



Grammar Basics:
The Harold Syntax
Guide to Words

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THE HAROLD SYNTAX GUIDE TO WORDS

From the
Grammar Basics Series
Grades 7-12

Viewing Time: 19:00

INTRODUCTION

Background

The Harold Syntax Guide to Words is the first program in the *Grammar Basics* series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when English word formation is studied at the middle school and high school levels: (a) word derivation, (b) roots, (c) prefixes, (d) suffixes, and (e) determination the meaning through analysis and context clues.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

Program Summary

In the first section of the program, animated character Harold Syntax, the world's foremost authority on the English language, gives a brief history of words, starting with cave dwellers and moving through ancient Middle Eastern cultures. Along the way, he traces speech development from guttural sounds to compound words. In the second part of the program, Prof. Syntax introduces viewers to several distinguished members of the Syntax family, including Marcus Aurelius Syntaxicus, noted for memorizing every root and case ending in Latin. From there, Syntax discusses word roots and their functions. Both Greek and Latin examples are given. The third section of the program covers prefixes, suffixes and determination of definitions through analysis and context clues.

Preparation and Pretest

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the *Pre-Test*, explain

to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Briefly recount the history of word development from the day of cave dwellers to the present.
2. Tell what a word root is and give several examples.
3. Define *prefix* and give several examples.
4. Define *suffix* and give several examples.
5. Demonstrate an ability to analyze words through root, suffix and prefix analysis.
6. Demonstrate an ability to define words through context clues.

PREPARATION

Materials Needed

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play

it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

SUGGESTED LESSON PLAN

Introduce the Program

Ask the class what it would be like if there were no words. How would we communicate? Help your students understand that some communication is possible with gestures and facial expressions, but those forms of communication may be open to wide interpretation. Words are much more precise. Why are words so important in the development of science, the arts and cultures? Would it be possible to have a culture without words? Why or why not?

Pre-Viewing Activities

Segment 1: A Short History of Words

Tell the class they will see the first part of a program on words. Explain that this section will give a brief history of words. Does anyone have an idea how words and languages developed? After several theories have been discussed, show the first segment.

Post-Viewing Activities

Segment 1

Discuss the statements, “Our ancestors eventually settled

down in communities, and new words were needed to distinguish between individuals and the different roles they played in society..." and "People also needed words to describe new inventions." What examples were given in the program? Does that process continue today? Have students give some examples. (Were there bioethicists 50 years ago? Global Positioning Systems? Telemetry? Fiber Optics?) Ask, "Why would it be difficult to have a legal system without words? Why is commerce so difficult without written records? Would we be able to have international trade without words?" Hand out *Words Develop* and go over the instructions with the class. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. Go over the answers with the class after this exercise has been completed.

Pre-Viewing Activities

Segment 2: Roots

Review the first section of the program if you feel it will help your students. Then introduce the concept of word parts. Write the word "fragment" on the chalkboard. Ask your students what it means. After the class settles on a definition, ask if anyone knows *how* the word got its meaning. Say, "The next part of the program discusses this process." Now show the second segment.

Post-Viewing Activities

Segment 2

Ask the class for other words that contain the root, "dens." (Dental, dentistry) How about "frango?" (Fragmentary, fragmented). Now hand out the worksheet *Roots*. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers, explaining each word in detail.

Pre-Viewing Activities

Segment 3: Prefixes, Suffixes, Word Analysis

Briefly review the first and second segments if you feel it will be beneficial to your class. Now write a word with a root, prefix and suffix, such as “contradiction,” on the chalkboard. Underline the three parts of the word. Label the root. Now underline the prefix and suffix. Ask if anyone knows what the other parts of the word are called. If no one can name the parts, label them “prefix” and “suffix.” Tell the class that these parts give more information about the root, thus further pinpointing its meaning. Explain that the next section of the program tells about this process, and thus shows how a person can define a word by knowing what the root, prefix and suffix means. There are other ways to determine a word’s definition. Ask what they might be. Because this section of the video contains three separate subsections, you may find it useful to stop the presentation after prefixes are discussed, and after suffixes are covered. The final section, which discusses ways to determine a word’s definition, is followed by the summary.

