



**A
Dictionary
of
English
Sound**

Margaret Magnus

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of English
Sound**

**The
Consonants**

by
Margaret Magnus
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Introduction The Phenomenon of Phono-Semantics

There is a correspondence between the meaning of a word and the phonemes, or speech sounds, which make it up. (A phoneme is a significant speech sound. If English were pronounced the way it is spelled, every letter would be a phoneme.) In English, for example, words beginning with 'sp-' often refer to spewing or spitting (splash, spurt, splutter, spout...), and words in 'pl-' tend to be planar (plate, platter, plot, plateau, ...). Sounds or sound sequences and their associated meanings are called 'phonesthemes'. This work provides a listing of many English phonesthemes together with the common monosyllabic words which exemplify these phonesthemes. It is my hope that this dictionary will provide a useful reference for students of English, poets, writers, linguists, developers of natural language software, and others interested in the phenomenon of language.

This correlation between sound and meaning holds also on the level of each individual phoneme. A given phoneme contributes an element of meaning to every word which contains it, and this semantic contribution is based in its pronunciation. For example, the phoneme /k/ forms a container of the mouth. Consequently the words starting with /k/ often have implicit in them containers (cup, car, cabin, can,...), covers (cap, cloak, clothing,...), collection (cluster, come, clasp, cling,...) and closure (key, cut, kill, cap,...). However, the phonemes which make up a word do not in general reflect its referent. That is to say, if a word contains /k/, it is more likely to refer to a container. But the sound /k/ does not wholly determine what the word refers to. What the sound does directly affect is the feeling-tone of the word. For example, the phoneme /k/ does not in general have anything to say about whether the word refers to a shape, a sound, or motion. Rather, it makes the shape cornered, curved or crinkly; the sound crackly or clapping; and it causes the motion to involve contact. In other words, the sounds in a word reflect some more basic aspect of its meaning than does its referent.

This dictionary provides several kinds of classifications for all the common monosyllabic words in English. We find that words containing a given phoneme fall easily into a surprisingly narrow set of phonesthemes with one important exception. Concrete nouns do not in general fit a pronunciation-based classification nearly as well as other parts of the vocabulary. Concrete nouns can, however, be easily identified by another means. 98% of them fall cleanly into one of the following semantic classes: people, titles, body parts, clothing, cloth, periods of time, games, animals, plants, plant parts, foods, minerals, containers, vehicles, buildings, rooms, furniture, tools, weapons, musical instruments, colors, symbols, and units of measurement. For this reason, these classes are treated differently throughout the dictionary.

The field which studies the relationship between sound and meaning is fairly marginal within linguistics, and goes by many names, the most common of which is sound symbolism. However, since we suspect that symbolism – or a mapping from symbol to referent – does not lie at the root of the phenomenon, we will prefer to call the field phonosemantics, a name which is also not unprecedented in the linguistics literature. (See Stanislav Voronin in the bibliography)

Conflicting Data

It is in general supposed in the linguistics literature that the relationship between sound and meaning is arbitrary. The data provided in this dictionary suggests that this supposition is not true. Of course, the first objection that arises in the mind of a trained (or even a not-so trained) linguist to the phonosemantic claim is that it is in obvious conflict with such well established and fundamental phenomena as the existence of different languages. English 'book', French 'livre' and Russian 'kniga' mean the same thing but are pronounced completely differently. An Australian and a Californian speak essentially the same language but pronounce it differently. What's worse, dialectal differences are the result of completely regular sound changes which can happen in a relatively short period of time – seemingly much too short a time for the semantics of the entire language to reorganize itself. Moreover, sound changes are alive and well in running speech in every language of the world. A voiced /b/, /d/ or /g/ in final position in German or Russian is unvoiced to /p/, /t/ and /k/ respectively by a completely general rule. The German adjective 'gelb' means 'yellow' and is pronounced 'gelp'. Its plural or feminine nominative is 'gelbe' and is pronounced 'gelbe'. The voiced phoneme and its unvoiced counterpart are then neutralized in final position. In English, the color of a vowel can be changed by merely adding a suffix: Newton/Newtonian, ocean/oceanic, etc.. None of this makes sense if sound affects meaning.

How can we even consider the phonosemantic claim in the light of such overwhelming counterevidence? One answer to that is simply that if one spends a some time examining words with an eye to the relationship between sound and

meaning, as I do in this dictionary, one finds fairly readily that the relationship is not arbitrary. The phonosemanticist will argue that since the phonosemantic hypothesis can be verified in this way, the question is not really whether these phenomena can coexist, for they obviously do coexist, but how they coexist.

The solution to this mystery seems to lie largely in the recognition that we linguists have not been sufficiently precise as to what constitutes the 'meaning of a word'. Probably any linguist would admit that we still have a hopelessly insufficient understanding of 'meaning'. In this particular case, the sound affects a different aspect of meaning than that which is affected by these other apparently conflicting phenomena. Put another way, 'book' actually does not mean the same thing as 'kniga' or 'livre'. They function in analogous positions in their respective languages. But they are different words. Their predispositions are different.

The Meaning of a Word

This data implies that there are at least two aspects to what we have traditionally called the meaning of a word. One aspect of its meaning is determined by how it is pronounced. And another aspect of its meaning is what it refers to, its function in the language. In concrete nouns especially, reference is very powerful. By this I mean that there is very little disagreement as to what class of objects in the world constitute the referents of a concrete noun. We may argue over which things or situations in the world are 'funky' or 'interesting'. We can argue whether someone is 'sassing' or 'arguing' or just 'talking'. But we generally don't disagree as to whether a certain object is a 'screwdriver' or not. It either is or it isn't. The word 'screwdriver' seems to divide objects in the world fairly cleanly into two classes – those which are and those which aren't. It is this quality in a word which seems to obscure the effect of sound on the meaning of a word.

The topic of whether each word has a single or many related meanings has been debated throughout the history of linguistics. This work suggests that there is indeed a single underlying 'meaning' for each word which is determined by its sound. If this is true, then we might think of this underlying, single meaning as inherent, since it does not involve a mapping from sound to referent, but is determined essentially by the sound alone. That is, once the form is known, the meaning is also known. The many different senses of a word are a result of applying this single word in many different contexts. When a word is used to refer to something, the underlying sound colors the referent with a feeling-tone. This single underlying sound-meaning of a word therefore isn't confined to its lexical definition. It serves as a background which will give words a limited range of tones depending on their referents.

It should not be concluded, however, that inherent meaning is merely ornamental in nature. For example, the sound /b/ is heavier handed than its unvoiced counterpart /p/. Therefore verbs of physical contact are more violent if they start with /b/ (beat, bash, bonk, bat, brain,...), than if they start with /p/ (pat, prick, push, punch,...). Similarly, the people in /b/ are bawdier, braver and more brazen than the prim and proper people of /p/ (bitch, broad, brute, bully, etc. vs. prude, priest, prince, patron, etc.) If you don't know this about /b/, and /p/, you will be unable to feel the difference between 'boom' vs. 'pop' or 'bag' vs. 'pouch'. In order to use a language at all, you must have a feel for its inherent meaning.

Clustering of Concepts

I have just argued that the underlying meaning of a word affects the tone of the word rather than the referent. There is, however, an indirect way by which certain referents tend to fall into words containing a given phoneme. I will call this process 'clustering'. When a basic concept such as 'serpent' falls under a given phoneme, other related words congregate with it. Words related to 'serpent' are much more likely to begin with /s/ than one would expect on a purely random basis. It is clustering which is responsible for the phonesthemes. It is inherent meaning which is responsible for the feeling-tone which attends them.

Thus, a word does not begin with /s/ just because it bears some relationship to the 'serpent', whose meaning reflects the way /s/ is pronounced. (/s/ is pronounced by sending a stream of air through a narrow opening.) The words related to 'serpent' are themselves restricted to the range of feeling-tones available in /s/. For example, /s/ contains many words which spit and slip, or which are smooth and linear. As a result of this clustering, each word belongs in many more phonesthemes than it otherwise would. The network of semantic relations around the phoneme /s/ becomes very closely interconnected.

Organization

Section A1: Monosyllables, All Positions

This section is intended to give a very specific classification for all the consonants in the English monosyllables. This allows one to see very specifically what role each sound is playing in each position of the word.

Section A1 is divided into 24 subsections, one for each consonant. All of the common monosyllabic words which have at least one non-concrete sense are mentioned at least once for each consonant they contain. Each subsection for each phoneme is subdivided as follows:

- First according to a relatively small number (8-15) of supercategory headings which very broadly classify the phonesthemes for that consonant.
- The phonesthemes within that superclass are then listed together with the monosyllabic words exemplifying this phonestheme.

