

大学英语四级考试

词汇句典

王焱 刘红艳 等 编

熟读700
精选例句

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核心词汇

一册在手

阅读、写作



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黄卷对册·黄纸对册



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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，丝毫不能提高自己的兴趣，是个非常被动的过程，而记忆本身是主动的。背单词即使记忆住了这个单词的含义，但是你不会使用写作，更何况单词的含义还经常变迁。

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，一定超过背诵二十个单词的价值。学习句子避免了背诵单词的孤立零散的弊端，而且句子给你单词实际的意义。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四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、刘红艳主编，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。真诚希望本书能给四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

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背单词、练口语 —— 诵忆经典 500 句



校园风采

1. A bookless life is an **incomplete** life. Books **influence** the **depth** and **breadth** of life.

没有书籍的生命是不完整的生命。书籍影响着生命的深度与广度。

2. They are **presented** with a **diversity** of human **experiences** and come to **respect** other ways of **thought** and living.

书籍向读者呈现了人类多样的经历，让读者对其他思想与生活方式更加尊重。

3. While **enriching** their **imagination**, books **widen** their **outlook**, **develop** a fact-finding **attitude** and train them to use **leisure** properly.

在丰富读者幻想的同时，书籍也拓宽他们的视野，培养他们探索真理的精神，并且训练他们合理地使用闲暇时间。

4. 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。

5. As never before in their long history, universities have become **instruments** of **national competition** as well as **instruments** of peace.

如今的大学已成为促进国家竞争与和平的工具，这是前所未有的。

6. Of the **forces** shaping higher **education** none is more sweeping (笼统的，泛泛的) than the **movement** across **borders**.

越国界的行动是塑造高等教育最有效的方法。

7. In China many newly **hired** **faculty** members at the top research universities received their **graduate education** abroad.

近年来在中国许多一流的研究型大学所聘请的教师都在国外接受过研究生教育。

8. Universities are also **encouraging** students to spend some of their **undergraduate** years in another country.

大学同样鼓励本科生在学习期间去国外留学。

9. 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。

10. It is in the classroom that caring and **respect** for each person **empowers** children to take a step **forward** toward becoming **peacemakers** (和平的缔造者)。

在课堂上对他人的关心和尊敬使孩子能够向前迈进一步，成为和平的缔造者。

11. **Fortunately**, educators (教育者) have **access** to many online **resources** that are **especially** useful when helping children along the path to peace.

幸运的是，教育者们在网上搜索到很多资料尤其对孩子们走向和平道路起到很大的作用。

12. Generally speaking, face-to-face **communication** with an **instructor** is **minimized** (减至最低数量) or **eliminated** altogether.

通常来说，师生间面对面的交流已被减少甚至还会消失。

13. Sometimes parents **regard** their children as **extensions** of themselves and think it only right and **natural** that they **determine** what their children do with their lives.

有时候父母会把孩子看成是自己生命的延续，而且认为由他们来决定子女该做什么理所当然的。

14. They forget that their children, who are now young adults, must be the ones **responsible** for what they do and what they are.

他们忘记了孩子已长大，应该对自己的行为及其自身负责。

15. It's a **challenge** — and the least **desirable properties** are usually the most fun.

这是一个挑战——最意外的收获往往能带来最大的快乐。

16. We all **define** fun differently, of course, but I can **guarantee** this: If you put just a bit of it into your day, your **energy** will **increase** quickly.

当然，我们对快乐的定义各不相同，但是我可以保证：只要你每天让生活拥有一丝快乐，你的能量就会迅速增加。

17. Having the **decision hanging** over your head is a **huge energy drain**. Every time you can't **decide**, you **burden** yourself with **alternatives**.

让一个决定一直萦绕在脑海中无疑是个巨大的能量耗损。每当你不能决定的时候，如何选择已经给你增加了负担。

18. **Quit** thinking that you have to make the right **decision**; instead, make a **choice** and don't look back.

