



畅销全球词汇技巧经典 轻松掌握词汇威力

WORD POWER MADE EASY

英语说文解字

中英文
对照版

Norman Lewis

[美] 诺曼·刘易斯 / 著
王威 刘博 / 译
谭新木 / 审订



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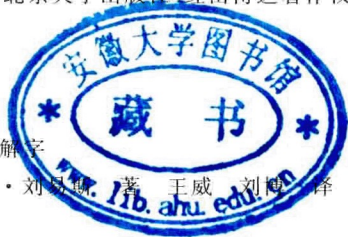
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译者序

《英语说文解字》是一本关于如何在短时间内迅速建立超级词汇量的学习手册，在英语国家畅销不衰，而对于母语不是英语的读者来说，它可能更具有非凡的意义。

与市面上大多数词汇学习手册不同，《英语说文解字》强调的并非单纯的单词学习技巧，而是从语言的本质特征出发来考察词汇的意义，探究高效的学习方法。本书的出发点是，语言是思维的载体，是知识、概念和思想的符号；丰富的词汇量有助于掌握新知识、新概念和新思想，而学习词汇也要从知识、概念和思想入手。为此不能单纯地为学词汇而学词汇，将词汇积累变成枯燥、乏味、干瘪的机械过程。

本书从概念入手，分门别类将表达相同或相似概念的核心词汇组合在一起，考察这些词汇意义上的联系和区别。在形式上，通过对单词词源、词根和词缀的研究，帮助读者掌握构词法，做到触类旁通，举一反三，在掌握核心词汇的基础上迅速扩充词汇量。每一个英语单词不再是孤立的个体，而是与其他词汇有机联系在一起的要素，是各种概念的活泼的表现形式。本书被誉为“最有效的英语词汇积累工具”，绝不是浪得虚名。

全书编排严谨，内容丰富，每一章既有对概念和构词法的详细讲解，又配备了大量的练习和测试，帮助读者复习和巩固所学内容。此外，书中还插入了大量的典故、故事，各种学习方法的介绍和比较，各种奇特的语言现象的分析与评论。全书语言幽默生动，使读者轻轻松松地学到新词汇、新概念，真正体会英文书名 *Word Power Made Easy* 的涵义。

本书适合于具有一定英文水平但面临词汇瓶颈的读者阅读，尤其对备考 SAT、TOEFL、GRE 和 GMAT 等国际考试需要在短期内掌握大量词汇的读者来说，更是必不可少的案头书。

HOW TO USE THIS BOOK FOR MAXIMUM BENEFIT

如何从本书获得最大收益(原序)

1. this is not a reading book. . .

这不是一本阅读书……

Don't read this book!

Instead, *work* with it. *Write* in it, *talk aloud* to it, *talk back* to it—use your pen or pencil, your voice, not just your eyes and mind.

Learning, *real learning*, goes on only through *active participation*.

When a new word occurs in a chapter, *say it aloud!* (The phonetic respelling will help you pronounce it correctly.)

不要阅读这本书!

而是动手用它。在里面书写,大声和它交流,与它顶嘴——不仅仅运用你的眼睛和思维,还要拿起你的钢笔或铅笔,张开你的嘴巴。

学习,真正的学习,只能通过积极的参与。

当一个新词出现在某一章节中时,大声将它朗读出来!(语音重拼会帮助你正确发音。)

When you do the matching exercises, use a pen or pencil. *Write your responses!* (Check the key that immediately follows each exercise after you have filled in all the answers.)

When you do the “Yes-No”, “True-False”, or “Same-Opposite” exercises, use your *pen or pencil to indicate the appropriate response*, then check with the key when you have completed the whole exercise.

进行配对练习时,使用钢笔或铅笔。写出你的回答!(填写完所有答案之后,与练习后紧跟的答案核对。)

进行“是一否”“真一假”或“同义词—反义词”练习时,用钢笔或铅笔标出恰当的答案,完成全部练习之后,核对答案。

When you are asked to fill in words that fit definitions, *write your answers*; then check the key both to see if you have responded with the right word and also to make sure your spelling is correct.

