

高等学校英语系列教材

Breaking through the barrier
of college English vocabulary

大学生实用 英语词汇学

Practical English Lexicology

For College Students

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Abstract

(内容提要)

英语词汇学是研究英语语言词汇的一门重要学科。对于大学专科和本科院校的学生来说,在相对熟悉英语语音、语法的情况下,学习应用英语词汇学相关知识和扩大英语词汇量的技能就显得更加重要而迫切。本书以现代语言学理论为指导,以英语词汇为研究对象,着力进行大学生实用英语词汇学探讨。图书主要分两大部分,共 10 章。第一部分为英语词汇学背景知识篇,主要是英语词汇学概述,英语词汇的来源与分类,研究英语词汇与文化,探讨英语和美国英语的差异;第二部分为英语词汇量强化方略篇,分析英语词的结构、类型、相互关系和语义的变化,着力总结英语词汇的构成方法,英语单词的记忆策略,重点是基于四级词汇从分析词根、词缀来帮助扩大英语词汇量。

本书的主要目的是运用英语词汇学理论,在传授必要的英语词汇学背景知识的同时,掌握实用的词汇记忆策略,通过对学生进行一定的词汇训练,试图在可预期的时间内迅速扩大和突破大学英语词汇量。本书既面向高职高专院校专科生,也面向本科院校非英语专业本科生,是一本实用的英语词汇教学的通用性教材;同时也是英语自学者学习英语词汇学理论,理解掌握和运用英语词汇知识与学习方略,不断扩大英语词汇量,提高英语语言实际应用能力的选用教材或参考书。

Preface

(序言)

在多年的教学实践与研究的基础上,由宋剑祥、谢虹两位老师主编的这本《大学生实用英语词汇学》(以下简称《词汇学》),即将出版面世。我欣然接受邀请为此书作序,因为这对于我来说也是一个学习的机会。

英语词汇学是研究英语语言词汇的一门重要学科。此书的编写目的在于帮助本、专科院校的学生在相对熟悉英语语言、语法的情况下,学习应用英语词汇学相关知识和技能。此书以现代语言学理论做指导,以大学英语词汇为研究对象,对大学生实用英语词汇学进行积极有益的探讨。

结合大学生的学习和实际需要,针对传统教材难度偏大,理论性较强,学生不易理解的特点,两位主编、副主编和参编同仁一道,开始尝试着自编《词汇学》讲义,并在多年教学实践基础上,几经修改,充实完善,以更贴近 PET - B/A、CET - 4,以及高职高专英语教学和应用能力考试的要求,对学生今后的学习和提高有很大的帮助和启示。

《词汇学》的最大特点是:在介绍英语词汇知识的同时,总结了一些规律性的实用构词法和词汇记忆方法,特别是以中学词汇量为起点,以大学英语专科 PET - B/A 为重点,以本科 CET - 4 词汇量为目标,着重在英语词汇的词根和前、后缀上进行了比较深入的分析,因此增强了其实用性。令人欣慰的是,本书编著者们的积极合作、建言献策,丰富了本书的内涵和容量。

《词汇学》这本书的价值在于运用英语词汇学理论,在传授必要的英语词汇学背景知识的同时,掌握实用的词汇记忆策略,通过对学生进行一定的词汇强化训练,试图在可预期的时间内迅速扩大和突破大学英语词汇量。

《词汇学》也存在一些不足之处。该书虽然注重了大学生的实际教学需要和应用,但在这一过程中,若能进行一些与英语等级水平考试相关的词汇集中强化训练和测试,或结合高职院校实用英语词汇和大学英语四、六级词汇多作一些分析研究,那么就更令人满意了。

总体来说,《词汇学》是一本既适用于高职高专院校专科生,也适用于本科院校非英语专业本科生英语教学的一本通用性教材;与此同时,此书还是英语自学者学习英语词汇学理论,理解、掌握和运用英语词汇学知识与学习策略,不断扩大英语词汇量,提高英语语言实践能力的选用教材,或实用性很强的参考书。

阅读文稿,颇感欣慰,是为序!

