

ANALYTICAL SYNTAX FOR TEACHING ENGLISH (7)

— a non-native approach —

September 1977

Kan KATAYANAGI

Chapter IX Sample Lexicon¹⁾

9.1 Vocabulary into lexicon

It is not a desparate paradox to say here that in spite of the enlightenment and proposals coming from diverse quarters of modern linguistics here and elsewhere, the most rewarding diligence in language learning seems yet to be that in vocabulary, visual or otherwise, native or non-native. We know, whether we can call it a language or not, that a level of communication is attainable by sheer means of vocabulary transactions at site as long as normal intelligence is at work and if relevancy of the circumstance prevails. Some even allege that if some 50% of vocabulary items of a text is known, one can at least experimentaly 'apprehend' the general import of the message. Where the total amount of the effort of learning remains constant, what will then be the pedagogical proportion in which the diligence should be divided between the learning of vocabulary and of syntax, in our case, of non-native language?

No doubt, as well we remember, our primordial speech in the native tounge was primarily in what we earlier termed as 'embryo sentences' or 'one word sentences', a fact in indorsement of the potentiality of individual words in that phase of language acquisition. Should the same be said of the vacabulary of non-native language learning? Yes and no. A command over the vocabulary of the target language often far outweighs that of syntax in utiliterian efficiency. Was not our principle that "Vocabulary items are incidental to a syntax, and the syntax the language itself?" But the reality seems to assert that words themselves do communicate with or without syntax, language or no language. So the paradox.

What is then the minimum that sustains a language as language? At least in the learning process, should not one be spared of all the unnecessary, redundant properties

1) Continuation since Vol. 21, 1971 of the present publication.

of the language being learned? Is the goal of foreign language learning to immitate the foreign speech to a perfection, to attain the native approval and acceptance, or to pass off as a native at least in that speech? If not, are not then most of the items we want to gain or learn unnecessary luxury, matters of taste and aesthetics valid only to and among the natives, or are we simply for taking pride in consumation of the self-training that happened to be done in foreign language learning?

The doubt is further supported by the fact that grammar and syntax are two or three degrees removed from the basic human formula of thinking and logic. Cannot human intelligence handle strings of isolated pieces of information in a natural site of communication? Then why the effort to conform to the particular manner of speech pattern of the natives?

We might re-adjust our strategy of the battle if we consider foreign language learning an unavoidable war. If our objective is to learn or teach the language, and not the information thereby transacted, we should set our strategy at learning of the language itself as the eventual goal; non-linguistic transactions by which to attain the communication, technical or mechanical, is something beyond our interest and ken. If our purpose is to endow a human intelligence and sensibility with a new skill and experience, a separate strategy must be devised. So, for the eventual mastery of a foreign language as a language, not as a code, the proper proportion of investment should be sought between the learning of the syntax and that of the vocabulary. If there were enough time to teach 100 words, perhaps we should spend helf of it on teaching 50 words and the remaining should go to the syntax in spite of the fact that 100 words learned might well prove far more substantial than empty grammar at site.

Traditionally, the words have been taught and learned as if they were self-existing items to be garnered in whatever way and the sequence fit and efficient for learning and for use, that is to say, as if they were items of an infinite open-set. The vocabulary of the native language may appear to the individual concerned as if it were an endless system whose frontier is beyond the horizon of his knowledge and use. and he has accordingly gained and expanded it. Because of the vastness of the membership thereof and the natural but haphazard way he gained it, and because of the intimate way he possesses it and uses it, he fails to conceive it in its totality and yet suffers little from the partiality of the view. As a dweller of a big city he finds no difficulty in finding ways within the town even if he has no over-all view of the city, so apparently does our typical linguistic citizen go on living within his own limit and convenience. Each individual has developed his version of the map of his vocabulary, routed with conscious and unconscious bypasses for quick association and retrieval. To map out an individual's total vocabulary, say containing some 16,000 words includ-

ing derivatives, will itself prove a matter of impossibility. Dictionaries and thesauruses are not his personal vocabulary. Modern linguists speak of 'lexicon' but it is not meant for personal internal lexicon or its externalization for its owner's use.

In daily use, the vocabulary makes itself felt to us when we look for a word, i. e., when we are working in the phase of retrieval. The route by which we reach the wanted word at the address is very much haphazard; it is seldom that we go at it by set, reversible routines. On the other hand, when we confront an unknown word, its general address in the unformed lexicon is taken for granted as the unknown item is inlaid between and among the known, i. e., in the context under the valid environment. The context, written or spoken, tells us what kind of word it is and should be.

In the phase of recourse, we by-pass the layers of grammatical, i. e., categorical, procedures and look for the subdivisions and further precisions that might be defining or characterising the word within the kind to which the unknown is supposed to belong. Individuals each develop his own network of the route for retrieval and recourse, often laden with his own personal taste and emotion. He also thickens the grammatical associations around the words and the network of such association gradually stretches and reaches out, neuron-like, and entwine the whole system in many folds until it becomes completely interwoven. Without help from grammarians, each individual has a control over his vocabulary so entirely but haphazardly knit, and yet with an amazingly efficient procedure. Without the alleged human competence, vocabulary itself lay wasted as an unused dictionary. Vocabulary, large or small, like our brain, consisting of a myriad of elements interwoven, is permeable and mobilizable through astoundingly efficient circuits of retrieval and recourse. It is so entirely, mysteriously structured into a whole—a metaphorical and virtual lexicon. Even if we could map out our personal vocabulary as something so regimented into a lexicon, it will be in a multidimensional expression beyond practical uses. It is really a miracle that each one of us has come to possess such a complex system in ourselves by adding elements one by one. Was there a total continuity first before such individual elements were to be planted upon it one after another? Was the totality formed as the elements gradually assembled and connected themselves? We do not seem to know. Perhaps it did occur to us in both ways. In learning of a foreign language, especially in that of vocabulary, should we expect the same miracle to take place?

