

依据教育部最新考试大纲编写

大学英语词汇全攻略

阅读记单词

本书编写组编

四级分册

学林出版社

大学英语词汇全攻略

高频词速记（四级分册）

高频词速记（六级分册）

魔术记忆（四级分册）

魔术记忆（六级分册）

阅读记单词（四级分册）

阅读记单词（六级分册）

大学英语词汇全攻略

阅读记单词

本书编写组成员：

王 丽 付小芳 张 磊 张鹤群
李伟成 李自明 李红英 黄文英

学林出版社

前 言

阅读对于词汇深层含义的理解，至关重要，本书依据 CET 改革后教育部最新《大学英语教学大纲词汇表》编写而成，通过 60 篇经典范文贯通四级词汇。

本书的主要特色有：

1. 收词全面，释义权威

本书收录了最新《大学英语教学大纲词汇表》全部词汇，无一遗漏、无一超纲。词条释义权威。

2. 经典范文，一举三得

本书把历年考题中的阅读拿出来当成范文讲解，使学生即背了单词，又复习了历年考题，又学习语法；可谓一举三得。

3. 联想记忆，过目难忘

通过激情联想，开发大脑的潜能。在英语单词与中文释义之间巧妙搭建连接，多种记忆手段，记忆更轻松。

4. 考点详尽，有的放矢

本书考点多达 20000 条，考点涵盖四、六级考试中常出现的词语辨析、短语搭配、习惯用法、特殊用法、反义、派生与构词法、易混词及句型等。针对性强、覆盖面广。

添翼四、六级考试命题研究组

2005 年 8 月

目 录

Lesson 1	(1)
Lesson 2	(17)
Lesson 3	(34)
Lesson 4	(51)
Lesson 5	(68)
Lesson 6	(85)
Lesson 7	(101)
Lesson 8	(117)
Lesson 9	(133)
Lesson 10	(150)
Lesson 11	(166)
Lesson 12	(182)
Lesson 13	(199)
Lesson 14	(217)
Lesson 15	(233)
四级词汇总表	(249)

Lesson 1

Passage One

Scratchy throats, stuffy noses and body aches all spell misery, but being able to tell if the cause is a cold or *flu* (流感) may make a difference in how long the misery lasts.

The *American Lung Association* (ALA) has issued new guidelines on combating colds and the *flu* (流感), and one of the keys is being able to quickly tell the two apart. That's because the prescription drugs available for the flu need to be taken soon after the illness sets in. As for colds, the sooner a person starts taking over-the-counter remedy, the sooner relief will come.

The common cold and the flu are both caused by viruses. More than 200 viruses can cause cold symptoms, while the flu is caused by three viruses - flu A, B and C. There is no cure for either illness, but the flu can be prevented by the flu *vaccine* (疫苗), which is, for most people, the best way to fight the flu, according to the ALA.

But if the flu does strike, quick action can help. Although the flu and common cold have many similarities, there are some obvious signs to look for.

Cold symptoms such as stuffy nose, runny nose and scratchy throat typically develop gradually, and adults and teens often do not get a fever. On the other hand, fever is one of the characteristic features of the flu for all ages. And in general, flu symptoms including fever and chills, sore throat and body aches come on suddenly and are more severe than cold symptoms.

The ALA notes that it may be particularly difficult to tell when infants and preschool age children have the flu. It advises parents to call the doctor if their small children have flu-like symptoms.

Both cold and flu symptoms can be eased with over-the-counter medications as well. However, children and teens with a cold or flu should not take aspirin for pain relief because of the risk of Reye

syndrome(综合症) , a rare but serious condition of the liver and central nervous system. Reye syndrome .

There is, of course, no vaccine for the common cold. But frequent hand washing and avoiding close contact with people who have colds can reduce the likelihood of Catching one.

