

Kathryn Trump  
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Dee Ann Holisky

# 千姿百态话 行走

——同领域英语词汇博览 2级

实用英语词库系列

Walk, Amble, Stroll

Vocabulary Building  
Through Domains



清华大学出版社

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# To the Student

Are you tired?

Exhausted?

Worn-out?

Is this how you feel some days after you have spent hours and hours trying to learn new words in English? You already know many words, but you probably feel that you never know enough. You always need to know more.

Sometimes words are easy to learn because they are similar to words in your language (such as radio or computer). Other words are easy to learn because they are part of the basic vocabulary of English (such as student or love). However, the work gets harder when you go beyond this basic vocabulary. We have written this book to help you learn words beyond the basic vocabulary.

The idea for this book started with an ESL teacher who was looking for a way to help students learn new words. One day, she taught her students ten different words for the basic word walk. They learned the words quickly and remembered them well—and they had fun studying them too!

The teacher was pleased and that first group of related words became the basis for this book, *Walk, Amble, Stroll*. The most important thing about this book is the way the words are grouped. They are organized into word domains and each unit has one or more domains. A domain is a group of words that are all related to one basic idea. A good example is the WALK domain which contains words that have a similar

meaning to walk. Walk is a word that you know. Here are two other words that mean walk:

amble      stroll

The words amble and stroll add meaning to the word walk. They mean to walk slowly with no goal in mind. In the first chapter of this book, you'll learn many other words that add extra meaning to the basic idea of walk.

There's one thing we want you to remember as you go through this book: when you first look at a domain, there will be many words that are new to you, but don't worry. In each domain there will also be some words that you already know. That's good! These words will help you learn and remember the words that you don't know. The more you see these familiar and unfamiliar words together, the more comfortable and confident you will feel with them.

Using domains to learn vocabulary can help you:

- attach many new words to one basic word that you already know
- recognize the words the next time you see them in writing
- put more words in your active vocabulary; you will know what these words mean and you will be able to use them in speaking and writing

Learning vocabulary is an important step to better language skills. You know that and we do too. We have written this book to help you learn new vocabulary quickly and remember it easily. We also hope you will have some fun with the words!

# To the Teacher

*Walk, Amble, Stroll: Vocabulary Building Through Domains* is an intermediate-level textbook for students who are ready to expand their vocabulary beyond the basic level. It can be used in a class devoted to vocabulary building or as a supplementary text in a reading, writing, or integrated skills class. It can also be used for self-study by individual students.

Rapid and continual vocabulary expansion is critical for students learning English as a second or foreign language. Our goal in writing this book was to provide intermediate-level students with an efficient and enjoyable way to expand their vocabularies. We introduce vocabulary through a concept and teach words that are related to that concept. We call this group of related words a "domain." This focus on concepts and word domains lends itself to a rich variety of activities that appeal to students with different learning styles.

## I. Major Features of this Approach

1. Words are easier to learn when they are connected in some way. Through domains, students can learn a larger number of words more quickly.
2. The words are reinforced by a developmental progression of exercises, moving from the simple to the more complex and open-ended. Students gradually move from beginning practice with the words into creating their own contexts for the words.
3. The students can build on familiar concepts. They aren't overwhelmed by learning large numbers of new words because they already know some of the words in each domain.
4. Charts (not word lists) are used to display the words. These aid the students in visualizing the domains and remembering them.
5. Students are learning a technique that they can use with other concepts and with new words as they come up. Teachers can also use this technique to teach other words as they come up in the classroom.

## II. Format of Each Unit

Each unit follows a similar format and contains the sections below.

1. **Getting Ready.** This section consists of a few questions to help the student focus on both the concept and the dimensions of the domain.

2. **Introducing the Domain.** The words in the domain are introduced in a brief narrative and then they are presented in a chart. The chart is designed to reflect the important dimensions of the domain.

3. **Exploring the Domain.** In most of the units, this section contains a narrative that uses the words in context.

