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大学英语四级  
阅读与词汇

彭明娥 编著

# 大学英语四级阅读与词汇

彭明娥 编著

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# 大学英语四级阅读与词汇

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# 前言

## 一、编撰目的

为了帮助同学们提高英语单词记忆效率,扩大英语词汇量,为提高英语综合能力打下坚实的词汇基础。

## 二、特点

1. 所选阅读短文短小精悍,均为大学英语四级难度,在训练阅读速度、提高阅读理解能力的同时避免了因文章篇幅过长、耗时太多而产生厌烦情绪。同时,通过阅读记单词避免了孤立地背词汇手册的枯燥、易忘。
2. 短文中属于“大学英语课程教学要求”里“一般要求”和“较高要求”范围内的、同学们可能比较生疏的单词均用粗体标出,短语则用加粗斜体标出,单词和短语尽量用原形标出,如 Section 1 Passage 1 里的 **committed** 和 **disturbed** 加粗的只是 **commit** 和 **disturb**,表明这两个单词的原形就是 **commit** 和 **disturb**,而不是 **committed** 和 **disturbed**,它们只是过去分词,短语也是如此。这样做的目的是为了突出词汇重点,并针对这些单词设计丰富多彩的练习题以巩固词汇。
3. 每一单元介绍一种词汇学习方法并针对这一方法设计相应的词汇练习有助于更好地了解这一方法的使用,以便在今后的学习中运用这一方法,举一反三,触一及十,从而扩大词汇量。

## 三、使用说明

1. 四篇阅读短文在 35 分钟之内不借助任何工具书独立完成(基础稍差的同学可以在 27 分钟之内做完前三篇)。
2. 在规定的时间内做完阅读题了解其大意后,再仔细阅读,然后采用小组合作学习的方法弄清每一个粗体单词和短语,使用工具书时尽量先查阅英语解释,并随时做好笔记,确实有困难再看汉语意思。这样做开始会比较痛苦,但渐渐地当看到很多英语单词你都能用英语来解释的时候,你的词汇量在不知不觉中扩大,成就感便油然而生,兴趣也会大大增强。
3. 确定弄清所有粗体单词和短语之后,认真体会 Part Two 的词汇学习方法,并将这些方法运用到 Part Three 的词汇练习中。

本书由王海燕编写 Section 1-Section 4;张富生编写 Section 5-Section 8;彭明娥编写 Section 9-Section 13;张茂英编写 Section 14-Section 17;刘志维编写 Section 18-Section 21;虞攀编写 Section 22-Section 25;王黎黎编写 Section 26-Section 29。由于经验不足,水平有限,难免出现疏漏与错误,希望各位同仁以及各位同学提出宝贵意见,如同学们发现什么问题或有什么好的建议请反馈给你们的任课老师,再由任课老师反馈给我们编写小组,你们的意见将会使我们今后的工作做得更好。

编者

2011 年 9 月 15 日

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## Section 1

# Personal Relationships

### Part One Reading Comprehension

#### Passage 1

It's never easy to admit you are in the wrong. Being human, we all need to know the art of apologizing. **Look back** with honesty and think how often you've judged **roughly**, said unkind things, pushed yourself ahead **at the expense of** a friend. Then count the **occasions** when you indicated clearly and truly that you were sorry. A bit frightening, isn't it? Frightening because some deep wisdom in us knows that whenever a small wrong has been **committed**, some mysterious moral feeling is **disturbed**; and it stays **out of balance** until **fault** is **acknowledged** and **regret** expressed.

I remember a doctor friend, the late Clarece Lieb, telling me about a man who came to him with **a variety of** signs: headaches, insomnia (失眠) and stomach trouble. No physical cause could be found. Finally Dr. Lieb said to the man, "Unless you tell me what's worrying you, I can't help you."

After some hesitation, the man **confessed** that, as **executor** of his father's will, he had been cheating his brother, who lived abroad, of his **inheritance**. Then and there the wise old doctor made the man write to his brother asking **forgiveness** and **enclosing** a cheque as the first step in **re-storing** their good relation. He then went with him to the mail box in the **corridor**. As the letter disappeared, the man **burst into tears**. "Thank you," he said, "I think I'm cured." And he was.