9.2 Lexicon for non-native language

Whatever the nature and function of the vocabulary of the native language to a native, the vocabulary of the non-native language presents itself as a property of the language to be taught or learned. As it has been the basic tenet and policy of this

essay, the vocabulary too should be taught and learned as a non-native vocabulary. It might be true that many learned and gained it in an analogous process to that of the native one, and perhaps as many have come to possess it eventually in a form very close to his own native counterpart, or as a lining to the native lexicon.

Traditionally, words have been taught one by one with necessary indications as to their meaning and to their grammatical behaviors: in a word, they have been taught in a pedagogy slightly adapted over that for native tongue teaching. It has been successful and unsuccessful, depending on the criteria it is judged by. The truth may be somewhere in between and here we are to present the opposite extreme, the non-native lexicon, so that we can count back thence to the middle. How should it be organized and with what membership? In what kind of structure and in what order? We need an independent pedagogy for implanting the lexicon, not the vocabulary, of a foreign language.

We have proposed a general lay-out for English lexicon earlier in several occasions²⁾ as a complementary component of the analytical syntax of English as non-native language. Our proposal in this aspect is, above all, to conceive a lexicon organized and presented for efficient teaching and learning, not to impose another description of that language toward an eventual correctness and precision. We propose that, for that purpose, a lexicon should be designed to best fit the convenience of retrieval and recourse from the side of the syntax. The entire lexicon should be always in sight and yet for pedagogical purposes it should be arbitrarily reduced and regulated for each stage of learning, i. e., it should be structured, regardless of the population, in a constant reciprocity with the syntax. The principle should be “the gestalt first” and the analysis should progress into the immediate constituents—it should be always inevitable, reversible, minimum but complete. The expansion, or enlargement of vocabulary filling the lexicon in this approach for each learner, therefore, is not a linear addition, but a scaling down, i. e., an added density.

Our strategy is thus to mark out the entire scope for the lexicon to house the vocabulary and divide it into areas according to the syntactical and grammatical hierarchy, from general to particular, and then to populate the field with individual words according to their local homogeneity and distinctive features. The whole composition, if it is duly done, might automatically reflect the underlying framework even of the native lexicon—or it might not at all, but it is certain that this does help foreign learners and the teachers.

The sketchy outlines of the lexicon we have severally presented earlier are not exactly intended as symbolic expressions, but rather as something of an externalized

2) Cf. 5.3, 7.4 and 8.3 foregoing.

lexicon for actual use in teaching. The learners should be, we assert, provided with a kind of externalized lexicon from the very onset of learning. More precisely, to teach or to learn a new word should always mean to incorporate it into the map, the lexicon, at the proper address; in other words, no word is learned unless it has its address in the lexicon no matter how simple and vacant. The address insures where the word belongs and what is expected of it when mobilized into expression, and perhaps it might suggest what it means distinct from its neighbouring peer-group members. The lexicon, whether actually externalized or virtually memorized, should be depended upon as a blue-print of a new city. A prospective citizen should be assigned to an address according to the trade and function he is to perform not only *when* but also *until* the city is completed.

It is really tantalizing to see that conventional pedagogical dictionaries are each a vocabulary inventory in alphabetical order with necessary indications and cross-references. (The alphabetical address, incidentally, serves there only for alphabetical scanning.) Pedagogically they cannot serve as externalized lexicon simply because they are not conceived as such³⁾. The lexicon we are preparing is deployed over a two-dimensional plane, a slight improvement over the single-dimensioned lay-out of the word-list dictionaries perhaps. We should convince the learners that they are to learn the lexicon, the structure of the grammar-charged field where each word is to be studded onto at a proper node, and not to learn the words one by one.

9.3 Second degree lexicon

We re-present in the table below (Table 1) the general frame for our lexicon with some adjustment and elaboration over those tentative ones earlier. In the table, classification of words, instead of the words themselves, are entered so that the main structure alone may stand out.

There is no reason why the lexicon above should be plotted over the two-dimensional plane, but practically it is a convenient way and, no doubt, perhaps the only way. Horizontally in the table we have those syntactical major divisions in the order, from left to right, V, prepositions and conjunctions, ADV, ADJ and N, mutually exclusive and mutually definable even though actual members are found amphibiously over the borders. Virtually the whole area is bisected into upper delimited section and the lower open section which can be extended downward to any desired

3) In view of the fact that how words end betrays so much more of grammar than how they begin, the presence of such a contribution as *Pocket Inverted English Dictionary*, Kaibun-sha, Tokyo, 1968, conceived and edited by Prof. T. Gunji of Meiji Gakuin Univ., is an encouragement. The tables to follow owe very much to the Dictionary.