4. **Exercises.** A progression of exercises provides the students with practice using the words in a variety of ways. The exercise progression has three steps: (a) The first step involves manipulative exercises that familiarize the student with the words. These are helpful for short-term memory. (b) The second step consists of two-step, problem-solving exercises. These exercises don't focus on the words themselves, but instead require the student to take a second step, from the word to its meaning within a specific context. These exercises ensure that the words will be stored in long-term memory. (c) The last step consists of open-ended communicative activities for writing or discussion. At this point, the students are ready to use the words to talk about their own experiences.

5. **Expanding the Domain.** This is an optional section at the end of most units. It introduces additional vocabulary that is related to the words in the domain or presents extended uses for the words. In some chapters, we ask students to bring in new words that belong in the domain.

## III. How to Use This Book

1. **The order of presentation.** The units in this book do not have to be covered in order. However, we recommend starting with the first three or four units, because the concept of domains is introduced and most major exercise types are presented. After that, teachers can follow the order of the book or choose chapters that tie in with their curriculum.

2. **Teaching speed.** Students using this book tend to learn words more quickly than they do using other vocabulary materials. This is because of the organization of vocabulary around a familiar concept and the psycholinguistic reality of word domains.

3. **Using dictionaries and thesauruses.** We encourage the use of dictionaries, both bilingual and English-English. The domain charts will provide students with a clear idea of the meaning of the word



from the way it's placed on the chart. However, some students might find that using a dictionary will clarify the meaning of the word. In addition, teachers who want to introduce the use of a thesaurus will find that the domain concept enhances its use as a resource tool.

**4. Other activities.** We hope that you will expand on the units in the book by creating games, supplementary materials and other activities for your students. We also hope that you will encourage them to bring in examples of words from domains in new contexts that they have found in their everyday lives.

It has been exciting for us to see other teachers use these materials and design their own activities. You can be as creative, imaginative, inventive, and ingenious as you want to be!

#### IV. Resources for the Teacher

If you are interested in finding out more about vocabulary learning and teaching, here are some references that we have found helpful.

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*Walk, Amble, Stroll: Vocabulary Building Through Domains* emerged from a semantics class taught by Dr. Dee Ann Holisky at George Mason University in 1982. We would like to thank the members of that class who became convinced that the concept of semantic fields, or domains, could be used to teach vocabulary. The students of the English Language Institute at George Mason University further convinced us that this method works through their enthusiasm for this new way of learning vocabulary.

We have benefitted from the work of other professionals, especially George Miller, Christine Fellbaum and William Nagy. We are also indebted to the teachers who piloted the chapters (Mary Jane Saunders, Enrica Frost, Susan Klingaman, David Coia, and Judy Graves and the staff at Eurocentre in Alexandria, Virginia). We would like to thank Marshall Kolin, Phyllis Duryee, Melissa Allen, Sandy Sklarew, and Mei-Ling Huang. Thanks also go to the following reviewers: Bill Biddle, Audrey Blackwell, Maryanne Kearny-Datesman, Gail Kellersberger, John Kopec, Mr. Nakai, and Anca Menoianu. Finally, we want to acknowledge our editor, David Lee, who has been a responsive, enthusiastic partner in the writing of this book and Harriet Dishman for her caring and careful attention to detail.

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S.T.

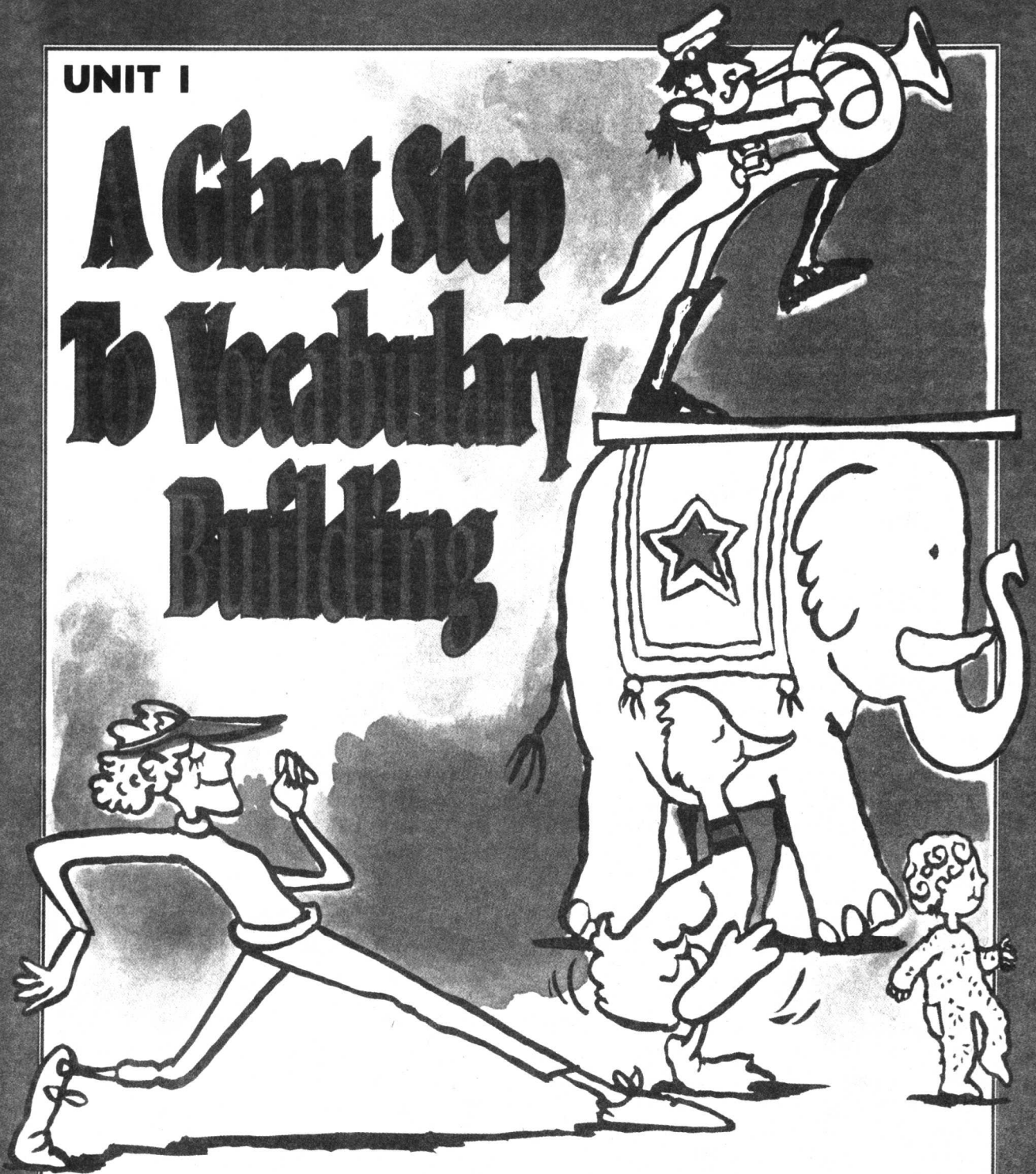
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**UNIT I**

# **A Giant Step To Vocabulary Building**



**THE WALK DOMAIN**



# I. Getting Ready

Words, words, and more words! There are more than half a million words in the English language. It isn't surprising that many students think it is difficult to develop a good vocabulary in English.




Discuss the following questions either with your whole class or in a small group.

1. How do you feel about learning new words? Do you like it or do you think it's boring?
2. When you are reading in English and you find a word that you don't know, what do you do? Do you:
  - look the word up in your dictionary?
  - ask a friend what it means?
  - guess at its meaning?
  - ignore it?
3. Do you think it is important to build up your English vocabulary? Why?

## II. Introducing Word Domains

The units in this book will help you improve your vocabulary quickly and easily. Each unit has one or more groups of words followed by paragraphs to help you understand the new words. There are also exercises to help you learn the new words.

This book is different from other vocabulary books because of the way the words have been divided into groups. In each unit you will find a group of words that are similar in meaning. This collection of words is called a "domain." Take a few minutes to look over the domain for the verb walk. Mark any words that you don't know.

