

# 流畅美语阅读

DEVELOPING  
VOCABULARY SKILLS

## 巧记词汇

Dennis Keen



大连理工大学出版社  
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汤姆森学习出版集团

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张丽娟 郭群 译

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英语单词对于每一位学习英语的人来说都是至关重要的。因为单词是组成句子的基础。无论学习英语的动机是什么,想要达到什么目标,离开单词则寸步难行。考试成绩的好坏,更是与词汇量息息相关。在各种考试中,由于有生词而猜不出来,或因为猜错影响答题速度,影响对问题的正确理解和判断能力,从而导致考试不及格等情况屡见不鲜。在语言运用时,词汇量的大小则直接影响到所使用的语言是枯燥单调还是丰富多彩;是平平淡淡还是栩栩如生;是平凡乏味还是引人入胜。

许多英语学习者因为背单词费时费力,所以见效慢。在大部分情况下忘得比背得快等原因使学习者不愿背单词,结果导致英语学习成绩提高慢,甚至放弃英语学习。为了帮助英语学习者解决这一令人头痛的问题,我们特此推荐这本《流畅美语阅读巧记词汇》一书。本书的特点如下:

**1.全面系统,简洁明了。**《流畅美语阅读巧记词汇》以扩大词汇为主线,把全书分为六大部分。前五部分根据不同学科、领域,科学地划分为21个门类;每个门类系统地介绍扩大词汇量必须掌握的相关构词法,即:复合词、词根、词缀;第六部分不仅对全书涉及的内容进行汇编,而且还汇集了诸多书中没有涉及到的词根、词缀。

为了便于学习者分析单词的构成和加深对单词的记忆,特意标明每个词根、词缀的来源出处。

**2.《流畅美语阅读巧记词汇》把重点放在技巧练习上。**为了避免学习者对单词死记硬背、背了后面忘了前面、只见树木不见森林等问题,提高识别单词的技巧,本书作者独具匠心,精心设计了系列练习,除每单元的练习之外,五大部分也有总结性复习,即对单词分别进行“分解、扩展、类推、分类、搭配、下定义、造句、变词性及根据情景选词”等练习。通过这些练习,学习者可以熟悉和掌握科学猜词的方法,收到举一反三、触类旁通的效果。

3.《流畅美语阅读巧记词汇》注重学用结合。书中的练习针对中国学生学了单词不会用或在不同的场合下选错单词等问题,本书运用地道英美语言对单词用法进行分类、比较,例如哪些词是常用词,哪些词很少用(如第27页)并要求学习者采用西方思维模式对所学词汇进行造句、简化句等练习,帮助学习者熟悉语言使用环境。

4.《流畅美语阅读巧记词汇》所涉及到的复合词和词缀在构词法中是普通和常用的,所涉及到的单词也是常见的。把词汇通过分解、类推和回答问题等方式给出相关定义,而不是通过背单词直接给出定义,并且通过本书的特色练习了解基本构词法和应用。

例:1) skateboard: a board on which you skate

2) 分解: recede: Root: cede Meaning: move

Prefix: re- Meaning: back

recede 定义: move back

3) 类推: aviator: airplane; motorist: automobile

5.为了方便广大学习者,本书把涉及到不同级别考试所要求掌握的词汇用不同符号分别标出。

英语专业1~4级必备词汇的符号分别为:TEM 1, TEM 2, TEM3, TEM 4

非英语专业1~4级必备词汇符号为:CET 1~4

5~6级必备词汇符号为:CET 5~6

6级以上词汇符号为:CET 6以上

总而言之,《流畅美语阅读巧记词汇》一书与众不同之处在于不仅向广大学习者介绍了词根、词缀等构词法,让学习者掌握一些猜测词汇的方法和规律,而且更重要的是把重点放在技巧掌握和实际灵活运用上,使学习者学会在不同语境中自如、恰当地运用不同单词。本书中的一些练习是其他同类书籍中从没有过的、独一无二的练习。如果你跟着作者畅游本书,那么,你的英语成绩一定会在短期内提高几个档次。此外,你对英语语言的运用一定会地道得让英美人称赞!

祝你早日掌握本书的技巧,取得好成绩!