Example:

Relevant Phoneme:

/l/

Superclass:

L1. Lash/Kill

Phonestheme:

1. Maul (intentional)

Relevant Words:

C1: lance, land, lap, lash, lathe, leech, left, lick, light, lodge, lop, lunge

C2: blanch, blast, blaze, bleed, blind, blitz, blow, blunt, clap, cleave, clip, clop, clout, club, flail, flak, flank, flay, flick, flog, glance, plane, splash, ply, slam, slap, slash, slice, slit, slog, slop, slosh, slug

C3: splash, splat, splay

FC1: sculpt

FC2: belt, bolt, geld, jolt, scald, squelch, wield

FC3a: flail, maul, nail, shell, whale

Section B1: Concrete Nouns.

In this section all of the common English monosyllabic concrete nouns are listed and compared phonesthemically. This section contains a subsection for each major concrete noun class: people, titles, body parts, clothing, cloth, periods of time, games, animals, plants, plant parts, foods, minerals, containers, vehicles, buildings, rooms, furniture, tools, weapons, musical instruments, colors, symbols, and units of measurement. These words are then subdivided again phonosemantically.

Example:

Concrete Class:

A. People

Relevant Phoneme:

/g/

Unpleasant People

gawk, geek, gink, goof, gook, goon, goop, goose, goy, gull

Mythical

ghost, ghoul, god

Grumpy

grouch, grump

Goer

gad, gang, ghost, gimp, guide

Gracious

gal, girl, grace, groom, guest, guy

Direct

guard, guide, guild, gun

Groups

group, grange, guild

Index.

All the common monosyllabic words are listed in alphabetical order and cross referenced with all its appearances elsewhere in the dictionary.

Section A1
Phonesthetic Classification

Table of Contents

A1. Consonantal Phonesthemes

| / b / | | | | / g / | | | |
|--------------|-----------------------------------|-----|--------|--------------|----------------------------------|-----|--------|
| A1 | Bulging, Brushy | 64 | 11.4 % | A1 | The Gullet | 27 | 7.2 % |
| A2 | Big, Much, Many | 109 | 19.4 % | B1 | Sound and Talk | 33 | 8.8 % |
| B1 | Barriers, Interference | 76 | 13.5 % | B2 | Voice | 14 | 3.7 % |
| C1 | Emptiness | 35 | 6.2 % | C1 | Containers and Valleys | 49 | 13.0 % |
| D1 | Binding, Contact, Connection | 33 | 5.9 % | C2 | Quantity | 50 | 13.3 % |
| E1 | Foundations, Carrying and Balance | 50 | 8.9 % | D1 | Getting, Holding and Greed | 77 | 20.4 % |
| F1 | Explosion, Blowing and Breaking | 35 | 6.2 % | D2 | Blockage | 38 | 10.1 % |
| F2 | Departure | 19 | 3.4 % | E1 | Giving | 6 | 1.6 % |
| F3 | Hitting, Battling, Games | 50 | 8.9 % | E2 | Going | 55 | 14.6 % |
| F4 | Bizarre and Chaotic | 8 | 1.4 % | E3 | Growing | 26 | 6.9 % |
| G1 | Noises and Music | 36 | 6.4 % | F1 | Goodness | 15 | 4.0 % |
| G2 | Effusive Language and Writing | 74 | 13.2 % | G1 | Light (Generally Indirect) | 18 | 4.8 % |
| G3 | Bother and Bargain | 19 | 3.4 % | H1 | Understanding | 23 | 6.1 % |
| H1 | Birth and Beginnings | 45 | 8.0 % | I1 | Grids and Grains | 12 | 3.2 % |
| I1 | Badness | 31 | 5.5 % | J1 | Death and Gloom | 30 | 8.0 % |
| I2 | Pain | 43 | 7.7 % | K1 | Too Much Where It Doesn't Belong | 112 | 29.7 % |
| I3 | Error | 22 | 3.9 % | K2 | Not Enough Where It's Needed | 106 | 28.1 % |
| J1 | Water | 68 | 12.1 % | L1 | Hidden Source or Goal | 117 | 31.0 % |
| J2 | Alcohol | 16 | 2.9 % | / p / | | | |
| J3 | Boats | 27 | 4.8 % | A1 | Prongs, Peaks, Points | 105 | 15.8 % |
| K1 | Fire, Light | 18 | 3.2 % | B1 | Puffy and Plane | 84 | 12.6 % |
| K2 | Saturated Color | 20 | 3.6 % | C1 | Containers and Enclosed Areas | 74 | 11.1 % |
| L1 | Boards and Bricks | 18 | 3.2 % | D1 | Parts and Pictures | 91 | 13.7 % |
| / d / | | | | E1 | Groups, Units, Levels, Size | 94 | 14.1 % |
| A1 | End, Death, Sleep, Drug | 50 | 10.4 % | F1 | Picking, Pulling | 107 | 16.1 % |
| A2 | Diminishment, Smallness | 83 | 17.3 % | G1 | Patrolling | 20 | 3.0 % |
| A3 | Breadth, Dragging On | 41 | 8.5 % | H1 | Pamper, Pester, Prepare | 88 | 13.2 % |
| A4 | Scarcity, Danger | 60 | 12.5 % | I1 | Pouring, Putting, Pushing and | 183 | 27.5 % |
| A5 | Confusion, Discord and Barriers | 69 | 14.4 % | J1 | Stepping and Paths | 48 | 7.2 % |
| A6 | Dark, Dirty and Dreary | 97 | 20.2 % | K1 | Endings, The Past | 22 | 3.3 % |
| B1 | Divisions, Groups, Amounts | 130 | 27.1 % | L1 | Talk | 72 | 10.8 % |
| C1 | Execution of Pending Process | 91 | 19.0 % | L2 | Noises and Music | 30 | 4.5 % |
| C2 | Motion | 31 | 6.5 % | M1 | The Problem | 62 | 9.3 % |
| D1 | Down | 154 | 32.1 % | N1 | Heat | 2 | 0.3 % |
| E1 | Good, Dear | 33 | 6.9 % | / t / | | | |
| F1 | Water | 62 | 12.9 % | A1 | Travel | 125 | 15.0 % |
| G1 | Light and Color | 11 | 2.3 % | A2 | Cast, Blow, Flow | 60 | 7.2 % |

Words Which Fit In Concrete B1 Classes, but not Phonesthetic A1 Classes

People

bach, bub, chef, dweeb, fop, gal, Jew, pa, senate, thane, vet, yid

Body Parts

beak, jowl, thigh

Clothing

drawers, jean, pants, tog

Games

craps, golf, whist

Animals

chimp, coon, cub, daw, deer, doe, drake, ewe, flea, foal, gnu, goat, hake, hare, hart, hen, loon, mare, moose, newt, pooch, prawn, pup, scrod, squid, stag, stork, swan, tern, thrush, tom, trout, wren

Plants

beet, chive, clove, cress, dill, kale, larch, maize, myrrh, pear, phlox, plum, quince, rice, rye, sedge, soy, tea, thyme, wheat, yam, yew

Plant Parts

bran

Food

beet, bran, chive, clove, coke, cress, dill, ghee, kale, kirsch, knish, lox, pear, plum, quiche, quince, rice, roe, rum, rye, schnapps, scone, scrod, slaw, soy, steak, tea, thyme, torte, trout, veal, wheat, wine, wurst, yam

