

# ENGLISH

# 英语词汇学

ENGLISH LEXICOLOGY

陈龙 编著



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# 总序

百年沧桑，弦歌不辍；巍巍暨南，展焕新颜。暨南大学自1906年创办以来，始终秉承“宏教泽而系侨情”的办学宗旨，注重以中华民族优秀的传统道德文化培养造就人才。学校积极贯彻“面向海外，面向港澳台”的办学方针，建校至今，共培养了来自世界五大洲127个国家和地区的各类人才20余万人，堪称桃李满天下。

暨南大学的研究生教育始于1978年，是改革开放后全国首批研究生招生培养单位。1984年，学校率先招收海外及港澳台研究生，是当时全国唯一的试点单位。1987年开始，创建了与境外知名大学合作培养研究生的教育模式，目前已与中国香港、美国、加拿大、德国、英国等地区 and 国家的众多知名大学联合培养研究生。1989年开创内地高校招收境外“兼读制”研究生及境外研究生面授点的先河。经过30多年的建设与发展，暨南大学已经成为推动港澳台合作办学及国际办学的探索者和实践者，联结内地与港澳台同胞、海外侨胞的桥梁和纽带，被誉为“中国境外研究生教育的试验田和窗口”。

目前，学校已拥有博士学位授权一级学科6个，博士学位授权二级学科39个，硕士学位授权一级学科18个，硕士学位授权二级学科135个，6种硕士专业学位及临床医学博士专业学位；学位授权点覆盖了哲学、经济学、法学、教育学、文学、历史学、理学、工学、医学和管理学10个学科门类；设有博士后科研流动站9个，博士后工作站1个。学校师资力量雄厚，有专任教师1677人，其中中国科学院院士1人，中国工程院院士4人，博士生导师297人，教授390人，副教授590人。

教材建设是课程体系和教学内容改革的核心，是进一步加强研究生教学工作、深化教学改革、提高研究生教育教学质量的重要措施。为此，学校启动了“暨南大学研究生教材建设”项目，将系统出版一批具有学科特色和水平的研究生教材。在研究生部的精心组织下，通过专家组评审，分批立项，每批二三十种，覆盖了公共学位课、专业学位课和专业选修课等课程。这些教材符合研究生教育改革发展趋势，反映了学科建设的新理论、新技术、新方法，在国内同类教材中较为先进。我们希望通过几年的努力，打造出一系列特色鲜明的研究生精品教材。

暨南大学副校长 纪宗奎

2009年7月

# 序

《英语词汇学》的编撰者陈龙是德国马尔堡大学语言学博士学位获得者，暨南大学外国语学院英语语言学副教授，精通德语和英语，在形态学、词汇学以及应用语言学等领域有比较深入的研究。

本教材经过四年的教学与实践，在主讲教师陈龙的精心提炼下，即将出版，它为词汇学的研究提供了新的理论视角和方法，可以算得上是对现有词汇学教材的补充和扩展。正值暨南大学外国语学院建设广东省英语特色课程之际，本书无疑也为本科生的语言学专业教学提供了较好的材料。

从本书的内容组织与编排方面可以看出，它不同于现有的许多词汇学教材。有关词汇研究的国内外最新理论与方法在本书中得到了比较充分的阐述，尤其是词汇构成的能产性及限制因素，词汇构成中的语音、句法和语义问题等都是目前词汇学研究中涉及比较少的内容。这些内容既有一定的难度，也有相当的广度与深度，是适合广大英语学习者使用的一本比较好的教材。英语专业的研究生可以从该教材中认识和掌握更深的词汇学理论知识与研究方法，英语专业本科生和其他英语爱好者也可以从本教材中获得新的词汇学理论与知识。

暨南大学外国语学院

卢 植

2011年6月15日

# 前 言

英语词汇学是语言学的一个重要分支，研究对象主要是词汇，一般国内大学在本科生高年级阶段和研究生阶段基本上都开设英语词汇学这门课程。目前国内适合本科生使用的英语词汇学教材已经相当多了，但是主要供研究生使用的英语词汇学教材还很少。暨南大学为了加强研究生教学，规范研究生教材，特别从很多讲义中选择了一定数量的专业性强的教材，并组织具有比较丰富教学经验的教师，编撰适合研究生使用的各种教材。本教材是暨南大学研究生教材中的一种，专门供英语专业研究生使用。就目前国内同类高校研究生教材来看，研究生英语词汇学的教材还很少，本教材的编撰及出版可以说是对现有词汇学教材的补充和扩展。

本教材共分 13 章，以现代语言学理论为指导，以英语词汇为研究对象，力图在现有本科生教材的基础上有所突破，不仅介绍了有关词汇学的知识，更主要的是为研究生拓宽视野，了解并掌握词汇学研究理论和方法提供了科学的依据。本教材在内容上深入拓展，比较集中地讨论了目前国内外比较新的词汇学理论，为研究生日后从事有关词汇学的研究奠定了比较扎实的基础。

本教材是在暨南大学英语专业研究生词汇学课程讲义的基础上编撰而成的，经过四年的实践使用，得到了研究生的好评，他们认为本教材介绍了国内外先进的词汇学理论，不同于现有的词汇学教材，既有难度，又有广度和深度，是不多见的适合研究生使用的教材。

在本教材的编写过程中，暨南大学外国语学院卢植教授亲自审稿，并提出宝贵意见和建议，给予热情的帮助和指导，德国马尔堡大学 Ruediger Zimmermann 教授也对本书的内容提出了宝贵意见，参加这门课程学习的研究生同学提供了非常有意义的反馈和建议，暨南大学研究生部对本教材的编写提供了资助，在此一并表示衷心的感谢。

限于本人水平，书中谬误不可避免，恳请广大读者批评指正，本人将不胜感激。

陈 龙

2011 年 6 月于暨南大学

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# 1 Introduction and basic concepts

## 1.1 Introduction

This course book is about words. It provides an account of the sources of modern English words and studies the development of vocabulary over time. It examines what words are and how they are made up. More specifically, it deals with the internal structure of complex words, which are composed of more than one meaningful element. For example, the word *seemingly* can be argued to consist of two elements, *seeming* and *-ly*, or even three elements, *seem*, *-ing* and *-ly*. How such words are related to other words and how the languages allow speakers to create new words are the foci of the course, although there are some other aspects that lexicology deals with. This area of study is referred to as ‘word-formation’ traditionally. Since the course is for graduates, fundamental linguistic terminology in word-formation and theoretical apparatus will be introduced, while some concepts in linguistics will not be discussed in detail in the course as we go along.

The purpose of the course is to enable the students to enjoy their analysis of English complex words. After working with the course, the students should be familiar with the necessary and most recent methodological tools to obtain relevant data, and able to systematically analyze their data and to relate their findings to theoretical problems and debates.

## 1.2 Overview of the study of word-formation

Since sixties of last century, the study of word-formation has attracted many linguists’ attention in the paradigm of Transformational Generative Grammar since the publication of Chomsky’s *Syntactic Structures* in 1957. Before that, the main stream of language study was American structuralism. The publication of *Syntactic Structures* changed the approach to language taken by American structuralism in the 1940s and 1950s. American structuralism was not interested in word-formation as phonology and morphology were regarded as the fundamental centrality of syntax. Another reason that American structuralism had not been interested in word-formation was that American structuralists only paid attention to the units smaller than words. Therefore, the study of words had not been given theoretical prominence in structuralist theory. Under the influence of American structuralism, Transformational Generative Grammar was not interested in word-formation because its major interest was in units larger than the word; the structure of phrases and sentences. Sentences were assumed to be made up not of words, but of morphemes.