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2006年11月28日于昆明

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英语词汇学背景知识篇
Background Knowledge of
English Lexicology

英華字典

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English Lexicology

Chapter 1 A General Survey of English Lexicology

(英语词汇学概述)

The English language today is getting the more and more important position in the world. It is one of the most widely-used international languages in the world.

1.1 English as a Language of Worldwide Use

English has a history of about 1500 years, developing from a local language spoken by a small number of people. It was not until in the year 1362 when English was restoring to its rightful place as the language of Britain. This could be regarded as the official recognition of English. People at the time could never imagine that the English language would become one of the most important languages in the 20th century all over the world.

English is less loved but more used. More and more people speak, write and use the English language. It is said that, 70 percent of the world's mail was in English and 60 percent of its radio and television broadcasts was in English. If the world was a global village, then the world language would be indeed English.

As a world language, we have to analyze the major international domains of English, such as working language of international organizations and conferences, scientific publication, international banking, economic affairs and trade, advertising for global brands, audio-visual cultural products, international tourism, tertiary education, international safety, international law, as a "relay language" in international translation, technology transfer and Internet communication, etc. It makes the world go round, and few indeed can afford to "knock it".

1.1.1 English as a native language or a mother tongue

Nowadays, English is spoken as a native language or a mother tongue by more than 400 million people in the British Isles, the United States of America, Canada, Australia, and New Zealand, and it is also spoken as a first language in the West Indies and South Africa, and the other former British colonies. The native speakers may feel the language "belongs to" them. They live, for the most part, in countries in which the dominant culture is based around English. These countries, however, are experiencing increasing linguistic diversity as a result of immigration.

1. 1. 2 English as a second or an official language

The English language is used as a second language or an official language in government, or as the medium of instruction in schools and universities in those countries where English has an important position. In some of the developing countries, English is one of the official languages, such as in some African states—Kenya, Ghana, Nigeria, etc., some Asian countries—India, Malaysia, Nepal, Philippines, Pakistan, Singapore, etc., and the Caribbean... Second language speakers use English in different contexts. They might use a local form of English, but may also be fluent in international varieties. Worldwide over 1.4 billion people live in countries where English has official status. It is estimated that the number of speakers with varying degrees of proficiency range between 300 million and 400 million throughout the world—about as many as the total of mother-tongue users.

1. 1. 3 English as a foreign language

English is one of the ‘working’ languages of the United Nations. Large growing numbers of people—at least 400 million to 1 billion people in the world speak and write English as a foreign language for the purpose of science, technology, new thinking in economics and management, new literature and international communication. It is the main language of the world’s books, newspapers, and advertising. More and more scientific research papers are probably published in English than in any other languages, and the preeminence of English in commercial use is undoubted. It is the official international language of airports and air traffic control, of the chief maritime conferences, of diplomacy, and of sports. Two thirds of the world’s scientists write in English. Three quarters of the world’s mail is written in English. Over eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English. English has become an universal and dominant language of international communication.

Meanwhile, no language is more widely studied or used as a foreign language than English in schools, institutes of higher education, and through the use of a wide range of “self-help” materials. The desire to learn English is immense now and apparently insatiable not only in other countries, but also in China. Since China is open to the world, we have to communicate with the world.

1. 2 Some conceptions of English Lexicology

1. 2. 1 What is language?

There are many definitions of “language”. American linguist **Edward Sapir** (Sapir, 1921, p. 8) thought that language relates to communication between human beings. His definition is: “Language is a purely human language and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.” Another American linguist **Charles F. Hockett** (Hockett, 1958) argued that human language was of interchangeabi-

lity, productivity and cultural transmission.

A modern British linguist **David Crystal** (Crystal, 1989, p. 25) wrote: "language as human vocal noise (or the graphic representation of this noise in writing) used systematically and conventionally by a community for purposes of communication." Language is also defined as: "a form of human communication by means of a system of symbols principally transmitted by vocal sounds" (R. H. Robins, 1990, p. 12). In fact, language is a system of arbitrary vocal symbols based on physiology, psychology and physics. It is a specific social action and a carrier of information used for human communication in a society.

