

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

六级分册

学林出版社



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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 篇经典范文贯通六级词汇。

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。

漆冀四、六级考试命题研究组

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Lesson 1

Passage One

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died "full of years," as the Bible would say; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid *condolence* (吊唁) calls on the two families on the same afternoon.

At the first home, the son of the *deceased* (已故的) woman said to me, "If only I had sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It's my fault that she died." At the second home, the son of the other deceased woman said, "If only I hadn't insisted on my mother's going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It's my fault that she's dead."

When things don't turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Priests know that any time there is a death, the survivors will feel guilty. Because the course of action they took turned out badly, they believe that the opposite course—keeping Mother at home, postponing the operation would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilt. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of *omnipotence* (万能). A baby comes to think that the world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

1. What is said about the two deceased elderly women?
 - A) They lived out a natural life.
 - B) They died of exhaustion after the long plane ride.
 - C) They weren't accustomed to the change in weather.
 - D) They died due to lack of care by family members.
2. The author had to conduct the two women's funerals probably because _____.
 - A) he wanted to console the two families
 - B) he was an official from the community
 - C) he had great sympathy for the deceased
 - D) he was priest of the local church
3. People feel guilty for the deaths of their loved ones because _____.
 - A) they couldn't find a better way to express their grief
 - B) they believe that they were responsible
 - C) they had neglected the natural course of events
 - D) they didn't know things often turn out in the opposite direction
4. In the context of the passage, "... the world makes sense" (Line 2, Para. 4) probably means that _____.
 - A) everything in the world is predetermined
 - B) the world can be interpreted in different ways
 - C) there's an explanation for everything in the world

- D) we have to be sensible in order to understand the world
5. People have been made to believe since infancy that _____.
- A) everybody is at their command
- B) life and death is an unsolved mystery
- C) every story should have a happy ending
- D) their wishes are the cause of everything that happens

NEW WORDS

blame [bleim] *vt.* ①责备, 责怪 ②(on, onto)把...归咎于
n. ①(过错, 事故等的)责任, 过错 ②责备

考纲短语: be to blame for 对...应负责任

常用搭配: blame sb. for sth. 因...而责备某人

blame sth. on/upon sb. 把...归咎于某人

lay the blame on sb. 把责任推给某人

officiate [ə'fɪʃieɪt] *v.* 行使

funeral ['fju:nərəl] *n.* 丧葬, 葬礼

abrupt [ə'brʌpt] *a.* ①突然的, 意外的 ②粗鲁的, 不连贯的

tempting ['temptɪŋ] *adj.* 诱惑人的

priest [pri:st] *n.* 神父, 教士

survivor [sə'vaɪvə] *n.* 生还者, 残存物

opposite ['ɒpəzɪt] *a.* (to)对立的, 相反的, 对面的 *n.* 对立物, 对立面 *prep.* 在...的对面

常用搭配: be opposite to 在...对面, 与...相反

just the opposite 恰恰相反

联想记忆: oppose [ə'pəʊz] *v.* 反对, 反抗

element ['elimənt] *n.* ①元素 ②组成部分

联想记忆: elementary [eli'mentəri] *a.* 初等的, 基本的

psychologist [psaɪ'kɒlədʒɪst] *n.* 心理学者

omnipotence [ɒm'nɪpətəns] *n.* 全能, 万能, 无限威力

summons ['sʌmənz] *n.* 召唤, [律]传唤, 召集, 传票 *vt.* 传唤到法院, 唤出, 传到

outgrow [aʊt'grəʊ] *vt.* 过大而不适于, 出生, 长出, 年久丧失(某种习惯, 兴趣等)

参 考 译 文 及 答 案

多年前的一次经历使我明白这样一个道理：责备自己只会使糟糕的情况变得更糟。在某年的一月，接连两天，我要为我社区内去世的两位老妇人主持葬礼。经过长年充实的生活，她们的身体已经渐渐衰竭。正如《圣经》所说，她们都“享尽天年而寿终”。这两家碰巧住得很近，因此，我在同一天下午向两家人作了吊唁拜访。

