Morphology

Sequential Organization of Worksheets
(Beginning Sequence)

See CD for Other Worksheets on Prefix, Roots, and Suffix

by

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### Morphology or Advanced Language Structures: Scope and Sequence

#### Suffixes → Prefixes → Lower Level Roots

- **Suffixes**
  - (Lower level: ed, ing, er, ful, less, ly, es, s, ee, est, ist, able, ish, ment, ness, tion/sion, ous)

- **Intro:** 1-1-1, Silent-e, Y to i)

- **Prefixes**
  - (Closed prefixes after closed syllable and rabbit words: un, mid, non, sub, con, dis, mis, ex, in, trans)
  - (Open prefixes after open syllable and tulip words: re, pro, pre, de)
  - (Other: inter, per, intro)

- **Lower Level Roots**
  - (Start with: port, tract, rupt, ject, struct, form, act, act, form, scope, tort, fer, fus(e), sect, flect, fix, sist, (spire, test, put(e), flu, aud, claim, nov, gen, pass, trib, son, gest, mem, numer, sid(e), serv(e), stitu, vest, cred)

#### Lower Level Roots (continue) → Continue Prefixes → Upper Level Roots

- **Lower Level Roots (continue)**
  - (ven(e)/vent, vert/vers(e), cid(e)/cis(e), flect/flex, gress/grad, quir(e)/quest, pend/pens, pos(e)/posit, spect/spic, spond/spons, sum/sumpt, vict/vinc, clud(e)/clus(e), pel/puls(e), duct/du(e), mit/miss, ply/plic, rect/reg, ped/pod, scrib/script), dic/dict, quir(e)/quis/quest, pon/pound, mand/mend, ord/ordin, capt/capt, caus/cus(e), fin(e)/finit(e), vis(e)/vid(e), voc/voc, string/strict, ced(e)/ceed/cess, cept/ceiv(e), lect/leg/lig, tain/ten/tent/tin, tend/tens/tent, jur/jud/just, junct/join/joint

- **Continue Prefixes**
  - (continue with prefixes as you introduce roots - chameleon prefixes: con/com/co/cor/col, in/im/il/ir, sub/sup/sug, dis/dif/di, ex/ex/e, ob/oc/of/op, syn/sym/sys/syl, ad/ac/a/af/ag/al/an/ap/ar/as/at)
  - Other: ambi, anti, em, fore, mini, omni, over, retro, super, ultra, en, ante, contro, infra, out, post, self, with)
  - Number prefixes: uni/mono, bi/di, tri, quar/quadr/tetra, quin/penta, sex/hexa, sept, septem, hepta, oct/octa/octo, novem/ennea, centi/cent/hecta/hecton, milli/kilo, mega, multi/poly, semi/hemi

- **Upper Level Roots**
  - alter, amat/amor, anim, ann/enni, aqua, ben(e)/bon, brev, cit(e), civic, car/carni, crea, cid/cad, clin(e), cog(n), cor/corp, crim, dom, dorm, fug, for/forc, fract/frag, grat, greg, hum, haer/her(e), ign, lab/laborat, lapse, lat(lat(e)), liber, lin, liter, oc/loc/loqu, lud(e)/lus, luna, lum/lus/luc, magn, man/mani, mascu, matri, medi, mens/mensura, merg/mer, min, migr, mir(e), mod, moll, mori/mort/mors, mut(e), next/nex, nom, nuncl/nounc(e), omni, mod, moll, mori/mort/mors, mut(e), nect/nex, nom, nunci/nounc(e), omni, oper, pac/pax, par, part, pop, pater/patr, petr, pict/picto, plac, press, potent, prim(e), prop(r), prov(e), pur(i)/pur(e), radi, rat, rid, rog, sacro, sanct, scend, sign, sert, simil/simul, sol, somno/somni, stat, stella, sult, tect, tempo, terr, text, tim, tuber, tut/tui, ultima, urb, vac(e), val/vail, ventri, ver(i), vore, viv/vita, volv(e)/volu, vulg
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<td>168. mit/miss</td>
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The suffix **-ed** is added to verbs to tell you that the action took place in the past.

"Today I paint".

"Yesterday, I painted the house".

One sound of **-ed** is /əd/ as in **rented**.

**DIRECTIONS**

Add the suffix **-ed** to the base word and write the new word. The sound **-ed** is /əd/.

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<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
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<td>hand</td>
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<td>ed</td>
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<tr>
<td>start</td>
<td>+</td>
<td>ed</td>
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</table>

Do you see a pattern? When does **-ed** say /əd/? Clue: look at the final letter of the base word.
The suffix -ed is added to verbs to tell you that the action took place in the past.

"Today I paint".

"Yesterday, I painted the house".

One sound of -ed is /t/ as in fixed.

**DIRECTIONS**

Add the suffix -ed to the base word and write the new word. The sound -ed is /t/.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
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<td>pump</td>
<td>ed</td>
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</tbody>
</table>
The suffix **-ed** is added to verbs to tell you that the action took place in the past.

"Today I paint."

"Yesterday, I painted the house."

One sound of **-ed** is /d/ as in called.

**DIRECTIONS.**

Add the suffix **-ed** to the base word and write the new word. The sound **-ed** is /d/.

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<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
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<td>play</td>
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<td>+ ed</td>
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<tr>
<td>train</td>
<td>+ ed</td>
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</tbody>
</table>
**-ed**

-ed is a suffix that says /t/, /d/ or /æd/.

**DIRECTIONS**

Read the words. What sound of -ed do you hear? Write / t /, / d / or / æd / in the blank space.

<table>
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<th>Word</th>
<th>Sound</th>
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<td>/<em>/</em></td>
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<tr>
<td>mended</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>pumped</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>sailed</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>planted</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>thanked</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>landed</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>missed</td>
<td>/<em>/</em></td>
</tr>
<tr>
<td>limped</td>
<td>/<em>/</em></td>
</tr>
</tbody>
</table>
-ing

-ing is a suffix that means action taking place now.

DIRECTIONS
Add the suffix -ing to the words.

spend ing  |  drink____
sing____   |  hunt____
sail____   |  stamp____
list____   |  jump____
twist____  |  limp____
pick____   |  tilt____

Fill in the blanks with the above words.

1. She is ____________ a glass of milk.
2. Mom, Sam is ____________ on the bed.
3. He is ____________ a nice song.
4. Dad is ____________ an apple.
5. I am ____________ on the lake.
Suffix: -ed and -ing
(Verb)

The suffix, -ed indicates past tense. The suffix, -ing indicates present tense (happening now).

Directions: Add -ing or -ed in the following blanks.

happen (past) = happen _____  bloom (now) = bloom____

discuss (present) = discuss _____ contact (past) = contact ____
squeal (past) = squeal _____ shout (past) = shout ____

comment (now) = comment _____ prowl (now) = prowl____

launch (past) = launch _____ extend (now) = extend ____
sprout (now) = sprout _____ scream (past) = scream____

roast (past) = roast _____ insult (past) = insult _____

knock (now) = knock _____ convict (past) = convict ____
Suffix: -ed and -ing
(Verb)

The suffix, -ed indicates past tense. The suffix, -ing indicates present tense (happening now).

Directions: Add -ing or -ed in the following blanks.

- hunt (yesterday) = hunt _____
- plant (now) = plant _____
- rush (now) = rush _____
- fall (now) = fall _____
- block (past) = block _____
- drill (now) = drill _____
- brand (now) = brand _____
- point (now) = point _____
- bark (past) = bark _____
- keep (now) = keep _____
- march (past) = march _____
- broil (past) = broil _____
- swing (present) = swing _____
- faint (past) = faint _____
- storm (now) = storm _____
- train (past) = train _____
- es (Plural)

-es is a suffix that is added to words ending in s, x, z, ch and sh to spell their plurals. In other words, just add -s to make them plural.

| can → cans | & lunch → lunches |

DIRECTIONS

Make these words plural by adding -s or -es.

neck __

pass ___

dish ___

moth ___

fox ___

lake ___

fist ___

arch ___

king ___
rash ___
ranch ___

bed ___

shell ___

brush ___

lock ___

box ___

ax ___

pipe ___

match ___

bunch ___

glass ___

pen ___

class ___

buzz ___
Suffix: -es
(Noun)

To find the plural of most nouns, you add the suffix -s or -es. If the base word ends with "s," "ch," "sh," and "x," add -es to make it plural.

Directions: Add -s or -es to make the following nouns plural.

branch____  nest____  tusk____
brush____  box____  wing____
string____  ranch____  fox____
dish____  plate____  truck____
trench____  swing____  plane____
finch____  lunch____  mink____
ax____  frond____  rash____
- es (Plural)

-es is a suffix that is added to words ending in s, x, z, ch and sh to spell their plurals. In other words, just add -s to make them plural.

| can      | → | cans    | & | lunch   | → | lunches |

DIRECTIONS

Make these words plural by adding -s or -es.

ketch _es
marsh__
pouch__
cause__
fox__
stress__
pencil__
reptile__
voyage__
topaz__
lounge__
coach__
village__
garnish__
trombone__
address__
trench__
mushroom__
**Suffix: -es**  
(Noun)

To find the plural of most nouns, you add the suffix -s or -es. In words ending with \( y \), if there is a consonant before the \( y \), change the \( y \) to \( i \) and add -es. If there is a vowel before the \( y \), just add -s to make it plural. If the base words end with a “s,” “x,” “sh,” and “ch,” add -es. In other words, add -s.

**Directions:** Add -s or -es to make the following nouns plural.

<table>
<thead>
<tr>
<th>switch</th>
<th>plant</th>
<th>puppy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoax</td>
<td>clamp</td>
<td>paint</td>
</tr>
<tr>
<td>tray</td>
<td>cross</td>
<td>blotch</td>
</tr>
<tr>
<td>speech</td>
<td>shark</td>
<td>stray</td>
</tr>
<tr>
<td>cheek</td>
<td>spoon</td>
<td>couch</td>
</tr>
<tr>
<td>peach</td>
<td>cowboy</td>
<td>broom</td>
</tr>
<tr>
<td>atlas</td>
<td>essay</td>
<td>pansy</td>
</tr>
</tbody>
</table>
Suffix: -es
(Noun)

To find the plural of most nouns, you add the suffix -s or -es. In words ending with y, if there is a consonant before the y, change the y to i and add -es. If there is a vowel before the y, just add s to make it plural.

boy - boys     fly - flies

Directions: Add -s or -es to make the following nouns plural.

spy_____  play_____  boy_____  
day_____  penny_____  poppy_____  
coin_____  pansy_____  joint_____  
tray_____  toy_____  candy_____  
ray_____  hobby_____  puppy_____  
spray_____  nanny_____  pony_____
-ful

-ful is a suffix meaning “full of” or “having.”

DIRECTIONS

Make a word by adding the suffix -ful.

1. Full of joy → joyful
2. Having thanks →
3. Full of shame →
4. Having hope →
5. Full of pain →
6. Having cure →
7. Full of cheer →
8. Full of harm →
9. Full of rest →
10. Having grace →
-ful

-ful is a suffix meaning "full of" or "having."

DIRECTIONS
Make a word by adding the suffix -ful.

1. Full of joy → bendable
2. Having thanks →
3. Full of shame →
4. Having hope →
5. Full of pain →
6. Full of cheer →
7. Full of harm →
8. Full of rest →
9. Having grace →
-less

-less is a suffix that means “without.”

DIRECTIONS

Add the suffix -less to the base word that matches the meaning.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>without hope →</td>
<td>hopeless</td>
</tr>
<tr>
<td>without joy →</td>
<td></td>
</tr>
<tr>
<td>without shame →</td>
<td></td>
</tr>
<tr>
<td>without harm →</td>
<td></td>
</tr>
<tr>
<td>without cheer →</td>
<td></td>
</tr>
<tr>
<td>without shape →</td>
<td></td>
</tr>
<tr>
<td>without thanks →</td>
<td></td>
</tr>
<tr>
<td>without a name →</td>
<td></td>
</tr>
<tr>
<td>without a point →</td>
<td></td>
</tr>
<tr>
<td>without form →</td>
<td></td>
</tr>
<tr>
<td>without sleep →</td>
<td></td>
</tr>
<tr>
<td>without blame →</td>
<td></td>
</tr>
</tbody>
</table>
Suffix: -ful and -less
(Adjective)

The suffix, *ful*, means full of or having. The suffix, *less* means without.

Directions: Add *-less* or *-ful* in the following blanks.

- full of shame = shame _____ without hope = hope _____
- without joy = joy _____ without pain = pain _____
- full of harm = harm _____ without care = care _____
- without sleep = sleep _____ full of cheer = cheer _____
- having doubt = doubt _____ having rest = rest _____
- having help = help _____ without grace = grace _____
- without blame = blame _____ having joy = joy _____

Directions: Complete the following sentences using the words from above.

1. John had a ____________ night because he was worried about the test.
2. Though dentist extracted my teeth but it was ____________.
3. It was a ____________ birthday party.
4. Though she tried her best, she felt that it was ____________ to continue.
-er

-er is a suffix that means "that which" or "one who".

thinker

DIRECTIONS
Make a word by adding the suffix -er.

that which boils  →  boiler
one who sings  →
one who hunts  →
one who jumps  →
that which sifts  →
that which dusts  →
one who camps  →
that which starts  →
one who helps  →
one who spends  →
one who pays  →
Suffix: -er
(Adjective)

-er is a suffix that also means comparative or greater.

\[
\begin{array}{ll}
tall \quad \longrightarrow & \quad \text{taller}
\end{array}
\]

Directions: Write the comparative form for the following words.

long \quad \longrightarrow \quad _______
short \quad \longrightarrow \quad _______

strong \quad \longrightarrow \quad _______
fast \quad \longrightarrow \quad _______

swift \quad \longrightarrow \quad _______
small \quad \longrightarrow \quad _______

smart \quad \longrightarrow \quad _______
hard \quad \longrightarrow \quad _______

neat \quad \longrightarrow \quad _______
weak \quad \longrightarrow \quad _______

smooth \quad \longrightarrow \quad _______
sharp \quad \longrightarrow \quad _______

Complete the following:

1. I am strong but he is ___________________.

2. Jon is short but Susan is ___________________.

3. Sam is neat but Pam is ___________________.
-er     -est

-er is a suffix (comparative) that means greater.

