

Workbook Chapter 4

Exercises for Textbook Chapter 4

A. Study questions

1. In order for two morphemes to be cognate, what must they share?
2. In order for two languages to be cognate, what must they share?
3. Is there a difference between two words sharing a **derivation**, and two words being cognate? Are all cognates derivatives? Are all derivatives cognates? Explain.
4. Thanks to Mr. Dan Piraro for his permission to post the cartoon.



Look up the etymology of the words *curse* and *cursor*. Are they cognates? Give some other examples of pairs or sets of words whose appearance with respect to etymology may be deceptive.

5. Define *allomorphy*. What are the differences between opaque allomorphs and transparent allomorphs?

6. Define the term *morpheme*. Give examples of morphemes of different syllabic lengths.

7. Examine the words below. Are all of them cognates? Parse each one of them. Which ones appear to you to be unrelated to the majority of the words in this group.

Example: *conformity* = *con* + *form* + *ity*

formalin, formant, format, formerly, formic, Formica, Formosa, formula, informational, informer, reformation, uniformity

8. How does a compound differ from a morpheme? Is there a minimum number of morphemes per compound? Is there a maximum number of morphemes per compound?

9. What is the minimum number of roots in a compound? Think of five compounds containing the minimum number of roots and the derivational affix *-ive*. Can you think of compounds containing significantly more (like, as many as possible) than the minimum number of roots? 10. In what ways do affixes differ from roots? Give five examples of prefixes and five examples of suffixes from English. Define them as precisely as possible (which in some cases may not be very precise, because their meanings tend to be vague).

11. (1) Determine for each of the following words whether the root is a free morpheme or a bound morpheme.

- | | | |
|-------------|--------------|-----------------|
| (a) insert | (b) majority | (c) circumspect |
| (d) recount | (e) imprint | (f) evoke |

(2) Is *-ity* (*abnormality, ability, humanity*) a bound or free morpheme?

12. Divide the following words up into morphemes:

- | | | | |
|------------------|-----------------|---------------|--------------|
| (a) unanswerable | (b) interactive | (c) consonant | (d) teacups |
| (e) pencil | (f) unbeatably | (g) event | (h) fixation |

B. Roots

Your task is to look at the words attached to each root and make sure you know what the meaning of the root contributes to the meaning of the whole word. If you don't see it, look it up in your dictionary.

1.

√ aud 'hear'		
aud	audi	audit
audible	audiometric	audit
	audiometer	auditory
	audience	audition
		auditorium

2.

√ cant 'sing'		
cant	cent	chant
incantation	incentor	enchanted
canto		chant(or)
cantabile		rechant
recant		

(What explains the forms with initial <ch>?)

(Though it looks as if it ought to be the source of *incentive*, it isn't.)

(Are *incentor* and *rechant* very common words? If you didn't know them, look them up.)

3.

√ dic 'speak, give'		
dic		dict
indicate(-ive, -ion, -or)		dictate(-or, -ion)
abdicate(-ion)		edict
vindicate(-ion)		addict(-ion, -ive)
		verdict
		benediction
		indict
		contradict(-ion. -ory)

(Which of the two root meanings appears in *addict*?)

(How do we account for the peculiar pronunciation of *indict*?)

4.

√ doc 'teach, praise'			
doct	docu	dog	doc
doctor	document(-ary)	dogma	docile(-ity)
doctrine(-al)	docudrama	dogmatic	
indoctrinate(-ion)		dogmatism	

5.

√ fa 'speak, spoken about'			
pha, phe	fa	phas, fess	phe
phatic ¹	fable ²	profess(or)	blaspheme ³
prophet	fabulous	profession	dysphemism ⁴
	fame(-ous)	confess	euphemism ⁵
	affable	aphasia ⁶	
	ineffable		
	defame		
	infant ⁷		
	preface		
	fate		

¹ 'Speaking to establish an atmosphere of sociability rather than communicating ideas.' When we say, "Good morning, how are you?" we are being *phatic*: we do not expect a recitation of the recent illnesses of the person we are addressing. In spite of some spell-checkers' built-in suggestion, it should not be confused with phallic < Gk. *phallos* 'penis,' or a representation thereof.

²Originally just 'story which is spoken,' has come to mean story about legendary events, often with animals playing the roles of people, usually with a moral point to make.

³√**blas** means 'evil'.

⁴√**dys** means 'bad'.

⁵√**eu** means 'good'.

⁶ *a-* means 'not' and the suffix *-ia* means 'condition.'

⁷ *in-* means 'not.'

(One could, with good justification, claim that the relation between these allomorphs is too remote, diachronically, to be recognizable synchronically, and that they should be listed as at least two distinct morphemes, perhaps even three. But the semantic coherence is rather striking.)

