

ENGLYSSHE

ENGLISC

“as fluent as the Latine,

ENGLE

as courteous as the Spanish,

ANGLI

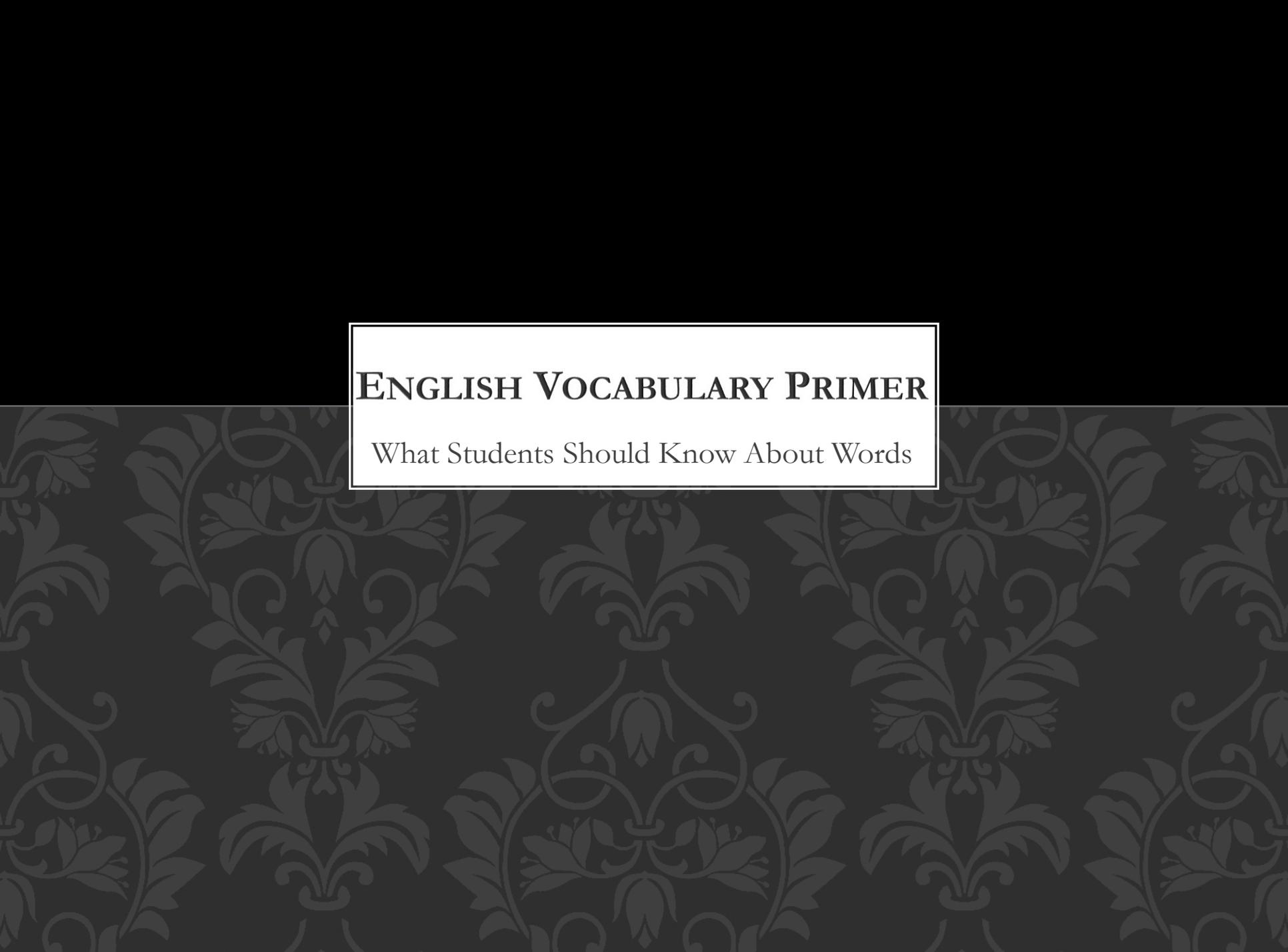
as courtlike as the French,

ANGLIA

and as amorous as the Italian”

**RICHARD MULCASTER**

XVI century teacher, politician, lexicographer,  
and strong advocate for standardized spelling



**ENGLISH VOCABULARY PRIMER**

What Students Should Know About Words



I CAN NOT TELL THE KING  
TO **COME** TO MY **HOUSE**  
AND EAT **COW**.

SO, I SHALL USE FRENCH WORDS,  
AND **INVITE** HIM TO MY **MANOR**  
FOR **BEEF**



## THE FARM



We can worship before we begin,  
but our lord the duke is eating here tonight.  
To thank him for our freedom,  
Tell the handmaids to butcher  
a cow, a sheep, a pig, and a couple of chickens.  
And tell the boy to hunt a deer.  
The girls will have to sing and dance  
to make it a kingly meal.

## THE FEAST

We have prayed today to thank  
our sovereign marquis for our liberty.

For you to dine on  
the servants have prepared  
some beef, mutton, pork, and poultry.  
And the butler has chased fresh venison.

Now we will commence  
with some art and music  
as you enjoy a royal feast.



## COMPARE

We have prayed today to show our gratitude  
to our sovereign marquis for our liberty.

For you to dine on  
the servants have prepared  
some beef, mutton, pork, and poultry.  
And the butler has chased fresh venison.

Now we will commence  
with some art and music  
as you enjoy a royal feast.

We can worship before we begin,  
but our lord the duke  
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To thank him for our freedom,  
Tell the handmaids to butcher  
a cow, a sheep, a pig, and a couple of chickens.

And tell the boy to hunt a deer.  
The girls will have to sing and dance  
to make it a kingly meal.

# ENGLISH **LOVES** TO STEAL



English has been borrowing from French, Latin and Greek since English became English.

This culture of borrowing continues today, and when something is cool or new, be it an idea or a thing, English speakers have no problem taking it.

Unlike many other languages, however, in the 15<sup>th</sup> century, it was generally agreed upon that, as long as it's alphabetic, the original spelling should be kept.

# SPELLING ODDITIES REFLECT THE BORROWING



- **SOMETIMES SPELLING REFLECTS THE ACCENT OF THE SOURCE**
- The word “**Colonel**” was adopted based on contact with French speakers who switched **R**’s and **L**’s, a common phenomenon in Latin languages.
- **SOMETIMES IT REFLECTS ACCENTS WITHIN ENGLISH**
- Ever meet a Korean names Park? British pronounce “**Park**” like “**Pawk**” just like Koreans pronounce the very common surname. But in America, no one pronounces their name correctly.

# SPELLING ODDITIES REFLECT THE BORROWING



- **SOMETIMES IT REFLECTS A SPOKEN BORROWING**
- In Texas, the Spanish word “**Juzgado**” meaning **Judged** or **Condemned** was spelled **Hoosegow** and became a slang word for **Jail**. A common Spanish feature is to drop the “**d**” in “**ado**”, sounding like “ow” but with two syllables. The “**h**” for “**j**” also suggests that it was a word that was overheard and not seen.
- Interestingly, **gaol** and **jail** both come from the same word, like **warden** and **guardian**

# SPELLING ODDITIES REFLECT THE BORROWING



## SOMETIMES IT REFLECTS A WRITTEN SOURCES

The words **Debt** and **Doubt** are written with “b” because writers wanted to show the source of the words “*Debitum*” and “*Dubitare*” respectively.

**Salmon** was “*Samoun*” (Anglo-French) from “*Salmun*” (old French) from Latin “*Salmonem*” (leaper) from “*Salire*” (to jump).

**February** was “*Feverer*” but changed to resemble the Latin “*Februare mensis*,” month of purification.

# SPELLING ODDITIES REFLECT THE BORROWING



## SOMETIMES IT REFLECTS MISTAKES

“Island” was originally spelled  
“iegland” and then “iland”

Then, it was confused with the French word “isle”  
(pronounced like “aisle”)

So an “s” was added to “iland”

as it became associated with “isle”.

# Tidal Wave



# Dust Storm



# Romanization & Transliteration



- **Haboob** and **Safari** are just recent Arabic adoptions; words like **Assassin** (*hashishiyyin*) and **Monsoon** (*mawsim*), along with hundreds more, were borrowed indirectly through many other European languages during the middle ages.
- **Chow, Wok, Feng Shui, Kowtow, Shanghai**, and other words have been directly borrowed from Chinese, and spelling conforms to the **Pinyin** system.
- Bonsai karaoke emoji kamikaze typhoon?
- Words like **Tsunami, Haiku, Sushi** come directly from Japanese and follow one of the three **Romaji** systems, but the Japanese words **Bonsai, Tycoon, and Soy** came from Chinese, and Animation was borrowed by the Japanese and then **re-borrowed** as **Animé**