<table>
<thead>
<tr>
<th>Base word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-DIRECTIONS-

Add the suffixes, -er and -est to the base words.
Suffixes

- e r (greater; compares/ that which/ one who)
- e s t (greatest)
- f u l (full of, having)
- l e s s (without)
- i n g (action taking place now - doing now)
- e d (action in the past)

DIRECTIONS

Rewrite the base word with the correct suffix.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>thank</td>
<td>past tense: thanked</td>
</tr>
<tr>
<td></td>
<td>having, full of:</td>
</tr>
<tr>
<td></td>
<td>without:</td>
</tr>
<tr>
<td></td>
<td>doing now:</td>
</tr>
<tr>
<td>dust</td>
<td>without:</td>
</tr>
<tr>
<td></td>
<td>that which:</td>
</tr>
<tr>
<td></td>
<td>doing now:</td>
</tr>
<tr>
<td></td>
<td>past:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
-able

-able /əˈbliː/ is a suffix that means “able to”

DIRECTIONS
Write the word that matches the meaning.

able to bend → bendable
able to fix →
able to pay →
able to work →
able to pass →
able to sink →
able to train →
able to drink →
able to think →
Suffix Review

Directions: Write the meanings for the following suffixes.

1. ful: ________________________________
2. less: ________________________________
3. er: ________________________________
4. able: ________________________________
5. est: ________________________________

Which suffix indicates past tense? _______
Which suffix indicates present tense? _______
Which suffixes indicate plurals? _______ _______

Directions: Fill in the blanks with the appropriate suffixes.

1. The farmer plant ____ corn in the field yesterday.
2. John ran fast ____ than the Sam.
3. The mechanic told my mother that the car was not fix______.
4. The boys played a harm____ prank on Sam; everyone had a great time.
5. Please be care_____ when hiking on the trail.
6. I visited two beach____ in Hawaii.
7. He is speak_____ today at the bookstore.
8. Jan was speech______ when she won the spelling bee.
9. Susan was the tall_____ student in the class.
-ly

-ly is a suffix that means "like" and may answer the question "how" of an action word.

"ran how?" → ran swiftly

DIRECTIONS

Underline the suffix -ly in each word and read them.

<table>
<thead>
<tr>
<th>gladly</th>
<th>quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td>badly</td>
<td>gently</td>
</tr>
<tr>
<td>bravely</td>
<td>sadly</td>
</tr>
<tr>
<td>wisely</td>
<td>sweetly</td>
</tr>
</tbody>
</table>

Fill in the blanks with the above words.

1. He swam ____________ to the boat

2. She ____________ picked up the baby bird.

3. Tom ____________ went home after school.

4. Jane ____________ saved the small cat.

5. He ____________ sang a song for his mom.
Suffix Review 2

Directions: Write in the blanks the suffixes that match the meanings.

ful of; having: _______ able to: _______
past tense: _______ present tense: _______
that which: _______ superlative: _______
without: _______ like; how: _______
plurals ____ ____ comparing: _______

Directions: Fill in the blanks with the appropriate suffixes.

1. The paint____ was not very good.
2. Jane was the swift____ runner in the school.
3. The plane land____ two hours ago.
4. Father used the broil____ to cook the steak.
5. The knight brave____ fought the dragon.
6. Pam is smart____ than Jan.
7. I had a rest____ sleep last night.
8. As much as I tried, it was hope____.
9. The vet gent____ handled the puppy.
10. The kitten was not train____.
11. I was thank____ for the help given by my family.
Doubling Rule or 1-1-1 Rule

1-1-1 Word =
1 = one-syllable word
1 = with one vowel
1 = ends with one consonant

If you have a 1-1-1 word, double the ending consonant when adding suffixes beginning with a vowel such as “-er” or “-ed.” If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

1 1 1 tap + -ed = tapped
1 1 2 rest + -ing = resting

Add the following suffixes to the base words. Check to see if the base word is a 1-1-1 word. Write the numbers on the lines.

1. ___ ___ ___ sip + -ed = ______________________
2. ___ ___ ___ cup + -ful = ______________________
3. ___ ___ ___ rob + -ing = ______________________
4. ___ ___ ___ plot + -ed = ______________________
5. ___ ___ ___ man + -ly = ______________________
6. ___ ___ ___ spin + -ing = ______________________
7. ___ ___ ___ stop + -er = ______________________
8. ___ ___ ___ thin + -ly = ______________________
9. ___ ___ ___ sip + -ing = ______________________
**Doubling Rule**

Fill in the circles for each word & suffix. If all circles are filled in, double the ending consonant & add the suffix.

<table>
<thead>
<tr>
<th>One Syllable Word</th>
<th>One Vowel</th>
<th>One Ending Consonant</th>
<th>Suffix begins with vowel</th>
<th>Baseword</th>
<th>+</th>
<th>Suffix</th>
<th>= New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>pain</td>
<td>+</td>
<td>ful</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>spin</td>
<td>+</td>
<td>er</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>scout</td>
<td>+</td>
<td>ing</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>frost</td>
<td>+</td>
<td>ing</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>quit</td>
<td>+</td>
<td>er</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>drag</td>
<td>+</td>
<td>ed</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>jog</td>
<td>+</td>
<td>ed</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>thin</td>
<td>+</td>
<td>ly</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>fail</td>
<td>+</td>
<td>ing</td>
<td>= _________</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>weed</td>
<td>+</td>
<td>ed</td>
<td>= _________</td>
</tr>
</tbody>
</table>
**Doubling Rule**

Fill in the circles for each word & suffix. If all circles are filled in, double the ending consonant & add the suffix.

<table>
<thead>
<tr>
<th>One Syllable Word</th>
<th>One Vowel</th>
<th>One Ending Consonant</th>
<th>Suffix begins with vowel</th>
<th>Baseword</th>
<th>+</th>
<th>Suffix</th>
<th>= New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>pat</td>
<td>+</td>
<td>ed</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>drop</td>
<td>+</td>
<td>ing</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>sail</td>
<td>+</td>
<td>ing</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>feed</td>
<td>+</td>
<td>er</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>jump</td>
<td>+</td>
<td>ed</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>stand</td>
<td>+</td>
<td>ing</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>cup</td>
<td>+</td>
<td>ful</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>bad</td>
<td>+</td>
<td>ly</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>hop</td>
<td>+</td>
<td>ing</td>
<td>= ________</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>sad</td>
<td>+</td>
<td>er</td>
<td>= ________</td>
</tr>
</tbody>
</table>
Doubling Rule or 1-1-1 Rule

1-1-1 Word =
1 = one-syllable word
1 = with one vowel
1 = ends with one consonant

If you have a 1-1-1 word, double the ending consonant when adding suffixes beginning with a vowel such as "-er" or "-ed." If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

1 1 1 tap + -ed = tapped
1 1 2 rest + -ing = resting

Add the following suffixes to the base words. Check to see if the base word is a 1-1-1 word. Write the numbers on the lines.

1. ____ ____ ____ weed + -ed = __________________
2. ____ ____ ____ slip + -er = __________________
3. ____ ____ ____ dust + -er = __________________
4. ____ ____ ____ chat + -ing = __________________
5. ____ ____ ____ fail + -ing = __________________
6. ____ ____ ____ fast + -est = __________________
7. ____ ____ ____ drag + -ed = __________________
8. ____ ____ ____ spoil + -ed = __________________
9. ____ ____ ____ cold + -er = __________________

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**Doubling Rule or 1-1-1 Rule**

If you have a 1-1-1 word (one-syllable word with one vowel and ending with one consonant), double the ending consonant when adding suffixes beginning with a vowel. If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

Check for each part of the Doubling Rule. If you have checks for each of the four conditions, then double the ending consonant of the base word before adding the suffix.

<table>
<thead>
<tr>
<th>BASE WORD</th>
<th>SUFFIX</th>
<th>one syllable</th>
<th>one vowel</th>
<th>ends with 1 consonant</th>
<th>vowel suffix</th>
<th>NEW WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>+ -er</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help</td>
<td>+ -ing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td>+ -ly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td>+ -est</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>farm</td>
<td>+ -er</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jump</td>
<td>+ -ing</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>big</td>
<td>+ -est</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rain</td>
<td>+ -ing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td>+ -y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>step</td>
<td>+ -ing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Doubling Rule or 1-1-1 Rule**

1-1-1 Word = 1 = one-syllable word  
1 = with one vowel  
1 = ends with one consonant

If you have a 1-1-1 word, double the ending consonant when adding suffixes beginning with a vowel such as "-er" or "-ed." If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

\[
\begin{align*}
1 & \quad 1 \quad 1 \quad \text{tap} \quad + \quad -ed = \_\_\_\_\_tapped \_\_\_\_\_ \\
1 & \quad 1 \quad 2 \quad \text{rest} \quad + \quad -ing = \_\_\_\_\_resting \_\_\_\_\_
\end{align*}
\]

Add the following suffixes to the base words.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>Result</th>
<th>Base Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>blot</td>
<td>-er</td>
<td>_______________</td>
<td>rob</td>
<td>-er</td>
<td>_______________</td>
</tr>
<tr>
<td>wait</td>
<td>-ing</td>
<td>_______________</td>
<td>slit</td>
<td>-ing</td>
<td>_______________</td>
</tr>
<tr>
<td>sip</td>
<td>-ed</td>
<td>_______________</td>
<td>snap</td>
<td>-y</td>
<td>_______________</td>
</tr>
<tr>
<td>jog</td>
<td>-ing</td>
<td>_______________</td>
<td>pain</td>
<td>-ful</td>
<td>_______________</td>
</tr>
<tr>
<td>drop</td>
<td>-ed</td>
<td>_______________</td>
<td>ship</td>
<td>-ing</td>
<td>_______________</td>
</tr>
<tr>
<td>dust</td>
<td>-y</td>
<td>_______________</td>
<td>sad</td>
<td>-er</td>
<td>_______________</td>
</tr>
<tr>
<td>mad</td>
<td>-ly</td>
<td>_______________</td>
<td>bet</td>
<td>-ing</td>
<td>_______________</td>
</tr>
<tr>
<td>land</td>
<td>-ed</td>
<td>_______________</td>
<td>trap</td>
<td>-er</td>
<td>_______________</td>
</tr>
<tr>
<td>rent</td>
<td>-er</td>
<td>_______________</td>
<td>stab</td>
<td>-ed</td>
<td>_______________</td>
</tr>
</tbody>
</table>
-ish

-ish is a suffix that means "resembling" or "origin".

foolish

DIRECTIONS

Write a word with the suffix -ish to match the meaning.

- resembling a boy ➔ boyish
- resembling a sheep ➔
- resembling green ➔
- resembling a clown ➔
- resembling a child ➔
- resembling a brute ➔
- resembling a girl ➔
- resembling gray ➔
- from Denmark ➔ Danish
- from Ireland ➔
- from Sweden ➔
Doubling Rule or 1-1-1 Rule

1-1-1 Word = 

1 = one-syllable word
1 = with one vowel
1 = ends with one consonant

If you have a 1-1-1 word, double the ending consonant when adding suffixes beginning with a vowel such as "-er" or "-ed." If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

_ _ _ _ tap + _ed = __tapped_

_ _ _ _ rest + _ing = __resting_

Add the following suffixes to the base words. Check to see if the base word is a 1-1-1 word. Write the numbers on the lines.

1. _ _ _ _ sin + _-er = ___________________

2. _ _ _ _ flat + _-ly = ___________________

3. _ _ _ _ quit + _-er = ___________________

4. _ _ _ _ bag + _-ful = ___________________

5. _ _ _ _ drop + _-ed = ___________________

6. _ _ _ _ dim + _-ly = ___________________

7. _ _ _ _ spin + _-er = ___________________

8. _ _ _ _ snap + _-y = ___________________

9. _ _ _ _ red + _-ish = ___________________
-ist

The suffix -ist means "person who".
It is pronounced /əst/.

DIRECTIONS

Underline the suffix and read. Briefly describe what the person does. If you are not sure, look up the word in the dictionary.

artist One who is skilled in the fine arts.
drugist
novelist
florist
typist
motorist
dentist
scientist
cellist
chemist
optometrist
journalist
Doubling or 1-1-1 Rule

If you have a 1-1-1 word (one-syllable with one vowel and ending with one consonant), double the ending consonant when adding suffixes beginning with a vowel. If it is not a 1-1-1 word or if the suffix does not begin with a vowel, just add the suffix to the base word.

Directions: Add the suffixes to the following words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>-ish</td>
<td></td>
</tr>
<tr>
<td>ford</td>
<td>-ed</td>
<td></td>
</tr>
<tr>
<td>scout</td>
<td>-ing</td>
<td></td>
</tr>
<tr>
<td>spin</td>
<td>-er</td>
<td></td>
</tr>
<tr>
<td>glad</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>fret</td>
<td>-ful</td>
<td></td>
</tr>
<tr>
<td>dread</td>
<td>-ful</td>
<td></td>
</tr>
<tr>
<td>drop</td>
<td>-er</td>
<td></td>
</tr>
<tr>
<td>boom</td>
<td>-ing</td>
<td></td>
</tr>
<tr>
<td>deep</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>gun</td>
<td>-er</td>
<td></td>
</tr>
<tr>
<td>drug</td>
<td>-ist</td>
<td></td>
</tr>
<tr>
<td>boil</td>
<td>-er</td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>fog</td>
<td>-y</td>
<td></td>
</tr>
<tr>
<td>feast</td>
<td>-ing</td>
<td></td>
</tr>
</tbody>
</table>
Silent-e Rule

If a word ends in a silent "e," you will drop the final "e," when adding a suffix beginning with a vowel. If the suffix does not begin with a vowel, just add it to the base word.

\[ \downarrow \]

- \( \text{make} + \text{ing} = \text{making} \)
- \( \text{late} + \text{ly} = \text{lately} \)

Add the suffixes to the base words.