不要去想你必须作出正确决定，而是选择一个，并且不要回头看。

19. There are **bound** to be some words and **phrases** that belong in **formal** language and others that are informal (非正式的).

有一些词和词组，它们分别属于正式语和非正式语。

20. How to make powerful use of foreign **faculty** is still a question to be **solved**, **especially** at smaller **colleges**.

如何使用外籍教师仍然是一个亟待解决的问题，这一问题在一些规模较小的大学里尤为突出。

21. One of the more difficult things many students must **adjust** to in the States is the notion (概念) that time must be saved whenever **possible** and used **wisely** every day.

在美国，许多学生较难适应的事情之一应该是拥有这样的观念：时间应该在任何可能的时候节约时间并且合理地利用每一天。

22. Besides, it is rather unreal (不真实的) to grade people just according to their intellectual ability.

此外, 仅仅根据人们的智力去给他们分级是不现实的。

23. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability.

我们关注的是学生能力的全面发展, 而不仅仅是他们的学术能力。

24. We also value personal qualities and social skills and we find that mixed-ability teaching contributes to all these aspects of learning.

我们也重视个人品质和社会技能, 而且我们发现综合能力的培养对所有方面的学习都有很大贡献。

25. They also learn how to cope with personal problems as well as how to think, to make decisions, to analyze and evaluate, and to communicate effectively.

他们也能学会如何处理私人问题, 如何做决定, 如何分析、评价以及如何有效交流。

26. If you want to teach your children how to say sorry, you must be good at saying it yourself, especially to your own children.

如果你想教孩子如何向别人道歉, 你必须自己要善于道歉, 尤其对于你自己的孩子。

27. Parents who wish to teach their children to apologize should see it as a sign of strength, and therefore not resort to these pseudo-apologies (虚假的道歉方式).

希望教孩子如何道歉的父母应该把道歉看做是一种力量的象征, 因此不要依靠这种虚假的道歉方式。

28. But even when presented with examples of genuine contrition (悔悟), children still need help to become aware of the complexities of saying sorry.

但是, 即使给孩子举一些真正悔悟的例子, 孩子仍然需要帮助才能意识到道歉的复杂性。

29. In many American universities the **total** work for a degree **consists** of thirty-six courses each lasting for one **semester**.

在美国的很多大学里，毕业要获得学位证需要修完 36 门课程，每门课程学习一学期。

30. All this **imposes** a **constant pressure** and **strain** of work, but in spite of (虽然，尽管) this some students still find time for great **activity** in student affairs.

这不断给学生施加压力，增加了学习量，但尽管如此，很多学生还会抽出时间参加各种学生活动。

31. A student who has held one of these **positions** of **authority** is much **respected** and it will be of **benefit** to him in his **career**.

如果学生担任这些权威职务则会受到大家的尊敬，对未来求职也大有好处。

32. With the **enormous** numbers of students, the **operation** of the system does **involve** a **certain amount** of **activity**.

由于学生数量较多，所以制度的运作涉及很多事务。

33. The **effective** word of **maintaining discipline** is usually **performed** by students who **advise** the **academic authorities**.

建议学术权威的学生向大家宣传维持纪律的重要性。

34. Friends play an **important** part in our lives, and although we may take the **friendship** for **granted**, we often don't **clearly** understand how to make friends.

朋友是我们生活中的重要组成部分，虽然我们将友谊视作理所当然，却通常不懂如何交朋友。

35. Although these **factors** are not of **prime importance**, it is more difficult to get on with people when there is a marked **difference** in ages and **background**.

尽管这些要素不是特别重要，但还是很难和在年龄和背景上与自己有很大差异的人成为好朋友。

36. **Equally**, friends have to learn to put up with **annoying habits** and to **tolerate differences of opinion**.

同时，朋友间还应学会容忍不同的习惯以及观点上的分歧。

37. In contrast with **marriage**, there are no **friendship ceremonies** to **strengthen the association** between two people.