Post-Viewing Activities

Segment 3

After the class views the third segment, ask for some additional examples of words with the “ex-“ prefix (exhibit, exhibition, exalt). Then hand out ***Prefixes***. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers, explaining each word in more detail if you feel your class will benefit from more instruction. Afterwards, review suffixes and hand out ***Suffixes***. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers, explaining each word in detail. Finally, discuss the various

ways to determine a word's definition, and hand out **Context Clues**. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers, explaining each word in detail.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the **Post Test**. After the post-test has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed in the **Post Test**.

DESCRIPTION OF BLACKLINE MASTERS

PRE-TEST – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

WORDS DEVELOP – An activity designed to reinforce understanding of how words are created.

ROOTS – An exercise that gives students practice using word roots.

PREFIXES – An exercise that gives students practice using prefixes.

SUFFIXES – A written activity that bolsters comprehension of the suffix.

CONTEXT CLUES – An exercise that gives students practice using context clues to determine definitions.

POST TEST – An assessment tool intended to gauge student comprehension of the program's objectives after completing the unit.

DISCUSSION QUESTIONS – Provides questions to be asked after each segment of the program.

ANSWER KEY

Video Quiz

1. b
2. T
3. a
4. b
5. time
6. F
7. context clues, analysis of parts, consulting dictionary (book or on line)
8. c
9. words were needed to distinguish between individuals and the roles they played in societies and to describe new inventions.
10. c

Pronoun Pre-Test

1. F
2. T
3. T
4. T
5. F
6. F
7. T
8. F
9. T
10. F
11. T
12. T
13. T
14. T
15. F
16. F

Words Develop

1. necessity
2. excessive
3. enclosure
4. cancellation
5. complaint
6. satisfactory
7. additional
8. trainee

Roots

Answers will vary.

Prefixes

1. auto, automobile
2. ante, antebellum
3. bi, biped
4. mono, monogamous
5. re, refrigerate
6. dis, disrupt
7. de, decapitate
8. micro, microscope
9. mega, megalopolis
10. trans, transfer

Suffixes

1. playful, disposed to play, fun-loving
2. actor, one who acts
3. restive, uneasy or impatient

4. pollutant, something that makes dirty or pollutes
5. forceful, being full of force or effective
6. carriage, a device that carries
7. freezable, capable of being frozen
8. denial, saying a statement isn't the truth
9. navigation, the act of navigating or steering
10. employment, the state of being employed

Context Clues

1. dangers – dangerous
2. hurry, couldn't concentrate – quickly, without much thought
3. pacifist, to calm or soothe
4. pay no attention, unimportant
5. hardened prisoner, criminal or evildoer
6. incapable of telling the truth, false
7. nonstop chatter, talkative

Post Test

Part I 1. T 2. F 3. T 4. T 5. T

Part II compound words, chronos, (two of the following three) chronicle, anachronism, synchronize, not, out, exit, (two of the following three) expand exhale, new, hemisphere.

Part III 1. b 2. a

TRANSCRIPT OF THE VIDEO

Oh! Hello, there – I didn't see you come in. We were just doing a little dusting. Oh, it gets so terribly sooty around here at this time of year, and nothing looks worse than sooty statuary – especially these.

You see, they're statues of the distinguished members of the Syntax lineage and, uh ... oh, I'm sorry. Let me go over to my desk.

Ah, that's better. Allow me to introduce myself. I'm Professor Harold Syntax, World's Foremost Authority on...well, almost anything that has to do with language.

And to my left, my trusted assistant, Nemesis. (Clears throat)
When it comes to the English language and grammar, Professor Syntax – with the help of Nemesis – does know what he’s talking about. And that’s one thing I do like to do – talk, that is. And when I talk, I use words. Don’t we all?

Ah, yes, the word! A basic form of oral and written communication – that is, expressing thoughts and ideas in spoken and written form. You probably can’t imagine what it would be like to live in a world without words.

But our ancestors in the dim mists of prehistory — oh, they knew. Yes, indeed, they did! They didn’t have any words back then, so people went around grunting at each other and making gestures and funny noises to express what they meant.

But, by Jove, one day one of them had an idea. He (or she, as the case may be) didn’t have a word for it, of course. but the idea was there: why not have one particular grunt to stand for one thing...and another grunt – or series of grunts – to stand for something else?

Well, it was a jolly good idea, and it caught on. In time, people started using all kinds of grunts and squeaks and wheezes in a formal, organized way.