要求你填写符合定义的词汇时,写出你的答案;然后核对答案,检验你写出的是不是正确的词汇,同时也能够检验拼写。

When you do the *Review of Etymology* exercises, make sure to fill in the English word containing the prefix, root, or suffix required—use a chapter word, or any other word that comes to mind. (Coin words if you like!)

Pay special attention to the *Chapter Reviews*. Are the words still fresh in your mind? Do you remember the meaning of each root studied in the previous sessions? In these *Reviews*, you are not only testing your learning but also tightening up any

areas in which you discover lacks, weaknesses, or lapses of memory.

进行词源复习练习时,确保填写的英语词汇包含要求的前缀、词根或后缀——使用章节中刚学到的词汇或者任何其他你能够想到的词汇。(如果你喜欢,也可以创造词汇!)

尤其要重视章节复习。在你的脑海中,这些词汇是否新鲜依旧?你是否记得之前学习的每个词根的含义?通过这些复习,你不仅可以检验自己的学习效果,同时可以强化学得不够、掌握不牢、记得不清的部分。

2. master the pronunciation system!

掌握音标系统

Saying words *aloud*, and saying them *right*, is half the battle in feeling comfortable and assured with all the new words you are going to learn. Every word taught is respelled to show its pronunciation, so pay close attention to how the phonetic symbols work.

在学习新单词的过程中,“大声”说并说“正确”,能使学习变得轻松并建立信心。每个学过的单词被标出了读音,所以请注意音标是如何使用的。

(a) First, master the “schwa”!

首先,掌握“非重读音节的元音”!

Almost every English word of two or more syllables contains one or several syllables in which the vowel sound is said *very* quickly. For example:

“Linda spoke to her mother about a different idea she had.” → Read the *previous* sentence aloud at normal conversational speed.

Read it again. Listen to how the *-a* of *Linda*; the *-er* of *mother*; the *a-* of *about*; the *-er* and *-ent* of *different*; and the *-a* of *idea* sound.

Very quick—very short! Right?

几乎每个由两个或者多个音节组成的英文单词都包含一个或几个元音读得非常快的音节,例如:

琳达对她妈妈说她有个不同的想法→用正常的说话语速读这个句子。

再读一次,听一下 *-a* 在 *Linda*, *-er* 在 *mother*, *-a* 在 *about*, *-ent* 在 *different*, *-a* 在 *idea* 中的发音。

非常快——非常短!对吗?

Phonetically respelled, these words are represented as:

从发音上把这些词重新拼写出来:

1. <i>Linda</i>	LIN ¹ -də
2. <i>mother</i>	MUTH-ər
3. <i>about</i>	ə-BOWT ¹
4. <i>different</i>	DIF ¹ -ər-ənt
5. <i>idea</i>	ī-DEE ¹ -ə

The symbol “ə”, called a *schwa*, represents the quick, short vowel sound in the five words above.

Now look back at the sentence preceded by an arrow.

The italicized words are rewritten as:

字符“ə”,叫做“schwa”(非重读音节的元音)指以上5个单词中发音短而快的元音。

请看前一页(即第 ii 页中间——译者注)箭头之后的英文原句。

这个句子里的斜体字是：

- | | |
|--------------------------|-----------------------|
| 1. <i>previous</i> | PREE'-vee-əs |
| 2. <i>sentence</i> | SEN'-təns |
| 3. <i>aloud</i> | ə-LOWD' |
| 4. <i>normal</i> | NAWR'-məł |
| 5. <i>conversational</i> | kon'-vər-SAY'-shən-əl |

You will find ə in almost all words that are phonetically respelled throughout this book. Say the five italicized words aloud and make sure you understand how the *schwa* (ə) sounds.

你会发现在本书中几乎所有标有音标的单词中,都有“ə”出现。大声读上面的 5 个斜体单词,确定你理解了非重读元音“ə”的发音。

(b) *Next, understand accent.*

下一步,了解重音。

Look at word (5) above: *conversational*: kon'-vər-SAY'-shən-əl. Note that there are *two* accent marks, one on *kon'*, another on *SAY'*. Note also that *kon'* is in lower-case letters, *SAY'* in capitals. Both syllables are stressed, but the one in capitals (*SAY'*) sounds stronger (or louder) than the one in lower case (*kon'*). Say *conversational* aloud, noting the difference.

