

丛书主编：常俊跃

21世纪CBI内容依托系列英语教材

*An Introduction to
English Lexicology*



英语词汇学教程

夏洋 邵林 主编



北京大学出版社
PEKING UNIVERSITY PRESS

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编委会

丛书主编：常俊跃

主 编：夏 洋 邵 林

副主编：李 佳 刘 宓

前 言

随着我国英语教育的快速发展,英语专业长期贯彻的“以语言技能训练为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育与中学英语教学脱节,语言与内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益突显。

针对上述问题,大连外国语大学英语专业在内容与语言融合教育理念的指导下确定了如下改革思路:

(一) 遵循全新教学理念,改革英语专业教育的课程结构。改变传统单一的语言技能课程体系,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提升专业知识和语言技能。课程同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面,提高思辨能力。

(三) 改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业通过开设单纯的听、说、读、写、译语言技能课程提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了具有我国特色的英语专业内容与语言融合的课程体系;开发了适合英语专业的内容与语言融合的课程;提高学生综合运用语言的能力,扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过十年的实验探索,改革取得了鼓舞人心的结果。

(一) 构建了英语专业内容与语言融合教学的课程体系。课程包括美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话、综合英语(美国文学经典作品)、综合英语(英国文学经典作品)、综合英语(世界文学经典作品)、综合英语(西方思想经典)、英语视听说(美国经典电影)、英语视听说(英

国经典电影)、英语视听说(环球资讯)、英语视听说(专题资讯)、英语短篇小说、英语长篇小说、英语散文、英语诗歌、英语戏剧、英语词汇学、英语语言学、语言与社会、语言与文化、语言与语用等。这些课程依托专业知识内容训练学生综合运用的语言能力,扩展学生的知识面,提高学生的多元文化意识,提升学生的综合素质。

(二) 系统开发了相关国家的史、地、社会、文化、文学、语言学课程资源。在内容与语言融合教育理念的指导下,开发了上述课程所需要的教学课件及音频视频资源。开发的教材系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,在实际教学中受到了学生的广泛欢迎。在北京大学出版社、华中科技大学出版社、北京师范大学出版社、上海外语教育出版社的支持下,系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容与语言融合教育理念的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家教师担心取消、减少语言技能课程会对学生的语言技能发展产生消极影响。实验数据证明,内容与语言融合教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响,对专业知识的学习也产生了巨大的积极影响。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。开展改革以来,团队对内容与语言融合教学问题进行了系列研究,活跃了整个教学单位的科研气氛,教师的科研意识和科研水平也得到很大提高。课题组已经撰写研究论文70多篇,撰写博士论文3篇,在国内外学术期刊发表研究论文40多篇,撰写专著2部。

教学改革开展以来,每次成果发布都引起强烈反响。在中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在全国英语专业院系主任高级论坛上,研究成果得到知名专家博士生导师王守仁教授和与会专家教授的高度评价。在中国英语教学研究会年会及中国外语教育改革论坛上,本成果引起与会专家的强烈反响,教育部外指委石坚教授、仲伟合教授、蒋洪新教授等给予了高度评价。本项改革的系列成果两次获得大连外国语大学教学成果一等奖,两次获得辽宁省优秀教学成果奖一等奖,一次获得国家教学成果二等奖。目前,该项改革成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

《英语词汇学教程》依照内容与语言融合的外语教学理念编写,强调语言所传达的知识和信息,在获得信息的同时学习语言。

《英语词汇学教程》教材共分15单元,每单元设置主课文一篇,补充阅读课文2~3篇。

课文的选择兼顾英语词汇学知识体系以及学生新词汇和语言知识的输入。教材内容主要涵盖词汇学核心概念、英语词汇发展史、英语构词法、语义关系、语义变化和英语谚语等内容。教材的主要目的是使学生掌握有关英语词汇学的基础知识，并同步提升英语学习者词汇学习能力和相关语言技能。

教材在每单元设置一定量基于内容与语言融合教学理念的练习，其中既包含语言知识和技能运用，也包含对英语词汇学知识的巩固。练习的设置有助于学生在使用教材的过程中，实现知识体系构建和语言技能训练的同步提高。