Table 1 Second Degree Lexicon

	V	grammaticals		AD V	AD J	N
		prep.	conj.			
CLOSED-SET	modals auxiliary verbs	prep.	subordinate conj. coordinate conj. relatives	degree-less adverbs WH	determiners (articles) pronominal adjectives numerals {cardinal ordinal WH	pronouns {indicative accusative indefinite pronouns WH
	incomplete {transitive intransitive ----- complete {transitive intransitive	/		adverbs	adjectives limited adjectives -----	nouns {countable uncountable
OPEN-SET derivatives	adj. + <i>ize</i> n. + <i>fy</i>	/		adj. + <i>ly</i>	n. + <i>ish</i> + <i>like</i> + <i>ly</i> {present- participle past- participle	adj. + <i>ness</i> gerund

degree.

Since the very purpose of the lexicon here is for retrieval and scanning or recourse from and to the syntax, the actual distribution and plotting of words over the field so divided may be done more to the convenience of the pedagogy involved rather than for the description of a real language called English. In the site of teaching, a new member of vocabulary should be introduced with the information where it belongs to in the map with an implication as to how it is to be adopted and to behave, rather than what it is intended to stand for. The individual meaning of each word should be the distinction it bears against and among the peer group members of the homogenous set in the lexicon. Introducing a word should mean the intimating of its address in the map, i. e., the relative position it holds in the locality of the total lexical plane charged with meaning and grammar. The first thing the learner should do when he confronts a word henceforth unknown is, therefore, to locate it in the map, through scanning, and induce or confirm its function in the employment, and if possible to get at the distinctive meaning it may hold against the neighbouring items in the rank

and file. The meaning of each member of the vocabulary, now organized into a lexicon, is mutually and negatively definable. That is to say, the particular meaning of each member can, theoretically at least, be obtained if one knows the meanings of other members of the set added together, rather than by positive and direct association with the things indicated or more remotely by the native tongue counterpart sustained by the network of the native tongue lexicon, conscious or unconscious.

As it has been reiterated, the upper section is to contain sets of finite and exhaustible membership while the lower section is open for any addition or subtraction. The problem of how to arrange the members within each section and how to relate them to each other should be solved with the first priority to the pedagogical benefit which accrues from logical consistency that stands to the reason of any intelligence, native or non-native. Actual assignment and distribution of words anticipate considerable complexity, of course. When a single word has more than one function, should it be entered at all the addresses where it duly belongs to at the expense of its identity? If a class of words can be converted into another by a set procedure (which we call 'local grammar'), should we enter the derived products only to double the population? If two words share the stem but have distinct derivative endings for different functions, should we register them at two different headings only to multiply the membership and indices? To come up with a clear-cut solution will not be always possible, but the effort should be rewarding.

We might first venture to present the mapping of the upper, i. e., the closed-set section of the lexicon. Since the membership for this area is finite and exhaustive, the sample is in a way final, consisting of some hundred words most of which are included in the Ministry's word-list for junior high school curriculum as compulsory. Then plans for the lower section, i. e., for the open-set groups, will be presented as a whole after the above-said tightly bound core of English function words are taken care of.