跟婚姻比起来，没有类似婚礼一样的仪式能加深两人的友谊。

38. 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**.

而在更为强调个性发展的美国人当中，有62%的人将团队经验列为三个最重要的选择之一。

39. 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.

日本一些家长相信，如果他们的孩子进入大学的基础课程，会增加孩子最终被一流学校和大学录取的机会。

40. Several more **progressive** programs have **introduced** free play as a way out for the heavy intellectualizing (学术化做法) in some Japanese kindergartens (幼儿园).

一些革新性的项目将自由玩耍纳入其中这是为了淡化一些日本幼儿园严重的学术化做法。

41. An **emphasis** on the **importance** of the group seen in Japanese early childhood **education continues** into **elementary school education**.

日本在学前教育中显示出对团队重要性的强调，这一强调一直延续到小学教育。

42. But Stokoe **noticed** something **odd**: among themselves, students **signed** differently from his classroom teacher.

但Stokoe注意到一个奇怪的现象：学生们之间使用的手语和老师的手语不一样。

43. They **assumed** language must be based on **speech**, the modulation (调节) of sound.

他们认为,语言必须以话语,即对声音的调节为基础。

44. Stokoe had been taught a **sort of gestural code**, each movement of the hands **representing** a word in English.

Stokoe 曾学过一种手势编码,手的每个动作代表一个英语单词。

45. Only in the past 20 years have **specialists** in language study **realized** that **signed** languages are **unique** — a **speech** of the hand.

从事语言研究的专家们直到二十年前才开始认识到手语的独特性——它是手的语言。

46. The **discipline** at the **military academy** is so **rigid** that students can hardly bear it.

军事院校里纪律太严,学生几乎无法忍受。

47. For **decades** educators (教育家们) fought his idea that **signed** languages are **natural** languages like English, French and Japanese.

几十年来,教育家们一直在批驳他认为手语和英语、法语、日语一样也是自然语言的观点。

48. **Communication** through **print**, as a matter of fact, allows for a great deal of **control** over the **social information** to which children have **access**.

事实上,通过书本传播信息在很大程度上控制了孩子们所能获得的社会知识。

49. Children speak more like adults, dress more like adults and **behave** more like adults than they used to.

孩子们说话、穿着和行为都比过去更像成年人。

50. They also did more household work and **participated** in more of such **organized activities** as **soccer** and **ballet** (芭蕾舞).

同时，他们做家务活多了，并且参加更多的像足球、芭蕾舞等有组织的活动。

51. All work and no play could make for some very messed-up (弄乱，弄糟) kids.

如果一味地学习，而没有玩耍会使孩子们的生活变得一团糟。

52. Play is the most **powerful** way a child explores the world and learns about himself.

玩耍是孩子们探索世界和认识自我的最有效的途径。

53. Unstructured (自由的) play **encourages independent** thinking and allows the young to negotiate (协商) their **relationships** with their peers (同伴，同龄人).

自由的玩耍促使孩子们独立地思考，并使他们与同伴协调地相处。

54. The children **sampled** spent a quarter of their **rapidly decreasing** “free time” watching television.

抽样的调查显示，孩子们把已经快速减少的“自由时间”的四分之一用于看电视。

55. But that, believe it or not, was one of the findings parents might **regard** as good news.

但是，不管你相信不相信，家长们对这样的结果还是庆幸的。

56. If they're spending less time in front of the TV set, however, kids aren't **replacing** it with reading.

即使孩子们不花更多的时间看电视，他们也不会把时间用在读书上。

57. **Despite efforts** to get kids more interested in books, the children spent just over an hour a week reading.

尽管家长们费尽心思让孩子们对书本感兴趣，但是，他们每周花在阅读上的时间也只有一个多小时。

58. It is **equally** true that, in studying the **diverse wisdom** of others, we learn how to think.

同样通过对他人各种各样的智慧的研究，我们学会了怎样去思考。

59. More **important**, perhaps, **education** teaches us to see the **connections** between things, as well as to see beyond our **immediate** needs.

