

# 英语词汇

## 学习策略与实践

◆ 臧学运 石磊 黄迎 主编



齐鲁书社

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## 前 言

英语作为一种世界性的语言，其交际工具的作用越来越明显，人们也越来越重视，学习英语的热潮不断高涨。当今社会，如果能讲一口地道纯正的英语，写一手漂亮的英语文章，就会在激烈的竞争中占有优势。因此，对每一个英语学习者来说，梦想就是能够熟练地驾驭英语。

但是，驾驭英语并非易事。词汇是英语三要素之一，是遣词造句表达思想的基础，是进行交际的前提。英语词汇数量大，结构复杂，记忆起来非常困难。究其原因，就是没有英语词汇学习策略的指导，没有掌握科学、实用的学习方法，因此也就不能迅速、高效地认知、记忆和巩固英语词汇。英语学习者从一开始接触英语，就感受到了词汇为英语学习带来的压力。面临着扩大词汇量、提高词汇理解和运用水平等一系列有关词汇掌握方面的学习任务，很多人往往只是硬着头皮不分主次、囫囵吞枣地死记硬背，结果花了很多时间，收效却甚微。作为在外语教学一线工作的教师，我们深深地理解词汇给学习者带来的困难，我们也深知词汇在英语学习中的作用。因此，如何帮助学生获取外语词汇、提高外语学习效果便成了本书的编写初衷。我们在编写的过程中，一改传统的枯燥单一的词汇学习方法，从词汇的基本理念、学习策略入手，结合在阅读过程中出现频率较高的词汇的整体学习，将所学单词加以运用，以便学习者迅速记忆和巩固所学知识。

本书主要有以下几个特点：

首先，它以英语词汇学习的理论为切入点。在理论的阐述中，以问题与解答的形式，通俗易懂地把基本层次概念解释出来，尤其注重英语词汇的学习策略。通过学习，学生在头脑中会形成词汇是什么，哪些单词该记，哪些单词不该记以及单词应该记到什么程度，然后再去谈论单词的记忆方法。

其次，在本书的实践篇中，所选单词都是在阅读过程中出现频率较高的单词，抛弃了传统中总是按照“a, an, and…”的顺序进行编排的原则。所以在所选单词中，没有再出现大家较为熟悉的如“desk, chair”等这样的小单词，而是更具有针对性。

再次，本书中所选的单词，是以记忆词汇最科学、最有效的词根法为线索的。通过对词根的学习，辅以前缀和后缀的知识，通过单词的形状来分析单词，而不是盲目地记忆单词。通过这种学习，学习者会发现，单词的掌握是通过分析理解而得到的，并不是背诵。同时，通过对构词法的理解，我们的词汇量也会变得无穷无尽。

最后，在本书的最后一部分应用篇里，我们选择了很多文章供学习者阅读。读者会发现，前面所学的单词，在文章里会重复地多次出现，这样可以使词汇学习不脱离语境和上下文，做到学有所用，以求达到事半功倍的效果。

总之，《英语词汇学习策略与实践》克服了枯燥地记忆单词的方法，它全方位、多视角地为学习者学习英语词汇、扩大词汇量开辟了一条行之有效的途径，确实能够指导学生通过各种词汇学习，迅速扩大英语词汇量，从而提高运用英语进行语言交际的水平和能力。

编 者

2005 年 12 月

# 本书用法

## 适用对象

《英语词汇学习策略与实践》专为有心提高英文词汇能力的学习者而编写，读者应具有初级英语水平。主要供高校英语专业学生、普通专业大学英语学习者及英语爱好者使用。

## 特色

1. “策略+实践”为基本的写作思路。
2. “针对性、实效性、实践性、启迪性、引导性”为基本编写宗旨。
3. 以记忆词汇最科学、最有效的词根法为线索，以英语词汇学习策略为基本导向，为学习者提供有效的学习方法。

## 使用方法与效果

本书采用最科学的单词记忆法，从分析单词的基本结构着手，来了解单词的造字规则，能帮助读者在较短的时间内增加词汇量。

## 内容简介

本书的第一部分涉及对英语词汇学习的重要性和学习策略

的讨论，并对英语词汇学习过程中可能出现的问题以及应对的方法加以讲解、说明。第二部分是本书的主要部分，为英语词汇学习实践篇。其中包含英语中常见前缀、后缀的学习，然后在前缀、后缀的帮助下，以词根为序，按字母顺序排列，例字均包含词类、英文定义、中文解释、英文例句以及其他的意义、短语、用法。第三部分是应用篇，为读者提供了阅读材料，使读者通过阅读来进一步了解单词的意义与用法。