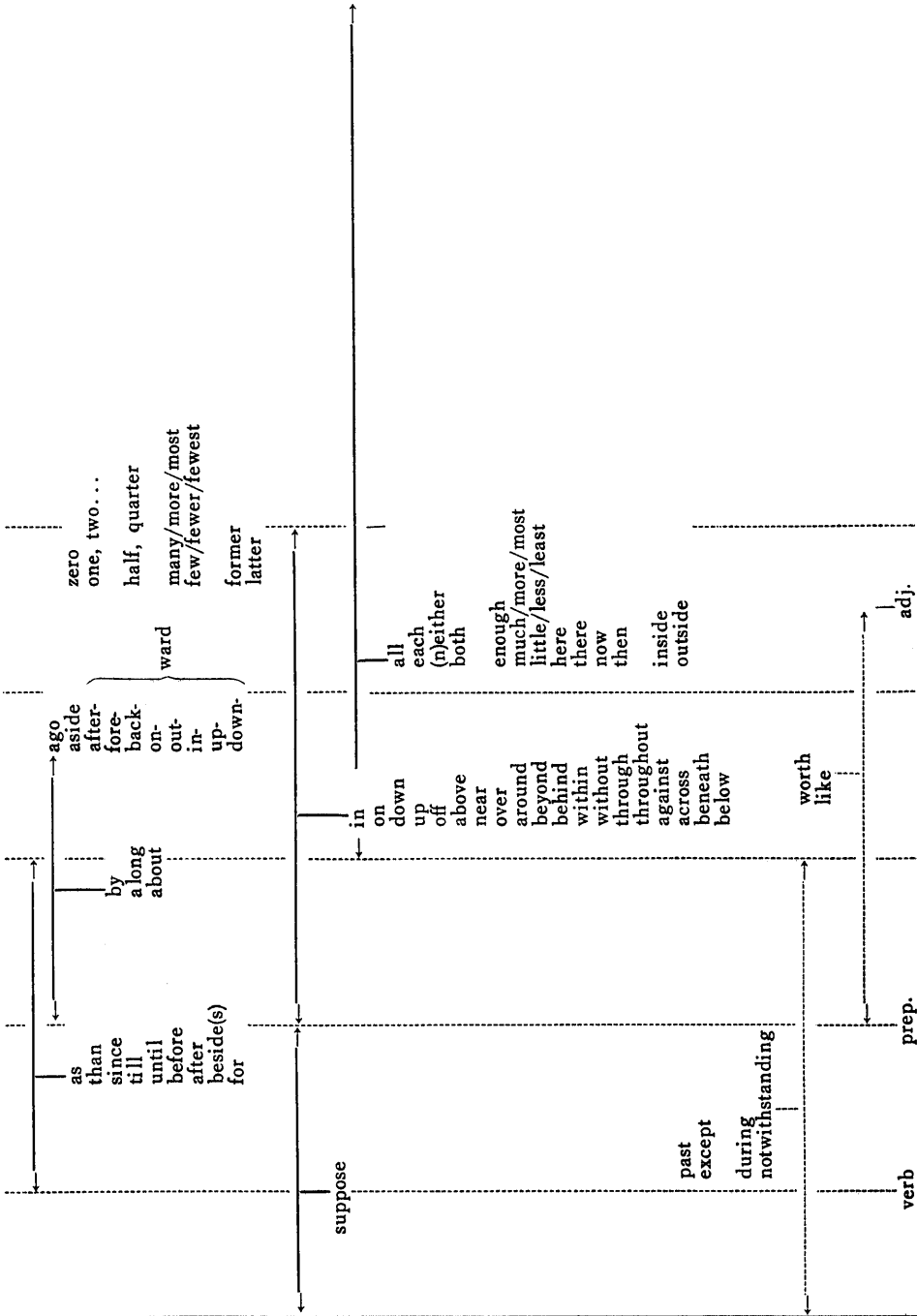
9.4 Lexicon of the function words

The words of the closed-sets, or of function words, are more or less exhausted in the table below (Table 2). They total some 250 words (numerals excluded beyond 'three' and 'third'). Horizontally the field is divided into 6 sections while vertically it is divided into 4 echelons.

The uppermost echelon above the broken partition containing some 30 words contains mostly the so-called WH-elements and some subordinate conjunctions. The second echelon in five columns is of those words that belong to the heading exclusively (with the exception perhaps of the reflective pronouns, to the extreme right, that are capable of performing as adverbs), totalling something around 100 words. The third echelon

Table 2 Lexicon of the Function Words

	VERB	CONJ.	PREP.	ADV.	ADJ.	NOUN
1st Echelon	that if because although whether however	how however lest	whose what which	who whom what which where when	whoever whatever whichever wherever whenever	
2nd Echelon	shall should will would can could may might must ought used need needed dare dared have had do did	very- as- not so thus even (n)ever yes no perhaps still yet already almost again too also (al)together otherwise likewise once, twice sometimes	no- every- -else my- her- our- their- your- the- a(n)-	none everyone any- some- mine hers ours theirs yours I she we they he one it	nothing every- -- -- me her us them you him one it	nobody -- -- -- myself herself ourselves themselves yourself(ves) himself oneself itself
3rd Echelon		only first, second... next last out	his one's its any some many such this/these that/those other(s) another own			



4th Echelon

is in four columns and a word 'suppose'. The words of this level are those working over the neighbouring two classifications. The fourth echelon is in two columns, one headed by 'in' and the other by 'all', both containing a little short of 20 each (inclusive of the degree conjugations of the words 'much' and 'little'.) The first group may function as prepositions, adverbs and adjectives if environment allows, while the other group works as adjectives and nouns. The six words at the bottom section are those spanning over two not immediately neighbouring functions.

Apparently no group of words exists to connect the three end-columns. The lines concatenating the two neighbouring columns indicate that on the vertical circuits only upstream tracing is allowed, e. g., the group 'by', 'along' and 'about' are used both as prepositions and adverbs but never as conjunctions or adjectives. The column for the verb includes those modals or auxiliaries even though the lower extremity of the column will go into the finite uses of 'do' and 'have' which is beyond the border of this lexicon.

Cardinal and ordinal numbers are entered at the third echelon in two separate columns. The difficulty of placing the words 'else' and 'own' are typical of the kind settled only by a concessional solution. The sequence in which words appear in a column is quite arbitrary and random, and there could be some better arrangement.

Should this lay-out imply that these fundamental words are printed deep in the subconscious regions of the natives more or less in the way we see it here? Which way does the vector of the mind work, downstream or upstream in the phase of retrieval or in the phase of recourse? Does it scan from particular to general or vice versa? We do not know.

It should be noted that the lexicon here for the function words is supposed to have been completed and exhaustive by definition and that since these members are indispensable functional elements in the algebra of English, their text frequency is necessarily very high, hence the importance of these words, and that of the lexicon. The network in which these words are presented thus may be of some significance. The words may be arranged and presented in any better way on whatever a principle with far more convincing result. We do not believe that the ambivalent functioning of the members should be made the sole basis for arranging them as we have come to do. Perhaps etymology will give us a sub-conscious consistency of the words among themselves. This is a sample lexicon pleading for any lexicon if it is better than a word-list. As a strategy, in line with the tenet we are upholding, effort in learning and teaching these words in some efficient way, in spite of the natural propensity of the learner's like and dislike, might prove itself fruitful. As a matter of fact almost all the words enumerated here are included in the list of words to be taught at junior high schools upon the authority of the Ministry of Education who also decrees that

some 5,200 words should be learned during the 6 years of high school English teaching.