- care + less = 
- safe + ly = 
- use + ful = 
- shine + ing = 
- lone + ly = 
- joke + ing = 
- hike + ing = 
- life + less = 
- dive + ing = 
- wise + ly = 
- bite + ing = 
**Silent - e Rule**

When a word ends in a silent e, drop the “e” when adding a suffix that begins with a vowel.

\[
\text{make} + \text{ing} = \text{making}
\]

Keep the “e” when adding a suffix that begins with a consonant.

\[
\text{care} + \text{less} = \text{careless}
\]

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>ly</td>
<td></td>
</tr>
<tr>
<td>move</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>change</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>use</td>
<td>ed</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>care</td>
<td>ful</td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>ly</td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>able</td>
<td></td>
</tr>
<tr>
<td>use</td>
<td>less</td>
<td></td>
</tr>
<tr>
<td>bake</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>use</td>
<td>ful</td>
<td></td>
</tr>
<tr>
<td>size</td>
<td>able</td>
<td></td>
</tr>
<tr>
<td>shade</td>
<td>y</td>
<td></td>
</tr>
<tr>
<td>hate</td>
<td>ful</td>
<td></td>
</tr>
</tbody>
</table>
Silent-e Rule

If a word ends in a silent "e," you will drop the final "e," when adding a suffix beginning with a vowel. If the suffix does not begin with a vowel, just add it to the base word.

\[
\begin{align*}
\text{make} + \text{ing} &= \text{making} \\
\text{late} + \text{ly} &= \text{lately}
\end{align*}
\]

Add the suffixes to the base words.

\[
\begin{align*}
\text{poke} + \text{ing} &= \\
\text{hope} + \text{ed} &= \\
\text{like} + \text{ly} &= \\
\text{tune} + \text{ing} &= \\
\text{safe} + \text{ly} &= \\
\text{hope} + \text{less} &= \\
\text{hate} + \text{ful} &= \\
\text{bike} + \text{ing} &= \\
\text{nice} + \text{ly} &= \\
\text{judge} + \text{ing} &= \\
\text{use} + \text{ing} &=
\end{align*}
\]
-ess

-ess is a suffix indicating the feminine form.

waitress

DIRECTIONS

Add the suffix -ess to make the feminine form of the base word.

author → 

steward → 

lion → 

baron → 

heir → 

murder → 

poet → 

prophet → 

prince → 

*god → 

*actor → 

*waiter → 

* Check the dictionary for the correct spelling.
Silent-e Rule

If a word ends in a silent "e," you will drop the final "e," when adding a suffix beginning with a vowel. If the suffix does not begin with a vowel, just add it to the base word.

\[
\begin{align*}
\text{make} + \text{ing} &= \text{making} & \text{late} + \text{ly} &= \text{lately}
\end{align*}
\]

Add the suffixes to the base words.

\[
\begin{align*}
\text{hire} + \text{ing} &= \underline{\phantom{}} \\
\text{name} + \text{less} &= \underline{\phantom{}} \\
\text{dare} + \text{ing} &= \underline{\phantom{}} \\
\text{use} + \text{ful} &= \underline{\phantom{}} \\
\text{blaze} + \text{ed} &= \underline{\phantom{}} \\
\text{wise} + \text{er} &= \underline{\phantom{}} \\
\text{stare} + \text{ing} &= \underline{\phantom{}} \\
\text{brave} + \text{ly} &= \underline{\phantom{}} \\
\text{like} + \text{ing} &= \underline{\phantom{}} \\
\text{smile} + \text{ed} &= \underline{\phantom{}} \\
\text{time} + \text{ly} &= \underline{\phantom{}} \\
\end{align*}
\]
-ment

-ment is a suffix that means "result of an action."

DIRECTIONS
Add the suffix, -ment to the underlined base words to match the meanings.

1. the result of shipping
   → shipment

2. the result of employing
   →

3. the result of being content
   →

4. the result of appointing
   →

5. the result of entertaining
   →

6. the result of enjoying
   →

7. the result of enlisting
   →

8. the result of governing
   →

9. the result of resenting
   →

10. the result of developing
    →
**Silent - e Rule**

When a word ends in a silent e, drop the “e” when adding a suffix that begins with a vowel.

\[
\text{make} + \text{ing} = \text{making}
\]

Keep the “e” when adding a suffix that begins with a consonant.

\[
\text{care} + \text{less} = \text{careless}
\]

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>place</td>
<td>+ ment</td>
<td>=</td>
</tr>
<tr>
<td>smoke</td>
<td>+ y</td>
<td>=</td>
</tr>
<tr>
<td>manage</td>
<td>+ ment</td>
<td>=</td>
</tr>
<tr>
<td>fame</td>
<td>+ ous</td>
<td>=</td>
</tr>
<tr>
<td>peace</td>
<td>+ ful</td>
<td>=</td>
</tr>
<tr>
<td>believe</td>
<td>+ able</td>
<td>=</td>
</tr>
<tr>
<td>settle</td>
<td>+ ment</td>
<td>=</td>
</tr>
<tr>
<td>skate</td>
<td>+ er</td>
<td>=</td>
</tr>
<tr>
<td>shame</td>
<td>+ ful</td>
<td>=</td>
</tr>
<tr>
<td>surprise</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>reside</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>ice</td>
<td>+ y</td>
<td>=</td>
</tr>
<tr>
<td>force</td>
<td>+ ful</td>
<td>=</td>
</tr>
<tr>
<td>age</td>
<td>+ less</td>
<td>=</td>
</tr>
<tr>
<td>store</td>
<td>+ ing</td>
<td>=</td>
</tr>
</tbody>
</table>
# Silent - e Formula

\[ \text{B W} (e) + \text{vs} = - \text{e} \]
Base Word ending in "e" + vowel suffix = drop "e".

\[ \text{B W} (e) + \text{cs} = + \text{e} \]
Base Word ending in silent "e" + consonant suffix = keep "e".

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>wide</td>
<td>+ ly</td>
<td>=</td>
</tr>
<tr>
<td>bite</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>large</td>
<td>+ est</td>
<td>=</td>
</tr>
<tr>
<td>dance</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>engage</td>
<td>+ ment</td>
<td>=</td>
</tr>
<tr>
<td>shine</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>value</td>
<td>+ able</td>
<td>=</td>
</tr>
<tr>
<td>pledge</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>unite</td>
<td>+ ed</td>
<td>=</td>
</tr>
<tr>
<td>blaze</td>
<td>+ er</td>
<td>=</td>
</tr>
<tr>
<td>ride</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>quote</td>
<td>+ able</td>
<td>=</td>
</tr>
<tr>
<td>life</td>
<td>+ less</td>
<td>=</td>
</tr>
<tr>
<td>place</td>
<td>+ ing</td>
<td>=</td>
</tr>
<tr>
<td>relate</td>
<td>+ ing</td>
<td>=</td>
</tr>
</tbody>
</table>
-ness

-ness is a suffix that means “state of.”
Words with -ness are usually nouns.

DIRECTIONS

Add the suffix, -ness to the underlined base word to match the meaning.

1. state of being weak → weakness
2. state of being kind →
3. state of being fit →
4. state of being sick →
5. state of being sharp →
6. state of being slim →
7. state of being good →
8. state of being thick →
9. state of being ripe →
10. state of being the same →
Silent-e Rule

If a word ends in a silent "e," you will drop the final "e," when adding a suffix beginning with a vowel. If the suffix does not begin with a vowel, just add it to the base word.

make + ing = making      late + ly = lately

Add the suffixes to the base words.

blaze + ing = 
believe + ing = 
settle + ment = 
force + ing = 
surprise + ed = 
change + ing = 
live + ing = 
force + ful = 
pure + ly = 
smudge + ing = 
coarse + ness = 

## Silent-e Rule

If a word ends in a silent "e," you will drop the final "e," when adding a suffix beginning with a vowel. If the suffix does not begin with a vowel, just add it to the base word.

\[
\begin{align*}
\text{make} & \quad + \quad \text{ing} & = & \quad \text{making} \\
\text{late} & \quad + \quad \text{ly} & = & \quad \text{lately}
\end{align*}
\]

Add the suffixes to the base words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
<td>ing</td>
<td>lineing</td>
</tr>
<tr>
<td>blame</td>
<td>less</td>
<td>blameless</td>
</tr>
<tr>
<td>compete</td>
<td>ing</td>
<td>competing</td>
</tr>
<tr>
<td>tumble</td>
<td>er</td>
<td>tumbleer</td>
</tr>
<tr>
<td>paddle</td>
<td>ing</td>
<td>paddling</td>
</tr>
<tr>
<td>complete</td>
<td>ly</td>
<td>completely</td>
</tr>
<tr>
<td>sense</td>
<td>less</td>
<td>sensless</td>
</tr>
<tr>
<td>exhale</td>
<td>ing</td>
<td>exhaling</td>
</tr>
<tr>
<td>home</td>
<td>less</td>
<td>homelss</td>
</tr>
<tr>
<td>like</td>
<td>ness</td>
<td>likeness</td>
</tr>
<tr>
<td>compare</td>
<td>ing</td>
<td>comparing</td>
</tr>
</tbody>
</table>
-ous

-ous is a suffix that means "having" or "full of." Words with this suffix are adjectives.

DIRECTIONS

<table>
<thead>
<tr>
<th>Base word</th>
<th>New word &amp; suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>nerve</td>
<td>nervous</td>
</tr>
<tr>
<td>ruin</td>
<td></td>
</tr>
<tr>
<td>humor</td>
<td></td>
</tr>
<tr>
<td>danger</td>
<td></td>
</tr>
<tr>
<td>prosper</td>
<td></td>
</tr>
<tr>
<td>hazard</td>
<td></td>
</tr>
<tr>
<td>murder</td>
<td></td>
</tr>
<tr>
<td>joy</td>
<td></td>
</tr>
<tr>
<td>thunder</td>
<td></td>
</tr>
<tr>
<td>poison</td>
<td></td>
</tr>
<tr>
<td>rigor</td>
<td></td>
</tr>
<tr>
<td>slander</td>
<td></td>
</tr>
</tbody>
</table>

46
-ous

-ous is a suffix that means "full of" or "having". Words with this suffix are adjectives.

Directions: Underline the suffix, -ous, and read the words.

joyous  marvelous  fabulous  numerous  prosperous
poisonous  hazardous  jealous  populous
unanimous  thunderous  humorous  rigorous

Directions: Fill in the blanks with one of the above words to match the meanings.

dangerous: __________________
funny: __________________
all in agreement  __________________
full of people  __________________
of great number  __________________
incredible; wonderful  __________________
successful; wealthy  __________________
"Y to i" Rule

In a word ending in "y" with a consonant before it, change the "y" to "i" and add the suffix **except** if the suffix begins with "i."

\[
\text{cry} + \text{ed} = \text{cried} \quad \text{NOT} \quad \text{cry} + \text{ing} = \text{crying}
\]

In a word ending in a "y" with a vowel before it, just add the suffix.

\[
\text{play} + \text{ed} = \text{played}
\]

Add the suffixes to the base words.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>spray</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>ing</td>
<td></td>
</tr>
<tr>
<td>dry</td>
<td>ed</td>
<td></td>
</tr>
<tr>
<td>sunny</td>
<td>er</td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td>er</td>
<td></td>
</tr>
<tr>
<td>carry</td>
<td>ed</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td>ness</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td>est</td>
<td></td>
</tr>
<tr>
<td>pray</td>
<td>ing</td>
<td></td>
</tr>
</tbody>
</table>
"Y to i" Rule

In a word ending in "y" with a consonant before it, change the "y" to "i" and add the suffix except if the suffix begins with "i."

\[
\text{cry} + \text{ed} = \text{cried} \quad \text{NOT} \quad \text{cry} + \text{ing} = \text{crying}
\]

In a word ending in a "y" with a vowel before it, just add the suffix.

\[
\text{play} + \text{ed} = \text{played}
\]

Add the suffixes to the base words.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>ing</td>
<td>studying</td>
</tr>
<tr>
<td>steady</td>
<td>ed</td>
<td>steadyed</td>
</tr>
<tr>
<td>envy</td>
<td>ous</td>
<td>envying</td>
</tr>
<tr>
<td>marry</td>
<td>ing</td>
<td>marrying</td>
</tr>
<tr>
<td>hurry</td>
<td>ed</td>
<td>hurrying</td>
</tr>
<tr>
<td>ugly</td>
<td>est</td>
<td>uglifying</td>
</tr>
<tr>
<td>deny</td>
<td>ing</td>
<td>denying</td>
</tr>
<tr>
<td>glory</td>
<td>ous</td>
<td>glorying</td>
</tr>
<tr>
<td>buy</td>
<td>er</td>
<td>buying</td>
</tr>
</tbody>
</table>

49
-tion

-thon is a suffix that means "act of," "state of," or "result of"
-thon is used in words with Latin roots ending in "t"
"a," "o," and "u" before "-thon" are long

Directions: Underline the suffix, "-thon," in each word and read it.

convention action correction eruption fraction
fiction portion protection prevention reception
intention conduction digestion distortion description

Directions: Fill in the blanks with one of the above words.

volcanic ____________
__________ of facts
__________ movie
1/4 is a ____________

__________ of an event

__________ of food (after eaten)
__________ of electricity
__________ against crime
__________ of your homework
untrue stories = ____________
"y to i" Rule

<table>
<thead>
<tr>
<th>-es</th>
<th>-ly</th>
<th>-ful</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>-est</td>
<td>-s</td>
</tr>
</tbody>
</table>

DIRECTIONS
Select a suffix from the box and add it to the words below. A suffix can be used more than once.

hurry + __________ = __________
joy + __________ = __________
happy + __________ = __________
puppy + __________ = __________
plenty + __________ = __________
busy + __________ = __________
carry + __________ = __________
cry + __________ = __________
toy + __________ = __________
study + __________ = __________
play + __________ = __________
try + __________ = __________
"Y to i" Rule

In a word ending in "y" with a consonant before it, change the "y" to "i" and add the suffix except if the suffix begins with "i."

\[
\text{cry } + \text{ ed } = \text{ cried} \quad \text{NOT} \quad \text{cry } + \text{ ing } = \text{ crying}
\]

In a word ending in a "y" with a vowel before it, just add the suffix.

\[
\text{play } + \text{ ed } = \text{ played}
\]

Add the suffixes to the base words.

