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6级词汇

强化阅读

三友工作室



西安交通大学出版社

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内 容 提 要

但凡学习英语的人,都有这样的体会,即当语法掌握到一定的程度后,词汇量便成为进一步学习的最大障碍。如何灵活、牢固地掌握6级词汇就成为学生面临的一大难题。为此编者以1999年新颁布的大学英语教学大纲(5~6级)通用词汇为选材依据,编成该套书。该套书采用了最新的电脑与人工查询相结合的方法,确保词汇的覆盖率及重复率。另外,还有精心编写的词汇练习题供阅读后加强对词汇的掌握,再辅以超纲词及难点解释。

本套丛书共包括3册。

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前 言

我们几个编者是大学同窗 4 年的好友, 又在不同的学校从事英语教学。因此我们相聚一起时, 常谈到教学中的体会及对教学法、现行教材等等的一些思考。去年早春恰巧交大出版社有意出版一套旨在通过阅读扩大词汇的丛书, 于是我们几个便欣然答应下来。因为我们一直认为, 在充分的语言环境中扩大词汇, 培养语感是最为有效的一条学习语言的途径。尽管眼下市场上云集着各类四、六级阅读和词汇的书籍, 但我们相信这套丛书能够拥有自己的一席之地, 因为它遵循的原则是上下文中的词汇学习, 不同语境的多次重复以及对 5~6 级词汇的全方位覆盖。

整套丛书的立体结构编排如下: 每课由一篇文章及相应的词汇练习组成。文章选材广泛, 内容丰富, 题材新颖, 并兼顾了知识性与趣味性。练习题的形式主要有三种: 第一是多项选择, 使读者在内涵丰富的句子中掌握大纲要求词汇并能区分同义词、近义词、反义词及干扰项。第二为词性转换练习, 目的在于通过对同根词的不同词性的了解做到对词汇的灵活运用。第三是英文释义练习。此题罗列了该文中出现的所有 5~6 级词汇, 在方便查阅的同时使读者通过英文解释, 从而加强对词汇的理解和记忆。另外一点需要说明的是在许多文章后面我们还对一些专有名词、超纲词汇, 难句及背景加以注释, 以帮助读者对文章准确理解。丛书分为 3 册, 每册由 50 到 60 篇体裁各异的文章组成。我们在编书过程中始终强调的是阅读中的词汇积累和活学活用。

从着手收集文章, 筛选文章到设计习题, 再到反复斟酌定下稿

子,中间经历了两番寒暑。我们力争编出一套有自己风格的把词汇学习与阅读相结合的书籍。但凡事难以做到尽善尽美,因此书中疏漏之处还请读者及同行指正。在编写过程中,我们参阅了大量有关书籍和报刊,对有关作者,在此一并致以诚挚的谢意。同时我们也希望此套丛书能够成为广大英语学习者掌握学习 5~6 级词汇的一条捷径,这将是我们的最大欣慰。

编者
于 1999 年隆冬

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Tourism and Culture

Tourism develops culture. It broadens the thinking of the traveller and leads to culture contact between the hosts and guests from far-off places. This can benefit the locals, since tourists bring culture with them.

Tourism may help to preserve indigenous customs, as when traditional shows, parades, celebrations and festivals are put on for tourists. The musicals, plays and serious drama of London theatres and other kinds of nightlife are largely supported by tourists. Such events might disappear without the **stimulus** of tourism to maintain them.

On the other hand, tourism often contributes to the disappearance of local traditions and folklore. Churches, temples and similar places of worship are treated as tourist attractions. This can be at the expense of their original function: how many believers want to worship in the middle of a flow of atheist invaders? Who would want to pray while curious onlookers shuffle to and fro with guide books, rather than prayer books, in their hand?

Tourism may bring other indirect cultural consequences in its wake. Tensions which already exist between ancient and more modern ways may be deepened by tourists, **ignorance** of local customs and beliefs. Tourists, if not actually richer, often seem more well-off than natives. The former may therefore feel superior, leaving the latter embarrassed about their lifestyles. The result may be an inferior feeling which hardly helps the sense of **identity** which is so important to regional culture. The poverty of a **locality** can look even

worse when contrasted with the comfortable hotel environment **inhabited** by tourists. Prosperous retired or elderly tourists from Britain, where the average life expectancy is 75 years, may well generate **resentment** in Sierra Leone, where the local population can expect to live to no more than 41 years. The relative prosperity of tourists may encourage crime. In The Gambia, unemployed young people offer to act as “professional friends”—guides, companions or **sexual** partners in return for money. When the tourism season is over they can no longer get wages that way so they turn to **petty** stealing from the local populace. All this affects the local social life and culture **adversely**.