1. According to the author, knowing the cause of the misery will help_
A) shorten the duration of the illness
B) the patient buy medicine over the counter
C) the patient obtain cheaper prescription drugs
D) prevent people from catching colds and the flu
2. We learn from the passage that _____.
A) one doesn't need to take any medicine if he has a cold or the flu
B) aspirin should not be included in over-the-counter medicines for the flu
C) delayed treatment of the flu will harm the liver and central nervous system
D) over-the-counter drugs can be taken to ease the misery caused by a cold or the flu
3. According to the passage, to combat the flu effectively, _____.
A) one should identify the virus which causes it
B) one should consult a doctor as soon as possible
C) one should take medicine upon catching the disease
D) one should remain alert when the disease is spreading
4. Which of the following symptoms will distinguish the flu from a cold?
A) A stuffy nose. B) A high temperature.
C) A sore throat. D) A dry cough.
5. If children have flu-like symptoms, their parents _____.
A) are advised not to give them aspirin
B) should watch out for signs of Reye syndrome
C) are encouraged to take them to hospital for vaccination
D) should prevent them from mixing with people running a fever

NEW WORDS

issue ['iʃju:] *n.* ①问题, 争论点, 争端 ②发行(物), (报刊)期号
v. 发行, 发布

combat ['kɒmbæt] *vi.* 战斗, 格斗, 斗争 *vt.* 与...斗争, 与...战斗

prescription [pri'skripʃən] *n.* 指示, 规定, 命令, 处方, 药方

remedy ['remədi] *n.* ①药品 ②治疗措施, 补救方法(for)
v. 治理; 纠正; 补救

常用搭配: remedy a disease 治疗某种疾病 remedy sth. 纠正、挽救某事物 a remedy for a disease 治疗某种疾病的办法、药方
remedy for sth. 纠正某事物的方法 beyond / past remedy 无法补救

联想记忆: medicine ['medsin] *n.* ①医药, 内服药 ②医学
medical ['medikəl] *a.* 医学的, 医疗的, 医药的

sign [sain] *n.* ①标记, 符号, 招牌 ②征兆, 迹象 *v.* 签名(于), 署名(于)
考纲短语: sign away / over 签字放弃 sign for 签收

sign in (使)签到, (使)登记 sign off 停止播送, 结束 sign on / up
签约雇佣, 签约受雇 sign out 签名登记离开; 登记携出某物

联想记忆: signature ['signitʃə] *n.* 签名, 签字

design [di'zain] *v.* ①设计, 打图样 ②图谋, 企图 ③打算, 计划
n. ①设计, 图样 ②计划, 企图

symptom ['simptəm] *n.* ①征兆, 征候 ②症状

fever ['fi:və] *n.* 发烧, 狂热

chill [tʃil] *n.* 寒冷, 寒气, 寒战 *vt.* 使变凉 *vi.* 变凉

particularly [pə'tikjuləli] *ad.* 特别, 尤其

联想记忆: particular [pə'tikjulə] *a.* 个别的, 特别的, 特殊的, 特定的 *n. (pl.)* 细目, 详情

frequent ['fri:kwənt] *a.* ①频繁的 ②时常发生的

联想记忆: frequency ['fri:kwənsi] *n.* 频率, 周率, 次数

参 考 译 文 及 答 案

喉咙发痒，鼻子不通气及全身酸痛，都意味着痛苦。然而，要分辨其原因是感冒还是流感，则要根据这种痛苦所持续的时间而定。

美国肺病协会(ALA)最近发布了对抗感冒和流感的指导措施，其中关键一条就是对感冒和流感能够进行快速区分。其原因在于，在病症出现后，治疗流感的处方药就需要立即被服用。而就感冒而言，患者越早吃药，就会越快痊愈。

普通的感冒和流感都是由病毒引起的。200 多种病毒可以引起感冒症状，但只有 3 种病毒导致流感——流感病毒 A, B 和 C。这两种病都没有治疗的良药。但是如 ALA 所说，可以通过注射流感疫苗来防治流感，这也是目前人们预防流感的最佳方法。

然而，如果真的得了流感，只要及早行动就可痊愈。虽然流感和普通的感冒有许多相似之处，但仍可找到一些明显的区分标志。

诸如鼻塞、流鼻涕和喉咙发痒等感冒症状，总是逐渐显现的，成人和青少年感冒时通常不会发烧。另一方面，对于各个年龄段的人，发热是流感的典型特征之一。一般来说，包括发热、发冷、喉咙痛和全身疼痛的流感症状，来得很突然，而且比感冒病症严重的多。