Generally language is considered to be a form of communication between human beings by means of a system of symbols which principally transmitted by vocal sounds. It serves society as a means of intercourse between people. There are two main forms of language: the spoken word which is the first and foremost, and the written symbols of spoken words. Any language reflects the culture of a society in a particular period. And communication is the principal function of language. Language helps us to exchange information to learn, to plan, to cooperate, to establish and maintain relationships. It helps us to refer to things that are removed from us in time and space.

Here are some important elements of language:

- **phonetics**—of speech sounds.
- **phonology**— of speech sounds in the context of language systems.
- **lexis**— of words.
- **morphology**—of the structure of words (词法) .
- **semantics**—of meaning, relationship between word and the real world.
- **syntax**—of the structure of phrases and sentences (句法) .

1.2.2 What is linguistics?

Generally speaking, linguistics is the scientific study of language. To be more exact, linguistics is "the study of human speech including the units, nature, structure and modification of language." (Webster's New Collegiate Dictionary. p. 669) Linguistics consists of three branches: phonetics, lexicology and grammar.

1.2.3 A definition of lexicology

Lexicology is the branch of linguistics concerned with the study of the vocabulary of a given language. It is the study of the origin and meaning of words. There are two morphemes (词素, 形态素) in the word "lexicology" —one is "lexico or lexikon" (from Greek) — means "word", the other is "logy or logie" — means "learning" and "the study of". So lexicology means "the science of words". English lexicology deals with words—origin, development, history, structure, meaning and application.

1.2.4 Why should we study English lexicology?

English lexicology as one of branches of English linguistics may be useful in vocabulary study because it derives from practice and should guide practice. Students will use the basic knowledge to understand the material already familiar to them from English classes, and apply it in their further study of English. The purpose is to help the learners to acquire the knowledge of English vocabulary, and to improve their ability to analyze and use English words.

1.2.5 What is word?

“Word” can be defined as:

- “the smallest significant unit of speech” (by ancient Greek Philosopher Aristotle, Stephen Ullmann, *Semantics: An Introduction to the Science of Meaning*, p26);
- a minimum free form (by American linguist Leonard Bloomfield, 1933);
- with a unity of sound and meaning (A word is a sound or, usually, a sequence of sounds that is conventionally associated with an object, concept, and so on.);
- capable of performing a given syntactic (句法的) function;
- a fundamental unit of speech and smallest /minimal free form.

The characteristics of words are. word is an uninterruptible unit; word may consist of one or more morphemes; word occurs typically in the structure of phrases; word should belong to a specific word class or part of speech. Every word has a fixed sound form and a certain meaning. It is impossible that a word could have only sound but no meaning, or only meaning but no sound. The sound of a word is inseparable from its meaning.

It is very essential in learning the words of a language. British lexicologist Michael McCarthy said (1990): “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication on a L2 just cannot happen in any meaningful way.” (冯世梅, 2002) Words are building blocks of thought, the keys to accurate thinking. Knowledge is gained through words.

1.2.6 What is vocabulary?

Vocabulary is one of the three elements of language (speech sound, grammar and vocabulary). All the words in a language together constitute what is known as its vocabulary. The vocabulary is a resource for talking about the world and life. English linguist David Wilkins (1972) said, “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.”

● glossary—a kind of collection /list and explanation of special words. It is a type of reference work which lists a selection of words or phrases, or terms in a specialized field, usually in alphabetical order, together with minimal definitions or translation equivalents.

● dictionary— “a reference book containing words usually alphabetically arranged along with information about their forms, pronunciations, functions, etymologies (语源学), mean-

ings, and syntactical and idiomatic uses.” (Webster’s New Collegiate Dictionary) . Dictionary use is a kind of language-focused learning.

●What is the size of the English vocabulary? How many words are there in the English language? No easy answer is possible. The Oxford English Dictionary (1989) defines over 615,000 items described as “words” in a promotional press release.

