



英语四六级快训系列

最新考试动态 最有效考前强化模式

剖析考点 针对性强 讲练结合 答案详解

(改革过渡版)

英语 四级词汇

主编 王 鹏



5+10^天
快训



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS



晨风策划

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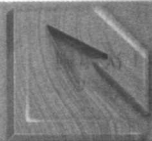
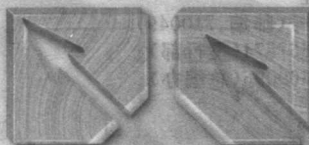
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· 西安 ·

内 容 提 要

本书按照最新的《大学英语课程教学要求(试行)》及教育部针对全国大学英语四六级考试改革的精神编写而成。本书从学能测试入手,把词汇放在语篇和句层两个不同的层面进行测试,使学生通过测试后能清楚地了解自己的弱项;是在词汇认知还是在积极词汇运用上。然后编者把英语四级词汇分成认知词汇、辨义词汇、近义词汇、近形词汇、固定搭配词汇五大类,采取分类讲解训练的形式,旨在帮助学生有针对性地使用本书。本书列有细目,集查阅、辨析、记忆于一体,选材新颖、仿真,每道题都附有详细注释和讲解。不仅适合准备参加全国 CET-4 的大学本科生以及欲提高英语水平的自学者,对准备参加 TOEFL,全国专业技术人员职称英语等级考试的广大考生也有极大帮助。

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代 序

“英语四六级快训系列”至今已出版四版,经过许多考生和老师的使用,证明该套书编排合理、科学、实用,已成为四六级考试图书中的精品。

然而,为适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需要,新春伊始,备受关注的大学英语四六级考试改革终于千呼万唤出台了。教育部宣布对全国大学英语四六级考试进行历史性改革,改革的目标是更准确地测量我国在校大学生的英语综合能力,尤其是英语听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,并公布了我国《全国大学英语四六级考试改革方案(试行)》,这是自该考试举行 17 年以来的首次改革,影响面超过上千万考生。

为了适应新的形势,结合改革精神和四六级考生的实际需要,我们对“英语四六级快训系列”进行了再次策划及组织修订,其宗旨是为考生提供更加快速有效的考前冲刺方案。在新的策划方案中,我们对考生冲刺前的每一天都做了精心设计,提供了快速而又合理的训练方法。例如,《英语四级阅读 5+10 天快训》一书,我们为考生安排了 5 天时间进行训前和训后测试,其中 3 天时间用来测试考生现有的实际水平,根据测评结果,带着自己的不足和需要进行接下来的有的放矢的 10 天的技能、方法及知识点的强化训练。为检查自己的学习效果,我们又安排了 2 天时间进行训后效果检测。

我们之所以称这套丛书为“改革过渡版”，是因为我们本着秉承和反映教育部改革的新精神，即强化英语听说能力和快速阅读能力，并根据 2007 年 1 月及 6 月前全国大部分院校四级及六级考试题型不变的现实情况而修订完成的。

“英语四六级快训系列”改变了以往传统的训练模式，强调“快速”、“准确”、“有效”。专家合理分配时间，瞄准考试重点、难点、反映最新考试信息。具体表现在：

1. 体现科学性、实用性和灵活性的原则。
2. 录音语速加快。
3. 阅读文章更长，在相同的时间内阅读量增大或难度加大。
4. 新增加的词汇分布在各练习之中。
5. 增加了答案详解。
6. 作文难度更大，文章更长。
7. 仿真度高，接近真题。

作者还对近年来英语教学情况和四六级考试结果进行了分析和研究。学生在学习和考试中暴露出来的语言基础应用能力以及应试技巧等方面的不足之处，可按照书中提供的方式训练，并能在短时间内有较明显的突破。在短时间取得成效后还应及时巩固和不断提高，只有通过日积月累的磨练和学习，才有可能使英语水平真正达到一个新的高度。