Caveman: Flower!

Syntax: And that’s how the first words came into existence. Or a close approximation thereof.

Now, moving ahead in time, our ancestors eventually settled down in communities, and new words were needed to distinguish between individuals and the different roles they played in this more settled society.

People also needed words to describe new inventions, such as the wheel and the chariot...or to explain natural phenomena that had never been explained before.

But perhaps the single most important event in the development of words and language was the invention of writing.

In large part, writing developed from the necessity of keeping business records. And when one thinks about it, it's easy to understand, because one cannot have commerce without written records.

So record keeping was a very important contribution to the development of language – and to law.

Farmer: The party of the first part hereby undertakes to pay the party of the second part, to whom the party of the first part is hereunto indebted...

Syntax: Oh, just sign on the dotted line and put yourself in hock for 40 years. And don't pretend you never agreed to buy that camel load of whatever, because it's right there imbedded in clay.

Well. As civilization advanced and people's ideas became increasingly complex, they started making newer and longer words out of small, shorter ones.

We can see examples of these compound words in English – “roadside,” “billboard,” and “railroad.”

STOP ONE

Of course, there are ways of forming new words that are more sophisticated than simply stringing old words together. In English, many words are formed around what we call roots.

Dentist: Open wide. This won't hurt a bit.

Syntax: Oh, no, of course not. Anyway, as I was about to say, a root is a part of a word, which carries the word's basic or most important meaning.

That *does* hurt! Oooh! Ouch! Where was I? Oh, yes. Many English words are derived from Latin roots.

For example, the word dentist comes from the Latin “*dens*,” meaning tooth.

The expert on Latin roots in the Syntax family was my great imperial ancestor, Marcus Aurelius Syntaxicus – “Oreo” for short.

When Oreo wasn't admiring Roman statues or dividing all of Gaul into three parts, he managed to commit to memory every root and case ending in that great and noble language of Cicero and the Caesars.

It was a stupendous achievement! Ah! There we again – another example! Stupendous, from the Latin word, *stupere*, meaning...well, stupendous or astonishing.

And Oreo was astonishing, knowing all those Latin roots, such as *frango*, meaning to break, from which we get our English words fracture – to break; fragile – easily broken; and fragment – a portion of a broken object.

Another Latin root with which Oreo had more than a passing interest was *canis*, meaning dog. We get the English word canine from it.

Of course, we have a large assortment of words in English whose roots are other than Latin – German and Greek, for example. Take the familiar word “economics.”

Some people say studying economics is similar to studying Greek. And in a sense, they're right because the word “economics” is derived from two ancient Greek roots: *oikos*, meaning “house,” and *nemein*, meaning to manage. Somewhat like, knowing how to order the finances of one's house.

And if that's still Greek to you...well, rest assured, it was also Greek to good old Syntaxacles, the philosopher of the Syntax family, and a language expert to boot.

It was Syntaxacles who once said, “Know thyself. And if you can't do that, at least know thy Greek roots.”

And, my dear friends, Syntaxacles practiced what he preached. He knew them all.

Some are easily recognized in English, such as *chronos*, meaning time. We find it in synchronize, anachronism, and chronicle.

Another is *grapho*, the Greek word for write and draw. It shows

up in the English words graph, graphic, graphite, telegram – and even grammar.

STOP TWO

Of course, there are many more Greek roots in English words...more than we can cover here. But just by learning to recognize a few of them, one is able to figure out the meaning of hundreds of words.

And if one knows about the prefix, one can do even better than that. A prefix is part of a word placed in front of the root, often giving that root a new meaning.

Sometimes just adding a simple two-letter prefix to a root will change its meaning completely, as when real becomes unreal, moral becomes immoral, and visible becomes invisible.

As you can easily see, the prefixes “un-,” “im-,” and “in-” often mean not.

Many of our most important prefixes come from Latin. One of the most common is “ex,” meaning “out” or “from.” We find it in words such as exhale – to breathe out; expand – to spread out, or enlarge; and exit – to go out. That’s a good doggie!

The ancient Greeks have given us many prefixes, too. Syntaxacles’ personal favorites were *hemi* – meaning “half,” as in hemisphere, half a sphere; and *neo* – meaning “new.” We see it in the word “neophyte” – a wet-behind-the-ears amateur, one who is just newly starting.