Reports of the size of the English language in the popular press have a very wide range: from 400,000 to 600,000 words (Claiborne, 1983, p. 5), from a half million to over 2 million (Crystal, 1988, p. 32), about 1 million (Nurnberg & Roseblum, 1997, p. 11), and 200,000 words in common use, although adding technical and scientific terms would stretch the total into the millions (Bryson, 1990) .

As to the size of individual vocabulary, Stuart Berg Flexner, the noted American lexicographer, suggests that the average native well-read person has a vocabulary of about 20,000 words and probably uses about 1,500 to 2,000 in a normal week’s conversation. MacCrum, an educator, puts a well-educated person’s vocabulary at about 15,000. The *Collins COBUILD English Language Dictionary* (1995) claims that of all words, 15,000 words cover 95 per cent of the running words of their corpus, of which 6,600 high frequency words constitute the core of English vocabulary.

Vocabulary size and text coverage in Brown corpus

词汇量	覆盖面%	增长率%
1,000	72.0%	
2,000	79.7%	7.7
3,000	84.0%	4.3
4,000	86.8%	2.8
5,000	88.7%	1.9
6,000	89.9%	1.2
15,851	97.8%	7.9

(taken from Francis and Kucera, 1982)

●How much vocabulary does a second language learner need? Liu Na and Nation (1985) have shown that we need a basic vocabulary of about 3,000 words (or word families) which provides coverage of at least 95 per cent of a text before we can efficiently learn from context with unsimplified text. This is a large amount of start-up vocabulary for a learner, and this just to comprehend general texts. (Schmitt, N. etc. 1997, *Vocabulary: Description, Acquisition and Pedagogy*) Most researchers nowadays recommend a working vocabulary of over 5,000 word families is probably desirable for more specialized needs.

1.2.7 Different approaches to the study of words

- From the viewpoint of historical linguistics—the origin and development
- From the viewpoint of morphology—word structure and word formation
- From the angle of syntax (句法) —part of speech and grammatical functions
- From the viewpoint of psycholinguistics (语言心理学) —how people learn language, e. g. by association: “act—actor—actress—action—active—activity”
- From the angle of sociolinguistics—proper words in proper background, e. g. address words in social context—“names”

First Name	Title Name	Full Name	Last Name
(first, short, close relation/ title, formal/ meet first time/ last, family name, surname)			

- From the angle of pragmatics (n. 语用学)

Pragmatics—the study of language as it is used in a social context and affects the interlocutors (对话者) and their behavior. Context is a major source of supplementary information. What we need to say is minimized by the context in which the utterance takes place and by shared knowledge. Without context, without pragmatics. Related to pragmatics is discourse analysis, the study of the organization and dynamics of conversations, e. g.

Free beer tomorrow! (if without “2006. 3. 20”)

The last three days on sale! (if without “2006. 3. 25 ~ 28”)

What did you say? (not heard clearly or in a violent situation)

- From the angle of semantic (语义学) —study word meaning and sense relation

Word meaning:

denotation (外延): word meaning in dictionary

connotation (内涵): different meaning in different culture or affective meaning, more subjective links, links of the kind that result from word association exercises, e. g.

moon—round—full—moon (rich in China).

black Negro nigger

(beautiful, appreciate; neutral; derogatory)

Sense relation—sense between different words:

synonym (meaning the same thing, 参见 3.3.1) —look/see, watch/observe, answer/reply, buy/purchase...

antonym (meaning the opposite, 参见 3.3.2) —clear/vague, large/small, up/down...

hyponym (meaning narrower and included in a more general term 下义词, 参见 3.3.6) —colour (superordinate): blue, black, red, white, yellow, green...

