

# 大学英语六级考试

## 词汇句典

王焱 李学军 等 编

熟读700  
精选例句

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核心词汇

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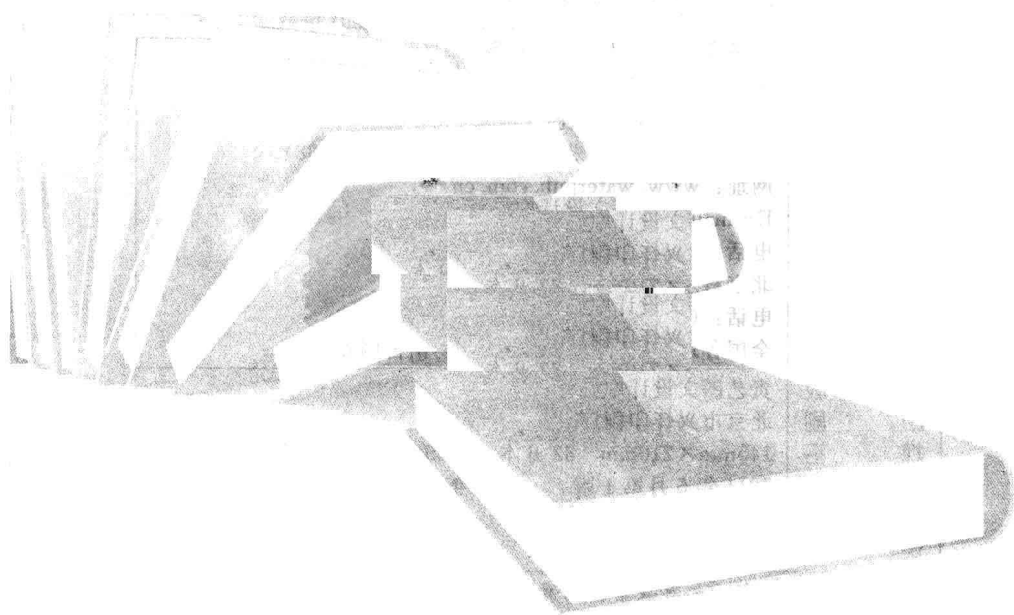
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## 内 容 提 要

句子比单词更易记忆,本书就是基于这种理念,精心编排了700个经典语句,分成“背单词、练口语——诵忆经典500句”、“背单词、练阅读——解读长难200句”和索引三个部分,涵盖了大纲中80%以上的词汇量,攻克发音、记忆单词、突破口语、提升阅读——四管齐下,帮助考生在诵读句子、记忆单词的同时,全面提升英语的综合应用能力和应试水平。

本书适合参加大学英语六级考试的考生阅读使用。

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# 前言

## Preface

对于英语而言，单词是基础，掌握大纲所要求的词汇是十分必要的。“万丈高楼平地起”，要想构筑起自己的英语知识大厦，一个个单词正是必不可少的一砖一瓦。但传统的记单词方法枯燥无味、耗时劳神，从而导致很多同学背单词半途而废。

背诵单词难就难在要记忆的单词是孤立松散的、按照字母顺序排列的，这些单词和自己没有任何直接的关系，丝毫不能激发自己的兴趣，是一个非常被动的过程，而记忆本身是主动的。背单词即使记住了这个单词的含义，但是你却未必知道如何将它应用于写作，更何况单词的含义还经常随语境的变化而变化。

然而，阅读英文句子就不同了，句子比单词更容易记忆，每天阅读一个英文句子，一定超过背诵 20 个单词的价值。学习句子本身不仅有效地避免了背诵孤立零散的单词的弊端，而且句子赋予单词实际的意义，阅读句子固然是好，但要找到经典的佳句才能达到事半功倍的效果。

本书就是基于这种理念，精心编排了 700 个经典语句，分成“背单词、练口语——诵忆经典 500 句”、“背单词、练阅读——解读长难 200 句”和索引三个部分，涵盖了大纲中 80% 以上的词汇量，“攻克发音、记忆单词、突破口语、提升阅读”——四管齐下，帮助考生在诵读句子、记忆单词的同时，全面提升英语的综合运用能力和应试水平。

