

710分全新计分法

30 天看

大英四级 词汇·阅读

主编 黎小说

单词是“看”会的

拆分循环“看”词条
阅读词汇一起看

上海交通大学出版社

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前言

一、单词是“看”会的

四级英语两大难关,一为单词,二为阅读。有道是:“单词是基础。”那就背!咬咬牙,从刚开始就差点 *abandon*,昏沉困顿历经九九八十一难, *flourish* 而过各种 *phenomenon*,最后终于 *yield* (至于是“屈服”还是“结了果子”,那得看您的了)。记下单词,想来阅读不过尔尔。结果,翻开文章,傻眼:“单词都见过,愣是不明白它们排一起在说啥……”

不要哀叹。此路不通,那就换一个角度!

让我们先来想想下面的问题——为什么要背单词?很简单的问题,但未必人人都清楚了。因为单词是基础,但打基础是为了应用,再具体点儿就是能读懂文章,在考卷上找到正确答案。所以花上一两个月背下厚厚一本单词书并不值得骄傲:要会用才算真本事。

正确的道路是什么呢?

我们说,单词是“看”会的。在词条,句子,文章中不断反复循环地看。等你看通透了,词句篇章便统统过关!

1. 拆分循环看词条

传统词汇书一般总是简单地把单词的音形义用法一股脑儿列出来:您就来背吧!不过我们才不同意大家走这个老路子痛苦挣扎。在多年试验和摸索中,我们总结出了一套拆分循环记忆法,简单地说,就是把一个词翻来覆去地看,但每一次看的形式不一样,通过丰富的样式让大家看熟一个词而不生厌,最后不知不觉就掌握了该单词。

本书经过精心设计,使得讲解的每个单词在书中以不同的形式出现7次以上(含七次),具体重复方式如下表所示:

出现次数	每次出现的部分
第1次	在part 1 真题文章中看见,通过上下文猜测其大致含义。
第2次	在part 1 的单词速查表中看到词条,知道读音和基本释义。
第3次	在part 2 词汇详解中看见其音、形、义、例句和衍生词、形近词等。
第4次	在part 3 家谱发散记忆中通过词根及分类家谱看到其相关词汇。
第5次	在每课后附的妙语助记中看见。
第6次	在其他单元中再次出现。
第7次	在平时看见。

这就好比我们认识了一个陌生人,第一次见面记住了他的模样,第二次见面记住了名字,第三次记住了籍贯,第四次记住了所在院校,第五次记住了他的爱好,第六次……第七次……等到第八次见面时已经是无话不谈的好朋友了。同样道理,我们在考场上再次看见那些原本让我们郁闷不已的单词时,

它们已经是我们的忠实朋友,能帮助我们实现我们心中的梦想了。

2. 妙语如珠 单词

一个人要是长得美丽穿得漂亮,我们对他的印象多半会深刻。单词亦然。如果把单词镶嵌在一些妙趣横生的句子中间,我们在吟咏中就能轻松记忆了,所以本书选取了很多名人名句、谚语格言作为附录放在每单元之后。另外书中的例句也都经过精心选取,总之希望大家能快乐开心地记忆单词。

3. 在真题文章中 会核心词汇

学习要有针对性,考什么我们就看什么,所以学习单词第一项是选择一个好的单词库。本书采用以阅读带词汇的方法,从历年阅读真题中选取核心词汇进行讲解,这些核心词汇覆盖了70%以上的阅读词汇考点,再加上衍生、形近、义近等构造了一个极具针对性的有效词汇库。根据BSK研究院统计,历年阅读真题中出现的核心词汇是比较稳定的,我们有理由相信,掌握了这些词汇,则往后几年的阅读词汇也“尽在囊中矣”!