<table>
<thead>
<tr>
<th>base word</th>
<th>suffix</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>fry</td>
<td>ing</td>
<td>______</td>
</tr>
<tr>
<td>fly</td>
<td>er</td>
<td>______</td>
</tr>
<tr>
<td>spy</td>
<td>ed</td>
<td>______</td>
</tr>
<tr>
<td>cry</td>
<td>ing</td>
<td>______</td>
</tr>
<tr>
<td>try</td>
<td>ed</td>
<td>______</td>
</tr>
<tr>
<td>joy</td>
<td>ful</td>
<td>______</td>
</tr>
<tr>
<td>carry</td>
<td>ing</td>
<td>______</td>
</tr>
<tr>
<td>day</td>
<td>ly</td>
<td>______</td>
</tr>
<tr>
<td>busy</td>
<td>er</td>
<td>______</td>
</tr>
</tbody>
</table>
"y to i" Rule

DIRECTIONS
Add the suffix to the base word to make a new word.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>+ ing</td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td>+ er</td>
<td></td>
</tr>
<tr>
<td>carry</td>
<td>+ ed</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td>+ ed</td>
<td></td>
</tr>
<tr>
<td>plenty</td>
<td>+ ful</td>
<td></td>
</tr>
<tr>
<td>lucky</td>
<td>+ ly</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td>+ ing</td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>+ ed</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>+ ing</td>
<td></td>
</tr>
<tr>
<td>hurry</td>
<td>+ ing</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td>+ ed</td>
<td></td>
</tr>
<tr>
<td>copy</td>
<td>+ er</td>
<td></td>
</tr>
<tr>
<td>fry</td>
<td>+ ing</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td>+ est</td>
<td></td>
</tr>
<tr>
<td>tray</td>
<td>+ ful</td>
<td></td>
</tr>
<tr>
<td>try</td>
<td>+ ed</td>
<td></td>
</tr>
<tr>
<td>joy</td>
<td>+ ful</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td>+ er</td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td>+ er</td>
<td></td>
</tr>
</tbody>
</table>
"Y to i" Rule

In a word ending in "y" with a consonant before it, change the "y" to "i" and add the suffix except if the suffix begins with "i."

\[ \text{cry} + \text{ed} = \text{cried} \quad \text{NOT} \quad \text{cry} + \text{ing} = \text{crying} \]

In a word ending in a "y" with a vowel before it, just add the suffix.

\[ \text{play} + \text{ed} = \text{played} \]

Add the suffixes to the base words.

- delay + ed = __________________
- employ + er = __________________
- play + ful = __________________
- plenty + ful = __________________
- carry + ing = __________________
- copy + er = __________________
- empty + ed = __________________
- early + er = __________________
- fancy + ful = __________________
Vowel and Consonant Suffixes

Some suffixes begin with a vowel - ing.
Other suffixes begin with a consonant - ly.

DIRECTIONS
Write the following suffixes in the correct columns.

<table>
<thead>
<tr>
<th>est</th>
<th>s</th>
<th>ly</th>
<th>ful</th>
</tr>
</thead>
<tbody>
<tr>
<td>er</td>
<td>ish</td>
<td>less</td>
<td>ness</td>
</tr>
<tr>
<td>ment</td>
<td>ish</td>
<td>ed</td>
<td>ive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowel Suffix</th>
<th>Consonant Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
"Y to i" Rule

In a word ending in "y" with a consonant before it, change the "y" to "i" and add the suffix except if the suffix begins with "i."

cry + ed = cried \quad \text{NOT} \quad \text{cry + ing = crying}

In a word ending in a "y" with a vowel before it, just add the suffix.

play + ed = played

Add the suffixes to the base words.

study + ed = __________
sleepy + ness = __________
rely + able = __________
pray + er = __________
greedy + er = __________
enjoy + ing = __________
monkey + ing = __________
dismay + ed = __________
sloppy + ness = __________
un-

un- is a prefix that means "not" or "opposite of."

DIRECTIONS
Add the prefix un- to the following underlined base words to match the meanings.

opposite of load → unload

opposite of bend

opposite of dress

not like

not kind

opposite of fold

not told

not said

not made
un- is a prefix that means "not" or "opposite of."

DIRECTIONS
Bracket the prefix un- in each word and read them.

unhappy unwilling unmanned
unable uncover unreal
unclean unarmed unfinished
uninvited unreasonable unlawful

DIRECTIONS
Fill in the blanks with the above words.

1) The child was _________________ to play baseball.

2) It is _________________ to drink and drive.

3) The robber was _________________.

4) _________________ work will be completed at recess.
mid-

mid- is a prefix that means "middle."

DIRECTIONS

Add the prefix, mid-, to the underlined base words to match the meanings.

1. middle of the **night**
   → **midnight**
2. middle of the **way**
   →
3. middle of the **west**
   →
4. middle of the **year**
   →
5. middle of the **stream**
   →
6. middle of the **summer**
   →
7. close of the middle or center **point**
   →
8. middle of the **east**
   →
9. middle of the **section**
   →
10. middle of the **brain**
    →
11. middle of the **ocean**
    →
12. middle of the **week**
    →
mis-

mis- is a prefix that means "wrong" or "bad".

DIRECTIONS
Bracket the prefix, mis- in each word and read them.

misspell  misdeed  misfile
mispent  mistreat  misfire
miscast  misdread  misread

DIRECTIONS
Fill in the blanks with the above words.

1) __________ the word
2) __________ his money
3) __________ the dog
4) __________ the cards
5) __________ the papers
6) __________ the gun
7) __________ the sentence
in- is a prefix that means "in," "into," and "not."

DIRECTIONS
Bracket the prefix, in-, in each word and read them.

inside   in doors   inactive
inhale   insane    insert
indent   inflate    invest

DIRECTIONS
Fill in the blanks with the above words, so the phrases make sense.

1) __________ your paragraph
2) __________ air
3) __________ not outside
4) __________ the balloon
5) __________ a coin
6) __________ your money
7) __________ child
ex- is a prefix that means "out of" or "from."

DIRECTIONS
Bracket the prefix, ex-, in the following words and read them.

export  exhalé  expel
exit  expose  extend
exchange  extend  exclaim

DIRECTIONS
Fill in the blanks with the above words to match the meanings.

1) To trade

2) To breathe forth

3) A way out

4) To drive out by force

5) To send goods to another country

6) To make longer; stretch

7) To reveal; make known

8) To cry out; to shout
trans-

*trans*- is a prefix that means across, over, through

Directions: Bracket the prefix and pronounce the word.

transfer transform transmit
transfuse transport transaction
transparent transmission transistor
transcend transgress transpire

Directions: Look in the dictionary to find other words with the prefix, *trans*-. 

______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________

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Prefix: Review

Directions: Draw a line from the prefix to the meaning.

mis • • wrong, bad
un • • middle
mid • • not, opposite
ex • • in, into, not
trans • • out of, from
in • • across, through, over

Directions: Fill in the blanks with the appropriate prefix.

across the continent ___________ continental
middle of the year ___________ year
bad conduct ___________ conduct
bring out of ___________ port
not correct ___________ correct
handled it wrong ___________ handled
**con-**

**DIRECTIONS**

Bracket the prefix, **con-**, in each word and read them.

- **consult**
- **container**
- **consist**
- **consume**
- **construct**
- **convince**
- **concern**
- **confess**
- **concrete**
- **conserve**
- **connect**
- **confuse**

**DIRECTIONS**

Fill in the blanks with the above words, so the phrases make sense.

1) __________ his crimes
2) __________ your lawyer
3) __________ large amounts of food
4) __________ for the injured dog
5) __________ a building
6) __________ for trash
7) __________ her mother to give an allowance
8) __________ walkway
9) __________ water during the drought
10) __________ the dots
Chameleon Prefix: “con”  
(con = with, together)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

“con” → “con”  “con” before roots beginning with other consonants.

DIRECTIONS
Bracket the prefix and underline the root. Read the words.

conduct  confide  connect  convince  
conclude  conceal  convene  converse  
contract  conform  confess  condense  
converge  confuse  conserve  consume

1) join  ________ synonym ________

2) reveal  ________ antonym ________

3) expand  ________ antonym ________

4) eat or use up  ________ synonym ________

5) begin  ________ antonym ________

6) meet  ________ synonym ________

7) save  ________ synonym ________
Chameleon Prefix: “con”
(con = with, together)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

“con” remains → “con” “con” before roots beginning with other consonants.

DIRECTIONS
Bracket the prefix and read the words.

congratulate contemplate contemporary
concentrate consonant concession
concussion consecutive conspicuous
continuously

1) It rained for ten ____________________ days.
2) The letter, b, is a ____________________, not a vowel.
3) The noise made it difficult for the student to ____________________ on his study.
4) The principal will ____________________ the winner of the Spelling Bee.
5) In order to arrive at a compromise, each of the warring factions must be willing to make ____________________.
6) The art gallery has a number of ____________________ works on display.
7) The doctor was concerned about the boy’s brain ____________________.
8) One should ____________________ all options before making a decision.
9) The woman is very ____________________ in a crowd because of her height.
10) The rain fell ____________________ for 6 hours.
non-

non- is a prefix that means "not."

DIRECTIONS
Add the prefix, non-, to the underlined base words.

1. not a drinker → nondrinker
2. not a believer
3. not conforming
4. not fatal
5. not a smoker
6. no payment
7. no support
8. not existent
9. not for profit
10. not taxable
11. not alcoholic
12. not fiction
sub-

sub- is a prefix that means "below" or "under."

DIRECTIONS
Bracket the prefix, sub-, in each word and read them.

submarine  subject  subside
subway     submit    substitute
subtract   submerge  subsoil

DIRECTIONS
Fill in the blanks with the above words to match the meanings.

1) To offer an opinion; to present to others __________

2) Underwater warship ________________

3) To sink in the water ________________

4) Under authority or control of another ________________

5) Opposite of addition ________________

6) Underground railway _______________

7) Person or thing used in place of ________________

8) To sink to lower level _______________

9) Layer of soil ________________
re-

re- is a prefix that means "again," "back."

DIRECTIONS

Add the prefix re- to the underlined base word to match the meanings.

| play again → replay          | fold again →               |
| pay again →                  | join again →               |
| pave again →                 | call again →               |
| pack again →                 | fill again →               |
| gain again →                 | load again →               |

DIRECTIONS

Fill in the blanks with the above words.

1. ___________ the road
2. ___________ the gun
3. ___________ the loan
4. ___________ your bag
5. ___________ the team
6. ___________ the glass
**pre-**

**pre-** is a prefix that means "before."

**DIRECTIONS**
Bracket the prefix, **pre-**, in each word and read them.

- **prepay**  
- **prevent**  
- **prefer**  
- **precede**  
- **prepare**  
- **prevail**  
- **pretend**  
- **preserve**  
- **predict**

**DIRECTIONS**
Fill in the blanks with the above words to match the meanings.

1) Foretell  
2) To like better  
3) To come before  
4) To be victorious; succeed  
5) To keep from spoiling  
6) Pay in advance  
7) To hinder

<p>| | | | | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
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<td>e</td>
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<td></td>
</tr>
</tbody>
</table>
**de-**

*de-* is a prefix that means down, away, opposite

**Directions:** Bracket the prefix and pronounce the word.

- debar *k*
- de*camp*
- de*bate*
- de*tain*
- de*duct*
- de* fend*
- de* cre a s e*
- de*brief*
- de*ceive*
- de* sc end*
- de*vote*
- de* cl ine*

**Directions:** Fill in the blanks with the above words.

- not accept an offer: __________
- to go down: __________
- to keep from going: __________
- antonym of increase: __________
- to argue against or for: __________
- fool or mislead: __________
Prefix: Review2

Directions: Draw a line from the prefix to the meaning.

con • • back, again
sub • • not
re • • with, together
non • • below, under
de • • before
pre • • down, away

Directions: Fill in the blanks with the appropriate prefix.

feeling down _____ pressed
agree with _____ cur
bend back _____ flect
a ship operating below the sea _____ marine
arrange before _____ arrange
not for profit _____ profit
Prefix Cards: Matching

Directions:

1) Print out the two sheets on card stock

2) Cut out the prefixes and the meanings

3) Students can match up cards

4) Students can play a memory game with each other

5) Teacher can play a memory game with the students

6) Students can write the meanings or the prefix onto the cards and study at home for a quiz.
<table>
<thead>
<tr>
<th>un</th>
<th>mis</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex</td>
<td>in</td>
</tr>
<tr>
<td>trans</td>
<td>re</td>
</tr>
<tr>
<td>de</td>
<td>pre</td>
</tr>
<tr>
<td>con</td>
<td>sub</td>
</tr>
<tr>
<td>not, opposite</td>
<td>wrong, bad</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>out of, from</td>
<td>in, into not</td>
</tr>
<tr>
<td>across, over, through</td>
<td>back, again</td>
</tr>
<tr>
<td>down, away</td>
<td>before</td>
</tr>
<tr>
<td>with, together</td>
<td>below, under</td>
</tr>
</tbody>
</table>
-ive

-ive is a suffix and is usually pronounced /ɪv/.

DIRECTIONS

Underline the -ive in the words below and read them.

active  motive  positive
massive  captive  detective
native  expensive  attractive
elective  productive  passive

Fill in the blanks with one of the above words.

1. The __________ toddler moved from one end of the house to the other.
2. The __________ boulder fell on the house.
3. The police _______ arrived at the murder scene one hour ago.
4. The gold watch is very __________.
5. Joe was __________ in class - he finished all of his work.
-ive

-ive is a suffix and is usually pronounced /ɪv/.

DIRECTIONS

Underline the -ive in the words below and read them.

active motive positive
massive captive detective
native expensive attractive
elective productive passive

Fill in the blanks with one of the above words.