A **heartfelt apology** can not only **heal** a damaged relationship but also make it stronger. If you can think of someone who **deserves** an apology from you, someone you have wronged, or judged too roughly, or just **neglected**, do something about it right now.

1. When we have done something wrong, we should \_\_\_\_\_.

- A. look honest and think over the **fault** carefully
- B. escape from being **disturbed**
- C. admit the fault and express the regret
- D. forgive ourselves

2. What will happen if we have done something wrong?

- A. Our logic of thinking will be disturbed.
- B. We shall lose a friend.
- C. We shall apologize at once.
- D. Our moral balance will be disturbed.

3. You are afraid of apology because \_\_\_\_\_.
  - A. you don't think it will do any good
  - B. you think someone you wronged **deserved** it
  - C. you know it is necessary but a little **annoying**
  - D. you don't feel any regret
4. What was the cause of the patient's disease?
  - A. Headache.
  - B. Stomach trouble.
  - C. **Disturbance of conscience.**
  - D. Some unknown physical weakness.
5. What had the patient done to his brother?
  - A. He had sent his brother abroad.
  - B. He had cheated his brother out of his inheritance.
  - C. He had given just a little share of the inheritance to his brother.
  - D. He had gone abroad leaving his brother nothing.

### Passage 2

Since we are social beings, the quality of our lives depends *in large measure* on our *interpersonal relationships*. One strength of the human condition is our **tendency** to give and receive support from one another under **stressful** circumstances. Social support *consists of* the exchange of **resources** among people based on their *interpersonal ties*.

Those of us with strong support systems appear better able to *cope with* major life changes and daily hassles( 争论, 激战). People with strong social ties live longer and have better health than those without such ties. Studies over a range of illnesses, from **depression** to heart disease, **reveal** that the **presence** of social support helps people *fend off* illness, and the **absence** of such support makes poor health more likely.

Social support *cushions* stress in *a number of* ways. First, friends, relatives, and co-workers may let us know that they value us. Our self-respect is **strengthened** when we feel accepted by others **despite** our **faults** and difficulties. Second, other people often *provide us with* informational support. They help us to **define** and understand our problems and find *solutions to* them. Third, we typically find social companionship supportive. Engaging in *leisure-time activities* with others helps us to *meet* our social **needs** while at the same time *distracting us from* our worries and troubles. Finally, other people may give us instrumental support — a financial aid, material **resources**, and needed services — that reduces stress by helping us **resolve** and *cope with* our problems.

1. Interpersonal relationships are important because \_\_\_\_\_.
  - A. they are **indispensable** to people's social **well-being**
  - B. they waken people's desire to exchange resources
  - C. they help people to cope with life in the information era
  - D. they can cure a range of illnesses such as heart disease, etc.

2. Research shows that people's physical and mental health \_\_\_\_\_.  
A. *relies on* the social **welfare** systems which support them  
B. *has much to do with* the amount of support they get from others  
C. depends on their ability to deal with daily worries and troubles  
D. *is closely related to* their strength for coping with major changes in their lives
3. Which of the following is closest in meaning to the word "cushions" (Line 1, Para. 3)?  
A. *Adds up to.*  
B. *Does away with.*  
C. **Lessens** the effect of.  
D. Lays the foundation for.
4. Helping a sick neighbor with some repair work is an example of \_\_\_\_\_.  
A. instrumental support  
B. informational support  
C. social **companionship**  
D. the strengthening of self-respect
5. Social companionship is **beneficial in that** \_\_\_\_\_.  
A. it helps strengthen our ties with relatives  
B. it enables us to **eliminate** our faults and mistakes  
C. it makes our leisure-time activities more enjoyable  
D. it *draws our attention* away from our worries and troubles

### Passage 3

**Directions:** Fill in each blank with an appropriate choice in the box below.

A. develops	B. but	C. defined	D. old	E. results
F. Fewer	G. friendly	H. well	I. appear	J. which
K. because	L. that	M. with	N. more	O. chances

It seems to me that neighbors are going *out of style* in America. Some of the 1 ideas about neighbors are probably silly, and it may be just as 2 that our relations with our neighbors are changing.

