

English



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百篇文章

突破核心

词汇4000



金莉主编

世界图书出版公司

CET-4

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前 言

词汇和阅读对四级考生来说都是通关的拦路虎,单词记住但不会活用,阅读中遇到依然读不懂,所以让词汇与阅读同步提高才是正道。纯粹的词汇书很容易让人觉得单调并且乏味,而单纯地做阅读理解题又不去记忆单词实际上也是在做无用功。本书将记忆单词和攻克阅读完美结合,通过阅读优美文章来记忆单词,既能提高阅读能力又可以记住核心词汇,一箭双雕。实际上,单词的记忆只有在实际运用中才能得到巩固,但随便一本阅读书并不能涵盖所有四级核心词汇、且往往涉及太多超纲词汇,这也给考生增加了不必要的负担,不但会打击到积极性,而且也起不到巩固学习的目的。

本书则为考生精选难度适宜的文章,通过百篇具有趣味性、可读性的精美文章贯穿四级核心单词,让考生既能感受阅读的氛围,又能牢记四级单词。

核心词汇,分类记忆

为了最大限度地减轻考生的学习负担,编者将近 20 年的历年真题试卷通过电脑查词程序,选择核心词汇的出现频率。按每个单词的重要性安排其在书中的位置:核心词汇在文中标出并在文后的“核心词库”中给出其详细用法说明。对于那些词义极其单一、用法过于简单,难度上对考生不会产生障碍的单词进行了删除,替考生清除不必要的复习步骤。此外我们还为学有余力的考生准备了一部分常在四级考试中出现或重点预测中会出现的近 800 多个超纲词汇。考生可以根据自己的实际需要学习备考,希望这些超纲单词能为大家夺取高分铺平道路。

文章新颖,实用有趣

书中选用的所有文章的题材、体裁及难度均与考试中出现的文章类似,且内容新颖有趣,可读性强。通过阅读这些文章,考生不仅能提高自己阅读理解的速度和能力,还能获得各类前沿新知。编者将所选文章按题材分为 57 个单元,考生可以以单元为单位来练习阅

读和记忆单词。

重点单词,强化记忆

根据艾宾浩斯记忆曲线,我们知道,熟记单词的一个很重要方法就是不断的重复。但是很多同学都不喜欢回头看以前的单词,大家更喜欢看新的单词,这样会比较有“成就感”,但往往是老的单词更需要反复记忆。针对这点,我们在编排文章的时候,有意让一些重点的核心单词反复在文章中出现,比如 ability 这类在四级阅读中常出现的词,在本书的文章中频率很高,这样的安排可以使考生对重点单词强化记忆,而且可以帮助大家掌握这个单词的不同用法,让大家在不知不觉中重点词汇一一牢记。

相关词汇,归纳记忆

对于那些既不属于简单,也不属于超纲范围的词汇,在文章中也没有出现的词汇,我们按照每单元文章内容对其进行分类,在相关词汇栏目列出。这样考生不仅可以将所有重要词汇一网打尽,还可以按照意群分类,成串记忆相关的核心词汇。

在赏析美文、记忆单词之余我们还为考生精选了一些词汇练习,帮助考生巩固所学核心词汇。愿大家在感受到使用本书时的便利性及实用性的同时,能够在词汇量及阅读能力方面有突飞猛进的增长!

在本书的编辑过程中,世纪友好工作室的蒋志华老师以及王珂、展萍、刘晓光、王宏、王发明、张利辉等同事对本书的结构及编排提供了大量的帮助,在此特向他们表示诚挚的谢意。

编者

2006年10月

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核心词汇

Unit 1

Passage 1

According to a survey, which was based on the responses of over 188,000 students, today's traditional-age college students of Grade one are "more materialistic(物质主义的) and less altruistic(利他主义的)" than at any time in the 17 years of the *poll*.

Not surprising in these hard times, the student's major *objective* "is to be financially well off. Less important than ever is developing a meaningful philosophy of life." It follows then that today the most popular course is not literature or history but accounting.