# ANGLICIZATION

## DIACRITIC MARKS (OR ACCENTS)

ARE SOMETIMES KEPT

Café

Façade

Résumé

Exposé

Naïve

AND SOMETIMES NOT

Jalepeño > Jalepeno

Cañon > Canyon

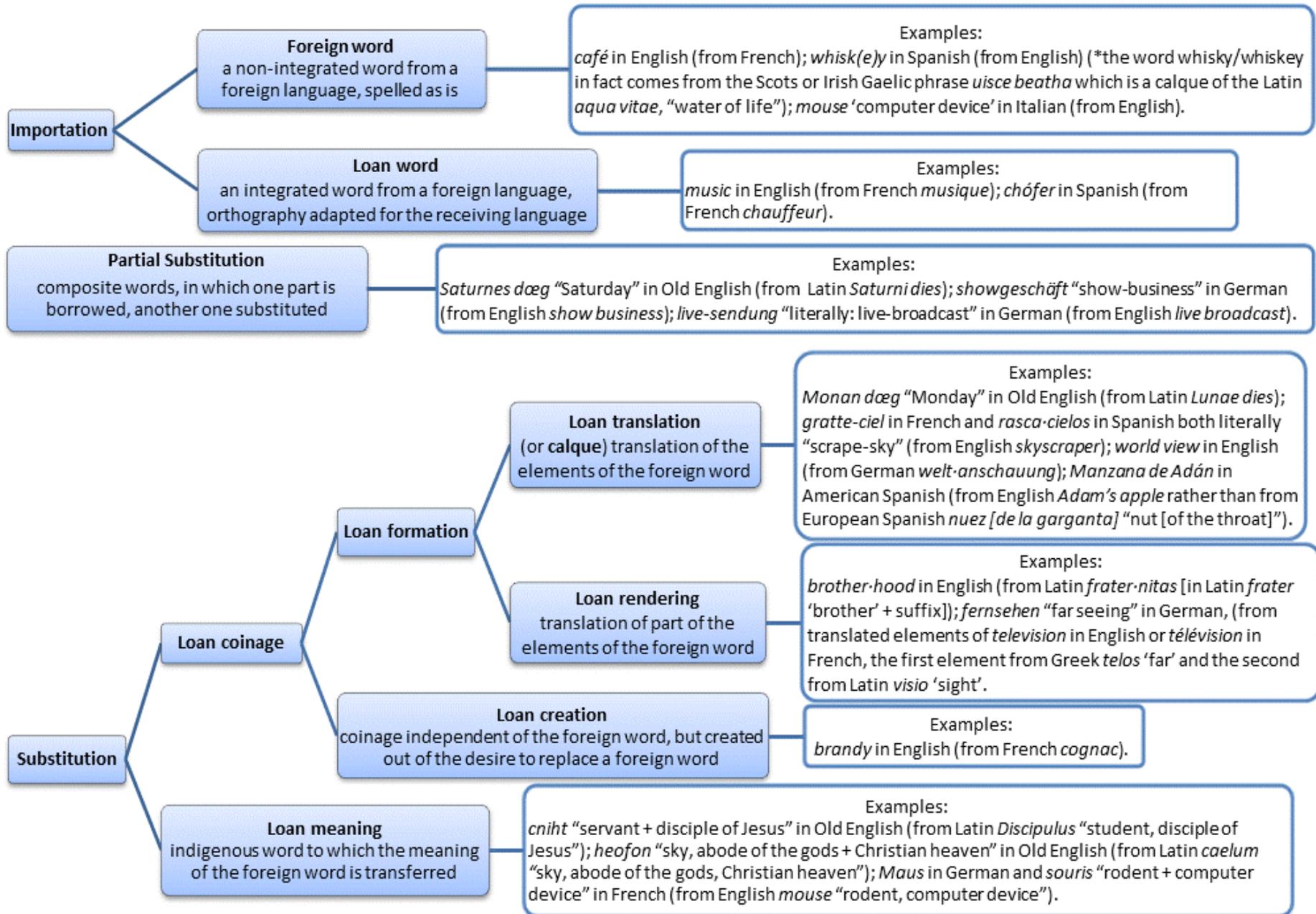
Latté > Latte

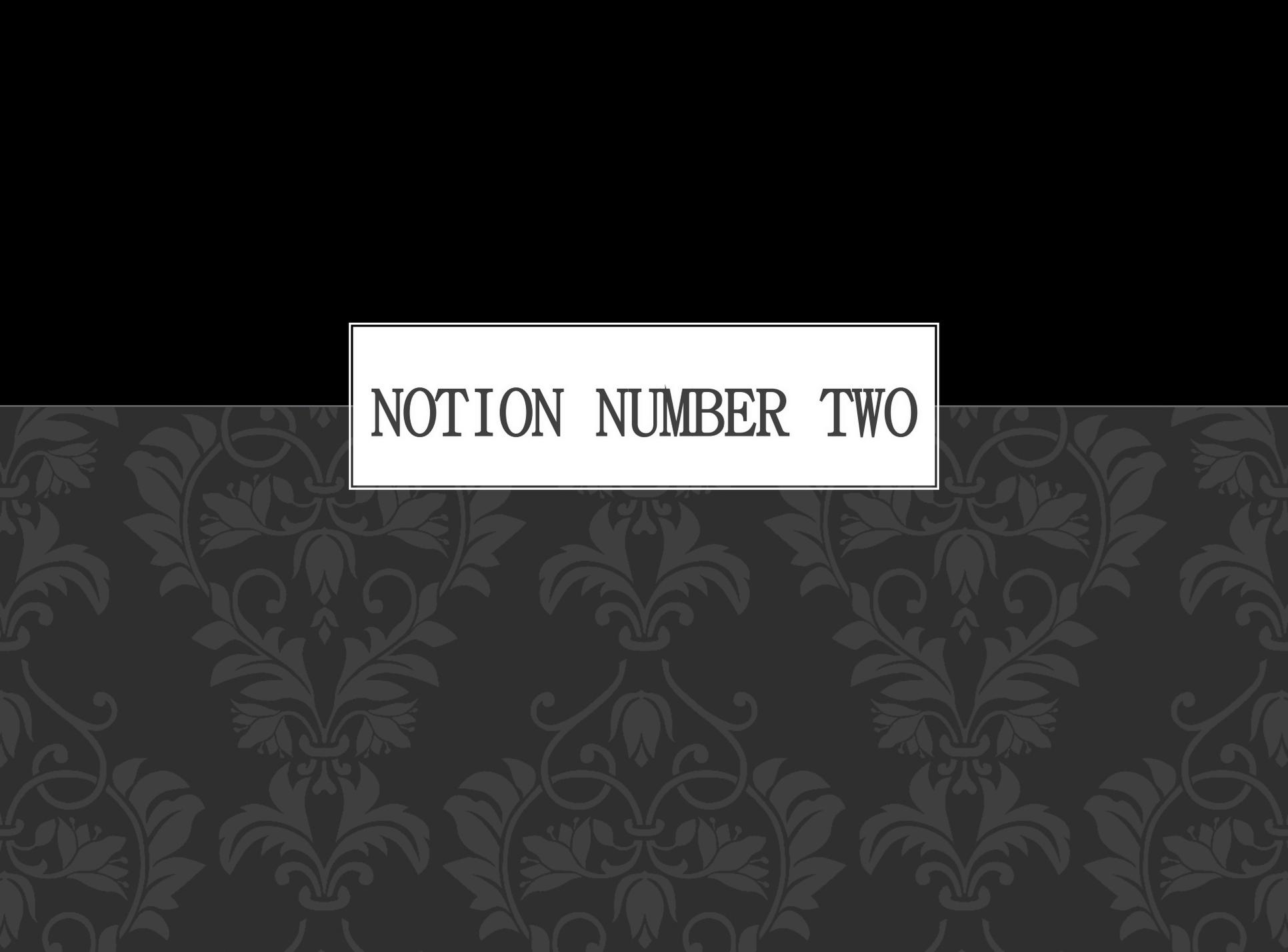
À propos > apropos

Dopplegänger > Doppleganger

And are almost always optional

# AS THE FOLLOWING GRAPH ILLUSTRATES, IT GETS COMPLICATED





NOTION NUMBER TWO

# CULTURE TAGS WORDS



- **WORD MEANING IS DEVELOPED BY USE.**
- **HOW** A WORD IS USED IS **HOW** PEOPLE REMEMBER TO USE IT.
- PEOPLE USE WORDS DIFFERENTLY ALONG **CONTEXTUAL DIMENSIONS**

**ACADEMIC/JARGON**

Medium of Exchange

Money

**INFORMAL/CASUAL**

**FORMAL/CONSULTATIVE**

Currency

Dough

**SLANG/INTIMATE**

- Martin Joos' **Formality Scale** refers to speech (register) not words, but the categories all refer to dimensions that are universal in human culture.
- There is **NO formal Agreement** among speakers about which category a word belongs to, though disagreement is most common across generations.



*For a more illustrative definition*

# IN ADDITION TO THE ACADEMIC - FORMAL - INFORMAL - SLANG DIMENSION,

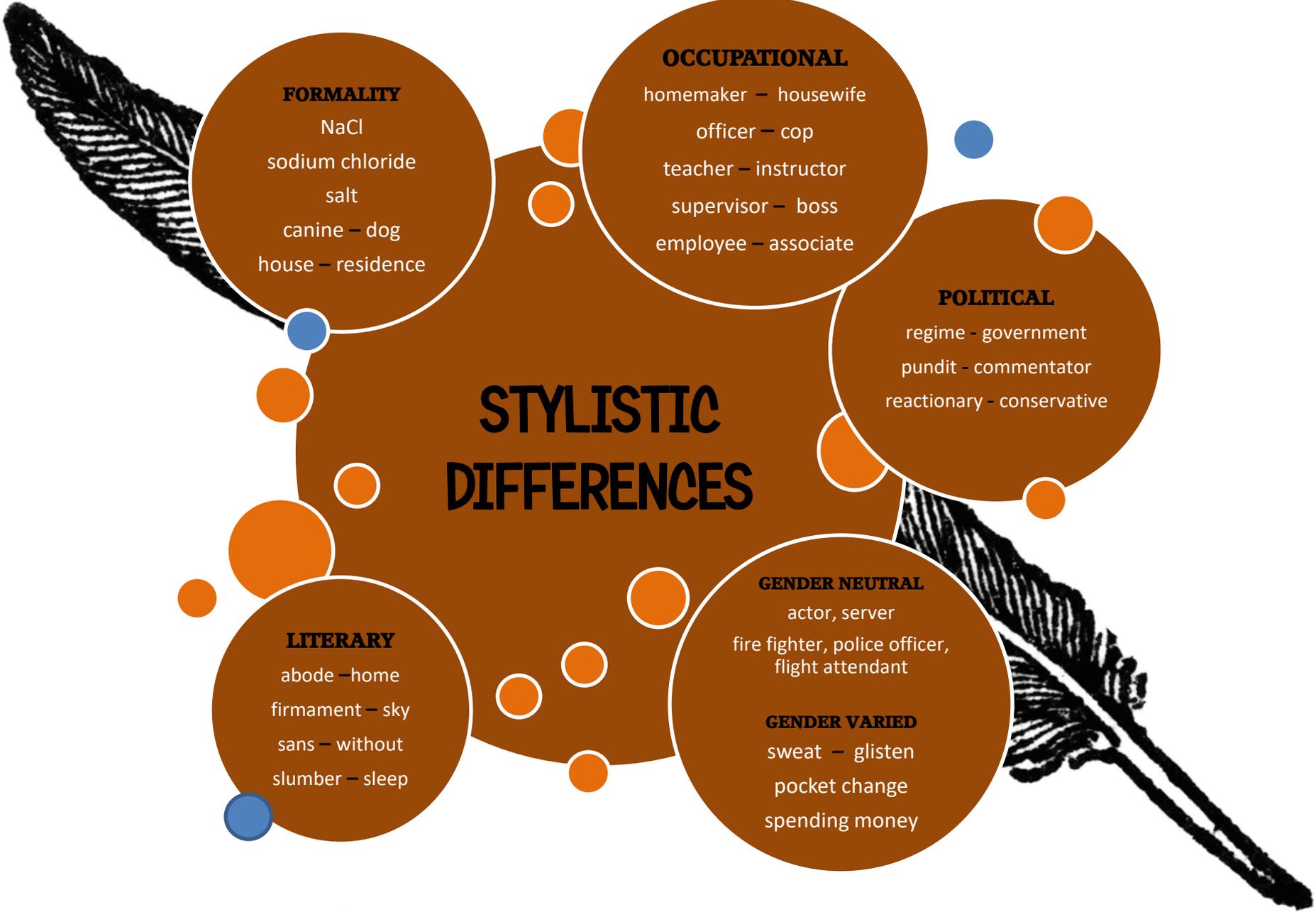


We can find differences in words along

**Historical,** sawbuck, spondulicks, wampum  
**Structural,** wherewithal, cha-ching, folding stuff  
**Regional,** dinero, rhino, fetti

and **Social** Dimensions, which can be further subdivided:

**Gender** spending money - pocket money  
**Class** scratch - means  
**Ethnicity** bank, fitty – baro, lana – gelt, shekels  
**Occupational** legal tender, expenses, funds, accounts  
**Science** standard of value, time-based currency, fiat money  
**Religion** alms, mammon, usury  
**Law** consideration, pecuniary, adequate remedy



# STYLISTIC DIFFERENCES

## FORMALITY

NaCl  
sodium chloride  
salt  
canine – dog  
house – residence

## OCCUPATIONAL

homemaker – housewife  
officer – cop  
teacher – instructor  
supervisor – boss  
employee – associate

## POLITICAL

regime - government  
pundit - commentator  
reactionary - conservative

## LITERARY

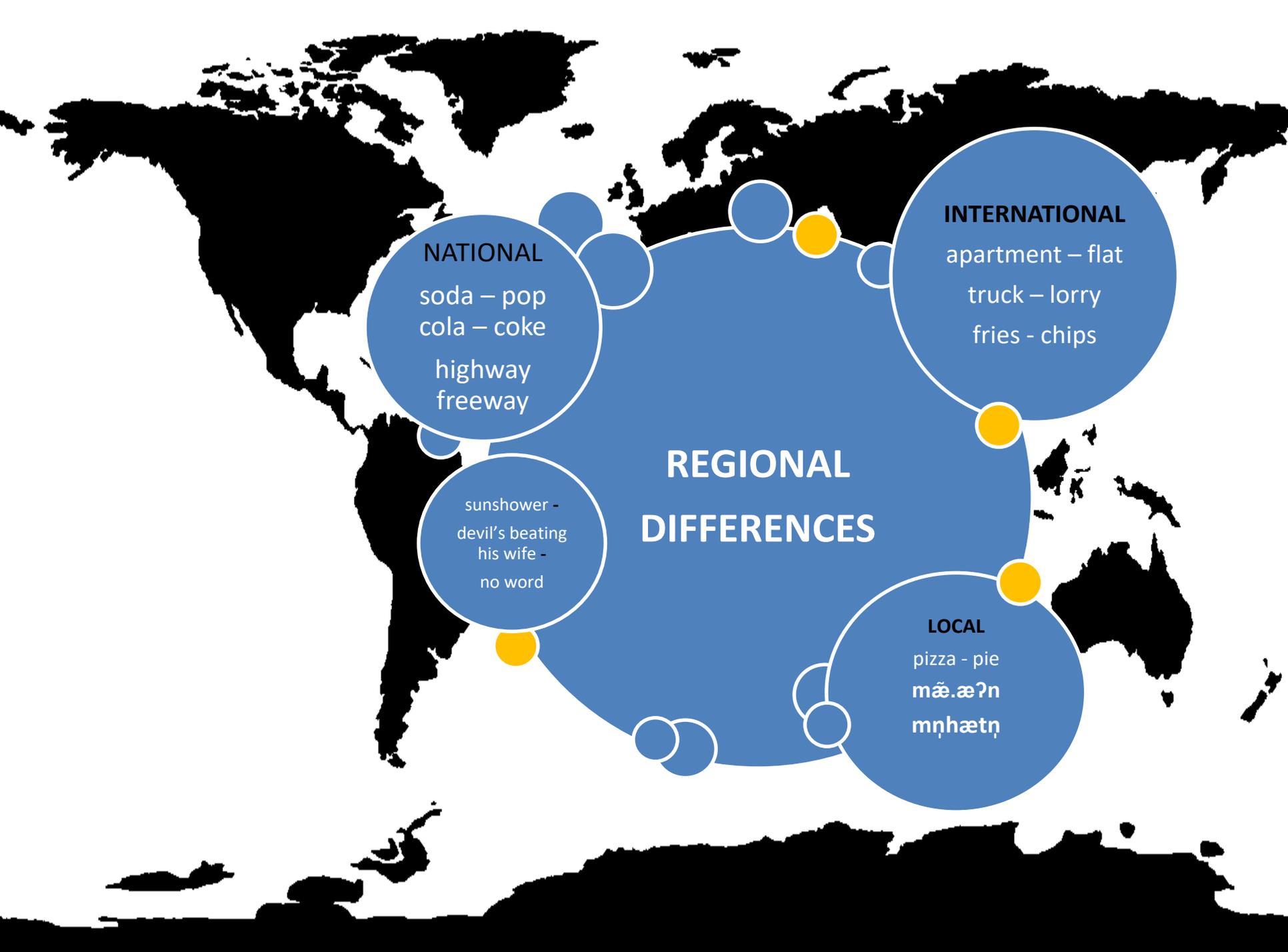
abode –home  
firmament – sky  
sans – without  
slumber – sleep