二、三十天强化学习计划

为方便同学们使用拆分循环记忆法,本书特将全书分为10个单元,每个单元分为三个部分,分别为:

part 1: 真题阅读(包含历年阅读文章,并配有全文翻译、真题解析和词汇速查表)

part 2: 词汇详解(详细讲解阅读文章中难词,并罗列其形近、近义和衍生词汇)

part 3: 家谱发散记忆(通过词根家谱和分类家谱发散记忆相关单词)

每一单元还附有妙语助记和阅读小技巧两个小栏目。其中妙语助记小栏目精选了经典英文妙语以覆盖前面所学单词。阅读小技巧对英语复习策略、考生易犯错误和阅读类型进行了认真分析,相信会助同学们一臂之力。

本书不仅仅给出大家学习的材料,经过大量测试和研究,我们总结出了一套行之有效的学习计划,每三天学习一个单元,三十天通过阅读词汇难关。如下表所示:

日期	学习内容	
	白天	晚上
第一天	Part 1 真题阅读(1.5 小时)	复习 Part 1 (1 小时)
第二天	Part 2 词汇详解(1 小时)	复习前面内容(1 小时) 阅读附录的经典妙语(0.5 小时)
第三天	Part 3 家谱发散记忆(1 小时)	复习本单元(1.5 小时)

按照上表学习完一个单元后就可以同样的计划学习下一个单元,这样只需三十天、每天两个半小时就完成全部十一个单元的学习。在这一个月中,你将会以不同的形式,并结合语境、真题阅读对一个单词学习7次以上(不包括复习),通过这样的学习,这些单词将深深地印入你的脑海,成为你英文思维的一部分,与此同时,阅读也自然“水涨分高”了。

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Part 1 真题阅读

passage 1

A **recent** study, published in last week's Journal of the American **Medical Association**, offers a picture of how risky it is to get a lift from a teenage driver. Indeed, a 16-year-old driver with three or more passengers is three times as likely to have a **fatal** accident as a teenager driving alone. By **contrast**, the risk of death for drivers between 30 and 59 **decreases** with each **additional** passenger.

The authors also found that the death rates for teenage drivers increased **dramatically** after 10 p. m., and especially after midnight. With passengers in the car, the driver was even more likely to die in a late-night accident.

Robert Foss, a scientist at the University of North Carolina Highway Safety Research Center, says the higher death rates for teenage drivers have less to do with "really stupid **behavior**" than with just a lack of driving experience. "The basic **issue**," he says, "is that adults who are **responsible** for issuing licenses fail to **recognize** how complex and skilled a task driving is."

Both he and the author of the study believe that the way to mitigate the problem is to have states **institute** so-called graduated licensing systems, in which getting a license is a multistage process. A graduated license requires that a teenager first prove himself capable of driving in the presence of an adult, followed by a period of driving with night of passenger **restrictions**, before graduating to full driving **privileges**.

Graduated licensing systems have **reduced** teenage driver **crashes**, **according** to recent studies. About half of the states now have some sort of graduated licensing system in place, but only 10 of those states have restrictions on passengers, California is the strictest, with a novice driver **prohibited** from carrying any passenger under 20 (without the presence of an adult over 25) for the first six months.