Vehicles

surrey

Materials

jean, lye, quartz, teak, zinc

Time

June

Color

mauve, roan, taupe, taw, teal

Units

ton

Symbols

dah, five, four, pi, schwa, twenty

A1. Consonantal Phonesthemes

Total Words 3425

Classes/Word 6.18

Total Words in A1 3282

/ b /

| | | | | | |
|---|------------------------------|------------|------------|---|----|
| Total words | 333 | Classes/Wd | 3.3 | | |
| <hr/> | | | | | |
| A1 Bulging, Brushy | <i>[+liquid]</i> | 64 | 11.4 | % | |
| <hr/> | | | | | |
| 1 Bulging | <i>/l/, [V, +low, +back]</i> | 1 | | | |
| bag, bale, ball, belch, bell, bilge, blimp, bloat, blob, blouse, blow, boil, boob, bulge, bum, bun/s, burl, burst, bust | | | | | |
| Number of Words | 19 | 30 % | A1bA11: 1 | | |
| <hr/> | | | | | |
| 1 Bulging | | | | | F3 |
| blob, boob, flab, globe, gob, lob, lobe | | | | | |
| Number of Words | 7 | 11 % | A1bA11: F3 | | |
| <hr/> | | | | | |
| 2 Bump | <i>/l/, [V, +low, +back]</i> | 1 | | | |
| ball/s, bay, bead, blip, bloat, blob, boil, boll, boob, breast, bud, bug(eye), bulb, bulge, bum, bump, bun, bunch, bun/s, burl, bust, butt, butte | | | | | |
| Number of Words | 23 | 36 % | A1bA12: 1 | | |
| <hr/> | | | | | |
| 2 Bump | | | | | F3 |
| blob, boob, glob, knob, lobe, neb, nib, nub, tab | | | | | |
| Number of Words | 9 | 14 % | A1bA12: F3 | | |
| <hr/> | | | | | |
| 3 Round | <i>/l/, [V, +low, +back]</i> | 1 | | | |
| bale, ball, bead, bell, blimp, blip, bloat, blob, blotch, bowl, bulb, bulge | | | | | |
| Number of Words | 12 | 19 % | A1bA13: 1 | | |
| <hr/> | | | | | |
| 3 Round | | | | | F3 |
| blob, bulb, globe, knob, lob, lobe, orb | | | | | |
| Number of Words | 7 | 11 % | A1bA13: F3 | | |
| <hr/> | | | | | |
| 4 Bend | | | | | 1 |
| bay, belt, bend, bight, bow | | | | | |
| Number of Words | 5 | 8 % | A1bA14: 1 | | |
| <hr/> | | | | | |
| 4 Bend | | | | | F3 |
| lob, lobe | | | | | |
| Number of Words | 2 | 3 % | A1bA14: F3 | | |
| <hr/> | | | | | |
| 5 Brushy | <i>/r/</i> | 1 | | | |
| bang, barb, beard, bosk, braid, brake, branch, broom, brow, browse, brush, bur, burr, bush | | | | | |
| Number of Words | 14 | 22 % | A1bA15: 1 | | |
| <hr/> | | | | | |
| A2 Big, Much, Many | <i>[V, +low, +back]</i> | 109 | 19.4 | % | |
| <hr/> | | | | | |
| 1 General Bigness | | | | | 1 |
| bank, beaut, best, big, bis, blow, boon, boot, both, brisk, broad, bulk | | | | | |
| Number of Words | 12 | 11 % | A1bA21: 1 | | |

| | | | | | |
|--|-----------------------|------|------------|--|----|
| 1 General Bigness | | | | | F3 |
| flab, glob, globe, gob | | | | | |
| Number of Words | 4 | 4 % | A1bA21: F3 | | |
| <hr/> | | | | | |
| 2 Groups | | | | | 1 |
| band, bar, batch, bench, bloc, block, blood, board, bond, brace, branch, brand, brood, bunch, bund | | | | | |
| Number of Words | 15 | 14 % | A1bA22: 1 | | |
| <hr/> | | | | | |
| 2 Groups | | | | | F3 |
| club, mob, tribe | | | | | |
| Number of Words | 3 | 3 % | A1bA22: F3 | | |
| <hr/> | | | | | |
| 3 Classifiers | | | | | 1 |
| bale, bank, bar, batch, bed, bolt, book, bout, brood | | | | | |
| Number of Words | 9 | 8 % | A1bA23: 1 | | |
| <hr/> | | | | | |
| 3 Classifiers | | | | | F3 |
| dab, glob, gob | | | | | |
| Number of Words | 3 | 3 % | A1bA23: F3 | | |
| <hr/> | | | | | |
| 4 Units | | | | | 1 |
| bar, baud, bit, byte | | | | | |
| Number of Words | 4 | 4 % | A1bA24: 1 | | |
| <hr/> | | | | | |
| 5 Types | <i>/r/</i> | | | | 1 |
| brace, branch, brand, breed | | | | | |
| Number of Words | 4 | 4 % | A1bA25: 1 | | |
| <hr/> | | | | | |
| 6 Money | | | | | 1 |
| bail, bank, bar, bear, bet, bill, bit, bleed, blow, bob, bond, bourse, brass, bread, bribe, buck, bull, bunch, buy | | | | | |
| Number of Words | 19 | 17 % | A1bA26: 1 | | |
| <hr/> | | | | | |
| 7 Growth | <i>/l/</i> | | | | 1 |
| beef, best, blast, bloat, bloom, blow, boom, boost, breed, bud, build, bulge, bulk, bull, bush | | | | | |
| Number of Words | 15 | 14 % | A1bA27: 1 | | |
| <hr/> | | | | | |
| 8 Bright | <i>/l/, /r/, /ij/</i> | | | | 1 |
| bask, beam, blanch, blank, blaze, bleach, blink, blip, blitz, blond, blush, bold, bolt, brand, braze, bright, bulb, burn | | | | | |
| Number of Words | 18 | 17 % | A1bA28: 1 | | |
| <hr/> | | | | | |
| 8 Bright | | | | | F3 |
| bulb, strobe | | | | | |
| Number of Words | 2 | 2 % | A1bA28: F3 | | |
| <hr/> | | | | | |
| 9 Immersion | | | | | 1 |
| bake, bask, baste, bathe, beam, binge, bliss, brew, brim, buff | | | | | |
| Number of Words | 10 | 9 % | A1bA29: 1 | | |
| <hr/> | | | | | |
| 9 Immersion | | | | | F3 |
| probe, web | | | | | |
| Number of Words | 2 | 2 % | A1bA29: F3 | | |

A1. Consonantal Phonesthemes

Total Words 3425

Classes/Word 6.18

Total Words in A1 3282

| | |
|---|---|
| <p>10 Brazen, Bold /r/ 1 bad, ball/s, bawd, bold, brash, brass, brave, brawn, breast, brute Number of Words 10 9% A1bA210: 1</p> <hr/> <p>11 Strong 1 beef, bench, box, brawn, brute Number of Words 5 5% A1bA211: 1</p> <hr/> <p>12 Beauty 1 beau, beaut, belle Number of Words 3 3% A1bA212: 1</p> <hr/> <p>13 Party, Celebration, Gathering 1 bake, ball, bash, bee, blast Number of Words 5 5% A1bA213: 1</p> <hr/> <p>B1 Barriers, Interference [+stop] 76 13.5 %</p> <hr/> <p>1 Impediments [+stop] 1 balk, ban, band, bank, bar, barb, bate, bay, bib, bit, bitch, blind, block, bluff, bog, boom, boot, brake, brig, bund, bung Number of Words 21 28% A1bB11: 1</p> <hr/> <p>1 Impediments F3 barb, bib, knob, scab, shrub, slab, web Number of Words 7 9% A1bB11: F3</p> <hr/> <p>2 Boundaries [+stop] 1 bank, bar, beach, belt, blank, bluff, bound, break, breath, brim, brink, brow, brunt Number of Words 13 17% A1bB12: 1</p> <hr/> <p>2 Boundaries F3 curb, scab, shrub Number of Words 3 4% A1bB12: F3</p> <hr/> <p>3 Interfere (transitive) [+stop] 1 bag, ban, bar, bate, bench, bend, bilk, bind, blank, blind, block, blot, bluff, blunt, blur, bog, bolt, boss, bounce, bout, brake, breach, break, brook, brush, buck, buff, bug, bump, butt Number of Words 30 39% A1bB13: 1</p> <hr/> <p>3 Grab F3 barb, grab, mob, nab, rob, web Number of Words 6 8% A1bB13: F3</p> <hr/> <p>4 Stop, Wait (intransitive) [+stop], 1 bait, balk, bate, bear, bend, bide, bilk, brace, brake, break, brew, brook, buck Number of Words 13 17% A1bB14: 1</p> <hr/> <p>4 Stop, Wait F3 curb, ebb, jib, snub, stub Number of Words 5 7% A1bB14: F3</p> | <p>5 Other Barriers [+stop] 1 back, blink, blunt, boo, brief, but Number of Words 6 8% A1bB15: 1</p> <hr/> <p>C1 Emptiness /l/ 35 6.2 %</p> <hr/> <p>1 General Emptiness [l, r] 1 back, bail, bald, bare, blah, bland, blank, bleak, blob, bush, bye Number of Words 11 31% A1bC11: 1</p> <hr/> <p>2 Empty Talk /l/ 1 bilge, blab, bluff, bore, bosh, bull, bunk Number of Words 7 20% A1bC12: 1</p> <hr/> <p>2 Empty Talk F3 blab, crab, gab Number of Words 3 9% A1bC12: F3</p> <hr/> <p>3 Empty Sight, Color /l/ 1 black, blanch, blank, bleach, bleak, blear, blind, blink, blip, block, blot, blur Number of Words 12 34% A1bC13: 1</p> <hr/> <p>4 No Money 1 bounce, break, broke, bum, bust Number of Words 5 14% A1bC14: 1</p> <hr/> <p>D1 Binding, Contact, Connection [+dental] 33 5.9 %</p> <hr/> <p>1 Bind /nd/ 1 band, bind, blend, bond, bound, bunch, bund Number of Words 7 21% A1bD11: 1</p> <hr/> <p>2 Relationships [+dental, +voiced] 1 beau, blood, bond, both, breed, bride Number of Words 6 18% A1bD12: 1</p> <hr/> <p>2 Relationships F3 club, mob, tribe Number of Words 3 9% A1bD12: F3</p> <hr/> <p>3 Fasten [+dental] 1 bar, baste, belt, bolt, bow, brace, braid Number of Words 7 21% A1bD13: 1</p> <hr/> <p>3 Fasten F3 knob, scab, web Number of Words 3 9% A1bD13: F3</p> <hr/> <p>4 Connect /r/ 1 braze, bridge Number of Words 2 6% A1bD14: 1</p> |
|---|---|