The WALK Domain				
No Goal	Step		Attitude	Speed
<b>Aimless</b> wander stroll saunter roam amble ramble	<b>Even</b> march      pace		<b>Secret</b> prowl      slink sneak      steal	<b>Slow</b> inch creep edge
	<b>Light</b> tiptoe		<b>Proud</b> strut      swagger	<b>Fast</b> hasten hurry
	<b>Heavy</b> plod      trudge		<b>Confident</b> stride	
	<b>Unsteady</b> waddle      toddle stagger      falter stumble hobble      limp		<b>Sad</b> shuffle      slouch	

Most of the domains in this book have one or two general words. The most general word in this domain is walk. We call this domain the WALK domain.

All the other words in this domain have the same basic meaning as walk. But each word has some additional meaning as well. For instance, wander means to walk with no goal in mind. March means to walk with an even step, like a soldier in a parade. Although wander and march have the same basic meaning as walk, they both describe a special way of walking.

When we use a word that has more meaning than the basic word, we give more information. Compare the two sentences below.

1. The children walked home from school.
2. The children wandered home from school.

Both sentences have the same basic meaning, but the second sentence gives more information than the first one. The second sentence tells us that the children walked in a slow, aimless way. They didn't go directly home. Maybe they crossed the street to talk to a friend or look in the window of a store.

### III. Exploring the Domain

- A. A number of verbs in the WALK domain mean to walk aimlessly, with no goal in mind. You might stroll or saunter through a park on a nice sunny day when you have nothing important to do. Have you ever wandered through an airport for an hour while you were waiting for your flight? Sometimes children amble or ramble on the way home from school. They walk slowly, stopping to look at things, and perhaps they take the long way home. If you lost your pet dog or cat, you might roam the streets for hours looking for it.

wander  
stroll  
saunter  
roam  
amble  
ramble



- B. When we walk, we take steps. Some verbs in the WALK domain tell us about the kind of steps someone is taking. Have you ever seen a lion walking back and forth in his cage? We say he is pacing. When you pace or march, you walk with an even step. Soldiers march and people in a parade march. When soldiers are walking in thick, heavy mud, they can't march. They plod or trudge. The mud sticks to their boots and makes it hard for

march  
pace  
tiptoe  
plod  
trudge

them to walk. We also use plod and trudge to show that someone is unhappy or tired. Do you ever plod to class?

If your step is light and you walk on your toes, you tiptoe. Sometimes we tiptoe when we don't want to be heard.

- C. Sometimes we walk with an unsteady step. There are seven verbs in the WALK domain that describe this kind of walking. The chart on page 4 will help you understand them.

## Walk—Unsteady Step

**toddle** to walk like a small child

**waddle** to walk like a duck

**stagger**  
**falter**  
**stumble** } to walk in a clumsy,  
uneven way

**hobble**  
**limp** } to walk like someone with  
an injured foot



- D. Some verbs tell us about the attitude of the person who is walking. For example, a thief doesn't want anyone to see or hear him. He might prowl or slink through a dark, empty house. If a child wants to surprise her father, she might sneak up behind him and yell, "Boo!" If teenagers don't want their parents to know they are going out, they might steal quietly out of the house.

The verb stride expresses a different attitude. When a singer strides onto the stage, she gives us the idea that she is feeling confident and sure of herself. People who are feeling very proud might strut or swagger. They walk with their heads up and their shoulders back. When they strut or swagger, they give the idea that they think they are better than everyone else.

The last two verbs, shuffle and slouch, indicate that the person who is walking is sad. When a man shuffles, he drags his feet as he walks, making noise as his feet move across the floor. If a woman slouches into the room, she walks with her head and shoulders down. Her posture shows that she is sad. A child who has just failed a test might slouch or shuffle home to tell his parents about it.

prowl  
slink  
sneak  
steal

strut  
swagger

stride

shuffle  
slouch

- E. There are five verbs that tell us about the speed at which someone or something is walking. Have you ever tried to move through a crowded room? You probably had to edge your way across the room. Have you ever watched a cat inch or creep toward a bird? The cat moves slowly and carefully. But a hungry cat will hasten or hurry to its food dish when someone puts food in it. Would you creep or hasten if you were walking on an icy sidewalk? Do you hurry or inch your way to class when you are late?

inch  
creep  
edge  
hasten  
hurry

## IV. Learning the Words

While you are doing the following exercises, try to remember this: *You don't have to memorize the exact meaning of every word!*

By the end of this unit, you should know the general meaning of each word in the WALK domain. You should be able to connect the new word to the basic word walk. When you see or hear the word plod, you should remember that it means a way of walking. If you also remember that it means to walk with a heavy step, the way a person walks in mud, that's even better! But you will usually understand the meaning of the sentence just by knowing that plod means a kind of walking.