扩大英语词汇量的方法有许多。你可以阅读英文书籍和杂志,记下你不认识的单词,然后再查阅词典;你可以一天选择背诵五个或十个单词;你可以经常书写,通过选择各种各样的单词,你的词汇量就会增加;你可以选一个单词,如 happy 以及学习一些意思与其相近的单词,如 glee-ful、joyful、jovial 和 ebullient;你也可以学习一些经常与 happy 搭配使用的词组,像 happy birthday, happy-go-lucky 和 money-happy;你还可以进一步学习一些与 happy 意思相反的词,如:sad、morose 和 tearful。

上述方法都好用,但本书却用不同的方法看待词汇的扩展。英语也许是一种相当难学的语言,其原因之一就是词汇量大。尽管大词典之一的“牛津词典”收有五十万词条,有些统计表明英语词汇超过二十万。英语的词汇比许多其他语言多得多。例如:法语仅有十万词汇。幸运的是许多英文词汇与常见词根有关系,而且学习这些词根可以使你了解许多英语词汇的意思。在本书中,你将可以学习词根和词缀(这些术语在后面有定义),这些词根和词缀经常出现在大学课文和学术写作中。

例如:英文中常见的词根 prim 的意思是“第一”或“最重要”。当我们看到这个词根时,我们通常(也有例外)可以猜出这个单词的意思大概是“第一”或“重要”。因此,学习 prim 这个词缀帮你猜测 prime(重要的),primer(底漆或入门书),premiere(戏剧、电影等首次公演),primary colors(原色)这些词的意思。

这种方法并不是总有效。prim 一词本身的意思是“干净的”,to primp 意思是“仔细地打扮”。英语中几乎没有不变的规律,而且语言也在不断地变化,因此在学习英语词汇时,你需要做一些灵活的、细心的猜测,更重要的是你要做好遇到一团糟的情况的准备,你需要有耐心。

现在向你介绍一套利用本书的方法：

**步骤 1** 当你遇到生词时，先对单词进行分解。所谓分解就是把一个单词根据它的前缀、后缀和词根分成几部分。例如：incorrect 有三部分：in+cor+rect，其意思分别是“not+totally+right”。你应当经常使用本书后面的术语汇编来找出词根和词缀的意思。凡是经常使用本书术语汇编的学生都会发觉自己的词汇知识迅速增长。

**步骤 2** 在对单词进行分解后，应形成一个字面定义写在纸上。

**步骤 3** 在句子中对这一定义进行检测：“Your answers to Questions 16 and 37 are incorrect.” 如果“not totally (completely) right”与 incorrect 互换合乎逻辑，你就做对了。

**步骤 4** 有时字面定义与单词在句中的意思不相符。请看下面的例子：

单词：primitive

分解：prim+itive

字面定义：related to + first

句子：Primitive people drew pictures on cave walls.

如果你根据 primitive 的字面意思，你就会这样写：“related to the first(第一的,原来的)”；然而较好的定义应该是“very early or very ancient (远古的,原始的)”。通常为了符合句意，你需要改变字面意思。这个新定义就被称做 Contextural Definition,即在上下文中的定义。

与学习其他新的技巧一样，上述四个步骤在初始阶段可能会有些奇特和难学，但是你一定要坚持下去。只要你坚持在本书的各课中使用上述方法的四个步骤，你不仅能够熟悉这几个步骤，而且你会发觉你在分解单词的技巧和定义理解方面的进步很快。

希望你能在艰苦的学习中找到乐趣。

# Preface: To the Student

There are many ways to build up your English vocabulary. You can read books and magazines in English, write down all the words you do not know, and then look them up in your dictionary. You could choose to memorize five or ten new words a day. You could write frequently, and in choosing a variety of words, your vocabulary would increase. You might choose a word like **happy** and learn the words similar in meaning, such as **gleeful**, **joyful**, **joyial**, and **ebullient**. You might also learn the words and phrases often used with **happy**, such as **happy birthday**, **happy-go-lucky**, and **money-happy**. And you might further learn the opposites of **happy**: **sad**, **morose**, and **tearful**.

All of these ways will help, but this book looks at vocabulary development in a different way. English can be a very difficult language to learn, and one of the reasons for this is the size of its vocabulary. English has, according to some counts, over 200,000 words although one very large dictionary, *The Oxford English Dictionary*, has over 500,000 entries. English has far more words than most other languages. For example, French has only about 100,000. Fortunately, many words in English are related by common roots or bases and learning these roots unlocks the meaning to many English terms. In this book, you will learn the roots and affixes (these terms will be defined later) that are common to the words found in college texts and academic writing.

For example, a common root in English is *prim*, meaning "first, or most important." When we see this root, we can often (but not always) guess that the word means something about "first or most important." Thus, learning *prim* helps you guess at the meanings of **prime** (something important), **primer** (a first coat of paint or the first book one learns to read), **premiere** (the first showing of a movie or play), and **primary colors** (the three most important colors).