Say these three words, taken from Chapter 3, *aloud*, noticing the variation in stress between the lower-case and the capitalized syllables:

看一下上面第 5 个单词: *conversational*: kon'-vər-SAY'-shən-əl。

注意有两个重音标志,一个在 *kon'* 上,另外一个在 *SAY'* 上。同时注意 *kon'* 是由小写字母组成的,而 *SAY'* 是由大写字母组成的。两个音节都要发重音,但大写的(*SAY'*)听起来比小写的(*kon'*)更强(或更大声)。大声读“*conversational*”,体验一下这种差别。

大声读以下来自第 3 章的 3 个词,注意大写音节和小写音节之间的差别。

- | | |
|---------------------------|------------------------|
| 1. <i>egomaniacal</i> | ee'-gō-mə-NĪ'-ə-kəl |
| 2. <i>altercation</i> | awl'-tər-KAY'-shən |
| 3. <i>anthropological</i> | an'-thrə-pə-LOJ'-ə-kəl |

(c) *Be careful of the letter “S” (or “s”) in phonetic respellings. S (or s) is always hissed, as in see, some, such. After an -n, you will be tempted to buzz (or “voice”) the -s, because final -ns is usually pronounced -nz, as in wins, tons, owns, etc. (Say these three words aloud—hear the z at the end?) Resist the temptation! S (or s) is always hissed in phonetic respellings!*

注意音标中的“s”的发音。S(或 s)总是发不出声的“嘶”音,如在 *see, some, such* 中。在 -n 后,往会被引诱发出低沉(或出声)的 s 音,因为以 ns 结尾的单词 -ns 往往发 -nz 音,如在 *wins, tons, owns* 等词中。(大声读这 3 个词——听到结尾的 z 音了吗?)抵制住这个诱惑! S(或 s)在音标中永远都发不出声的“嘶”音!

Say these words aloud;

大声读出下面的单词:

- | | |
|-----------------------|----------------|
| 1. <i>ambivalence</i> | am-BIV'-ə-ləns |
| 2. <i>affluence</i> | AF'-lŭŭ-əns |
| 3. <i>opulence</i> | OP'-yə-ləns |
| 4. <i>sentence</i> | SEN'-təns |

(d) The symbol *i* or *ī* is pronounced *eye*, to rhyme with *high*, *sigh*, *my*, etc., *no matter where you find it*. For example:

不管在哪里见到符号 *i* 或 *ī*, 发音都为 *eye*, 与 *high*, *sigh*, *my* 等词同韵。例如:

- | | |
|--------------------|-------------|
| 1. <i>fight</i> s | FITS |
| 2. <i>spy</i> | SPI |
| 3. <i>malign</i> | mə-LĪN' |
| 4. <i>civilize</i> | SĪV'-ə-Iĭz' |

[*ī* or *i* (without the top bar) is pronounced as in *it*, *sit*, *pitch*.]

[*ī* 或 *i* (上面不带横杠) 发音如同在 *it*, *sit*, *pitch* 里。]

(e) *All consonants have their normal sounds.*

Except for *G* (or *g*), which is *always pronounced as in give, girl, get, go*.

所有的辅音都有正常的发音。

G (或 *g*) 除外, 它们发音总是像在 *give*, *girl*, *get* 和 *go* 里一样。

- | | |
|-----------------|----------|
| 1. <i>agree</i> | ə-GREE' |
| 2. <i>pagan</i> | PAY'-gən |
| 3. <i>again</i> | ə-GEN' |

(f) *The vowel sounds are as follows:*

元音发音如下:

SYMBOL	EXAMPLE
1. A, a	<i>cat</i> (KAT)
2. E, e	<i>wet</i> (WET)
3. I, i	<i>sit</i> (SIT)
4. O, o	<i>knot</i> (NOT)
5. U, u	<i>nut</i> (NUT)
6. AH, ah	<i>martinet</i> (mahr'-tə-NET');
7. AW, aw	<i>for</i> (FAWR); <i>incorrigible</i> (in-KAWR'-ə-jə-bəl)