在第一家，已故老妇人的儿子对我说：“如果我将母亲送到佛罗里达，让她远离这里的寒冷和冰雪，也许今天她还活着。她的死都怪我。”在第二家，另一位已故老妇人的儿子说：“如果我没有执意让母亲去佛罗里达，她今天也许还会活着。她受不了长途飞行的颠簸以及气候的急剧变化。她的死都是我的错。”

当事情的结果不像我们所希望的那样时，我们很容易去假设如果当初采用不同的方式，事情的结果就可能会更好。牧师们了解到，只要一有人死亡，生存者们就会感到内疚。因为他们所采取的行为导致了不好的结果，于是他们相信采用相反的行为——将母亲留在家，推迟行动——结果就会好些。归根结底，有怎会产生更糟的结果呢？

使我们感到内疚的有两种因素。第一个因素是我们内心的需要迫使我们相信世界是有意义的，相信任何结果的产生都有原因，任何事情的发生都有起因。这驱使我们去寻找确实存在于现实中和仅存在于我们头脑中的模式及联系。

第二个因素是我们有这样一种观念：所有的事情都因我们而发生，尤其是不好的事情。相信事出有因与相信每个灾难都是我们的错，二者之间仅一步之遥。这种感觉的根源可能产生于童年时代。心理学家称之为万能的婴儿神话。婴孩认为世界的存在是为了满足他的需求，是他使得世界上每件事情发生。他早上一醒来，便召唤世界其余的人开始工作。他哭了，有人来哄他；他饿了，有人喂他；他尿了，有人给他换尿布。通常，我们长大后不会完全丢弃婴儿时期的观念：我们的愿望引起事情的发生。

答案：1. A 2. D 3. B 4. C 5. D

Passage Two

Frustrated with delays in Sacramento, Bay Area officials said Thursday they planned to take matters into their own hands to regulate the region's growing pile of electronic trash.

A San Jose councilwoman and a San Francisco supervisor said they would propose local initiatives aimed at controlling electronic waste if the California law-making body fails to act on two bills stalled in the Assembly. They are among a growing number of California cities and counties that have expressed the same intention.

Environmentalists and local governments are increasingly concerned about the toxic hazard posed by old electronic devices and the cost of safely recycling those products. An estimated 6 million televisions and computers are stocked in California homes, and an additional 6,000 to 7,000 computers become outdated every day. The machines contain high levels of lead and other hazardous substances, and are already banned from California *landfills* (垃圾填埋场).

Legislation by Senator Byron Sher would require consumers to pay a recycling fee of up to \$30 on every new machine containing a *cathode* (阴极) ray tube. Used in almost all video monitors and televisions, those devices contain four to eight pounds of lead each. The fees would go toward setting up recycling programs, providing grants to non-profit agencies that reuse the tubes and rewarding manufacturers that encourage recycling.

A separate bill by Los Angeles-area Senator Gloria Romero would require high-tech manufacturers to develop programs to recycle so-called e-waste.

If passed, the measures would put California at the forefront of national efforts to manage the refuse of the electronic age.

But high-tech groups, including the Silicon Valley Manufacturing Group and the American Electronics Association, oppose the measures, arguing that fees of up to \$30 will drive consumers to online, out-of-state retailers.

"What really needs to occur is consumer education. Most consumers are unaware they're not supposed to throw computers in the

trash,” said Roxanne Gould, vice president of government relations for the electronics association.

Computer recycling should be a local effort and part of residential waste collection programs, she added.

Recycling electronic waste is a dangerous and specialized matter, and environmentalists maintain the state must support recycling efforts and ensure that the job isn't contracted to *unscrupulous* (毫无顾忌的) junk dealers who send the toxic parts overseas.

“The graveyard of the high-tech revolution is ending up in rural China,” said Ted Smith, director of the Silicon Valley Toxics Coalition. His group is pushing for an amendment to Sher's bill that would prevent the export of e-waste.

