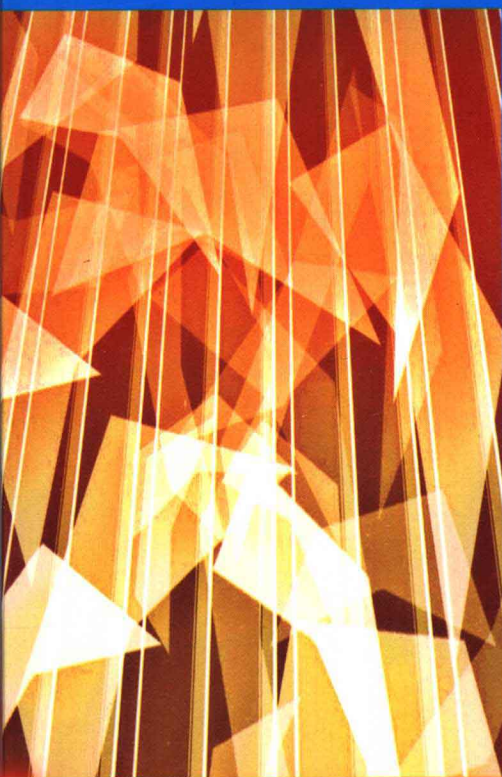


CONTEMPORARY COLLEGE ENGLISH



现代大学英语(精读) 词汇助记与同步训练

第4册

● 总主编 李鸿雁
● 主 编 李秀峰 李 傲

哈尔滨工业大学出版社

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PREFACE

前言

本套书是高等学校英语专业教材《现代大学英语(精读)》(外语教学与研究出版社)配套的辅导用书;是根据最新《高等学校英语专业英语教学大纲》的各项要求,遵循英语学习的规律和特点,结合学生的实际需求精心编写的。

本套书共四册,其内容及特点如下:

- 词汇助记 通过构词记忆、联想记忆、谐音记忆及分解记忆 4 种方法,将第一、二册中的所有词汇和第三、四册中的核心及难点词汇一一进行幽默且合理地讲解,帮助记忆。
- 真题演练 将 TEM-4、CET-4、CET-6、同等学力及研究生入学考试里出现过的涉及每课词汇的真题再现出来,利于实际演练。
- 同步训练 通过词汇练习、翻译练习、完形填空练习、阅读理解练习、写作练习 5 种题型,紧扣每课的语言点、知识点、考点,提供配套训练平台。
- 综合测试 按照英语专业四级考试(TEM-4)的标准形式编写期中期末两套测试卷,既有利于学生进行阶段性自我检测,又有利于熟悉题型,备考热身。
- 参考答案 根据多年教学与编书经验,本系列书提供了写作部分的参考答案以满足读者需求。并进行多次审校,力求答案准确、完整。

本套书内容充实、练习多样,希望它能受到广大读者的欢迎,成为英语专业学生所喜爱的、富有特色的、颇为实用的、学习《现代大学

•《现代大学英语(精读)》词汇助记与同步训练(第4册)

英语(精读)》教材的有益助手。尽管编者在教学一线工作多年,力求精益求精,但由于编写时间仓促,疏漏之处在所难免,欢迎广大读者不吝赐教,批评指正。

总主编
2007年2月

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LESSON

1

AA 词汇助记

acquaintance

n. 熟人

【助记→构词】

ac(使动词的前缀) + quaint(知道) + ance(名词后缀) → 知道的人, 熟人

centralized

adj. 使集中的

【助记→构词】

centr(center, 中心) + al(形容词后缀) + ize(动词后缀) + (e)d(形容词后缀) → 使集中的

compensation

n. 补偿

【助记→构词】

compensat(compensate, 补偿) + ation(名词后缀)

confer

v. 授予, 赠予, 协商

【助记→构词】

con(一起) + fer(带) → 带到一起, 协商

confront

v. 使面临, 使面对, 遭遇

【助记→构词】

con(一起) + front(前面) → 使面对

contemplate

v. 注视, 沉思, 期待

【助记→联想】

con(一起) + templ(联想成 temple 寺庙) + ate(eat 的过去分词) → 一起到寺庙里去送吃的东西, 期待上天降福

contempt

n. 轻视, 蔑视

【助记→联想】

con(联想成 come) + temp(临时) + t(音似“他”) → 他是临时来这儿帮忙的, 受到大家的轻视

deficiency

n. 缺乏, 不足

【助记→联想】

de(除去) + efficiency(充足) → 使除去, 缺乏

delinquent

【助记→谐音】

adj. 犯法的,有过失的

“得令捆他”,因为他犯了法。

disintegrate

【助记→构词】

v. 粉碎,瓦解

dis(否定) + integrate(使成一体,完整)→使不完整,瓦解

ego

【助记→谐音】

n. 自我,自负

“一狗”,它只想自我,就像一条狗

hideous

【助记→构词】

adj. 丑陋的,骇人听闻的

hide(隐藏) + ous(形容词后缀)→隐藏的,丑陋的

hustle

【助记→联想】

v. 催促,猛推

树叶沙沙(rustle),催(hustle)人赶路

impediment

【助记→构词】

n. 障碍(物)

im(否定) + ped(足) + i(连字符) + ment(名词后缀)→使无法走过的东西,障碍

indignant

【助记→联想】

adj. 义愤的,愤慨的

in(在……里面) + dig(挖) + n(an 一个) + ant(蚂蚁)→他在土里挖出一个个的蚂蚁,再伤害它,真让人气愤

irreverent

【助记→构词】

adj. 不恭敬的,不虔诚的

ir(否定) + reverent(恭敬的,虔诚的)→不恭敬的

masterpiece

【助记→分解】

n. 杰作,名著

master(大师) + piece(量词单位)→大师作品,杰作

modest

【助记→构词】

adj. 谦虚的,有礼貌的,适度的

mod(mid,中间) + est(最高级后缀)→中间的,适度的

monologue

【助记→构词】

n. 独白

mono(单一的) + logue(说)→独自说,独白

proficient

【助记→构词】

adj. 熟练的,精通的

pro (前,向前) + fic (do,做) + ient (形容词后缀) → 做得好的,熟练的

prominent

【助记→构词】

adj. 突出的,杰出的

pro (前,向前) + min (mount,山,突出) + ent (形容词后缀) → 突出的

remorselessly

【助记→构词】

adv. 无情地,不悔恨地

remorse (悔恨,慈悲) + less (否定) + ly (副词后缀) → 不悔恨地

rotten

【助记→构词】

adj. 腐烂的,已变坏的

rot (腐烂) + t (双写字符) + en (附加后缀) → 已腐烂的

ruinous

【助记→构词】

adj. 导致毁灭的,使人破产的

ruin (毁灭) + ous (形容词后缀) → 使毁灭的

solidarity

【助记→构词】

n. 团结(一致)