8. AY, ay	<i>ate</i> (AYT); <i>magnate</i> (MAG'-nayt)
9. EE, ee	<i>equal</i> (EE'-kwəl); <i>clandestinely</i> (klan-DES'-tən-lee)
10. Ō, ō	<i>toe</i> (TŌ); <i>concerto</i> (kən-CHUR'-tō)
11. OO, oo	<i>book</i> (BOOK); <i>prurient</i> (PRŪOR'-ee-ənt)
12. OŌ, oō	<i>doom</i> (DOOM); <i>blue</i> (BL OŌ)
13. OW, ow	<i>about</i> (ə-BOWT')
14. OY, oy	<i>soil</i> (SOYL)
15. ING, ing	<i>taking</i> (TAYK'-ing)

(g) *TH* or *th* is pronounced as in *thing*; *TĪH* or *tīh* is pronounced as in *this*.
TH 或 th 如同在 *thing* 里的发音; TĪH 或 tīh 如同在 *this* 里的发音。

3. a word (or words) on western and eastern pronunciation

单词在西部和东部的读音

In the New York City area, and in parts of New Jersey and other eastern states, the syllables *-ar*, *-er*, *-or*, *-off*, and *-aw* are pronounced somewhat differently from the way they are said in the Midwest and in the West.

In New York City, for example, the words below are generally pronounced as follows:

在纽约市区和在新泽西的部分地区以及其他东部的一些州,音节 *-ar*, *-er*, *-or*, *-off* 和 *-aw* 在发音上与中西部和西部的一些地区有所差别。

例如,在纽约市区下面这些单词的发音为:

orange	AHR'-ənj
talk	TAWK'
coffee	KAW'-fee
sorority	sə-RAHR'-ə-tee
incorrigible	in-KAHR'-ə-jə-bəl
disparage	dis-PAR'-əj (A as in HAT)
merry	MER'-ee (E as in WET)
marry	MAR'-ee (A as in HAT)
astronaut	AS'-trə-nawt'
Harry	HAR'-ee (A as in HAT)

In the Midwest and West, on the other hand, the same words are usually said approximately as follows:

另一方面,在中西部和西部地区,同样的单词发音大概是这样的:

orange	AWR'-ənj
talk	TOK
coffee	KOF'-ee
sorority	sə-RAWR'-ə-tee
incorrigible	in-KAWR'-ə-jə-bəl
disparage	dis-PAIR'-əj
merry	MAIR'-ee
marry	MAIR'-ee
astronaut	AS'-trə-not'
Harry	HAIR'-ee

Nothing so radical here that a person brought up in Brooklyn or the Bronx cannot understand a native of Los Angeles or San Francisco—it's just that each one thinks *the other* has an accent!

In California, for example, *Mary*, *merry*, and *marry* sound almost exactly alike—in New York, they are usually heard as quite different words.

不过还不至于严重到一个在布鲁克林或者布朗克斯长大的人,听不懂地道的洛杉矶或圣弗朗西斯科人的程度,他们不过觉得彼此有口音罢了。

例如,在加利福尼亚,*Mary*, *merry* 和 *marry* 听起来差不多,而在纽约,这些词听起来则有明显的区别。

(So, to be sexist for a moment, if the men at a party in Manhattan say, "Let's all make merry!", *Mary* doesn't feel that she is about to seduced by the males!)

(因此,暂时“性别主义者”一下,如果男人在曼哈顿的一个聚会上说“大家高兴起来”,*Mary* 不会误认为是男的在挑逗她!)

In the phonetic respellings throughout the book, the western pronunciations of words with the syllables remarked on above are used. This is done largely because I myself have lived in the Los Angeles area for some fourteen years, and have had to retrain my pronunciation (having come from New York City, where I was born, and lived all my life until 1964) so that my friends and students would stop making fun of the way I speak.

在本书的音标注释里,凡包含以上音节的单词,都以西部发音为准。之所以这样做,很大程度上是因为我在洛杉矶地区生活了14年,为了使我的朋友和学生们不再打趣我的音调,我不得不改变我的口音(我来自纽约,在那里出生,并且一直生活到1964年)。

Neither form of pronunciation is any better nor any more euphonious than the other. Throughout the country, pronunciation varies not only from region to region or state to state, but often from city to city! The changes are slight and subtle, but they do exist, and an expert can easily pinpoint the geographical source of a person's language patterns almost down to a few square miles in area.