3 than half the people in the United States live in the same house they lived in five years ago, so there's no reason to love the people who live next door to you just 4 they happened to buy a house next door to yours. The only thing neighbors have *in common* to begin 5 is being close, and unless something more 6, that isn't reason enough to be best friends. It sometimes happens, but the 7 are very small that your neighbors will be your choice as friends. Or 8 you will be theirs, either.

The best relationship with neighbors is one of 9 distance. We all like clearly 10 boundaries for ourselves.

### Passage 4 Cloze

More than forty thousand readers told us what they looked for in close friendships, what they expected 1 friends, what they *were willing to* give in 2, and how satisfied they were 3 the quality of their friendships. The 4 give little comfort to social critics.

Friendship 5 to be a **unique** form of 6 **bonding**. Unlike marriage or the ties that 7 parents and children, it is not defined or regulated by 8. Unlike other social roles that we are expected to 9 — as citizens, employees, members of professional societies and 10 organizations — it has its own principle, which is to **promote** 11 of warmth, trust, love, and affection 12 two people.

The **survey** on friendship appeared in the March 13 of *Psychology Today*. The findings 14 that issues of trust and **betrayal** (背叛) are 15 to friendship. They also suggest that our readers do not 16 for friends only among those who are 17 like them, but find many 18 differ in race, religion, and ethnic (种族的) background. Arguably the most important 19 that **emerges from** the data, 20, is not something that we found — but what we did not.

- |                   |              |                 |                 |
|-------------------|--------------|-----------------|-----------------|
| 1. A. on          | B. of        | C. to           | D. for          |
| 2. A. addition    | B. reply     | C. turn         | D. return       |
| 3. A. about       | B. of        | C. with         | D. by           |
| 4. A. results     | B. effects   | C. expectations | D. consequences |
| 5. A. feels       | B. leads     | C. sounds       | D. appears      |
| 6. A. human       | B. mankind   | C. individual   | D. civil        |
| 7. A. bind        | B. attach    | C. control      | D. attract      |
| 8. A. discipline  | B. law       | C. rule         | D. regulation   |
| 9. A. keep        | B. do        | C. show         | D. play         |
| 10. A. all        | B. any       | C. other        | D. those        |
| 11. A. friendship | B. interests | C. feelings     | D. impressions  |
| 12. A. between    | B. on        | C. in           | D. for          |
| 13. A. print      | B. issue     | C. publication  | D. copy         |
| 14. A. secure     | B. assure    | C. confirm      | D. resolve      |
| 15. A. neutral    | B. main      | C. nuclear      | D. central      |
| 16. A. ask        | B. call      | C. appeal       | D. look         |
| 17. A. most       | B. more      | C. least        | D. less         |
| 18. A. people     | B. who       | C. what         | D. friends      |
| 19. A. conclusion | B. summary   | C. decision     | D. claim        |
| 20. A. moreover   | B. however   | C. still        | D. yet          |

## Part Two Vocabulary Learning Method(一)——释义

释义即尽量使用学过的较简单的英语单词解释说明新单词,或给被说明的事物下定义,

尽量避免直接查看单词的汉语意思。我们可以通过这种方法复习学过的单词、理解新的单词、扩充词汇量,从而提高英语表达能力、培养英语思维能力。大家可以从最简单的单词入手,循序渐进,尽量用英语解释新学的单词,慢慢学会使用英英词典。在进行英语单词释义的时候,要抓住这个词的本质或是特征,特别注意单词的词性。

e. g.

orphan (*n.*)—a child whose parents are dead

blush (*v.*)—become red in the face, usually because you are shy

favorite (*adj.*)—the most liked

barely (*adv.*)—almost not

including (*prep.*)—having as a part

## Part Three Vocabulary Exercises

### 1. Complete the words according to their English meanings.

- 1) f \_\_\_\_\_: the act of excusing a mistake or offense
- 2) r \_\_\_\_\_: make clear and visible, make (facts, secrets) known to others
- 3) n \_\_\_\_\_: give no or not enough care or attention to sb/sth
- 4) o \_\_\_\_\_: happening sometimes, not very often
- 5) b \_\_\_\_\_: the dividing line
- 6) a \_\_\_\_\_: failure to be present
- 7) a \_\_\_\_\_: happening by chance
- 8) u \_\_\_\_\_: being the single one of its kind
- 9) h \_\_\_\_\_: be unwilling to do something because you are not sure
- 10) r \_\_\_\_\_: feel sorry for, feel sad about the loss or absence of