Interest in teaching, *social* service and the "altruistic" fields is at a low. On the other hand, enrollment(注册, 入学) in business programs, engineering and computer science is way up.

That's no surprise either. A friend of mine (a sales *representative* for a chemical company) was making twice the *salary* of her college *instructors* her first year on the job—even before she completed her two-year *associate* degree.

While it's true that we all need a career, it is equally true that our *civilization* has *accumulated* an *incredible* amount of knowledge in fields far removed from our own and that we are better for our *understanding* of these other contributions—be they scientific or *artistic*. It is equally true that, in studying the *diverse wisdom* of others, we learn how to think. More important, perhaps, education teaches us to see the connections between things, as well as to see beyond our immediate needs.

Weekly we read of unions who went on strike for higher wages, only to drive their employer out of business. No company; no job. How shortsighted (目光短浅的) in the long run!

But the most important argument for a broad education is that in studying the accumulated wisdom of the ages, we improve our moral sense. I saw a **cartoon** recently which shows a group of businessmen looking **puzzled** as they sit around a conference table; one of them is talking on the intercom (对讲机): "Miss Baxter," he says, "could you please send in someone who can **distinguish** right from wrong?"

From the long-term point of view, that's what education really ought to be about.

(字数:349)

Passage 2

Here I want to try to give you an answer to the question: What personal qualities are **desirable** in a teacher? Probably no two people would draw up exactly the same lists. But I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over excitable, depressing, stiff, ironical, **frustrated**, and arrogant: I would say too, that it excludes all of dull or purely negative personality.

Secondly, it is not merely desirable but essential for a teacher to have a genuine **capacity** for sympathy—in the literal (字面的) meaning of that word; a capacity to **tune** in to the minds and feelings of other people. Closely related with this is the capacity to be tolerant (容忍的)—not, indeed, of what is wrong, but of the weakness and immaturity (不成熟) of human nature which cause people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a **saint**. It means that he will be



aware of his intellectual strengths, and **limitations**, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the **technique** of teaching, which demands that every now and then a teacher should be able to put on an act—to brighten a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

On the other hand, a teacher must be capable of **infinite** patience (资助人). This, I may say, is largely a matter of self **discipline** and self training, because none of us were born like that. He must be pretty resilient (有复原力的): Teaching makes great demands on **nervous** energy.

Finally, I think a teacher should have the kind of mind, which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principle objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and—by far the most important—the children, young people, or adults to whom they are to be taught. The primary principle of British education is education of the whole person, and that it is best **acquired** through full and active co-operation between two persons, the teacher and the learner.

(字数:472)

Passage 3

Years ago a John Hopkin's (约翰·霍普金斯大学) professor gave a group of graduate students this assignment: Go to the slums (贫民区). Take 200 boys, between the ages of 12 and 16, and **investigate** their background and environment. Then **predict** their chances for the future.

The students, after **consulting** social statistics, talking to the boys, and collecting much **data**, concluded that 90 percent of the boys would

spend some time in *jail*.

Twenty-five years later another group of graduate students was given the job of testing the prediction. They went back to the same area. Some of the boys—by then men—were still there, a few had died, some had moved away, but they got in touch with 180 of the original 200. They found that only four of the group had ever been sent to jail.

Why was it that these men, who had lived in a breeding place of crime, had such a surprisingly good record? The researchers were continually told: “Well, there was a teacher...”

They pressed further, and found that in 75 percent of the cases it was the same woman. The researchers went to this teacher, now living in a home for retired teachers. How had she *exerted* this *remarkable* influence over that group of children? Could she give them any reason why these boys should have remembered her?

“No,” she said, “no I really couldn’t.” And then, thinking back over the years, she said musingly(沉思地), more to herself than to her questioners: “I loved those boys...”