recent ['ri:snt] *adj.* 新近的; 近来的

medical ['medɪkəl] *adj.* 医学的; 医疗的; 医用的; 内科的; 医药的

association [ə,səʊsi'eɪʃən] *n.* 协会; 联合; 结交; 联想

fatal ['feɪt(ə)l] *adj.* 致命的; 毁灭性的; 生命攸关的; 不幸的

contrast [kən'træst] *vt.* 使与……对比; *vi.* 和……形成对照 ['kontræst]; *n.* 对比, 对照

decrease [dɪ'kri:s] *vi.* 减少 [小, 退], 缩短 [小], 变小; *vt.* 使减少

additional [ə'dɪʃənəl] *adj.* 附加的, 另外的; 补充的

dramatically [drə'mætɪkəli] *adv.* 从戏剧角度; 戏剧性地; 鲜明地; 显著地

behavior [br'heɪvjə] *n.* 行为; 品行; 仪态; 态度; 活动或运转状态; (特)性, 性能

issue ['ɪʃu:] *n.* 问题, 事件, [律]子女; *vi.* & *vt.* 发行; 进行辩护, 传下; 流出, 放出

responsible [rɪ'spɒnsəbl] *adj.* 有责任的, 尽责任的

recognize/ise ['rekəɡnaɪz] *vt.* 认出, 承认, 公认; 赏识; 认清, 意识到

institute ['ɪnstitju:t] *n.* 学会, 学院, 协会; *vt.* 创立, 开始, 制定

privilege ['prɪvɪlɪdʒ] *n.* 特权, 基本公民权利, 特免; *vt.* 给予……特权, 特免

reduce [rɪ'dju:s] *vt.* 减少, 缩小, 简化, 还原

prohibit [prə'hɪbɪt] *vt.* 禁止, 阻止

crash [kræʃ] *vi.* 碰撞, 坠落; *n.* 碰撞

according [ə'kɔ:dɪŋ] *adj.* 依照

1. Which of the following situations is most dangerous according to the passage?

- [A] A teenager getting a lift from a stranger on the highway at midnight.
- [B] Adults driving with three or more teenage passengers late at night.
- [C] Adults giving a lift to teenagers on the highway after 10 p. m.
- [D] A teenager driving after midnight with passengers in the car.

2. According to Robert Foss. The high death rate of teenage drivers is mainly due to _____.

- [A] their frequent driving at night
- [B] their driving with passengers
- [C] their improper way of driving
- [D] their lack of driving experience

3. According to Paragraph 3, which of the following statements is TRUE?

- [A] Restrictions should be imposed on teenagers applying to take driving lessons.
- [B] Teenagers should spend more time learning to drive.
- [C] Driving is a skill too complicated for teenagers to learn.

- [D] The licensing authorities are partly responsible for teenagers' driving accidents.
4. A suggested measure to be taken to reduce teenagers' driving accidents is that _____.
- [A] the licensing system should be improved
[B] they should not be allowed to drive after 10 p. m.
[C] they should be prohibited from taking on passengers
[D] driving in the presence of an adult should be made a rule
5. The present situation in about half of the states is that the graduated licensing system _____.
- [A] has been perfected
[B] is under discussion
[C] has been put into effect
[D] is about to be set up

☺全文翻译

美国医学协会上周的杂志发表了一项最近的研究,向人们展示了一幅画面:搭乘青少年驾的车是件多么危险的事。事实上,一个16岁的司机载着三五名乘客,比光他一人开车,出现致命车祸的可能性要大两倍。相比之下,30岁到59岁的司机每增加一名乘客,死亡的危险程度都会随之降低。

作者还发现,晚上十点之后,尤其是过了午夜,青少年司机的死亡率会急剧增加。当载有乘客时,司机在后半夜的交通事故中丧生的可能性甚至更高。

罗伯特·佛斯,一名北卡罗来纳公路安全研究中心的科学家,他说,青少年司机的较高死亡率,与“真正的愚蠢行为”关系不大,而更可能是由于缺乏驾车经验。他说:“根本问题是负责签发驾照的成人没有认识到驾车是项多么复杂的技巧性的任务。”

他和这项研究的作者均相信,缓解问题的方法在于各州推行驾照分级制度,分几步才能获得驾照。分级驾照要求青少年首先要证明自身有能力在有成人到场时驾车,之后有一段限制载客的夜间驾驶时期,最终升级从而具备全部驾驶权力。

最近研究表明,驾照分级制度已然减少了青少年驾车酿成的车祸。约有半数的州已经实施了某种驾照分级制度,但其中仅有十个州对乘客有限制。加利福尼亚最为严格,禁止新手在前六个月(没有25岁以上的成人到场时)搭载20岁以下的乘客。

☺真题解析

1. 答案[D]。

题目定位在文章第一段,青少年午夜后驾车载人最危险“a 16-year-old driver with three or more passengers is three times as likely to have a fatal accident as a teenager driving alone”。答案选D。

2. 答案[D]。

题目定位在文章分论点一,第三段:青少年易出车祸是因为缺乏经验“... the higher death rates for teenage drivers have less to do with 'really stupid behavior' than with just a lack of driving experience”。答案选D。