One problem with this method is that it does not always work. The term **prim** by itself means "neat" and **to primp** means to "dress carefully." English is not like mathematics or the sciences; few rules in English are always true, and language changes in ways that math and science do not. In learning English vocabulary, you need to make intelligent, thoughtful guesses. More importantly, you need to get ready for some messiness. You need to be patient.

Here, then, is a good system to use with the exercises and readings in *Developing Vocabulary Skills*:

Step 1: When you come across a word you do not know, ANALYZE the word. To ANALYZE a word is to break the word down into its parts—its prefixes, suffixes, and roots. For example, **incorrect** has three parts: **in** + **cor** + **rect**, and the three parts mean: "not + totally + right." You will need to use the Glossary of this book often to find the meanings of roots and affixes. Students who make regular use of the back of the book will find that their word knowledge grows quickly.

Step 2: After you have ANALYZED a word, form a LITERAL DEFINITION of it. The analysis goes on in your mind; the literal definition goes down on your paper. That is the only difference. The LITERAL DEFINITION of **incorrect** is "not completely right."

Step 3: Once you have a LITERAL DEFINITION, you test that definition in the sentence before you: "Your answers to Questions 16 and 37 are incorrect." If "not completely right" makes sense for **incorrect** as it is used in the sentence, you have done all that you need to do.

Step 4: Sometimes the LITERAL DEFINITION will not seem to fit the meaning of the word in the sentence. For example, look at the following problem:

Term:	<b>primitive</b>
Analysis:	prim + ive
Literal Definition:	related to + first
Sentence:	Primitive people drew pictures on cave walls.

If you use a LITERAL DEFINITION for **primitive**, you would write: "related to the first"; however, "very early or very ancient" is a definition that seems to fit better. Often, you may have to change the LITERAL DEFINITION to fit the sentence. This new definition is called the CONTEXTUAL DEFINITION, the meaning that makes sense in the context or setting of a sentence.

In summary, here are the steps:

ANALYZE the word in your mind.

Create a LITERAL DEFINITION with the help of your Glossary.

Test the LITERAL DEFINITION in the sentence.

If you so need, create a CONTEXTUAL DEFINITION to fit the sentence.

As with learning any new skill, this process will seem odd and hard at first, but do keep working the system. Once you use the steps regularly, you will find that your understanding of words grows quickly. In fact, make the method your primary way of thinking in the units that follow.

Have fun with all the hard work before you.

#### Acknowledgments:

Few books are created by one person, and this one is no exception. Ken Mattsson and David Lee of Heinle and Heinle have given patience and sound advice. Heide Carlson attended to much of the word processing with skill and good humor. Bonnie Raper and Alice Clymer, of Spokane Community College, saved me hours of work and endless frustration because of their generous help with the intricacies of computers. Denise Lambert, Instructor of English at Spokane Community College, had a very good editorial eye and offered both encouragement and understanding throughout the revision process. Finally, hundreds of students have worked through the first edition of the text, and their comments and criticisms have made invaluable contributions to this second edition. The strengths of the book arise in goodly measure from the efforts and thoughts of these people.

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# Introduction to Word Analysis

## 词汇分解简介

Compound Words 复合词

- ❖ Familiar Prefixes and Suffixes 常见的前缀和后缀
- ❖ Suffixes for People, Objects and Places 表示人、物体和地点的后缀
- ❖ Noun Suffixes 名词后缀
- ❖ Adjective Suffixes 形容词后缀
- ❖ Verb Affixes 动词前缀和后缀

# 1

## Compound Words

### 复合词

A compound word is the simplest word to analyze, for all compound words are made up of two separate yet common words. For example, **newspaper** is created by joining **news** + **paper**; the word means "a paper with news printed in it". In the same way, a **bookstore** is a "store that sells books". And you might create a sentence like this with several compound words: "Each weekday, I buy a **newspaper** outside the **bookstore** downtown."

You will often find analysis of words easier if you break them down and define the parts backwards, from the last element to the first. For example, a **headache** is "a pain in your head", and **backyard** is the "yard in back of the house".