Chapter 2 The Sources and Classification of English Vocabulary

(英语词汇的来源与分类)

The English people are of a mixed blood, so its language is of a mixed character. From 55 B. C. to 410 A. D., Britain was invaded and ruled by the Roman conqueror Julius Caesar (恺撒, 100 - 44 B. C., 古罗马的将军, 政治家, 历史学家). The occupation lasted for about 400 years. Latin was the official language of culture and government. Then came the Angles, Saxons and Jutes in 449 A. D., the Scandinavian invasion and settlement in 886, the Norman Conquest in 1066. Before becoming a national language, English had borrowed a great deal of vocabulary from German, Latin, Greek and French. The general adoption of English, or the official recognition and restoring English to its rightful place as the language of the country was in the 14th century. It was the Industrial Revolution that enabled the British to race far ahead of all the other countries. Britain became the world workshop and the largest empire in history by foreign plunder, expansion and aggression, taking up one fifth of the world's total dry land.

2.1 The Sources of the English Vocabulary

2.1.1 The Old English Period (450A. D. - 1150A. D.)

The characteristic of Old English vocabulary is resourcefulness. The language in this stage shows great flexibility, a capacity for bending old words to new uses. By means of prefixes and suffixes a single root is made to yield a variety of derivatives, and the range of these is greatly extended by the ease with which compounds are formed. So it is the period of full inflections (变形, the grammatical marking of a lexeme by means of an affix).

A. The Angles-Saxons-Jutes period (450 A. D. -)

The first people in England about whose language we have definite knowledge are the Celts. In 55 - 54 B. C., Britain was invaded by the Roman conqueror, Julius Caesar. The Roman occupation lasted for about 400 years, during which the official language of government was Latin. The native language was British, one of a family of Celtic languages. The "Germanic Conquest" came at the fifth century A. D. Three tribes of Germanic peoples from Northern Europe, crossed to England. The three tribes were Angles, Saxons and Jutes. They merged into one people whose dialects grew into a single language—English. This Germanic language had replaced the original Cel-

tic language of Britain in nearly all of England as well as in southern and eastern Scotland. The result was known as Anglo-Saxon or Old English. So the English language of today is the language spoken by the three Germanic tribes, and the subsequent mixture of the three people. It is estimated that about 25 – 30 percent of English vocabulary is Anglo-Saxon words.

B. Under the influence of Latin (579 A. D. – 1150 A. D.)

It was the Roman Conquest that the Latin had a great influence upon English language. The Latin words came into English through Celtic transmission, and by the introduction of Roman Christianity into Britain in 597. The Latin civilization influences were not only extensive, but thorough and marked the real beginning of the English habit of freely incorporating foreign elements into its vocabulary.

And more than half of present English words in common use are derived from Latin and used in military and official class, cities and towns. By means of prefixes and suffixes, a single root is made to yield a variety of derivatives and the range of these is greatly extended by the ease with which compounds are formed. So the noun, the adjective, the definite article, the personal pronoun, the verb, and the preposition express fundamental concepts, e. g.

church—bishop/ pope/ priest/ temple/ rule

clothing and household—cap/ chest/ silk/ sock

food—pear/ lobster /cook

animals—elephant/ camel/ tiger

literature—school/ grammar/ meter/ master/ noon/ anthem/ angel. .

C. The Scandinavian influence (8 – 11 century)

English belongs to the Low West Germanic branch of the Indo-European family and shares the characteristics common to all the Germanic languages. The similarity makes it at times very difficult to decide whether a given word in Modern English is a native or a borrowed word—many were identical.

About 787, the English began to be troubled by bands of Danish Vikings. The Scandinavian invasions resulted in a considerable mixture of the two peoples and their languages. Scandinavian elements enter into English place-names. More than 1,400 place-names have been counted in English, e. g. Some 300 names ending **“-thorp”** like “Althorp/ Bishopsthorpe/ Gawthorpe/ Linthorpe” contain the word “thorp”, meaning “village”. More than 600 names **end in “by”** like “Grimsby/ Whitby/ Derby/ Thoresby”. The **“-by”** is a Danish word meaning “farm or town.” Names ending in **“-son”** like “Stemenson or Johnson” conform to a characteristic Scandinavian customs.