## GENDER NEUTRAL

actor, server  
fire fighter, police officer,  
flight attendant

## GENDER VARIED

sweat – glisten  
pocket change  
spending money



# REGIONAL DIFFERENCES

**NATIONAL**  
soda – pop  
cola – coke  
highway  
freeway

**INTERNATIONAL**  
apartment – flat  
truck – lorry  
fries - chips

sunshower -  
devil's beating  
his wife -  
no word

**LOCAL**  
pizza - pie  
mæ.æʔn  
mɪhætɪŋ

## PERMITTED PREDICATES

He weighed himself  
He weighed his options  
He asked himself if...  
He asked about his options  
He enjoyed swimming  
He liked to swim

## COLLIGATION

angry at / with  
mad at / about  
happy for / with

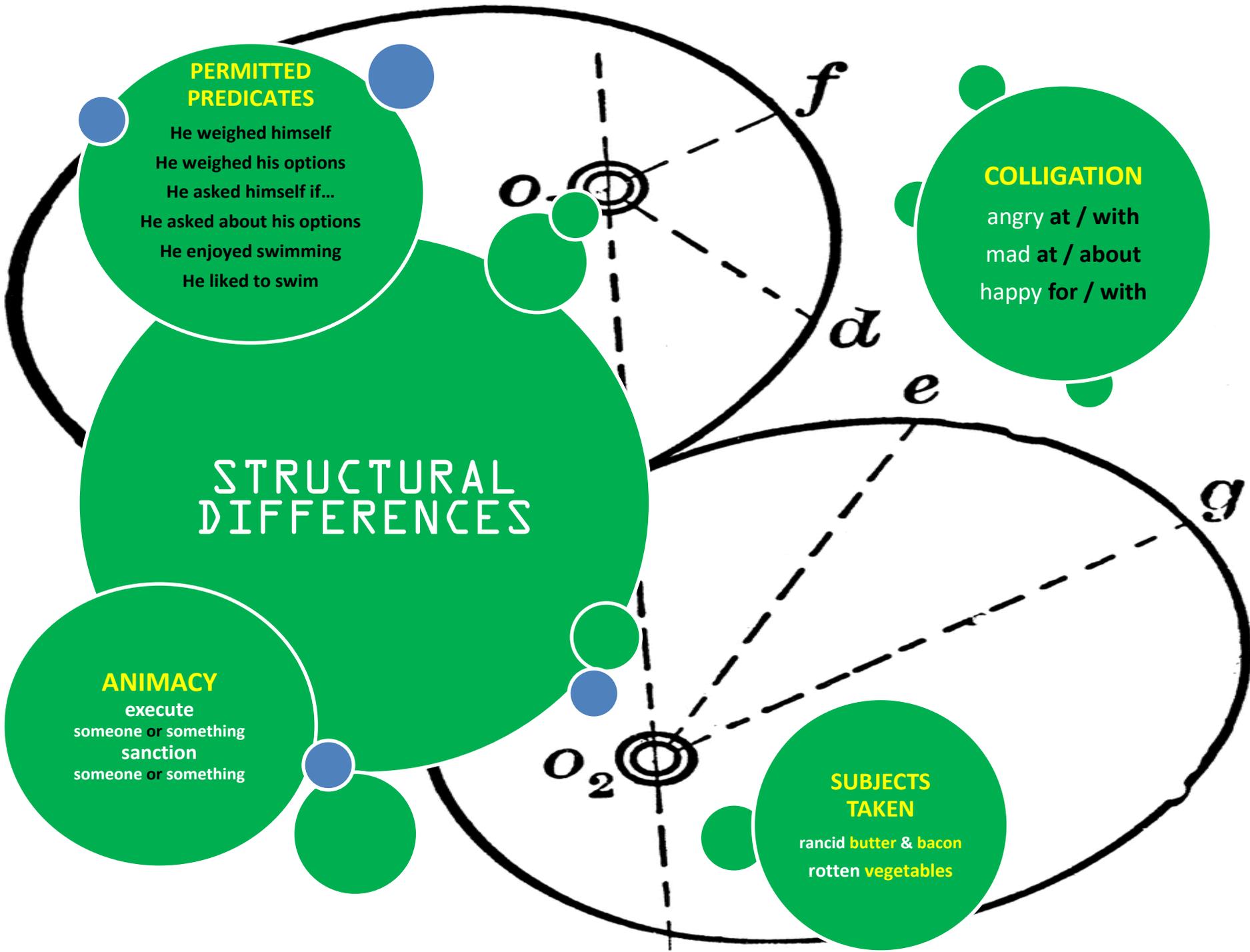
# STRUCTURAL DIFFERENCES

## ANIMACY

execute  
someone or something  
sanction  
someone or something

## SUBJECTS TAKEN

rancid **butter** & **bacon**  
rotten **vegetables**



## PERMITTED PREDICATE

He weighed himself  
He weighed his options

He asked himself if...  
He asked about his options

He enjoyed swimming  
He liked to swim

# STRUCTURAL DIFFERENCES

## ANIMACY

execute  
Sanction  
evacuate  
someone or something

## COLLIGATION

angry at / with  
mad at / with  
mad about  
something /  
someone  
happy for /  
about /with

eat up  
chow down

## Modifiers TAKEN

rancid **butter** & **bacon**  
rotten **vegetables**  
**Tall** building /  
person  
**High** building

CULTURE TAGS WORDS

**EMOTIVE DIFFERENCES**

are what people typically refer to

with the

TERM

**CONNOTATION**

# The Differences Are Subtle But Effective

**Satisfactory**  
**Energetic**  
**Young**  
**Cozy**  
**Economical**  
**Confident**  
**Sentimental**  
**Debate**  
**Laid-Back**  
**Cooperate**



**Adequate**  
**Hyperactive**  
**Childish**  
**Small**  
**Cheap**  
**Arrogant**  
**Emotional**  
**Argue**  
**Lazy**  
**Conspire**

# Can you sort the following words into positive and negative pairs?



+

-

perspire	scrawny
motive	challenging
confident	fired
old	cowardly
prudent	fat
mixed-breed	warmonger
dove	sweat
thin	career
portly	inquisitive
terminated	cocky
nosey	elderly
hawk	motivation
job	pacifist
difficult	mutt

# Answers



perspire

thin

motivation

challenging

confident

elderly

overweight

dove

hawk

prudent

inquisitive

mixed-breed

career

terminated

sweat

scrawny

motive

difficult

cocky

old

fat

pacifist

warmonger

cowardly

nosy

mutt

job

fired

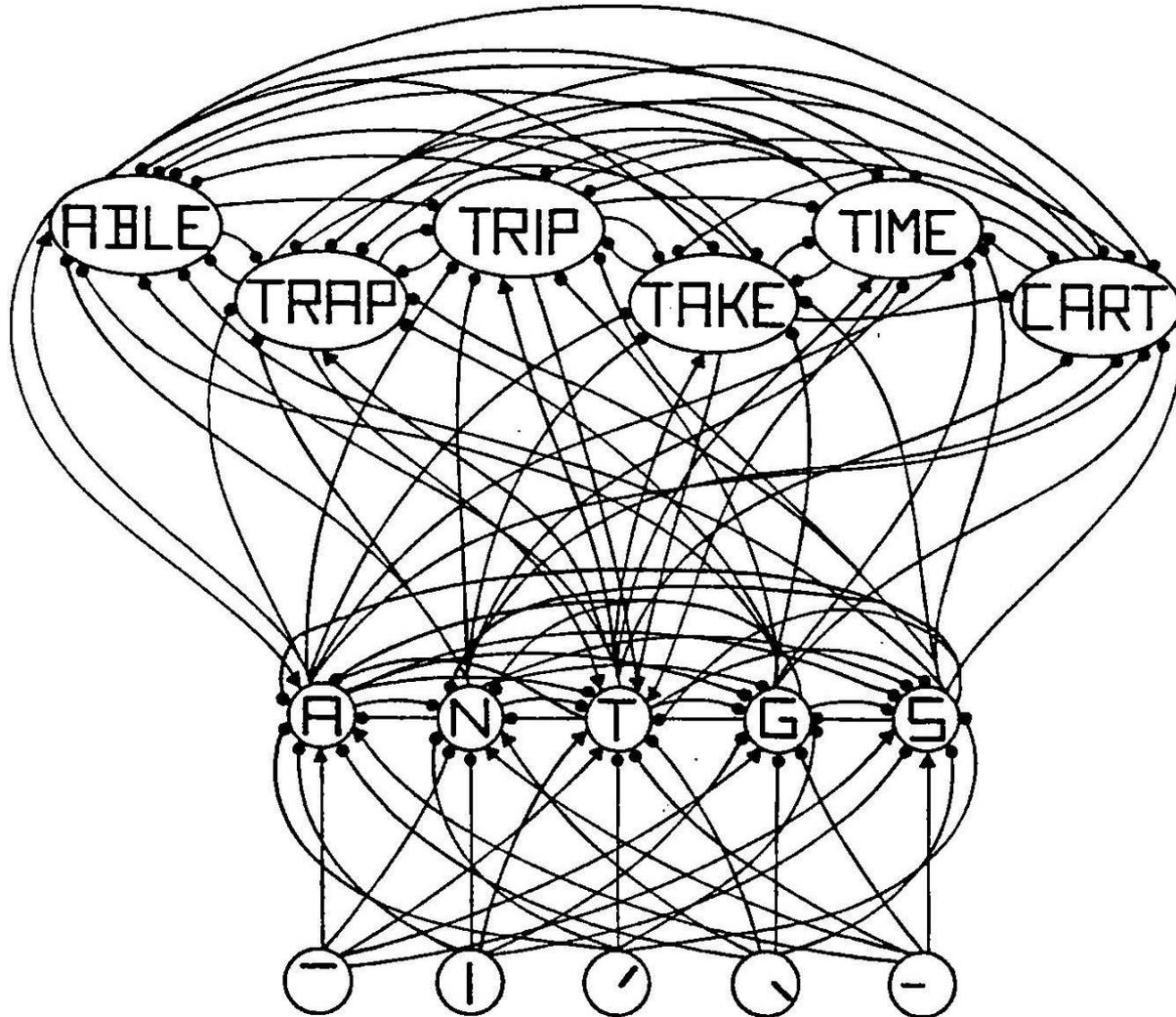
**TABLE 3.1 A SEMANTIC FEATURE ANALYSIS**