## 编排说明

本书的详细编排格式，以实例说明如下：

### 1. 前缀

a- 处于……状态 awake 醒着的 asleep 睡着，睡熟的

“a-”是前缀本身，“处于……状态”是前缀的意思，“a-wake”是包含本前缀的例词，“醒着的”是例词的汉语意思。

### 2. 后缀

-able 表示可能的 movable 可移动的

“-able”是后缀本身，“表示可能的”是后缀的意思，“movable”是包含后缀的例词，“可移动的”是例词的汉语意思。

### 3. 词根

#### **author 作者**

#### **1. au. thor 作者 创始人**

*n* the writer of a book, newspaper, article, play, poem, etc.

著作人 the author of *Jean Ere* 《简爱》的作者

#### **2. au. thor. ship author+ship 作者身份**

*n* origin of a book, etc. 作者身份 The authorship of this poem is not known. 这首诗出处不详。



**3. au. thor. i. ty author+ity 作品的权威 权力**

*n* power to give orders and make others obey 权力 The leader must be a person of authority. 领袖必须是有权威的人。

**4. au. thor. ize author+ize 授权**

*v* give authority to (sb.) 授权 I have authorized him to act for me while I am away. 我已经委托他当我不在的时候代我处理。  
authorizable 可授权的

**5. au. thor. i. ta. tive author+it+ative 有权威的 官方的**

*adj* having authority; that can be trusted; reliable 官方的 information from an authoritative source 来自权威方面的消息

**6. au. thor. i. tar. i. an author+itar+ian 独裁主义者**

*n* person who believes in complete obedience to authority 独裁主义者 My father was a strict authoritarian. 我父亲是绝对的权力主义者。

方框中的“author”是本组单词中的词根，阿拉伯数字表示与本词根相关单词的数量。“au. thor”中的句点表示单词的音节划分，通过音节的划分，可以掌握单词的读音。“author+ity”中的“+”表示单词的构成，是单词的形状，通过形状可以掌握单词的意义。“自己作品的权威”是根据单词的构成而得出的理解义，通过理解义，可以知道单词本身的意义是“权力”。“authorship”是“author”的派生词。

## 使用说明

本书作为英语词汇学习的教程，学习者在使用时应注意以下原则：

首先学习策略篇。通过学习，澄清有关英语词汇学习的误

区，对词汇形成整体认识。我们只有知道了什么是词汇，才能谈论怎样学习词汇。

然后学习前后缀。对前后缀不必花费太多的时间，因为在后续的学习过程中，前后缀还会不断地重复出现。而对前后缀的学习，我们主要是通过例词把握。

在前后缀的帮助下，我们着重研究词根。对单词的编排，我们是以词根为序。要求读者能多用时间把握词根。

值得注意的是，学习词汇应注意顺序性、系统性。各个环节，重点不一，但紧密相连，缺一不可。

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## **Part One    Learning Strategies for Vocabulary Development**

This part explains the discussion from two aspects of strategy and understanding. In order to improve vocabulary learning and strengthen learning effects, students must have a clear understanding of learning vocabulary and which words attracting our attention, then we can form effective strategies for vocabulary learning.

In fact, for many Chinese learners, vocabulary becomes the most difficult part in the whole process of English learning: we understand the meaning well but when speaking, we do not know how to express ourselves because we lack the words. The problem which shames learners most is forgetting what they are trying to memorize. It is true that lack of words will surely influence other language knowledge and skills. So as English learners, have you ever asked yourself why we achieve so little after spending so much time and effort on the study of words? In this part, we are trying to solve this problem.

### **Chapter One    Problems and Solutions in English Vocabulary Learning**

Before coming to the word study, it is necessary to discuss some problems. We are not afraid of problems. The important thing is to identify the problems and then find their solutions.

## **1. Importance and Necessity of English Vocabulary Learning**

We can understand the importance of learning words in English from the views of some great language experts:

**“Learning, acquisition and mastery of words are essential to the successful study of English after the primary stage.”**

**“A considerable vocabulary serves as a solid basis for further English learning. Without this basis, it is impossible to get understandable, interesting and vivid language information, and let alone the fluent use of language.”**

**“If communication is considered to be the first aim in foreign language learning and if lacking free control of this new language, words, which can make people fulfill the most basic communication, become vital.”**

**“Students always take dictionaries rather than grammar books with them.”**

More and more linguists and foreign language teachers become aware that, for students, especially those with middle or advanced levels of foreign language, the biggest difficulty and the first need lie in enlarging their vocabulary. Despite this, there still exists a large gap in people's understanding of the importance of learning words. Whether designing outlines, compiling textbooks, or arranging lessons, foreign vocabulary learning has not been attached to sufficient importance. People's attention is focused on syntax and grammar. It is even said that without the teacher's definite explanation and instruction, words can be mastered indirectly during the gram-

mar drills, communicative activities and reading. In this case, foreign vocabulary learning is regarded as an automatic and subconscious act, which obviously makes vocabulary learning blind and out of order.