1. The ________ toddler moved from one end of the house to the other.
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3. The police ______ arrived at the murder scene one hour ago.
4. The gold watch is very ________ .
5. Joe was ________ in class - he finished all of his work.
Morphology

Word Building Cards

by

Ronald Yoshimoto, M.Ed., M.S.W.
Fellow, AOPGE
(2009)
<table>
<thead>
<tr>
<th>non</th>
<th>inter</th>
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<tbody>
<tr>
<td>dis</td>
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<td>read</td>
<td>train</td>
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<tr>
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<td>cheer</td>
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<td>speak</td>
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<td>rent</td>
<td>spell</td>
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</table>
Words to Build (Morphology)

1. reader
2. retrain
3. cheerless
4. speaker
5. unharmful
6. mistreated
7. mistreating
8. untreatable
9. unbendable
10. recook
11. cooker
12. reloen
13. loaner
14. transfix
15. countless
16. unspeakable
17. speller
18. powerful
19. cheerful
20. unrentable
21. restless
22. trainer
23. hunter
24. renter
25. cheerfully
26. joyfully
27. restfully
28. Carefully
29. unreadable.
30. misread
31. miscount
32. miscounted
<table>
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<th>sion</th>
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</table>
Chameleon Prefix: "in"
(in = in, into, not)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

\[ \text{in} \rightarrow \text{im} \] before roots beginning with b, m, p (bump rule).

DIRECTIONS
Bracket the prefix and underline the first letter of the root. Read the words.

im\underline{b}alance \hspace{1cm} \underline{i}mm\underline{e}nse \hspace{1cm} \underline{i}mp\underline{e}de
im\underline{b}ibe \hspace{1cm} \underline{i}mm\underline{e}rse \hspace{1cm} \underline{i}mp\underline{e}ach
imp\underline{u}re \hspace{1cm} \underline{i}mm\underline{u}ne \hspace{1cm} \underline{i}m\underline{p}\underline{r}\underline{e}\underline{t}
im\underline{p}\underline{l}\underline{u}se \hspace{1cm} \underline{i}mp\underline{a}\underline{c}\underline{t} \hspace{1cm} \underline{i}m\underline{p}\underline{l}\underline{y}

DIRECTIONS
Circle the best meaning for the italicized word.

1) an immense mountain
   a. very large
   b. small
   c. high
   d. beautiful

2) a negative impact on others
   a. force
   b. effect
   c. influence
   d. contact

3) imbibe a large quantity of alcohol
   a. spill
   b. drink
   c. purchase
   d. sell

4) impeach the president
   a. salute
   b. respect
   c. call
   d. to try on a charge of wrongdoing

5) immune to measles
   a. not susceptible
   b. allergic
   c. prone
   d. pierce
Chameleon Prefix: "in"
(in = in, into, not)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

in → im before roots beginning with b, m, p (bump rule).

DIRECTIONS

Bracket the chameleon prefix in each word and underline the first letter of the root. Read the words.

im p l o d e  i m p r o v e  i m p r i n t
im m u t a b l e  i m m e d i a t e  i m p o v e r i s h
im m a c u l a t e  i m m i g r a t e  i m p e r s o n a l
im m o b i l e  i m p o s s i b l e  i m p r e s s i o n

DIRECTIONS

Fill in the blanks with the above words to match the meanings.

1) without delay 1) im
2) burst inward 2) im
3) to make better 3) im
4) a lasting effect 4) im
5) unchangeable 5) im
6) motionless 6) im
7) more to new country 7) im
8) to make poor 8) im
9) perfectly clean 9) im
10) unworkable; impractical 10) im
-ation

-ation is a suffix that means "state of" or "result of"

Directions: Underline the suffix, "-ation," in each word and read it.

adaptation education taxation duration application
separation plantation combination exportation operation
organization communication imagination commendation

Directions: Draw a line to match the meanings with the words.

praise; award • • separation
a well-formed group • • imagination
being apart • • education
act of creating new ideas • • commendation
the time that a thing lasts • • organization
formal schooling • • duration
Directions: Create words that match the meanings below.

per -ed
ex -ing
im -able
trans port -ation
de -ive
re -er
sup -ant

1. sending products out of a country to be sold

2. a means of moving people and freight from one place to another

3. to send people back to their own country

4. someone who carries luggage for people at a railroad station or hotel

5. something worth taking seriously or having a great impact

6. someone who gathers and brings back news to tell the public

7. goods that are brought into a country for sale
port
(bring, carry)

Directions: Create words that match the meanings below.

per
ex
im
trans
port
de
re
sup
-ed
-ing
-able
-ation
-ive
-er
-ant

1. sending products out of a country to be sold exporting

2. a means of moving people and freight from one place to another transportation
deport

3. to send people back to their own country

4. someone who carries luggage for people at a railroad station or hotel porter

5. something worth taking seriously or having a great impact important

6. someone who gathers and brings back news to tell the public reporter

7. goods that are brought into a country for sale imported
port
(bring, carry)

Directions: Read the following words.

comportment deport purport export exportation important
report portfolio support deportation transportation porter

Directions: Throughout history, there have been different forms of transporting people or goods. Draw a picture of a transportation vehicle from the year 2060.
port
(bring, carry)

Write a description of your transportation vehicle from the future - how powered, construction materials, design, purposes, etc.
ACROSS

2 to expel an alien
6 to carry from one place to another
7 person who gathers news
9 to keep from falling

DOWN

1 bring into country for sale
3 send out of country for sale
4 having value or meaning much
5 person who guards entrance
8 easily carried

port

portable reporter support transport deport import export porter important
ACROSS

2 to expel an alien
6 to carry from one place to another
7 person who gathers news
9 to keep from falling

DOWN

1 bring into country for sale
3 send out of country for sale
4 having value or meaning much
5 person who guards entrance
8 easily carried
form
(form, shape)

Create words that match the meanings below:

- in
- trans
- re
- form
- con
- per
- de

-ed
-ation
-er
-ing
-ance
-al

a presentation before an audience

distorted in form; misshapen

to act in accordance to rules, customs or accepted ideas

a person who tries to bring about changes that makes things better

facts about a subject

to change the form or appearance or character

strictly or stiffly following set rules or patterns; requiring elaborate dress and manners
Create words that match the meanings below:

- in
- trans
- re
- form
- con
- per
- de

- ed
- ation
- er
- ing
- ance
- al

a presentation before an audience

distorted in form; misshapen

to act in accordance to rules, customs or accepted ideas

a person who tries to bring about changes that makes things better

facts about a subject

to change the form or appearance or character

strictly or stiffly following set rules or patterns; requiring elaborate dress and manners

performance

deformed

conform

reformer

information

transform

formal
form
(form, shape)

Read the following words:

formula  formation  formative  formulate  informational
reformatory  transformation  formless  informal  deformity
conformity  formalize  informant  formative  conformer

Formulas are statements of some facts or relationships in mathematical terms.

1. \( d = 16t^2 \)   
   distance \((d) = 16 \times \text{time } (t)\) squared
   
the distance that an object falls in the time

An object was dropped and hit the ground in 3 seconds. What was the distance from the drop point to the ground?


Why is the present period in our history called the Information Age?
form
(form, shape)

Read the following words:

formula  formation  formative  formulate  informational
reformatory  transformation  formless  informal  deformity
conformity  formalize  informant  formative  conformer

Formulas are statements of some facts or relationships in mathematical terms.

1. \( d = 16t^2 \)  
   distance (d) = 16 x time (t) squared
   the distance that an object falls in the time

   An object was dropped and hit the ground in 3 seconds. What was the distance from the drop point to the ground?

   144 feet

Why is the present period in our history called the Information Age?

Answers may vary but should focus on

the importance of information as a commodity and/or resource
form

A C R O S S

2 make better; take a new shape
3 to tell
5 to express in a definite way
7 act according to rule or law; be like

D O W N

1 change in appearance
4 spoil the form or shape of
6 without shape
8 stiff; not homelike

formulate deform conform formless formal transform reform inform
ACROSS

2 make better; take a new shape
3 to tell
5 to express in a definite way
7 act according to rule or law; be like

DOWN

1 change in appearance
4 spoil the form or shape of
6 without shape
8 stiff; not homelike

form

T
REFORM
A
INFORM
S
FORMULATE
D
FORM
O
R
M
O
R
M
pro-

pro- is a prefix that means "for," "forward," "forth."

DIRECTIONS
Bracket the prefix, pro-, in each word and read them.

proceed promote proclaim
protect produce propel
prolong protest propose

DIRECTIONS
Fill in the blanks with the above words that are synonyms to the given words.

make ← synonym →
go ← synonym →
continue ← synonym →
defend ← synonym →
object ← synonym →
declare ← synonym →
push ← synonym →
**inter-**

inter- is a prefix that means "between" and "among."

**DIRECTIONS**
Bracket the prefix, inter-, in each words and read them.

**intersect**  **international**  **interview**

**interfere**  **interrupt**  **intercede**

**intermission**  **interconnected**  **intermediate**

**DIRECTIONS**
Fill in the blanks using the above words.

1) You should not ___________ in their argument.

2) The ___________ airport had to be closed on Monday.

3) Do not ___________ me when I am speaking to the class.

4) The reporter ___________ the sports hero.

5) I will get a drink during ___________.

6) She did not want to attend that ___________ .

7) Line A and Line B ___________ at point C.
dis-

dis- is a prefix that means "away," "apart," and "not."

DIRECTIONS
Bracket the prefix, dis-, in the words and read them.

disarm disclose disapprove discuss
discourage dispose dismiss dishonest
disrespectful dispute disappoint

disappear

DIRECTIONS dis appear
Fill in the blanks with the above words.

1) I hope that you will not ___________________ my secret to anyone.

2) The teacher will ___________________ the rules with the students.

3) One cannot trust a ___________________ person.

4) Don’t let the low grade on the test ___________________ you.

5) At 2:55 the teacher will ___________________ the class.

6) Mr. Simms had a ___________________ with his neighbor over their property boundaries.

7) The robber ___________________ ed in the crowd.

8) The police will ___________________ the robber.

9) The judge ___________________ ed the charges.

10) He was ___________________ toward his teacher.
tract
(draw, pull)

Directions: Create words that match the meanings below.

con -ed
ex -ing
at -able
pro -tract -or
de -ive
re -ible
sub -tion

1. pleasant or pretty to look at
2. taking one number away from another
3. an instrument for measuring angles
4. taking or pulling something out
5. took away something enjoyable or valuable
6. a shortening of something
7. to take back; to recant
tract
(draw, pull)

Directions: Create words that match the meanings below.

con
ex
at
pro
tract
de
re
sub

-ed
-ing
-able
-or
-ive
-ible
-tion

1. pleasant or pretty to look at
   attractive

2. taking one number away from another
   subtracting

3. an instrument for measuring angles
   protractor

4. taking or pulling something out
   extraction

5. took away something enjoyable or valuable
   detracted

6. a shortening of something
   contraction

7. to take back; to recant
   retract
tract
draw, pull

Read the following words.

attraction  contractor  contractual  distraction  detract  distractible
tractable  traction  retraction  abstract  distract  distractible  extract

What makes a person attractive?


A contraction is a word made up of two words combined into one by leaving out a letter or letters. What are the words that make up the following contractions?

isn’t =  aren’t =
they’re =  can’t =
doesn’t =  don’t =

Optional: Measure the following angles with a protractor.
tract
(draw, pull)

Read the following words.

attraction contractor contractual distraction detract distractible tractable traction retraction abstract distract distractible extract

What makes a person attractive? ____________________________________________

Answers will vary

A contraction is a word made up of two words combined into one by leaving out a letter or letters. What are the words that make up the following contractions?

isn’t = _______ is not _______ aren’t = _______ are not _______

they’re = _______ they are _______ can’t = _______ can not _______

doesn’t = _______ does not _______ don’t = _______ do not _______

Optional: Measure the following angles with a protractor.
ACROSS

4 shrinking
7 easily managed or worked
8 withdraw or take back

DOWN

1 take away
2 draw or take out
3 drawing the mind away in a different direction
5 thing that delights or pleases people
6 used to measure angles

tract

retract tractable contraction subtract protractor extract attraction distraction
ACROSS

4 shrinking
7 easily managed or worked
8 withdraw or take back

DOWN

1 take away
2 draw or take out
3 drawing the mind away in a different direction
5 thing that delights or pleases people
6 used to measure angles
Prefix: inter
(between, among)

Directions: Underline the prefix, inter, and pronounce.

intercede intercept interconnect

intermediate interrupt intervene

interject intermission intercom

Directions: Look in the dictionary and write down other words that have inter as the prefix.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Directions: Write the appropriate word in the blanks (international, intercontinental, intergalactic, interdependent)

between galaxies

dependent upon one another

between nations

travel between continents
Directions: Read the following words.

conjecture  eject  interject  object  objection  objectionable  project
projectile  reject  adjective  subject  subjective  ejection  trajectory

Create words that match the meanings:

ob -tion

sub -ory

ad -ive

ject -ure

pro -ure

e -ile

re -able

to throw out or put out; to expel

refusal to take; thrown away as worthless

an object thrown or thrown by force especially one that is fired from a cannon, gun or other weapon

free from personal feelings or opinions

ruled or controlled by another or others; to make liable; a course of study

What word added on before “opinion” results in an oxymoron?

_____________ opinion
Directions: Read the following words.

conjecture  eject  interject  object  objection  objectionable  project  projectile  reject  adjective  subject  subjective  ejection  trajectory

Create words that match the meanings:

- ob - tion  
- sub - ory  
- ad - ive  
- pro - ure  
- ject - ure  
- e - ile  
- re - able  

_to throw out or put out; to expel_  
_eject_  

_refusal to take; thrown away as worthless_  
_rejection_  

_an object thrown or thrown by force especially one that is fired from a cannon, gun or other weapon_  
_projectile_  

_free from personal feelings or opinions_  
_objective_  

_ruled or controlled by another or others; to make liable; a course of study_  
_subject_  

What word added on before “opinion” results in an oxymoron?