没有哪种口音比其他口音更好,或者更动听。在全国范围内,口音不仅因地区或州而变化,并且经常是连城市之间

的口音都有所变化。这种变化虽然轻微和微妙,但确实存在,从一个人的口音上,专家能很容易地判定出他的生活地域,有时甚至能精确到几英里的范围。

If you are an Easterner, you will have no difficulty translating the pronunciations of words like *sorority*, *incorrigible*, *disparage*, and *astronaut* (all words discussed in later chapters) into your own comfortable language patterns.

假如你是个生活在东部的人,你就能够根据你舒服的发音方式轻松发出诸如 *sorority*, *incorrigible*, *disparage* 和 *astronaut* 之类的词(这些词将要在后面几章里讨论)。

4. Why etymology?

为什么要了解词源学?

Etymology (et'-ə-MOL'-ə-jee) deals with the origin or derivation of words.

When you know the meaning of a root (for example, Latin *ego*, I or self), you can better understand, and more easily remember, *all* the words built on this root.

词源学是探究单词的起源和演变的。

当你知道一个字根的意思时(例如,拉丁字根 *ego* 的意思是“我”“自我”),你就能更好地理解、更容易地记住所有包含这个字根的词。

Learn one root and you have the key that will unlock the meanings of up to ten or twenty words in which the root appears.

Learn *ego* and you can immediately get a handle on *egocentric*, *egomaniac*, *egoist*, *egotist*, and *alter ego*.

Learn *anthropos* (Greek, mankind), and you will quickly understand, and never forget, *anthropology*, *misanthropy*, *anthropoid*, *anthropocentric*, *anthropomorphic*, *philanthropy*, and *anthropophobia*. Meet any word with *anthropo-* in it, and you will have at least some idea of its meaning.

掌握一个字根,你就有了一把钥匙,能够解开 10 个或 20 个包含此字根的词的含义。

学习了 *ego* 之后,你就能立即领会 *egocentric*, *egomaniac*, *egoist*, *egotist* 和 *alter ego* 这些词的意思。

学习了 *anthropos*(希腊语,意为“人类”),你就能很快了解,并且永远不会忘记 *anthropology*, *misanthropy*, *anthropoid*, *anthropocentric*, *anthropomorphic*, *philanthropy* 和 *anthropophobia*。遇到任何包含 *anthropo-* 的词,你至少大概能猜到它是什么意思。

In the *etymological* (et'-ə-mə-LOJ'-ə-kəl) approach to vocabulary building:

- You will learn about *prefixes*, *roots*, and *suffixes*—
- You will be able to figure out unfamiliar words by recognizing their structure, the building blocks from which they are constructed—
- You will be able to construct words correctly by learning to put these building blocks together in the proper way—and
- You will be able to derive verbs from nouns, nouns and verbs from adjectives, adjectives from nouns, etc. —and do all this correctly.

从词源学的角度积累词汇,你将:

- 学习单词的前缀、字根和后缀;
- 能根据单词的结构、构成元素,推出陌生单词的意思;

- 通过学习将这些构词元素以适当的方式放在一起,能正确地构建单词;
- 能从名词猜测出动词,从形容词推测出名词和动词,从名词推测出形容词,等等——并且能正确地完成这些。

Learn how to deal with etymology and you will feel comfortable with words—you will use new words with self-assurance—you will be able to figure out thousands of words you hear or read even if you have never heard or seen these words before.

That's why the best approach to new words is through etymology¹—as you will discover for yourself as soon as you start to work on chapter 3!

掌握如何利用词源学后,你就会觉得能得心应手地学习单词——你会很有把握地使用新单词——你也能猜出这数以千计单词的意思,即使是从没见过、听过的新词。

这就是为什么通过词源学习单词是最好的方法——就如你很快会在第3章里发现的那样。

5. But what are nouns, verbs, and adjectives?

但是,名词、动词和形容词又是什么呢?

