

PREFACE

This book has been designed primarily for Turkish students of English etymology and of the English language. Teaching the English language in Turkey by conventional methods generally aims at teaching the grammar and syntax of the language, and it does not include vocabulary teaching. The present book is devised primarily to make up this deficiency and expand the learners' vocabulary. Certainly, people can enlarge their vocabulary through extensive reading. But reading is an occupation that can be carried on outside school, thus cannot be one of the subjects of foreign language teaching programmes. Furthermore, the reading public is composed of individuals whose interest in and potential for reading varies from person to person.

Students who have learned the basic grammatical and syntactical rules of a foreign language feel that they cannot express what they have in mind in a satisfactory way. The need to use more and more words soon makes itself evident. Knowledge of etymology is the only method to achieve the purpose because it is the method for assimilating the semantic content of the word elements. The need for the building-up of an extensive vocabulary may be appraised in such a new light, and it takes us to the fact that vocabulary teaching must be included in English teaching methodology.

Including scholarly terms, words communicating theoretical ideas raises one's level in using a language. More significantly, knowing theoretical terms widens one's horizon in intellectual reasoning. From this point of view, special importance is given in this book to terms used in several disciplines, and those used by educated people.

However, knowledge of etymology does not provide solely a larger vocabulary but also offers entertainment. Words exposed to semantic changes throughout their history and those descended from a common ancestor often afford pleasure. Consequently, the entertaining nature of the word's history was not omitted in choosing the material in the present book.

Etymology dictionaries have certainly been my primary source in composing this book. Detailed English etymology dictionaries trace back the history of words to their oldest ancestor and show how the same base forms have spread out from one centre and words deriving from them have made their way like a branched out network into several different languages used in many lands. As no root can remain with an unchanging meaning and thus continue to develop new meanings, it becomes necessary to follow these semantic shifts. Since these new meanings originate from particular lexical contours or nuances, semantics, the discipline which deals with such changes, can also be fruitful in building up a vocabulary. Etymology combined with semantics gathers together many words which descended from the same stem but which seem to be unrelated with one another at first sight and unfolds the connecting links between them. Such study can help in forming a comprehension level in which words do not remain as individual units but look like a cluster of plants whose shoots support each other. Therefore, I have not isolated semantics from etymology, and in many roots I have occasionally turned to other languages, called attention to the extensions of the base forms lying therein and included a great number of words gathered from several different languages. However, I could have reflected this very complicated historical and international development, this many-sided semantic distribution of lexical units to some degree. I had to interrupt the influx of words into English and alongside many languages at a certain point, since the study of morphemes on such a large scale may be confusing in learning and may actually distract the attention of the learners.

In cases where I have turned to other languages and included words gathered therefrom readers will find a considerable amount of Turkish words, and those that have been imported to and are currently used in Turkish. Although English and Turkish are not closely related languages, they do share several words and those descended from the same ancient origin. So I have specially tried to interpolate Turkish material in this book, and I hope this will keep the readers' interest warm and alive in the process of learning. Correspondingly, one of the chapters in this book is on the contribution of Turkish to English, which is drawn up in the former language, which also gives a glossary of words passed from the former into the latter. I also added lists of words transferred to English and to

Turkish from other languages.

In shaping the present material I have tried to make both teaching and learning easier. For this purpose, in all words I have given both the etymological and the most frequently used current meanings together, in order that teachers, students and also individual learners may see the semantic link between them and save time without feeling a need to consult etymology dictionaries in all cases for word analysis.

Producing an etymology dictionary requires expertise. But a teacher of etymology does not have to be an expert etymologist or linguist in the strictly technical sense of the term. Etymology is an intellectual and cultural interest, hence its purpose cannot be reduced to vocabulary teaching, and every educated person is expected to have some familiarity with it. I have taught etymology at Boğaziçi University, Department of Translation and Interpreting Studies, for twenty-seven years and this book is based on the outcome of my course experiences. My course has always remained open to other departments, and during the last twenty-seven years I have had students from several different departments, from philosophy, psychology, sociology, history, political science, Turkish literature, English literature, economics, business administration, mathematics, physics and so on.