_objective opinion_
ject
(throw)

Directions: Read the following words.

interjection adjective objector projectionist subjectivity subject

ejection abject abjaction objectionable subjectively conjecture

The subject names the person, place, thing or idea of the sentence. An adjective describes or modifies the subject or noun. Fill in the blanks and circle the part of the speech of that word.

1. The conscientious ____________ refused to be drafted for military service.
   subject adjective

2. The judge’s ________________ remarks influenced the jury.
   subject adjective

3. ________________ from the plane was the only thing to do in light of the fire in the cockpit.
   subject adjective

4. The ________________ coward did not help the drowning boy.
   subject adjective

5. The movie ________________ was not working.
   subject adjective

Write as many adjectives to describe yourself: ______________________________________

_________________________________________________________________________________

_________________________________________________________________________________

114
Directions: Read the following words.

interjection adjective objector projectionist subjectivity subject

ejection abject abjection objectionable subjectively conjecture

The subject names the person, place, thing or idea of the sentence. An adjective describes or modifies the subject or noun. Fill in the blanks and circle the part of the speech of that word.

1. The conscientious ____ objector ______ refused to be drafted for military service.
   
   subject adjective

2. The judge’s ____ subjective ______ remarks influenced the jury.

   subject adjective

3. __________ ejection from the plane was the only thing to do in light of the fire in the cockpit.

   subject adjective

4. The ____ abject ______ coward did not help the drowning boy.

   subject adjective

5. The movie __________ projector _______ was not working.

   subject adjective

Write as many adjectives to describe yourself: __________________________________________

Answers may vary

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

115
ACROSS
5 refusal to take; thrown away
7 to throw forward
8 to throw or force out

DOWN
1 a guess
2 thing that can be touched or seen
3 someone who is under control or power
4 to force into a vein, etc.
6 to throw in between; interrupt

ject

ject interject inject object subject rejection project conjecture
ACROSS
5 refusal to take; thrown away
7 to throw forward
8 to throw or force out

DOWN
1 a guess
2 thing that can be touched or seen
3 someone who is under control or power
4 to force into a vein, etc.
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<tr>
<td>7</td>
<td>R E J E C T I O N</td>
</tr>
<tr>
<td>8</td>
<td>E J E C T</td>
</tr>
</tbody>
</table>

| 2 | O S B |
| 3 | T U J |
| 4 | E C T E |
| 6 | N J |
| 7 | P R O J E C T |
Review of Roots
(port, form, tract, ject)

Directions: Fill in the blanks with the appropriate roots.

shape
bring or carry
pull or drag
throw

Directions: Fill in the blanks with the appropriate word.

throw back
drag or pull out of
change shape across
throw in
pull together
bring or carry in
pull back
shape that is away from
Review of Roots
(port, form, tract, ject)

Directions: Fill in the blanks with the appropriate roots.

shape form
bring or carry port
pull or drag tract
throw ject

Directions: Fill in the blanks with the appropriate word.

throw back reject
drag or pull out of extract
change shape across transform
throw in inject
pull together contract
bring or carry in import
pull back retract
shape that is away from deform
Directions: Read the following words.

abrupt corrupt disrupt corruption disruptive eruption interrupt
interruption incorruptible disruption ruptured erupted

Fill in the blanks.

1. There was much ________________ in the state government.

2. The volcano ________________ last night.

3. It is considered rude to ________________ a person when he is speaking.

4. The boys’ behaviors such as talking loudly and laughing were major __________ in the classroom.

5. The automobile came to an ________________ stop.

6. The pipes ________________ and flooded the old building.

Describe the behaviors that would be disruptive in the classroom.
Directions: Read the following words.

abrupt corrupt disrupt corruption disruptive eruption interrupt
interruption incorruptible disruption ruptured erupted

Fill in the blanks.

1. There was much ________________ corruption______________ in the state government.

2. The volcano __________ erupted________ last night.

3. It is considered rude to ________________ interrupt______________ a person when he is speaking.

4. The boys' behaviors such as talking loudly and laughing were major ________________ disruptions______________ in the classroom.

5. The automobile came to an ________________ abrupt______________ stop.

6. The pipes ________________ ruptured______________ and flooded the old building.

Describe the behaviors that would be disruptive in the classroom.
ACROSS

2 break apart, disturb, or interrupt
4 sudden; very steep
5 burst; break off
6 wicked; evil; bribery
7 burst forth (volcano)

DOWN

1 that which cannot be corrupted
3 break in upon (talk)

rupt
erupt disrupt corrupt rupture abrupt incorruptible interrupt
ACROSS

2 break apart, disturb, or interrupt
4 sudden; very steep
5 burst; break off
6 wicked; evil; bribery
7 burst forth (volcano)

DOWN

1 that which cannot be corrupted
3 break in upon (talk)

rupt
Insects are the most abundant animals on earth. An insect’s body is divided into a head, thorax and abdomen and it has a hard exoskeleton. It also has a pair of antennae attached to the head. An insect has six legs.

Name some harmful insects or pests:

__________________________________________________________________________

__________________________________________________________________________

Name some insects that are beneficial to man:

__________________________________________________________________________

__________________________________________________________________________

What are the benefits and harmful effects of insecticides?

__________________________________________________________________________

__________________________________________________________________________

Create an imaginary insect - draw a picture of it. Note the general characteristics of insects described above.
Insects are the most abundant animals on earth. An insect's body is divided into a head, thorax and abdomen and it has a hard exoskeleton. It also has a pair of antennae attached to the head. An insect has six legs.

Name some harmful insects or pests:

Answers may vary

Name some insects that are beneficial to man:

Answers may vary

What are the benefits and harmful effects of insecticides?

Answers may vary

Create an imaginary insect - draw a picture of it. Note the general characteristics of insects described above.
ACROSS
4  surgery on animal for research

DOWN
1  to cut apart body piece by piece for study
2  to cut in two
3  cross each other
5  flies, ants, bees, etc.
6  part cut off; part

sect
insect vivisection section bisect intersect dissect
ACROSS

4 surgery on animal for research

DOWN

1 to cut apart body piece by piece for study
2 to cut in two
3 cross each other
5 flies, ants, bees, etc.
6 part cut off; part
-or

-or is a suffix that means "person or thing"
You add -or to words with Latin roots ending in "s," or "t"

Directions: Underline the Latin root in each word and rewrite the word by adding the suffix, -or.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Suffix</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>react</td>
<td>react</td>
<td>or</td>
<td>reactor</td>
</tr>
<tr>
<td>defect</td>
<td>defect</td>
<td>or</td>
<td>defector</td>
</tr>
<tr>
<td>credit</td>
<td>credit</td>
<td>or</td>
<td>creditor</td>
</tr>
<tr>
<td>detect</td>
<td>detect</td>
<td>or</td>
<td>detector</td>
</tr>
<tr>
<td>contract</td>
<td>contract</td>
<td>or</td>
<td>contractor</td>
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<tr>
<td>extract</td>
<td>extract</td>
<td>or</td>
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<tr>
<td>construct</td>
<td>construct</td>
<td>or</td>
<td>constructor</td>
</tr>
<tr>
<td>inspect</td>
<td>inspect</td>
<td>or</td>
<td>inspector</td>
</tr>
<tr>
<td>profess</td>
<td>profess</td>
<td>or</td>
<td>proponent</td>
</tr>
<tr>
<td>instruct</td>
<td>instruct</td>
<td>or</td>
<td>instructor</td>
</tr>
<tr>
<td>success</td>
<td>success</td>
<td>or</td>
<td>successor</td>
</tr>
<tr>
<td>invent</td>
<td>invent</td>
<td>or</td>
<td>inventor</td>
</tr>
<tr>
<td>invest</td>
<td>invest</td>
<td>or</td>
<td>investor</td>
</tr>
<tr>
<td>project</td>
<td>project</td>
<td>or</td>
<td>projector</td>
</tr>
</tbody>
</table>

Directions: Find the meanings of the following words.

1. aggressor: ____________________________
2. ancestor: ____________________________
3. defector: ____________________________
tort (twist)

Directions: Read the following words.

contortion  torturer  tortuous  extortionist  torsion  torture  contorted  
distort  retort  contortionist  distortion  tort

Find the meanings of the following words.

extort: __________________________________________
distort: ________________________________________
contortionist: ____________________________________
retort: __________________________________________
tort: ____________________________________________

Question: Should people in a war torture their prisoners to get information? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Read the following words:

activate  active  activist  actual  deactivate  enact  counteract
hyperactive  hypoactive  reaction  transaction  actor  actress  inactive

Fill in the blanks:

1. The state legislature will ____________ several gun control bills.

2. A special police unit was called to ____________ the bomb.

3. Many ____________(s) are conducted in the bank each day.

4. Some children who are overly active are described as ____________.

5. The doctor recommended drinking a lot of liquids to ____________ the effects of the flu.

6. The environmental ____________ fought to protect the redwood forests.

7. The opposite of hyperactive is ____________.

Who is your favorite actor/actress? Why?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Read the following words:
activate active activist actual deactivate enact counteract
hyperactive hypoactive reaction transaction actor actress inactive

Fill in the blanks:
1. The state legislature will _____enact_______ several gun control bills.
2. A special police unit was called to _____deactivate________ the bomb.
3. Many _____transaction_______(s) are conducted in the bank each day.
4. Some children who are overly active are described as _____hyperactive__________.
5. The doctor recommended drinking a lot of liquids to _____counteract__________ the effects of the flu.
6. The environmental _____activist__________ fought to protect the redwood forests.
7. The opposite of hyperactive is _____hypoactive______________.

Who is your favorite actor/actress? Why?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
ACROSS
3 make into law
6 carrying on
   (business)

DOWN
1 overly active
2 action in
   response to
   some influence
4 being active;
   movement
5 act against;
   hinder
7 person who
   acts on stage
   or film
8 real; existing
   as fact

counteract hyperactive actual actor transaction activity reaction enact
ACROSS
3 make into law
6 carrying on (business)

DOWN
1 overly active
2 action in response to some influence
4 being active; movement
5 act against; hinder
7 person who acts on stage or film
8 real; existing as fact
Review of Roots
(rupt, sect, tort, act)

Directions: Fill in the blanks with the appropriate roots.

- do __________________________
- twist __________________________
- cut, divide __________________________
- break __________________________

Directions: Fill in the blanks with the appropriate word.

- cut between __________________________
- do across __________________________
- twist out of __________________________
- do back __________________________
- cut in (a bug) __________________________
- break between __________________________
- twist together __________________________
- break out of __________________________
Review of Roots
(rupt, sect, tort, act)

Directions: Fill in the blanks with the appropriate roots.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>act</td>
</tr>
<tr>
<td>twist</td>
<td>tort</td>
</tr>
<tr>
<td>cut, divide</td>
<td>sect</td>
</tr>
<tr>
<td>break</td>
<td>rupt</td>
</tr>
</tbody>
</table>

Directions: Fill in the blanks with the appropriate word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut between</td>
<td>intersect</td>
</tr>
<tr>
<td>do across</td>
<td>transact</td>
</tr>
<tr>
<td>twist out of</td>
<td>extort</td>
</tr>
<tr>
<td>do back</td>
<td>react</td>
</tr>
<tr>
<td>cut in (a bug)</td>
<td>insect</td>
</tr>
<tr>
<td>break between</td>
<td>interrupt</td>
</tr>
<tr>
<td>twist together</td>
<td>contort</td>
</tr>
<tr>
<td>break out of</td>
<td>erupt</td>
</tr>
</tbody>
</table>
Review Roots
(port, form, tract, ject, rupt, sect, tort, act)

Directions: Fill in the blanks with the appropriate roots.

do ____________________ bring, carry ____________
shape ____________________ throw ____________
drag/pull ____________________ break ____________
twist ____________________ cut, divide ____________

Directions: Fill in the blanks with the appropriate word (transport, rejected, interrupted, intersection, extorted, conform, extracted)

1. The new boy learned to ____________________ (shape with) to rules of the school.

2. The crook ____________________ (twisted out of) money from the man.

3. The cars stopped at the four way ____________________ (state of being cut between).

4. The child ____________________ (broke between) the teacher’s lecture.

5. The teacher ____________________ (threw back) my paper.

6. They will ____________________ (carry across) the goods to the town.

7. The dentist ____________________ (pulled out of) one of my tooth.
Review Roots
(port, form, tract, ject, rupt, sect, tort, act)

Directions: Fill in the blanks with the appropriate roots.

do act bring, carry port
shape form throw ject
drag/pull tract break rupt
twist tort cut, divide sect

Directions: Fill in the blanks with the appropriate word (transport, rejected, interrupted, intersection, extorted, conform, extracted)

1. The new boy learned to ______ conform _______ (shape with) to rules of the school.

2. The crook ______ extorted _______ (twisted out of) money from the man.

3. The cars stopped at the four way ______ intersection _______ (state of being cut between).

4. The child ______ interrupted _______ (broke between) the teacher’s lecture.

5. The teacher ______ rejected _______ (threw back) my paper.

6. They will ______ transport _______ (carry across) the goods to the town.

7. The dentist ______ extracted _______ (pulled out of) one of my tooth.
-sion

-sion is a suffix that means "act of," "state of," or "result of"
-sion is used in words with Latin roots ending in "s"
"a," "o," and "u" before "-sion" are long

Directions: Underline the suffix, "-sion," in each word and read it. "-sion" in these words says /shun/.

admission concession concussion profession omission
session discussion succession permission confession
expression impression percussion possession tension

Directions: Fill in the blanks with one of the above words to match the meanings.

belongings; what you own
occupation
sharing of information
leaving out; failing to do
consent; allowing to be done
-sion = /zhun/

-sion is a suffix that means "act of," "state of," or "result of"
-sion is used in words with Latin roots ending in "s"
"a," "o," and "u" before "-sion" are long

Directions: Underline the suffix, "-sion," in each word and read it. "-sion" in these words says /zhun/ because it follows vowels or an "r."

explosion erosion invasion conversion cohesion
corrosion evasion exclusion occasion provision
division adhesion transfusion excursion version

Directions: Write the meanings of the following words.

occasion __________________________
corrosion __________________________
evasion __________________________
cohesion __________________________
provision __________________________
fus(e)
(pour)

Read the following words.

confuse infuse profuse transfusion fusion fuse refusal diffuse
infusion superfusion effusion profusion confusion diffusion

Answer the following questions:

1. Would a teacher want a class of students **infused** with enthusiasm? Why or Why not?

2. How should a teacher deal with a student who has **refused** to do an assignment?

3. How would you handle a **profusion** of cockroaches in your kitchen?

4. Have you ever experienced **confusion** in the classroom? How did you deal with it?

5. When would a patient require a blood **transfusion**?
Read the following words.

confuse infuse profuse transfusion fusion fuse refusal diffuse
infusion superfusion effusion profusion confusion diffusion

Answer the following questions:

1. Would a teacher want a class of students **infused** with enthusiasm? Why or Why not?

   **Answers may vary**

2. How should a teacher deal with a student who has **refused** to do an assignment?

   **Answer may vary**

3. How would you handle a **profusion** of cockroaches in your kitchen?

   **Answers may vary**

4. Have you ever experienced **confusion** in the classroom? How did you deal with it?

   **Answers may vary**

5. When would a patient require a blood **transfusion**?

   **Answers may vary**
**ACROSS**

6 transferring blood from one person to another

7 to overspread so as to fill with a glow

**DOWN**

1 say no to

2 spread out, not concentrated

3 very large quantity

4 to instill or impart; to fill

5 disorder; puzzlement

---

**fus(e)**

confusion refuse diffuse infuse profuse transfusion suffuse
fus(e)

ACROSS
6 transferring blood from one person to another
7 to overspread so as to fill with a glow

DOWN
1 say no to
2 spread out, not concentrated
3 very large quantity
4 to instill or impart; to fill
5 disorder; puzzlement
Create words that match the meanings below.