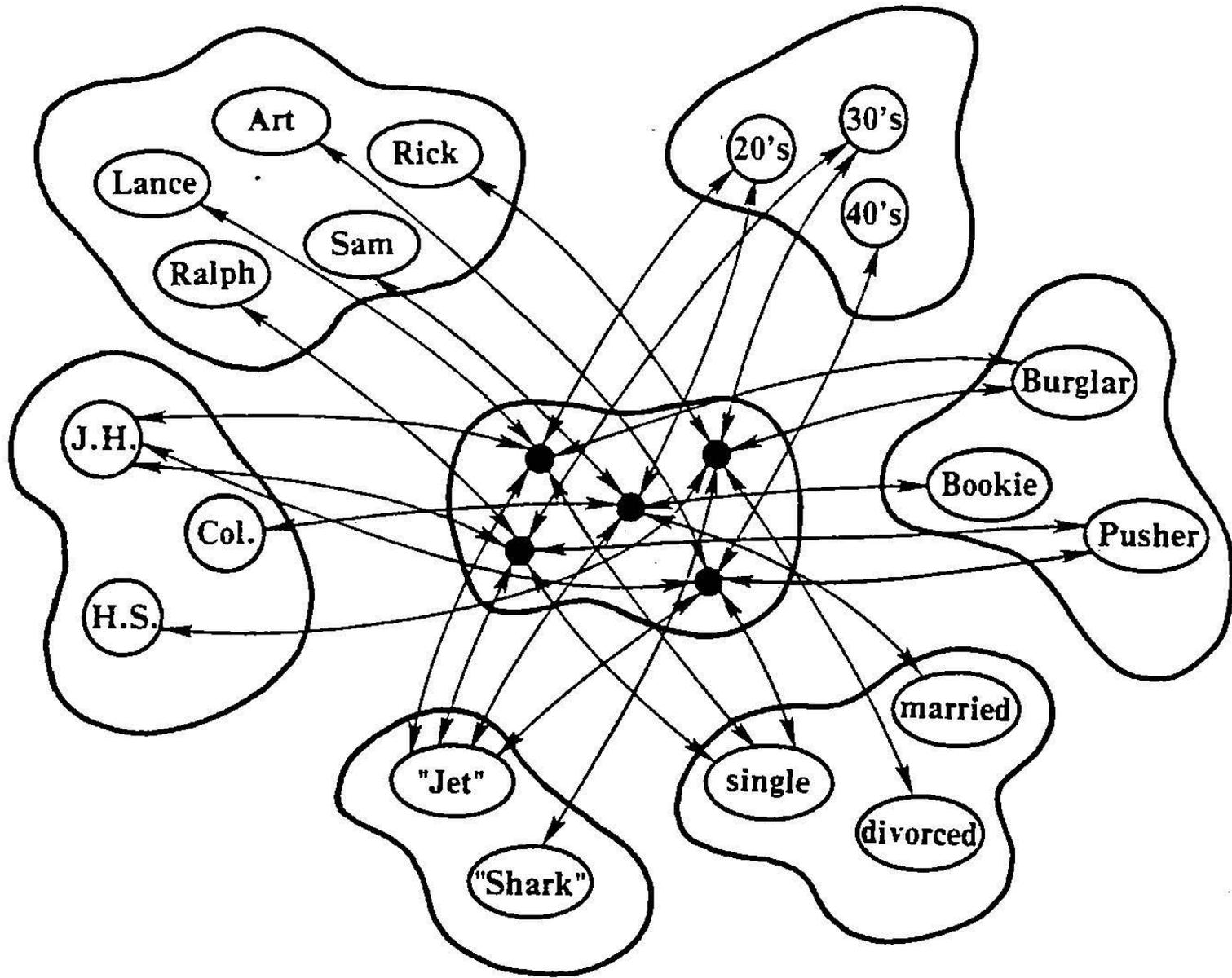
	making a pleasant impression on the senses	close to an ideal	suggesting relative smallness	suggesting femininity or delicacy	arousing interest
beautiful	X	X			
pretty	X		X	X	
attractive	X				X

Adapted from Gairns and Redman (1986).

Even this abbreviated analysis of the semantic features shows that we can to some extent become more precise about the meaning of a word. **These three words—*beautiful*, *pretty*, *attractive*—are not synonyms.** Such an analysis, modified for the sake of comprehension, may assist ESL/EFL students who ask about the differences among words in a semantic field. **Still, even this level of precision is not very satisfying.** While such an analysis can assist us in being able to detect differences among these items, it should also be clear that **this type of discrete feature analysis can also be misleading.** For one thing, we may not agree on the exact defining features of a word. For another, it may be impossible to pin down all the semantic nuances of a word in sufficient detail. Leech (1981) suggests that most words have “fuzzy” meanings.

# Parallel Processing





A Semantic Network  
for what in *Plain English* is:

# Work Together

**CO-  
CON-  
COM-** *together  
with  
mutually  
in  
common*

**COMPETE**  
*petere*  
*Seek / Fall Upon  
Together*

**CO-OPERATE**  
*operari*  
*Work / Effort  
Together*

**COLLABORATE**  
*labore*  
*Labor / Toil  
Together*

**CONSPIRE**  
*spirare*  
*BREATH  
Together*

**COLLUDE**  
*ludere*  
*PLAY  
Together*

**CONNIVE**  
*nictare*  
*WINK  
Turn a blind eye to*

**COERCE**  
*arcere*  
*Hold / Confine*

**MANNER**

willing

emphasized sense

YES & NO  
unidirectional

creative/artistic

emphasized sense

mischievous

secretive

NO & YES

emphasized sense

deceptive

NO & YES

emphasized sense

**INTENT**

harmful goal

NO & YES

common benefit

YES & NO

mutual benefit

mutual benefit

**ARGUMENT**

work/project

YES & NO

effect/purpose

NO & YES

External Conceptual  
Network Triggers

**COLLIGATIONS**

with someone  
in purpose  
for goal or object

with someone  
on project  
in purpose

with someone  
on project  
in purpose

with someone  
against someone  
to purpose

with someone  
in purpose

with someone  
to verbal purpose  
at nominal purpose

TRANSITIVITY SHIFT  
TO UNRECIPICOL  
to verbal purpose  
into nominal purpose

**WORD FORMS**

competition  
competitive  
competitor  
uncompetitive

cooperative  
uncooperative  
cooperation

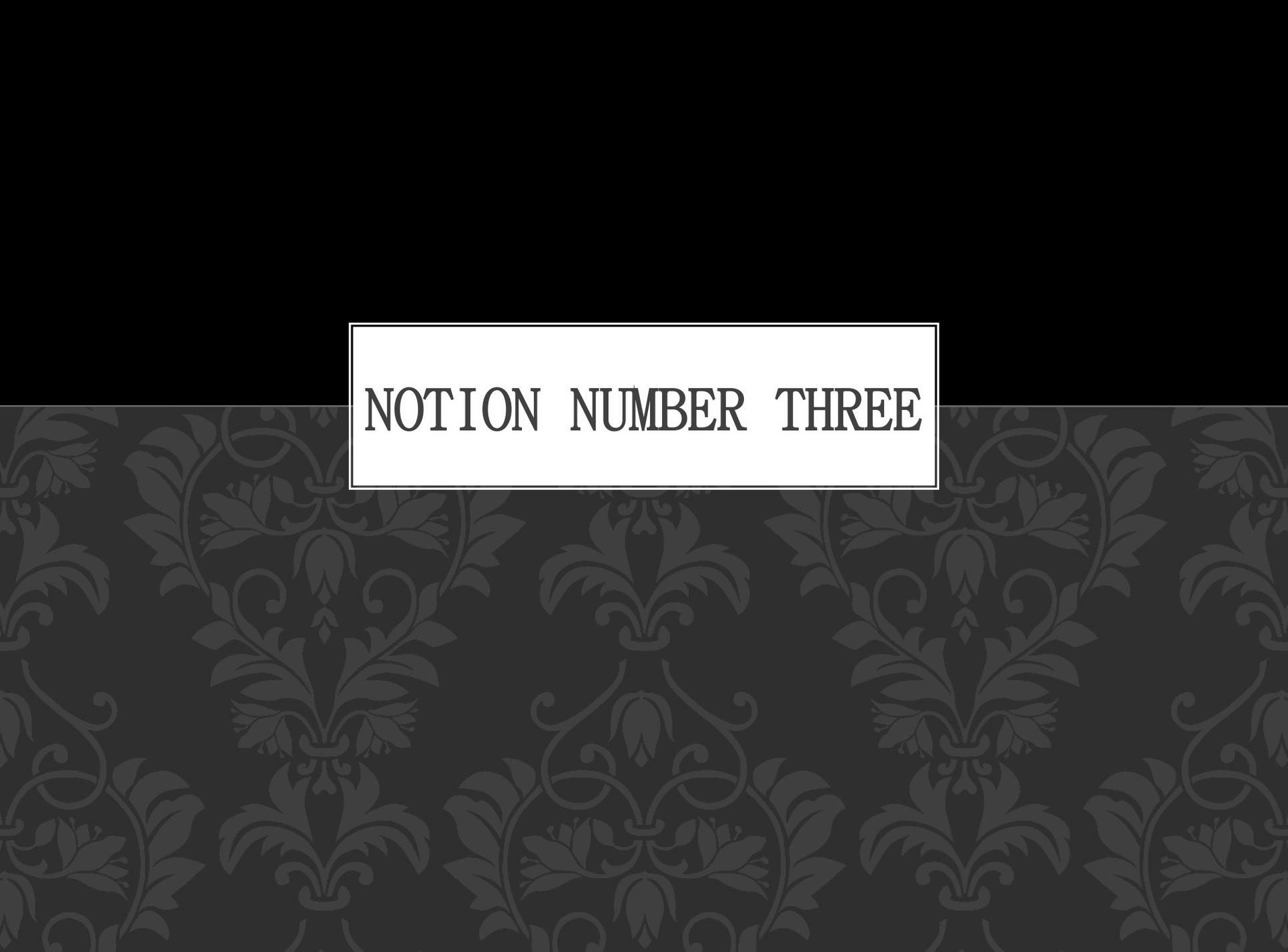
collaborative  
collaboration  
collaborator

conspiracy  
conspirator  
co-conspirator  
conspiratorial

collusion  
colluding

conniving

coercion  
coercive  
coercer



NOTION NUMBER THREE

## TRANSLATION IS SUBJECTIVE

- If there is, as shown, no **True Synonym**, then it follows that **Words** cannot **Translate** across languages **Perfectly**.
- Since words take on cultural connotations, they carry not only different connotations in different cultures, but also take on specific uses and figurative meanings that are not used in other languages.

e.g. You can “**pull** my **leg**” in English,  
but in Spanish you would “**take** my **hair**.”