(What sort of trauma causes aphasia, usually?)

(How does *affable* get its sense 'amiable'?)

6.

√ glos 'tongue, speech'		
glot		glos
glottis		gloss
glottal		glossary
epiglottis ⁸		diglossia
glottochronology		hypoglossal
polyglot ⁹		isogloss

(The use of the glottis in speech is secondary; what is the primary anatomical function of the glottis?)

7.

√ gno 'to know'		
gni(t)	gnos	gnor
cognition	agnostic ¹⁰	ignorant
incognito	prognosis ¹¹	ignore ¹²
recognize	diagnosis	
cognizant	diagnostic	

⁸ *epi-* means 'upon' or 'over.'

⁹ *poly-* means 'many.'

¹⁰ The *a-* is a form of an meaning 'not.'

¹¹ *pro-* means 'before.'

¹² The *i-* is a form of in meaning 'not.'

8.

√ graph 'make lines, write, record'		
graph		gram
telegraph		telegram
seismograph		grammar
phonograph		program
autograph		diagram
biography ¹³		epigram
agraphia		ideogram
ideographic		anagram ¹⁴

(See if you can track down the connection between *grammar* and *glamour*.)

9.

√ leg 'choose, gather'		
leg		lect
legion		e ¹⁵ lect(-ion,-or, -orate,-oral)
elegant/ce		neg ¹⁶ lect
sacrilege		se ¹⁷ lect (-ion)
		eclectic

(Explain the 'refinement' sense of the word *elegant*.)

(The root has to have the sense 'steal' in order to interpret the word *sacrilege*. Why?)

¹³√**bio** means 'life.'

¹⁴ *ana-* means 'from bottom to top', or 'back again.'

¹⁵ *e-* is a form of *ex-* meaning 'out.'

¹⁶√**neg** means 'not.'

¹⁷√**se** means 'apart.'

10.

√ leg 'law, charge'		
leg	legis	legit
allege	legislate(-ure, -ion, -or)	legitimate
allegation		legitimize
delegat(-ion)		
privilege ¹⁸		
colleague		
collegial		
legacy		
legate		
legal(-ity, ize)		

(Why do the compounds in the middle have to do with creating laws? What does **lat** mean?)

11.

√ leg 'speak, write, read, reason'		
leg	lec(t)	log
legend	dialect	logo
legendary	acrolect	logogram
prolegomenon	basilect	logic
	mesolect	apology
	lectern	prologue
	lecture	dialogue

NOTE: There is a derivational form, also known as *combining form* (OED): **-(o)logy** 'study,' as in *biology*, *anthropology*, etc., in which the √**log** is originally this root.

NOTE: This root is in origin the same as the √**leg** meaning 'choose, gather,' but with sufficient semantic difference to be listed separately. It may also be the same as the root meaning 'law,' but that is less certain.

¹⁸√**priv** means 'single' or 'alone.'

12.

√ loqu 'speak'		
locu		loqu
locution		loquacious
circum ¹⁹ locution		eloquent
		soliloquy

(What is the prefix in *eloquent*?)

13.

√ nom 'name'		
nom	nomin	onym
mis ²⁰ nomer	ignominy ²¹	an ²² onymous
	nominate	ant ²³ onym
	nominal	pseud ²⁴ onym
	nomenclature	hom ²⁵ onym

(Determine what the *-clature* portion of the word *nomenclature* comes from. After it was announced that the human gene had been mapped successfully, the journalists coined the word *genomenclature*. What is the technical term for this coinage?)

14.

√ or 'mouth, speak'		
or		os
adore		oscular
oratory		osculatory
(per)oration		
oral		

¹⁹√**circum** means 'around.'²⁰ *mis-* means 'wrongly.'²¹ *ig-* is a form of *in-* 'not.'²² *an-* means 'without' or 'lacking.'²³√**ant(i)** means 'opposite' or 'against.'²⁴√**pseudo** means 'false' or 'deceptive.'²⁵√**homo** means 'same'.

(Explain the massive semantic change that has taken place in the word *adore*, which ought to mean simply 'to speak to.')

(In *peroration*, where do we get the sense of 'speaking at great length'?)

ETYMOLOGICAL NOTE: **usher**, though no longer recognizable, actually contains this same root. In Middle English *usher* meant 'door keeper'; one of the semantic developments from 'mouth' was 'opening, entrance,' and from there 'door.'

(Is the word *oscillate* a cognate of *oratory*, *oscular*? Look up the word history of *oscillate* in the *American Heritage Dictionary*.)

15.

