A University Word List

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English vocabulary can be divided into two groups—a small group of two to three thousand very frequent, wide range words, and an enormous group of several thousand less frequent, narrow range words. These two groups are very different in nature, and consequently require different teaching strategies (Nation 1983). The high frequency words deserve individual attention. The best approach to dealing with the low frequency words is to teach ways of dealing with them in context rather than "teaching" the words themselves.

Although this division into two groups provides useful guidelines for teaching, it is an artificial division. A teacher needs to make an arbitrary decision about where to draw the line between high and low frequency words. Some words are not frequent, but they are not infrequent either, and in specialized fields may be quite common. By defining an area of language use and by studying vocabulary relevant to that area, it is possible to add to the number of high frequency words that a teacher can usefully deal with. This paper examines one such group of words—the vocabulary of university study.

The sources of the list

Our word list is mainly derived from two word lists. The list we drew on most heavily was that of Campion and Elley (1971), published by the New Zealand Council for Educational Research. This list was developed for the vocabulary subtest of a university entrance English language test—the Language Achievement Test of Overseas Students (LATOS), and represents vocabulary that students are likely to encounter in their university studies. Items were selected by analyzing 301,800 words from lectures published in journals, and a cross-section of examination papers. Altogether, 301,800 words were inspected in textbooks and lectures that covered the nineteen academic disciplines with the largest enrolments in New Zealand universities. The second source of our list was the American University Word List (Praninskas, 1972). This list was compiled for non-native speaker students studying English, from ten basic

	Geography	French	English	Education	Economics	Chemistry	Biology	Anthropology	Accountancy	Campion and Elley
	Sociology	Political Science	Psychology	Physics	Philosophy	Mechanics	Mathematics	Law	History	
Rhetoric	Literature	History	Philosophy	Sociology	Psychology	Biology	Chemistry	Physics	Mathematics	Praninskas

covered by Praninskas are listed on page 215. 272,466 words. The nincteen disciplines covered by Campion and Elley, and the ten university-level textbooks in from first year courses, Praninskas' corpus included

shows how the final combined university word list was made up. of the Lynn and Ghadessy lists overlapped with the combined list. The high frequency combined, they were checked against two other lists which had been compiled using a counts of university texts. Since the students for whom the lists were being prepared non-overlapping words in these two lists were added to the combined list. Table 1 that learners had found difficult during their reading. About 70% of the words in each ly mother-tongue translations) in their university textbooks, and were lists of words drawn up by counting the words that foreign students wrote annotations above (usualdifferent set of principles. The Lynn (1973) and Ghadessy (1979) word lists were includes analysis, analyst, analytic, analytically, and analyze. After the two lists were prerequisite for a combined list that included only base forms. Analyze for example two lists were combined so that the General Service List of English Words became the appearing in West's General Service List of English Words (1953) were excluded. The Elley excluded the words found in the first five thousand words in Thorndike and vocabulary should be familiar to most students entering universities. Campion and had studied English for several years at school, it could be assumed that the basic Lorge's Teacher's Word Book of 30,000 Words (1944). In the Praninskus list, words The basic vocabulary found in any standard word count was excluded in the

Table 1. Sources of the University Word List

Total words 7	The Ghadessy list	The Lynn list	The 3,200 word list in Campion and Elley	The Praninskas list 2	500 most common words in the Campion and Elley list	Entries from different lists the com	
737	5	54	64	291	323	Words included in the combined list	

form is known. The words were later divided into sublists to give an indication of their list, even though derivative forms are sometimes more frequent than the base forms In most cases learning the derived form requires very little extra work once the base The appendix contains only the 737 base words of the combined university word

> 13 in Ghadessy's list. Table 2 shows how each sublist was made Campion and Elley's list; (3) a frequency of 21 of 22 in Lynn's list; (4) a frequency of the following criteria: (1) a range of 10 in Praninskas' list; (2) in the range of 8-12 in learning. Sublist I contains the most useful words, which had to satisfy at least one of relative usefulness, and to provide manageable groups of words for teaching and