3. 答案[D]。

题目定位在分论点一,第三段末句:从根本上讲发证机关也负有不可推卸的责任“The basic issue is that adults who are responsible for issuing licenses fail to recognize ...”。答案选D。

4. 答案[A]。

题目定位在分论点二,作者认为应该推行驾照分级制度“the way to mitigate the problem is to have states institute so-called graduated licensing systems”。答案选A。

5. 答案[C]。

题目定位在分论点二,驾照分级制度已经发挥作用“Graduated licensing systems have reduced

teenage driver crashes, according to recent studies. About half of the states now have some sort of graduated licensing system in place" 答案选 C。

passage 2

As soon as it was **revealed** that a reporter for **progressive** magazine had discovered how to make a hydrogen bomb, a group of firearm fans formed the National Hydrogen Bomb Association, and they are now **lobbying** against any **legislation** to stop Americans from owning one.

"The **Constitution**," said the association's spokesman, "gives everyone the right to own arms. It doesn't spell out what kind of arms. But since anyone can now make a hydrogen bomb, the public should be able to buy it to protect themselves."

"Don't you think it's dangerous to have one in the house, **particularly** where there are children around?"

"The National Hydrogen Bomb Association hopes to educate people in the safe **handling** of this type of weapon. We are **instructing** owners to keep the bomb in a locked **cabinet** and the fuse separately in a drawer."

"Some people consider the hydrogen bomb a very fatal weapon which could kill somebody."

The spokesman said, "Hydrogen bombs don't kill people — people kill people. The bomb is for self-protection and it also has a **deterrent** effect. If somebody knows you have a nuclear weapon in your house, they're going to think twice about breaking in."

"But those who want to ban the bomb for American citizens **claim** that if you have one locked in the cabinet, with the fuse in a drawer, you would never be able to **assemble** it in time to stop an **intruder**."

"Another **argument** against allowing people to own a bomb is that at the moment it is very expensive to build one. So what your association is backing is a **program** which would allow the middle and upper classes to **acquire** a bomb while poor people will be left **defenseless** with just handguns."

reveal [rɪˈviːl] *vt.* 展现,显示,揭示,暴露
progressive [prəˈɡresɪv] *adj.* 先进的,进取的;前进的,发展的;渐次的
lobby [ˈlɒbi] *vt.* 对(议员等)进行疏通活动;
vi. 游说议员; *n.* 大厅,休息室
legislation [ˌledʒɪsˈleɪʃən] *n.* 立法,法规;法律的制定(或通过)
constitution [ˌkɒnstɪˈtjuːʃən] *n.* 宪法;章程;构造;体格;国体
particularly [pəˈtɪkjələli] *adv.* 独特地,显著地
handle [ˈhændl] *vt.* 触,弄;处理;管理;对待;
n. 柄,把手
instruct [ɪnˈstrʌkt] *vt.* 教,教导;命令,指示;通知
cabinet [ˈkæbɪnɪt] *n.* 橱,柜;内阁
deterrent [dɪˈterənt] *adj.* 制止的,威慑的
claim [kleɪm] *n.* 要求,主张; *vt.* 要求;认领;主张
acclaim [əˈkleɪm] *n.* 喝彩,欢呼; *v.* 欢呼;称赞
assemble [əˈseɪbl] *vt.* 集合,聚集;装配; *vi.* 集合
intruder [ɪnˈtruːdə] *n.* 闯入者,入侵者;爱管闲事的人
argument [ˈɑːɡjʊmənt] *n.* 理由,论据;说服;争论,争吵
program [ˈprəʊɡræm] *n.* 节目;程序;计划; *vt.* 规划; *vi.* 安排节目;编程序
acquire [əˈkwɪə] *vt.* 获得,学到
defenseless [dɪˈfenslɪs] *adj.* 无防备的