- **con** -tion
- **de** -or
- **in** struct -ive
- **ob** -ible
- **re** -ture

*only one “t” is used when combining the root and -tion.

intended to tear down or discredit
ruinous or causing great damage

to stop movement; block; to hinder

a teacher

the act or business of building

not able to destroy

Name as many structures as you can think of:

The Reconstruction Era, a rebuilding of the Southern states, followed what war in American history?
Create words that match the meanings below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>con</td>
<td>-tion</td>
<td>destructive</td>
</tr>
<tr>
<td>de</td>
<td>-or</td>
<td>obstruct</td>
</tr>
<tr>
<td>in</td>
<td>struct</td>
<td>instructor</td>
</tr>
<tr>
<td>ob</td>
<td>-ible</td>
<td>construction</td>
</tr>
<tr>
<td>re</td>
<td>-ture</td>
<td>indestructible</td>
</tr>
</tbody>
</table>

intended to tear down or discredit
ruinous or causing great damage
to stop movement; block; to hinder
a teacher
the act or business of building
not able to destroy

Name as many structures as you can think of: __________________________________

Answers may vary - bridges, houses, etc.

The Reconstruction Era, a rebuilding of the Southern states, followed what war in American history?
The Civil War
struct

A C R O S S

4 one who teachers

D O W N

1 block up; make hard to pass through
2 breaking up into pieces; ruin; make useless
3 a building; something built
4 teach
5 build or put together
6 build again

struct
reconstruct construct obstruct instruct structure destruction instructor
ACROSS

4 one who teaches

DOWN

1 block up; make hard to pass through
2 breaking up into pieces; ruin; make useless
3 a building; something built
4 teach
5 build or put together
6 build again
Root Cards: Matching

Directions:

1) Print out the two sheets on card stock
2) Cut out the roots and the meanings
3) Students can match up cards
4) Students can play a memory game with each other
5) Teacher can play a memory game with the students
6) Students can write the meanings or the roots on the cards and study at home for a quiz.
<table>
<thead>
<tr>
<th>port</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>tract</td>
<td>ject</td>
</tr>
<tr>
<td>rupt</td>
<td>sect</td>
</tr>
<tr>
<td>tort</td>
<td>act</td>
</tr>
<tr>
<td>fuse</td>
<td>struct</td>
</tr>
<tr>
<td>bring, carry</td>
<td>shape, form</td>
</tr>
<tr>
<td>pull, drag</td>
<td>throw</td>
</tr>
<tr>
<td>break</td>
<td>cut, divide</td>
</tr>
<tr>
<td>twist</td>
<td>do</td>
</tr>
<tr>
<td>pour</td>
<td>build</td>
</tr>
</tbody>
</table>
fix
(fasten, fix)

Read the following words:

affix  fix  fixate  fixture  prefix  suffix  affixation  transfix

Find the meaning of the following words:

transfix: ____________________________

affix: ______________________________

fixate: ______________________________

Open prefixes end in a vowel and the vowel sound is long. Closed prefixes end in a consonant and the vowel sound is usually short. Give at least five examples of each.

<table>
<thead>
<tr>
<th>Open Prefixes</th>
<th>Closed Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Give examples of suffixes.

___________________________
Read the following words:

affix  fix  fixate  fixture  prefix  suffix  affixation  transfix

Find the meaning of the following words:

transfix: ______ to pierce through; impale

affix: ______ to fasten or attach; a prefix or suffix

fixate: ______ to obsess

Open prefixes end in a vowel and the vowel sound is long. Closed prefixes end in a consonant and the vowel sound is usually short. Give at least five examples of each.

<table>
<thead>
<tr>
<th>Open Prefixes</th>
<th>Closed Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>un</td>
</tr>
<tr>
<td>de</td>
<td>sub</td>
</tr>
<tr>
<td>pre</td>
<td>mis</td>
</tr>
<tr>
<td>pro</td>
<td>mid</td>
</tr>
<tr>
<td>bi</td>
<td>trans</td>
</tr>
</tbody>
</table>

Give examples of suffixes.

Answers may vary
Read the following words:

conflict conflictual affliction inflict infliction afflict

Find the meanings of the following words and use them in sentences.

conflict:

Meaning: _______________________

Sentence: _______________________

affliction:

Meaning: _______________________

Sentence: _______________________

inflict:

Meaning: _______________________

Sentence: _______________________

There are many conflicts throughout the world. The United Nations was formed, in part, to ensure peace. If you had an opportunity to speak to the United Nations, what suggestions would you give them to prevent and resolve conflicts between nations.
Read the following words:

conflict conflictual affliction inflict infliction afflict

Find the meanings of the following words and use them in sentences.

conflict:

Meaning: a war; a serious disagreement; to clash or disagree

Sentence: ____________________________

affliction:

Meaning: any suffering or distress of body or mind

Sentence: ____________________________

inflict:

Meaning: to cause suffering to someone or something

Sentence: ____________________________

There are many conflicts throughout the world. The United Nations was formed, in part, to ensure peace. If you had an opportunity to speak to the United Nations, what suggestions would you give them to prevent and resolve conflicts between nations.
### Review Roots
(fuse, struct, fix, flict)

**Directions:** Draw a line from the meaning to the root

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>strike</td>
<td>•</td>
<td>fuse</td>
</tr>
<tr>
<td>fasten</td>
<td>•</td>
<td>fix</td>
</tr>
<tr>
<td>build</td>
<td>•</td>
<td>flict</td>
</tr>
<tr>
<td>pour</td>
<td>•</td>
<td>struct</td>
</tr>
</tbody>
</table>

**Directions:** Fill in the blanks with the appropriate word.

1. to build together
2. at the beginning of a word
3. pour in
4. a fight; strike with
5. to mix up; pour with
6. pour back
7. build in (teach)
8. build down
9. strike in
10. pouring across (as in blood)

<table>
<thead>
<tr>
<th>English Expression</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to build together</td>
<td>con</td>
</tr>
<tr>
<td>at the beginning of a word</td>
<td>pre</td>
</tr>
<tr>
<td>pour in</td>
<td>in</td>
</tr>
<tr>
<td>a fight; strike with</td>
<td>con</td>
</tr>
<tr>
<td>to mix up; pour with</td>
<td>con</td>
</tr>
<tr>
<td>pour back</td>
<td>re</td>
</tr>
<tr>
<td>build in (teach)</td>
<td>in</td>
</tr>
<tr>
<td>build down</td>
<td>de</td>
</tr>
<tr>
<td>strike in</td>
<td>in</td>
</tr>
<tr>
<td>pouring across (as in blood)</td>
<td>trans</td>
</tr>
</tbody>
</table>
Review Roots
(fuse, struct, fix, flict)

Directions: Draw a line from the meaning to the root

strike  
fasten  
build  
pour  

fuse  
fix  
flict  
struct

Directions: Fill in the blanks with the appropriate word.

to build together
at the beginning of a word
pour in
a fight; strike with
to mix up; pour with
pour back
build in (teach)
build down
strike in
pouring across (as in blood)

con  struct
pre  fix
in  struct
con  flict
con  fuse
re  fuse
in  struct
de  struct
in  flict
trans  fuse
per-

per- is a prefix that means "through."

DIRECTIONS
Bracket the prefix, per-, in each word and read the words.

persist perform persevere

perfect certain perturb

permit perplex pervade

perceive personal

DIRECTIONS
Fill in the blanks with the above words to match the meanings.

1) To cause to be upset

2) Allow

3) Flawless

4) To endure

5) To do a task

6) To understand; to become aware of

7) To spread throughout
Chameleon Prefix: "con"  
(con = with, together)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

**con** → **com** before roots beginning with **b, m, p** (bump rule).

**DIRECTIONS**

Bracket the chameleon prefix in each word and underline the first letter of the root. Read the words.

combine  comment  complex  
combat  command  compel  
combustion  commit  complain  
combination  commotion  compose  
commemorate  compress  
committee  compare  
commute  compile  
commission  compensate  
comprehend  compromise  
complicate  computer
Chameleon Prefix: "con"
(con = with, together)

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

con → com before roots beginning with b, m, p (bump rule).

DIRECTIONS

Read the words. Fill in the blanks to match the meanings.

com pre hend  com prise  com ply
com mence     com pel      com ment
com bus tion  com bat      com pro mise
com mu ni ty  com mit tee  com mo tion

1) Armed fight or battle:
2) The act of burning:
3) A group of people to act upon a matter:
4) A remark or observation:
5) To begin:
6) To force or get by force:
7) The general public:
8) To understand:
9) To include; contain:
10) To obey an order:
11) A settlement through concessions
12) Violent motion; confusion:
Chameleon Prefix: "con"

A chameleon prefix changes its last letter to match the first letter of the root that follows it. This makes some words easier to pronounce.

con → com before roots beginning with b, m, p (bump rule).

DIRECTIONS

Read the words. Fill in the blanks to match the meanings.

com mand com pare com pete com plain
com bi na tion com mer cial com pose
com mu ni cate com plete com pas sion ate

1) The workers decided not to __________________ about their low pay.
2) She will not __________________ in the state swimming meet.
3) The sargeant gave the __________________ to retreat.
4) Water is a __________________ of hydrogen and oxygen.
5) Did you see the new Coca-Cola __________________ on T.V?
6) He will __________________ a song for his wife.
7) One should be able to __________________ effectively with others.
8) Parents should not __________________ one child against another.
9) The __________________ man assisted the homeless people.
10) The boy needs to __________________ his homework.
DIRECTIONS
Complete the following crossword puzzle using the words below.

ad- is a prefix that means “to,” or “toward.”

ad- verb adventure admire
adhere advice admit
adjoin advance adjust

Across
1) An exciting/dangerous undertaking
2) To permit; to confess
3) To be next to
4) To stick fast
5) To change so as to fit

Down
1) Modifies a verb
2) Opinion on what to do
3) To regard highly
4) To go forward

161
Read the following words:

admit  commit  demise  dismiss  emit  emission  omit
remit  transmit  submit  submission  intermission  permit  promise

Find the synonyms of the following words:

allow
send
pardon; pay
entrust
contract
discharge

Use the following words in sentences:

submit:

permission:

omit:

admit:
mit/miss
(send)

Read the following words:

admit  commit  demise  dismiss  emit  emission  omit
remit  transmit  submit  submission  intermission  permit  promise

Find the synonyms of the following words:

allow
send
pardon; pay
entrust
contract
discharge

permit
transmit
remit
commit
promise
dismiss

Use the following words in sentences:

submit:

permission:

omit:

admit:
mit/miss
(send)

Read the following words:

transmission transmitted demise missile missionary intermittent
remiss submission commissioner committee dismissal admission

Match the meanings with the words.

neglectful

° group of people chosen to do certain specified things
° intermittent

starting and stopping and coming and going from time to time
° committee

death
° remiss

a weapon intended to be thrown or shot (bullet, stone, arrow)
° missile

The Morse Code is a system of signals (dots and dashes) used to transmit messages via the telegraph. Translate the following words using the code below:

A = *-
B = - ***
C = - * - *
D = - **
E = *
F = ** - *
G = - - *
H = *****
I = **
J = * - - -
K = - *-
L = * - **
M = --
N = - *
O = - -
P = * - *
Q = - - * -
R = * -
S = ***
T = -
U = ** -
V = **** -
W = * - -
X = - - ** -
Y = - * -
Z = - - **

.-** / --- / -- / -- / ** / - / - / * / * / =

*** / ** - / - *** / -- / ** / *** / *** / *** / ** / --- / - * / =

* - * / * - * / --- / - / -- / ** / *** / * / =

164
mit/miss
(send)

Read the following words:

transmission transmitted demise missile missionary intermittent
remiss submission commissioner committee dismissal admission

Match the meanings with the words.

neglectful

group of people chosen to do certain specified things

starting and stopping and coming and going from time to time

death

a weapon intended to be thrown or shot (bullet, stone, arrow)

The Morse Code is a system of signals (dots and dashes) used to transmit messages via the telegraph. Translate the following words using the code below:

A = * -
B = - ***
C = - * - *
D = - **
E = *
F = * * - *
G = - - *
H = *****
I = **
J = * - - -
K = - - 
L = * - **
M = --
N = - *
O = - - -
P = * - - *
Q = - - * -
R = * - *
S = ***
T = -
U = ** -
V = *** - -
W = * - -
X = - * * -
Y = - * -
Z = - - **