## V. Exercises

### Exercise 1: Beginning Practice

Cross out the word that doesn't belong.

Example: stagger ~~swagger~~ stumble falter

1. pace      falter      march
2. plod      tiptoe      trudge
3. stride      waddle      limp
4. inch      march      creep      edge
5. wander      roam      amble      hasten
6. slink      slouch      sneak      steal

### Exercise 2: More Practice

At the beginning of this unit, you learned that all the verbs in the WALK domain have the same basic meaning as walk. But remember that each verb has some extra meaning as well. Think about this extra meaning as you do the exercise below.

#### Part A

Write *NG* if the verb means to walk with *no goal*. Write *S* if it tells about the kind of *step*. When you have completed the exercise, look back at the chart of the domain to see how well you did.

- |                  |                   |
|------------------|-------------------|
| _____ 1. stroll  | _____ 6. stumble  |
| _____ 2. tiptoe  | _____ 7. toddle   |
| _____ 3. roam    | _____ 8. ramble   |
| _____ 4. hobble  | _____ 9. wander   |
| _____ 5. saunter | _____ 10. stagger |

#### Part B

Repeat this exercise with the verbs below. Write *A* if the verb tells about the *attitude* of the person who is walking and *S* if it describes the *speed*.

- |                  |                  |
|------------------|------------------|
| _____ 1. edge    | _____ 5. sneak   |
| _____ 2. shuffle | _____ 6. inch    |
| _____ 3. hurry   | _____ 7. prowl   |
| _____ 4. strut   | _____ 8. swagger |

### Exercise 3: Sentence Completion

Choose the verb that best completes the sentence and then write it on the line.

#### A Neighborhood Fire

Yesterday a house on Stafford Street caught fire. A teenage boy across the street called the fire department the minute he saw the smoke. As soon as the fire trucks arrived, the firefighters jumped out and (1) (rambled/hurried) to the back of the truck to get the hoses. The fire chief quickly checked around the outside of the house and made sure no one was in the house. Then he (2) (hastened/shuffled) into the house with one of the fire hoses.

It was 5:30 P.M. and people were starting to come home from work. A crowd was gathering outside the house. A very young child was watching the fire and started to (3) (tiptoe/toddle) toward one of the firefighters. His mother quickly grabbed the child and picked him up. A reporter from the local paper arrived on the scene. There were so many people watching the fire that it wasn't easy for her to (4) (slouch/edge) her way through the crowd.

One of the firefighters injured his ankle when he fell from a ladder. He (5) (prowled/hobbled) back to the truck. He yelled in pain when he also (6) (stumbled/sauntered) over a child's bicycle that was lying on its side in the front yard. Another firefighter inhaled too much smoke while she was fighting the fire inside the house. She (7) (strutted/staggered) back to the truck and sat down next to the other injured firefighter.

The water from the hoses turned the grass to mud. It became more and more difficult for the firefighters to walk through it. They (8) (plodded/strolled) back and forth through the mud until the fire was out.

The next day, many people from the neighborhood (9) (waddled/wandered) by the wreckage of the house. Inside they could see the fire investigator who was (10) (inching/marching) carefully through each room of the house. He was trying to find the cause of the fire. The neighbors felt sorry for the family that had lost its home.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

### Exercise 4: Matching

#### Part A

Match each sentence with the WALK verb that best describes the situation. Write the verb on the line.

stumble	strut
hasten	trudge
march	

1. Juan is walking in a parade.

1. \_\_\_\_\_

2. Diane is walking home. She is unhappy because she lost her wallet.

2. \_\_\_\_\_

3. Mr. Lee is walking to his office from the parking lot. He is late for an appointment.

3. \_\_\_\_\_



4. Eric walked into the kitchen to tell his mother he got an A on a test.

4. \_\_\_\_\_

5. Carmen hit her foot on a small rock as she was walking on a path.

5. \_\_\_\_\_

### Part B

Now match these sentences with the WALK verb that best describes the situation. Write the verb on the line. For some situations there may be more than one correct answer.