√ques 'ask, seek'			
ques	quer	quis	quir
question	query	inquisitive	inquire
request	querulous	inquisition	require ²⁶
conquest ²⁷		requisition	acquire
inquest		acquisitive	
		perquisite	

(Why does the word *inquisition* have a particularly negative sense?)

(Look up the etymological history of *perquisite*.)

16.

√scrib 'write'		
scrib		script
scribe		scripture
describe		scriptorium
ascribe		description
scribble ²⁸		transcription
transcribe ²⁹		proscription
proscribe		prescription
prescribe		manuscript

²⁶ *re-* here is intensive: 'to desire very much' has become equivalent to 'having to have something.'

²⁷ *con-* 'intensifier'; the sense is, to seek until you find (and subdue).

²⁸ the suffix is diminutive.

²⁹ *trans-* means 'across.'

(Figure out how the difference in meaning between *proscribe* and *prescribe* follows from the difference in the prefixes.)

(How does the sense 'trivial' emerge in the word *scribble*?)

17.

√ ser 'put, arrange'		
ser		sert
series		assert
serial		desert
seriatim		dissertation
seriation		exert
		insert

PHONETIC NOTE: The **s-** is lost in **ex-(s)ert** by a principle discussed in Chapter 6.

(Try to figure out how *desert* came to have its present meaning. Don't look it up: just think. Make a similar guess concerning *dissertation*.)

18.

√ tut 'watch, instruct'		
tut		tuit
tutor ³⁰		in ³¹ tuition
tutelage ³²		tuition
tutorial		

19.

√ voc 'speak, call'		
voc		vok
vocal		evoke
vocabulary		provoke
advocate		revoke
vociferous		
vocation		

³⁰ -*or* = 'actor/agent' suffix.

³¹ *in-* 'on,' 'knowing without the use of reason.'

³² The -*el-* is an extension of the stem, originally for past participle formation.

SPELLING NOTE: The root is spelled with **-k** only when the next letter would cause “softening” of the **-c**. Thus **provoke**, if spelled **provoce**, would be pronounced [pro-VOS].

20. The following occur only in a single invariant form (i.e. zero orthographic allomorphy):

- (a) √**agog** 'lead, teach, induce' – *pedagog(ue)*, *pedagogy*, *demagog(ue)*, *demagoguery*, *synagogue*
 (The word *demagogue*, though it only means, literally, ‘someone who teaches people,’ is tarred with totally negative connotations. Why?)
 (Why do *pedagogue* and *pedagogy* sound so stuffy?)
 (√**agog** is in fact an extension of the familiar root √**ag** ‘act, drive’)
- (b) √**cosm** 'universe, world, order' – *cosmic*, *cosmology*, *cosmos*, *cosmetic*, *cosmopolitan*, *microcosm*, *macrocosm*
 (How does *cosmetic* come to refer to such things as lipstick and powder?)
 (What does the *polit* of *cosmopolitan* mean?)
- (c) √**etym** 'source, true' – *etymology*, *etymon*, *etymological*, *etymologize*
 (What is "true" about the etymology of a word?)
- (d) √**fuse** 'pour, melt, blend' – *confuse*, *diffuse*, *effusive*, *infuse*, *profuse*, *suffuse*
 (Not related to the type of fuse which sets off an explosion. Why not?)
- (e) √**phon** 'sound' – *cacophony*, *cacophonous*, *euphony*, *euphonious*, *phonetic*, *phonetics*, *phonology*, *phonograph*, *symphony*
 (In what sense does a *phonograph* 'write down' sounds?)
 (Since *symphony* just means ‘sound together,’ it must have undergone what is called "narrowing" of meaning. Try to explain what it might mean to undergo "narrowing of meaning.")
- (f) √**top** 'place' – *topic*, *topology*, *topical*, *topography*, *toponymy*, *isotopic*
 (*Iso* means 'equal,' so *isotopic* means 'equal place.' How does it come to have the special meaning it does in chemistry?)

C. Root Practice

1. Discover the root of each of the following words:

- (a) analogy (b) dialect (c) paragraph (d) denomination (e) sonic (f) docent (g) prophet (h) eclectic

2. Using the information given in the “Roots” section and your dictionary, parse and

define the following words.

Example: **manuscript**:

manu - script

'by hand,' 'write'

meaning: 'something written by hand'

- (a) anger
- (b) diagram
- (c) equivocal
- (d) fate
- (e) glossitis
- (f) graphic
- (g) ineffable
- (h) interlocutor
- (i) legislate
- (j) parallelogram
- (k) phonology
- (l) physiognomy
- (m) plebiscite
- (n) predict
- (o) quest
- (p) sermon
- (q) ventriloquist