(字数:253)



核心词库

poll [pəʊl] *n.* 民意测验, 投票; [常 *pl.*] 政治选举 *vt.* 对……进行民意测验

☞ 例句: *The candidates are waiting for the results of yesterday's poll.*
候选人在等待昨天投票选举的结果。

object ['ɒbdʒɪkt] *n.* 物体; 对象; 目的; 宾语 *vi.* 反对, 不赞成

☞ 例句: *In a fable, the inanimate objects can talk and think like humans.* 在寓言里, 没有生命的东西可以像人一样讲话和思考。

☞ 派生: *objection* (*n.* 反对, 异议; 反对的理由); *objective* (*n.* 目标 *a.* 客观的)



social['səʊʃəl] *a.* 社会的; 社交的

☞ 例句: *The central aim of this government is to maintain **social** stability.* 本届政府的首要目标是保持社会稳定。

representative[ˌreprɪˈzentətɪv] *n.* 代表, 代理 *a.* 典型的, 有代表性的

☞ 例句: *The lawyer acted as her **representative** in the hearings.* 律师作为她的代理人出席了听证会。

salary['sæləri] *n.* 薪金, 薪水

☞ 例句: *My **salary** can provide me a comfortable living in New York.* 我的薪水可以让我在纽约过得很舒适。

instruct[ɪnˈstrʌkt] *vt.* 指示, 命令, 通知; 教育, 指导

☞ 用法: *instruct sb. in sth./doing sth.* 教某人某种技巧

☞ 例句: *The forces are **instructed** to wait here until the commander arrives.* 军队得到指示在这里等候, 直到指挥官到达。

*The fire fighter **instructed** the class about how to survive a fire.* 消防队员教学生们怎样从火灾中逃生。

☞ 派生: *instructor* (*n.* 教师; 大学讲师); *instruction* (*n.* 讲授; 命令; 说明书); *instructive* (*a.* 有益的, 教育性的)

associate[əˈsəʊʃieɪt] *vt.* 联系 *vi.* 结交 *n.* 合伙人 *a.* 联盟的, 合伙的

☞ 例句: *Philip is an **associate** professor at the University of California.* 菲利普是加州大学的副教授。

civilize['sɪvɪlaɪz] *vt.* 使文明, 使开化, 教育

☞ 例句: *It is art that is going to **civilize** mankind.* 正是艺术将会让人类走向文明。

☞ 派生: *civilization* (*n.* 文明, 文化)

accumulate[əˈkjuːmjuleɪt] *vt./vi.* 积累, 聚集, 增加

☞ 例句: *Snow **accumulated** on the ground.* 雪在操场上堆积起来。

☞ 派生: *accumulation* (*n.* 聚积, 堆积物)

incredible[ɪnˈkredəbl] *a.* 难以置信的, 不可思议的

☞ 例句: *You're the most **incredible** woman I've ever met.* 你是我所见过的最不可思议的女人。

understanding[ˌʌndəˈstændɪŋ] *n.* 理解(力); 相互理解; (非正式)协

议 *a.* 体谅的, 宽容的

☞ 例句: *There is often a lack of understanding between parents and child.* 家长和孩子间常缺乏互相理解。

artistic [ɑ:'tistik] *a.* 艺术的, 有美感的

☞ 例句: *The museum has high artistic standards.* 这家博物馆的艺术水准很高。

diverse [dai'və:s] *a.* 不同的, 多样的

☞ 例句: *The concert was a diverse mix of classical and popular music.* 这场音乐会古典与流行音乐的多元结合体。