Then there is the suffix – part of the word placed after the root. The suffix normally modifies or changes the root’s meaning, also.

The suffix “-ly” normally means “how” or “what kind.” When one adds it to the word friend, the result is quite different from what happens when one adds the suffix “-less,” which means not having any.

Suffixes often are used to turn roots into different parts of speech. Some suffixes are characteristic of nouns, others of verbs, others of adjectives and adverbs.

My little nephew, LeRoy, the baby of the family, has put together a list of his favorite **noun** suffixes, and wants me to read them to you. Are you ready, LeRoy? Okay, then!

Let's have a go at it...GOO GOO, WAAK-WAAK, OOKA-OOKA, DA-DA, YEAH, YEAH, YEAH...Hmmm, must be that other list he gave me.

Ah, yes. Here we are: *-ship* as in kinship; *-ness* as in tenderness; *-ment* as in refinement and *-tion* as in conviction.

Quite good, LeRoy! Now, crawl off to your playpen, and I'll call you when it's time for tea.

Of course, there are many other suffixes we haven't mentioned: verb suffixes such as *-ize* (sanitize); adjective suffixes such as *-ant* (radiant); and the ever-popular *-ly* suffix we use mainly with adverbs (easily).

By learning to recognize as many roots, prefixes, and suffixes as you can, you'll soon be able to figure out the meanings of thousands of words on sight.

Here's one example to show you what we mean. The word "contradiction" is composed of the prefix *contra-*, meaning "against;" the root *d-i-c*, meaning "to say" or "to talk;" and the suffix *-tion*, meaning "the act of." So contradiction is the act of saying against, or saying it isn't so.

And if you still don't recognize a word, there's certainly no shame in consulting a dictionary – in book form, which is Nemesis's preference, or on line.

Or, if a dictionary isn't handy, you possibly might use context clues which can help you determine the word's meaning by looking at other words in the sentence.

For example, within the context of this sentence, you can probably figure out what the word "intelligentsia" means. It's the class of people who are intelligent and well educated.

Now, using a context clue, see if you can figure out the meaning of the word "irascibly." It's "b" – irritably or angrily. The clue in

the sentence is the word “disagreeable.” Disagreeable people probably answer questions irritably.

Now, if I don’t get another tooth in this mouth I’m going to be irascible. So while Nemesis glues in that temporary, let’s do a little reviewing.

Words are part of human history. They’ve been with us since the days of our cave ancestors, and have developed out of a primitive assortment of one-syllable grunts and wheezes into the sophisticated forms of verbal and written expression we use today.

Many words in English come from Greek and Latin roots. But we get our words from other sources, too. Roots are the foundation on which whole words are built; and they’re the single most important clues one has for determining what they mean.

Prefixes are also important in providing valuable clues to the meaning of words.

And so are suffixes.

When one puts together prefixes, roots and suffixes, one often has the word’s meaning laid out succinctly.

Ah, much better. Now, I can have a spot of tea with my temporary in place. You have to leave? Oh, what a pity! Well, I certainly enjoyed our chat. Next time you must stay a bit longer. Say goodbye, Nemesis.

Nemesis: Goodbye, Nemesis.

STOP THREE VIDEO QUIZ

Web Resources

www.kent.k12.wa.us/KSD/MA/resources/greek_and_latin_roots/transition.html

www.dc.peachnet.edu/~janderso/historic/psmeanin.htm

www.factmonster.com/ipka/A0907017.html

Other Programs in the *Grammar Basics Series*

**The Harold Syntax Guide to Nouns
The Harold Syntax Guide to Pronouns
The Harold Syntax Guide to Verbs
The Harold Syntax Guide to Modifiers
The Harold Syntax Guide to Interjections,
Conjunctions & Prepositions
The Harold Syntax Guide to Sentences, Part I
The Harold Syntax Guide to Sentences, Part II**