考试只是对自己英语水平的测试和鉴定，而不是学习的最终目的。希望考生能借助这套书顺利通过四六级考试，但同时希望考生能以此为基点全面提高英语的应用能力。

读者在使用本系列书过程中，如有什么感想、要求及建议，请与我们联系，并欢迎投稿。

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晨风

编者的话

本书按照最新的《大学英语课程教学要求(试行)》及教育部针对全国大学英语四六级考试改革的精神编写而成。《大学英语课程教学要求》把大学阶段的英语教学要求分为三个层次,即一般要求、较高要求和更高要求。其中对一般要求提出的推荐词汇量为:4 500 个单词和 700 个词组(含中学应掌握的词汇),其中 2 000 个单词为积极词汇,即要求学生能够在认知的基础上学会熟练运用,包括口头和书面表达两个方面。同时还特别指出:词汇的掌握,特别是积极词汇的掌握,是提高英语综合应用能力的基础,各高校在教学大纲中应有详细的教学安排。与以往的教学大纲相比,新要求更加重视词汇的使用。

与新要求不谋而合的是 2005 年新年伊始教育部高等教育司对大学英语四级进行的大刀阔斧的改革。重点之一就是考试内容的改革。改革后的四级考试试题将由四部分构成:听力理解、阅读理解、综合测试和写作。虽然删去了原先的词汇与结构部分,但细细品味,考试把词汇的测试融入到其它各项题型中,更加注重在真实语境中词汇的理解与运用。

基于此,我们精心地编写了本书,旨在使学生在真实的语境中,了解词汇、积累词汇、欣赏词汇、品味词汇。

全书共分为三大部分:第一部分为学能测试,把词汇放在语篇和句层两个不同的层面进行测试,使学生通过测试后能清楚地了解自己的弱项:是在词汇认知还是在积极词汇运用上。根据测试结果,学生可以有针对性地进入以下各部分章节进行单项强化训

练;第二部分单项强化,分为词汇认知,词义辨析,近义、近形辨析,固定搭配五大类共 10 天进行系统的词汇学习、记忆与训练;第三部分为综合测试,这部分总结和积累了编者在平时教学中碰到的学生把握不住的词汇和具有测试倾向的词汇。

本书具有以下特点:

新颖独特:本书首次把词汇放在语篇理解中进行测试,题型新颖,符合未来词汇出题的方向。

深层透析:本书对《大学英语课程教学要求(试行)》中一般要求的词汇进行了分类,并做了彻底、详尽的分析。拿到本书仿佛老师就在你身边,和你一起分析、演练。

讲练结合:本书对历年来词汇部分推出的每一种题型,都通过典型例题进行剖析,并精编了大量的归类练习题,实用性强,易于操作,使每一位考生在最后的备考阶段,都能通过本书全面复习,大幅度提高英语词汇量。

本书在编写过程中,参阅了几十本参考书和大量的有关文献,在此谨向这些作者表示衷心的感谢。

由于编者水平有限,错误在所难免,敬请广大同行、专家及读者批评指正。

编 者

2005 年 6 月

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第 1 天 学能测试 1

测试说明

词汇是语言的基础,学习英语必须重视词汇的学习和积累。教育部在 2005 年伊始提出的关于大学英语四、六级考试改革之一就是要把词汇考查放在阅读理解部分,还词汇于其真实的使用环境中,更加注重词汇的理解与应用。针对这种变革,我们对历年四级考题阅读理解部分中出现的高频词和应认知的临界词进行归纳总结。

今天的学能测试中,我们将这些词汇设计成四种形式的题型,测试同学们对词汇及其应用的掌握。

(1) 词汇认知

测试内容 我们从四级词表中精选了 30 个单词,测试学生的词汇认知水平。

测试特点 所选词汇具有一定难度跨距,可以区分出词汇认知能力的差异。

测试目的 考查学生对四级词表中有一定难度的词汇的认知能力。

(2) 句子填空题

测试内容 我们从四级词表中精选了 20 个高频词,测试学生词汇的掌握与运用。

测试特点 所选词汇具有典型性,是学生平常运用时的难点。

测试目的 考查学生在词汇所运用的环境中运用词汇的能力。

(3) 词汇搭配题

测试内容 我们精选了 10 个动词,测试学生能否根据后面的名词选出适当的动词。

测试特点 所选单词看似简单,但能否给出最贴切的搭配不容易。

测试目的 考查学生对词汇深层次的理解及运用能力。

(4) 阅读理解中的词汇认知与判断

测试内容 这部分题目来自 2005 年元月的四级阅读文章。

测试特点 本题型是依照四级考试改革的新增题型设计的,独特新颖。

测试目的 考查考生在快速阅读时对词汇的认知和理解能力。

测试试题

Aptitude Test on Words in Discourse

I . Give the Chinese meaning of each of the following words.