Etymology is a difficult discipline. Needless to say perhaps, the present book is not intended to make a contribution to the word history of the English language. It is merely an introductory book whose material has been compiled from etymologists' diligent work and their dictionaries. Apart from teaching vocabulary, thus providing easier access to meanings, my purpose in shaping the present book is to draw Turkish learners of the English language closer to word histories, and to arouse interest in this field of knowledge. As far as it can achieve the intended purposes it should be accepted that it will be fulfilling its function.

In the process of writing this book I have frequently recalled the things I learned from the late Prof. Özcan Başkan (1929 - 1997) who was one of the earliest linguists lecturing on modern linguistics at Turkish universities. Prof. Başkan used to attach the utmost importance to etymology in foreign language learning and teaching, and included the knowledge of etymology in his linguistic courses at the English Literature Department of Istanbul University. I was his student in the late 1960s and early 1970s,

a period when we could observe no interest in the etymology of the English language in Turkey, and only very little interest in that of Turkish. As a student of his I have received much benefit from his courses, his duplicated course notes, articles and books. I am grateful to him.

I am also grateful to Nazan Aksoy who carefully read the manuscript of this book and gave me precious advice in determining the content of it and shaping its material. Without her critical perspective it would not have been the same book.

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Abbreviations in this book

<i>abbr.</i> abbreviation	<i>d.</i> died	<i>L.</i> Latin
<i>acc.</i> accusative	<i>Dan.</i> Danish	<i>LL.</i> Late Latin
<i>adj.</i> adjective	<i>derog.</i> derogatory	<i>ling.</i> linguistics
<i>adv.</i> adverb	<i>deriv.</i> derivative	<i>lit.</i> literal (ly)
<i>AF.</i> Anglo-French	<i>dial.</i> dialectal	<i>masc.</i> masculine
<i>Akk.</i> Akkadian	<i>dim.</i> diminutive	<i>math.</i> mathematics
<i>Alb.</i> Albanian	<i>Du.</i> Dutch	MDu. Middle Dutch
<i>Am. Eng.</i> American English	<i>ecol.</i> ecology	ME. Middle English
<i>Am. Sp.</i> American Spanish	<i>econ.,</i> economic theory	<i>med.</i> medical
<i>AN.</i> Anglo-Norman	<i>Eng.</i> English	<i>metaph.</i> metaphorically
<i>anat.</i> anatomy	<i>esp.</i> especially	MF. Middle French
<i>Anc. Gk.</i> Ancient Greek	<i>ety.</i> etymologically	<i>mil.</i> military
<i>anthrop.</i> anthropology	<i>euph.</i> euphemism	<i>Mod Eng.</i> Modern English
<i>Ar.</i> Arabic	<i>ex.</i> example	<i>Mod Fr.</i> Modern French
<i>Aram.:</i> Aramaic	<i>excl.</i> exclamation	MGk. Middle Greek
<i>Arg.</i> argot	<i>fem.</i> feminine	ML. Middle Latin
<i>Arm.</i> Armenian	<i>fig.</i> figurative(ly)	<i>M Per.</i> Middle Persian
<i>AS.</i> Anglo-Saxon	<i>fml.</i> formal	<i>Mod. Gk.</i> Modern Greek
<i>Assyr.</i> Assyrian	<i>Fr.</i> French	<i>Mod. L.</i> Modern Latin
<i>Av.</i> Avestan	<i>Fris.</i> Frisian	<i>Mod. Per.</i> Modern Persian
<i>BCE.</i> Before Common Era	<i>geom.</i> geometry	<i>Mod. Turk.</i> Modern Turkish
<i>bib.</i> biblical	<i>Ger.</i> German	<i>Mong.</i> Mongolian
<i>bio.</i> biology	<i>Gk.</i> Greek	<i>mus.</i> music
<i>Br. Eng.</i> British English	<i>gram.</i> grammar, grammatical	<i>myth.</i> mythology
<i>Bulg.</i> Bulgarian	<i>Heb.</i> Hebrew	<i>n.</i> noun
<i>cap.</i> capital	<i>Hit.</i> Hittite	<i>naut.</i> nautical
<i>ca.</i> circa	<i>hum.</i> humorous	<i>neg.</i> negative
<i>CE.</i> Common Era	<i>Hur.</i> Hurrian	<i>no.</i> number
<i>CL.</i> Classical Latin	<i>IE.</i> Indo-European	<i>Nor.</i> Norwegian
<i>Celt.</i> Celtic	<i>imper.</i> imperative	<i>obs</i> obsolete
<i>cent.</i> century	<i>infml.</i> informal	<i>O Occ.</i> Old Occitan
<i>cf.</i> compare with	<i>int.</i> intensifier or intensive	<i>OE.</i> Old English
<i>Chap.</i> chapter	<i>Ir.</i> Irish	<i>OED.</i> Online Etymology Dictionary
<i>Chin.</i> Chinese	<i>Ir. Gael.</i> Irish Gaelic	<i>OF.</i> Old French
<i>coll.</i> colloquial	<i>It.</i> Italian	<i>OFris.</i> Old Frisian
<i>conj.</i> conjunction	<i>Jap.</i> Japanese	
	<i>Kurd.</i> Kurdish	