Section B1
Concrete Noun Classification

B1. Concrete Semantic Classes

Total Words 3425

TotClassPerWd 1.45

Total Words in B1 1668

| | | |
|---|-----|------------------|
| A1 People | 878 | 52.6 % |
| / b / | | |
| 63 | | 7.2 % |
| 1 Beautiful, Handsome, Sexy People | | |
| babe, bach, bawd, bean, beau, belle, bird, blade, block, bloke, blood, blue, boy, brave, brick, bride, broad, bruise/r, bub, buck, bud, butch | | |
| Number of Words | 22 | 34.9 % B1bA11: 1 |
| 2 Mean, Criminal People | | |
| bawd, beast, bitch, blight, bluff, boob, boss, brag, brat, brute, bug | | |
| Number of Words | 11 | 17.5 % B1bA12: 1 |
| 3 Big, Loud People | | |
| babe, bear, beast, bitch, blab, blight, blimp, block, boob, boor, bore, boss, brag, brat, brave, bruise/r, brute, bub, bug, bull, bum, butch | | |
| Number of Words | 22 | 34.9 % B1bA13: 1 |
| 4 Ugly, Stupid People | | |
| babe, bag, bat, bear, beast, bird, blab, blimp, boob, boor, bore, boy, brute, bug, bum, butch, butt | | |
| Number of Words | 17 | 27.0 % B1bA14: 1 |
| 5 Professions | | |
| back, bail, bard, bass, bawd, bone/s, boy, bull | | |
| Number of Words | 8 | 12.7 % B1bA15: 1 |
| 6 Children | | |
| babe, bairn, boy, brat | | |
| Number of Words | 4 | 6.3 % B1bA16: 1 |
| 7 Smart, Enthusiastic People | | |
| brain, buff, bug | | |
| Number of Words | 3 | 4.8 % B1bA17: 1 |
| 8 Other People | | |
| black, blond | | |
| Number of Words | 2 | 3.2 % B1bA18: 1 |
| 9 Groups of People | | |
| band, bar, batch, bench, bloc, blood, board, bond, both, brood, bunch, bund | | |
| Number of Words | 12 | 19.0 % B1bA19: 1 |

| | | |
|--|---|------------------|
| / d / | | |
| 26 | | 3.0 % |
| 1 Dear People | | |
| dad, dear, dove, duck | | |
| Number of Words | 4 | 15.4 % B1dA11: 1 |
| 2 Ladies, Gentlemen | | |
| dame, date, dish, doll, don, drag, dude | | |
| Number of Words | 7 | 26.9 % B1dA12: 1 |
| 3 Titles | | |
| dean, don, duke | | |
| Number of Words | 3 | 11.5 % B1dA13: 1 |
| 4 Dummies | | |
| dolt, dope, drip, droll, drone, dud, dunce | | |
| Number of Words | 7 | 26.9 % B1dA14: 1 |
| 5 Negative Women | | |
| dike, dog, drab | | |
| Number of Words | 3 | 11.5 % B1dA15: 1 |
| 6 Mythical Beings | | |
| druid, dryad, dwarf | | |
| Number of Words | 3 | 11.5 % B1dA16: 1 |
| 7 Other People | | |
| dead, dweeb | | |
| Number of Words | 2 | 7.7 % B1dA17: 1 |
| / g / | | |
| 29 | | 3.3 % |
| 1 Socially Inept People | | |
| gawk, geek, gink, goof, gook, goon, goose, goy, gull | | |
| Number of Words | 9 | 31.0 % B1gA11: 1 |
| 2 Mythical Beings | | |
| ghost, ghoul, god | | |
| Number of Words | 3 | 10.3 % B1gA12: 1 |
| 4 Grumpy People | | |
| grouch, grump | | |
| Number of Words | 2 | 6.9 % B1gA14: 1 |
| 5 Going People | | |
| gang, ghost, gimp, guide | | |
| Number of Words | 4 | 13.8 % B1gA15: 1 |
| 6 Gracious People | | |
| gal, girl, grace, groom, guest, guy | | |
| Number of Words | 6 | 20.7 % B1gA16: 1 |

B1. Concrete Semantic Classes

Total Words 3425

TotClassPerWd 1.45

Total Words in B1 1668

| | | | |
|---|--------------|--------|------------|
| 7 Directing People guard, guide, guild, gun | | | |
| Number of Words | 4 | 13.8 % | B1gA17: 1 |
| 8 Sexual People gay | | | |
| Number of Words | 1 | 3.4 % | B1gA18: 1 |
| 9 Groups of People gang, group, grange, guard, guild | | | |
| Number of Words | 5 | 17.2 % | B1gA19: 1 |
| / p / | | | |
| 37 | 4.2 % | | |
| 2 Small People page, peon, plebe, poor, prey, punk | | | |
| Number of Words | 6 | 16.2 % | B1pA12: 1 |
| 3 Mythic Beings Pan, Puck | | | |
| Number of Words | 2 | 5.4 % | B1pA13: 1 |
| 4 Two People pal, peer | | | |
| Number of Words | 2 | 5.4 % | B1pA14: 1 |
| 5 Substitutes pawn, plant | | | |
| Number of Words | 2 | 5.4 % | B1pA15: 1 |
| 6 Endearing Terms for Women peach, pearl, pet, pie, piece, plum, puff | | | |
| Number of Words | 7 | 18.9 % | B1pA16: 1 |
| 7 Powerful People pimp, prince, pro | | | |
| Number of Words | 3 | 8.1 % | B1pA17: 1 |
| 8 Priests pope, priest | | | |
| Number of Words | 2 | 5.4 % | B1pA18: 1 |
| 9 Papas pa, pap, paw, pop | | | |
| Number of Words | 4 | 10.8 % | B1pA19: 1 |
| 10 Prudes prig, prude, prune | | | |
| Number of Words | 3 | 8.1 % | B1pA110: 1 |
| 13 Unpleasant People pest, pig, pink, prick, prig, prude, prune, punk | | | |
| Number of Words | 8 | 21.6 % | B1pA113: 1 |

| | | | |
|--|--------------|--------|------------|
| 15 Groups of People pack, press | | | |
| Number of Words | 2 | 5.4 % | B1pA115: 1 |
| 16 Other People pimp, prof | | | |
| Number of Words | 2 | 5.4 % | B1pA116: 1 |
| / t / | | | |
| 26 | 3.0 % | | |
| 1 Teams team, tong, town, trade, tribe, trio, troop, troupe, trust, twain, twin, two | | | |
| Number of Words | 12 | 46.2 % | B1tA11: 1 |
| 3 Tyrants troll | | | |
| Number of Words | 1 | 3.8 % | B1tA13: 1 |
| 4 Young, Small People tad, teen, toots, tot, tyke | | | |
| Number of Words | 5 | 19.2 % | B1tA14: 1 |
| 5 Groups of People team, tribe, troop, troupe | | | |
| Number of Words | 4 | 15.4 % | B1tA15: 1 |
| 6 Two People twain, twin | | | |
| Number of Words | 2 | 7.7 % | B1tA16: 1 |
| 7 Travellers tail, tar, tramp, tribe, troop, troupe | | | |
| Number of Words | 6 | 23.1 % | B1tA17: 1 |
| 8 Sexually Appealing Women tail, tart, toots, tramp | | | |
| Number of Words | 4 | 15.4 % | B1tA18: 1 |
| 9 Unpleasant People toad, trash, turd, twit, twerp | | | |
| Number of Words | 5 | 19.2 % | B1tA19: 1 |
| / k / | | | |
| 52 | 5.9 % | | |
| 1 Kin clone, ken, kin, kith | | | |
| Number of Words | 4 | 7.7 % | B1kA11: 1 |



**A
Dictionary
of
English
Sound**

Margaret Magnus

**A Dictionary
of English
Sound**

**The
Consonants**

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Margaret Magnus
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Introduction The Phenomenon of Phono-Semantics

There is a correspondence between the meaning of a word and the phonemes, or speech sounds, which make it up. (A phoneme is a significant speech sound. If English were pronounced the way it is spelled, every letter would be a phoneme.) In English, for example, words beginning with 'sp-' often refer to spewing or spitting (splash, spurt, splutter, spout...), and words in 'pl-' tend to be planar (plate, platter, plot, plateau, ...). Sounds or sound sequences and their associated meanings are called 'phonesthemes'. This work provides a listing of many English phonesthemes together with the common monosyllabic words which exemplify these phonesthemes. It is my hope that this dictionary will provide a useful reference for students of English, poets, writers, linguists, developers of natural language software, and others interested in the phenomenon of language.

