这里收录的词根、词缀涵盖了所有最常见、最实用的词根、词缀,是记忆时不可多得的辅助工具。

本书如作教材使用,建议教学时数为 30~45 小时;如果用作自学教材,可以一天看一课,做完练习;第二天看新课,做完练习,巩固第一天的内容;第四天复习一下第一天的内容。复习的密度开始时要大,如间隔为第一天、第二天、第四天,以后翻看一下就行了。

本书付梓,与新东方教育集团总裁、北京新东方学校校长胡敏老师认真和细致的指导密不可分。从本书的创意到最终定稿,胡敏老师都倾注了很大的心血。雅思部主管熊莹的督促也使本书能早日出版。在此一并致以谢忱。

李传伟

2002 年 8 月

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Contents

1. What's your learning mode?	1
2. Siesta time	6
3. The interesting lore of April Fools' Day	11
4. Oh, temptation	15
5. The ABCs of living a happy life	20
6. But is it art?	25
7. Chat room helps lonely kids	29
8. MBA: more bucks for applicants	35
9. Habits that harmonize life	40
10. Ruth Handler	46
11. Positive thinking brings rewards	52
12. The latest mating strategy	57
13. Two different forms of British leisure life	63
14. Australian aboriginals	68
15. The role of the admissions office	75
16. British universities: Cambridge and Oxford	81
17. Oxford considers future roles	86
18. Disparities at Harvard	91
19. Unlucky thirteen	96
20. Closing in for the kill?	101
21. You think that's funny?	107
22. Origin of the Modern Olympic Games	113

23. The future of the MBA	118
24. Head cases	127
25. British public school	133
26. The next society I	140
27. The next society II	146
28. Visible man	151
29. Persuasion	158
30. Footprints in the muds of time	165
 附录一 答案.....	 172
附录二 英语词汇记忆法.....	197
附录三 常见词根词缀	199

1. What's your learning mode?

Which style best sums you up as a person?

"That looks good to me."

"That sounds good to me."

"That feels good to me."

Experts say that these cues suggest a person's learning modality.

The first expression reflects a visual person. The second an auditory person. The third a kinesthetic person.

It simply means that a visual person learns through seeing, an auditory person learns through hearing and a kinesthetic person learns through moving, doing and touching.

To help you understand the three learning modes better, here are additional cues used by the different styles of learners.

The visual person might say such things as "it appears to me," "bird's eye view," "pretty as a picture," "catch a glimpse of," "hazy idea," "eye to eye," "the mind's eye."

The auditory person might say such things as "we are all ears," "it's clear as a bell," "it rings a bell," "describe in detail," "voice an opinion," "unheard of."

The kinesthetic person might say such things as "hang in there," "come to grips with," "lay your cards on the table," "start from scratch," "too much hassle," "get in touch with,"

Notes

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“pull some strings.”

If you know your boss is a visual person, would you voice your opinion or would you get your point across using visual materials such as slides and easy-to-read handouts?

If you know that a colleague is a kinesthetic person who tends to speak slowly, maybe you could slow down to create a better understanding and rapport.

If you find that college students are fumbling in your class, even though they did well in high school, wouldn't you want to find out why in order to teach more effectively?

Perhaps there's a conflict between the students' preferred learning mode and your teaching style. Perhaps the majority of your students are visual learners and you are a mostly auditory teacher.

Remember how we learned as kids? We learned faster through visual and kinesthetic modes! It's important to find out your personal learning mode and that of your family members and key contacts in your company. If you are a teacher or a trainer, and it's difficult to cater to each learning mode, a good method is to combine visual, auditory and kinesthetic modes in your teaching.

So what is your learning mode?

Allow me to describe these modes from the book, “Quantum Learning” by Bobbi Deporter and Mike Hernacki. If you are a visual person, you are observant, can see words in your mind, remember more of what was seen than heard, memorize by visual association, read and speak fast, would rather read than be read to, need an overall view and purpose, doodle during phone conversations and meetings, like art more than music and often forget to relay verbal messages to others.

If you are an auditory person, you talk to yourself while working, enjoy reading aloud and listening, are better at telling

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than writing, are an eloquent speaker, remember what was discussed rather than seen, go into lengthy discussions, like jokes better than comics, like music more than art and speak at an average speed in rhythmic patterns.

If you are a kinesthetic person, you speak slowly, respond to physical rewards, touch people to get their attention, move a lot, learn by doing, memorize by walking and seeing, use a finger as a pointer when reading, gesture a lot, use action words, like to be involved in games, want to act things out and like plot-oriented books that have action.

This does not mean that we do not learn in all of these modalities. We do. It's just that we prefer one over the other. Knowing your style can help you learn faster and easier. Knowing how to decipher the learning styles of others will help you strengthen your rapport with them and help them learn more effectively too.