<i>oft.</i> often	<i>poet.</i> poetic	<i>TDK</i> Türk Dil Kurumu
<i>OHGer.</i> Old High German	<i>pomp.</i> pompous	<i>tech.</i> technical (ly)
<i>O. It.</i> Old Italian	<i>Port.</i> Portuguese	<i>theol.</i> theology
<i>ONFr.</i> Old North French	<i>prep.</i> preposition	<i>theor.</i> theoretical
<i>O Per.</i> Old Persian	<i>Roum.</i> Roumanian	<i>TTK</i> Türk Tarih Kurumu
<i>ON</i> Old Norse	<i>Rus.</i> Russian	<i>Turk.</i> Turkish
<i>OS</i> Old Saxon	<i>Sansk.</i> Sanskrit	<i>UK</i> United Kingdom
<i>O. Turk.</i> Old Turkish	<i>sb</i> somebody	<i>ult.</i> ultimate(ly)
<i>opp.</i> opposite	<i>Sc Gaelic</i> Scotts Gaelic	<i>US</i> United States
<i>orig.</i> originally	<i>Scand.</i> Scandinavian	<i>v.</i> verb
<i>Ott. Turk.</i> Ottoman Turkish	<i>Scot E. Scot English</i>	<i>Ven.</i> Venetian dialect of Italian
<i>pp.</i> past participle	<i>Serb.</i> Serbian	<i>VL</i> Vulgar Latin
<i>Per.</i> Persian	<i>sing.</i> singular	<i>vs.</i> versus
<i>phil.</i> philosophy	<i>sl.</i> slang	<i>WGmc.</i> West Germanic
<i>PIE.</i> Proto-Indo-European	<i>Sp.</i> Spanish	
<i>pl.</i> plural	<i>Sum.</i> Sumerian	
	<i>Swed.</i> Sweedish	
	<i>sth.</i> something	
	<i>syn.</i> synonym (ous)	

CONTENTS

Preface	7
Introduction to Etymology	15
Chapter 1: A Short History of the English Language	28
Chapter 2: Lexical Transfers	54
Chapter 3: Word Analysis: Prefixes	91
Chapter 4: Word Analysis: Greek Roots	132
Turkish Words of Greek Origin (select list)	189
Chapter 5: Toponymy-Etymology of Place Names	191
Chapter 6: Word Analysis: Latin Roots I	210
Chapter 7: A Glossary of Foreign Words and Phrases	253
Chapter 8: Word Analysis: Latin Roots II	274
Chapter 9: Word Analysis: Latin Roots III	308
Turkish Words from Italian	351
Chapter 10: Suffixes	358
Chapter 11: Terms from Greek and Roman Mythology, Life and Culture	380
Chapter 12: İngilizce Söz Dağarcığındaki Türkçe Kelimeler	418
Striking Etymologies	441
Entertaining Etymologies	452
Appendix: Exercises and Questions	462
References	478