This correlation between sound and meaning holds also on the level of each individual phoneme. A given phoneme contributes an element of meaning to every word which contains it, and this semantic contribution is based in its pronunciation. For example, the phoneme /k/ forms a container of the mouth. Consequently the words starting with /k/ often have implicit in them containers (cup, car, cabin, can,...), covers (cap, cloak, clothing,...), collection (cluster, come, clasp, cling,...) and closure (key, cut, kill, cap,...). However, the phonemes which make up a word do not in general reflect its referent. That is to say, if a word contains /k/, it is more likely to refer to a container. But the sound /k/ does not wholly determine what the word refers to. What the sound does directly affect is the feeling-tone of the word. For example, the phoneme /k/ does not in general have anything to say about whether the word refers to a shape, a sound, or motion. Rather, it makes the shape cornered, curved or crinkly; the sound crackly or clapping; and it causes the motion to involve contact. In other words, the sounds in a word reflect some more basic aspect of its meaning than does its referent.

This dictionary provides several kinds of classifications for all the common monosyllabic words in English. We find that words containing a given phoneme fall easily into a surprisingly narrow set of phonesthemes with one important exception. Concrete nouns do not in general fit a pronunciation-based classification nearly as well as other parts of the vocabulary. Concrete nouns can, however, be easily identified by another means. 98% of them fall cleanly into one of the following semantic classes: people, titles, body parts, clothing, cloth, periods of time, games, animals, plants, plant parts, foods, minerals, containers, vehicles, buildings, rooms, furniture, tools, weapons, musical instruments, colors, symbols, and units of measurement. For this reason, these classes are treated differently throughout the dictionary.

The field which studies the relationship between sound and meaning is fairly marginal within linguistics, and goes by many names, the most common of which is sound symbolism. However, since we suspect that symbolism – or a mapping from symbol to referent – does not lie at the root of the phenomenon, we will prefer to call the field phonosemantics, a name which is also not unprecedented in the linguistics literature. (See Stanislav Voronin in the bibliography)

Conflicting Data

It is in general supposed in the linguistics literature that the relationship between sound and meaning is arbitrary. The data provided in this dictionary suggests that this supposition is not true. Of course, the first objection that arises in the mind of a trained (or even a not-so trained) linguist to the phonosemantic claim is that it is in obvious conflict with such well established and fundamental phenomena as the existence of different languages. English 'book', French 'livre' and Russian 'kniga' mean the same thing but are pronounced completely differently. An Australian and a Californian speak essentially the same language but pronounce it differently. What's worse, dialectal differences are the result of completely regular sound changes which can happen in a relatively short period of time – seemingly much too short a time for the semantics of the entire language to reorganize itself. Moreover, sound changes are alive and well in running speech in every language of the world. A voiced /b/, /d/ or /g/ in final position in German or Russian is unvoiced to /p/, /t/ and /k/ respectively by a completely general rule. The German adjective 'gelb' means 'yellow' and is pronounced 'gelp'. Its plural or feminine nominative is 'gelbe' and is pronounced 'gelbe'. The voiced phoneme and its unvoiced counterpart are then neutralized in final position. In English, the color of a vowel can be changed by merely adding a suffix: Newton/Newtonian, ocean/oceanic, etc.. None of this makes sense if sound affects meaning.

How can we even consider the phonosemantic claim in the light of such overwhelming counterevidence? One answer to that is simply that if one spends a some time examining words with an eye to the relationship between sound and

meaning, as I do in this dictionary, one finds fairly readily that the relationship is not arbitrary. The phonosemanticist will argue that since the phonosemantic hypothesis can be verified in this way, the question is not really whether these phenomena can coexist, for they obviously do coexist, but how they coexist.

The solution to this mystery seems to lie largely in the recognition that we linguists have not been sufficiently precise as to what constitutes the 'meaning of a word'. Probably any linguist would admit that we still have a hopelessly insufficient understanding of 'meaning'. In this particular case, the sound affects a different aspect of meaning than that which is affected by these other apparently conflicting phenomena. Put another way, 'book' actually does not mean the same thing as 'kniga' or 'livre'. They function in analogous positions in their respective languages. But they are different words. Their predispositions are different.

The Meaning of a Word

This data implies that there are at least two aspects to what we have traditionally called the meaning of a word. One aspect of its meaning is determined by how it is pronounced. And another aspect of its meaning is what it refers to, its function in the language. In concrete nouns especially, reference is very powerful. By this I mean that there is very little disagreement as to what class of objects in the world constitute the referents of a concrete noun. We may argue over which things or situations in the world are 'funky' or 'interesting'. We can argue whether someone is 'sassing' or 'arguing' or just 'talking'. But we generally don't disagree as to whether a certain object is a 'screwdriver' or not. It either is or it isn't. The word 'screwdriver' seems to divide objects in the world fairly cleanly into two classes – those which are and those which aren't. It is this quality in a word which seems to obscure the effect of sound on the meaning of a word.

The topic of whether each word has a single or many related meanings has been debated throughout the history of linguistics. This work suggests that there is indeed a single underlying 'meaning' for each word which is determined by its sound. If this is true, then we might think of this underlying, single meaning as inherent, since it does not involve a mapping from sound to referent, but is determined essentially by the sound alone. That is, once the form is known, the meaning is also known. The many different senses of a word are a result of applying this single word in many different contexts. When a word is used to refer to something, the underlying sound colors the referent with a feeling-tone. This single underlying sound-meaning of a word therefore isn't confined to its lexical definition. It serves as a background which will give words a limited range of tones depending on their referents.

It should not be concluded, however, that inherent meaning is merely ornamental in nature. For example, the sound /b/ is heavier handed than its unvoiced counterpart /p/. Therefore verbs of physical contact are more violent if they start with /b/ (beat, bash, bonk, bat, brain,...), than if they start with /p/ (pat, prick, push, punch,...). Similarly, the people in /b/ are bawdier, braver and more brazen than the prim and proper people of /p/ (bitch, broad, brute, bully, etc. vs. prude, priest, prince, patron, etc.) If you don't know this about /b/, and /p/, you will be unable to feel the difference between 'boom' vs. 'pop' or 'bag' vs. 'pouch'. In order to use a language at all, you must have a feel for its inherent meaning.

Clustering of Concepts

I have just argued that the underlying meaning of a word affects the tone of the word rather than the referent. There is, however, an indirect way by which certain referents tend to fall into words containing a given phoneme. I will call this process 'clustering'. When a basic concept such as 'serpent' falls under a given phoneme, other related words congregate with it. Words related to 'serpent' are much more likely to begin with /s/ than one would expect on a purely random basis. It is clustering which is responsible for the phonesthemes. It is inherent meaning which is responsible for the feeling-tone which attends them.

Thus, a word does not begin with /s/ just because it bears some relationship to the 'serpent', whose meaning reflects the way /s/ is pronounced. (/s/ is pronounced by sending a stream of air through a narrow opening.) The words related to 'serpent' are themselves restricted to the range of feeling-tones available in /s/. For example, /s/ contains many words which spit and slip, or which are smooth and linear. As a result of this clustering, each word belongs in many more phonesthemes than it otherwise would. The network of semantic relations around the phoneme /s/ becomes very closely interconnected.

Organization

Section A1: Monosyllables, All Positions

This section is intended to give a very specific classification for all the consonants in the English monosyllables. This allows one to see very specifically what role each sound is playing in each position of the word.