# Jell-O + JELL-O MOLD



**Consider words being like Jell-O  
and the language in which you use it like the Jell-O mold.**

# The Right Word

**Right**  
Answer

Respuesta  
**Correcta**

It's all  
**right**

Esta  
bien

It's right  
there

Esta justo  
alli

**Right**  
**Side**

**Lado**  
**Derecho**

**Right**  
& Wrong

**Bien**  
y Mal

Go  
**Right**  
to the front

**Right**  
to Vote

**Derecho**  
al  
votar

**The**  
**right**  
**wing**

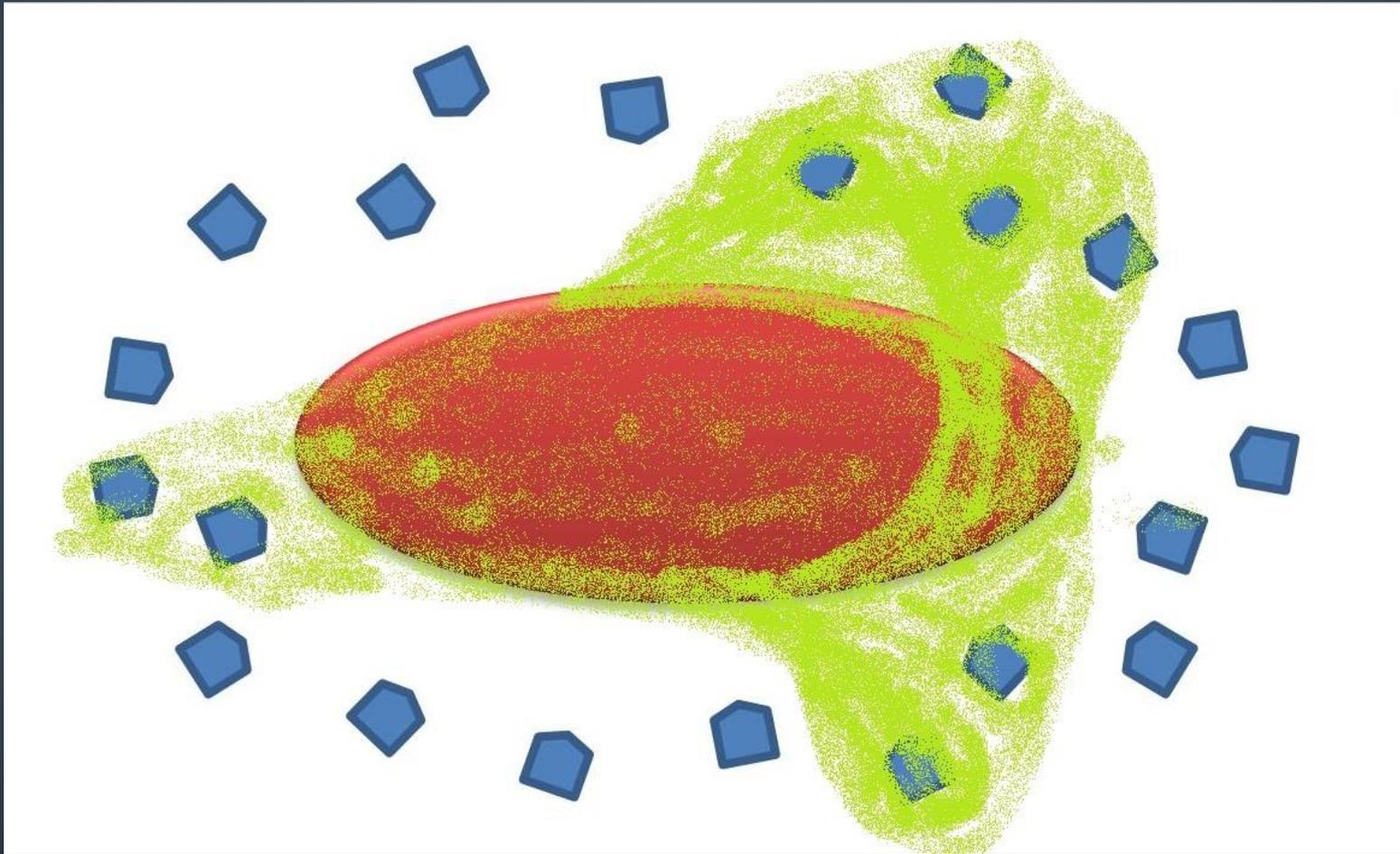
**Los de**  
**la**  
**derecha**

Vayase  
**directo**  
al frente

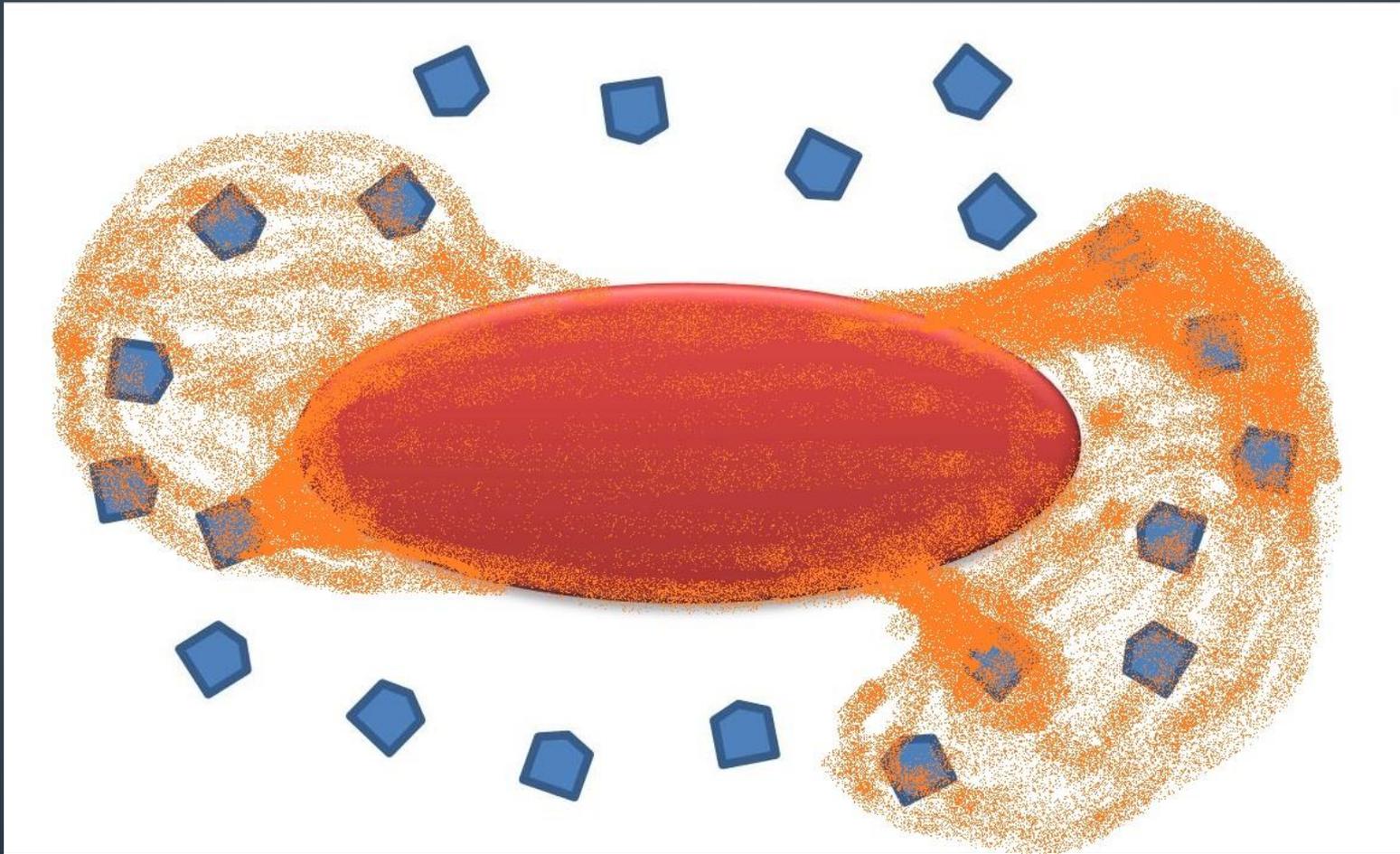
**Right**  
angle

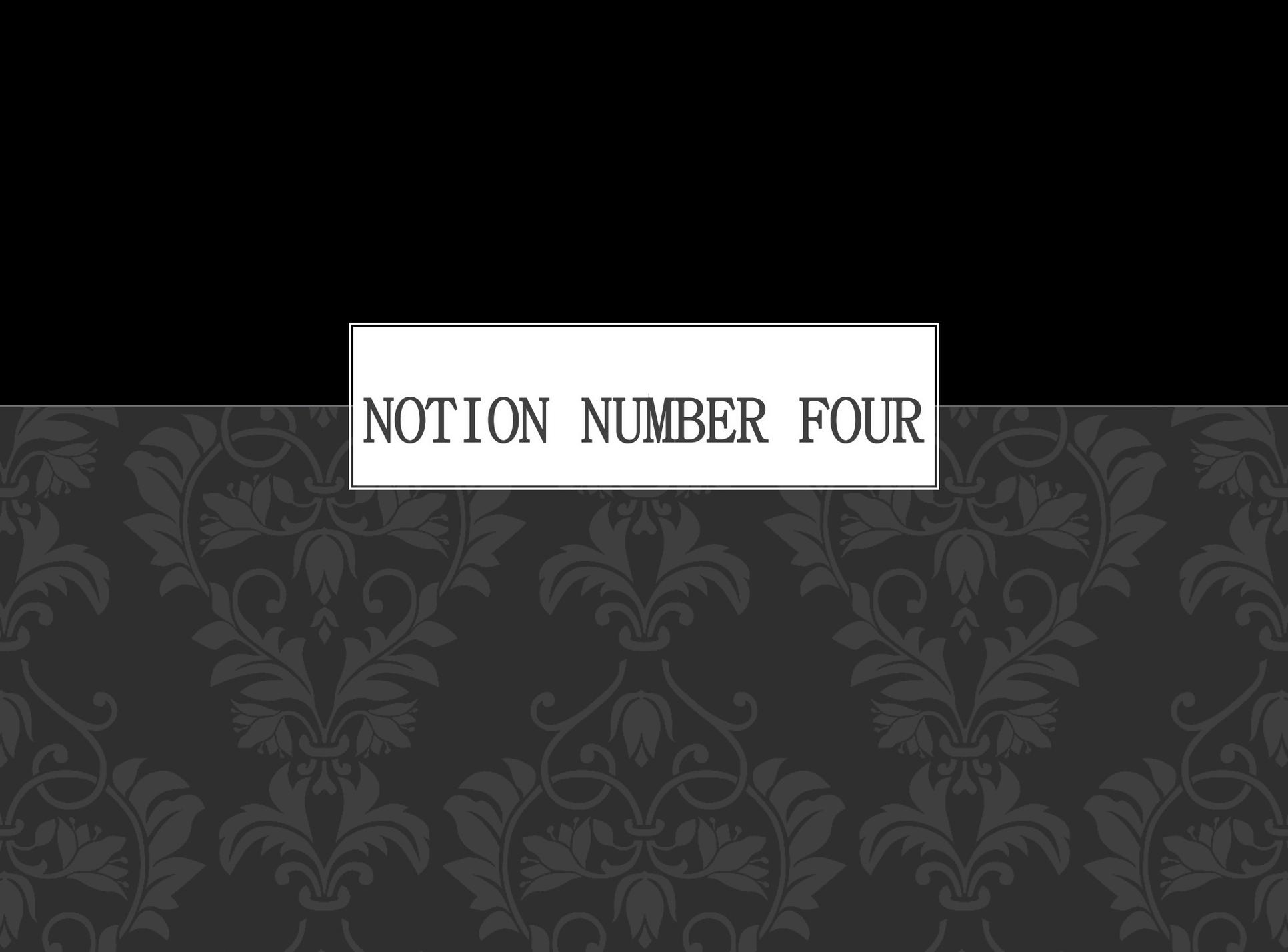
Angulo  
**recto**

Imagine the **Red Oval** as an **idea**,  
the **Blue Tags** as possible **uses**,  
and the **Paint Spray** as what a **culture uses**.



Same idea, different language





NOTION NUMBER FOUR

# ENGLISH WORDS ARE MADE OF PARTS



Academic words borrowed from *Latin* and *French* are more prone to prefix and suffix rebuilding, but the (**prefix + root + suffix**) word formation strategy is an Indo-European strategy, so it is also *Germanic*, and therefore there are all kinds of combinations.