9.5 Sample lexicon for adjectives

How to organize the second section, the area for the open-set vocabulary items of the four major syntactic classes is the next problem to which no single solution seems to be at hand. How are we to sub-divide the given field in anticipation of accommodating the infinite membership and of assigning the members to the address proper to each one of them? Could we, first of all, hope to find a similar kind of concatenation as found between and among the groups in the preceding section? Perhaps we could, but the amphibiousness or ambivalence of each word and the varying procedures for deriving a class of words into another do so multiply the complexity of the lexicon as to render it far beyond utility.

It is nevertheless attempted to sort out the words that belong exclusively to one class and to set them up as the core of that particular class while relegating the marginal or bifunctional ones toward the fringes. Instead of covering the entire field in general terms, we begin here by delving into one of the four major classes, for an example, adjectives and present the population in an ideal lay-out for learning and teaching in the form of a lexicon with a hopeful view that it might be a revelation of an intrinsic structure of the English adjectives themselves.

Some of the adjectives are already incalculated into the above-said closed-set groups but there still remain adjectives that are quite different from what we know as ordinary adjectives. Table 3 shows the distribution of such 'privileged' or better still, 'maimed' adjectives. The table, however, conveniently includes those already classified above, thus to enlist something around 160 words inclusive of conjugated forms.

Adjectives, according to our definition, are here defined by two terms: firstly by the fact that they can be used as complement of incomplete verbs, i. e., in 'predicative' function, both of transitive and intransitive verb formations, secondly by the fact that they are to adjoin themselves to noun elements, either preposed or postposed. The table, accordingly, reveals the distribution of these 'limited' adjectives against these two coefficients.

On the upper edge, especially above the broken-line partition are found those adjectives, mostly called determiners including articles. These can be used only as attributive to nouns, though in restrictive ways, with no possibility of standing alone in predicative functions, while to the bottom are those adjectives that are capable, though deprived of degree indications, of being used both in attributive and predicative functions. These partial adjectives are refused of normal adverbialization through

Table 3 Lexicon for Limited Adjectives

ATTRIBUTIVE		PREDICATIVE	
DEGREELESS		DEGREEABLE	
Postposed	Preposed		
else, ago	entire		+ <i>ly</i>
(<i>toward adverbial</i>)			
	no, a(n), the, every, only; each, (n)either, both; my, her, their, your, our; one, two, three.... half, quarter.... (<i>toward pronominal</i>) all, his, its, one's, -own, any, such, some; this/these, that/those; other, another; whose, what, which; same enough;		
	much (more, most), middle (middlemost), little (less, lesser, least, lest), few (fewer, fewest); inner (—most), outer (—most) upper (—), lower (—) over;		first, second, ... next, last; sole, whole; single, double...
	maximum (major, minor, minimum) senior, junior; former, latter; far (farther, —est, —most) far (further, —est, —most)		main, chief farther farthermost
in, on, off, up, down, over, near, within, without, through, throughout, above, below, beneath, beyond, around, against, across;	long, young, old, big, tall, small, early, fast;		bad (worse, worst)
aside, abroad, alone, ahead, inside, outside, away, alike; out	good (better, best)		black, blue right ² , wrong
asleep, alive, awake, afraid, aware, aloft, aloof	red, green, yellow, white brown,		
well (better, best) ill (worse, worst)	right, left east, west, south, north hard, short, low, ...		easterly, westerly. .. (hardly, shortly, lowly)
	how, so		

suffixation of /-ly/.

Vertically meanwhile, the scope is bisected: to the left are those adjectives that must be postposed, if they are to modify nouns by attribution, while on the right are those that may be both preposed and postposed. The right-half section contains a minor column of adjectives that can take adverb-forming /-ly/ above-mentioned. (Some already have /-ly/ as adjectives, e. g., 'easterly', 'westerly' etc., while three examples, 'hard', 'short' and 'low' represent those that undergo some extra changes in the meaning and function under the said suffixation.)

The middle section, being subject to all the restrictions, vertical and horizontal, contains two herds of adjectives, all of them tending to be pronominal if in isolation.

The lower half below the broken line finds those adjectives etimologically both Anglo-Saxon and Latin. As indicated on the margin, the members in the lower section are amphibious—they tend to be adverbial in isolation without taking the /-ly/ ending, and they are compatible with degree expressing adverbs such as 'more', 'most' and 'less', 'least', or even 'further' or 'furthest' if the environment allows.

To the extreme bottom are listed two words, 'how' and 'so'. The former is the WH-element for any adjective, while the latter is used as if it were 'pro-adjective' standing for any adjective understood in the context.

The following two tables, Table 4 and 5, are to constitute the main body of the sample lexicon for the regular adjectives we know by that name. Together they are to contain approximately 1,500 members selected more or less pedagogically as the beginning of an endless list of adjectives that might be extant at the moment and those that are to join this group in the future.