复合词是最容易分解的词,因为所有的复合词都是由两个独立的常见词组成。例如:**newspaper**(报纸)一词是由 **news+paper** 构成的,意思为“印有新闻的纸”。同样,**bookstore**(书店)意思为“卖书的商店”。你也可以用一些类似的复合词造一个句子:“Each weekday, I buy a **newspaper** outside the **bookstore** downtown.”(每天上班时我都在市中心的书店外面买一份报纸。)

如果你把单词分解开并且从后往前下定义,你就会感觉到分解词是比较容易的。例如:a **headache**(头痛)就是“头里面痛”;**backyard**(后院)就是“房子后面的院子”。

### WORD LIST 单词表

<b>afternoon</b> (CET 1~4)	<b>baseball</b> (CET 1~4)	<b>birthday</b> (TEM 1)	<b>bookcase</b> (TEM 3)
<b>carload</b>	<b>cloudburst</b>	<b>crosswalk</b>	<b>dropout</b> (CET 6级)
<b>earring</b> (CET 6级以上)	<b>earthquake</b> (CET 1~4)	<b>headline</b> (CET 1~4)	<b>highway</b> (CET 1~4)
<b>homework</b> (CET 4)	<b>housework</b> (CET 1~4)	<b>landslide</b>	<b>paperback</b> (CET 5~6)
<b>sidewalk</b>	<b>skateboard</b>	<b>spacecraft</b> (CET 1~4)	<b>tugboat</b>
<b>woodland</b>			

### Analysis 分解

Analyze each of the following words, and write a literal definition on the line. Then write one sentence that includes both compound words. The first one has been done for you.

请分解下列单词,并在横线上写出定义。然后用所给出的复合词造句。第一句已给出。

1. skateboard: a board on which you skate

sidewalk: a walk beside the street

Sentence: Please do not ride your skateboard on the sidewalk.

2. cloudburst: \_\_\_\_\_  
 landslide: \_\_\_\_\_  
 Sentence: \_\_\_\_\_
3. homework: \_\_\_\_\_  
 housework: \_\_\_\_\_  
 Sentence: \_\_\_\_\_
4. afternoon: \_\_\_\_\_  
 birthday: \_\_\_\_\_  
 Sentence: \_\_\_\_\_
5. highway: \_\_\_\_\_  
 earring: \_\_\_\_\_  
 Sentence: \_\_\_\_\_

## Relationships 扩展练习

- I. The word **ball** appears in the name of many sports. Look at the following compound words and explain how the first part of the compound word is connected to the sport. The first one has been done for you.

ball(球)这个词在许多与运动有关的词中出现。请看下列复合词并解释每个复合词的第一部分与运动的关系。第一句已给出。

1. baseball: a game in which runners run to or around bases
2. football: \_\_\_\_\_
3. basketball: \_\_\_\_\_
4. volleyball: \_\_\_\_\_
5. softball: \_\_\_\_\_

- II. Where would you expect to find or see the following?

你有可能在什么地方遇到或看到下列单词?

1. carload: \_\_\_\_\_
2. headline: \_\_\_\_\_
3. crosswalk: \_\_\_\_\_
4. woodland: \_\_\_\_\_

5. spacecraft: \_\_\_\_\_

6. bookcase: \_\_\_\_\_

## **Collaborative Work**    小组练习

I. Read the paragraph below, circle all the compound words, and answer the questions that follow.

阅读下列文章, 画出复合词并回答下列问题。

As I sat in the classroom waiting for my first college class to begin, I felt both surprise and fear. My fellow classmates seemed so calm, so casual. Barefooted, the students wore baggy sweatshirts and shorts. I saw haircuts of every type, footwear of every description, and earrings beyond belief. All through my schooling, I wore one boring uniform and one equally boring hairstyle. Such a variety here was a pleasant surprise. Yet the students were both relaxed and serious. Some were reading textbooks; some were writing in their notebooks. I was sure every student was smarter than I was; I was certain they would not struggle with the homework. All was new; all was exciting. I was very glad to begin.

1. List all the compound words from the paragraph that you do not know.

_____	_____
_____	_____
_____	_____
_____	_____

2. Was the writer's experience anything like your first day at a new school? In what ways were the first days alike? In what ways were they different?

_____
_____
_____
_____
_____

3. In groups or with a partner, compare your list of words in question 1. Find someone who knows the words you do not know, and ask him or her to explain them to you. In return, explain to others the listed terms that they do not know.
4. Compare your answers to question 2 by reading your responses to your partner or group.

II. Most compound words are made up of two short words. In a group, list at least three compound words that use each of the following words.

大多数复合词都是由两个短词构成。请分组讨论用下列每个单词列出至少三个复合词。

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**EXAMPLE:** ball: gumball, ballpark, ballgame, softball, football, basketball

1. air: \_\_\_\_\_
2. head: \_\_\_\_\_
3. down: \_\_\_\_\_
4. sun: \_\_\_\_\_
5. water: \_\_\_\_\_
6. tail: \_\_\_\_\_