本书建议考生在大学英语六级考试考前两个月时使用，能检验和强化前面对词汇的记忆，更能增强语感，为阅读和听力考试预热。

本书由王烨、李学军主编，马云秀、王建军、王海娜、王越、白云飞、刘梅、张世华、张红燕、张娟娟、张静、李光全、李良、李翔、李楚、陈仕奇、罗勇军、姜文琪、董敏、蒋卫华等同志参加了本书的编写。真诚希望本书能给六级考生朋友以些许帮助，也希望读者朋友对本书的不足之处批评指正。

编者

2011 年 5 月

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# 上 篇

## 背单词、练口语 —— 诵忆经典 500 句



## 校园风采

1. I've twice been to the wars, and as I **survey** the **battlefield**, something different is happening.

我经历两次这样的战争了，可是当我现在再回过头来审视当年的战场，心里却有不一样的感觉。

2. We see our kids' college **background** as a prize **demonstrating** how well we've raised them. But we can't **acknowledge** that our obsession (痴迷) is more about us than them.

我们将孩子的大学背景看作是对自己辛苦抚养他们的奖品。但是，我们不会承认，其实我们对大学的痴迷更多的是考虑自己而不是孩子。

3. We haven't found any **convincing evidence** that **selectivity** or **prestige** matters. **Selective** schools don't **systematically** employ better **instructional approaches** than less **selective** schools.

我们没有获得任何可靠的证据说明所谓尖子或者名牌如何重要。系统地讲，名校的教育方法并不比非名校采用更好的教育方法。

4. A well-known study examined students who got into highly **selective** schools and then went **elsewhere**. They earned just as much as graduates from higher-**status** schools.

一项著名的研究是专门研究那些进入名校之后却最后去了别的地方的学生。这项研究表明，这些学生挣的钱并不比更好的学校的学生多。

5. Kids count more than their colleges. Getting into Yale may **signify** **intelligence**, **talent** and **ambition**. But it's not the only **indicator** and, **paradoxically**, its **significance** is declining.

起决定性的因素在孩子本身，而不是他们所上的大学。考上耶鲁大学也许能说明他们的智力水平、天资和雄心，但是这不是成功的指标，并且正相反，这个指标的重要性在日渐消退。

6. America is a **competitive** society; our kids need to **adjust** to that. But too much pushiness can be **destructive**. The very ambition we **impose** on our children may get some into Harvard but may also set them up for **disappointment**.

美国是一个竞争社会，我们的孩子要适应这个社会。但是给孩子过多的压力可能会毁了一个孩子，我们强加在孩子身上的强烈的目标可能会让他们考入哈佛，但同样也会让孩子们失望。

7. Etzioni expressed his **frustration** about the interests of his graduate students. "By and large, I clearly had not found a way to help classes full of MBAs see that there is more to life than money, power, **fame** and self-interest."

伊兹欧尼在谈到他所带的研究生的兴趣时显出失望的神情。“总的来说，我显然还没有找到方法来帮助全班的 MBA 学生认识到，生命中除了金钱、权力、名誉和个人利益以外还有更重要的东西。”

8. Etzioni was a **respected ethics** expert when he arrived at Harvard. He hoped his work at the university would give him **insight** into how questions of **morality** could be **applied** to places where self-interest **flourished**.

初到哈佛时，伊兹欧尼是一位备受尊敬的伦理学专家。他希望在这所大学的工作可以使他洞察到道德是如何被应用到私利膨胀的地方的。

9. Those would-be **executives** had little interest in **concept** of **ethics** and **morality** in the boardroom (会议室)。

那些未来的管理人员对董事会上的伦理和道德概念几乎不感兴趣。

10. Sometimes environments **constrain** those people and sometimes environments give those people opportunity.

有时候环境会约束这些人，有时会给他们提供机会。

11. There's Benjamin Franklin, the very **model** of the self-educated, self-made man, who rose from **modest** origins to become a well-



known scientist, **philosopher**, and **statesman**.

本杰明·富兰克林是自学的典范，他出身于卑微的家庭却成为一个众所周知的科学家、哲学家和政治家。

12. **Throughout** the nation's more than 15,000 school **districts**, widely differing **approaches** to teaching science and math have **emerged**.  
在全国各地的 15,000 多个校区中，科学和数学教学方法各有不同。

13. 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.

一项新的国际分析报告表明，虽然教学方法的多样性存在优势，但这种多样性已经导致美国儿童与其他发达国家的同龄儿童相比而成绩平平。

14. The Michigan Education **Association** hired a public relations firm to stage a **rally** marking the school closings, which **attracted** 14 local and national television stations and networks.

