

LATIN MORPHEMES LESSONS (LATIN AND LOVING IT!)

EXPANDING ENGLISH VOCABULARY
WITH LATIN MORPHEME ANALYSIS



**A Vocabulary Program
Based on over 300 Latin
Roots, Prefixes, and Suffixes**

**Developed and Organized by
Alene H. Harris, Ph.D.**

STUDENT BOOK

THIS WORK IS DEDICATED
TO MRS. JONELLE KIRK,
ENGLISH TEACHER AND LIFELONG INFLUENCE
OF OVER 5,000 STUDENTS,
WHOSE PASSION FOR VOCABULARY STUDIES
LIVES ON IN THESE MATERIALS.

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AN INTRODUCTION TO THIS STUDY OF VOCABULARY



*Latin's a dead language, it's plain enough to see;
First it killed the Romans off, and now it's killing me.*

Despite the oft-quoted Latin student's lament above, the truth is that Latin is alive and well in many of the words in our English language – indeed, estimates of English words derived from Latin range from 28% to 50%.

The fact is, if you know just a little bit of Latin, in the form of small word parts (called *morphemes*), you will find yourself easily understanding words that previously would have mystified you.

You actually have a lot of this knowledge in your head already – you just do not realize that it is there. Once you realize what you know, and then apply your knowledge to new vocabulary, you will amaze yourself with your vocabulary skills.

If you are using the CD that comes with this program, please go to Lesson One Instruction and begin. If you are choosing not to use technology, read on.

In the English language, big words are often made up of small word parts, called *morphemes*, that come from other languages – especially Latin.

When you know the meanings of these small word parts, you can unlock the meaning of some real jawbreakers. For example, take the word

benloquious

At first glance, you have no idea what it means, and if someone calls you this, you are not sure if you have been complimented or insulted. But once you are aware of the meanings of the morphemes, the word reveals itself. Consider...

...the words BENefit and BENefactor relate to things that are *good*

...LOQU, as in the word LOQUacious, refers to *speaking*

...famOUS means full of fame, gracious means full of grace, -OUS means *full of*

Put this knowledge all together, and you have *full of good speech*. You're probably asking, "Is that a real word?" The answer is, "Yes, if enough people start using it." This is how we get the majority of new words added to the English language.

One thing to keep in mind is that morphemes are "place bound" – that is, some are *prefixes* and always come at the beginning of a word (for example the morpheme "ben-") and others are *suffixes* and always come at the end (for example the morpheme "-ous"). Still others, known as *roots*, can come anywhere in a word, and these can have prefixes and suffixes attached to them (for example the morpheme "loqu").

prefix + root(s) + suffix

In each morphemes lesson you'll begin by taking notes on some Latin roots and then adding some prefixes and/or suffixes. For each morpheme, begin by thinking of words you already know that contain that morpheme, and then consider what those words have in common. As you think, your CD or instructor will guide you to the meaning of each morpheme.

LATIN MORPHEMES: LESSON ONE

Roots

1.	dict dicat	=
2.	duc	=
3.	equ	=
4.	garrul	=
5.	ig ag	=
6.	locat	=
7.	loqu	=
8.	magn	=
9.	solī	=
10.	voc	=

Prefixes

11.	ben-	=
12.	de-	=
13.	in- im-	=
14.	intro- intra-	=
15.	mal-	=
16.	pre- pro-	=

Suffixes

17.	-al	=
18.	-ate	=
19.	-ence	=
20.	-ion	=
21.	-ity	=
22.	-ous -ose	=

Words to Work

- vocal
- predict
- dedicate
- beneficence
- loquacious
- locate
- garrulous
- equality
- benediction
- benign
- malediction
- soliloquy
- equity
- inequity
- magniloquence
- introduce



ASSIGNMENTS A & B: WORKING WORDS

On the right side of the last page you saw a list entitled “Words to Work.” Working the first half of the words will always be **Assignment A** – your first assignment in each lesson. Working the second half of the words will be each lesson’s **Assignment B**.

How to Work a Word

1. Start by writing the word in the top of each box (see p. 6).
2. Examine the word to find the Latin morphemes it contains.
3. Then beneath the word, one morpheme per line, write the morphemes you identify and their meanings.
4. Next synthesize your knowledge to form a possible definition. Label it MD for *My Definition*.
 - a. Hint #1: If the word has a content-meaning suffix (e.g., -ous = full of), start with the meaning of that suffix and then go to the beginning of the word (e.g., for benloquent, M.D. = *full of good speech*).
 - b. Hint #2: If the word has no suffix or the suffix indicates the part of speech (e.g., -y = abstract noun), start at the beginning of the word.
5. Now, write the dictionary definition and label it DD for *Dictionary Definition*.
6. Finally, compare the two definitions and see how close you came.