(30 points)

- | | |
|---------------|---------------|
| 1. advocate | 2. alliance |
| 3. assumption | 4. bid |
| 5. chap | 6. concession |
| 7. evaporate | 8. gear |
| 9. hazard | 10. inference |
| 11. jury | 12. lease |
| 13. notify | 14. oval |

- | | |
|---------------|----------------|
| 15. pledge | 16. poll |
| 17. poster | 18. rally |
| 19. recession | 20. resolution |
| 21. resume | 22. sanction |
| 23. shear | 24. shield |
| 25. synthetic | 26. thrifty |
| 27. trash | 28. thrive |
| 29. utmost | 30. wreck |

I . Fill in the blanks with the words given below. Change the forms if necessary. (20 points)

condense	gear	shed	priority	indignant
appeal	retain	prompt	relieve	fade
infer	moderate	spark	enforce	render
address	extreme	eliminate	transmission	elaborate

- The government is _____ to everyone to save water.
- Education should be _____ to the children's needs and abilities.
- Some trees _____ their leaves in cold weather.
- She _____ all the letters that Tony wrote.
- His fatness _____ him unable to touch his toes.
- This will _____ pressure on the trains to some extent.
- The _____ action of the policemen saved the people in the house.
- The badly wounded take/have _____ for medical attention over those only slightly hurt.
- The wind was strong all day, but it _____ in the evening.
- I was _____ because I felt that I had been punished unfairly.
- It was this incident that _____ her interest in politics.
- The memory of her sufferings in her childhood will never _____ from her mind.
- He lives at the _____ edge of the forest.
- The police are here to _____ the law.

15. You can never totally _____ the possibility of human error.
16. They have created _____ computer programs to run the system.
17. We interrupt our normal _____ to bring you a special news flash.
18. The article _____ the problems of disease connected with malnutrition.
19. They _____ the work of three days to two.
20. I _____ from your letter that you have not yet made a decision.

III. Decide which of the verbs below can be used before the nouns or nouns phrases. (10 points)

adopt	accomplish	create	hold	promote
perform	take	break	conduct	achieve

1. _____ rules of social conduct
2. _____ the idea
3. _____ the initiative
4. _____ a positive attitude
5. _____ great confusion
6. _____ a position
7. _____ the traditional courtesies
8. _____ a survey
9. _____ a task
10. _____ success

IV. Read the following four passages and do the corresponding exercises. (40 points)

Passage One

1. 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.

2. 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.

3. 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.

4. 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.

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.

Choose the right definition from choice A), B) or C) which is closest in meaning to the underlined part of the sentence. (10 points)

1. Scratchy throats, stuffy noses and body aches all spell misery, but being

able to tell if the cause is a cold or flu may make a difference in how long the misery lasts.

A) to form (a word or words) by writing or naming letters in the correct order

B) to add up to (a usu. Unpleasant result)

C) a condition caused by magical power

2. The American Lung Association (ALA) has issued new guidelines on combating colds and the flu, and one of the keys is being able to quickly tell the two apart.

A) to produce (esp. sth. printed and/or official)

B) to give out or provide officially

C) a subject to be talked about, argued about, or decided

3. As for colds, the sooner a person starts taking over-the-counter remedy, the sooner relief will come.

A) a way of curing something

B) to put or make (something bad) right

4. Cold symptoms such as stuffy nose, runny nose and scratchy throat typically develop gradually, and adults and teens often do not get a fever.

A) an outward sign of a usu. bad or undesirable condition or event

B) an outward or noticeable sign of disease

5. And in general, flu symptoms including fever and chills, sore throat and body aches come on suddenly and are more severe than cold symptoms.

A) causing serious harm, pain, worry or discomfort

B) not kind or gentle in treatment

C) difficult

Passage Two

1. 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.

2. 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.

3. Japanese schools do not teach reading, writing, and mathematics, 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.

4. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

5. 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.

Short Answer Questions(10 points)

Complete the following statements with your own words.

1. We learn from the first paragraph that many Americans believe _____.

2. Most Americans surveyed believe that preschools should also attach importance to _____.
3. In Japan's preschool education, the focus is on _____.
4. Free play has been introduced in some Japanese kindergartens in order to _____.
5. The reason why some Japanese parents send their children to university-based kindergartens is that _____.

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 originate 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 (区分) 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