更重要的也许是，教育教会了我们去发现事物之间的联系，同时去挖掘超越我们眼前需要的东西。

60. But the most **important** argument for a broad **education** is that in studying the **accumulated wisdom** of the ages, we **improve** our **moral sense**.

但是，普通教育最根本的论点应该是我们在学习前人所积累的智慧的同时，提高道德观念。

61. Not surprising in these hard times, the student's **major objective** "is to be financially (经济地) well off".

毫不奇怪在这些艰难的岁月里，学生的主要目的是“追求经济上富有”。

62. It follows then that today the most popular course is not **literature** or **history** but **accounting**.

因而，今天最时髦的课程不是文学或历史，而是会计学。

63. On the other hand, enrollment (注册) in business programs, **engineering** and computer science is way up.

而对商业、工程和计算机学科的招生则在扩大。

64. From the long-term point of **view**, that's what **education** really ought to be about.

从长远观点来看，这正是教育应该做的事情。

65. It **assumes** we're all vulnerable (脆弱的) and **passive** in the face of adversity (逆境).

它认为面对逆境都是脆弱和被动的。

66. **Engineering** students are **supposed** to be examples of **practicality** and **rationality**, but when it comes to my college **education** I am an **idealist** and a fool.

工程学生应该是实践性和理性的模范，但谈到我的大学教育，我就是个空想家和白痴。

67. **Obviously**, this was not a **practical choice**; I came here for more **noble** reasons.

显然，这是一个不实际的选择；我到这来是为了更崇高的缘由。

68. I wanted a **broad education** that would **provide** me with flexibility (灵活性) and a value system to guide me in my **career**.

我想要一种宽泛的教育，它能给我灵活性和一种能指导我前程的价值观念体系。

69. I wanted to open my eyes and **expand** my **vision** by **interacting** with people who weren't studying **science** or **engineering**.

我想与其他不是学习理工科的人互相交流，以拓宽我的视野。

70. They told me I was **wise** and **mature** beyond my 18 years, and I believed them.

他们说我很聪明，比我十八岁的年龄成熟，于是我相信了他们。

71. **Individually** they shape a person in very different ways; together they **threaten** to **confuse**.

它们各自以非常不同的方式造就一个人；在一起它们就有造成混乱的危险。

72. The struggle to reconcile the two fields of study is difficult.

努力调和两种学术领域的奋斗研究是很困难的。

73. The early years of **development** are **critical** years for learning about oneself.

成年的早期岁月是了解自己的关键岁月。

74. The sport setting is one where **valuable experiences** can take place.

体育环境就是一个能产生有价值的经历的地方。

75. Youngsters may take their parents' and coaches' **criticisms** to heart and find a flaw (缺陷) in themselves.

青少年可能会认真考虑父母和教练的批评，并找出自己的缺点。

76. **Positive reinforcement** should be **provided** regardless of the **outcome**.

无论结果如何，都应正面支持。

77. **Research** indicates that **positive reinforcement** motivates and has a greater effect on learning than **criticism**.

研究表明正面支持比批评更能激发学习的动机，对学习有更大的帮助。

78. Again, **criticism** can create high levels of **stress**, which can lead to burnout (心灰意懒).

而且批评还能造成很大的压力，从而使人心灰意懒。

79. The **outcome** of the game should not be more **important** than the **process** of learning the sport and other life lessons.

比赛的结果不应当比学习体育和其他生活训练更重要。

80. Sport is not only **physically challenging**, but it can also be **mentally challenging**.

运动不仅是体力的挑战，而且也是精神的挑战。

81. If teacher and learner **roles** are not interchangeable (可互换的), what then can be done **through** teaching that will aid the child in the quest (寻求) for knowledge?

如果教者与学者的角色不能互相转换，那么通过帮助孩子探索知识的“教”又能做什么呢？