

IELTS

雅思扩充词汇阅读

基础版

胡 敏 主 编
李传伟 编 著



高等教育出版社
Higher Education Press



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编者：王若冰

中国石化出版社

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前言

光阴荏苒，执教雅思转眼已是六年。雅思阅读之外，我也讲授雅思词汇。教学时发现学生起点不同，有高中生，有大学生，还有的学生已经将英语丢开很多年了，但他们有一个共同的愿望，即在短期内迅速扩大雅思考试所需的词汇量。上完课以后，许多同学反映效果良好，认为自己的词汇量增加了不少，词汇记忆方法有了很大改进，对参加雅思在内的各类考试也更有信心了。甚至有同学从澳大利亚悉尼大学发邮件给我，讲述上课学习的词根如何在澳大利亚派上了大用场。上课之初，以内部讲义为教材。经过多期雅思基础班的试用，词汇课程使用的教材不断得到完善。为了使更多的人受益，2002年出版了此书。因此本书不仅是在短期内扩充雅思核心词汇的考生的必备书籍，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3,000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。这些文章的特点有：

- 1) 语言地道
- 2) 趣味性和可读性强

2. **难词释义减辛劳**——对于文中的难词或核心词汇，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**——每篇课文后面的Related words结合原文的一些核心词汇，根据这些词所包含的词根、词缀进行扩充，列出包含这些词根的核心词汇。通过词根、词缀扩充记忆，能收到事半功倍的效果。

4. **练习巩固效果好**——为了巩固记忆，每篇课文后面有填空和翻译两种练习，使记忆效果更佳。

5. **附录查阅开心笑**——书后的附录可以这样处理：利用附录一轻松巩固词汇，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，建议每天学习一课，并做课后练习；第二天学习新课，做课后练习，并巩固第一天的内容；第四天复习第一天的内容。复习的密度开始时要大，如间隔为第一天、第二天、第四天，以后翻翻就行了。

本书蒙读者的首肯，第一次出版后重印多次。在此期间，本书作者于2005年赴英国剑桥大学求学，深入研究雅思，然后对本书进行了修订。多种机缘促使本书出版，对此作者倍感欣慰。预祝各位考生取得理想的雅思成绩！

李传伟

2007年8月于剑桥

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Unit

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 kinesthetic person learns through moving, doing and touching.

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

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", and "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", "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 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.

Words & Expressions

mode *v.* 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.* 触觉(型)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 详细地

voice *v.* 发言

hang in there 坚持, 不泄气

come to grips with 与...搏斗, 认真对待(或)处理

lay one's cards on the table 摊牌

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 *n.* 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 *a.* 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.

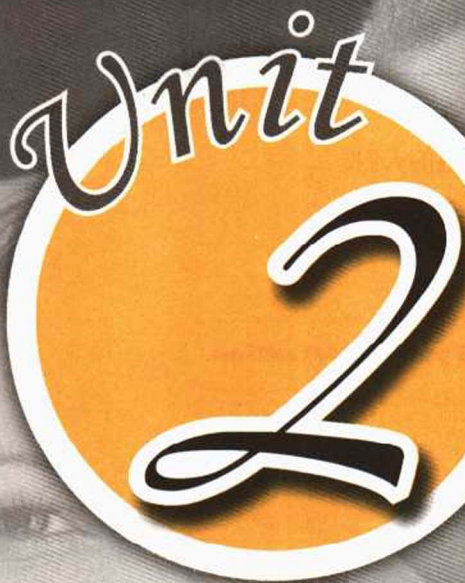
II. Translate the sentences into English with the following words:

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. 昨天的平均温度是多少？

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. 这些专家能破译军事和外交信号吗?
11. 这一地区应该巩固经济实力并遏制通货膨胀。

You learn something every day if you pay attention.



Unit 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 9 am, noon, 4 pm and 7 pm, 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 cosseting, the performance of the ten volunteers who went 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 2 pm 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 wonders 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.* 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.* 沉溺

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

downhill *ad.* 走下坡路

session *n.* (实验) 期间
 on average 平均而言
 identify *v.* 确定
 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
 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.