☞ 派生: *diversity* (*n.* 差异, 多样性)

wisdom ['wizdəm] *n.* 智慧, 才智; 名言

☞ 例句: *It requires wisdom and experience to accomplish this mission.* 完成这项使命需要智慧和经验。

cartoon [kɑ:'tu:n] *n.* 漫画, 幽默画; 动画片

☞ 例句: *We always watch cartoons on Saturday mornings.* 我们通常在周六早上看动画片。

puzzle ['pʌzl] *vi.* (使) 迷惑; (使) 苦思 *n.* 智力测验; 难题

☞ 用法: *puzzle out* 苦苦思索而弄清楚(或解决); *puzzle over* 苦思

☞ 例句: *Mainstream science can not answer some of the questions that puzzle people.* 主流科学无法回答某些困扰人们的问题。
The doctor puzzled over the cause of the woman's illness. 医生苦思那名妇女的病因。

distinguish [dis'tiŋwiʃ] *vt.* 区别, 辨别; 看清, 听出; 使杰出

☞ 用法: *distinguish... from* 把……和……区分开来

☞ 例句: *His red hair distinguished him from his brothers.* 他的红头发把他和他兄弟区分开来。

desire [di'zaiə] *vt.* 想望, 渴望; 要求 *n.* 愿望, 欲望

☞ 例句: *I feared life and desired to escape from it, yet still hoped something of it.* 我害怕生活, 渴望能从中逃脱, 然而依然对它抱有某种希望。

☞ 派生: *desirable* (*a.* 值得想望的, 理想的; 可取的, 有利的)



frustrate[frʌ'streɪt] *vt.* 使沮丧,使灰心;挫败,使受挫折

☞ 例句: *The lack of appreciation shown to his work frustrated Ross.*
罗斯因工作得不到赏识而灰心丧气。

☞ 派生: *frustrated* (*a.* 失败的,落空的)

capacity[kə'pæsəti] *n.* 容量,容积;才能;身份

☞ 例句: *The United States has the capacity to outproduce all other nations.* 美国有能力在生产上超过其他国家。

tune[tju:n;tu:n] *n.* 曲调,曲子;为(乐器)调音;调整

☞ 用法: *tune in* 收听

☞ 例句: *He keeps the radio tuned to Radio 4.* 他一直把收音机调在4台上。

saint[seɪnt] *n.* 圣人,道德高尚的人;[S-]圣(用于人名或地名等前)

☞ 例句: *You would need to be a saint to put up with this group of naughty children.* 只有圣人才能容忍这群淘气的孩子。

limitation[lɪmɪ'teɪʃən] *n.* 限制,限度;[常 *pl.*] 局限,局限性

☞ 例句: *It's a good car, but it has its limitations.* 这车不错,但也有局限性。

technique[tek'nɪk] *n.* 技术,技能;技巧,手艺

☞ 例句: *The technique in making pottery is very complicated.* 制陶工艺非常复杂。

infinite[ɪ'nɪfɪt] *a.* 无限的,无穷的,无边无际的

☞ 例句: *She has infinite patience with little children.* 她对小孩有无比的耐心。

discipline['dɪsɪplɪn] *n.* 纪律;训练;惩罚;学科 *vt.* 训练;惩罚

☞ 例句: *The discipline at the military academy is extraordinary.* 军事院校的纪律很特别。

nerve[nɜ:v] *n.* 神经;勇敢,胆量

☞ 用法: *get on sb's nerves* 惹得某人心烦; *have nerve* 有勇气; *lose one's nerve* 失去勇气

☞ 例句: *I injured a nerve in my foot playing volleyball.* 我打排球时伤到了脚上的神经。

Mario **lost his nerve** after several failures. 几经失败后, 马里奥丧失了勇气。

☞ 派生: nervous(a. 紧张的, 不安的; 神经的)

acquire[ə'kwaɪə] vt. 取得, 获得, 学到

☞ 例句: This telescope enables us to **acquire** first-hand data. 这个望远镜能使我们得到第一手的数据。

investigate[in'vestigeɪt] vt./vi. 调查, 调查研究

☞ 例句: The police are **investigating** the murder. 警察正在调查这起凶杀案。

☞ 派生: investigator(n. 调查人, 调查员); investigation(n. 调查, 研究)

predict[pri'dɪkt] vt. 预言, 预测, 预告

☞ 例句: I **predict** that you will meet a handsome stranger. 我预言你将遇到一个英俊的陌生人。

☞ 派生: prediction(n. 预言; 预测, 预报)