Name _____


Pre-Test

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- ___ 1. Our earliest ancestors spoke a language known as Esperanto.
- ___ 2. As our ancestors settled in communities, new words were formulated.
- ___ 3. The invention of writing was prompted by commercial activity.
- ___ 4. Word roots carry the word's basic meaning.
- ___ 5. English roots come from Latin and Greek exclusively.
- ___ 6. "Canis" is a Greek root meaning "tooth."
- ___ 7. The prefix is placed in front of the root.
- ___ 8. The suffix "-ly" is often used in adjectives.
- ___ 9. Suffixes are often used to turn roots into different parts of speech.
- ___ 10. The prefixes, "in-," and "im-" mean "having many."
- ___ 11. Learning the meanings of roots, suffixes and prefixes can increase your vocabulary significantly.
- ___ 12. Using context clues is a good way to determine a word's meaning.
- ___ 13. Some English words are derived from German and Anglo-Saxon.
- ___ 14. A commonly used verb suffix is "-ize."
- ___ 15. Three commonly used noun suffixes are "-ment," "ness" and "ly."
- ___ 16. Our legal system is one aspect of our culture that doesn't need writing.

Name _____

Words Develop


 **Prof. Syntax tip: Words often change over time. One way that these changes take place is that words change from one part of speech to another.**

Directions: Read the sentences below. Fill in the blank with another form of the word in parentheses.

1. For many people, drinking 4-6 glasses of water a day is a basic _____
(need)
2. I get a stomach ache after _____ eating. (exceed)
3. They added the _____ to the letter. (enclose)
4. The hotel mentioned on its web site there was a _____ fee.
(cancel)
5. He filed his _____ immediately after the incident.
(complain)
6. All of his grades were _____. (satisfy)
7. We often receive _____ information when we request
it. (add)
8. He was hired as a _____. (train)

Name _____

Roots


 **Prof. Syntax reminder: A root is the part of the word that carries the word's basic or most important meaning.**

Directions: Write at least two English words, with their definitions, next to the roots listed below. A *Gr* designation means the word comes from Greek; *La*, from Latin.

Root	Meaning	Words and Definitions
1. Alt (<i>La</i>)	High	_____
2. Civ (<i>La</i>)	Citizen	_____
3. Cosm (<i>Gr</i>)	Universe	_____
4. Dem (<i>Gr</i>)	People	_____
5. Fin (<i>La</i>)	To end	_____
6. Frig (<i>La</i>)	Cool	_____
7. Hydro (<i>Gr</i>)	Water	_____
8. Loc (<i>La</i>)	Place	_____
9. Opt (<i>Gr</i>)	Eye	_____
10. Phon (<i>Gr</i>)	Sound	_____
11. Photo (<i>Gr</i>)	Light	_____
12. Polit (<i>Gr</i>)	City, State	_____
13. Prim (<i>La</i>)	First	_____
14. Psych (<i>Gr</i>)	Mind	_____
15. Rupt (<i>La</i>)	Burst	_____
16. Scope (<i>Gr</i>)	to see	_____

Name _____

Prefixes

 **Prof. Syntax reminder: A prefix is a part of the word that comes before the root and often changes the root's meaning.**


Directions: By adding a prefix from the list below, make a word with the new meaning. The first one is done for you. A *Gr* designation means the word comes from Greek; *La*, from Latin.

Root	Definition	Prefix	New Word	New Meaning
1. Mob (<i>La</i>)	move	<i>auto</i>	<i>automobile</i>	<i>an object that moves by itself</i>
2. Bell (<i>La</i>)	war			<i>before the war</i>
3. Ped (<i>La</i>)	foot			<i>two-footed</i>
4. Gam (<i>Gr</i>)	marriage			<i>marriage to one person</i>
5. Frig (<i>La</i>)	cool			<i>to cool again</i>
6. Rupt (<i>La</i>)	burst, break			<i>to break away or apart</i>
7. Capit (<i>La</i>)	head			<i>to cut off a head</i>
8. Scope (<i>Gr</i>)	to see			<i>a device that sees small objects</i>
9. Polis (<i>Gr</i>)	city			<i>a great or large city</i>
10. Fer (<i>La</i>)	to bring			<i>to bring across</i>

Prefixes

Bi Micro Ante Trans
Mega Re Mono
Auto De Dis

Suffixes

 **Prof. Syntax reminder: A suffix is a part of the word that comes after the root and often changes the root's meaning. Various suffixes are characteristic of nouns, adjectives and adverbs.**


Directions: By adding a suffix to each word below, change it from a verb to a noun, adjective or adverb. Underline the suffix and write a definition of your new word. (The spelling of some roots will need to be changed slightly.) Choose from the list of suffixes in the box below. The first one has been done for you.