Section A1 is divided into 24 subsections, one for each consonant. All of the common monosyllabic words which have at least one non-concrete sense are mentioned at least once for each consonant they contain. Each subsection for each phoneme is subdivided as follows:

- First according to a relatively small number (8-15) of supercategory headings which very broadly classify the phonesthemes for that consonant.
- The phonesthemes within that superclass are then listed together with the monosyllabic words exemplifying this phonestheme.

Example:

Relevant Phoneme:

/l/

Superclass:

L1. Lash/Kill

Phonestheme:

1. Maul (intentional)

Relevant Words:

C1: lance, land, lap, lash, lathe, leech, left, lick, light, lodge, lop, lunge

C2: blanch, blast, blaze, bleed, blind, blitz, blow, blunt, clap, cleave, clip, clop, clout, club, flail, flak, flank, flay, flick, flog, glance, plane, splash, ply, slam, slap, slash, slice, slit, slog, slop, slosh, slug

C3: splash, splat, splay

FC1: sculpt

FC2: belt, bolt, geld, jolt, scald, squelch, wield

FC3a: flail, maul, nail, shell, whale

Section B1: Concrete Nouns.

In this section all of the common English monosyllabic concrete nouns are listed and compared phonesthemically. This section contains a subsection for each major concrete noun class: people, titles, body parts, clothing, cloth, periods of time, games, animals, plants, plant parts, foods, minerals, containers, vehicles, buildings, rooms, furniture, tools, weapons, musical instruments, colors, symbols, and units of measurement. These words are then subdivided again phonosemantically.

Example:

Concrete Class:

A. People

Relevant Phoneme:

/g/

Unpleasant People

gawk, geek, gink, goof, gook, goon, goop, goose, goy, gull

Mythical

ghost, ghoul, god

Grumpy

grouch, grump

Goer

gad, gang, ghost, gimp, guide

Gracious

gal, girl, grace, groom, guest, guy

Direct

guard, guide, guild, gun

Groups

group, grange, guild

Index.

All the common monosyllabic words are listed in alphabetical order and cross referenced with all its appearances elsewhere in the dictionary.

Section A1
Phonesthetic Classification

Table of Contents

A1. Consonantal Phonesthemes

| / b / | | | | / g / | | | |
|--------------|-----------------------------------|-----|--------|--------------|----------------------------------|-----|--------|
| A1 | Bulging, Brushy | 64 | 11.4 % | A1 | The Gullet | 27 | 7.2 % |
| A2 | Big, Much, Many | 109 | 19.4 % | B1 | Sound and Talk | 33 | 8.8 % |
| B1 | Barriers, Interference | 76 | 13.5 % | B2 | Voice | 14 | 3.7 % |
| C1 | Emptiness | 35 | 6.2 % | C1 | Containers and Valleys | 49 | 13.0 % |
| D1 | Binding, Contact, Connection | 33 | 5.9 % | C2 | Quantity | 50 | 13.3 % |
| E1 | Foundations, Carrying and Balance | 50 | 8.9 % | D1 | Getting, Holding and Greed | 77 | 20.4 % |
| F1 | Explosion, Blowing and Breaking | 35 | 6.2 % | D2 | Blockage | 38 | 10.1 % |
| F2 | Departure | 19 | 3.4 % | E1 | Giving | 6 | 1.6 % |
| F3 | Hitting, Battling, Games | 50 | 8.9 % | E2 | Going | 55 | 14.6 % |
| F4 | Bizarre and Chaotic | 8 | 1.4 % | E3 | Growing | 26 | 6.9 % |
| G1 | Noises and Music | 36 | 6.4 % | F1 | Goodness | 15 | 4.0 % |
| G2 | Effusive Language and Writing | 74 | 13.2 % | G1 | Light (Generally Indirect) | 18 | 4.8 % |
| G3 | Bother and Bargain | 19 | 3.4 % | H1 | Understanding | 23 | 6.1 % |
| H1 | Birth and Beginnings | 45 | 8.0 % | I1 | Grids and Grains | 12 | 3.2 % |
| I1 | Badness | 31 | 5.5 % | J1 | Death and Gloom | 30 | 8.0 % |
| I2 | Pain | 43 | 7.7 % | K1 | Too Much Where It Doesn't Belong | 112 | 29.7 % |
| I3 | Error | 22 | 3.9 % | K2 | Not Enough Where It's Needed | 106 | 28.1 % |
| J1 | Water | 68 | 12.1 % | L1 | Hidden Source or Goal | 117 | 31.0 % |
| J2 | Alcohol | 16 | 2.9 % | / p / | | | |
| J3 | Boats | 27 | 4.8 % | A1 | Prongs, Peaks, Points | 105 | 15.8 % |
| K1 | Fire, Light | 18 | 3.2 % | B1 | Puffy and Plane | 84 | 12.6 % |
| K2 | Saturated Color | 20 | 3.6 % | C1 | Containers and Enclosed Areas | 74 | 11.1 % |
| L1 | Boards and Bricks | 18 | 3.2 % | D1 | Parts and Pictures | 91 | 13.7 % |
| / d / | | | | E1 | Groups, Units, Levels, Size | 94 | 14.1 % |
| A1 | End, Death, Sleep, Drug | 50 | 10.4 % | F1 | Picking, Pulling | 107 | 16.1 % |
| A2 | Diminishment, Smallness | 83 | 17.3 % | G1 | Patrolling | 20 | 3.0 % |
| A3 | Breadth, Dragging On | 41 | 8.5 % | H1 | Pamper, Pester, Prepare | 88 | 13.2 % |
| A4 | Scarcity, Danger | 60 | 12.5 % | I1 | Pouring, Putting, Pushing and | 183 | 27.5 % |
| A5 | Confusion, Discord and Barriers | 69 | 14.4 % | J1 | Stepping and Paths | 48 | 7.2 % |
| A6 | Dark, Dirty and Dreary | 97 | 20.2 % | K1 | Endings, The Past | 22 | 3.3 % |
| B1 | Divisions, Groups, Amounts | 130 | 27.1 % | L1 | Talk | 72 | 10.8 % |
| C1 | Execution of Pending Process | 91 | 19.0 % | L2 | Noises and Music | 30 | 4.5 % |
| C2 | Motion | 31 | 6.5 % | M1 | The Problem | 62 | 9.3 % |
| D1 | Down | 154 | 32.1 % | N1 | Heat | 2 | 0.3 % |
| E1 | Good, Dear | 33 | 6.9 % | / t / | | | |
| F1 | Water | 62 | 12.9 % | A1 | Travel | 125 | 15.0 % |
| G1 | Light and Color | 11 | 2.3 % | A2 | Cast, Blow, Flow | 60 | 7.2 % |

Words Which Fit In Concrete B1 Classes, but not Phonesthemic A1 Classes

People

bach, bub, chef, dweeb, fop, gal, Jew, pa, senate, thane, vet, yid

Body Parts

beak, jowl, thigh

Clothing

drawers, jean, pants, tog

Games

craps, golf, whist

Animals

chimp, coon, cub, daw, deer, doe, drake, ewe, flea, foal, gnu, goat, hake, hare, hart, hen, loon, mare, moose, newt, pooch, prawn, pup, scrod, squid, stag, stork, swan, tern, thrush, tom, trout, wren

Plants

beet, chive, clove, cress, dill, kale, larch, maize, myrrh, pear, phlox, plum, quince, rice, rye, sedge, soy, tea, thyme, wheat, yam, yew

Plant Parts

bran

Food

beet, bran, chive, clove, coke, cress, dill, ghee, kale, kirsch, knish, lox, pear, plum, quiche, quince, rice, roe, rum, rye, schnapps, scone, scrod, slaw, soy, steak, tea, thyme, torte, trout, veal, wheat, wine, wurst, yam