Notes

Words & Expressions

mode *n.* 方式, 样式

style *n.* 风格, 文体, 式样

sum up 总结

cue *n.* 提示, 暗示

modality *n.* 方式

expression *n.* 说法, 表达法

reflect *v.* 反映

visual *a.* 视觉(型)的

auditory *a.* 听觉(型)的

kinesthetic *a.* 动感的

simply *ad.* 仅仅

additional *a.* 其他的, 额外的

bird's eye view 鸟瞰

glimpse *n./v.* 一瞥, 匆匆一看

catch a glimpse of 瞥见

hazy *a.* 朦胧的, 模糊的

be all ears 全神贯注地听

clear as a bell (声音) 非常清楚

ring a bell 引起模糊记忆; 激起怀旧情绪

describe *v.* 描述, 描绘

in detail 详细

voice *v.* 发言

hang in there 坚持, 不懈气

come to grips with 与...搏斗, 认真对待
(或)处理

lay one's cards on the table 摊牌

雅思考试(IELTS)扩充词汇阅读

from scratch 从零开始;从头做起;白手起家

hassle *n.* 争论,冲突

get in touch with 与...取得联系

pull strings 通过私人关系,走后门

get across [口](使)(观点等)被理解(或被接受);讲清楚自己的意思

easy-to-read *a.* 易于阅读的

handout *n.* 下发的材料

colleague *n.* 同事

rapport *n.* 融洽的关系

fumble *v.* 笨嘴拙舌地说话;乱摸,摸索

conflict *n.* 冲突,斗争

mostly *ad.* 主要地

contact *n.* 熟人,有用的社会关系,有影响的熟人

cater *v.* 满足需要,供应伙食,提供娱乐节目

combine *v.* 结合,综合运用

quantum *n.* 量子

observant *a.* 善于观察的

memorize *v.* 记忆

association *n.* 联想

overall *a.* 全面的

view *n.* 观点

purpose *n.* 目的

doodle *v.* 在纸上乱涂乱写

relay *v.* 传递

verbal *a.* 口头的,语言的

eloquent *a.* 雄辩的

go into 参加

lengthy *a.* 冗长的

comic *n.* 漫画

average *a.* 平均的,中等的

rhythmic *a.* 有节奏的

pattern *n.* 方式,模范

respond *v.* 作出反应

physical *a.* 生理的,物质的

pointer *n.* 指示物,指示棒

gesture *v.* 做手势

be involved in 卷入,参加

act out *n.* 将...表演出来

plot-oriented *a.* 情节为主的,重视情节的

decipher *v.* 破译

strengthen *v.* 加强,强化

Related words

esthetic: *esthetical*, *anesthetic*

aud: *audible*, *audience*, *audit*, *auditorium*

vis: *visual*, *visa*, *visible*, *invisible*, *visualize*, *vision*, *television*, *envision*, *advise*, *revise*, *supervise*, *supervisor*

flict: *conflict*, *afflict*, *inflict*

I. Fill in each blank with the appropriate word, making changes where necessary:

mode, cue, reflect, hazy, describe, detail, conflict, memorize,
visual, rapport, glimpse

1. There are three learning modes: _____, auditory and kinesthetic.
2. I only caught a _____ of the thief, so I can't really describe him.
3. There's sufficient _____ between hospitals and family doctors.
4. I wasn't sure what to do, so I took my _____ from the person sitting next to me.
5. He suddenly became wealthy, which changed his whole _____ of life.
6. The sellers _____ it as a vintage car, but I'd call it an old wreck.
7. He knew every _____ of her romance.
8. The mountains were _____ in the distance.
9. Even simple toys _____ the artistic taste of different times.
10. The _____ between Greece and Troy lasted ten years.
11. _____ 20 words a day and you'll throw the dictionary away.

II. Translate the sentences into English with the following words:

contact, cater, observant, verbal, lengthy, association,
relay, average, respond, decipher, strengthen

1. 我在税务局有熟人。
2. 我们的报纸试图满足各种观点的要求。
3. 幸亏一位机警的过路人发现了火灾。
4. 口头的描述与书面的描述相差很大。
5. 他不喜欢冗长的会议。
6. 她的故乡使她产生种种美好的联想。
7. 由于亲戚通过她的父母向她施加了压力,她只好屈从了。
8. 昨天平均温度是多少?
9. 最严肃的政治家是能随时对变革作出最迅捷反应的人们。
10. 这些专家破译军事和外交信号吗?
11. 这一地区应该加强经济并遏制通货膨胀。

2. Siesta time

An hour's sleep in the middle of the day can work wonders.

Finally, vindication for power nappers. Far from being lazy louts, siesta-takers are actually doing their bit for the firm. According to Sara Mednick and her colleagues at Harvard, just 60 minutes of shut-eye in the middle of the day can make you perform like the fresh daisy in the morning. But it has to be bona fide sleep; a mere rest, they found, has no effect.

Dr Mednick, whose results have just been published in Nature Neuroscience, wanted to know what effect power napping would have on people's visual perception. She asked 30 student volunteers to come into her laboratory. Four times on the same day, at 9am, noon, 4pm and 7pm, they were required to stare at a computer screen for an hour. Their task was to pick out a vertical or horizontal bar from a striped background—an established test of visual perceptiveness. The more quickly they picked out the bar, the more acute their perception.