Table 4 contains those Anglo-Saxon-ish adjectives that can, as a rule, take /-er/ or /-est/ ending or involve irregular stem conjugations for degree indications, while the adjectives in Table 5 are those Latin-ish ones that prefer 'more' or 'most' ('less' and 'least' likewise) for the same, even though the distinction is often a matter of usage and taste. In both tables the central column contains those adjectives that are more or less exclusively adjectives, while to the left fringe are arranged those associated with verbs and to the right fringe relegated are those whose relationship with noun is pronounced. Let us first observe the situation in Table 4. (pp. 17-23)

The table does in no way pretend to be exhaustive nor complete—those enlisted are there as representative of similar samples. Pedagogical considerations may add or take any from the list. The adjectives here listed, counting some 600, except for those on the fringes, as a rule, can attributively prepose themselves to nouns and stand in complement position as well. They can be degreed either by conjugations or by suffixation of /-er/ and /-est/. They can be nominalized ad hoc by suffixation of /-ness/, beside the fact that many among them have established noun-counterparts or

predetermined nominalizing suffixes. The adverbialization through suffixation of /-ly/ is also prevalent throughout this group, except for a few, such as 'big', 'tall', etc.

To the left of the central column are arranged those members whose association with verbs is overt. Some can be converted into verbs through suffixation of /-en/ (expressed on the table by /-en/ placed before the adjective entry), while others can be used as verbs without even formal changes (expressed by /—/ in the table likewise.)

To the left margin are verb-derived adjectives via conjugations, first in past-participles of transitive verbs and then of intransitive verbs; among them some are raw, and some are quite mellow as those crowned by additional (often adverbial or nominal) elements in reinforcement of their adjective-ness, while others are adjectives in superficial conformity to participial endings, mostly nouns with /-ed/, /-t/, /-en/ endings. The present participles and their imitations are also listed as verb-derived adjectives. This does not preclude the participles of any verb becoming adjectives in usual ad hoc contexts. To list them all in this lexicon will mean listing all the verbs, so the matter is relegated elsewhere as entirely grammatical, not lexical.

Among those pure-adjectives in the central column are some that have established verb-counterparts such as 'fill' for 'full', while more can be converted into verbs by mere addition of /en-/ to the head, e. g., 'en-rich' as expressed in the table /en- rich/. Still others prefer comparative forms for their verb-counterparts, e. g., 'little' becoming 'lessen', etc.

As for the noun-related-ness of adjectives, some adjectives, even those among the left-most ones, i. e., deeply verb-related ones, have some ready convertability into nouns. Some are used as nouns without form-changes, while others undergo a routine change. Suffixation of /-en/ after the manner of past-participle conjugation, to such nouns as 'gold', indicating the material of the commodity, are the usual immigrant process into adjectives from nouns, while many more migrate into adjectives from nouns through established suffixation of such words as /-ish/, /-some/, and /-able/, etc. On the other hand adjectives migrate into nouns through more or less universal routine, ad hoc suffixation of /-ness/, not incompatible with that of /-y/ or /-ty/ endings.

Another minority, /-ly/ added to nouns, turns them into adjectives while some adjectives take the same /ly/ only to result in formation of another adjectives, not of an adverb which is expected of all the said suffixation, the case includes 'weak-ly', 'elder-ly', etc.

The antonym-forming prefix /un/ is not always ad hoc and possible, while some adjectives prefer etimologically established prefixations of such particles such as /in-, /im-, etc. The more or less established /un-/ prefixation is indicated by /"/ at the head of the entry while existence of an established antonym is indicated by /'/

likewise, though to a certain extent.

If we are to edit a reduced lexicon for learning and teaching at a lower level even from as incomplete a glossary as this, and if pedagogy elsewhere demands us a lexicon of this type of adjectives admitting only 200 out of some 500 enlisted here, what would be the best policy?

Table 5, as a part of the lexicon for English adjectives, even as a tentative pedagogical one as this, contains some 1,000 adjectives, though not at all exhaustive. (pp. 24-36) Here again the members are arranged in a more or less similar way as that in the previous lexicon of Table 4. The members are here displayed in several columns. To the extreme left are those that are used as verbs without form-changes, the second column from the left contains those adjectives in which we can detect obvious English verb stems. These two columns together contain 150 items. The central three columns are the ones in which etimological sources are discernible in varied degrees—e. g., verb-suggesting ones to the left and noun-suggestive ones to the right. These three columns contain something around 530.

To the extreme right are some 100 adjectives that are concurrently nouns without formal distinction, i. e., adjectives adopted into nouns. The second column from the right contains some 200 most of which retain stems that are available as English nouns if in isolation. The antonyms are here again expressed only symbolically: /un-/ ad hoc is considered as universal for the adjectives on this table and /' / is entered where antonyms other than those with /un-/ prefix are available.

The seven columns are vertically arranged in groups by suffixes so that a similar ending may be found across from left to right (similar arrangement was adopted in Table 4 above); the uppermost group are of those ending in /t/ sound in some way or other ('compound' being exceptional there), the next being those ending in /-able/ and so on until it reaches the final group ending in /-ry/.

As is obvious from the observation, these words in this table are grammatically well-behaved if compared to those of the Table 4 above, i. e., these here listed are easier to handle because of their regularity in form and performance. They seldom change forms for degree indication, preferring periphrastic formation for that purpose. It is perhaps because of the bulkiness of these *learned* vocabulary that they tend to be grammatically less ponderous.

Now to conclude, out of the alleged 5,200 words designated by the Ministry of Education, as a matter of mere index, as high school English vocabulary, how many are of the members from these three lexicons? The same authority decrees that only 60 adjectives of all kinds (except determiners) be learned in the first three years. How could we select so limited a number of words from so vast an expanse of vocabulary even though it is somewhat organized into a controllable form as presented here?