For example,

1. *vocal*

voc = voice; call

-al = like; relating to

M.D. = relating to the voice

D.D. = of or for or uttered by the voice

You will find that for most of the words, your synthesized definition is every bit as good as the dictionary. There will be only a very few words in this study that are not obvious and will require “dictionary knowledge” for an accurate understanding of the meaning. These words will have an asterisk to identify them in your Words to Work list.



LATIN MORPHEMES: LESSON ONE - ASSIGNMENT A

Directions: Write and work the first eight words through the *Dictionary Definition* level.

1. ----- ----- ----- ----- -----	5. ----- ----- ----- ----- -----
2. ----- ----- ----- ----- -----	6. ----- ----- ----- ----- -----
3. ----- ----- ----- ----- -----	7. ----- ----- ----- ----- -----
4. ----- ----- ----- ----- -----	8. ----- ----- ----- ----- -----



LATIN MORPHEMES: LESSON ONE - ASSIGNMENT B

Write and work the last eight words through the *Dictionary Definition* level.

9. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	13. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
10. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	14. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
11. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	15. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
12. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	16. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



ASSIGNMENTS C AND D: CONTEXT CLUE SENTENCES AND REVIEW

Now you are ready to USE some of these words. This will always be **Assignment C-1**.

But first, let's think about how word meaning can sometimes be revealed by the context of a sentence. What about the other 50% or so of English words that do not come from Latin? Are there some ways to figure words out if you do not know the morphemes within them? Yes!

Word meaning can be revealed in context in four different ways:

Definition in Context	Many people said the Red Sox's bad luck came from a <i>malediction</i> for selling Babe Ruth to the Yankees – their fans <u>wished evil upon the team</u> .
Synonyms	He pronounced a <i>malediction</i> , <u>a curse</u> , on the malfunctioning computer.
Antonyms	Instead of the expected <u>words of blessing</u> on the project, her boss gave it a <i>malediction</i> .
Examples	The angry gardener spoke the <i>malediction</i> to his rival, " <u>May your tomatoes never ripen and your corn be wormy!</u> "

As you use any eight words you choose from the lesson in sentences for **Assignment C-1**, practice creating context clue sentences for each of these four types for each word you use. This will help you become more aware of context clues in your regular readings and thus increase your reading comprehension.

You are also ready to USE the morphemes. This will always be **Assignment C-2**.

It's time to try your hand at creating words from the morphemes you now know. Just remember that each word needs at least one root, and that prefixes go at the front and suffixes go at the back. Play with the roots, prefixes, and suffixes to create two new words. Work each word through the *My Definition* level. In lieu of a *Dictionary Definition*, write a context clue sentence for your word.

Assignment D is a two-part review. The first part involves a series of created words for you to analyze the morphemes and synthesize a possible meaning. And yes, some of them may be a bit far-fetched, but each was created by a secondary student such as yourself (and used in a context clue sentence). The second part asks you to match some of these created words with *Funny Definitions*. For example, the created word BENEDUCTION:

good lead condition, quality, act

 beneduction = condition or act of a good lead

The matching *Funny Definition* for this created word could be *what a detective hopes for*.

LATIN MORPHEMES: LESSON ONE - ASSIGNMENT C

C-1: Create a context clue sentence for any eight of the words you worked in Assignments A and B. Label each sentence as either D for *definition*, S for *synonym*, A for *antonym*, or E for *example*.

Clue	Sentence
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

C-2: Now create two new words, work each word through the *My Definition* level, and write a context clue for the created word. (Use the blank facing page if you need more room.)

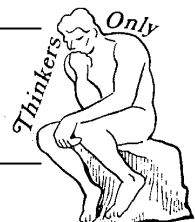
<p>9. _____</p> 	<p>10. _____</p>
---	--



LATIN MORPHEMES: LESSON ONE - ASSIGNMENT D

Directions: Break each word apart as shown below and write a possible definition.

1. *good*
lead
condition
quality, act
benaduction condition or act of a good lead
2. malvocous _____
3. inmagnous _____
4. beneloquence _____
5. malloqual _____
6. delocate _____
7. insolity _____
8. malgarrulous _____
9. magnaduct _____
10. preloquate _____
11. equidicatose _____



LATIN MORPHEMES: LESSON ONE - ASSIGNMENT D CONTINUED

Directions: Look at the “created” words you worked for Lesson One and try to match them with the “funny definitions” below. Write the number of the word on the review page before each of the definitions. Not all words will be used.

The first one is done for you as an example.

- 1 A. what a detective hopes for
- B. would help you win the debate competition
- C. a balanced presidential debate
- D. flat tenor or sharp soprano
- E. out with your friends
- F. what a jockey hopes for in the race
- G. a skunk could do this
- H. & I. with these two, you would never get a job as a radio announcer

What funny definitions can you create to match one or more of the words you did not match with a definition above?