1. According to the passage, some people started a national association so as to _____.
[A] block any legislation to ban the private possession of the bomb
[B] coordinate the mass production of the destructive weapon
[C] instruct people how to keep the bomb safe at home
[D] promote the large-scale sale of this newly invented weapon
2. Some people oppose the ownership of H-bombs by individuals on the grounds that _____.
[A] the size of the bomb makes it difficult to keep in a drawer
[B] most people don't know how to handle the weapon
[C] people's lives will be threatened by the weapon
[D] they may fall into the hands of criminals
3. By saying that the bomb also has a deterrent effect the spokesman means that it _____.
[A] will frighten away any possible intruders
[B] can show the special status of its owners
[C] will threaten the safety of the owners as well
[D] can kill those entering others' houses by force
4. According to the passage, opponents of the private ownership of H-bombs are very much worried

that _____.

- [A] the influence of the association is too powerful for the less privileged to overcome
- [B] poorly-educated Americans will find it difficult to make use of the weapon
- [C] the wide use of the weapon will push up living expenses tremendously
- [D] the cost of the weapon will put citizens on an unequal basis

5. From the tone of the passage we know that the author is _____.

- [A] doubtful about the necessity of keeping H-bombs at home for safety
- [B] unhappy with those who vote against the ownership of H-bombs
- [C] not serious about the private ownership of H-bombs
- [D] concerned about the spread of nuclear weapons

◎全文翻译

一进步杂志的记者发现了如何制造氢弹,消息刚传出,一群火器爱好者就创办了国家氢弹协会,目前他们正游说议员反对阻碍美国拥有氢弹的任何立法。

该协会发言人说:“宪法赋予了每个人拥有武器的权力,它并没有指明是何种武器。既然现在每人都可以造氢弹,大家都应该可以购买它用来保护自己。”

“你不认为在家中,特别是在有小孩的地方,有一枚氢弹很危险吗?”

“国家氢弹协会希望教育人们如何安全控制这种武器。我们正教导拥有者如何将氢弹锁在柜中保存以及将导火索与之分开保存在抽屉中。”

“有人认为氢弹是一种会杀死人的极度致命武器。”

发言人说:“氢弹不杀人——人才杀人。氢弹是用来自卫的,且具有威慑作用。若别人知道你家中有核武器,对于是否要潜入,他们就会考虑再三。”

“但那些想禁止美国公民拥有氢弹的人声称,如果你把氢弹锁在柜中而把导线放在抽屉里,你将无法及时将它组装好以阻止入侵者。”

“反对人们拥有氢弹的另一论点是目前氢弹造价昂贵。所以你们协会支持的项目会只能让中上层阶级获得氢弹,而穷人则只能靠手枪防身。”

◎真题解析

1. 答案【A】。

题目定位在文章中心议题部分,首段讲到氢弹爱好者反对制止美国普通人拥有氢弹(也就是他们支持每个人都有权拥有氢弹)“... and they are now lobbying against any legislation to stop Americans from owning one”,选项 A 中的 block 相当于 lobbying against。答案选 A。

2. 答案【C】。

题目定位在文章第三段,反对方的意见,人们认为私人拥有氢弹会威胁其他人的生活“Don't you think it's dangerous to have one in the house, particularly where there are children around?”以及“Some people consider the hydrogen bomb a very fatal weapon which could kill somebody”。答案选 C。

3. 答案【A】。

题目定位在文章第六段,支持方的意见,支持私人拥有氢弹者认为拥有氢弹可以产生威慑作用“If somebody knows you have a nuclear weapon in your house, they're going to think twice about breaking in”。答案选 A。

4. 答案【D】。

题目定位在文章末段,反对方的意见,只有富人才花得起钱拥有氢弹,会造成社会的不平等。“Another argument against allowing people to own a bomb is that at the moment it is very expensive to build one. So what your association is backing is a program which would allow the middle and upper classes to

acquire a bomb while poor people will be left defenseless with just handguns”。答案选 D。

5. 答案【A】

题目是就全文的语气提问。作者置疑私人拥有氢弹的必要性。作者在文中每提一个支持私人拥有氢弹方面的意见后就提出反驳意见,并且在文章末段再次提出富人拥有氢弹可能会造成不公现象。答案选 A。

Section 3

Sign has become a scientific hot button. Only in the past 20 years have specialists in language study realized that signed languages are unique — a speech of the hand. They offer a new way to probe how the brain generates and understands language, and throw new light on an old scientific controversy: whether language, complete with grammar, is something that we are born with, or whether it is a learned behavior. The current interest in sign language has roots in the pioneering work of one rebel teacher at Gallaudet University in Washington D. C., the world's only liberal arts university for deaf people.