### 2. Fill in the blanks with the proper forms of verbs in the box.

relieve	sob	emerge	confess	deny
enclose	deserve	eliminate	survive	provide

- 1) A little boy was sitting \_\_\_\_\_ in the corner of the room.
- 2) On Thanksgiving Day, we should express our gratitude to whoever \_\_\_\_\_ it.
- 3) Robinson Crusoe \_\_\_\_\_ the shipwreck.
- 4) He \_\_\_\_\_ knowing the plan.
- 5) The sun \_\_\_\_\_ from behind the clouds.
- 6) The mother \_\_\_\_\_ a stamped addressed envelope for her daughter's reply.
- 7) If you want to do better, you'd better \_\_\_\_\_ to your weakness at first.
- 8) This drug \_\_\_\_\_ my toothache but it didn't work.
- 9) Their team was \_\_\_\_\_ in the first round.
- 10) The media \_\_\_\_\_ us with lots of information every day.

**3. Complete each of the following sentences by translating the Chinese in the brackets into English.**

- 1) The committee \_\_\_\_\_ (包括, 由……组成) five women and six men.
- 2) Brought up in the same family, the two girls \_\_\_\_\_ (有许多共同之处).
- 3) We should not develop economy \_\_\_\_\_ (以牺牲环境为代价).
- 4) My aunt \_\_\_\_\_ (顺便拜访) my home for a cup of coffee next month.
- 5) Many people choose to \_\_\_\_\_ (保持联系) old friends via emails.
- 6) The doctors believed that he would never walk again, \_\_\_\_\_ (更别说) play basketball.
- 7) Big band music is \_\_\_\_\_ (不再流行), but I still enjoy it.
- 8) We \_\_\_\_\_ (把工作搁置下来) and listened to him.
- 9) The bankruptcy of his company \_\_\_\_\_ (与……紧密相关) the global financial crisis.
- 10) Lies cannot \_\_\_\_\_ (掩盖) facts.
- 11) This film \_\_\_\_\_ (分散了我的注意力) from those annoying problems.
- 12) He \_\_\_\_\_ (发出) a sigh when he heard the news.

## Section 2

# Remembering and Forgetting

### Part One Reading Comprehension

#### Passage 1

Researchers have **established** that when people are mentally **engaged**, **biochemical** changes **occur** in the brain that allow it to act more effectively in cognitive (认知的) areas such as attention and memory. This is true **regardless of** age.

People will be **alert** and **receptive** (接受能力强的) if they **are faced with** information that gets them to think about things they are interested in. And someone with a history of doing more **rather than** less will go into old age more cognitively than someone who has not had an active mind.

Many experts **are** so **convinced of** the **benefits** of **challenging** the brain that they are putting the theory to work in their own lives. "The idea is not necessarily to learn to memorize **enormous** amounts of information," says James Fozard, **associate** director of the national Institute on Aging. "Most of us don't need that kind of skill. Such **specific** training **is of less interest** than being able to maintain mental **alertness**." Fozard and others say they challenge their brains with different mental skill, both because they enjoy them and because they are sure that their range of activities will help the way their brains work.

Gene Cohen, acting director of the same **institute**, suggests that people in their old age should **engage in** mental and physical activities individually **as well as** in groups. Cohen says that we are frequently advised to keep physically active as we age, but older people need to keep mentally active as well. Those who do **are** more **likely to** maintain their intellectual abilities and to be generally happier and better **adjusted**. "The point is, you need to do both," Cohen says. "Intellectual activity influences brain-cell health and size."

1. People who are cognitively healthy are those \_\_\_\_\_.
  - A. who can remember large amounts of information
  - B. who are highly intelligent
  - C. whose minds are alert and receptive
  - D. who are good at recognizing different sounds
2. According to Fozard's argument people can make their brains work more **efficiently** by \_\_\_\_\_.
  - A. constantly doing memory work
  - B. taking part in various mental activities

- C. going through specific training  
D. making frequent adjustments
3. The findings of James and other scientists in their work \_\_\_\_\_.  
A. **remain** a theory to be further proved  
B. have been generally accepted  
C. have been **challenged** by many other experts  
D. are practiced by the researchers themselves
4. Older people are generally advised to \_\_\_\_\_.  
A. **keep fit** by **going in for** physical activities  
B. keep mentally active by challenging their brains  
C. maintain mental alertness through specific training  
D. maintain a balance between individual and group activities
5. What is the passage mainly about?  
A. How biochemical changes **occur** in the human brain.  
B. Why people should keep active not only physically but also mentally.  
C. How intellectual activities influence brain-cell health.  
D. Why people should receive special mental training as they age.