Sources and Size of the Sublist

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59 64	2 73 7	70 79	70	7 8	ž 7	1	Number of words
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5 26	45	55 47	4 5 :	44	ಕ್ಷ ಜ	number of words	From the Praninskas list
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± 27	; t3 ;	20 19	16	% ‡	<u>.</u> 5/	유글	From the ampion & Elley list
10 11 6	3 to :	1 15	16 ;	17_1x	21-22	frequency number of words	From the Lynn list
38 o u	n – 1	شه شه	ר אה	i= 1,	, ()	number of words	-ynn list
			=	= 5	: =:	frequency number of word	From the Cibac list
			ı	J [,	. –	number of words	hadessy

Using the list

to be learned. When these exercises are undertaken, it is recommended that only one are based on the principle that the more attention a word receives, the more likely it is ers a large number of words in The University Word List. The following suggestions sublist be given attention at a time. Barnard's Advanced English Vocabulary (1971), a complete set of course books, cov-

Suggestions and classroom activities:

- Ask the learners to look through the sublist and ask them to check off the words they think they know. Check with individual students by asking them:
- to spell the word without looking at the printed form;
- (ii) to give a rough definition or translation of the word:
- (iii) to say what other words it goes with.

good reasons to say that it is in some way familiar to them, then that is enough. know is quite reliable Do not expect the learners to have a detailed knowledge of each word; if they have You are likely to find that the learners' indication of words they know and do not

When the learners have isolated the words that they do not know, the following activities may be helpful:

Ξ Break the words into parts and show how the meanings of the words are

related to the meanings of the parts

 $\widehat{\Xi}$ Do work on the collocations of some of the words. Get the learners to work in collocates of the words. When the groups have their lists they come together as a class and the teacher puts a list on the blackboard and classifies the collosmall groups and, with the aid of a dictionary and shared knowledge, list cates into groups.

 \equiv Tell the learners to learn the words in lists using an English-mother tongue dictionary to get the meaning. Nation (1982) provides justification and guide-

Tell the learners to take note of any examples of the words in the list that they lines for this kind of learning.

(F)

meet in their reading. Share the examples with the rest of the class.

Draw attention to the words when they are met in class texts.

33 Give periodic tests to encourage the learners to study the words. The most suitably filled by one of the listed words. There should be three more listed sentences each containing a blank and a list of words. Each blank can be and asking them to write as many derivatives as they can; (c) giving a collocaings of the parts; (b) giving the learners a word stem, for example efficient, suitable tests include (a) breaking the words into parts and giving the meantion test; (d) giving a word and definition matching test; (e) giving a list of words than blanks; (f) giving a translation test.

(<u>i</u>) Get the learners to read and listen to a large quantity of material in which the words naturally occur.

Learning Vocabulary (1983). Further information on these procedures can be found in Nation's Teaching and

hoped that this word list, and the description of how it was compiled, will be of assis-Kucera, 1979) is being prepared for the benefit of both teachers and students. It is veloped. Third, a list of typical collocations, based on the Brown corpus (Francis and First, a collection of the sublists with the derivations of each of the base words has tance to other university language programs both in the U.S.A. and overseas been made available. Second, a vocabulary test based on the sublists is being de-The scope of The University Word List is currently being extended in three ways.

(The word List and sublists appear on pages 220-228.)

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The word list and sublists paper on pages 220–228

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analyze analyze angular annual anommaly anothropology apparatus appeal	abstract abstract academic accelerate accelers access accomplish accumulate accurate accurate accurate accurate accurate accurate adapt adapt adjacent adjective adjust addinister adolescent advocate administer adolescent adrect affiliate affilence aggression agitate align	abandon abnormal absorb
	В	
benefit biology bishop bomb bore bread bubble bulk bureaucracy	appreciate approach appropriate approximate approximate arbitrary area aristocrat arithmetic arouse aspect aspect aspiration assemble assent assign a	append appendix appraise
		C
complex component compound comprehend comprise compulsion compute compute	capillary capture carbon career catalogue category cater cease cell challenge channel chapter chamical circuit circuistance circumstance circuistic clarify classic client clinic code coefficient coincide collide collide collide colloquial commune commune communicate competence competen	calendar cancel capable
cooperate coordinate cord corporate correlate correspond create credible creditor	conclude condense conduct confer configuration confine confine conform conform conform conform consert consequent conserve consist consult construct construct construct construct construct construct construct construct contact contend contend contend contend contract contr	concentrate concentric concept