Should we go by the meaning and utility of each word, thesaurus-like? Should we rather go by the classification and behavior of the individual adjectives? Shouldn't we more or less evenly cull from every group so that we can have at least a well-delegated lexicon of English adjectives? Could we grade the lexicon from one containing only 60 members, level by level, to, say, another containing 1,200 individual adjectives in a good proportion from the three lexicons we have here presented? In that case the total lexicon will contain approximately one third of the total 'must-words' of the Ministry and a little less than the total adjectives we included in Tables 3, 4 and 5. The problem seems several fold: the dosage, the volume of the vocabulary to be prescribed at a given level is one, while which ones to fill that volume will be quite another. Since we cannot help selecting, what will be the best tactics?

So much remains to be done even for adjectives alone, and yet we must go on to other major classes of English vocabulary⁴.

4) to be continued.

encourage-
 unfeel-
 trif-
 will-
 overwhelm-
 sicken-
 thorough-go-
 easy-go-
 sea-fare-
 well-fit-

--- obscure—
 --- 'mature—
 --- 'secure—

 --- shy
 --- dry

cost-ly
 love-
 live-
 "seem-

utter
 clever
 en-dear
 rear
 mere
 near
 sheer
 queer
 severe—
 sincere==
 austere—
 dire
 bare
 rare—
 square==
 'aware*
 'faire
 poor
 sour
 sore
 pure—
 in-sure
 premature
 bizzare*
 high-
 sly
 wry
 gay—
 gray
 ugly
 early*
 'comely
 only*
 jolly
 'holy

home-ly
 "earth-
 "world-
 heaven-
 "man-
 "woman-

"lucky-
 "hap-
 "rul-
 need-
 gloom-
 risk-
 fault-
 guilt-

---	empty			
---	"tidy			
---	"ready			
---	"steady			
		silly	"maiden-	taste-
		"free—	"daughter-	lust-
		"wary	"wife-	fun-
		dreary	father-	"ease-
		weary	mother-	wit-
		sorry—	"sister-	weight-
		angry—	"brother-	"health-
		hungry—	"friend-	wealth-
		merry	"neighbour	length-
			"god-	"worth-
		lofty	"king-	sea-worthy
		petty	queen-	trust-worthy
		thrifty	"soldier-	hand-
		pretty	knight-	heart-
		plenty	"gentleman-	sleep-
		reckety	"saint-	sand-
		haughty	"scholar-	rock-
		dandy=	beast-	stone-
		gaudy	ghast-	snow-
		sturdy	spright-	cloud-
		sulky	"shape-	rain-
		chubby	"manner-	frost-
		shabby	"time-	mist-
		sloppy	hour-	haze-
		shaggy	day-	sun-
		stingy	week-	star-
		tipsy	month-	ice-
			year-	salt-
		crazy	night-	water-
		lazy		rust-
		blowsy		silver-
		topsy-turvy*	easter-	soot-
		heavy	wester-	filth-
		tiny	souther-	milk-
		puny	nother-	cream-

u	juic- flower- rose- pearl- curl- fur- show-	swarthy			
aw		due			
w		blue= true— new few* raw low* lowly shallow hollow mellow yellow= narrow			
		--- slow			
Total			68	73	279
					352
					177

TABLE 5 Lexicon for Periphrastic Adjectives

ending	Verb-affiliated			Noun-affiliated		
	bifunctional	verb-stemmed			noun-stemmed	bifunctional
ant		'significant "repent- "import- "resist- attend- reli-	'relevant 'tole- incess- milit- vali-	'elegant dist- hesit- reluct- const- abund- redund- arrog- indign- malign- domin- predomin- fragr- ignor- radi- brilli- clarvoy-	"gallant "pleas- vac- stagn- pregn-	triumphant luxuri- instant particip- stimul- ped-
aint						
ent	'frequent abs- pres-	"restraint 'consistent 'depend- 'solv- 'coher- 'differ- 'rever- 'suffici- insist- persist- transcend- indulg- urg-	'prudent ard- rec- sali- profici-	'competent 'pertain- 'obidi- 'expedi- 'conveni- 'pati- 'consequ- "intellig- evid- prud- sil- viol-	'decent 'pot- 'effici- omnipot- lat- pat- vigil- anci- diffici-	Orient Oxid- cont- resid- curr-

st	manifest	extrov- steadfast	'modest 'hon-
ct	'perfect 'corre- abstru-	utmo- augu- 'exact 'distin- extin- dire- compa- inta- stri-	
xt			next
ate	'moderate 'discrimin- 'articul- 'elabor- 'deliber- separ- appropri- approxim-	'temperate 'abequ- 'anim- 'legitim- 'moder- inn- intric- prostr- ultim- desper- 'tacit explic- implic- illic- 'polite 'fin- 'defin- erud- requis- prerequis- exquis- 'concrete obsol-	
it			
ite	opposite compos-		favorite
etc			secrete

"peace-
"season-
"reason-
"impression-

"soci-
"ji-

"ten-

"eat-
"read-
"blam-
"bear-
"endur-
"control-
"teach-
"lik-
"pardon-
"obtain-
"notice-
"lov-
"reli-
"discernible