## Passage 2

Professor Smith recently persuaded 35 people, 23 of them women, to keep a diary of all their **absent-minded** actions for a **fortnight**. When he came to analyze their **embarrassing** lapses ( 差错 ) in a scientific report, he was surprised to find that nearly all of them fell into a few groupings. Nor did the lapses appear to be entirely **random**.

One of the women, for instance, on leaving her house for work one morning threw her dog her **earrings** and tried to fix a dog biscuit on her ear. "The explanation for this is that the brain is like a computer," explains the professor. "People program themselves to do certain activities regularly. It was the woman's custom every morning to throw her dog two **biscuits** and then put on her earrings. But somehow the action got **reversed** in the program." About one in twenty of the **incidents** the volunteers reported were these "program assembly failures".

Altogether the volunteers **logged** 433 **unintentional** actions that they found themselves doing — an average of twelve each. There appear to be **peak** periods in the day when we are at our zaniest ( 荒谬可笑的 ). These are two hours some time between eight a. m. and noon, between four and six p. m. with a smaller peak between eight and ten p. m. "Among men the peak seems to be when a changeover in brain 'programs' occurs, as for instance between going to and from work." Women on average reported **slightly** more lapses — 12.5 compared with 10.9 for men probably because they were more **reliable** reporters.

A startling finding of the research is that the absent-minded activity is a **hazard** of doing things in which we are skilled. Normally, you would expect that skill reduces the number of errors we make. But trying to avoid silly slips by concentrating more could make things a lot worse even dangerous.

1. In his study Professor Smith asked the subjects \_\_\_\_\_.
  - A. to keep track of people who tend to forget things
  - B. to report their embarrassing lapses *at random*
  - C. to analyze their **awkward** experiences scientifically
  - D. to keep a record of what they did unintentionally
2. Professor Smith discovered that \_\_\_\_\_.
  - A. certain patterns can be identified in the recorded incidents
  - B. many people were too embarrassed to admit their absent-mindedness
  - C. men tend to be more **absent-minded** than women
  - D. absent-mindedness is an excusable human weakness
3. "Program **assembly** failures" (Line 6, Para. 2) refers to the phenomenon that people \_\_\_\_\_.
  - A. often fail to program their routines **beforehand**
  - B. tend to make mistakes when they are in a hurry
  - C. unconsciously change the **sequence** of doing things
  - D. are likely to *mess things up* if they are too tired
4. We learn from the third paragraph that \_\_\_\_\_.
  - A. **absent-mindedness** tends to occur during certain hours of the day
  - B. women are very careful to perform actions during **peak** periods
  - C. women experience more peak periods of absent-mindedness
  - D. men's absent-mindedness often **results in** funny situations
5. It can be concluded from the passage that \_\_\_\_\_.
  - A. people should avoid doing important things during peak periods of lapses
  - B. hazards can be avoided when people do things they are good at
  - C. people should be careful when programming their actions
  - D. lapses cannot always be attributed to lack of concentration

### Passage 3

**Directions:** Fill in each blank with an appropriate choice in the box below.

A. put	B. beyond	C. good	D. forgotten	E. lock
F. perfect	G. that	H. but	I. remembered	J. clearly
K. why	L. line	M. if	N. and	O. recalled

Perhaps you still think a 1 memory would be a good thing to have. Imagine, then, for a moment, what it would be like to remember everything. Each time you 2 the past, you would remember not only the jewels of experience 3 the worthless stones *as well*. Remembering might take hours *instead of* moments. The **confusion** in your mind might grow 4 your ability to organize it well. With a perfect memory, you might also remember things that may be best 5. How would total recall affect your relationships with family and friends? Could it be 6 the success of a close relationship depends on a certain amount of forgetting? Could it be

that self-confidence and optimism are only possible if we 7 some bad memories in a back drawer of memory, and stop thinking about them? If you keep all these things in mind, you can understand 8 a perfect memory is not the best type of memory to have.