Cultural **erosion** can also take place at more **subtle** levels. Greek villagers traditionally prided themselves on their **hospitality**. They would put up travellers for free, feeding them and listening to their stories. To take money would have been a disgrace. That has changed now. Tourists exist to be exploited. Perhaps this is hardly surprising if the earnings from one room rented to a tourist can exceed a teacher's monthly salary.

Notes

1. indigenous a. 本地的, 土生的; 天生的
2. folklore n. 民俗; 民间传说; 民俗学
3. atheist n. 无神论者
4. Sierra Leone n. 塞拉利昂(西非一国)
5. the Gambia n. 冈比亚(西非一国)
6. populace n. 平民; 大众; 民众; 老百姓

Exercises

I . Choose the one which is closest in meaning to the underlined part.

1. The good news was a stimulus to all who heard it.
 - a. something that excites
 - b. something that depresses
 - c. something that encourages
 - d. something that upgrades
2. Poverty, disease and ignorance remain major world problems.
 - a. lack of hope
 - b. lack of knowledge
 - c. lack of confidence
 - d. lack of faith
3. Rose does not live in our locality.
 - a. house
 - b. city
 - c. district
 - d. land
4. Fishes and certain mammals, such as the whale and the dolphin, inhabit the ocean.
 - a. swim in
 - b. breathe in
 - c. live on
 - d. live in
5. You must not bother the headmaster with such a petty matter.
 - a. serious
 - b. unimportant
 - c. childish
 - d. numerical
6. Don't be discouraged by adverse criticism.
 - a. homogeneous
 - b. appreciative
 - c. unfavourable
 - d. destructive
7. The subject in the painting is famous for her subtle smile.

- a. difficult to paint b. difficult to colour
c. difficult to dye d. difficult to describe

II . Fill in the blank with the proper form of the given word. Make changes where necessary.

1. stimulate, stimulant, stimulus
 - a. Exercise _____ the flow of blood.
 - b. Athletes are forbidden to take _____ before a race.
 - c. Light is a _____ to growth in plants.
2. locate, location, local, locality
 - a. The two farmers were discussing the weather in the _____ dialect.
 - b. There are no hotels in this _____.
 - c. The company wishes to _____ its new factory beside the river.
 - d. The _____ of the house is near the highway.
3. erode, erosion
 - a. Soil conservation is intended to curb _____.
 - b. The heavy rains had _____ the top soil on the hills.
4. hospitable, hospitality
 - a. The natives are noted for their _____.
 - b. They were often invited in by the _____ farmers.
5. ignore, ignorance, ignorant
 - a. He is so _____ that he cannot write his own name.
 - b. The immense _____ of these people was really surprising.
 - c. Joe completely _____ all these faults as though they never existed.

III . Match the words in column (I) with the corresponding explanations in column (II).

(I)

(II)

- | | |
|-----------------|--|
| 1. sexual | a. who sb. is; what sth. is |
| 2. originate | b. following as a result |
| 3. consequent | c. live in |
| 4. identity | d. unimportant |
| 5. resent | e. going against; opposing |
| 6. locality | f. of sex or sexes |
| 7. petty | g. feel angry or bitter at |
| 8. inhabit | h. a place or location |
| 9. stimulus | i. the state of being ignorant |
| 10. ignorance | j. gradual destruction or removal of sth. |
| 11. erosion | k. friendly, welcoming behaviour towards guests or strangers |
| 12. subtle | l. sth. which is the cause of activity |
| 13. hospitality | m. delicate, hardly noticeable |
| 14. adverse | n. begin |

A Love-hate Relationship between Americans and Business

Americans face what might be called a lovehate relationship with business. People tend to admire the drive and cleverness of business people and the material benefits of their **endeavors**. However some people harbor an image of the business person as a greedy **manipulator** who will stop at nothing in the never-ending **pursuit** of profit.

Take the role of **advertising** as an example. In the eyes of the business world and of many economists, **advertising** serves an indispensable function. It helps **consumers** to choose among competing products. Also, by spurring demand for products, it extends the possibilities of mass production and thus leads to economies of scale and to lower **consumer** costs. Indeed, **advertising** is sometimes described as “the engine of prosperity”. From another perspective, however, **advertising** goes against important social values. It counters moral and religious teachings that urge selflessness. It creates false “needs” and encourages waste.

This inevitable tension between business values and other social values often spills over onto the political stage, with the institutions of government struggling to resolve a point at issue. Should there be limits on the types of products that business people can **advertise**? Should advertisers be forced to mention the hazards as well as the attractions of a product such as cigarettes? Should advertisers be required to prove their glowing claims?

It would be difficult to overestimate the role of business and in-

dustry in underpinning the democratic political system in the United States. By spreading economic decision-making among many levels of society, the American economic system has helped to avoid the concentration of political and economic power in a few hands. By providing a constantly expanding “pie” of material wealth, business and industry have helped to smooth out the inevitable conflicts over how the “pie” should be divided. Political debate has generally focused on how to fine-tune the distribution of wealth, not on **drastic** proposals for change. This does not mean that all Americans are satisfied with things as they are: many are not. But thanks to the wealth provided by business and industry, Americans have been able to think deeply about their difference with a certain **detachment**, largely avoiding the desperation and extremism that are the enemies of democratic discourse.

Notes

1. hazard n. 冒险; 危险
2. underpin v. 加强(某一立场、论据等)的基础
3. discourse n. 言论

Exercises

I. Choose the one which is closest in meaning to the underlined part.

1. The girl made an honest endeavor to do the work right.

a. intention	b. configuration
c. promise	d. effort
2. Do you know how to manipulate a computer?

a. stimulate	b. repair
c. operate	d. fix

3. A company may advertise its products by means of newspapers, magazines, television and boarding.
 - a. make its products known
 - b. announce its products
 - c. broadcast its products
 - d. make its products expensive
4. The price increases were passed on by the firm to the consumers.
 - a. persons who repair things
 - b. persons who buy things
 - c. persons who sell things
 - d. persons who manufacture things
5. He detached his watch from the chain.

a. braced	b. fastened
c. removed	d. boost

II . Fill in the blank with the proper form of the given word. Make changes where necessary.

1. economy, economic, economical, economics
 - a. We need a rational _____ system.
 - b. She has to be very _____ because she hasn't much money.
 - c. These are the two forms of socialist _____.
 - d. This is one of the basic principles of socialist _____.
2. produce, product, production, productive, productivity
 - a. Through irrigation the desert was turned into _____ land.
 - b. Many men are employed in the _____ of coal.
 - c. The installation of this machinery has doubled the

- _____ of the mill.
- d. They must have new markets for their _____.
- e. They're thinking of _____ a new synthetic fiber.
3. advertise, advertisement, advertiser
- a. An _____ pays for a product, event or job vacancy to be _____ on television, in a newspaper, or on posters.
- b. People _____ things which they wish to sell.
- c. The store has an _____ in the newspaper of a special sale.
4. manipulate, manipulation, manipulator
- a. I had bent to watch the mechanic's _____.
- b. The minister was an expert financial _____.
- c. The job of a manager is to _____ and control a complex system.
5. consume, consumer, consumption
- a. An automobile _____ gasoline.
- b. _____ want better, safer products.
- c. _____ of cotton increased even after it rose in price.
6. detach, detachable, detached, detachment
- a. The handle of the saucepan can be _____.
- b. The wreck was caused by the _____ of two cars from the train.
- c. A _____ house is one not joined to another one.
- d. This coat has a _____ lining.

III . Match the words in column (I) with the corresponding explanations in column (II).

(I)

(II)

- | | |
|-----------------|---|
| 1. endeavor | a. standards of good behaviour |
| 2. pursuit | b. handle or control (esp. a machine) skillfully |
| 3. morality | c. large, heavy and solid |
| 4. drastic | d. having a strong or violent effect |
| 5. detach | e. attempts at achieving |
| 6. massive | f. effort, attempt |
| 7. advertise | g. person who buys things or uses services |
| 8. consumer | h. make (sth. for sale, etc.) known to the public |
| 9. productivity | i. rate at which goods are produced |
| 10. manipulate | j. seperate |