- **English words with Latin Affixes**

**fulfillment - coworker - rebuild - precook**

- **Latin words with English Affixes**

**gentleness – beautiful - powerless**

- **English words with English Affixes**

**worthless - oversleep - underwear - farsighted - nearby**

- **Latin words with Latin Affixes**

**Include most of the words that you'll be studying in college.**

SOMETIMES WE USE  
A LOT OF PARTS

STATE + ABLE

STABLE

ESTABLISH

ESTABLISHMENT

ESTABLISHMENTARY

ESTABLISHMENTARIAN

DISESTABLISHMENTARIAN

ANTIDISESTABLISHMENTARIAN

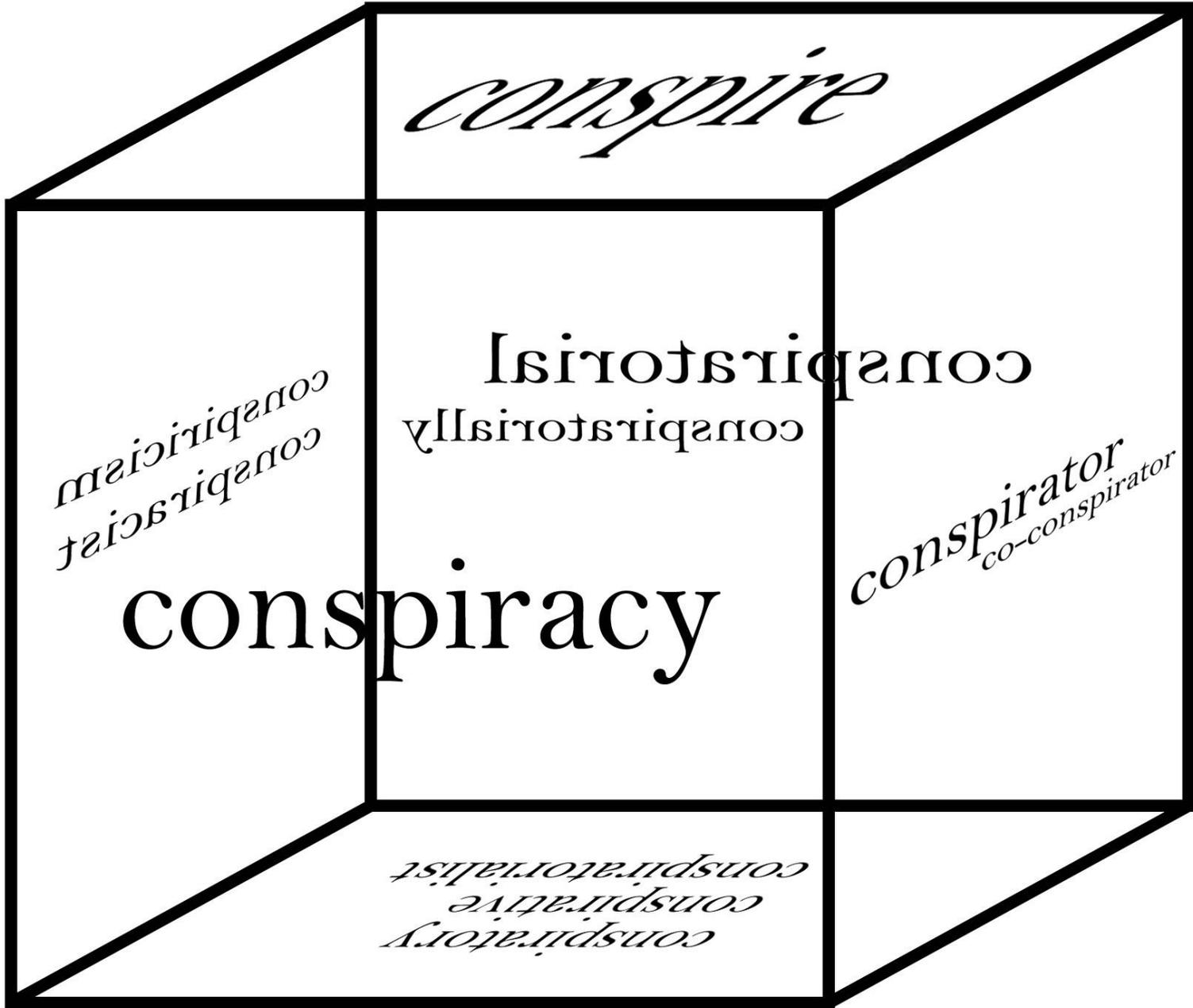
ANTIDISESTABLISHMENTARIANISM

And no, no one uses this word anymore except as an example in English classes.

# Sometimes we use **a lot** of parts



- STATE + ABLE
  - STABLE
  - ESTABLISH
  - ESTABLISHMENT
  - ESTABLISHMENTARY
  - ESTABLISHMENTARIAN
  - DISESTABLISHMENTARIAN
  - ANTIDISESTABLISHMENTARIAN
  - ANTIDISESTABLISHMENTARIANISM
  - And no, no one uses this word anymore except as an example in English classes.



*conspire*

*conspirator*  
*conspirator*

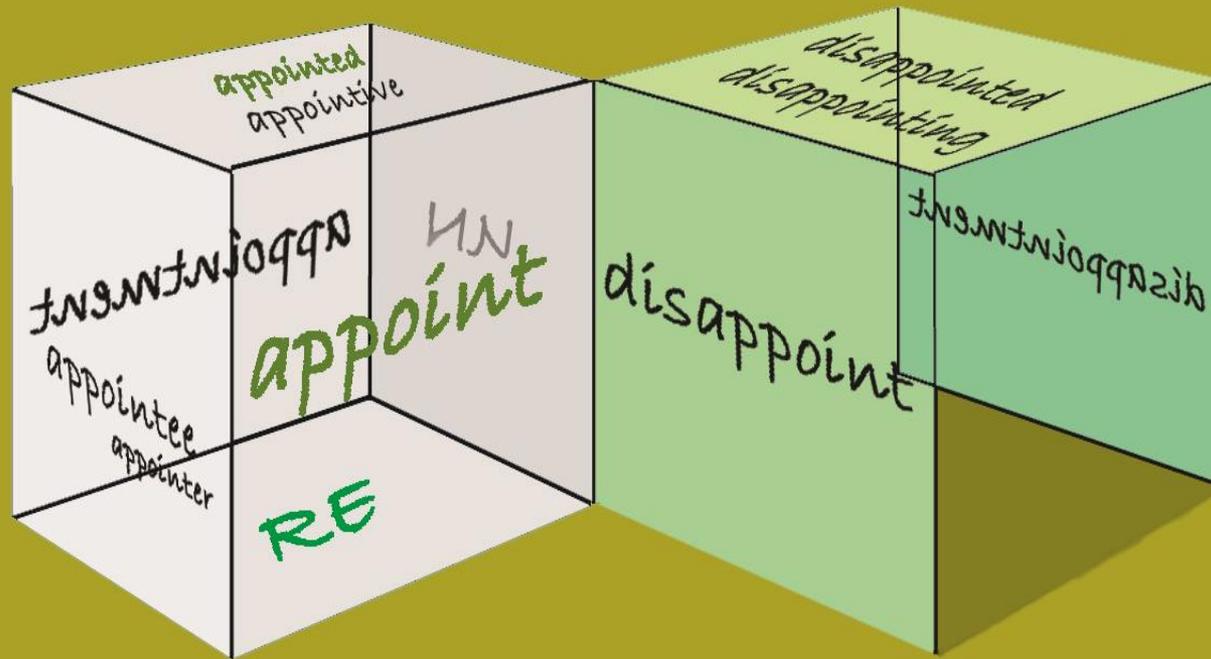
conspiracy

conspiratorial  
conspiratorial

*conspirator*  
*co-conspirator*

*conspirator*  
*conspirative*  
*conspiratorialist*

Words can have SHAPES,  
but related words  
can build off into NEW shapes.



**YOU DON'T NEED TO KNOW EVERY FORM OF A WORD  
AND SOME FORMS ARE OBSOLETE;**



**HOWEVER,**

A student who knows **only** the word **CONSPIRE**  
will **NOT** know or remember it  
**as well as** the student who knows  
**CONSPIRE AND CONSPIRACY.**

And **that** student will **NOT** know it  
**as well as** the student who knows & understands  
**CONSPIRE, CONSPIRACY, CO-CONSPIRATOR AND  
CONSPIRATORIALIST.**

WORD FORMS are the SHAPES of words,  
and words with SHAPE are EASIER to remember.

# COLLIGATION

Words “**Located Together**” come in two types:  
**Structural and Frequency.**

**Structure** is grammar and is called **Colligation**.

For example, “I am **angry at** him, but I am **happy for** her.”  
“I **let** him **go**, but I didn’t **allow** him **to have** it.  
“I am so **mad at** him for being **mad about** her.

Grammarians have found “700 patterns that are blends of lexical and grammatical elements” (Crystal 43-44).  
and therefore include **much more than** prepositions.

For example,	<b>insist that clause</b>	he insists that it’s true
	<b>insist on/upon noun (phrase)</b>	he insists on the truth
	<b>insist on gerund (noun(phrase))</b>	he insists on telling the truth
	<b>insisting infinitive (noun(phrase))</b>	those insisting to tell the truth
	<b>“reported speech,” subject insist</b>	“it’s true,” he insisted
	<b>insist, statement</b>	I insist, after you.
	<b>insist against gerund (noun(phrase))</b>	he insists against telling the truth
	<b>insist for (noun(phrase))</b>	those who insist for this version of truth

# COLLOCATION

**Frequency** is sometimes called **co-occurrence**, but the good use of these collocations greatly affects your listeners' and readers' **speed of comprehension** because the brain **primes** words by context after it limits the possible choices.

**Adjective-noun:** a tall person or building (**not** a “high” one)

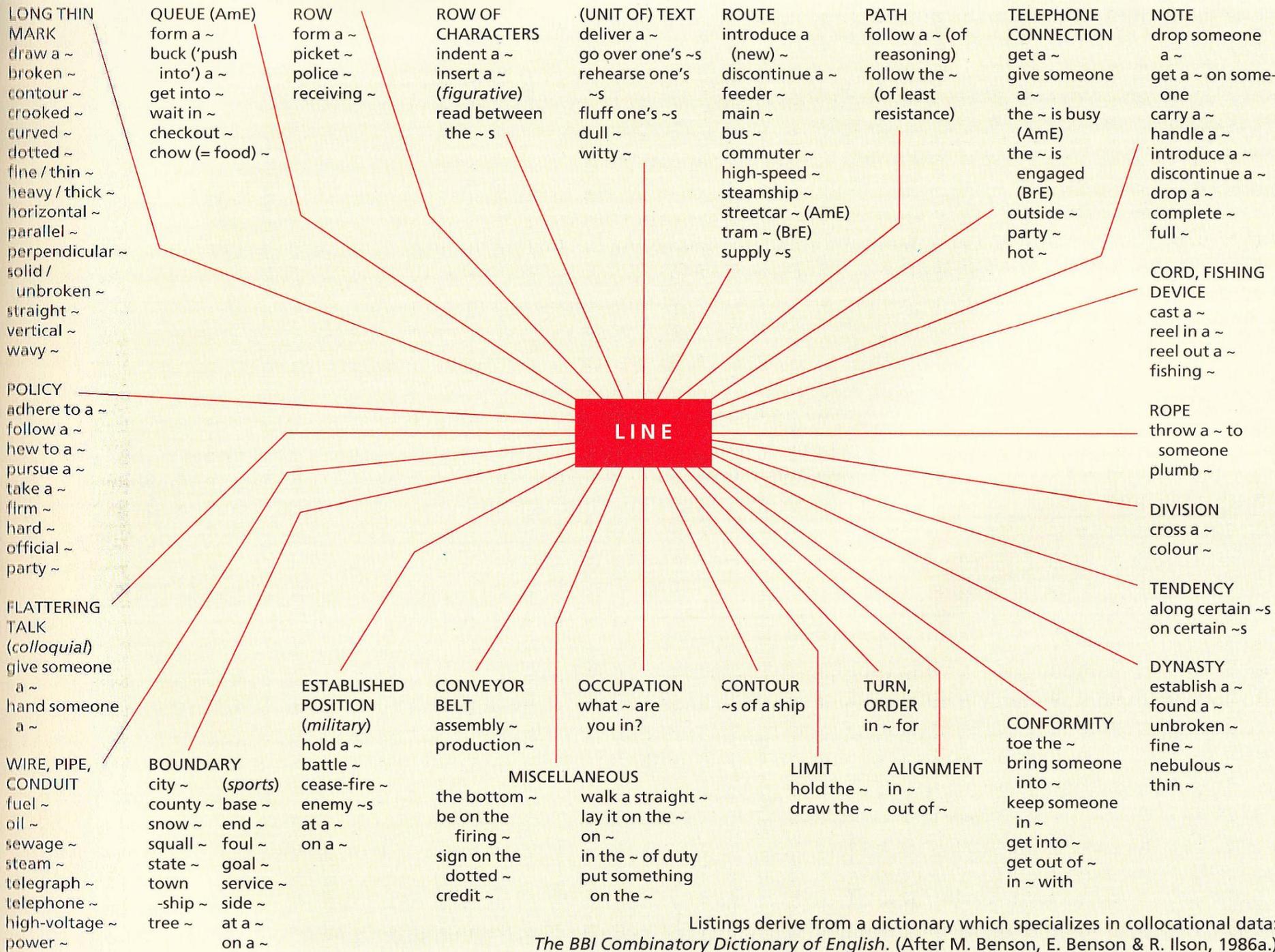
**Adverb-adjective:** statistically significant (**not** “important”)