ALA 指出，幼儿和学龄前儿童是否感染流感尤其难以判断。ALA 建议，如果小孩有类似流感的症状，家长就该带他们去看医生。

感冒和流感的病症都可以通过服用一些非处方药来缓解。不过，患这两种病的小孩和青少年不要为了减轻病痛而服用阿司匹林，因为这将有可能导致 Reye 综合症，这是一种极为少见却很严重的肝及神经系统疾病。

显然，还没有疫苗能够预防普通感冒。然而，经常洗手，避免与感冒患者亲密接触都会降低患病几率。

答案: 1. A 2. D 3. C 4. B 5. A

Passage Two

In a time of low academic achievement by children in the United States, many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the ones Americans expected to find. In most Japanese preschools, surprisingly little emphasis is put on academic instruction. In one investigation, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about various aspects of early childhood education. Only 2 percent of the Japanese *respondents* (答卷者) listed "to give children a good start academically" as one of their top three reasons for a society to have preschools. In contrast, over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and math emetics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. The vast majority of young Japanese children are taught to read at home by their parents.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose providing children with a group experience as one of their top three reasons for a society to have preschools. Sixty-two percent of the more *individually oriented* (强调个性发展的) Americans listed group experience as one of their top three choices. An emphasis on the importance of the group seen in Japanese early childhood education continues into elementary school education.

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or potential development. In large cities, some kindergartens are attached to universities that have elementary and

secondary schools. Some Japanese parents believe that if their young children attend a university-based program, it will increase the children's chances of eventually being admitted to top-rated schools and universities. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

1. We learn from the first paragraph that many Americans believe
 - A) Japanese parents are more involved in preschool education than American parents
 - B) Japan's economic success is a result of its scientific achievements
 - C) Japanese preschool education emphasizes academic instruction
 - D) Japan's higher education is superior to theirs
2. Most Americans surveyed believe that preschools should also attach importance to
 - A) problem solving
 - B) group experience believe that preschools should also attach importance to
 - C) parental guidance
 - D) individually-oriented development
3. In Japan's preschool education, the focus is on
 - A) preparing children academically
 - B) developing children's artistic interests
 - C) tapping children's potential
 - D) shaping children's character
4. Free play has been introduced in some Japanese kindergartens in order to
 - A) broaden children's horizon
 - B) cultivate children's creativity
 - C) lighten children's study load
 - D) enrich children's knowledge

5. Why do some Japanese parents send their children to university:
based kindergartens?
- A) They can do better in their future studies.
 - B) They can accumulate more group experience there.
 - C) They can be individually oriented when they grow up.
 - D) They can have better chances of getting a first-rate education.