密歇根州教育协会雇佣一家公共关系公司筹划一场集会来纪念这次学校关闭，这引起了 14 个地方和国家电视台以及网络的注意。

15. The report finds that not only do approaches to teaching science and math **vary** among individual U. S. communities, but there **appears** to be little **strategic focus** within a school district's **curricula**, its textbooks, or its teachers' activities.

该报告发现，不仅在个别的美国社区科学和数学的教学方法不同，在一个学区内的课程安排、教材和教师的活动似乎也没有什么战略中心。

16. 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.

例如，美国八年级的学生学习约 33 个数学课题，而日本的同年级学生却只学 19 个。在科学课程方面，这样的国际差距更大。

17. **Implementing** the new science standards and their math counterparts will be the **challenge**, because the decentralized (分散的) responsibility for education in the United States requires that any **reforms** be **tailored** and **instituted** one community at a time.

实施新的科学标准和其对应的数学标准将是个挑战，因为美国教育权限的分散要求任何改革调整只能一次一个社区地调整和实施。

18. In fact, 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).”

事实上，这些建议的改革如全国性标准，“面对一个几乎不可能完成的任务，因为尽管它们在理智上是一致的，但是每一项标准只是嘈杂声中的一种声音而已”

19. I came away from my years of teaching on the college and university level with a **conviction** that enactment (扮演角色), **performance**, **dramatization** are the most successful forms of teaching.

当我离开多年教学的学院和大学时，我坚信扮演角色、表演、改编剧本等都是最成功的教学方式。

20. The notion that learning should have in it an **element** of **inspired** play would seem to the greater part of the **academic establishment** **merely silly**, but that is **nonetheless** the case.

教学应该包含启发性游戏内容，似乎学术界大都对此观点不屑一顾，但这就是事实。

21. Since, we are told, 80 to 90 percent of all **instruction** in the **typical** university is by the **lecture method**, we should give close **attention**

to this form of education.

由于我们知道在典型的大学里有 80%~90% 的教学是通过讲座的方式进行的, 因此, 我们必须给予这样的教育形式以足够重视。

22. There is, I think, much truth in Patricia Nelson Limerick's **observation** that "**lecturing** is an **unnatural** act, an act for which God did not **design** humans.

我认为 Patricia Nelson Limerick 的观察是很有道理的, 即“演讲是一种不自然的行为, 也是上帝并没有为人类设计的一种行动。

23. It is perfectly all right, now and then, for a human to be **possessed** by the **urge** to speak, and to speak while others **remain** silent.

一个人时不时地有一种想说话的冲动, 并且希望在别的人保持沉默的时候讲话, 这是很正常的。

24. The strange, almost incomprehensible (不能理解, 费解的, 无限的) fact is that many professors, just as they feel **obliged** to write **dully**, believe that they should lecture dully.

一个很奇怪、几乎让人不能理解的事实是: 大多数教授认为他们应该乏味地讲课, 正如他们认为必须枯燥地写作一样。

25. It is to appeal to the students' **emotions** rather than their **intellect**.

Thus the ideal lecture is one filled with facts and read in an unchanged **monotone**.

目的只是吸引学生的情感, 而不是他们智力。所以, 理想的讲理应充满事实, 并且用不变的语调念出来。

26. The cult (推崇) of lecturing dully, like the cult of writing dully, goes back, of course, some years. Edward Shils, professor of **sociology**, **recalls** the professors he **encountered** at the University of Pennsylvania in his youth.

当然, 对枯燥讲课的崇拜, 像崇拜枯燥写作一样, 可以追溯到社会学教授 Edward Shils 年轻时在宾夕法尼亚大学读书的时候, 当

时的教授就是这样上课的。

27. They seemed a priesthood (神职, 僧侣, 神父), rather **uneven** in their **merits** but **uniform** in their wearing, they never **referred** to anything personal.

他们看起来像是牧师, 尽管才能各有千秋, 但穿着制服; 他们从来不谈私事。

28. This has been caused by the advance of the **legal** age for going into industry and the impossibility of finding a job even when the **legal** age has been reached.

这种状况的形成主要是由于就业的法定年龄的提前以及即便法定年龄已经到了, 也不容易找到工作。

29. The result will be still further **raising** of the **legal** age for going into employment, and still further difficulty in finding employment when that age has been **attained**.