编者在教材编写过程中，强调在保证英语词汇学知识体系完整的前提下，整合多样的语言输入和输出内容，以期培养学生的语言知识的技能和交际能力。因此该教材在每一单元都精心设计了旨在对学生在语法、词汇、篇章结构、语言功能等方面进行全面严格培养的基本技能练习。同时，编者设计出与英语词汇学相关的、学生参与度较高的课堂和课外活动。这些活动的设置是本教材的亮点之一，它使得课堂教学得以延伸，也能激发学生的学习热情，这也是内容与语言融合教学理念在本教材中的最好体现。

基于内容与语言融合教学理念的《英语词汇学教程》不仅可以作为我国高校英语词汇学必修或选修课程教材，同时也适用于对英语词汇学相关话题感兴趣的英语学习者自学。

本教材是我国英语专业语言学系列课程改革的一项探索，凝聚了全体编写人员的艰苦努力。然而由于水平所限，还存在疏漏和不足，希望使用本教材的老师和同学们能为我们提出意见和建议。您的指导和建议将是我们提高的动力。

编者

于大连外国语大学

2017年3月30日

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Unit 1

An Invitation to Lexicology

Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.

— D. A. Wilkins

No matter how well the student learns grammar, no matter how successfully he masters the sounds of a second language, without words to express a wide range of meanings, communication in that language cannot happen in any meaningful way.

— McCarthy

Unit Goals



- To have a glimpse of major issues involved in English lexicology
- To be familiar with the relationship between English lexicology and other disciplines
- To understand the definitions of word, vocabulary and lexicology
- To know the difference between word and lexeme



Before You Read

1. English is crazy! Here are some funny facts about the English language and some unique language oddities to wrap your mind around. How do you account for these language oddities? Please share your explanations with your partner.

Let's face it:

 **English is a crazy language**

There is no **EGG** in **EGGPLANT** nor **HAM** in **HAMBURGER**, neither **APPLE** nor **PINE** in **PINEAPPLE**. **ENGLISH MUFFINS** weren't invented in **ENGLAND**. **QUICKSAND** can work **SLOWLY**, **BOXING RINGS** are **SQUARE**, and a **GUINEA PIG** is neither from **GUINEA** nor is it a **PIG**.

And why is it that **WRITERS WRITE** but **FINGERS DON'T FING**, **GROCERS** don't **GROCE** and **HAMMERS** don't **HAM**? Doesn't it seem crazy that you can make **AMENDS** but not one **AMEND**? If **TEACHERS TAUGHT**, why didn't **PREACHERS PRAUGHT**? If a **VEGETARIAN** eats **VEGETABLES**, what does a **HUMANITARIAN** eat?

In what other language do people **RECITE** at a **PLAY** and **PLAY** at a **RECITAL**? We **SHIP BY TRUCK** but **SEND CARGO BY SHIP**. We have **NOSES** that **RUN** and **FEET** that **SMELL**. We **PARK** in a **DRIVEWAY** and **DRIVE** in a **PARKWAY**. And how can a **SLIM CHANCE** and a **FAT CHANCE** be the same, while a **WISE MAN** and a **WISE GUY** are opposites?

You have to marvel at the unique lunacy of a language in which your **HOUSE** can **BURN UP** as it **BURNS DOWN**, in which you **FILL IN** a form by **FILLING IT OUT**, and in which an **ALARM** goes **OFF** by going **ON**. And, in closing, if Father is **POP**, how come Mother's not **MOP**?

—Richard Lederer, <http://www.netmeister.com/eng/100>

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- 1) A guinea pig is neither from Guinea nor is it a pig.
- 2) You fill in a form by filling it out.
- 3) Do you have noses that run and feet that smell?
- 4) If a vegetarian eats vegetables, what does a humanitarian eat?
- 5) Why is it that writers write, but fingers don't fing and hammers don't ham?
- 6) When the stars are out, they are visible, but when the lights are out, they are invisible.
- 7) Do you notice that there is no egg in eggplant? Or ham in the hamburger? Nor apple or pine in pineapple!

2. What are the Chinese equivalents of the following idioms? Share your explanations with your partner, and discuss whether the meaning of each idiom is the combination of meanings of its components.