Vehicles

surrey

Materials

jean, lye, quartz, teak, zinc

Time

June

Color

mauve, roan, taupe, taw, teal

Units

ton

Symbols

dah, five, four, pi, schwa, twenty

A1. Consonantal Phonesthemes

Total Words 3425

Classes/Word 6.18

Total Words in A1 3282

| / b / | | | |
|---|------------------------------|------------|------------|
| Total words | 333 | Classes/Wd | 3.3 |
| <hr/> | | | |
| A1 Bulging, Brushy | <i>[+liquid]</i> | 64 | 11.4 % |
| <hr/> | | | |
| 1 Bulging | <i>/l/, [V, +low, +back]</i> | 1 | |
| bag, bale, ball, belch, bell, bilge, blimp, bloat, blob, blouse, blow, boil, boob, bulge, bum, bun/s, burl, burst, bust | | | |
| Number of Words | 19 | 30 % | A1bA11: 1 |
| <hr/> | | | |
| 1 Bulging | | | F3 |
| blob, boob, flab, globe, gob, lob, lobe | | | |
| Number of Words | 7 | 11 % | A1bA11: F3 |
| <hr/> | | | |
| 2 Bump | <i>/l/, [V, +low, +back]</i> | 1 | |
| ball/s, bay, bead, blip, bloat, blob, boil, boll, boob, breast, bud, bug(eye), bulb, bulge, bum, bump, bun, bunch, bun/s, burl, bust, butt, butte | | | |
| Number of Words | 23 | 36 % | A1bA12: 1 |
| <hr/> | | | |
| 2 Bump | | | F3 |
| blob, boob, glob, knob, lobe, neb, nib, nub, tab | | | |
| Number of Words | 9 | 14 % | A1bA12: F3 |
| <hr/> | | | |
| 3 Round | <i>/l/, [V, +low, +back]</i> | 1 | |
| bale, ball, bead, bell, blimp, blip, bloat, blob, blotch, bowl, bulb, bulge | | | |
| Number of Words | 12 | 19 % | A1bA13: 1 |
| <hr/> | | | |
| 3 Round | | | F3 |
| blob, bulb, globe, knob, lob, lobe, orb | | | |
| Number of Words | 7 | 11 % | A1bA13: F3 |
| <hr/> | | | |
| 4 Bend | | | 1 |
| bay, belt, bend, bight, bow | | | |
| Number of Words | 5 | 8 % | A1bA14: 1 |
| <hr/> | | | |
| 4 Bend | | | F3 |
| lob, lobe | | | |
| Number of Words | 2 | 3 % | A1bA14: F3 |
| <hr/> | | | |
| 5 Brushy | <i>/r/</i> | 1 | |
| bang, barb, beard, bosk, braid, brake, branch, broom, brow, browse, brush, bur, burr, bush | | | |
| Number of Words | 14 | 22 % | A1bA15: 1 |
| <hr/> | | | |
| A2 Big, Much, Many | <i>[V, +low, +back]</i> | 109 | 19.4 % |
| <hr/> | | | |
| 1 General Bigness | | | 1 |
| bank, beaut, best, big, bis, blow, boon, boot, both, brisk, broad, bulk | | | |
| Number of Words | 12 | 11 % | A1bA21: 1 |
| <hr/> | | | |
| 1 General Bigness | | | F3 |
| flab, glob, globe, gob | | | |
| Number of Words | 4 | 4 % | A1bA21: F3 |
| <hr/> | | | |
| 2 Groups | | | 1 |
| band, bar, batch, bench, bloc, block, blood, board, bond, brace, branch, brand, brood, bunch, bund | | | |
| Number of Words | 15 | 14 % | A1bA22: 1 |
| <hr/> | | | |
| 2 Groups | | | F3 |
| club, mob, tribe | | | |
| Number of Words | 3 | 3 % | A1bA22: F3 |
| <hr/> | | | |
| 3 Classifiers | | | 1 |
| bale, bank, bar, batch, bed, bolt, book, bout, brood | | | |
| Number of Words | 9 | 8 % | A1bA23: 1 |
| <hr/> | | | |
| 3 Classifiers | | | F3 |
| dab, glob, gob | | | |
| Number of Words | 3 | 3 % | A1bA23: F3 |
| <hr/> | | | |
| 4 Units | | | 1 |
| bar, baud, bit, byte | | | |
| Number of Words | 4 | 4 % | A1bA24: 1 |
| <hr/> | | | |
| 5 Types | <i>/r/</i> | | 1 |
| brace, branch, brand, breed | | | |
| Number of Words | 4 | 4 % | A1bA25: 1 |
| <hr/> | | | |
| 6 Money | | | 1 |
| bail, bank, bar, bear, bet, bill, bit, bleed, blow, bob, bond, bourse, brass, bread, bribe, buck, bull, bunch, buy | | | |
| Number of Words | 19 | 17 % | A1bA26: 1 |
| <hr/> | | | |
| 7 Growth | <i>/l/</i> | | 1 |
| beef, best, blast, bloat, bloom, blow, boom, boost, breed, bud, build, bulge, bulk, bull, bush | | | |
| Number of Words | 15 | 14 % | A1bA27: 1 |
| <hr/> | | | |
| 8 Bright | <i>/l/, /r/, /ij/</i> | | 1 |
| bask, beam, blanch, blank, blaze, bleach, blink, blip, blitz, blond, blush, bold, bolt, brand, braze, bright, bulb, burn | | | |
| Number of Words | 18 | 17 % | A1bA28: 1 |
| <hr/> | | | |
| 8 Bright | | | F3 |
| bulb, strobe | | | |
| Number of Words | 2 | 2 % | A1bA28: F3 |
| <hr/> | | | |
| 9 Immersion | | | 1 |
| bake, bask, baste, bathe, beam, binge, bliss, brew, brim, buff | | | |
| Number of Words | 10 | 9 % | A1bA29: 1 |
| <hr/> | | | |
| 9 Immersion | | | F3 |
| probe, web | | | |
| Number of Words | 2 | 2 % | A1bA29: F3 |
| <hr/> | | | |

Section B1
Concrete Noun Classification

Table of Contents

B1. Concrete Semantic Classes

| A1 People | | 15 Groups of People | | 2 | 5 | % | | | | | |
|-----------|----------------------------------|---------------------|----|-----------------|----|-----------------------------------|-------|--------|---|-----|---|
| 878 | | 52.6 % | | 16 Other People | | 2 | 5 | % | | | |
| | | | | / t / | | | | | | | |
| | | | | 26 | | 3 | | % | | | |
| | | | | / b / | | | | | | | |
| | | | | 63 | | 7 | | % | | | |
| 1 | Beautiful, Handsome, Sexy People | 22 | 35 | % | 1 | Teams | 12 | 46 | % | | |
| 2 | Mean, Criminal People | 11 | 17 | % | 3 | Tyrants | 1 | 4 | % | | |
| 3 | Big, Loud People | 22 | 35 | % | 4 | Young, Small People | 5 | 19 | % | | |
| 4 | Ugly, Stupid People | 17 | 27 | % | 5 | Groups of People | 4 | 15 | % | | |
| 5 | Professions | 8 | 13 | % | 6 | Two People | 2 | 8 | % | | |
| 6 | Children | 4 | 6 | % | 7 | Travellers | 6 | 23 | % | | |
| 7 | Smart, Enthusiastic People | 3 | 5 | % | 8 | Sexually Appealing Women | 4 | 15 | % | | |
| 8 | Other People | 2 | 3 | % | 9 | Unpleasant People | 5 | 19 | % | | |
| 9 | Groups of People | 12 | 19 | % | | | | | | | |
| | | | | | | / k / | | | | | |
| | | | | | | 52 | | 6 | % | | |
| | | | | | | / d / | | | | | |
| | | | | | | 26 | | 3 | % | | |
| 1 | Dear People | 4 | 15 | % | 1 | Kin | 4 | 8 | % | | |
| 2 | Ladies, Gentlemen | 7 | 27 | % | 2 | Clique, Club, People with Special | 15 | 29 | % | | |
| 3 | Titles | 3 | 12 | % | 3 | Other Groups | 1 | 2 | % | | |
| 4 | Dummies | 7 | 27 | % | 4 | People of High Position | 9 | 17 | % | | |
| 5 | Negative Women | 3 | 12 | % | 5 | Commoners | 13 | 25 | % | | |
| 6 | Mythical Beings | 3 | 12 | % | 6 | Queer People | 7 | 13 | % | | |
| 7 | Other People | 2 | 8 | % | 7 | Clowns | 2 | 4 | % | | |
| | | | | | | / g / | | | | | |
| | | | | | | 29 | | 3 | % | | |
| 1 | Socially Inept People | 9 | 31 | % | 9 | Grouchy People | 2 | 4 | % | | |
| 2 | Mythical Beings | 3 | 10 | % | 10 | Derogatory Terms for Nations | 2 | 4 | % | | |
| 4 | Grumpy People | 2 | 7 | % | 12 | Other People | 3 | 6 | % | | |
| 5 | Going People | 4 | 14 | % | | | | | | | |
| 6 | Gracious People | 6 | 21 | % | | | / v / | | | | |
| 7 | Directing People | 4 | 14 | % | | | 2 | | 0 | % | |
| 8 | Sexual People | 1 | 3 | % | 3 | Other People | 2 | 100 | % | | |
| 9 | Groups of People | 5 | 17 | % | | | / z / | | | | |
| | | | | | | 1 | | 0 | % | | |
| | | | | | | / p / | | | | | |
| | | | | | | 37 | | 4 | % | | |
| 2 | Small People | 6 | 16 | % | 1 | People | 1 | 100 | % | | |
| 3 | Mythic Beings | 2 | 5 | % | | | / f / | | | | |
| 4 | Two People | 2 | 5 | % | | | 28 | | 3 | % | |
| 5 | Substitutes | 2 | 5 | % | 1 | Friends, Family | 3 | 11 | % | | |
| 6 | Endearing Terms for Women | 7 | 19 | % | 2 | Groups of People | 3 | 11 | % | | |
| 7 | Powerful People | 3 | 8 | % | 4 | Women | 3 | 11 | % | | |
| 8 | Priests | 2 | 5 | % | 5 | Gay, Effeminate Male | 4 | 14 | % | | |
| 9 | Papas | 4 | 11 | % | 6 | Mythological Beings | 2 | 7 | % | | |
| 10 | Prudes | 3 | 8 | % | 7 | Contemptible People | 8 | 29 | % | | |
| 13 | Unpleasant People | 8 | 22 | % | 8 | Criminals | 2 | 7 | % | | |
| | | | | | | / T / | | | | | |
| | | | | | | 6 | | 1 | % | | |
| | | | | | | 1 | | People | 6 | 100 | % |