Verb	New Word with Definition
1. Play	<i>play<u>ful</u> Disposed to play, fun-loving</i>
2. Act	
3. Rest	
4. Pollute	
5. Force	
6. Carry	
7. Freeze	
8. Deny	
9. Navigate	
10. Employ	

Suffixes

-able -ment -age -ful, -ive
 -tion -or -ible -ial -ant

Context Clues

 **Prof. Syntax tip: Writers sometimes define unfamiliar words by giving examples or by parenthetically offering meanings. Dashes and parentheses may be punctuation marks that point to definitions. Signal words that do the same are “or,” “such as,” “for example,” “like,” and “that is.”**

Directions: Read the sentences below. Using the context clue in the sentence, define the underlined word. Place a box around the context clue word(s). The first one has been done for you.

1. Seeing the many dangers on the on the pathway, he concluded that it would be a treacherous journey. *dangerous*
2. Because he was in a hurry and couldn't concentrate, he read the instructions in a perfunctory manner.
3. He was a pacifist, so he attempted to mollify his enemies instead of fighting them.
4. He said it was a niggling detail and so he would pay no attention to it.
5. The hardened prisoner was indeed a miscreant.
6. Incapable of telling the truth, a never-ending stream of mendacious statements flowed from his lips.
7. Loquacious students often disrupt class with their nonstop chatter.

Name _____

Post Test

Part I

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- ___ 1. The invention of writing was prompted by commercial activity.
- ___ 2. Suffixes carry the word's basic meaning.
- ___ 3. The prefix is placed in front of the root.
- ___ 4. The suffix "-ly" is often used in adverbs.
- ___ 5. Three commonly used noun suffixes are "-ment," "-ness" and "-tion."

Part II

Directions: Fill in the blanks.

The words "roadside" and "billboard" are examples of _____.

A Greek root word meaning time is _____. We see it in the English words _____ and _____. "Un-," "im-, and "in-" is a prefix meaning _____. "Ex" is another prefix meaning _____ and we find it in the words _____ and _____. The Greek prefix "neo-" means _____ and is found in the word _____.

Part III

Directions: Read the sentence, then choose the best definition of the underlined word by using context clues. Circle the letter next to the best definition.

1. Shriveled by years of poverty and malnutrition, the impecunious beggar sat huddled in the doorway.
 - a. Jolly
 - b. Poor
 - c. Embittered
2. Old age hadn't slowed her down; she was a lively octogenarian.
 - a. Person in his or her 80s.
 - b. Person with eight fingers.
 - c. Intelligent person.

Discussion Questions

Part I: A Short History of Words

1. How did the earliest humans express themselves? (With a series of grunts and wheezes)
2. What prompted the invention of new words once people settled down in communities? (Words were needed to distinguish between individuals and the different roles they played in society. New words were also needed to describe inventions.)
3. What was perhaps the most important event in the development of words? (The invention of writing)
4. What prompted the development of writing? (The need to keep business records)
5. What prompted the development of compound words? (The increased complexity of ideas and civilization)

Part II: Roots

1. What is a word root? (The part of a word that carries its basic, or most important meaning)
2. What does the Latin root “*dens*” mean? (Tooth)
3. Name three English words derived from the Latin word “*frango*.” (Fracture, fragile, fragment)
4. Name three English words derived from the Greek word “*chronos*.” (Synchronize, anachronism, chronicle)
5. Name three English words derived from the Greek word “*grapho*.” (Graph, graphite, grammar)

Part III: Prefixes, Suffixes & Context Clues

1. What is a prefix? (Part of a word placed in front of the root, often giving that root a new meaning)
2. What do the prefixes “*un-*,” “*im-*” and “*in-*” mean? (Not)
3. What does the prefix “*ex-*” mean? (Out)
4. What do the prefixes “*hemi-*” and “*neo-*” mean? (Half and new)
5. What is a suffix? (Part of a word placed after the root, normally changing the root word’s meaning)
6. What are four common noun suffixes? (*-ship*, *-ness*, *-ment*, *-tion*)
7. Name the root, prefix and suffix in the word “contradiction.” (*Contra-*, *dic*, *-tion*)
8. Name four ways to find out a word’s meaning? (*Analysis of word parts*, *print dictionary*, *online dictionary*, *context clues*)