When Bill Stokoe went to Gallaudet to teach English, the school enrolled him in a course in signing. But Stokoe noticed something odd: among themselves, students signed differently from his classroom teacher.

Stokoe had been taught a sort of gestural code, each movement of the hands representing a word in English. At the time, American Sign Language (ASL) was thought to be no more than a form of pidgin English (混杂英语). But Stokoe believed the “hand talk” his students used looked richer. He wondered: might deaf people actually have a genuine language? And could that language be unlike any other on Earth? It was 1955, when even deaf people dismissed their signing as “substandard”. Stokoe's idea was academic heresy (异端邪说).

It is 37 years later. Stokoe — now devoting his time to writing and editing books and journals and to producing video materials on ASL and the deaf culture — is having lunch at a cafe near the Gallaudet campus and explaining how he started a revolution. For decades educators fought his idea that signed languages are natural languages like English, French and Japanese. They assumed language must be based on speech, the modulation (调节) of sound. But sign language is based on the movement of hands, the modulation of space. “What I said,” Stokoe explains, “is that language is not mouth stuff — it's brain stuff.”

sign [saɪn] *n.* 标记,符号;手势;征兆; *vi. & vt.* 签名(于),签署

button ['bʌtn] *n.* 纽扣;按钮; *vt. & vi.* 扣(纽扣)

specialist ['speʃəlist] *n.* 专科医师;专业人士,专家

unique [ju:'ni:k] *adj.* 唯一的,独特的

probe [praʊb] *n.* 探针;探测器; *vt.* (以探针等)探查,查明

generate ['dʒenə'reɪt] *vt.* 产生,发生

controversy ['kɒntɹəvɜ:sɪ] *n.* 论争,辩论,论战

current ['kʌrənt] *adj.* 当前的;通用的; *n.* 涌流;趋势

pioneer [ˌpaɪə'nɪə] *n.* 先驱,倡导者;先遣兵,先锋

rebel ['rebəl] *n.* 反对者,反叛分子; [rɪ'bel] *vi.* 反抗,反叛

liberal ['lɪbəərəl] *n.* 自由主义者; *adj.* 慷慨的;宽大的;自由主义的

enroll [ɪn'rəʊl] *v.* 登记;招收;使入伍;参加

odd [ɒd] *adj.* 奇特的,古怪的;偏僻的

represent [ˌreprɪ'zent] *vt.* 表现;代表;声称; *vi.* 提出异议

genuine ['dʒenjuɪn] *adj.* 真实的,真正的;诚恳的

dismiss [dɪs'mɪs] *vt.* 使退去;摒弃;解雇;开除

substandard [səb'stændəd] *adj.* 次等的,标准以下的

devote [dɪ'vəʊt] *vt.* 专心致力于,献(身),贡献

revolution [ˌrevə'lju:ʃən] *n.* 革命;彻底的改革;绕转;运行

stuff [stʌf] *n.* 原料,材料,素材资料; *vt.* 塞满,填满,填充

1. The study of sign language is thought to be _____.

- [A] a new way to look at the learning of language
- [B] a challenge to traditional views on the nature of language
- [C] an approach to simplifying the grammatical structure of a language
- [D] an attempt to clarify misunderstanding about the origin of language

2. The present growing interest in sign language was stimulated by _____.

- [A] a famous scholar in the study of the human brain
- [B] a leading specialist in the study of liberal arts
- [C] an English teacher in a university for the deaf