edge	hobble
shuffle	slink
saunter	pace

1. Sue broke her leg and now has a cast on it.

1. \_\_\_\_\_

2. Keiko is trying to walk to the other side of a very crowded room.

2. \_\_\_\_\_

3. Tomas is walking home. He is tired and unhappy because he had a bad day at school.

3. \_\_\_\_\_

4. Helen is walking in the park. She is waiting for a friend who is 30 minutes late.

4. \_\_\_\_\_

5. Bill doesn't want anyone to notice him as he walks into the room.

5. \_\_\_\_\_

### Exercise 5: Word Choice

The sentences below will help you see how the verbs in the WALK domain add extra meaning to sentences. Cross out the verb walk and replace it with a verb from the WALK domain that will make the sentence more expressive. More than one verb can be used in some sentences. Be ready to explain your choice.

**Example:** The opera singer ~~walked~~            off the stage while the audience continued applauding.

**Ex.**           strutted          

1. Nick walked            through the deep snow to feed the hungry animals in the barn.

1. \_\_\_\_\_

2. This morning Johannes overslept and was late for work. He didn't want the boss to know, so he walked            past her office.

2. \_\_\_\_\_

3. Sometimes I like to walk            through shopping malls just looking in the windows of the shops.

3. \_\_\_\_\_

4. The lawyer walked            out of the courtroom after hearing the guilty verdict for his client.

4. \_\_\_\_\_

5. I broke my ankle while I was skiing last weekend. Tomorrow when I walk            into class everyone will have a good laugh.

5. \_\_\_\_\_

6. I got sick at work yesterday. But I stayed in the office until I had finished my project. At 7:30 P.M. I walked            into my house. I felt so bad that I went to bed right away.

6. \_\_\_\_\_

7. Rick was wearing his new suit. He walked   ?   into the living room to show everyone how handsome he looked. 7. \_\_\_\_\_
8. Tourists should spend some time walking   ?   around the cities they visit. This will help them understand what the city is really like. 8. \_\_\_\_\_
9. Kenji had been sick for three days. He got out of bed, walked   ?   a few steps and then fell down. 9. \_\_\_\_\_
10. Sometimes when I am so nervous that I can't sit still, I walk   ?   back and forth in my room. 10. \_\_\_\_\_

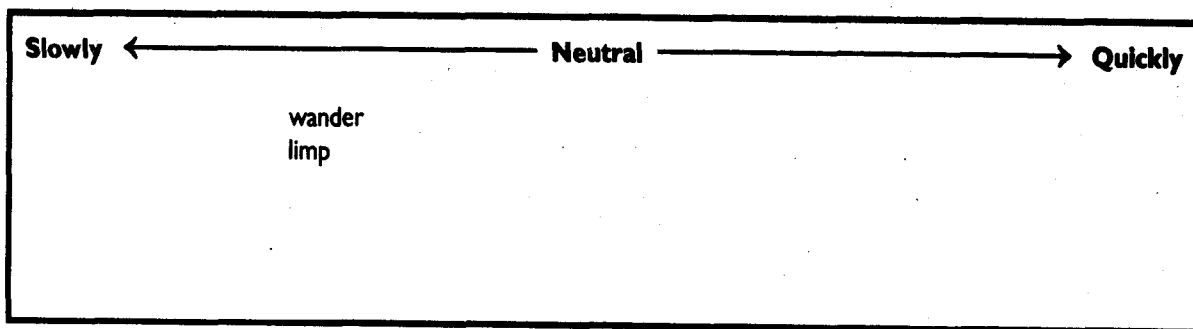
## Exercise 6: For Discussion

### Part A

Some verbs in the WALK domain, like hasten and hurry, tell us mainly about the speed at which someone is walking. The other verbs tell us about the manner of walking. The manner of walking verbs often tell us something about speed, too. For example, because wander means to walk without a goal, people often wander slowly. Because limp means to walk like someone with an injured foot, people usually limp slowly. (It is possible to limp quickly, but that is more unusual.)