The number of Scandinavian words that appear in Old English is small, amounting to only about two score. According to *English Dialect Dictionary*, there are 1,150 simple words with Danish elements. Many words with **“sc –”**, **“sk –”** are Scandinavian origin, e. g.

noun—bank/ birth/ bull/ dirt/ down/ egg/ fellow/ gap/ guess/ kid/ leg/ race/ root/ scale/ score/ skirt /seat/ sister/ skill/ skin/ sky/ trust/ want/ window. .

adjective—awkward/ flat/ low/ odd/ rugged/ seemly/ tight/ weak. .

verb—call/ die/ get/ give/ lift/ raise/ take. . .

2.1.2 The Middle English Period (1150A. D. –1500A. D.)

Middle English was the result of the fusion of Old English and Norman French as the Saxon and Norman societies merged. The changes of this period affected English in both its grammar and its vocabulary. Those in vocabulary involved the loss of a large part of the Old English word-stock and the addition of thousands of words from French and Latin. The Middle English Period is considered as the period of levelled inflections.

A. The Norman Conquest

In 1066, Britain was conquered by the French-speaking Normans under Duke William who was crowned as King William I of England. For 200 years after the conquest, French remained as language of ordinary intercourse among the upper class and changed the whole course of the English language which was an uncultivated tongue and the language of socially inferior class during the period. The Norman conquerors speak French, more French words were borrowed directly and observably. The number of French words that poured into English was unbelievably great. A further calculation shows that the total number of French words adopted during the Middle English period was slightly over 10,000. Of these about 75 percent are still in current use. French language altered the English vocabulary much as follows:

①**government and administrative words**: alliance, authority, court, crown, empire, exile, governor, justice, judge, jury, liberty, madam, majesty, marshal, mayor, minister, noble, office, oppress, peasant, prince, princess, public, record, royal, sir, slave, servant, state, tax, treaty. . .

②**religion or ecclesiastical words**: chapter, charity, clergy, clerk, creator, dean, devotion, faith, image, lesson, mercy, miracle, mystery, pity, prayer, passion, sacrifice, sermon (布道/说教), solemn, theology, virgin, virtue. . .

③**law**: complaint, accuse, arrest, assault, award, blame, cry, decree, evidence, fine, heir, imprison, inquest, judge, jury, just, pardon, proof, prison, property, punishment, seize, sentence, summons. . .

④**army and military**: arms, banner, battle, captain, combat, conquest, defense, enemy, guard, peace, spy, victory. . .

⑤**literature**: chapter, colour, copy, geometry, grammar, logic, paper, pen, preface, prologue, poet, prose, rhyme, story, study, title, tragedy, volume. . .

⑥**fashion and social life**: beauty, blanket, chair, chess, conversation, curtain, garment, habit, jewel, kerchief, music, ornament, park, train. . .

⑦**clothes**: button, coat, collar, dress, embroidery, robe (长袍) . . .

⑧**food**: biscuit, boil, bull/cattle /beef, cherry, cream, dinner, feast, fruit, fry, grape, lemon, olives, orange, peach, pig/pork, plate, roast, salad, sheep/ mutton, sugar, supper, taste. . .

⑨**art**: beauty, ceiling, color, figure, painting, palace, music, sculpture, tone. . .

⑩**science**: medicine, physician, patient/sick, malady/ill, member, poison, pulse, remedy, surgeon (外科医生)...

B. Assimilation

Apart from borrowing, the common influence is assimilation. English endings were apparently added to the new French and Latin words with as much freedom as to English words. Like other Indo-European languages, English enlarged its vocabulary chiefly by a liberal use of prefixes and suffixes and an easy power of combining native elements into self-interpreting compounds. In this way, the existing resources of the language were expanded at will and any new needs were met, e. g.

gentle- (1225) — gentlewoman (1230) — gentleman (1275) — gentleness (1300) — gently (1330) ...

faith- (1250) — faithless, faithful (1300), faithfully (1325) — faithfulness (1388) ...

for- (used to intensify the meaning of a verb or to add the idea of sth. destructive or prejudicial) forbear/ forbid/ fordo/ forget/ forgive/ forgo/ forsake/ forswear...