English Idioms	Chinese Equivalents
service station	
dressng room	
sporting house	
black stranger	
white man	
yellow book	
red tape	
green fingers	
blue stocking	
American beauty	
Dutch courage	
French leave	
Greek gift	
Spanish athlete	

Start to Read

Text A What is Lexicology?

Lexicology and Its Major Concerns

Lexicology, as a sub-branch of general linguistics, is derived from *lexikós* (word) plus *logos* (learning or science), hence the science of words.

Like general linguistics, lexicology can be both **diachronic** (historical) and **synchronic** (contemporary), the former dealing with the origin and development of the form and meaning of the

words in a particular language across time, whereas the latter studying the vocabulary of a language as a system at a particular point of time. But there are many interrelated areas in lexicology, where one cannot be studied in isolation, without regard to the other.

The definitions suggest that lexicologists should be concerned about:

- morphology (structure and form)
- etymology (origins, sources and history)
- semantics (meaning and sense relations)
- lexicography (dictionary making)

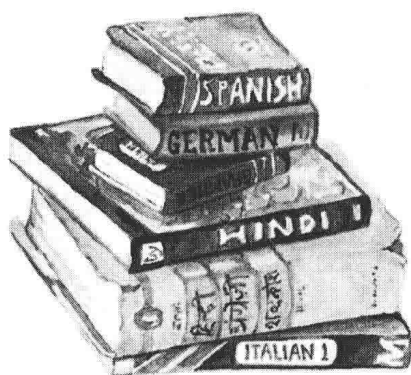
Morphology is the study of word formation, of the structure of words.

Some observations about words and their structure: Some words can be divided into parts which still have meaning. Many word-parts have meanings by themselves. But some word-parts have meanings only when used with other words. Each word has a relation in the grammatical system of a language and belongs to some parts of speech. Lexicology studies this relationship in terms of the grammatical meanings as also their relationship with the lexical meaning. In the field of word formation, lexicology is still more closely related to grammar. Both study the patterns of word formation.

The word **etymology** is derived from the Greek *etimos* which means real or true. The ending *-ology* suggests the study/science of something, as in *biology* or *geology*. And that is the etymology of *etymology*. It is the study of the origins of words and how words evolved. Here is another example. The Ancient Greek word *hippos* means *horse*. And *potamus* means *river*. Hence *hippotamus* literally means *river horse*. A few other parts of words derived from Ancient Greek are *tele* (long distance), *micro* (small), *phone* (speak), and *scope* (look). From these come such words as *telephone*, *telescope*, *microphone*, and *microscope*.

Semantics is the study of meaning. It is a wide subject within the general study of language. An understanding of semantics is essential to the study of language acquisition (how language users acquire a sense of meaning, as speakers and writers, listeners and readers) and of language change (how meanings alter over time). The study of semantics includes the study of how meaning is constructed, interpreted, clarified, negotiated and paraphrased. The types of meaning and sense relations such as polysemy, homonymy, synonymy, antonymy, hyponymy and semantic field all fall into the scope of semantic study.

Lexicography is the art and science of dictionary making. In lexicography word is studied as an individual unit in respect of its meaning and use from the practical point of learning the language or comprehending texts, or for any other purpose like checking correct spelling, pronunciation, etc. Different dictionaries serve very different purposes. Some only give information about semantics (word meanings, descriptions or definitions) and orthography (standard spellings). Others give information about etymology, variants and change of meaning over time. Besides, a dictionary also serves as a clearing house of information. In order that these functions be performed adequately, the information in the dictionaries should be collected from as many sources as possible, and should be authentic and easily retrievable. Lexicography in this way is an applied science.



Some Confusing Terms in Lexicology

As noted above, lexicologists study words on a mass scale. We will also use the word **vocabulary** interchangeably with **lexis**. Take note that *lexis* and *vocabulary* are uncountable nouns; if you need to refer to individual items, you should talk about **lexical items** or **vocabulary items**. You might also encounter the term **lexicon**, which can be used in a couple of ways: It can be used as a more technical version of *lexis* on the one hand and many people use it synonymously with **dictionary** on the other. In practical applications, such as language learning, the lexicon is represented by a dictionary, which lists words alphabetically and provides definition. What must be remembered is that any dictionary can never be comprehensive in its listing of the lexis of a particular language.