**Verb-direct object:** ask/answer a question (**not** “say”/ “tell”)

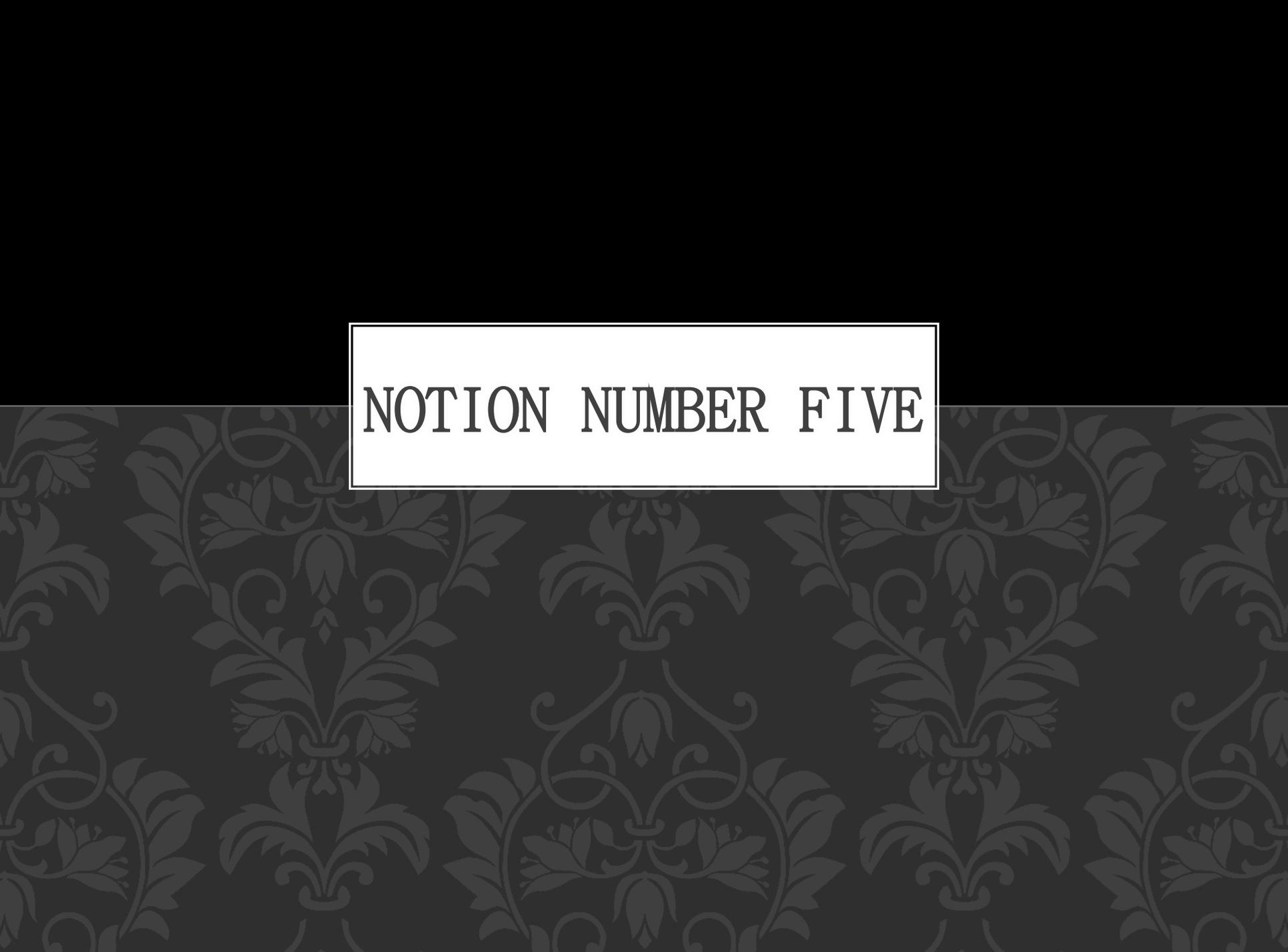
These segments extend beyond even word pairs and into **colloquial idioms**  
and **multi-clausal clichés**.

For example, “**top of the morning to you**”

“**if I had a nickel for every time I heard that one, I’d...**”



Listings derive from a dictionary which specializes in collocational data:  
*The BBI Combinatory Dictionary of English.* (After M. Benson, E. Benson & R. Ilson, 1986a.)



NOTION NUMBER FIVE

## THERE ARE PATTERNS TO THE PARTS

Understanding the **roots of words** is not necessary, but it can be very helpful.

Some roots may only appear in a **few words**, but when a root appears in **half a dozen or more** words, it can be a good idea to understand what it means.

Consider the following analogy.

Is it easier to remember four very different recipes or to remember one recipe with four variations?

Which would you study  
if you had a cooking test tomorrow





+



+



+



+



## SUBSTANCE, SPICE, & SHAPE

The **Roots** of the **Word** are the **Substance** of the **Meaning**.

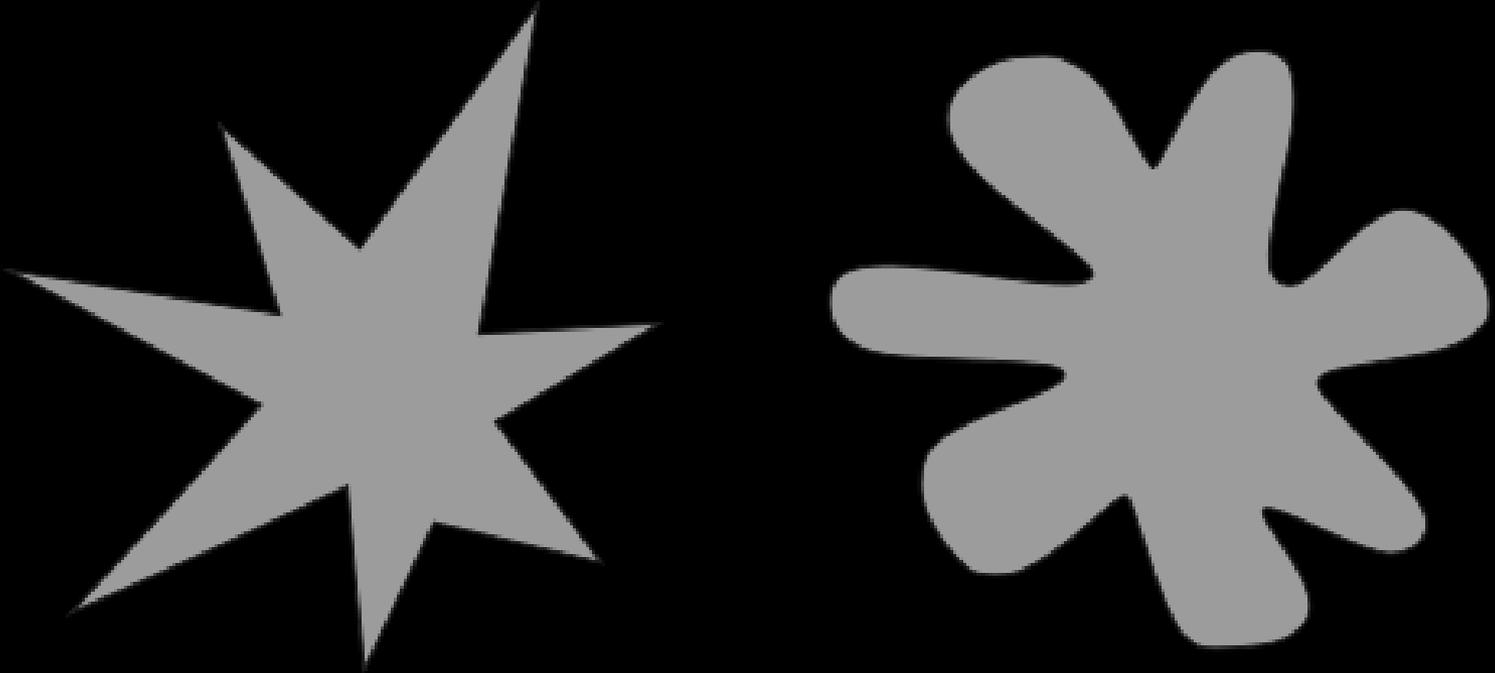
**Prefixes** are **Spices** that **Enhance**, **Alter**, or **Reverse** that **Meaning**.

Understanding the **Root's Meaning** makes a word **Less Abstract**, and proves helpful in distinguishing it from similar words.

Remember, studying words **BY ROOT** is **not** helpful, but **recognizing the root** of a **new word** and comparing it to words you **already** know with the same root, **IS HELPFUL**.

**Do not Confuse** this with Word Form **Suffixes**, which are necessary to make the **right Shape** of the word so that it **fits** the **Sentence Correctly**, i.e. **Grammatically**.

EVEN SOUNDS HAVE MEANING



Which of these is **BOUBA**  
and which is **KIKI**?

## SYLLABLE OR SOUND?

The **Bouba/Kiki** experiments strongly suggest that the mapping of sounds are **not arbitrary** and that certain sounds can **evoke** other senses.

Consider the ancient **Proto-Indo-European root** in the following words and try to think of an image that captures their basic sense.

glare glass glow glimpse glance glean glint  
glisten glitter glitzy gloom glory gloss glitter

CONSIDER THESE GROUPINGS

**SLP**

slip slap slop slope schlep slime slide slither slant slather sleeve

**SPL**

spill splish splash sploosh split splat splay splutter splurge  
spoil

**SPR**

spurt(*spirt*) sprinkle spray spore sprig sprout spruce sputter  
spring spritz

AND THESE

**SW**

swipe sweep swoop swish swash swivel switch swift

Could switch's evolution be driven by this?

**SN**

snap snarl sneeze sniff snivel snooze snuff snoop snore  
snorkel snot snort snout

**SQW**

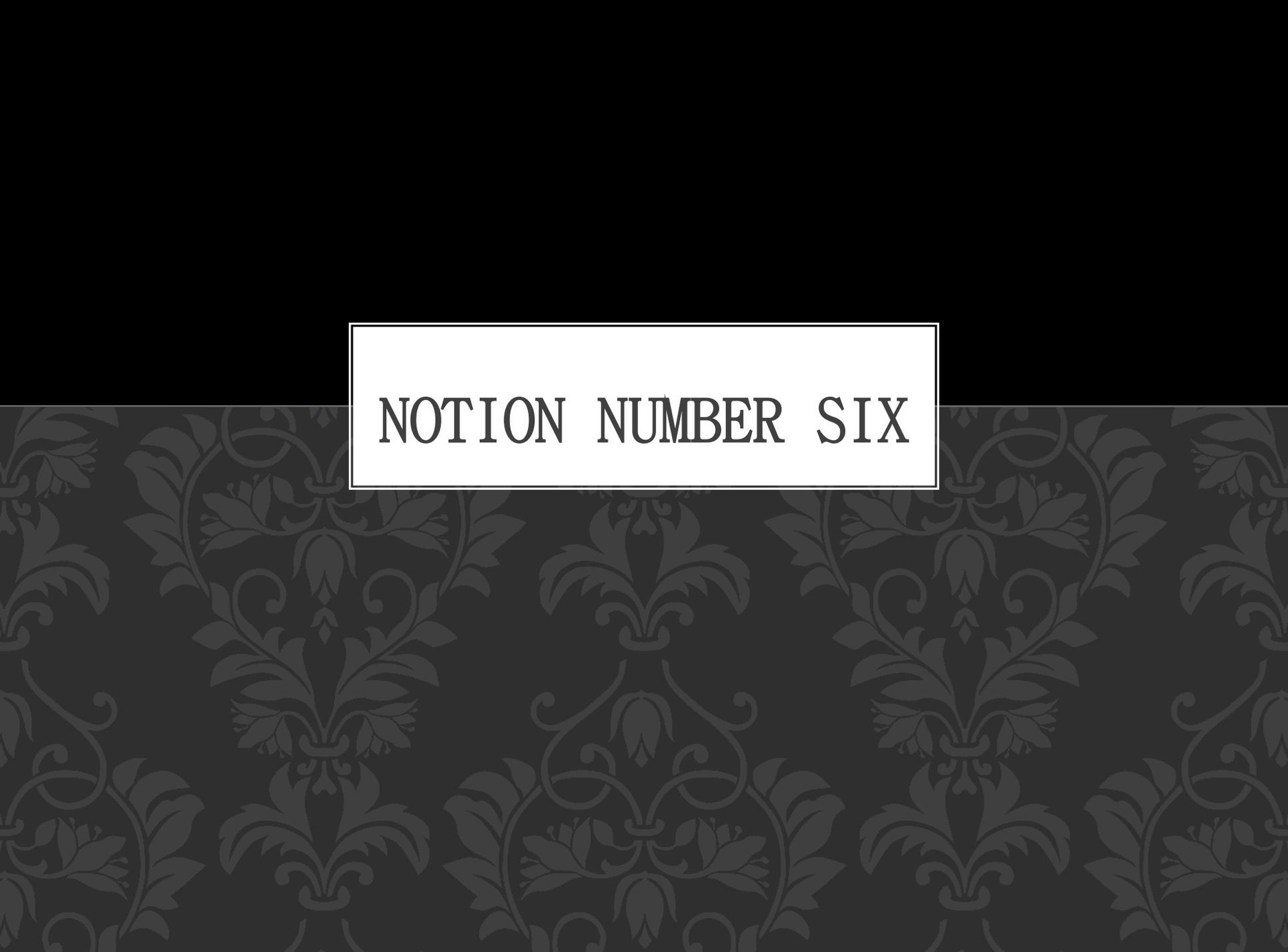
Squirt squid squeak squeal squish squash squall squawk  
squeamish squabble squeeze squelch squirm squeegee