C. The Reestablishment of English (1200 – 1500, bilingual)

The Hundred Years' War (1337 – 1453), a long period of open hostility with France: French was increasingly ignored and only as a language of culture and fashion. Towards the end of the fourteenth century, the rise of standard English had become the recognized standard in both speech and writing, because of:

① the rise of middle class (landlords)

② the Black Death (1348 – 1350), death rate 30%, in short of labourers (low class who spoke English)

③ disuse of French, after 1349, English was used in schools.

2.1.3 The Modern English Period (1500 A. D. – to present day)

In the various parts of the former British Empire, the English language has developed difference that distinguishes it from the language of England. In Australia, New Zealand, South Africa, West and East Africa, South Asia, Singapore, Malaysia, the Caribbean, and Canada etc., differences of nature and material civilization and general contact with some foreign tongues are clearly reflected in the vocabulary. One of the most obvious characteristics of present-day English is the size and mixed character of its vocabulary. The Modern English Period is considered as the period of lost inflections.

A. The Early Modern English Period. (1500 – 1700 A. D.)

—the influence of Latin and Greek

The great humanistic movement of the Renaissance took place at the period: the printing press, the rapid spread of popular education, the increased commerce, transportation and means of communication, the growth of specialized knowledge and the emergence of various forms of self-consciousness about language, the discovery of America, the reform of church, etc. The result

was a healthy desire for improvement. The vast flood of new words needed at the Renaissance for the new ideas, came to England swiftly. By then people had to find expression in the coining or adaptation of a number of words from Latin and other foreign sources. All these enriched the English vocabulary to meet the demands of all that would be made upon it in its wider use.

In the course of centuries of borrowing, English has built up an unusual capacity for assimilating outside elements. The social, commercial, technological, and intellectual forces that were released in the Renaissance had profound effects on English. The enrichment of English vocabulary was mainly from Latin, French, Italian, Spanish, etc. More than half of its vocabulary is derived from Latin and French. According to the *Oxford Dictionary*, the number of new words is above 12,000. And about half of the total has become a permanent part of English. It is noted that Shakespeare [莎士比亚 (1564 - 1616), 剧作家, 诗人, 著有 37 部戏剧, 154 首十四行诗和 2 首长诗] had the largest vocabulary of any English writer. This is due not only to his daring and resourceful use of words, but also to part his ready acceptance of new words of every level, e. g.

① **from Latin and Greek** (the influence of the **Renaissance**):

Education: act, animal, cherries (樱桃), church, cup, describe, design, discuss, dish, disability, equal, exist, expect, graduate, piazza, street, wall, wine, etc. (et cetera), violin...

Literature: anthology (诗/文选), catastrophe (大灾难/祸), comedy, drama, emphasis, magic, myth, poet, rhythm, tactics, tragedy...

Philology and maths: basis, geometry (几何), category, system, crisis, ethics, thesis, theory, hypotenuse...

Biology, physics and chemistry: bulb, dynamo, organism, pneumatics, thermometer...

Medicine and science: bicycle, cancer, cleaner, diagnosis, gymnastics hypertension, neuralgia, phonograph, rheumatism, telephone, television, vacuum...

Linguistics: antonym, dialogue, dialect, euphemism, etymology, homonym, hyperbole, idiom, lexicology, metaphor, metonymy, polysemy, synonymy, i. e. (that is), e. g. (for example)...

Affixes: (prefixes) auto-, bio-, geo-, tele-, photo-; (suffixes) -ism, -ist, -ize, -oid, -logy, -ology, -tics...

② **from French** (words for food, noble)

chocolate, comrade, dessert, detail, entrance, equip, explore, progress, salon, shock, soup, ticket, tomato, volunteer...

B. The Late Modern English Period (1700A. D. - to present day)

—entered the race for colonial territory in North America, New Zealand, Australia, Africa, Asia, etc. New territories mean new experiences, new activities, new products, all of which are in time reflected in the language.

① Words from European countries:

French [mainly from the period of Norman Conquest (1066 - 1362)]

Feudalism and war—arms, army, soldier, battle, captain, armour, banner, match,