arss ipare	dispute	dispose	displace	disperse	dispense	discrete	discourse	discern	dimension	digest	diffuse	dictate	diameter	diagram	devote	device	detriment	detect	design	derive	deprive	depress	deny	dense	denote	denominator	demonstrate	democracy	degrade	degenerate	deriect	definite	define	deficient	defer	defect	dedicate	decima}	denade		n data	cyrinder	cycle	currency	cumbersome	cul ture	crystal	crucial	critic	criterion	crisis
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fulfil	fuel	frustrate	frontier	friction	fraud	fraternal	fragment	fraction	found	fossil	fort	formulate	TOELUS	Focus	fluid	fluent	fluctuate	fleet	finite	finance	final	fertile	federal	feature	fersible	fato	fare	fallary	faction	r facilitate		extract	externa l	expose	export	exponent	exploit	explicit	expert	expariu	exhau:[exert	execute	exclude	evolve	evoke	eventual	evident	evaporate	evaluate	ethics
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rand om		8 radical	d dnote		pursue	publish	psychology	prudence	provoke	Drov ince	process	provper	proprieto:	proportion	propersicy	propagate	project	prohibit	procure	proclaim	process	proceed	principle	prince	prime	previous	prevall	presume	prestige	preposition	premise	preliminary	predict	precipitate	precede	pragmatic	potential	postulate	portion	pore	pope	pollucion	policy	pole	plot	plead	planet	pine	philosophy physical

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Appendix II: Sublists

fucilitate	evident	evaluate	establish	equivalent	equate	environment	element	dominate	distinct	dimension	devise	derive	denote	define	data	criterion	context	construct	constant	consist	conclude	concept	complex	compensate	assume	assign	assess	arbitrary	approach	analyse	alternative	Sublist I	
subsequent	status	specify	similar	role	restrict	require	region	range	random	pursue	publish	proceed	prime	presume	potential	oby ious	negative	modify	ໝາກຳຫນຫ	me thod	magnitude	involve	interpret	initial	indicate	imply	impact	illustrate	ignore	identify	hypothesis	guarantee	formula
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	verify	verb	undergo	transmit	tradition	trace	theory	technalogy	structure	statistic	stable	species	sophisticated	simultaneous	signify	shift	series	sequence	select	segment	section	respective	react	principle	predict	precise	precede	portion	phenomena	phase	pertinent	perspective	period

exclude exert	estimate	есопоту	dynamic	drama	dispose	disperse	discrete	deviate	deficient	critic	credible	correspond	coord inate	convention	contaminate	contact	consume	conflict	conduct	commune	classic	circumstance	chemical	attitude	area	appropriate	appreciate	adjust	adequate	adapt	accumplish	abandon		Sublist 3
scheme seek	satellite	rotate	reveal	rely	relevance	rational	proprietor	previous	prestige	preposition	positive	pole	plot	physical	orientate	оссиру	notate	norm	network	motive	maximum	manifest	maintain	labor	issue	intelligent	incompatible	image	geography	final	feature	factor	exploit	explicit
distribute dîverse	discourse	diagram	dense	denominator	dedicate	culture	convene	contradict	constitute	cease	capable	bomb	axis	avaîl	attribute	atom	atmosphere	assemble	appraïse	analogy	alter	allege	aesthetic	administer	acquire		Sublist 4		vision	underlie	transit	task	superficial	source
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expel fraud	execute	err	enlighten	electron	edit	duration	dispute	diffuse	dictate	deny	crisis	contrary	contract	confront	compound	code	client	category	biology	aid	advocate	accurate	abstract	absorb		Sublist 5		upsurge	theorem	text	tentative	symbo l	superimpose	subside