Practice 1:

Do you know the specific meaning of “vocabulary” in each context?

Contexts	Meanings
A. His Chinese <i>vocabulary</i> is rather limited.	(1) The total number of the words in a language.
B. Most technical jobs use a specialized <i>vocabulary</i> .	(2) All the words used in a particular historical period.
C. Modern English <i>vocabulary</i> .	(3) All the words of a given dialect, a given book, a given discipline.
D. The English <i>vocabulary</i> is one of the largest and richest.	(4) All the words that an individual person knows, learns, or uses.

Another issue that sometimes arises is whether *bring* and *brought* are two separate words. We shall say that they are two separate **word-forms**, but that they represent one lexeme.

A **lexeme** is an abstract representation of morphological analysis in linguistics, which roughly corresponds to a set of forms taken by a single word. For example, in the English language, *look*, *looks*, *looked* and *looking* are concrete forms of the same lexeme, conventionally written as *look*. A lexeme exists regardless of any inflectional endings it may have.

Some lexemes (such as *put up with*) consist of more than one word. Thus, *fibrillate*, *rain cats and dogs*, and *come in* are all lexemes, as are *elephant*, *jog*, *cholesterol*, *happiness*, *face the music*, and thousands of other meaningful items in English. The headwords in a dictionary are all lexemes.

We have used the word **word** extensively, and there is commonsensical obviousness to it. At this stage we will take the orthographic definition of *word*, and say that it is an item that, in writing, is usually separated from other items by spaces.

Please examine the following items, and share your answers to the questions with your partner.



Practice 2:

What is the definition of WORD?

- (1) Semantics
- (2) dis-
- (3) tlentzmsth
- (4) the

1. Why do you think item (1) is a word, but item (2) is not?

2. Do you think item (3) is a word in English? How do you pronounce it?

3. Do you think both item (1) and item (4) are words? Are they meaningful?

4. What is your definition of WORD?

Leonard Bloomfield, one of the greatest American linguists, introduced the concept of “minimal free forms” in 1926. Words are thought of as the smallest meaningful unit of speech that can stand by themselves. For example, *child* is a word. We cannot divide it up into smaller units that can convey meaning when they stand alone. On the basis of this assumption, a tentative definition of **word** could be “a minimal free form of a language that has a given sound and meaning and performs syntactic function.”

After You Read

Knowledge Focus

1. Discuss the following questions with your partner.

- 1) What is lexicology?
- 2) How do you understand that lexicology can be both diachronic and synchronic?
- 3) What are the sub-branches in linguistics that are related to lexicology?
- 4) What is morphology?
- 5) What is the etymology of the word *etymology*?
- 6) What does the study of semantics include?
- 7) How is word studied in lexicography?
- 8) What is the difference between word and vocabulary?
- 9) What is the difference between word-forms and lexeme?
- 10) How do you understand “a minimal free form”?

2. Each of the statements below is followed by four alternative answers. Choose the one that would best complete the statement.

- 1) Morphology is the branch of grammar which studies the structure or forms of words, primarily through the use of _____ construct.

A. word	B. form
C. morpheme	D. root
- 2) A word is _____ of a language that has a given sound and meaning, and performs certain syntactic function.

A. a smallest form	B. a minimal free form
C. a constituent form	D. a part
- 3) _____ is traditionally defined as the study of the origins and history of the form and meaning of words.

A. Semantics	B. Linguistics
C. Etymology	D. Stylistics
- 4) Semantics is the study of meaning of different _____ levels: lexis, syntax, utterance, discourse, etc.

A. linguistic	B. grammatical
C. arbitrary	D. semantic
- 5) Lexicography shares with lexicology the same problems: the form, meaning, origins and usages of words, but they have a _____ difference.

