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最新词汇

New Trend Vocabulary 22000

——直通SAT、TOEFL、TOEIC、GRE

[美] 哈罗德·列文 诺曼·列文 罗伯特·T·列文

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译

- ▶ 系统介绍学习秘诀的优秀学习手册
- ▶ 按上下文、主题、词源分类整理单词
- ▶ 完全模拟真题练习，轻而易举掌握词汇

最新
Vocabulary
22000
2nd Edition

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PREFACE

The Principle aim of this updated and enlarged edition is to help high school students build a superior vocabulary and learn the skills of critical thinking, close reading, and concise writing. The exercises in this edition have been written expressly to teach these and other desirable skills at the same time as vocabulary.

Like its predecessors, this edition involves students in a variety of vocabulary-enriching activities in chapter after chapter.

Learning New Words From the Context (Chapter 1) presents one hundred sixty shorts passages in which unfamiliar words can be defined with the help of clues in the context. By teaching students how to interpret such clues, this chapter provides them with an indispensable tool for vocabulary growth and, at the same time, *makes them better readers.*

Enlarging Vocabulary Through Central Ideas (Chapter 2) teaches twenty groups of related words. In the EATING group, students learn *condiment, glutton, palatable, succulent, voracious*, and other *eating* words. Each word studied in such a group helps students learn other words in the group.

Enlarging Vocabulary Through Anglo-Saxon Prefixes (Chapter 3) teaches words beginning with eight Anglo-Saxon prefixes, like FORE-, meaning “before,” “beforehand,” or “front.” Knowing FORE-, students can more readily understand *forearm, forebear, foreboding, foreshadow, foreword*, etc.

Enlarging Vocabulary Through Latin Prefixes (Chapter 4) does the same with twenty-four Latin prefixes. It is easier for students to understand *discontent, discredit, disintegrate, dispassionate*, and *disrepair* when they know that the prefix DIS- means “opposite of.”

Enlarging Vocabulary Through Latin Roots (Chapter 5) teaches words derived from twenty Latin roots. If students, for example, know that the root HERE- means “stick,” they can better understand *adhere* (“stick to”), *cohere* (“stick together”), *incoherent* (“not sticking together”; “disconnected”), etc.

Enlarging Vocabulary Through Greek Word Elements (Chapter 6) teaches derivatives from twenty Greek elements, like AUTO-, meaning “self.” Among the ten AUTO-words taught in this chapter are *autocrat* (ruler exercising self-derived power), *automation* (technique for making a process self-operating), and *autonomy* (self-government).

Expanding Vocabulary Through Derivatives (Chapter 7) teaches students how to convert one newly learned word into several—for example, *literate* into *illiterate*, *semiliterate*, *literacy*, *illiteracy*, etc. The chapter also provides an incidental review of some basic spelling rules.

Understanding Word Relationships and Word Analogies (Chapter 8) supplements the numerous explanations and hints given throughout the book on dealing with analogy questions. This chapter is principally for students who are unfamiliar with analogy questions, or are having difficulty with them.

Whenever something is learned, it is likely soon to be forgotten unless it is used. Therefore, students must be encouraged to use—in their writing and class discussions—the words and skills they are learning in this book. If a wordy paragraph can be made more concise or if undesirable repetition can be avoided by use of a synonym—they should be expected to do so because they have been using these very same skills hundreds of times in the exercises of this book. When a strange word can be understood from a knowledge of its root or prefix—or from clues in the context—they should be challenged to define it and to verify their definition in the dictionary. Above all, they should be encouraged to own a good dictionary and to develop the dictionary habit.

The Authors

前 言

词汇能力影响英语水平

许多人为了提高英语水平，尝试了各种各样的方法来背单词。当然，最理想的学习方法是在接触大量文章的过程中自然而然地掌握单词。但是这种方法会花费大量的时间，而且阅读量也终究有限，所以对于考生来说，尤其有必要把单词单独整理出来，集中进行学习。

要找到短时间内记住大量单词的方法

《最新词汇 22000》致力于尽可能全方位地找出单词间的关联性，力求达到简单长效地记住大量单词的目的。在结构上，本书按上下文、中心概念、前缀、词根等对单词进行了分类整理，以便进行系统而有效的记忆。特别是通过对前缀、词根等的熟悉，培养考生推测生词含义的能力。另外，若能将附录的《词源与同源词》部分随时拿来学习，就更能获得事半功倍的效果。