In a small group or with your teacher, discuss the following WALK verbs. Does the verb usually describe fast walking or slow walking? Put the verb in the best place on the chart below. Wander and limp have been done for you.

plod	slouch	hasten	falter
amble	trudge	inch	strut
swagger	hurry	march	creep
stride	shuffle	stroll	sneak
tiptoe	prowl	limp	slink
edge	pace		



### Part B

As you learned above, people usually limp slowly. But it is also possible to limp quickly. Can you think of a situation in which someone might limp quickly? For one or two of the other verbs on the chart, think of an unusual situation when someone might walk at a different speed than is shown by their placement on the chart.

## Exercise 7: For Discussion or Writing



Imagine that it is a hot summer evening and you are sitting on the porch. You are watching people who are walking by. Make up five sentences that describe what you see. Use some of the following verbs from the WALK domain.

hobble	sneak	trudge	roam	falter
strut	ramble	pace	hasten	

## VI. Expanding the Domain

### Figurative Meanings

Some of the verbs in the WALK domain can be used to refer to talking as well as to walking. What do you think the following sentences mean?

- During the lecture the professor rambled on and on. I had no idea what she was trying to say.
- The boy was so nervous that he stumbled over his words.
- The politician plodded through his speech. When he finished, many people in the audience were asleep.

In these sentences, the verbs ramble, stumble, and plod don't tell about walking. They are describing ways of talking. For example, when the professor rambles on, she talks with no goal. When the boy stumbles over his words, he talks unsteadily. The verbs in the examples are not being used in their literal sense—their real, walk sense. They are being used figuratively. Words are often used this way in English.

## Exercise 8: Literal or Figurative?

In the sentences below some of the underlined verbs are used figuratively and others are used literally. Write *F* if the verb is used *figuratively* and *L* if it is used *literally*.

Example: F The candidate tiptoed around the real issues of the election.

- \_\_\_\_\_ 1. The hiker wandered from the trail and was lost in the mountains for two days.
- \_\_\_\_\_ 2. Young people who wander from the teachings of their parents often regret their actions.
- \_\_\_\_\_ 3. The professor roamed so far from his main idea that I had a hard time taking notes.
- \_\_\_\_\_ 4. The lawyer confidently strode to the front of the courtroom.
- \_\_\_\_\_ 5. The small hole in the carpet caught my heel and caused me to falter as I walked into the room.
- \_\_\_\_\_ 6. The groom was so nervous during the wedding ceremony that he faltered as he said his vows.
- \_\_\_\_\_ 7. No one was laughing at the comedian's jokes, but he limped his way through the rest of his routine anyway.
- \_\_\_\_\_ 8. I don't like reading historical novels, but I had to plod through this book because it was an assignment for my English class.
- \_\_\_\_\_ 9. The police officer told Mary about the fire. But he hastened to add that no one had been injured.
- \_\_\_\_\_ 10. Is the world edging toward another world war?

### Exercise 9: Reading

The paragraphs below are about learning vocabulary. As you read them, underline any verbs you find from the WALK domain. When you have finished reading, go back and put a circle around each verb that has been used figuratively.

#### Learning New Words

Students have different attitudes about learning new words. Some students don't like to learn new words. They sometimes sneak away when it's time to study vocabulary. They creep through their vocabulary lessons. They plod to the dictionary, thinking about all the words they don't know. They stumble from page to page, trying to find the word they are looking up.

Other students like to learn new words. They hurry to the dictionary, eager to find the meaning of a new word. They even enjoy roaming through the dictionary on their own. They look for interesting new words as they wander from page to page. They aren't upset by a vocabulary list. They enjoy preparing their vocabulary assignments.

Now that you have finished the first chapter of this book, what kind of attitude do you have? Do you like the idea of learning vocabulary through domains? Do you want to march right on to the next lesson? Will it be fun and interesting for you? You should be able to learn more words more quickly. Now you should be ready to stride with confidence through the rest of the chapters in this book. Good luck!