consult[kən'sʌlt] vt. 请教; 查阅 vi. 交换意见, 商议

☞ 例句: He **consulted** his accountant about his tax. 他向会计咨询了他的税务问题。

☞ 派生: consultant(n. 顾问, 商议者)

data['deɪtə] n. 数据, 资料

☞ 例句: The **data** is stored in our main computer. 数据存放在我们的主计算机里。

jail[dʒeɪl] n. 监狱, 看守所 vt. 监禁, 拘留

☞ 用法: put sb in jail 将某人投入监狱

☞ 例句: She was sent to **jail** for three months. 她被关在监狱里有3个月。

exert[ɪg'zɜ:t] vt. 用(力), 尽(力); 运用, 发挥

☞ 例句: We can't **exert** too much pressure on our children. 我们不能给孩子们施加太多的压力。

remarkable[rɪ'mɑ:kəbl] a. 值得注意的, 引人注目的; 异常的, 非凡的

☞ 例句: His gift for impersonation is **remarkable**. 他有着非凡的模



仿天賦。

词汇练习

- Some plants are very _____ to light; they prefer the shade. (03.12.70)
A) sensible B) flexible C) objective D) sensitive
- _____ energy under the earth must be released in one form or another, for example, an earthquake. (02.1.52)
A) Accumulated B) Gathered C) Assembled D) Collected
- If people feel hopeless, they don't bother to _____ the skills they need to succeed. (02.12.34)
A) adopt B) acquire C) accumulate D) assemble
- Everybody _____ in the hall where they were welcomed by the secretary. (00.6.44)
A) assembled B) accumulated C) piled D) joined
- If the fire alarm is sounded, all residents are requested to _____ in the courtyard. (CET - 6 97.6.62)
A) assemble B) converge C) crowd D) accumulate
- Some children display an _____ curiosity about every new thing they encounter. (CET - 6 98.1.68)
A) incredible B) infectious C) incompatible D) inaccessible
- A culture in which the citizens share similar religious beliefs and values is more likely to have laws that represent the wishes of its people than is a culture where citizens come from _____ backgrounds. (03.6.63)
A) extensive B) influential C) diverse D) identical
- It is important to _____ between the rules of grammar and the conventions of written language. (03.9.63)
A) determine B) identify C) explore D) distinguish
- To our _____, Geoffrey's illness proved not to be as serious as we had feared. (02.6.62)
A) anxiety B) relief C) view D) judgment

10. Mobile telecommunications _____ is expected to double in Shanghai this year as a result of a contract signed between the two companies. (02.1.56)
A) capacity B) potential C) possession D) impact
11. If the world is to remain peaceful the utmost effort must be made by nations to limit local _____. (CET-6 99.1.47)
A) collisions B) combats C) contradictions D) conflicts
12. How much of your country's electrical supply is _____ from water power? (CET-6 03.1.65)
A) deduced B) detached C) derived D) declined
13. Remember that customers don't _____ about prices in that city. (99.1.53)
A) debate B) consult C) dispute D) bargain
14. This research has attracted wide _____ coverage and has featured on BBC television's Tomorrow's World. (02.6.65)&(03.9.65)
A) message B) information C) media D) data
15. This is the _____ piano on which the composer created some of his greatest works. (CET-6 98.1.62)
A) true B) original C) real D) genuine



答案速查

DABAA ACDBA DCDCB



相关词汇

- accord** [ə'kɔ:d] *n.* 一致,符合;(尤指国与国之间的)谅解,协议 *vt.* 相符合,相一致;授予,赠与 *vi.* 相符合,相一致
- accurate** ['ækjʊrɪt] *a.* 准确的,正确无误的
- achievement** [ə'tʃi:vmənt] *n.* 完成,成就,成绩
- acquire** [ə'kwaiə] *vt.* 取得,获得,学到
- admire** [əd'maɪə] *vt.* 钦佩,羡慕;赞赏,称赞,夸奖