要学会活用词汇

俗话说：“玉不琢，不成器。”不论背了多少单词，倘若不知如何活学活用，那会是一件很令人惋惜的事。本书对你学到的每一个单词都提供了从单个词语训练到造句、作文的丰富习题，以提高灵活运用词汇的能力。

要想拿高分就必须培养词汇能力

如果你正在备考 TOEIC, TOEFL, GRE, SAT 等英语考试，牢记《最新词汇 22000》是你的必修课程，希望你能够坚持耐心地学完它。很快你就会发现，不论参加何种英语考试，你的词汇水平都已经有了惊人的提高。

2007 年 9 月
林海英

本书特点

稳居词汇学习丛书畅销排行榜前列的《最新词汇 22000》以丰富的单词和解释以及系统的问题解答，向考生们公开了更加系统化的词汇学习秘诀。

■ 由美国专家编写的、值得信赖的词汇学习手册

本书收录了经美国大学、高中教师和专家挑选的单词及相应的学习方法，特别为备考 TOEIC, TOEFL, SAT, GRE 等考试的学生们准备了有助于高效记忆单词的词汇分类整理和阶段性练习题。

■ 标明单词所属考试范围

本书详细标出了各个单词主要在哪些考试中出现过，以便考生根据报考类别有效地备考。所列单词都是出题频率较高的重要词汇。

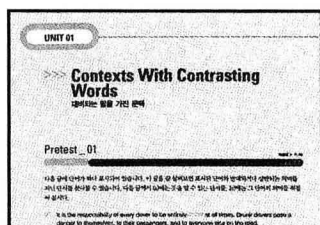
■ 英美发音同时掌握

单词和例句的朗读包括美式、英式两种发音。熟悉英美两种发音之后，无论何种听力考试都能轻松应对。

■ 通过词源 (Etymology) 和同源词 (Paronym) 深化学习

附录包含全部单词的词源以及常见的同源词。词源相同的单词被有机地整理在一起，这使得短期内记忆大量单词成为可能，并且还能进一步培养推测生词或新造词含义的能力。

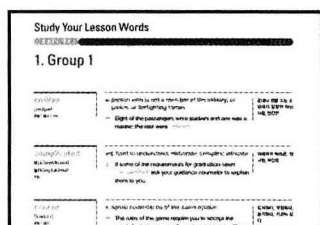
本书使用方法



■ Pretest

放松下来，尝试完成诊断测试

学习前，先通过简单的诊断题测试自己的词汇水平，达到预习的效果。



■ Study Your Lesson Words

正式开始词汇学习

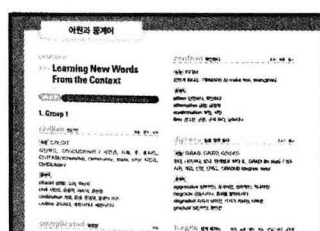
这是本书的核心部分，单词的中英文解释和例句会让你迅速有效地掌握必备词汇。



■ Exercises

解答习题，学会活用单词

学以致用，按部就班地解答各部分习题，复习单词的同时训练实际应用能力。



■ 词源和同源词

最后的深化学习

了解在 Study Your Lesson Words 部分学到单词的词源和同源词，更加深入和全面地完善学习。

本书结构

Chapter 01 通过上下文 (Context) 学习新词汇

总共 160 个短句，学习通过上下文中的对应单词、近义词或句子前后关系等推测词义的方法。词汇水平、阅读水平同步提高。

Chapter 02 通过中心概念 (Central Ideas) 拓展词汇

学习 20 个中心概念，熟悉各概念中包含的词汇。

Chapter 03 通过盎格鲁—撒克逊语前缀 (Anglo-Saxon Prefixes) 拓展词汇

熟悉 8 个盎格鲁—撒克逊语前缀的含义，学习以这些前缀开头的词汇。

Chapter 04 通过拉丁语前缀 (Latin Prefixes) 拓展词汇

熟悉 24 个拉丁语前缀的含义，学习以这些前缀开头的词汇。

Chapter 05 通过拉丁语词根 (Latin Roots) 拓展词汇

学习 20 个拉丁语词根和相关派生词 (derivatives)。

Chapter 06 通过希腊语单词元素 (Greek Word Elements) 拓展词汇

熟悉 20 个希腊语单词元素，学习与之关联的派生词 (derivatives)。

Chapter 07 通过派生词 (Derivatives) 拓展词汇

给一个单词加上前缀或后缀，可以转换成多个不同的单词，学习这种转换方法及正确的拼写法。

Chapter 08 理解单词关系与单词类推

一边类比两个单词间的多种关联性，一边学习单词。

附录 1 词源 (Etymology) 与同源词 (Paronym)

解说本书收录的主要单词的词源，列举同一词源下的同源词，丰富拓展词汇。

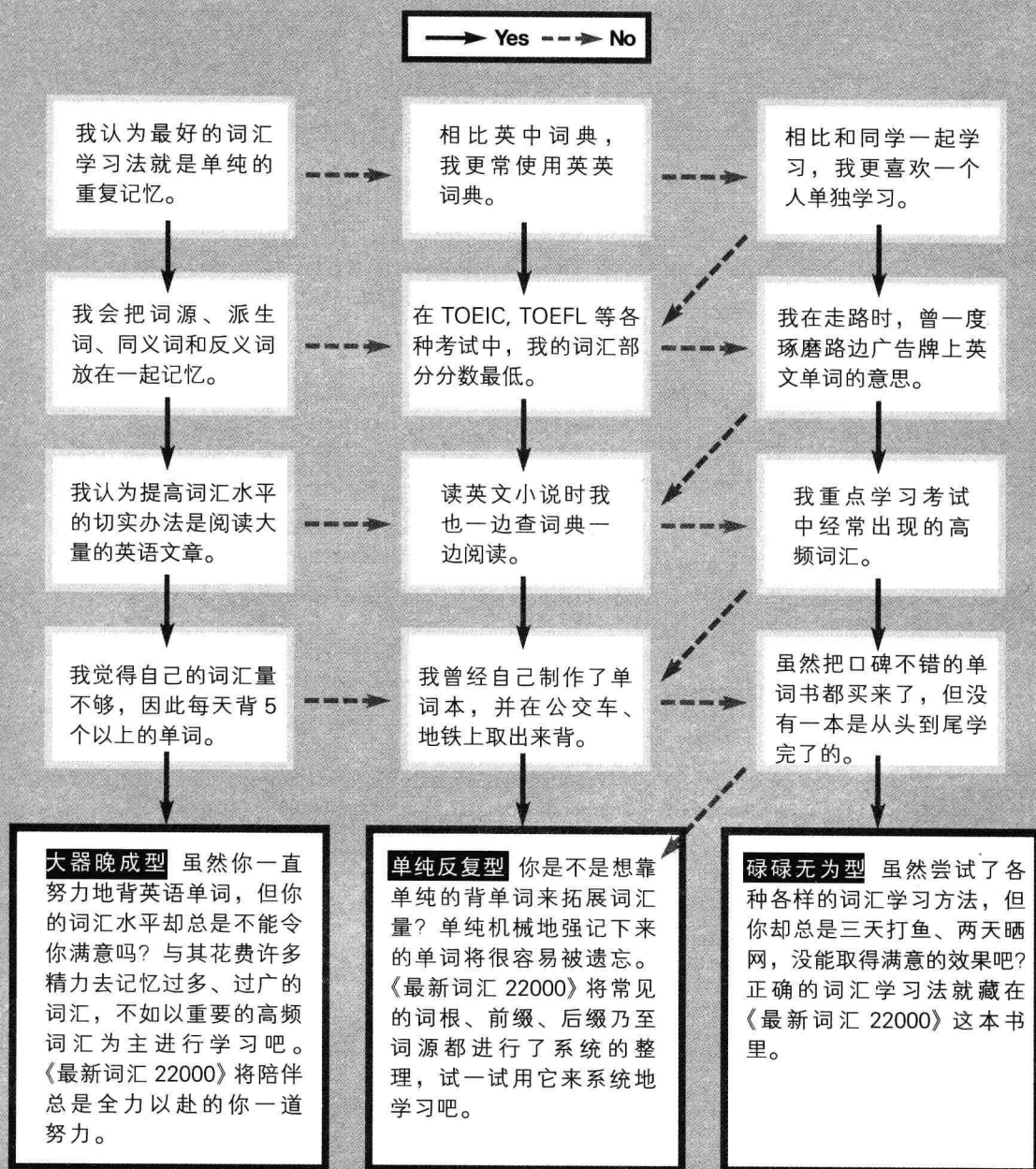
附录 2 答案与解析

提供各章预备测试 (Pretest)、小练习 (Mini-Exercise) 和练习 (Exercises) 的答案。部分有解析。

STUDY PLAN

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1	Chapter 01 Unit 01 Group 1	Chapter 01 Unit 01 Group 2	Chapter 01 Unit 02 Group 3	Chapter 01 Unit 02 Group 4	Chapter 01 Unit 03 Group 5	Chapter 01 Unit 03 Group 6	Review
2	Chapter 01 Unit 04 Group 7	Chapter 01 Unit 04 Group 8	Chapter 02 Unit 01 Central Ideas 1-5	Chapter 02 Unit 01 Exercises	Chapter 02 Unit 02 Central Ideas 6-10	Chapter 02 Unit 02 Exercises	Review
3	Chapter 02 Unit 03 Central Ideas 11-15	Chapter 02 Unit 03 Exercises	Chapter 02 Unit 04 Central Ideas 16-20	Chapter 02 Unit 04 Exercises	Chapter 03 Unit 01 Anglo-Saxon Prefixes 1-4	Chapter 03 Unit 01 Exercises	Review
4	Chapter 03 Unit 02 Anglo-Saxon Prefixes 5-8	Chapter 03 Unit 02 Exercises	Chapter 04 Unit 01 Latin Prefixes 1-6	Chapter 04 Unit 01 Exercises	Chapter 04 Unit 02 Latin Prefixes 7-12	Chapter 04 Unit 02 Exercises	Review
5	Chapter 04 Unit 03 Latin Prefixes 13-18	Chapter 04 Unit 03 Exercises	Chapter 04 Unit 04 Latin Prefixes 19-24	Chapter 04 Unit 04 Exercises	Chapter 05 Unit 01 Latin Roots 1-5	Chapter 05 Unit 01 Latin Roots 6-10	Review
6	Chapter 05 Unit 01 Exercises	Chapter 05 Unit 02 Latin Roots 11-15	Chapter 05 Unit 02 Latin Roots 16-20	Chapter 05 Unit 02 Exercises	Chapter 06 Unit 01 Greek Word Elements 1-5	Chapter 06 Unit 01 Greek Word Elements 6-10	Review
7	Chapter 06 Unit 01 Exercises	Chapter 06 Unit 02 Greek Word Elements 11-15	Chapter 06 Unit 02 Greek Word Elements 16-20	Chapter 06 Unit 02 Exercises	Chapter 07	Chapter 08	Review

词汇学习自我诊断法



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vocabulary 22000>



CHAPTER 01

Learning New Words From the Context

Learning New Words From the Context

通过上下文学习新词汇

What is the context?

The context is the part of a passage in which a particular word is used and which helps to explain that word. Suppose you were asked for the meaning of *bear*. Could you give a definite answer? Obviously not, for *bear*, as presented to you, has no context.

But if you were asked to define *bear* in the phrase “polar bear,” you would immediately know it refers to an animal. Or, if someone were to say, “Please stop that whistling — I can’t bear it,” you would know that in this context *bear* means “endure” or “stand.”

Why is the context important?

An important point for those of us who want to enlarge our vocabulary is this: the context can give us the meaning not only of familiar words like *bear*, but also of unfamiliar words.

Suppose, for example, you were asked for the meaning of *valiant*. You might not know it, unless, of course, you already had a fine vocabulary. But if you were to meet *valiant* in the following context, you would have a very good chance of discovering its meaning:

“Cowards die many times before their deaths; The valiant never taste of death but once.”

— William Shakespeare

From the above context, you can tell that the author is contrasting two ideas — “cowards” and “the valiant.” Therefore, “the valiant” means the opposite of “cowards,” namely “brave people.” *Valiant* means “brave.”

In what ways will this chapter benefit you?

This chapter will show you how to get the meaning of unfamiliar words from the context. Once you learn this skill, it will serve you for the rest of your life in two important ways: (1) it will keep enlarging your vocabulary, and (2) it will keep making you a better and better reader.