solid (固体,实体) + arity (名词后缀) → 成为实体,团体

trifle

【助记→联想】

n. 小事,琐事

tri(三) + fle(看作 fly 飞) → 比三件还多的事 → 琐事

unaccustomed

【助记→构词】

adj. 不习惯的

un (否定前缀) + accustom (习惯于) + ed (形容词后缀) → 不习惯的

utterly

【助记→构词】

adv. 完全地

utter (完全的) + ly (副词后缀) → 完全地

**真题演练**

1. It was in the United States that I made the _____ of Professor Jones.

- A. acknowledgement B. acquaintance
C. recognition D. association

2. The relatives of those killed in the crash got together to seek _____.
[CET-6: 2004.6]

- A. premium B. repayment
C. compensation D. refund

3. The insurance company paid him \$ 10 000 in _____ after his accident. [CET-6: 1997.6]

- A. compensation B. installment
C. substitution D. commission

4. China Daily never loses sight of the fact that each day all of us _____ a tough, challenging world. [同等学力: 1995]

- A. encounter B. acquaint
C. preside D. confront

5. The members of Parliament were _____ that the government had not consulted them. [CET-6: 2002.1]

- A. impatient B. tolerant
C. crude D. indignant

6. Mr. Smith became very _____ when it was suggested that he had made a mistake. [CET-6: 2000.6]

- A. ingenious B. empirical
C. objective D. indignant

7. We booked rooms at the hotel _____ we should find no vacancies on our arrival. [CET-4: 2003.9]

- A. whenever B. if
C. since D. lest

8. He was punished _____ he should make the same mistake again.
[CET-4: 2001.6]

- A. unless B. provided

C. if

D. lest

9. The mad man was put in the soft-padded cell lest he _____ himself.

[CET-4: 1998.1]

A. injure

B. had injured

C. injured

D. would injure

10. While crossing the mountain area, all the men carried gun lest they _____ by wild animals.

[CET-4: 2003.1]

A. should be attacked

B. had been attacked

C. must be attacked

D. would be attacked

11. In order to be successful as an engineer, she had to become _____ at mathematics. [TEM-4: 1993]

A. proficient

B. outstanding

C. prominent

D. experienced

12. Mr. Bloom is not _____ now, but he will be famous someday.

[CET-6: 1998.1]

A. significant

B. dominant

C. magnificent

D. prominent

13. All birds have a nail at the tip of each toe, but the nails are not equally prominent in all species. [同等学力:样题]

A. well-know

B. projecting

C. preliminary

D. sharp



同步训练

Exercise 1

A. Vocabulary: Write down the word with the help of its meaning and initial letter.

1. a _____ someone you know but not a close friend

2. a _____ a person who does not believe that God exists
3. d _____ behaving in a way that society does not approve
4. h _____ to make someone move very quickly, especially by pushing them roughly
5. i _____ expressing anger and surprise because you feel insulted or unfairly treated
6. p _____ love of one's country and readiness to defend it
7. p _____ punishable by law
8. r _____ causing great destruction; catastrophic; disastrous
9. s _____ to suddenly start running together because they are frightened (said of animals)
10. w _____ to twist your body from side to side violently, especially because you are suffering pain

B. Vocabulary: Choose synonyms for the following words.

- | | | |
|-----------------|----------------|---------------|
| 11. anguish | A. consolation | B. torment |
| | C. disturbance | D. variation |
| 12. compulsive | A. offensive | B. indignant |
| | C. compelling | D. resistant |
| 13. confer | A. transit | B. compose |
| | C. apply | D. bestow |
| 14. confront | A. avoid | B. declaim |
| | C. inject | D. encounter |
| 15. contemplate | A. annex | B. oppress |
| | C. meditate | D. integrate |
| 16. contempt | A. respect | B. scorn |
| | C. esteem | D. disfavor |
| 17. detestation | A. loathing | B. resistance |
| | C. obstruction | D. correlate |

- | | | |
|----------------|------------------|---------------|
| 18. impediment | A. hindrance | B. census |
| | C. interference | D. eminence |
| 19. irreverent | A. devout | B. spiritless |
| | C. disrespectful | D. pious |
| 20. proficient | A. effective | B. skilled |
| | C. ingenious | D. competent |

Exercise 2

Cloze: Choose the most suitable answers for the blanks.

For the past two years, I have been working on students' evaluation of classroom teaching. I have kept a record of informal conversations 1 some 300 students from at 2 twenty-one colleges and universities. The students were generally 3 and direct in their comments 4 how course work could be better 5. Most of their remarks were kindly 6 —with tolerance rather than bitterness—and frequently were softened by the 7 that the students were speaking 8 some, not all, instructors. Nevertheless, 9 the following suggestions and comments indicate, students feel 10 with things as they are in the classroom.

Professors should be 11 from reading lecture notes. "It makes their 12 monotonous." If they are going to read, why not 13 out copies of the lecture? Then 14 we need to go to class. Professors should 15 repeating in lectures material that is in the textbook. "16 we've read the material, we want to 17 it or hear it elaborated on, 18 repeated." "A lot of students hate to buy a 19 text that the professor has written 20 to have his lectures repeat it."