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allocate	align	aggression	ayspargare	adhere		Sublist 8	;	x-ray	transact	tissue	thermal	theism	texture	terror	stercotype	spectrum	soc iology	sketch	sibling	score	schedule	saint	rhythm	revive	repudiate	refute	reform	rectangle	prudence	prevail	precipitate	praymatic	policy	plead	peasant
linguistic	liable	lens	legislate	league	launch	knight	invest	index	incorporate	imperial	frustrate	fraternal	fleet	finite	fallacy	evolve	estate	drug	dissipate	discern	detriment	detect	deprive	currency	correlate	consent	coincide	circulate	charter	cater	bureaucracy	bore	bishop	ally	allude
			utter	utilize	troop	triangle	trend	treaty	testify	territory	supreme	subordinate	spatial	solar	sex	secrete	rigid	reproduce	reluctant	rebel	provoke	proclaim	premise	postulate	pervade	pendul um	partisan	oxygen	oscillate	nuclear	monarch	ne taphor	magic	locomation	litigate
material	margin	luster	liberate	intrinsic	integer	innate	indigenous	illuminate	fund	frontier	fort	federa	faction	exhaust	evoke	evaporate	ennumerate	efficient	duke	drastic	diverge	displace	cord	construe	confine	condense	complement	carbon	averse	asset	amorphous	ambiguity	acid	Sublist 9	
aspiration	ascribe	appendix	append	anthropology	anonymous	anomaly	angular	access		Sublist 10	voluntary	vocabulary	violate	vibrate	velocity	unduly	torture	suspend	subdivide	stationary	rurał	reverberate	residue	prince	pope	pine	penal	orbit	odd	morale	momentum	malecule	mistress	miracle	matrix

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assent	dispense	exponent	myth	remove
assimilate	elevate	fluent	ոս11	render
auspices	elicit	foetus	option	repress
clinic	eloquent	fossil	outcome	rigor
coefficient	amanci pate	gratuity	perpetual	saturate
cogent	embrace	inconsistent	procure	sift
comprise	emerge	inflation	prohibit	skeleton
compulsion	enhance	ingenious	province	subsidize
converge	enrich	interrelate	purport	surplus
deflect	episode	interview	quote	tolerate
deliberate	equidistant	intimacy	recur	vague

Abstract/摘要

大学英语词表

本词表是根据 Campion & Elley (1971), Praninskas (1972), Lynn (1973) 和 Ghadossy (1979)等以大学多项专业教材词汇统计为基础间编制的四种词表汇编间域。全表按照词的基本形式一共收集词条737条, 其中并不包括一般入大学前学生都已经能够掌握的普通常用词。本词表又按词条的常用萃和使用范围的广度细分为十个分表。各表按照其重要性依次排列。用范围的广度细分为十个分表。各表按照其重要性依次排列。

鱼数学治鸟,按照十个分类分类学习。 中、计学生把分表看一遍,把已经学过的回探出来,老每随后要求他们

甲、让学生把分表看一遍,把已经学过的词拣出来,老师随后要求他们拼写、翻译或配词,来检查他们对拣出来的词是否真正有一定的认识。通常他们对自己的词汇估计是十分可靠的。

- 乙、对不认识的生词,可以通过下列的活动来学习:
- 1. 把生间的组成成份逐一解释以见其整体意义。
- 一个词可以跟什么词来搭配,在教学中十分重要。通过小组学习以及翻查字典,要求学生把常见的搭配词 -起列出,随后再由老师把各小组所得一并写在黑板上,重新编排分类。
- 3. 要求学生使用英一英字典、找出生词的意义。

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- 要求学生把在该物中重复出现的生词和例句一并记下学习,并且跟其他同学交流心得。
- 生词在课本中出现时,老师再次提点,以加深同学的印象。

A University Word List

(a) 分析生词的组成成份, 并且逐一解释其意义

(b) 给学生"闰干",然后要求他们把衍生词写用来(c) 配词测验

(d) 要求学生把一堆生词及一堆释义适当的配付起来

(e) 把生词填入句子室自中。

(f) 翻译测验。

7. 大量阅读、聆听,可以感受到这些词汇如何在真实环境中使用

结论:《大学英语词汇表》目前正在三个方面上扩充。(一)把有关的衍生词列入分表。(二)一套词汇测试正在设计中。(三)为方便老师和学生。正在根据 Brown 大学的 词库(Francis & Kucera, 1979) 编制一个典型搭配词间汇用表。编者希望,本词表及以上所述的应用简介将有助于美国或海外各大学的语言学习课程。

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