NEW WORDS

academic [ækə'demik] *a.* 学院的, 学校的, 学术的

联想记忆: **academy** [ə'kædəmi] *n.* 学院

provide [prə'vaɪd] *v.* ①提供, 供给 ②规定

考纲短语: provide for 作准备, 供养, 规定

emphasis ['emfəsis] *n.* 强调, 重点

联想记忆: **emphasize** ['emfəsaɪz] *vt.* 强调

instruction [ɪn'strʌkʃən] *n.* ①指令, 指示, 说明 ②指导, 教导

常用搭配: give instructions to do sth. 指挥/命令做某事

ask sb. for instruction 请示某人

联想记忆: **instruct** [ɪn'strʌkt] *v.* ①教, 教育, 指导 ②命令, 指示

specialist ['speʃəlist] *n.* 专家

联想记忆: **specialize** ['speʃəlaɪz] *vi.* (in) 专门研究, 专攻

special ['speʃəl] *a.* ①特殊的, 专门的 ②附加的

aspect ['æspekt] *n.* ①样子, 外表, 神态 ②(问题等的) 方面

concentration [kənsən'treɪʃən] *n.* ①集中, 专心, 专注 ②浓度

联想记忆: **concentrate** ['kənsəntreɪt] *vt.* 集中, 浓缩 *vi.* (on) 聚集,

集中思想 **centre** ['sentə] *n.* 中心(区), 中央, 核心, 中心人物

experience [ɪks'piəriəns] *n.* ①经验, 感受, 体验 ②经历

vt. ①体验 ②经历

联想记忆: **experiment** [ɪks'perɪmənt] *n.* 试验, 实验 *vi.* (on,

with) 进行实验 **experimental** [eks'peri'mentl] *a.* 实验(性)的, 试

验(性)的 **expert** ['ekspə:t] *a.* 熟练的, 内行的 *n.* 专家, 能手

kindergarten ['kində,gɑ:tɪn] *n.* 幼儿园

potential [pə'tenʃ(ə)l] *a.* 潜在的, 可能的

参 考 译 文 及 答 案

在美国儿童教学成就低下时期, 很多美国人转尔向经济强盛、教育成就高的日本寻求可能性答案。然而, 日本学前教育给出的答案却并非美国人所期望的。绝大多数日本学前班都没有将重点放在学科教学上。在一项调查中, 300 名日本人和 210 名美国学前教育教师、儿童教育专家及孩子家长被询问了涉及儿童早期教育的各个方面。只有 2% 的日本被访者将“让孩子在学业上有个好开端”列为社会设置学前班的三大原因之一。与此相反, 一半以上的美国被访者将其列为他们的三大首选原因之一。日本学前班培养孩子诸如坚忍不拔、集中精力和团队协作能力的素质, 而不教授那些读写技巧和数学课程, 其目的是为孩子一年级及今后做准备。大多数日本儿童是在家里由其父母教他们阅读。

在最近中日两国学前教育比较中, 作为设立学前班的三大首要原因之一, 91% 的日本被访者选择了给孩子提供集体合作的经历。在更强调个性发展的美国被访者中, 也有 62% 的人选择该项作为三个首要选择之一。日本幼儿教育中对集体合作重要性的强调一直延续到小学教育。

和美国一样, 日本幼儿教育丰富多彩。一些日本幼儿园有他们特定的方向, 诸如早期的音乐培训或潜能训练。在大城市中, 一些幼儿园隶属于某些拥有小学部和中学部的大学。很多日本父母觉得如果子女接受由大学来设定的教育课程, 会增加他们孩子最终考入名校的几率。有些日本幼儿园还开设了一些如游戏课等比较开明的课程, 来缓解孩子们的学习压力。

答案: 1. C 2. B 3. D 4. C 5. D

Passage Three

Lead deposits, which accumulated in soil and snow during the 1960's and 70's, were primarily the result of leaded gasoline emissions originating in the United States. In the twenty years that the Clean Air Act has mandated unleaded gas use in the United States, the lead accumulation world-wide has decreased significantly.

A study published recently in the journal *Nature* shows that air-borne leaded gas emissions from the United States were the leading contributor to the high concentration of lead in the snow in Greenland. The new study is a result of the continued research led by Dr. Charles Boutron, an expert on the impact of heavy metals on the environment at the National Center for Scientific Research in France. A study by Dr. Boutron published in 1991 showed that lead levels in *arctic*(北极的) snow were declining.

In his new study, Dr. Boutron found the ratios of the different forms of lead in the leaded gasoline used in the United States were different from the ratios of European, Asian and Canadian gasolines and thus enabled scientists to *differentiate* (分区) the lead sources. The dominant lead ratio found in Greenland snow matched that found in gasoline from the United States.

In a study published in the journal *Ambio*, scientists found that lead levels in soil in the North-eastern United States had decreased markedly since the introduction of unleaded gasoline.

Many scientists had believed that the lead would stay in soil and snow for a longer period.

The authors of the *Ambio* study examined samples of the upper layers of soil taken from the same sites of 30 forest floors in New England, New York and Pennsylvania in 1980 and in 1990. The forest environment processed and redistributed the lead faster than the scientists had expected.

Scientists say both studies demonstrate that certain parts of the *ecosystem* (生态系统) respond rapidly to reductions in atmospheric pollution, but that these findings should not be used as a license to pollute.

1. The study published in the journal *Nature* indicates that
 - A) the Clean Air Act has not produced the desired results
 - B) lead deposits in arctic snow are on the increase
 - C) lead will stay in soil and snow longer than expected
 - D) the US is the major source of lead pollution in arctic snow
2. Lead accumulation worldwide decreased significantly after the use of unleaded gas in the US
 - A) was discouraged
 - B) was enforced by law
 - C) was prohibited by law
 - D) was introduced
3. How did scientists discover the source of lead pollution in Greenland?
 - A) By analyzing the data published in journals like *Nature* and *Ambio*.
 - B) By observing the lead accumulations in different parts of the arctic area.
 - C) By studying the chemical elements of soil and snow in Northeastern America.
 - D) By comparing the chemical compositions of leaded gasoline used in various countries.
4. The authors of the *Ambio* study have found that
 - A) forests get rid of lead pollution faster than expected
 - B) lead accumulations in forests are more difficult to deal with
 - C) lead deposits are widely distributed in the forests of the US
 - D) the upper layers of soil in forests are easily polluted by lead emissions

5. It can be inferred from the last paragraph that scientists

- A) are puzzled by the mystery of forest pollution
- B) feel relieved by the use of unleaded gasoline
- C) still consider lead pollution a problem
- D) lack sufficient means to combat lead pollution

NEW WORDS

accumulate [ə'kju:mjuleit] *vt.* 积累, 积聚 *vi.* 累积, 聚集

primarily ['praɪməriili] *ad.* 首先, 主要地

gasoline ['gæsəli:n] *n.* 汽油(缩写为 gas)

metal ['metl] *n.* 金属, 金属制品

decline [di'klaɪn] *v./n.* ① 下倾, 下降, 下垂, 衰落 ② 倾斜, 斜面
v. 拒绝, 谢绝

联想记忆: **incline** [ɪn'klaɪn] *v.* ① (使)倾斜, (使)偏向

② (使)倾向, (使)心想

dominant ['dɒmɪnənt] *a.* 占优势的, 支配的, 统治的

联想记忆: **dominate** ['dɒmineɪt] *vt.* ① 占优势 ② 支配, 统治, 控制
③ 耸立于, 俯视

introduction [ɪntrə'dʌkʃən] *n.* ① 引进, 传入, 介绍 ② 导论, 导言
③ 入门, 初步

联想记忆: **introduce** [ɪntrə'dju:s] *v.* 传入, 引进, 介绍

redistribute ['ri:dis'tribju(:)t] *vt.* 重新分配, 再区分, 重新分布

demonstrate ['demənstreɪt] *v.* ① 表演, 演示, 表明 ② 论证, 证实,
显示出

考纲短语: **demonstrate for (against)...** 示威要求(反对)

atmospheric [ætməs'ferɪk] *adj.* 大气的

参考译文及答案

20 世纪 60、70 年代，在土壤和雪地中积淀而形成的铅层主要是来源于美国以前使用含铅汽油所排放的废气。自从美联邦实行空气洁净条例，强制使用无铅汽油以来，20 年间，全世界的铅沉积大大降低了。

最近在科学期刊《自然》上发表的一篇研究表明，空气中美国所排放的含铅废气是造成格陵兰岛雪中含铅量偏高的主要原因。这一新研究是查尔斯·布特龙博士领导的一个课题的后续结果。查尔斯·布特龙博士在法国国家自然研究中心从事重金属对环境的影响方面的研究。他于 1991 年发布的一项研究显示北极雪中的铅含量正在下降。

在其最新研究中，布特龙博士发现美国使用的含铅汽油在含铅量上与欧亚各国以及加拿大有所差别，据此，科学家可以对铅的来源进行区分。格陵兰岛上雪中的绝大部分铅与美国所使用的含铅汽油相符。

《人类环境杂志》上的一项研究称，科学家发现自使用无铅汽油以来，美国东北部地区土壤中的铅含量已经显著降低。

而许多科学家以前认为铅会在土壤和雪中滞留更长的时间。

《人类环境杂志》研究的作者检验了较上层土壤的样本，这些样本分别是在 1980 年和 1990 年于新英格兰、纽约和宾州 30 多处森林地层中提取的。森林环境处理和重新分配铅的速度超出了科学家们的预想。

科学家们称两项研究都表明生态系统的某些环节对空气污染的改善反应迅速，但这些研究成果不应被当作对环境进行污染的许可。

答案：1. D 2. B 3. D 4. A 5. C