结果必然是进一步提高就业的法定年龄, 以及达到法定工作年龄后就业就更加困难。

30. We may also be quite **confident** that the present **trend** toward a shorter day and a shorter week will be **maintained**. We have developed and shall continue to have a new **leisure** class.

我们同样相信目前缩短日工作时数和周工作时数的趋势将持续下去。我们已经发展, 并且将继续保有一个新的休闲阶层。

31. Already the public **agencies** for adult education are **swamped** by the **tide** that has swept over them since **depression** began. They will be little better off when it is over. Their support must come from the **taxpayer**.

自从经济萧条开始以来, 成人公立教育机构就被迅速蔓延的萧条浪潮所淹没。萧条过后, 他们的状况可能会好一点。他们的支持必须来自纳税人。

32. It is surely too much to hope that these increases in the cost of

public education can be **borne** by the local **communities**. They can not care for the present **restricted** and **inadequate** system.

当然,我们不能过多地期望公立教育经费的提高都由地方各界来负担。他们对当前受限制的、不完善的制度无能为力。

33. The local **communities** have failed in their **efforts** to **cope** with unemployment. They can not **expect** to cope with public education on the **scale** on which we must **attempt** it.

地方各界解决不了失业的问题。他们不可能如我们所期望的那样来解决公立教育问题。

34. If there is one thing in which the **citizens** of all parts of the country have an interest, it is in the **decent** education of the citizens of all parts of the country. Our **income** tax now goes in part to keep our **neighbors** alive.

如果说有这么一件事情全国各地的居民都感兴趣的话,那么,这件事情就是全国各地居民都能接受良好的教育。现在,我们所得税的一部分被用来维持我们邻居(失业者)的生活。

35. We are now attempting to **preserve** the present generation through Federal relief of the destitute (贫民). Only a people **determined** to **ruin** the next generation will refuse such Federal funds as public education may require.

我们现在想通过联邦贫民救济金来保存我们这一代人。只有当一个民族决心毁掉下一代的时候,他才会拒绝拨给公立教育所需要的联邦经费。

36. Two hours from the tall buildings of Manhattan and Philadelphia live some of the world's largest black bears. They are in northern Pennsylvania's Pocono Mountains, a home they share with an **abundance** of other **wildlife**.

在离曼哈顿和费城高楼大厦有两小时车程远的地方,居住着世界上最大的黑熊。他们栖息于宾夕法尼亚北部的波克诺山区——

个和众多野生动物共享的家园。

37. Open spaces are **threatened** by plans for housing **estates** and important **habitats** are **endangered** by highway **construction**.

房地产开发威胁着开放的空间，高速公路的建设也危机到它们的栖息地。

38. To protect the Poconos natural beauty from **irresponsible** development, the Nature **Conservancy** named the area one of America's "Last Great Places".

为了保护波克诺自然风光以使其免于不负责的开发，大自然保护协会把这一地区命名为美国的“最后的胜地”。

39. Operating out of a century-old **schoolhouse** in the village of Long Pond, Pennsylvania, the **conservancy's** bud Cook is working with local people and business leaders to **balance** economic growth with **environmental** protection.

大自然保护协会的巴德·库克，在宾夕法尼亚的长塘村经营一所所有上百年历史的学校。他和当地人以及商业头目合作来平衡经济发展和环境保护。

40. By forging (锻造，伪造) **partnerships** with people like Francis Altemose, the **Conservancy** has been able to protect more than 14,000 acres of **environmentally** important land in the area.

通过和费郎西斯·爱特蒙斯这样的人建立伙伴关系，大自然保护协会能够保护该地区 14000 英亩以上的对环境保护起重要作用的土地。

41. Altemose's family has farmed in the Pocono area for **generations**. Two years ago Francis worked with the **Conservancy** to **include** his farm in a county farmland protection program.

爱特蒙斯一家在波克诺山区世代耕作。两年前弗朗西斯和大自然保护协会合作，把他的农场纳入一个县级耕地保护计划。

42. As a result, his family's land can be protected from development

and the Altemoses will be better able to provide a **secure financial** future for their 7-year-old grandson.

结果，他们的土地能够得到永久保护，爱特蒙斯一家也为他们7岁的孙子提供了一个很好的经济前景。

43. Cook **attributes** the **Conservancy's** success in the Poconos to having a local presence and a **commitment** to working with local **residents**. The key to protecting these **remarkable** lands is connecting with the local **community**.