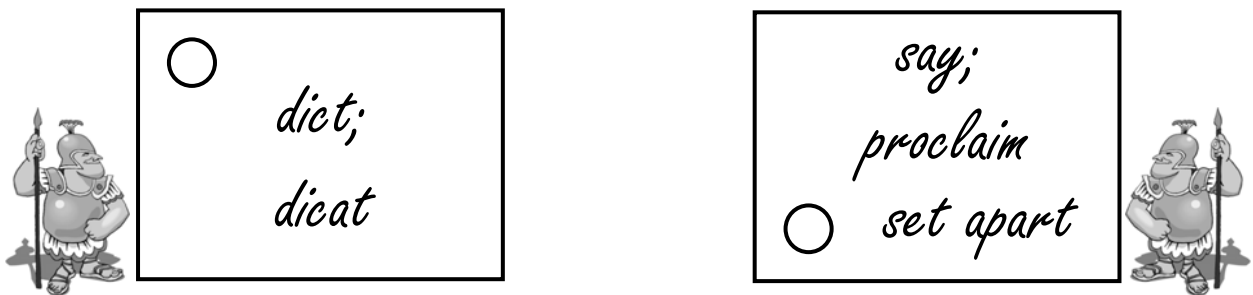


LATIN MORPHEMES: MAKING A SET OF STUDY CARDS

Learning is most effective when you engage multiple senses. Thus far you have seen morphemes and meanings (seeing) and you have written them (touching). Next you are going to prepare yourself a set of study cards to use in a review that involves all three brain pathways – seeing, touching, and hearing.

You will be making a set of self-review study cards for each lesson. You'll find six different colors of paper at the end of your book, each page lined off in approximately 1.5'x2' squares, and labeled with a lesson number. For each lesson you will need to cut the page apart and punch a hole in the top left corner of each card before beginning. (The hole will allow you to place the finish product on a ring for easy self-review.) You should have as many cards as there are morphemes for the lesson PLUS the title cover card.

Start by placing the stack of cards on your workspace so the hole is in the top left corner. Now take your top one and write the first morpheme on the front. Now turn that card over so the hole is at the bottom and write the meaning on the back.



Set that card aside and do the same for each of the other morphemes in a lesson.

Make the *LESSON ONE* title card the first card in your stack, hook them together with a ring or rubber band, and begin reviewing.

- 1 – Turn the cards to look at a morpheme and say it aloud.
- 2 – Then think and say aloud the meaning of the morpheme.
- 3 – Now turn the card over and check your knowledge of that morpheme meaning with the answer on the back.
- 4 – Keep going until you have reviewed all the morphemes.

Once you know them forwards, work on them backwards.

- 1 – Turn the cards to look at the meaning of a morpheme and say it aloud.
- 2 – Then think and say aloud the Latin morpheme with that meaning.
- 3 – Now turn the card over and check your knowledge of the morpheme with that meaning against the answer on the back.
- 4 – Keep going until you have reviewed all the morphemes.

Note that in future lessons you will make these study cards right after taking the notes on the morpheme meanings.

GREEK MORPHEMES: TAKING THE TESTS

You will have 23 tests in this vocabulary study:

- one at the end of each of the 18 lessons
each has 8 or 9 words to work
- one as a review of Lessons One and Two
12 words to work and 6 words to know
- one as a review of Lessons One through Four
matching and multiple choice
- one as a review of Lessons One through Six
matching
- one as a review of Lessons Seven through Twelve (including Lessons One through Six)
matching
- one as a review of Lessons Thirteen through Eighteen (including Lessons One through Twelve)
matching and multiple choice

Remember that you can get partial credit for a partial definition. Unless you are told otherwise for a very few words, you will not need to memorize a dictionary definition.

Most of the words will be “real” words, but there may be one or two “created” words as well.

Lesson tests are scored with one point for identifying each morpheme and its meaning in the word and one point for synthesizing this knowledge into a definition.

REMEMBER -- If a word has two or more morphemes, and you remember one but not the other, make a PARTIAL DEFINITION for PARTIAL CREDIT. For example, if you had the word BENLOQUIOUS, and you could not remember the meaning of the morpheme *-ous*, it would look like this:

1. benloquious	<u>score</u>	
<u>ben = good</u>	+1 of possible 1	This equals 2 2/3 points out of 4 points possible.
<u>loqu = speak</u>	+1 of possible 1	
<u>-ous =</u>	+0 of possible 1	
<u>MD = something to do with good speaking</u>	+2/3 of possible 1	

Now, use your set of study cards for review to prepare for the Lesson One test.

Test yourself using the interactive review for Lesson One on the CD.



LESSON
ONE