Words as such thus played no real role. There were very few studies examining problems of word-formation. Even when Lees (1960) studied the generation of words by word-formation, he did not treat the words as a separate type of unit, but as a special kind of embedded sentence. This approach is still adopted in the majority of transformational studies.

Also in 1960, Marchand published his work *The Categories and Types of Present-Day English Word-Formation*, which was revised in 1969 and cast light on the processes of word-formation. Although Marchand's work is valuable for the theoretical insights, it still does not treat word-formation synchronically or diachronically.

From about 1962 onwards, phonology was paid attention to by Transformational Generative Grammar. The culmination of the early work on Generative Phonology is Chomsky and Halle's *The Sound Pattern of English* (1968). Although Transformational Generative Grammar came to dealing with word-formation between 1960-1967, "the phonology is only concerned with determining the phonetic (or phonological form) of a word from a string of morphemes and boundaries. It has never been concerned with the generation of appropriate strings of morphemes and boundaries to provide the input to phonological rules" (Bauer 1983: 5).

After the publication of Chomsky's (1970), the study of word-formation became important in the Transformational Generative Grammar paradigm. Word-formation began to become the center of linguistic interest. However, no change was made in the basic assumption that the formed words were special kinds of sentences whose internal shape was determined by the phonology.

Ever since then the study of word-formation with the Transformational Generative Grammar paradigm has become more widespread. But there are also a number of scholars working outside this paradigm at about the same time, such as Marchand (1969), Brekle (1970), Pennanen (1972), Adams (1973), etc.

In more recent years, word-formation has been considered by various linguists regarding phonology, syntax and semantics (Bauer 1983, 2001, 2005; Halle 1973; Katamba 1999; Lightner 1975; Jackendoff 1975; Leech 1974; Lyons 1977; Plag 1999, 2003, 2006; Spencer 1991; etc.).

The study of lexicology in China started sometime 20 years ago. Majority of the study has been in the definition of lexicology (Lu 1999; Zhang 1987), sense and meaning (Liu 2003; Wang, Wang and Wu 2005), development of vocabulary (Feng 2002; Wang and Wang 2003). Very few of them devote to full discussion on word-formation either in English or Chinese although most of them mentioned this area of the study of lexicology. According to the definition of lexicology, it deals with words and word-forming morphemes. Morphology and etymology are two basic divisions of Lexicology. Thus, in this course, we will try to put our emphasis on word-formation rather than just presenting general study and research in lexicology.

The study of word-formation is expanding its scope and scholars are having great willingness to merge and blend various theoretical viewpoints when dealing with it, for example, to blend synchrony and diachrony, morphology and phonology, syntax and semantics. As many facets of linguistics come together, the study of word-formation attracts more new researchers in different disciplines.

## 1.3 Basic concepts

As word-formation is the main focus of the course, it is very necessary to introduce some of the terminology required in the study of word-formation. Much of the terminology used is in fact common to all morphological study and will help place word-formation in a broader framework.

### 1.3.1 Word-form, lexeme

**Lexemes** are the vocabulary items that are listed in the dictionary. For example, when we encounter the word *pockle* in sentence (1):

(1) *He went to the pub for a pint and then pockled off.*

We would probably look up the unfamiliar word in a dictionary, not under *pockled*, but under the form *pockle*. Under the entry of *pockle* we can find all the information necessary for the interpretation of not only *pockle* but also *pockles*, *pockling*, and *pockled*. *Pockle* happens to be the key member of the inflectional paradigm in which *pockles*, *pockling*, and *pockled* occur. All these forms are in a sense of different representations of the same abstract vocabulary item. Thus, we refer to the ‘word’ in the sense of abstract vocabulary item using the term lexeme. The forms *pockles*, *pockling* and *pockled* are different realizations or representations or manifestations of the lexeme **POCKLE**<sup>①</sup>. They all share a core meaning although they are spelled and pronounced differently. Examples in (2) can further demonstrate the concept of lexeme.

(2) *See, sees, seeing, saw, seen* are realizations of the lexeme **SEE**.  
*Sleeps, sleeping, slept* are realizations of the lexeme **SLEEP**.  
*Catch, catches, catching, caught* are realizations of the lexeme **CATCH**.  
*Jump, jumps, jumping, jumped* are realizations of the lexeme **JUMP**.  
*Tall, taller, tallest* are realizations of the lexeme **TALL**.  
*Boy, boys* are realizations of the lexeme **BOY**.  
*Woman, women* are realizations of the lexeme **WOMAN**.

The examples in (2) also tell us that when a particular physical realization of that lexeme in speech and writing is referred to, the term **word-form** is introduced. Word-forms have phonological or orthographic shape, but a lexeme is a much more abstract unit. We can refer to *catch*, *catches*, *catching*, *caught* as four different words. In this sense, three different occurrences of any one of these word-forms would count as three words. We can also say that the word-form *catch* has five letters and the word-form *catching* has eight. If we are counting the number of words in a passage, we will count *catch*, *catches*, *catching*, *caught* as four different word-forms since they belong to the same lexeme.

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① Lexemes are written in capital letters.



### 1.3.2 Morpheme, morph, allomorph

**Morpheme** is the smallest unit of language that carries meaning or serves a grammatical function. A morpheme can be a word, such as *zebra* and *paint*, or part of a word, as in *zebras* and *painted*, which contain two morphemes each (ZEBRA and 'PLURAL'; PAINT and 'PAST TENSE').

Most morphemes have lexical meaning, as with *look*, *kite*, and *tall*. Others represent a grammatical category or semantic notion such as past tense (the *-ed* in *looked*) or plural (the *-s* in *kites*) or comparative degree (the *-er* in *taller*).

One morpheme does not equate with one syllable. For example, *harvest*, *grammar*, and *river* contain two syllables but only one morpheme each. *Gorilla* contains three syllables and one morpheme. *Connecticut* contains four syllables but one single morpheme. *Hippopotamus* with five syllables is just one morpheme. The other way round, a single syllable can represent more than one morpheme. *Kissed* is one syllable with two morphemes (KISS + 'PAST TENSE'), so are *dogs* (DOG + 'PLURAL') and *feet* (FOOT + 'PLURAL'). *Men's* actually contains three morphemes in its single syllable (MAN + 'PLURAL' + 'POSSESSIVE').

A **morph** can be defined as a segment of a word-form which represents a particular morpheme. It is a physical form representing some morphemes in a language and is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes) (Katamba and Stohan 2005: 24). The notion of morph is introduced due to the assumption that morphemes occur as forms in a language. However, morphemes do not occur, like lexemes and phonemes. Morphemes are abstract elements of analysis, and what actually occurs is a phonetic or orthographic form which realizes morphemes are segmentable. For example, in the form *un·touch·able·s* the segmented portions are morphs, each of which represents a morpheme.

Although it is said that each different morph represents a separate morpheme, it is not always the case. Sometimes different morphs may represent the same morpheme. For example, the past tense of regular verbs in English which is spelled *-ed* realized in speech by /ɪd/, /d/, or /t/. The phonological properties of the last segment of the verb to which it is attached determine the choice as shown in (3).

- (3) a. /ɪd/ if the verb ends in /d/ or /t/  
 [mend] — [mendɪd]                      [pent] — [pentɪd]  
 'mend' 'mended'                      'paint' 'painted'
- b. /d/ after a verb ending in any voiced sound /d/  
 [kli:n] — [kli:nd]                      [wei] — [weɪd]  
 'clean' 'cleaned'                      'weigh' 'weighed'
- c. /t/ after a verb ending in any voiceless consonant other than /t/  
 [pɑ:k] — [pɑ:kt]                      [mɪs] — [mɪst]  
 'park' 'parked'                      'miss' 'missed'