Like remembering, a certain degree of forgetting helps us to lead a normal life. Where is the 9 between helpful forgetting and harmful forgetting? If you had the choice, what would you choose to remember more 10, and what would you allow to disappear from your memory?

#### Passage 4 Cloze

Did you ever have someone's name *on the tip of your tongue* and yet you were unable to recall it? 1 this happens again, do not 2 to recall it. Do something 3 for a couple of minutes, 4 the name may come into your head. The name is there, since you have met 5 person and learned his name, it 6 has to be dug out. The **initial** effort to recall 7 the mind for operation, but it is the subconscious (下意识的) 8 that go to work to dig up a 9 memory. Forcing yourself to recall 10 never helps because it doesn't 11 your memory; it only tightens it. Students find the preparatory method helpful 12 examinations. They read over the questions 13 trying to answer any of them. 14 they answer first the ones 15 which they are most confident. Meanwhile, deeper mental activities in the subconscious mind are taking 16; work is being done on the 17 difficult question. By the time the easier questions are answered, answers 18 the more difficult ones will usually begin to 19 into consciousness. It is often 20 a question of waiting for recall to come to the memory.

- |               |               |              |               |
|---------------|---------------|--------------|---------------|
| 1. A. As      | B. When       | C. While     | D. Whether    |
| 2. A. try     | B. want       | C. hesitate  | D. wait       |
| 3. A. simple  | B. apart      | C. else      | D. similar    |
| 4. A. unless  | B. and        | C. or        | D. until      |
| 5. A. some    | B. certain    | C. a         | D. this       |
| 6. A. then    | B. really     | C. only      | D. indeed     |
| 7. A. leads   | B. begins     | C. helps     | D. prepares   |
| 8. A. deeds   | B. activities | C. movements | D. procedures |
| 9. A. light   | B. fresh      | C. dim       | D. dark       |
| 10. A. merely | B. almost     | C. barely    | D. hardly     |
| 11. A. loosen | B. weaken     | C. decrease  | D. reduce     |
| 12. A. into   | B. in         | C. about     | D. by         |
| 13. A. after  | B. besides    | C. before    | D. against    |
| 14. A. Thus   | B. But        | C. Therefore | D. Then       |
| 15. A. of     | B. with       | C. for       | D. in         |
| 16. A. place  | B. shape      | C. charge    | D. action     |
| 17. A. too    | B. less       | C. not       | D. more       |
| 18. A. to     | B. of         | C. about     | D. for        |
| 19. A. appear | B. grow       | C. extend    | D. come       |
| 20. A. nearly | B. likely     | C. just      | D. even       |

## Part Two Vocabulary Learning Method(二)——缩改写课文

所谓缩写,就是不改变中心、不改变体裁、保留原文主要内容的情况下,把一篇长文章压缩成短文章,或者说给文章写一个总结(summary)。学会缩写,能帮助我们更好地理解课文内容,培养我们的阅读能力和概括能力,进而提高语言表达能力。缩写课文要注意保持文章主要脉络的清晰和完整。对于一篇记叙文来讲,时间、地点、人物、事件的起因、经过、结果等要素要齐全;同时要注意词语的选用,尽可能多地使用文章中出现的频率较高的新单词,使文章的表达言简意赅。

改写课文则要按照具体的要求进行,比如说把一篇故事改写成一个短剧。

## Part Three Vocabulary Exercises

### 1. Optional tasks:

- 1) Write a summary of the story below (within 160 words).
- 2) Change the story below into a short play.

#### The Two Brothers

*Leo Tolstoy*

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On top of the mountain he will see a house, and in that house he will find happiness."

When they had read what was written on the stone, the younger brother said:

"Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness."

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth — perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth — suppose we go into the forest and night comes and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from a she-bear? She will seize us, and instead of finding happiness, we shall perish, and all for nothing. In the fourth place, even if we succeeded in carrying off the bear cubs, we could not run up a mountain without stopping to rest. And, most important of all, the stone does not tell us what kind of happiness we should find in that house. It may be that the happiness awaiting us there is not