You probably know.

But if you don't, you can master these parts of speech (and reference will be made to *noun forms*, *verb forms*, and *adjective forms* throughout the book) within the next five minutes.

你可能明白。

但是,如果你不明白,接下来5分钟的讲解能够使你掌握这些词性(本书会经常提及所讲解词汇的名词形式、动词形式和形容词形式)。

(a) A *noun* is a word that can be preceded by *a*, *an*, *the*, *some*, *such*, or *my*.
名词前面会出现 *a*、*an*、*the*、*some*、*such* 或 *my* 等词汇。

An *egoist* (noun)

Such *asceticism* (noun)

The *misogynist* (noun)

(Nouns, you will discover, often end in conventional suffixes: *-ness*, *-ity*, *-ism*, *-y*, *-ion*, etc.)

(你会发现,名词通常以 *-ness*、*-ity*、*-ism*、*-y*、*-ion* 等为后缀结尾。)

1. Incidentally, Latin scholars will notice that I present a Latin verb in the first person singular, present tense (*verto*, I turn), but call it an infinitive (*verto*, to turn). I do this for two reasons; 1) *verto* is easier for a non-Latin scholar to pronounce (the actual infinitive, *vertere*, is pronounced WAIR'-tə-ray); and 2) when I studied Latin fifty years ago, the convention was to refer to a verb by using the first person singular, present tense,

If you are not a Latin scholar, you need not bother to read this footnote—if you've already done so, forget it!

顺便提一下,拉丁语学者会注意到,我将一个第一人称单数、现在时的拉丁语动词(*verto*, 我转向)称为不定式(*verto*, 转向)。这样做出于两个原因:1) *verto* 的发音对于非拉丁语学者来说更容易(不定式的准确形式是 *vertere*, 读音为 WAIR'-tə-ray);2) 50年前我学习拉丁语时,规定是使用第一人称单数现在时表示动词。

如果你不是拉丁语学者,你不用费心阅读此脚注——如果你已经读完,请将它忘记!

(b) A *verb* is a word that fits into the pattern, “Let us _____.” A verb has a past tense.

动词是能够嵌入“Let us _____.”模式的词汇。动词有过去式形式。

Let us *equivocate* (verb)—past tense: *equivocated*.

Let us *alternate* (verb)—past tense: *alternated*.

Let us *philander* (verb)—past tense: *philandered*.

(Verbs, you will discover, often end in conventional suffixes: *-ate, -ize, -fy*, etc.)

(你会发现,动词通常以*-ate, -ize, -fy*等为后缀结尾。)

(c) An *adjective* is a word that fits into the pattern, “You are very _____.”

形容词是能够嵌入“You are very _____.”模式的词汇。

You are very *egoistic* (adjective).

You are very *introverted* (adjective).

You are very *misogynous* (adjective).

(Adjectives, you will discover, often end in conventional suffixes: *-ic, -ed, -ous, -al, -ive*, etc.)

(你会发现,形容词通常以*-ic, -ed, -ous, -al, -ive*等为后缀结尾。)

And *adverbs*, of course, are generally formed by adding *-ly* to an adjective: *misogynous*→*misogynously*; *educational*→*educationally*; etc.

当然,副词的形式通常是在形容词后加*-ly*,如:*misogynous*→*misogynously*, *educational*→*educationally*,等等。

That’s all there is to it! (Did it take more than five minutes? Maybe ten at the most?)

这就是词性的所有内容!(是否超过了5分钟?也许最多花费10分钟?)

6. how to work for best results

如何达到最佳效果

If you intend to work with this book seriously (that is, if your clear intention is to add a thousand or more new words to your present vocabulary—add them permanently, unforgettably—add them so successfully that you will soon find yourself using them in speech and writing), I suggest that you give yourself every advantage by carefully following the laws of learning:

如果你打算认真学习这本书的内容(也就是说,如果你的目标明确,要使目前的词汇量增加1000个或更多新词——而且是永久性的记忆——非常成功地增加词汇,以至于你很快能发现自己在言语和书写中开始使用这些词汇),那么我建议你仔细遵循以下学习法则:

(a) *Space your learning*.