All the volunteers had slept well in the days before the test, and had been warned off alcohol. During the test day, nicotine addicts were allowed to indulge their habits, but everyone had to remain uncaffeinated. Despite this cossetting, the performance of the ten volunteers who went

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straight through the day without a nap deteriorated rapidly. Their best scores were first thing in the morning, and it was downhill from there on. By the last session, they were taking 52% longer, on average, to identify the orientation of the bar than they had in the first.

However, another ten of the volunteers were given the opportunity to nap at 2pm for 30 minutes, while the remaining ten were allowed a 60-minute snooze. The short nappers did not get any worse in their afternoon test sessions. The long nappers actually got better—they performed just as well as they had first thing.

To test whether a rest, rather than a nap, would do the trick, nine more volunteers were asked in. But to no avail: their abilities declined with each session. Nor did motivation seem to be a factor. Yet another set of volunteers, after a poor showing in the second session, was told they had not done very well, but that they could earn a further \$25 if they could do as well in the afternoon as they had that morning. The poor students' eyes lit up, according to Dr Mednick, but not one, alas, was able to stop the decay.

The upshot is another piece of evidence that humans, like many mammals which have evolved in tropical climes, are adapted not to go out in the mid-day sun. They are, rather, crepuscular—that is, they are most active in the morning and the evening. The protestant work-ethic that drives those now living in colder climates to work throughout the day may actually be counterproductive. At least, that is what you should tell your boss when asking for a couch to be installed in the office.

Words & Expressions

siesta *n.* 午睡

work wonder 创造奇迹

vindication *n.* 证明正确

power *n.* 动力

napper *n.* 午睡者

far from 远非;完全不;非但不

lout *n.* 笨拙的人,乡巴佬;举止粗鲁的人

siesta-taker *n.* 午睡者

do one's bit 做自己应做的一份工作;尽本分

colleague *n.* 同事

shut-eye *n.* 睡眠

perform *v.* 表现;完成

fresh daisy 新鲜的雏菊

bona fide 真正的(地);真诚的(地);守信的(地)

mere *a.* 只是,仅仅

publish *v.* 发表,出版

visual *a.* 视觉(型)的

perception *n.* 知觉

volunteer *n.* 自愿者

pick out *v.* 选出

vertical *a.* 垂直的

horizontal *a.* 平行的

bar *n.* 条

striped *a.* 有条纹的

background *n.* 背景

established *a.* 已被确认的

perceptiveness *n.* 知觉

acute *a.* 敏锐的

warn off 告诫不要接触

alcohol *n.* 酒精

nicotine *n.* 尼古丁

addict *n.* 成瘾者

indulge *v.* 沉湎

uncaffeinated *a.* 未吸入咖啡因的

cosset *v.* 溺爱;悉心照料

performance *n.* 表现

go through *v.* 度过

deteriorate *v.* 下降,恶化

downhill *ad.* 走下坡路

session *n.* (实验)期间

on average 平均而言

identify *v.* 确定,认同

orientation *n.* 方向,定位

opportunity *n.* 机会

nap *v.* 午睡

snooze *n.* 打盹,小睡

short napper 午睡时间短的人

long napper 午睡时间长的人

do the trick 有效,达到目的

to no avail 没有效果;无用

decline *v.* 下降

motivation *n.* 激励,鼓动

factor *n.* 因素

showing *n.* 表现

light up (脸)露喜色

decay *n.* 衰退;腐烂

upshot *n.* 结果, 结局

evidence *n.* 证据

mammal *n.* 哺乳动物

evolve *v.* 进化, 演化

tropical *a.* 热带的

clime *n.* 地区, 地带; 气候区

adapt *v.* 使适应

crepuscular *a.* 黄昏时出没的; 黄昏的, 黎明的

protestant *a.* 新教徒的

work-ethic *n.* 职业道德

drive *v.* 驱使

counterproductive *a.* 产生相反效果的

Related words

ceive: receive, reception, receptive, perceive, perception, perceptive, deceive, deception, deceptive, conceive, conception, conceptive, concept

iden: identify, identity, identical

volv: evolve, evolution, involve, involvement, revolve, revolution

I. Fill in each blank with the appropriate word, making changes where necessary:

perform, vindication, established, perception, indulge, deteriorate, acute, opportunity, identify, mere

1. The success of your operation completely ____ my faith in the doctor.
2. The surgeon has ____ the operation.
3. She lost the election by a ____ 20 votes.
4. This is a drug which alters one's ____ of visual stimuli.
5. He was well ____ as a painter.
6. Dogs have an ____ sense of smell.
7. The pupils ____ their passion for stamp collecting.
8. His work has ____ in recent years.
9. He ____ the coat as his brother's.
10. May I take this ____ to thank you all for coming?

II. Translate the sentences into English with the following words:

work wonders, far from, do one's bit, do the trick, to no avail,