"civil
doc-
fra-
tranqu-

hostile
tact-
mercant-
volat-
versat-
ster-
vir-
ag-
frag-

"fidel

male
fem-

parallel
lev-
reb-

ible
il

ale

ile

el

<p>al</p> <p>'legal 'actu- "re- "punctu- "loy- ment- eter- intern- extern- dism- identic- vertic- critic- recipro- loc- reg- frug- pap- municip- princip- coloss- sever- liber- neutr- plur- perpetu- mutu- imperi- colloqui- trivi- roy-</p>	<p>'corporeal "equivoc- dent- voc- radic- medic- vertic- intern- matern- pattern- fratern- pen- nav- riv- or- later- liter-</p>	<p>'moral "practic- 'consequent- 'effectu- "fli- "congeni- 'fundament- 'vit- 'ordin- 'nomin- 'fun- 'carn- 'nas- 'therm- 'mediev- 'chor- 'centr- 'pereni- 'speci- 'cordi- 'seri- 'gradu- 'habitu- 'annu- meni-</p>	<p>'technical "ration- 'person- 'form- 'norm- 'parti- 'essenti- 'substanti- 'bienni- "sentiment- "origin- "emotion- "intention- "education- "convention- "natur- "scriptur- "methodic- "critic- 'grammatic- "intellectu- "spiritu- "offici- "usu- incident- element- experiment- fat- brut- tactic- tyranic- biblic- typic- physic- politic-</p>	<p>'moral 'materi- "ide- "equ- "offici- cryst- capit- tot- journ- cardin- tribun- crimin- anim- spir- gener-</p>
<p>ple ull it</p>	<p>'triple mult- null 'tacit</p>			

id	explic- implic- 'valid splend- cand- sord- pall- stol- limp- tep- insip- stup- tim- hum- luc- plac- turg- rig- viv- putr- ar- lur- horr- flor- langu- devo-	whimsic- brid- tid- univers- autumn- spin- region- profession- occasion- nation- sensation- function- tradition- addition- international- tempor- structur- cultur- glob- verb- ceremoni- comerci- industri- terrestri- potenti- confidenti- residenti- influenti- habitu- virtu- eventu-	mur- initi- memori- ritu- Orient- Oxident- acid sol- flu- vo- liqu- rap-	"representative nat- narrat- conservat-
rb	super b	'effective 'sensit- 'offens- 'expens-	super b	"representative nat- narrat- conservat-
ive	'respective 'act- 'attract- appreciat-	'transitive "obrus- "persuas- "submiss-	'attentive 'conclus- 'decis- destruct-	"representative nat- narrat- conservat-

ous				
desirous				
murder-				
ridicul-				
studi-				
rebelli-				
vari-				
	'conspicuous	'credulous	'suspicious	'famous
	'religi-	'congru-	ludicr-	'harmoni-
	"pretent-	'judici-	amorph-	"graci-
	"scrupul-	'pi-	call-	"courte-
	"consci-	"gener-	peril-	hazzard-
	"ostentati-	stupend-	miracul-	zeal-
	tremend-	unamim-	gratuit-	marvell-
	fabul-	posthum-	indigen-	ruin-
	stren-	frivol-	synonym-	poison-
	enorm-	jeal-	anonym-	monoton-
	analog-	timor-	antonym-	mischiev-
	barbar-	preposter-	treacher-	nerv-
	numer-	dexter-	ingeni-	danger-
	dubi-	cantanker-	pernici-	rigor-
	preci-	lumin-	obvi-	vigor-
	delici-	audaci-	chivari-	humour-
	feroci-	atrocii-	sinu-	monster-
	sagaci-	volaci-	tenu-	conscienti-
	noxi-	propici-	tumultu-	melodi-
	obnoxi-	vivaci-	miscellane-	vici-
	tedi-	avarici-		ceremoni-
	odi-	tenaci-		victori-
	copi-	anxi-		mysteri-
	seri-	notori-		labori-
	obvi-	curi-		glori-
	suspici-	deliri-		furi-
	superstititi-	supri-		injuri-
	hide-	ambiti-		luxuri-
	gorge-	simultane-		outrage-
		spontane-		courage-
		ambigu-		advantage-
		voluptu-		instantane-
		sumptu-		pite-

ex	convex	premiscu-	righte-	
ax	ref-		mountane-	
use	compl-		virtu-	
esc	lax		tempestu-	
	obtuse			
	prof.			Japanese
				Javan-
				Chin-
				Peking-
erse	inverse	adverse		
	rev-			
	conv-			
ise		precise		
nsc		conc-		
		dense		
		inten-		
		immen-		
eme	extreme			
ime	supr-			
um	sublime			
om	medium			
an	random			
	urban			
		meridian	suburban	'human-
		metropolit-		cosmopolit-
				pag-
				civili-
				Roman
				Purit-
				Afric-
				Asi-
				Indi-

Arabi-
Itali-
Graci-
Utopi-
Russi
Kore-

ane	'sane	humane	
ene	prof- obscene		
ine	ser-		
une	'opportune		
eign	imm- sovereign for-	'feminine muscul- mar- sangu- genu-	Alpine routine serpent-
on			
en			
rn			
ar			
er			
or			

"common
want-
barren
stubborn

taciturn
'regular
vulg-
particul-
parpendicul-
secul-
titul-
singul-
peculi-
'proper
sinist-
neut-
major

"familiar-
lini-

solar
lun-
insul-
peninsul-
circul-
angul-
tabul-
pot-