- | | |
|----------------|--------------|
| 1. A. counting | B. covering |
| C. figuring | D. involving |
| 2. A. best | B. length |
| C. least | D. large |

- | | |
|---------------------|-------------------|
| 3. A. frank | B. hardworking |
| C. polite | D. reserved |
| 4. A. at | B. on |
| C. of | D. over |
| 5. A. described | B. submitted |
| C. written | D. presented |
| 6. A. made | B. addressed |
| C. taken | D. received |
| 7. A. fact | B. occasion |
| C. case | D. truth |
| 8. A. at | B. with |
| C. on | D. about |
| 9. A. if | B. though |
| C. as | D. whether |
| 10. A. satisfactory | B. unsatisfactory |
| C. satisfied | D. dissatisfied |
| 11. A. interfered | B. discouraged |
| C. disturbed | D. interrupted |
| 12. A. sounds | B. pronunciation |
| C. voices | D. gestures |
| 13. A. hold | B. give |
| C. drop | D. leave |
| 14. A. mustn't | B. shouldn't |
| C. couldn't | D. wouldn't |
| 15. A. avoid | B. prevent |
| C. refuse | D. prohibit |
| 16. A. Until | B. Unless |
| C. Once | D. However |
| 17. A. keep | B. discuss |

- | | | |
|----------------|------------|-------------|
| | C. argue | D. remember |
| 18. A. not | | B. or |
| | C. and | D. yet |
| 19. A. desired | | B. required |
| | C. revised | D. deserved |
| 20. A. but | | B. how |
| | C. only | D. about |

Exercise 3

Reading Comprehension: Choose the most suitable answers from the choices.

If you want to stay young, sit down and have a good think. This is the research finding of a team of Japanese doctors, who say that most of our brains are not getting enough exercise and as a result, we are ageing unnecessarily soon.

Professor Taiju Matsuzawa wanted to find out why healthy farmers in northern Japan appeared to be losing their ability to think and reason at a relatively early age, and how the process of ageing could be slowed down.

With a team of colleagues at Tokyo National University, he set about measuring brain volumes of a thousand people of different ages and varying occupations.

Computer technology enabled the researchers to obtain precise measurements of the volume of the front and side sections of the brain, which relate to intellect and emotion, and determine the human character. (The rear section of the brain, which controls functions like eating and breathing does not contract with age, and one can continue living without intellectual or emotional faculties.)

Contraction of front and side parts—as cells die off was observed in some *subjects* in their thirties, but it was still not evident in some sixty and seventy-year-olds.

Matsuzawa concluded from his tests that there is a simple remedy to the contraction normally associated with age—using the head.

The findings show in general terms that contraction of the brain begins sooner in people in the country than in the towns. Those least at risk, says Matsuzawa, are lawyers, followed by university professors and doctors. White collar workers doing routine work in government offices are, however, as likely to have shrinking brains as the farm worker, bus driver and shop assistant.

Matsuzawa's findings show that thinking can prevent the brain from shrinking. Blood must circulate properly in the head to supply the fresh oxygen the brain cells need. "The best way to maintain good blood circulation is through using the brain," he says, "Think hard and engage in conversation. Don't rely on pocket calculator."

1. The team of doctors wanted to find out _____.
 - A. why certain people age sooner than others
 - B. how to make people living longer
 - C. the size of certain people's brains
 - D. which people are most intelligent
2. On what are their research findings based?
 - A. A survey of farmers in northern Japan.
 - B. Tests performed on a thousand old people.
 - C. The study of brain volumes of different people.
 - D. The latest development of computer technology.
3. The doctor's tests show that _____.
 - A. our brains shrink as we grow older
 - B. the front section of the brain does not shrink
 - C. sixty-year-olds have better brains than thirty-year-olds
 - D. some people's brains have contracted more than other people's
4. The word "subjects" in Paragraph 5 means _____.