Flash flicker

Click, clack crack, crash

Lick lash



NOTION NUMBER SIX

# REPETITION LEADS TO MEMORIZATION



Ideally, we want to **memorize** words, but this is difficult with **15,000 to 30,000** words that need to be understood to operate at the academic level.

**But** **Recognition** of words facilitates overall **comprehension** and **does** eventually lead toward **memorization**.

The **key** to **memorization** is **repetition** over time, and even when the word is mastered, it is still good to **refresh** your memory from time to time.

Words used a lot and understood well for a **few months**, may not be so easy to understand a **few years** later.

# Memorization Mimics Exposure



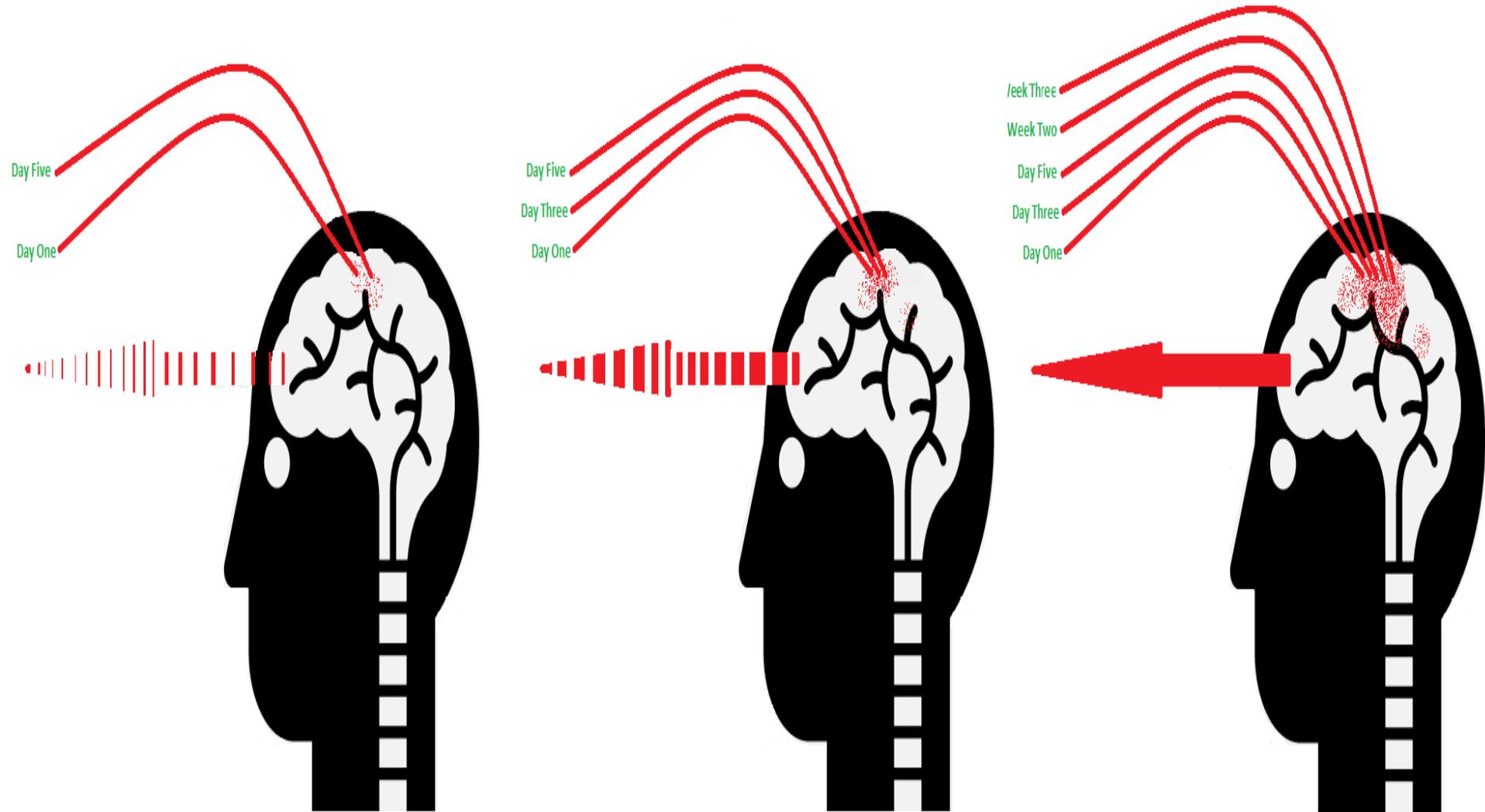
Memorizing words has **limited** value if everything discussed so far is not taken into consideration when putting the word in use.

For the international student, **however**, memorization of collocations can be a great benefit.

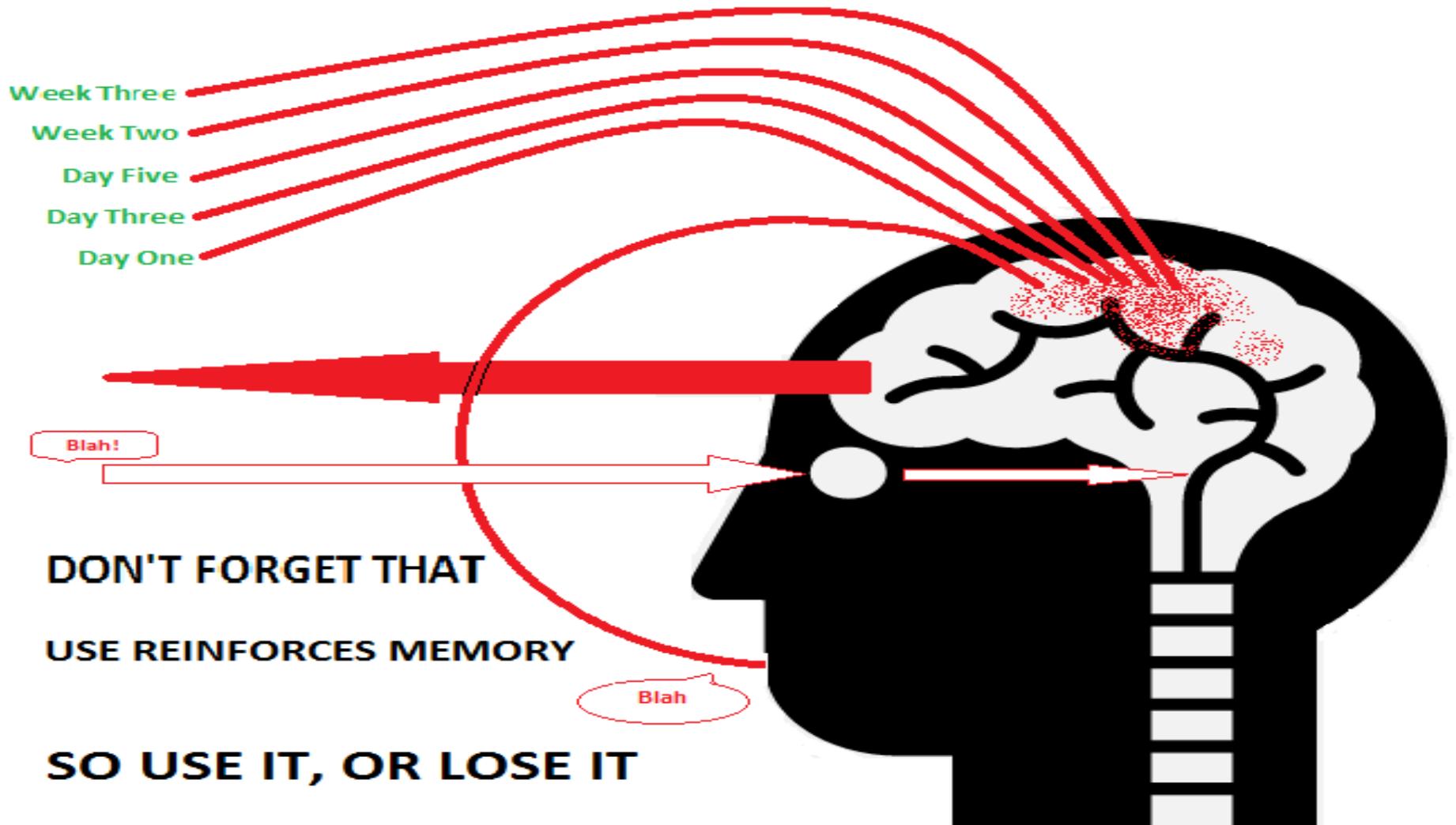
Consider them as **USEFUL PHRASES** that can speed up the learning process **and** make your language sound more native.

But remember that **beyond** word pairs and into phrases, you can easily sound **cliché, unoriginal** or, worse, **plagiarizing**.

**“SPACED REPETITION” MEANS  
REPEAT AT KEY TIMES**



NEURONS THAT FIRE TOGETHER  
WIRE TOGETHER,  
So  
USE = REPETITION



# CONCLUSION

- English **borrow**s heavily, and its spelling contains historical & cultural information.
- Personal and cultural use of words create **connotations** that are difficult to explain and not always noted in dictionaries.
- Words can have a variety of uses and meanings which do not **translate** evenly or exactly.
- Words are made of **parts** and these parts shape grammar and meaning. Words are parts of phrases known as **collocations** and **idioms**.
- The **roots** of words can help understand a deeper meaning and can help understand other words and word forms.
- Actual **use** and spaced **repetition** are key to **cementing** words in memory.

# Bibliography

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- ❑ Larsen-Freeman, Diane & Marianne Celce-Murcia. *The Grammar Book: An ESL/EFL Teacher's Course*. 2<sup>nd</sup> ed. Heinle & Heinle, 1998. Print.  
(p. 42) & (p. 43-44)
- ❑ McClelland, James L., David E. Rumelhart, & Geoffrey E. Hinton. "The Appeal of Parallel Distributed Processing." *Parallel Distributed Processing: Explorations in the Microstructure of Cognition*, vol 1. Cambridge: MIT Press, 1986. Pages 3-44. Print.
- ❑ Etymology information derived from Oxford English Dictionary and Etymonline.com.

# Additional Resources

CONNOTATIONS

<http://www.cod.edu/people/faculty/fitchf/readlit/conodeno.htm>

“Before, you said yourself you didn’t believe in prophecies.”

“I do not believe in the spoken word at all,”  
said the man with the bullet-head.

“I only believe in its effect.

Words are so much air,  
but air will be wind  
and make ships sail.”

Spartacus was silent.