A. spelling	B. semantic	C. pronunciation	D. pragmatic
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- 6) *Take* is the _____ of *taking*, *taken* and *took*.
 A. lexis B. word-form
 C. lexeme D. lexical item
- 7) We can use the word *vocabulary* interchangeable with _____.
 A. *lexis* B. *lexeme*
 C. *word* D. *morpheme*
- 8) _____ refers to the system of spelling in a language.
 A. Lexicology B. Morphology
 C. Lexicography D. Orthography
- 9) Many people use the word _____ synonymously with *dictionary*.
 A. *lexicology* B. *lexicon*
 C. *lexeme* D. *lexical*
- 10) which of the following is NOT a lexeme?
 A. *hope* B. *-ceive*
 C. *rely on* D. *put up with*

3. Match the English terms in Column I with the Chinese meanings in Column II.

I	II
A. lexis	a. 词位
B. lexeme	b. 词汇
C. lexicon	c. 词汇、词典
D. lexicology	d. 语义学
E. morphology	e. 词源学
F. etymology	f. 词典学
G. semantics	g. 词态学
H. lexicography	h. 词汇学

Language Focus

1. Fill in the blanks with the following words you have learned in the text. Change the forms where necessary.

tentative diachronic minimal commonsensical authentic
 lexical acquisition derive orthography retrievable

- 1) In dictionaries, words are listed according to their _____.
- 2) Fragmentation can slow your computer and render lost files less _____. Windows comes with a perfectly fine defragger.
- 3) I don't know if the painting is _____.
- 4) Any translator will make _____ errors as well as errors of tone and spirit while working on a book.
- 5) We are devising our Five-Year Plan and have some _____ ideas regarding the excessive trade surplus.

- 6) Thousands of English words are _____ from Latin.
- 7) The ancient theories of child language _____ explore the dilemma of nature versus nurture; that is, whether language is inherent and God-given or learned from environment.
- 8) We stayed with friends, so our expenses were _____.
- 9) The only _____ solution would be to divide the children into groups according to age.
- 10) This article traces the development of translation theories through a _____ analysis of perceptions of meaning in different periods of history.

2. Proofreading & Error Correction.

Now, it is clear that the decline of a language must ultimately have political and economical causes: it is not due simply to the bad influence of this or that individual writer. But an affect can become a cause, reinforce the original cause and producing the same effect in an intensified form, and so on indefinitely. A man may take drink because he feels himself to be a failure, and then fail all the most completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the sloven of our language makes it easier for us to have foolish thoughts.

The point is that the process is irreversible. Modern English, especially written English, is full of bad habits which are spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and think clearly is a necessary first step towards political regeneration: so that the fight, against bad English is not frivolous and is not the exclusive concerning of professional writers.

I will come back to this present, and I hope that by that time the meaning of what I have said here will have become clearer.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

3. Translate the following paragraph into Chinese.

Lexicography is the art and science of dictionary making. In lexicography word is studied as an individual unit in respect of its meaning and use from the practical point of learning the language or comprehending texts, or for any other purpose like checking correct spelling, pronunciation, etc. Different dictionaries serve very different purposes. Some only give information about semantics (word meanings, descriptions or definitions) and orthography (standard spellings). Others give information about etymology, variants and change of meaning over time.

Comprehensive Work

1. Do some research and find out the etymology of the following words.

- 1) butterfly
- 2) eternal
- 3) fantastic
- 4) tranquility
- 5) umbrella

Politics
From the Greek,
"poly-" (many) and
"-ticks" (gross little bugs).



2. How many letters does the word have?

What is a word made up of 4 letters yet is also made up of 3. Although is written with 8 letters, and then with 4. Rarely consists of 6, and never is written with 5.

3. Writing

For English learners, vocabulary learning seems to be an insurmountable problem. Describe your personal experience of learning English vocabulary and offer some vocabulary learning tips to beginners of English learning. Below are some sample tips.

- **Tip One: Learn words in context.** Most vocabulary items are learned in context. The more words you're exposed to, the larger vocabulary you will have. While you are reading, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words in context.
- **Tip Two: Make up as many associations and connections as possible.** Read the word aloud to activate your auditory memory. Relate the word to words you already know. For example, the word *gargantuan* (very large) has a similar meaning to the words *gigantic*, *huge*, *large*, etc. You could make a sequence: *small, medium, large, very large, gargantuan*. List as many things as you can that could be considered gargantuan: Godzilla, the circus fat lady, the zit on your nose, etc. Create pictures of the word's meaning that involve strong emotions. Think "the gargantuan creature was going to rip me apart and then eat me!"
- **Tip Three: Practice and review.** Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word—both the definition and a sentence you make up using the word—perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it. Review your index cards periodically to see if you have forgotten any of your new words.