库克把大自然协会在波克诺山区的成功归于当地支持以及合作。保护好这些独特土地的关键就是和当地社会。

44. The people who live there respect the land. They **value** quiet forests, clear **streams** and **abundant** wildlife. They are **eager** to help with **conservation** effort.

居住在这类的人尊重土地，他们爱惜静静的森林、清清的泉水和丰富的野生动植物。他们愿意在保护工作上提供帮助。

45. I've been writing for most of my life. The book *Writing Without Teachers* introduced me to one **distinction** and one practice that has helped my writing processes **tremendously**.

我一生的大部分时间都在写作。一本叫做《无师自通写作》的书向我介绍了一种区分和一种实践，它在我写作过程中很大程度地帮助了我。

46. While you need to employ both to get to a finished result, they cannot work in **parallel** no matter how much we might like to think so.

你需要采用两者去完成一个作品，不管我们可能有多么希望它们同时工作，他们也不会同时工作。

47. Trying to **criticize** writing on the fly is possibly the single greatest barrier to writing that most of us **encounter**.

试图匆忙地批判写作可能是我们大多数人在写作时遇到的最大障碍。

48. If you **capture** the **fleeting** thought and simply share it with the

world in **raw** form, no one is likely to understand. You must learn to **create** first and then **criticize** if you want to make writing the **tool** for thinking that it is.

如果你捕捉到了灵感，但只是以一种粗糙的形式拿来跟世界分享，没有人能理解你。如果想把写作当成思维工具，你必须学会先去创造，再去批判。

49. The practice that can help you past your learned bad habits of trying to **edit** as you write is what Elbow calls “free writing.”

能帮你摆脱以往边写边改的坏习惯的做法就是 Elbow 所谓的“自由写作”。

50. No stopping, no going back, no **criticizing**. The goal is to get the words **flowing**. As the words begin to flow, the ideas will come from the **shadows** and let themselves be **captured** on your notepad or your screen.

不边写边停，不写写看看，不挑这挑那，目标是让文字流畅起来。随着文字不断的流出，一个个的念头也不断地从暗处涌现出来，并被你捕捉到笔记本或电脑屏幕上。

51. Now you have **raw materials** (*n.* 材料 *a.* 物质的；重要的) that you can begin to work with using the **critical** mind that you've **persuaded** to sit on the side and watch quietly.

一旦有了原始材料，你就可以请出那个在你百般劝说之下才坐在你身边静观一切的批判性思维了。

52. Most likely, you will believe that this will take more time than you actually have and you will end up staring **blankly** at the pages as the **deadline** draws near.

这时很有可能你会感觉时间不够用，并且随着定稿期限的临近你最终还是对着一张空白的页面。

53. Move back and **forth** until you run out of time and the final result will most likely be far better than your **current** practices.



从前至后反复修改直到用尽所有时间，这样得到的作品也许比按你当前做法的作品要好得多。

54. I always had the dream to dance like a beautiful **ballerina twirling** around and around and hearing people **applaud** for me.

我一直梦想着像一个美丽的芭蕾演员一样跳舞，轻盈地旋来转去，耳边是人们的掌声喝彩。

55. As never before in their long history, universities have become **instruments of national competition** as well as **instruments of peace**.  
如今的大学已经成为促进国家竞争与和平的工具。

56. Don't wait for someone to "**empower**" you, you have to **empower** yourself.

不要等别人赋予你力量，只有你才能赋予自己力量。

57. The classroom offers **opportunities** for children to **replace** angry, **violent** behaviors with **cooperative peaceful** ones.

课堂给学生们提供各种机会，使他们用合作与和平的行为来替代愤怒与暴力行为。

58. Unlike the examines tested hundreds of years ago, their subjects **include** English **alongside** the expected **Confucianism** and Chinese.

和几百年前的考试不同，他们的考试科目除了既有科目儒学和中文之外，还要考英语。

59. One day, among the children a girl attracted me, she seemed so small as she **muscled** her way through the **crowd** of boys.

一天，一个挤在一群孩子中间的小女孩吸引了我，她看上去很小却很有力气地在一群男孩子们中穿过。

60. Without **hesitation**, she said, "I want to go to college. The only way I can go is if I get a **scholarship**. If I were good enough, I would get a scholarship. I like basketball. My Daddy told me if the dream is big enough, the facts don't count."