确定学习步骤。

Beginning with Chapter 3, every chapter will be divided into “sessions”. Each session may take one half hour to an hour and a half, depending on the amount of

material and on your own speed of learning.

Do one or two sessions at a time—three if you're going strong and are all involved—and always decide when you stop *exactly when* you will return. (I remind you to do this later in the book, since such a procedure is of crucial importance.)

从第3章开始,每一章被分成了“节”。每节花费的时间不等,从半个小时到一个半小时,这取决于材料的数量和你自己的学习速度。

一次完成一到两节——如果你水平提高并完全沉浸在其中,一次可以完成3节——但是,当你停下来的时候,一定要确定好下一次学习的时间。(我提醒你在之后的内容一定要这样做,因为这个程序十分关键。)

(b) *Do not rush—go at your own comfortable speed.*

不可心急——以最适合自己的速度进行。

Everyone learns at a different pace. Fast learners are no better than slow learners—it's the end result that counts, not the time it takes you to finish.

每个人学习的步调不尽相同。学习速度快的人不一定比速度慢的人学得好——最终效果才算数,而非花费时间的长短。

(c) *Review.*

复习。

When you start a new session, go back to the last exercise of the previous session (usually *Can you recall the words?* or *Chapter Review*), cover your answers, and test your retention—do you have quick recall after a day or so has elapsed?

开始新章节学习时,回顾之前部分最后的练习(通常是“你能够写出这些词汇吗”或“章节复习”),不要看答案,检验你的记忆——一天或几天之后,你是否还能快速回忆起这些词汇?

(d) *Test yourself.*

自我测验。

You are not aiming for a grade, or putting your worth on the line, when you take the three Comprehensive Tests (Chapters 8, 13, and 17)—rather you are discovering your weaknesses, if any; deciding where repairs have to be made; and, especially, experiencing a feeling of success at work well done. (In learning, too, nothing succeeds like success!)

Use these three tests, as well as the abundant drill exercises, as aids to learning. No one is perfect, no one learns in the exact same way or at the same rate as anyone else. Find the optimum technique and speed for *your* unique learning patterns—and then give yourself every opportunity to exploit your actual, latent, and potential abilities.

But most important (as I will remind you several times throughout the book)—develop a routine and stick to it!

进行三次综合测验时(第8章、第13章和第17章),你的目标并不是分数,也不是考查自己的价值——你的目标是发现自己可能存在的弱点;确定需要弥补之处;尤其要感受一种完美地完成之后成功的喜悦。(没有什么比成功更让人欣慰的,在学习中也是如此!)

利用这三个综合测验和丰富的练习作为学习的辅助材料。没有人是完美的,每个人学习的方式不同,学习的速度也不同。为你自己独特的学习模式寻找最佳技巧和速度——然后抓住每次机会,开发自己真实的、隐伏的和潜在的能力。

但是最重要的是(在本书中我会不断地提醒你)——制订一套日程表,并持之以恒。

Disclaimer:

Occasionally in these pages, owing to the deficiency of the English language, I have used *he/him/his* meaning *he or she/him or her/his or her* in order to avoid awkwardness of style.

He, him, and his are *not* intended as exclusively masculine pronouns—they may refer to either sex or to both sexes.

免责声明:

因为英语语言的缺陷,在本书中,我偶尔使用 *he, him, his* 来表示 *he(she), him(her), his(her)*,以避免文体怪异。

He, him 和 *his* 并非专门用来指阳性代词——它们可以指阳性或阴性,或两性皆指。

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为什么本书不是用于阅读;如何掌握新单词的正确读音;为何利用词源快速学习词汇、长效记忆词汇的方法优于其他方法;如何用5到10分钟掌握名词、动词、形容词和副词;如何运用关于学习的心理学原理来提升语言技巧。

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描述各种各样个性类型的人物,包括与自我利益、世界观、对他人的态度、通达与笨拙、婚姻状况、厌恶男人、厌恶女人和厌恶婚姻生活等概念相关的术语。愉快地学习一段时间所掌握的词汇量,如何能比一般成年人一整年学到的词汇量还多;为什么制订一个合适的学习时间表并坚持执行是必不可少的。

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