1. What step were Bay Area officials going to take regarding e-waste disposal?
 - A) Exert pressure on manufacturers of electronic devices.
 - B) Lay down relevant local regulations themselves.
 - C) Lobby the lawmakers of the California Assembly.
 - D) Rally support to pass the stalled bills.
2. The two bills stalled in the California Assembly both concern _____.
 - A) regulations on dumping hazardous substances into landfills
 - B) the sale of used electronic devices to foreign countries
 - C) the funding of local initiatives to reuse electronic trash
 - D) the reprocessing of the huge amounts of electronic waste in the state
3. Consumers are not supposed to throw used computers in the trash because _____.
 - A) they contain large amounts of harmful substances
 - B) this is banned by the California government
 - C) some parts may be recycled for use elsewhere
 - D) unscrupulous dealers will retrieve them for profit

4. High-tech groups believe that if an extra \$30 is charged on every TV or computer purchased in California, consumers will _____.
 A) abandon online shopping
 B) buy them from other states
 C) strongly protest against such a charge
 D) hesitate to upgrade their computers
5. We learn from the passage that much of California's electronic waste has been _____.
 A) collected by non-profit agencies
 B) dumped into local landfills
 C) exported to foreign countries
 D) recycled by computer manufacturers

NEW WORDS

frustrate [frʌs'treit] *vt.* ①使灰心, ②挫败, 阻挠

Sacramento [sækrə'mentəu] *n.* 萨克拉曼多(美国加州首府)

trash [træʃ] *n.* 废物, 废话

councilwoman ['kaunsəl,wumən] *n.* 议会女议员

supervisor ['sju:pəvaizə] *n.* 监督人, 管理人, 检查员, 督学, 主管人, [计](网络)超级用户

initiative [i'niʃiətiv] *n.* ①主动(性), 积极(性) ②主动权

常用搭配: do sth. on one's own initiative 主动地做某事

take the initiative 采取主动

联想记忆: initiate [i'niʃieit] *vt.* ①开始, 创始, 着手 ②使初步了解 ③接纳(新成员), 使正式加入

environmentalist [in,vaiəən'mentlist] *n.* 环境保护论者, 环境论者, 环境论信奉者

hazard ['hæzəd] *n.* 危险, 危害

device [di'vais] *n.* 装置, 设备, 仪表

考纲短语: leave to one's own devices 听任…自便, 让…自行发展

联想记忆: devise [di'vaɪz] *v.* 设计, 发明

stock [stɒk] *v.* 储存 *n.* 备料, 库存

考纲短语: in stock 有现货, 有库存 out of stock 已脱销, 无货

take stock of 对...估价、判断 stock up 备货, 囤积

常用搭配: stock market/exchange 股票市场/证券交易所

laughing stock 笑柄

outdated [aʊt'deɪtɪd] *adj.* 过时的, 不流行的

substance ['sʌbstəns] *n.* 物质

联想记忆: substantial [səb'stænʃəl] *a.* ①富裕的 ②结实的

legislation [ˌledʒɪs'leɪʃən] *n.* ①法规, 法律 ②立法

manufacturer [ˌmænjʊ'fæktʃərə] *n.* 制造者, 制造商

联想记忆: manufacture [ˌmænjʊ'fæktʃə] *v.* 制造, 加工 *n.* 制造, 产品

residential [ˌrezi'denʃəl] *a.* 居住的, 住所的, 学生寄宿的, (必须)住宿在住所的

dealer ['di:lə] *n.* 经销商, 商人

toxic ['tɒksɪk] *a.* 有毒的, 毒性的

graveyard ['ɡreɪvjɑ:d] *n.* 墓地

revolution [ˌrevə'lu:ʃən] *n.* ①革命 ②旋转, 转数

联想记忆: revolutionary [ˌrevə'lu:ʃənəri] *n.* 革命者 *a.* 革命的, 革新的

rural ['ruərə(ə)l] *a.* 农村的

amendment [ə'mendmənt] *n.* 改善, 改正

参 考 译 文 及 答 案

由于对萨克拉门托(美国加州首府)的一再拖延失去信心, 海湾地区的官员说星期四他们将计划自己着手管理地区内不断增高的电子垃圾堆。

圣何塞的一位女议员和旧金山的一位检查官说如果加利福尼亚立法团体不能根据在议会搁置的两项议案去采取行动, 他们就要在地方争取控制电子垃圾的主动权。加利福尼亚州越来越多

的城市和城镇表达了同样的意图，圣何塞和旧金山正是他们中的一部分。

环境论者和地方政府日益关注旧电子器件引发的有毒物质危害和安全循环再生这些器件的成本问题。据估计，在加利福尼亚州的家中约有 600 万台电视机和计算机，另外每天有 6,000 到 7,000 台计算机被淘汰。机器中含有大量的铅和其他有害物质，加利福尼亚的垃圾填埋场已禁止接收这些垃圾。

参议员拜伦·舍尔支持通过立法要求消费者每购买一台含有阴极射线管的电器就要支付 30 元的循环再生费用。几乎所有视频监视器和电视机都使用这种阴极射线管，每个这样的阴极射线管大约含有 4 到 8 磅铅。这笔钱将用来建立循环再生计划，补贴那些重新利用这些阴极射线管的非营利机构，奖励那些循环使用的制造商。

洛杉矶参议员格洛里亚·罗默特提出一部独立法案要求高科技产品制造商开发循环使用电子垃圾项目。

如果这些法案通过了，这些措施将把加州推向国内处理电子时代垃圾的前沿。

但是高科技产业团体，包括硅谷制造业协会和美国电子协会在内，反对这些措施，他们反驳说高达\$30 的循环再生费会致使消费者在网上或向州外零售商购买产品，。

“真正要做的是教育消费者。大多数消费者并未意识到他们不应当随便将电脑丢进垃圾堆。”电子协会政府关系部副部长罗克珊·古尔特说。

她还说计算机循环再利用应当由地方和居民生活垃圾收集项目共同努力来实现。

循环再利用电子垃圾是一项危险且非常专业的工作，环保主义者主张州政府必须支持循环再生工作并确保这项工作不是和那些将有毒部分运往海外的垃圾经销商合作。

“高科技革命坟墓落脚在落后的中国。”硅谷有毒物质联合会会长特德·史密斯说。这个联合会正在努力争取修订舍尔的法案，阻止出口电子垃圾。

答案：1. B 2. C 3. A 4. B 5. C

Passage Three

Throughout the nation's more than 15,000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead contributed to *lackluster* (平淡的) achievement scores by U.S. children relative to their peers in other developed countries.

Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, "no single intellectually coherent vision dominates U.S. educational practice in math or science." The reason, he said, "is because the system is deeply and fundamentally flawed."

The new analysis, released this week by the National Science Foundation in Arlington, Va., is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study.

Not only do approaches to teaching science and math vary among individual U.S. communities, the report finds, but there appears to be little strategic focus within a school district's curricula, its textbooks, or its teachers' activities. This contrasts sharply with the coordinated national programs of most other countries.

On average, U.S. students study more topics within science and math than their international counterparts do. This creates an educational environment that "is a mile wide and an inch deep," Schmidt notes.

For instance, eighth graders in the United States cover about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U.S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational

systems “share our pattern of *splintered* (支离破碎的) visions” but which are not economic leaders.

The new report “couldn't come at a better time”, says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. “The new National Science Education Standards provide that focused vision”, including the call “to do less, but in greater depth”.

Implementing the new science standards and their math counterparts will be the challenge, he and Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time.

In fact, Schmidt argues, reforms such as these proposed national standards “face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the *babble* (嘈杂声)”.

1. According to the passage, the teaching of science and math in America is

- A) focused on tapping students' potential
- B) characterized by its diversity
- C) losing its vitality gradually
- D) going downhill in recent years

2. The fundamental flaw of American school education is that _____.

- A) it lacks a coordinated national program
- B) it sets a very low academic standard for students
- C) it relies heavily on the initiative of individual teachers
- D) it attaches too much importance to intensive study of school subjects

3. By saying that the U.S. educational environment is “a mile wide and an inch deep” (Line 3, Para. 5), the author means U.S. educational practice _____.

- A) lays stress on quality at the expense of quantity

- B) offers an environment for comprehensive education
- C) encourages learning both in depth and in scope
- D) scratches the surface of a wide range of topics
4. The new National Science Education Standards are good news in that they will
- A) provide depth to school science education
- B) solve most of the problems in school teaching
- C) be able to meet the demands of the community
- D) quickly dominate U.S. educational practice
5. Putting the new science and math standards into practice will prove difficult because _____.
- A) there is always controversy in educational circles
- B) not enough educators have realized the necessity for doing so
- C) school districts are responsible for making their own decisions
- D) many schoolteachers challenge the acceptability of these standards.

NEW WORDS

diversity [daɪ'vɜ:siti] *n.* 差异, 多样性

variability [vɛəriə'biliti] *n.* 可变性

peer [piə] *n.* 同等的人, 贵族 *vi.* 凝视, 窥视 *vt.* 与...同等, 封为贵族

intellectually *adv.* 知性上, 智力

coherent [kəu'hɪərənt] *a.* ①条理清楚的, 连贯的 ②一致的, 协调的
常用搭配: coherent essay 条理分明的文章

fundamentally [fʌndə'mentəli] *adv.* 基础地, 根本地

Arlington ['ɑ:liŋtən] National Cemetery (美国)阿林顿国家公墓(在弗吉尼亚州)

strategic [strə'ti:dʒik] *a.* ①战略的, 有战略意义的 ②关键的

联想记忆: strategy ['strætɪdʒi] *n.* 战略, 策略

curricula [kə'rikjulə] *n.* 课程

coordinate [kəu'ɔ:dineit] *vt.* 协调, 调节 *n.* 坐标

subordinate [sə'bɔ:dinit] *a.* (to) 下级的, 从属的, 次要
n. 部属, 下级 *v.* 把...列入下级, 使隶属

implement ['implimənt] *vt.* 贯彻, 实现 *n.* (pl.) 工具, 器具
常用搭配: implement a contract 履行合同
implement one's ideas 实施某人的设想

counterpart ['kauntəpɑ:t] *n.* 对应的人(物)

常用搭配: counterpart funds 相对基金, 对应基金

decentralize [di:'sentrəlaiz] *n.* 分散

tailored ['teiləd] *adj.* 剪裁讲究的

联想记忆: tailor ['teilə] *n.* 裁缝 *v.* 缝制

参 考 译 文 及 答 案

全美国有 15, 000 多个学区, 在教授自然科学和数学时, 他们所采用的方法普遍不同。尽管多样性有其优点, 但是最近的一份国际分析报告显示正是这种多样性导致了美国儿童跟其他发达国家的儿童相比成绩平平。

当然, 带领这次新的实验分析的密歇根州立大学威廉 H·施密特总结说: “没有任何单纯的知识连贯现象主导在美国数学或自然科学的教育实践中。”原因是“体系存在严重的根本性缺陷”, 他说。

这份本周由弗吉尼亚州阿林顿国家自然科学基金会发布的新的分析报告, 其数据来源于第三届国际数学和自然科学研讨会的 50 个与会国家。

该报告发现不仅美国各学区之间数学和自然科学的教学方法不一样, 而且同一学区内的课程、教科书和老师的教学活动也没有战略重点。这与其它大多数国家相互合作的项目形成鲜明对比。

平均来说, 与国际水平相比, 美国学生在自然科学和数学方面要学习更多的内容。从而产生了“面广而肤浅”的教育氛围, 施密特解释说。