B1. Concrete Semantic Classes

Total Words 3425

TotClassPerWd 1.45

Total Words in B1 1668

| | | |
|---|-----|------------------|
| A1 People | 878 | 52.6 % |
| / b / | | |
| 63 | | 7.2 % |
| 1 Beautiful, Handsome, Sexy People | | |
| babe, bach, bawd, bean, beau, belle, bird, blade, block, bloke, blood, blue, boy, brave, brick, bride, broad, bruise/r, bub, buck, bud, butch | | |
| Number of Words | 22 | 34.9 % B1bA11: 1 |
| 2 Mean, Criminal People | | |
| bawd, beast, bitch, blight, bluff, boob, boss, brag, brat, brute, bug | | |
| Number of Words | 11 | 17.5 % B1bA12: 1 |
| 3 Big, Loud People | | |
| babe, bear, beast, bitch, blab, blight, blimp, block, boob, boor, bore, boss, brag, brat, brave, bruise/r, brute, bub, bug, bull, bum, butch | | |
| Number of Words | 22 | 34.9 % B1bA13: 1 |
| 4 Ugly, Stupid People | | |
| babe, bag, bat, bear, beast, bird, blab, blimp, boob, boor, bore, boy, brute, bug, bum, butch, butt | | |
| Number of Words | 17 | 27.0 % B1bA14: 1 |
| 5 Professions | | |
| back, bail, bard, bass, bawd, bone/s, boy, bull | | |
| Number of Words | 8 | 12.7 % B1bA15: 1 |
| 6 Children | | |
| babe, bairn, boy, brat | | |
| Number of Words | 4 | 6.3 % B1bA16: 1 |
| 7 Smart, Enthusiastic People | | |
| brain, buff, bug | | |
| Number of Words | 3 | 4.8 % B1bA17: 1 |
| 8 Other People | | |
| black, blond | | |
| Number of Words | 2 | 3.2 % B1bA18: 1 |
| 9 Groups of People | | |
| band, bar, batch, bench, bloc, blood, board, bond, both, brood, bunch, bund | | |
| Number of Words | 12 | 19.0 % B1bA19: 1 |

| | | |
|--|---|------------------|
| / d / | | |
| 26 | | 3.0 % |
| 1 Dear People | | |
| dad, dear, dove, duck | | |
| Number of Words | 4 | 15.4 % B1dA11: 1 |
| 2 Ladies, Gentlemen | | |
| dame, date, dish, doll, don, drag, dude | | |
| Number of Words | 7 | 26.9 % B1dA12: 1 |
| 3 Titles | | |
| dean, don, duke | | |
| Number of Words | 3 | 11.5 % B1dA13: 1 |
| 4 Dummies | | |
| dolt, dope, drip, droll, drone, dud, dunce | | |
| Number of Words | 7 | 26.9 % B1dA14: 1 |
| 5 Negative Women | | |
| dike, dog, drab | | |
| Number of Words | 3 | 11.5 % B1dA15: 1 |
| 6 Mythical Beings | | |
| druid, dryad, dwarf | | |
| Number of Words | 3 | 11.5 % B1dA16: 1 |
| 7 Other People | | |
| dead, dweeb | | |
| Number of Words | 2 | 7.7 % B1dA17: 1 |
| / g / | | |
| 29 | | 3.3 % |
| 1 Socially Inept People | | |
| gawk, geek, gink, goof, gook, goon, goose, goy, gull | | |
| Number of Words | 9 | 31.0 % B1gA11: 1 |
| 2 Mythical Beings | | |
| ghost, ghoul, god | | |
| Number of Words | 3 | 10.3 % B1gA12: 1 |
| 4 Grumpy People | | |
| grouch, grump | | |
| Number of Words | 2 | 6.9 % B1gA14: 1 |
| 5 Going People | | |
| gang, ghost, gimp, guide | | |
| Number of Words | 4 | 13.8 % B1gA15: 1 |
| 6 Gracious People | | |
| gal, girl, grace, groom, guest, guy | | |
| Number of Words | 6 | 20.7 % B1gA16: 1 |

B1. Concrete Semantic Classes

Total Words 3425

TotClassPerWd 1.45

Total Words in B1 1668

| | | | |
|---|--------------------------|--------|------------|
| 7 Directing People guard, guide, guild, gun | Number of Words 4 | 13.8 % | B1gA17: 1 |
| 8 Sexual People gay | Number of Words 1 | 3.4 % | B1gA18: 1 |
| 9 Groups of People gang, group, grange, guard, guild | Number of Words 5 | 17.2 % | B1gA19: 1 |
| / p / | | | |
| 37 | 4.2 % | | |
| 2 Small People page, peon, plebe, poor, prey, punk | Number of Words 6 | 16.2 % | B1pA12: 1 |
| 3 Mythic Beings Pan, Puck | Number of Words 2 | 5.4 % | B1pA13: 1 |
| 4 Two People pal, peer | Number of Words 2 | 5.4 % | B1pA14: 1 |
| 5 Substitutes pawn, plant | Number of Words 2 | 5.4 % | B1pA15: 1 |
| 6 Endearing Terms for Women peach, pearl, pet, pie, piece, plum, puff | Number of Words 7 | 18.9 % | B1pA16: 1 |
| 7 Powerful People pimp, prince, pro | Number of Words 3 | 8.1 % | B1pA17: 1 |
| 8 Priests pope, priest | Number of Words 2 | 5.4 % | B1pA18: 1 |
| 9 Papas pa, pap, paw, pop | Number of Words 4 | 10.8 % | B1pA19: 1 |
| 10 Prudes prig, prude, prune | Number of Words 3 | 8.1 % | B1pA110: 1 |
| 13 Unpleasant People pest, pig, pink, prick, prig, prude, prune, punk | Number of Words 8 | 21.6 % | B1pA113: 1 |

| | | | |
|--|---------------------------|--------|------------|
| 15 Groups of People pack, press | Number of Words 2 | 5.4 % | B1pA115: 1 |
| 16 Other People pimp, prof | Number of Words 2 | 5.4 % | B1pA116: 1 |
| / t / | | | |
| 26 | 3.0 % | | |
| 1 Teams team, tong, town, trade, tribe, trio, troop, troupe, trust, twain, twin, two | Number of Words 12 | 46.2 % | B1tA11: 1 |
| 3 Tyrants troll | Number of Words 1 | 3.8 % | B1tA13: 1 |
| 4 Young, Small People tad, teen, toots, tot, tyke | Number of Words 5 | 19.2 % | B1tA14: 1 |
| 5 Groups of People team, tribe, troop, troupe | Number of Words 4 | 15.4 % | B1tA15: 1 |
| 6 Two People twain, twin | Number of Words 2 | 7.7 % | B1tA16: 1 |
| 7 Travellers tail, tar, tramp, tribe, troop, troupe | Number of Words 6 | 23.1 % | B1tA17: 1 |
| 8 Sexually Appealing Women tail, tart, toots, tramp | Number of Words 4 | 15.4 % | B1tA18: 1 |
| 9 Unpleasant People toad, trash, turd, twit, twerp | Number of Words 5 | 19.2 % | B1tA19: 1 |
| / k / | | | |
| 52 | 5.9 % | | |
| 1 Kin clone, ken, kin, kith | Number of Words 4 | 7.7 % | B1kA11: 1 |