This leads to the difficulties in word study. Some Chinese college students hold such opinions about vocabulary learning as "words learned from lessons cannot be applied to real life, so it is hard to remember them"; "memorizing words is boring, mechanical and uninteresting"; "in class, we have no idea how to use these words, while after class, we have no idea where to use them." These opinions truly reflect the situation of learning words in China. While facing the situation, we are left to solve the problems.

The first requirement of the English Teaching Syllabus is vocabulary, which demands a comprehensive mastery of 4,200 words as well as the usual phrases formed by these words, while the higher required vocabulary even reaches to 5,500. Actually, as far as reading is concerned, extensive research shows that 6,000-8,000 words are enough for students. The figure from Dutch researcher is 10,000. Most British and American students have an English passive-reading vocabulary of 60,000-150,000 on average.

From the number required by reading, we know that there is no doubt that acquiring and enlarging vocabulary has become a tough task for Chinese foreign-language-learning students. To achieve this goal, hard work, careful research,

and mutual cooperation are needed for both teachers and students. We sincerely hope this course can arouse student's interest in foreign vocabulary learning.

## **2. Problems existing in learning words and factors restricting learning foreign vocabulary**

In the process of learning words, learners are usually lacking theory to guide their study. They discover that they learn words in the following mistaken way:

1) Words are learned and memorized in an isolated way. Without proper language environment, there is no way for students to master words completely.

2) Pay mere attention to words' spellings, neglecting their pronunciation.

3) Students wish they could learn a considerable number of words overnight. Blind pursuit of "quantity" and "speed", without reasonable analysis or necessary understanding, can achieve no solid basis of vocabulary.

4) There is a shortage of complete and deep understanding in systematic vocabulary knowledge such as words' function, definition, meaning, style, emotion, association, matching, etc..

5) Focus on learning words and memorizing, ignoring their application.

6) Interference is from native language, such as "tagging" the foreign words in native language sounds, being over dependent on translation, totally learning on Chinese explana-

tion from English-Chinese dictionaries.

7) There is no accumulation or repetition. Learn words in haste; forget them in haste.

It has been proved that words must be learned comprehensively and systematically. If words are learned in an isolated way, English learners can achieve little.

Of course, there are various factors affecting English vocabulary learning in China. Some lie in students themselves. Some result from the general teaching arrangement and specific teaching planning. On the whole, such factors also affect the acquisition of foreign words. Generally speaking, the factors are the following: characteristics of foreign language, characteristics of native language, characteristics of students (such as personalities, motives, learning attitudes, previous knowledge, etc. ), studying environment, rate of forgetfulness, different studying ways, and students' skill in how to learn words and how to memorize them.

### **3. Definition of words**

The primary question in learning vocabulary is what a word is. Different scholars hold different ideas about this question. Carroll thinks words like "develop, develops, developed" are totally different words. While Thorndik thinks one word includes its stem and all the affixes (such as affixes in grammar: -s, -ing, -ed, etc. ). West holds one word's definition should include various derived words from the stem. In 1993, Baucer and Nation wrote the article titled "Word Fami-



ly”, in which they introduce the concept of “word family” that can define a word. Word family can be classified into different levels;

Level 1 develop develops developed developing

Level 2 developable undevelopable developer undeveloped

Level 3 development developmental developmentally

Level 4 semideveloped antidevelopment

Level 5 redevelop predevelopment

During the elementary stage of learning vocabulary, words are isolated in students' mind. Words with different forms like: develop, develops are considered to be different words. With further studies and improvement in the level of English, gradually, students can set up “word families” of a foreign vocabulary. With development of vocabulary knowledge, the members of a word family will increase.

#### **4. Mastery of English Vocabulary**

As we all know, English has a large vocabulary. However, there are not many words used by English native speakers in their daily life. It is roughly estimated that there are 5,000 or so. But these words are used with high frequency. These words are very important and need students' effort and time. Usually students should concentrate on learning these words within a certain period and master the words. For these high-frequency words, it is not enough to know their surfacial meaning. So how can we say we really master a word? Mastering a word means: