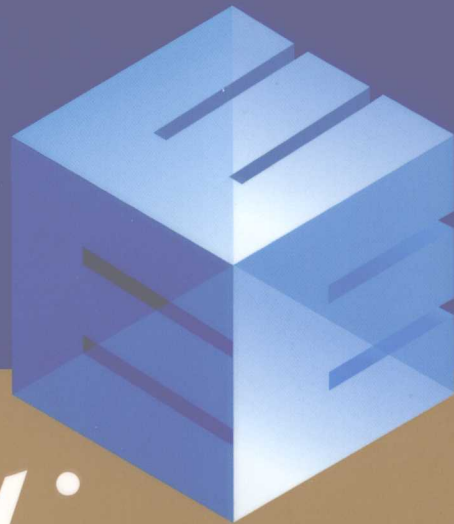




普通高等教育“十一五”国家级规划教材



English Lexicology:

A Coursebook

英语词汇学教程

□ 杨信彰 编著



高等教育出版社
HIGHER EDUCATION PRESS



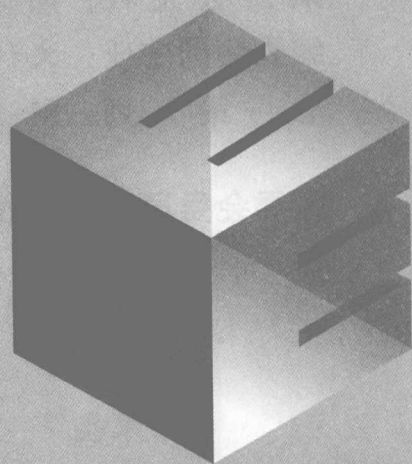
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总 序

随着全球化进程的加速发展，文化全球化和经济全球化的深入推进，高等教育，特别是英语专业教育在新的历史转型期的文化交融层面越来越肩负着举足轻重的社会责任。因此，为了培养具有扎实的英语基本功、相关的专业知识和文化知识、较强的英语综合应用能力和创新思维的人才，为不断深入的大学英语教学改革培养和提供师资，而且立足于中国语境，用全球化的理念和视角进行教材设计，我们策划了“高等院校英语专业立体化系列教材”。

实现这一具有时代意义的战略任务需要广大英语专业教师树立执着的敬业精神，制订科学的、高水平的、切合实际的英语专业教学大纲，编写出版能充分体现大纲要求的有关课程（必修和选修）的配套教材，以及开发为课堂教学和学生自主化学习服务的、与新型电子化教学仪器设备配套的教学软件系统。由高等教育出版社策划并陆续出版的“高等院校英语专业立体化系列教材”作为“普通高等教育‘十一五’国家级规划教材”，就是为实现英语专业教学改革这一历史任务服务的。

为实现以上目的和任务，本系列教材注重以下方面：

1. 注重培养学生的跨文化交际能力和文化鉴赏与批判能力。在教材设计时体现“全球视野，中国视角”的理念。这就是说，本系列教材在保持各门课程的思想性和批判性的优良传统外，既向学生提供西方文化背景知识，也引导学生鉴赏和学习我国的优秀文化传统。要让学生在多元文化的背景下，熟悉掌握中外文化的共同点和差异。在这个基础上，培养学生的鉴别和比较能力，启发和诱导学生进行创新思维。

2. 科学安排，系统设计。经过多年来对教学模式改革的探讨，我国英语专业教学已总结出良性的教学规律，一般将4年的教学过程分为两个阶段，即：基础阶段（一年级和二年级）和高年级阶段（三年级和四年级）。按照此教学规律，本系列教材分为基础阶段教材和高年级阶段教材，同时悉心设计基础阶段和高年级阶段的衔接。基础阶段教材的主要任务是传授英语基础知识，对学生进行全面的、严格的基本技能训练，培养学生实际运用语言的能力、良好的学风和正确的学习方法，为进入高年级学习打下扎实的专业基础。高年级阶段教材的主要任务是在继续打好语言基础的同时，学习英语专业知识和相关专业知识，进一步扩大知识面，增强对文化差异的敏感性，提高综合

运用英语进行交际的能力。同时,根据《高等学校英语专业英语教学大纲》的课程设置,本系列教材将课程分为英语专业技能课、英语专业知识课和相关专业知识课三种类型。全面培养学生的语言能力、思维能力、终生学习能力,拓宽学生的知识面,同时帮助学生树立正确的人生观和价值观。

3. 时代性。这不仅表现在选材方面能反映当代人民的生活内容,更主要的在于对它的“立体化”要求。21世纪的教材不再拘泥于传统的纸质教材,而是能培养学生多元识读能力(multiliteracy)的基于多媒体(multimedia)的多模态(multimodality)教材。本系列教材在建设传统纸质教材的同时启动建设一个开放性、超文本化的网络系列课程,构建全国英语专业英语自主学习体系,使优秀教学资源共享,充分体现“以人为本”的教学理念。这一举措也反映了由于当前英语专业招生人数的不断扩大,英语专业的传统教学模式已不能满足当前专业教学的需要。本系列教材采用立体化配套,将各种多媒体手段运用到教学中来,这是英语专业教学发展的需要,也将为我国英语专业教学改革和发展作出重大贡献。

4. 可教性。在编写过程中,反复强调教材的可教性。在选材上,讲究趣味性,让学生喜欢学。在内容安排上,力争让学生在较少的课时内学到该学的内容,从而体现当代先进的模块化教学思想。在习题设计上,做到有针对性、形式丰富,便于教师和学生课内课外操作。充分体现教学过程以学生为中心的教学理念,通过教师与学生互动、学生之间互动的教学活动,把语言、文学、文化、翻译等方面的教学内容转化成为学生能掌握的技能和知识,着力培养学生分析问题和解决问题的能力,传授基本研究方法,增强学生的研究意识和问题意识,同时提高学生的学术素养,提升学生综合素质。

5. 适用性。本系列教材集中全国著名大学的一批专家编写,凝聚了他们多年教学经验的精华,体现了我国英语专业教学的最新理念和先进水平。入选系列教材的初稿均在不同重点高校教学中使用过至少三轮以上,深受学生喜爱,能够真正反映当前英语专业教学改革的思路和教学的实际情况。

综上,本系列教材反映了当代新的教学理念。为此,编委会也做出了大量努力。一方面,编写工作中强调协同性。在编写策划层面,出版社与编委会之间、编委会与编写者之间反复协商,制订计划,讨论样章;在使用者层面,充分考虑到师生之间以及学生之间的互动和协作。另一方面,教材致力于构建良好的英语学习平台,为学生的自主性学习、独立思考和创新思维创造条件,同时向作为教学各个环节的咨询者、组织者、监督者的教师提供指导。

多年以来英语专业教材，特别是专业高年级教材的出版比较零散，一直没有相对配套完整的系列教材。我们深信本系列教材的出版对于推动英语专业的教学改革和建设，对于进一步提高英语专业人才的培养质量将起到积极的作用。同时，我们衷心希望听取广大师生的意见和建议，使本系列教材的出版日臻完善。

“高等院校英语专业立体化系列教材”编委会

2007年10月

前 言

词汇是语言的一种基本材料。脱离词汇，言语活动就无法顺利进行。随着科学技术的发展和社会活动的多样化，新的英语词汇在不断增加。近年来，语言学研究不断深入，各种新理论不断涌现，为词汇研究提供了新视角。为了适应这种形势，我们编写了这本《英语词汇学教程》。

英语词汇学是我国高校英语专业学生的一门专业知识课。这是一门以当代语言学理论为指导，重在揭示现代英语词汇的普遍规律，分析英语词汇的各种现象以及英语词汇的演变和发展，深入研究英语词汇的专业课程。了解词汇学的基础理论和词汇的构词有助于帮助学习者了解英语的词汇特征，扩大英语词汇量，提高正确使用英语词汇的能力。

本书是普通高等教育“十一五”国家级规划教材。在编写过程中，我们力求跟踪学科理论的发展，充分体现英语专业本科教育的特点，教材的深度和广度上有利于学生掌握坚实宽广的词汇学基础理论知识，体现词汇学研究的前沿，提高学生在实际交际中正确使用英语词汇的能力，了解到词汇研究的发展。

本书既叙述英语词汇的内部结构特征，又讨论英语词汇与社会文化、认知的关系，力图内容充实，充分体现英语词汇研究的成果。全书分为九章，可安排在一个学期完成。第一章先明确词汇学定义，然后讨论词汇的特征和词类。第二章介绍了词汇研究的几个基本概念，如词素、词位词义、词根、词干等，还探讨了一词多义和同音/形异义现象。第三章介绍了英语词汇的发展，涉及各个时期英语的词汇特征和英语的借词，还涉及了美国英语的一些词汇特点。第四章讨论了英语的构词法，涉及屈折变化、派生、复合、转换、混合、缩略、逆构词法等多种构词方式。第五章讨论同义、反义、上下义、部分-整体义、搭配、隐喻延伸等各种词义关系。第六章专门讨论习语、多词动词和成语。第七章叙述英语的各类词典以及词典的结构特征，介绍了几部具有代表性的英语词典。第八章从英语词汇使用的角度描述了词汇在方言、语域和语体中的表现，还涉及了禁忌语、委婉语、俚语、术语、语义转移等。第九章从认知的角度考察了心理词汇、隐喻、空间词汇等。

全书用英语写成，语言力求浅显易懂，以培养学生阅读英语专业书籍的能力。每一章均附上练习题。这些习题便于学生掌握所学的知识，并应用所学知识分析具体的词汇现象，培养学生解决问题和分析问题的能力。

为了更好地反映英语词汇研究的现状，本书广泛参考了各种书刊（详见“参考文献”）。各位学者的研究和观点开阔了我们的视野，无法详尽地一一列出，谨在此表示衷心的感谢。本书的出版，还应该感谢邓庆环和翁燕华，他们为本书提供了大量的参考资料。

本书在编写过程中得到厦门大学创新团队发展计划和高等教育出版社的大力支持，谨在此表示衷心的感谢。

由于水平有限，书中肯定存在不少疏漏和欠妥之处，欢迎读者和同行批评指正。

杨信彰

2009年3月

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Chapter 1

Lexicology and Words



1.1 Introduction

Words are the building block of the English language. They are very important in verbal communication. We shall review in this chapter the term lexicology, the concept of word, word classes, the features of word, and the concept of semantic fields. We shall also discuss the difficulties in the definition of the word, the major features of words, and the place of words in linguistic analysis.



1.2 What Is Lexicology?

Word is a complex phenomenon in our daily life. As the name suggests, lexicology is the study of the vocabulary or lexicon of a given language. It deals not only with simple words, but also with complex and compound words. If we want to study words, we shall have to look at words and their relations to other fields from different perspectives. Lexicology is closely related to morphology, semantics, etymology, and lexicography, because these fields also deal with words.

1.2.1 Morphology and Semantics

Morphology is the study of the forms of words and their components. In morphology, morpheme is a basic concept. The major purpose of study in morphology is to look at morphemes and their arrangements in word formation.

Morphemes are considered as the smallest meaningful units which may constitute words or parts of words. From morphemes, we can specify the kind of relationship they have with the non-linguistic world.

From the lexical items: *bug*, *boy*, *smuggle*, *builder*, *dipsticks*, *reading*, we can see that *bug*, *boy* and *smuggle* cannot be divided further into meaningful units. However, *builder*, *dipsticks* and *reading* can be analysed as 'build + er', 'dip + stick + s', and 'read + ing'. The items *bug*, *boy*, *through*, *build*, *-er*, *dip*, *stick*, *-s*, *read* and *-ing* are all morphemes. *Bug*, *boy*, *smuggle*, *build*, *dip*, *stick* and *read* are simple words while *-er*, *-s* and *-ing* are only parts of words.

Semantics is often defined as the study of meaning. It tries to explain and describe meaning in natural languages. As we know, meaning pervades the whole of language. Generally speaking, semantics focuses on the meaning of words, the meaning of utterances in context, the meaning of sentences, meaning relations between sentences, and the meaning relations that are internal to the vocabulary of a language. According to Jackson and Amvela (2000), semantics is usually approached from one of two perspectives: philosophical or linguistic. Philosophical semantics is concerned with the logical properties of language, the nature of formal theories, and the language of logic. Linguistic semantics involves all aspects of meaning in natural languages, from the meaning of complex utterances in specific context to that of individual sounds in syllables. As semantics covers all aspects of human language, meaning should be studied by detailed analyses of the way words and sentences are used in specific context (Crystal, 1997). In fact, a number of factors are involved in the use of words. Thus, we should approach meaning in relation not only to lexicology, but also to phonology, syntax, pragmatics, functional linguistics, sociolinguistics, psycholinguistics, cognitive linguistics and text analysis.

1.2.2 Etymology and Lexicography

Etymology is the study of the whole history of words. For Jackson and Amvela (2000), etymological studies face several difficulties. First, some words are not etymologically related to ancient forms. It is therefore difficult to establish and indicate their origins. Consequently, the forms from which such words are said to derive can only be produced by analogy. Second, while it is possible to specify the exact time when some terms entered the language, it is clearly impossible to say exactly when a form was dropped, since words can disappear from use for various reasons. Third, there can be no 'true' or original meaning, since human language stretches too far back in history.

When speakers cannot analyze an obscure form, they use ‘folk etymology’ to replace it with a different form which is morphologically transparent. Gramley and Pätzold (1992) give several examples of folk etymology. For the verb *depart*, its initial use was restricted to wedding ceremonies to mean ‘separate’ in the expression ‘till death do us depart’. Later, the verb became obsolete and was analyzed as *do* and *part*, hence the corresponding Modern English expression ‘till death do us part’ (Jackson and Amvela, 2000).

Lexicography is closely related to the words in a given language. It involves the writing and compilation of dictionaries, especially dealing with the principles that underlie the process of compiling and editing dictionaries. Jackson (1988) considers lexicographical compilation as derived from lexicological theory. In Jackson and Amvela’s (2000) words, lexicography developed its own principles and tradition independently of linguistics in general, but in recent years the link between lexicography and linguistics has been clearly established. Dictionaries are compiled now mainly by lexicographers with linguistic knowledge. People consider lexicography as applied lexicology, as it involves a wide range of fields, such as phonology, lexicology, morphology, syntax, semantics, sociolinguistics, pragmatics, functional linguistics, psycholinguistics, corpus linguistics, cognitive linguistics, and discourse analysis. These fields contribute in the study and selection of the information to be presented in the dictionary.



1.3 What Is a Word?

The notion of ‘word’ is central in the study of lexicology. Most fluent speakers of English seem to know what a word is. They know, for example, that words are listed in dictionaries, that they are separated in writing by spaces, and that they may be separated in speech by pauses. However, word is used traditionally to refer to a sequence of letters bounded by spaces. Apart from word, people use the terms ‘vocabulary’, ‘lexis’, and ‘lexicon’, but these terms may be considered “more or less synonymous” (Jackson and Amvela, 2000).

Before proposing the definition, we shall first discuss the difficulties involved in the definition of the word. Then we shall discuss in turn the characteristics of the word.

1.3.1 Difficulties in the Definition of the Word

The term word is also used to refer to an intermediate structure smaller