---/ ---/ --/ --/ * / - / - / * / * / = committee


*-* / *-* / --- / -- / ** / * / * / * / * / * = promise
mit/miss

ACROSS
6 a break between periods of an activity
7 leave out
8 say something is true
9 send out; discharge

DOWN
1 an agreement to do or not to do
2 sending over
3 send money to person or place
4 consent
5 group of people elected to do some special thing

mit/miss
permission intermission transmission committee emit admit omit promise remit
mit/miss

ACROSS
6 a break between periods of an activity
7 leave out
8 say something is true
9 send out; discharge

DOWN
1 an agreement to do or not to do
2 sending over
3 send money to person or place
4 consent
5 group of people elected to do some special thing
flect/flex
(bend)

Read the following words.
deflect flex flexible genuflection inflection inflexible reflect
reflect reflex reflective reflector genuflection deflective

Match the meanings with the words:
to turn aside from its regular course ° reflex
capable of being bent or twisted without breaking ° flexible
to vary the tone or pitch of the voice ° reflect
to throw or cast back (sound, light, (heat)) ° deflect
an action not controlled by the will in response to a stimulation of a nerve or group of nerves ° genuflection
to bend one knee as in worship ° inflect

Complete the following analogies:
distorts : truth :: _________ : blame
hologram : 3-dimensional :: mirror : _________
choir : sing :: worship : _________
Read the following words.

deflect  flex  flexible  genuflection  inflection  inflexible  reflect
reflect  reflex  reflective  reflector  genuflection  deflective

Match the meanings with the words:

to turn aside from its regular course
   reflex

capable of being bent or twisted without breaking
   flexible

to vary the tone or pitch of the voice
   reflect

to throw or cast back (sound, light, heat)
   deflect

an action not controlled by the will in response to a stimulation of a nerve or group of nerves
   genuflection

to bend one knee as in worship
   inflect

Complete the following analogies:

distorts : truth :: deflects : blame
hologram : 3-dimensional :: mirror : reflection
choir : sing :: worship : genuflection
flex/flect

ACROSS
2 able to bend without breaking; pliant
4 bend (an arm)
5 to turn or make go to one side
6 to throw back (heat, light)
7 to vary tone of voice

DOWN
1 bending the knee as in praying
3 an involuntary action due to a stimulus (sneeze)
ACROSS
2 able to bend without breaking; pliant
4 bend (an arm)
5 to turn or make go to one side
6 to throw back (heat, light)
7 to vary tone of voice

DOWN
1 bending the knee as in praying
3 an involuntary action due to a stimulus (sneeze)
cur
(run)

Read the following words:

concur  current  cursive  cursory  excursion  incur  recur
recurrent  concurrent  currency  occurrence  concurrence

Using the words above, find the synonyms for the following words.

happen

agree

field trip

present

The currency exchange rate between the U.S. dollar and the Singapore dollar is:

1.65 Singapore dollars for 1 U.S. dollar

1. Using this rate, how many Singapore dollars($$) would you get for $50 U.S.?

Compute:  

Answer:  

2. 150 Singapore dollars = _________ U.S. dollars

Compute:  

Answer:  

Read the following words:

concur  current  cursive  cursory  excursion  incur  recur

recurrent  concurrent  currency  occurrence  concurrence

Using the words above, find the synonyms for the following words.

happen
agree
field trip
present

occur
concur
excursion
current

The currency exchange rate between the U.S. dollar and the Singapore dollar is:

1.65 Singapore dollars for 1 U.S. dollar

1. Using this rate, how many Singapore dollars ($$) would you get for $50 U.S.?

Compute: Answer: $$82.50

2. 150 Singapore dollars = _________ U.S. dollars

Compute: Answer: $90.97
ACROSS

1 type of writing where letters are joined
2 occur again
4 trip taken for pleasure or interest
7 run or fall into something

DOWN

1 money in actual use in a country
3 flow, stream; of the present time
5 agree
6 happen, take place

incur excursion recur cursive currency concur current occur
A C R O S S

1 type of writing where letters are joined
2 occur again
4 trip taken for pleasure or interest
7 run or fall into something

D O W N

1 money in actual use in a country
3 flow, stream; of the present time
5 agree
6 happen, take place

CURSIVE
RECURRENCE
EXCURSION
INCURRENCE
intro-  intra-

intro- is a prefix that means "within."
intr- is a prefix that means "within," or "inside."

DIRECTIONS
Bracket the prefix, intro- and intra-, in each word and read them.

introduce intramural
introduction intravenous
introspective intracity
introvert

DIRECTIONS
Fill in the blanks with one of the above words and match the meanings.

1) An ________________ injection
2) ________________ basketball games
3) A shy and ________________ed man
4) ________________ your friend
5) ________________ writing
duc/duc(e)
(lead)

Read the following words.

aqueduct conducive deduce deductible education introduce unproductive seductive inducement conductor abduction conduct reduce reduction inductee nondeductible educator producer

Find the meaning of the following words:

aqueduct: ____________________________
seductive: __________________________
deduce: ____________________________
educator: ___________________________

Directions: Your mother or father was invited to speak to your class. Write an introduction for them.
duc/duc(e)
(lead)

Read the following words.

aqueduct conducive deduce deductible education introduce
unproductive seductive inducement conductor abduction conduct
reduce reduction inductee nondeductible educator producer

Find the meaning of the following words:

aqueduct: a pipeline or artificial channel for carrying water from a distance
seductive: tempting or enticing
deduc: to arrive at by reasoning; to infer
educator: teacher

Directions: Your mother or father was invited to speak to your class. Write an introduction for them.
**Directions:** Create words that match the meanings below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>con</td>
<td>-tion</td>
</tr>
<tr>
<td>pro</td>
<td>-or</td>
</tr>
<tr>
<td>re</td>
<td>-ment</td>
</tr>
<tr>
<td>duc</td>
<td>-able</td>
</tr>
<tr>
<td>e</td>
<td>-ive</td>
</tr>
<tr>
<td>ab</td>
<td>-ible</td>
</tr>
<tr>
<td>de</td>
<td>-al</td>
</tr>
</tbody>
</table>

- a kidnapping
- tending to yield or bringing into being
- capable of being lessened in size or amount
- to make acquainted
- a person who leads or guides
- to take away; subtract
- teachable

*Why do we use “-ible” and not “-able” for reducible?*
**duc/duc(e)**
(lead)

**Directions:** Create words that match the meanings below.

<table>
<thead>
<tr>
<th>Word</th>
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</tr>
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<tbody>
<tr>
<td>con</td>
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<td>duct</td>
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<tr>
<td></td>
<td>duc(e)</td>
</tr>
<tr>
<td>e</td>
<td>-ment</td>
</tr>
<tr>
<td>ab</td>
<td>-able</td>
</tr>
<tr>
<td>de</td>
<td>-ive</td>
</tr>
<tr>
<td>intro</td>
<td>-ible</td>
</tr>
<tr>
<td></td>
<td>-al</td>
</tr>
</tbody>
</table>

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>abduction</td>
<td>a kidnapping</td>
</tr>
<tr>
<td>productive</td>
<td>tending to yield or bringing into being</td>
</tr>
<tr>
<td>reducible</td>
<td>capable of being lessened in size or amount</td>
</tr>
<tr>
<td>introduce</td>
<td>to make acquainted</td>
</tr>
<tr>
<td>conductor</td>
<td>a person who leads or guides</td>
</tr>
<tr>
<td>deduct</td>
<td>to take away; subtract</td>
</tr>
<tr>
<td>educable</td>
<td>teachable</td>
</tr>
</tbody>
</table>

*Why do we use "-ible" and not "-able" for reducible?* to keep the soft "c" sound
Review Roots5
(mit/miss, flex/flect, cur, duc/duce)

Directions: Draw a line from the meaning to the root

send • • duc/duce
bend • • cur
run • • flect/flex
lead • • mit/miss

Directions: Fill in the blanks with the appropriate word.

bend back re____________
send back re __________
lead with con __________
lead in in __________
run with (agree) con __________
lead out of e __________
bend away de __________
send across trans __________
send through per __________
running again re __________
Review Roots5
(mit/miss, flect/flect, cur, duc/duce)

Directions: Draw a line from the meaning to the root

send → duc/duce
bend → cur
run → flect/flect
lead → mit/miss

Directions: Fill in the blanks with the appropriate word.

bend back → re_flect________
send back → re_remit________
lead with → con_duct________
lead in → in_duct________
run with (agree) → con_cur________
lead out of → e_ducate________
bend away → de_flect________
send across → trans_mit________
send through → per_mit________
running again → re_cut________
ACROSS
1 to enclose; to contain
2 to end, to finish
4 one who lives a solitary life
5 to shut off from others
6 to refuse to admit; reject

DOWN
1 not decisive
3 prevent; to make impossible

clud(e)/clus(e)
inconclusive exclude seclude recluse preclude conclude include
ACROSS
1 to enclose; to contain
2 to end, to finish
4 one who lives a solitary life
5 to shut off from others
6 to refuse to admit; reject

DOWN
1 not decisive
3 prevent; to make impossible

clud(e)/clus(e)
**clus(e)/clud(e)**
(shut, close)

**Read the following words:**

conclude conclusion conclusive exclude exclusion exclusive

include inclusion inclusive recluse reclusive seclude seclusion

inconclusive preclude preclusion

**Fill in the blanks. Note: -sion words tend to be nouns and -ive words are often adjectives.**

______________ club (adjective) (only certain people can join it)

arrive at the wrong _______________ (noun) (decision; judgment)

hermit continued his _______________ (noun) (isolation)

______________ results (adjective) (not definitive; not certain)

**What would make a man become a recluse?**

____________________

____________________

____________________

**Should exclusive clubs continue to exist? Why or why not?**

____________________

____________________

____________________

____________________

____________________
clus(e)/clud(e)
(shut, close)

Read the following words:

conclude conclusion conclusive exclude exclusion exclusive
include inclusion inclusive recluse reclusive seclude seclusion
inconclusive preclude preclusion

Fill in the blanks. Note: -sion words tend to be nouns and -ive words are often adjectives.

exclusive______ club (adjective) (only certain people can join it)

arrive at the wrong ______ conclusion (noun) (decision; judgment)

hermit continued his ______ seclusion (noun) (isolation)

inconclusive______ results (adjective) (not definitive; not certain)

What would make a man become a recluse?

_________________________________________________________

_________________________________________________________

_________________________________________________________

Should exclusive clubs continue to exist? Why or why not?

_________________________________________________________

_________________________________________________________

_________________________________________________________
Read the following words:

horoscope  microscope  kaleidoscope  microscopic  oscilloscope
stethoscope  telescope  telescopic  photoscope

What occupations are associated with the following:

horoscope  astrologer
microscope  biologist
telescope  astronomer
stethoscope  doctor

Name some microscopic organisms:

Answers will vary.

Telescopes allow you to see constellations. Name some of the constellations:

Answers will vary
ACROSS

3 small tube containing small bits of colored glass
4 a chart of zodiac signs and positions of planets
5 used to see objects far away
6 used in submarines to see things above the water

DOWN

1 used to examine heart or lungs
2 instrument to see small objects, living things

scop(e)

periscope horoscope kaleidoscope stethoscope microscope telescope
ACROSS

3 small tube containing small bits of colored glass
4 a chart of zodiac signs and positions of planets
5 used to see objects far away
6 used in submarines to see things above the water

DOWN

1 used to examine heart or lungs
2 instrument to see small objects, living things

scop(e)
Directions: Read the following words.

prescribe  prescription  inscribe  inscription  describe  description
subscribe  subscription  transcribe  transcription
circumscribe  scripture  scribble  script  scribe

What is the pattern of the words in the first two rows? _______________

Find the meanings of the following words:

prescribe: _______________________
inscribe: _______________________
scribe: _______________________
transcribe: _______________________

Can you circumscribe a circle about the rectangle and triangle?
Directions: Read the following words.

prescribe  prescription  inscribe  inscription  describe  description
subscribe  subscription  transcribe  transcription
circumscribe  scripture  scribble  script  scribe  manuscript

What is the pattern of the words in the first two rows?  

"scribe" to "script" changes

Find the meanings of the following words:

prescribe:  to set down as a rule to be followed or obeyed

inscribe:  to write, mark or engrave

scribe:  a person who copies manuscripts by hand as was done prior to printing

transcribe:  to copy or recopy in handwriting or typewriting from an original

Can you circumscribe a circle about the rectangle and triangle?
ACROSS

1 write or draw carelessly
3 person who writes
5 something engraved

DOWN

1 promise to give or pay
2 tell in words how a person feels, thinks, etc.
4 enroll in compulsory service in army; draft
6 handwriting
7 order as medicine

inscription scribe scribble subscribe script prescribe describe conscript
ACROSS
1 write or draw carelessly
3 person who writes
5 something engraved

DOWN
1 promise to give or pay
2 tell in words how a person feels, thinks, etc.
4 enroll in compulsory service in army; draft
6 handwriting
7 order as medicine

scrib/script

1 S C R I B B L E
2 D
3 S C R I B E
4 C C
5 I N S C R I P T I O N
6 B C R B S
7 E E E C R

ROSSWORD STUDIO - NORDIC SOFTWARE, INC.
Read the following words:

conspiracy expire inspired perspire respire spirit transpired
expiration perspiration transpiration spiritual conspired respirator

Fill in the blanks. Underline the subject of the sentences.

1. The courtesans ____________ to poison the king.

2. The sports hero ____________ us to practice hard and play well.

3. His driver’s license will ____________ on July 8, 1999.

4. The patient was on the ____________ as he could not breathe on his own.

5. What ____________ between the players; they seemed very unhappy.

Euphemisms are words or phrases that are both less direct and less offensive.

Examples: expectorate as opposed to spit
prevaricate as opposed to lie
intoxicated as opposed to drunk

Complete the following:

___________ as opposed to sweat
___________ as opposed to die
Read the following words:

consspiracy  expire  inspired  perspire  respire  spirit  transpired
expiration  perspiration  transpiration  spiritual  conspired  respirator

Fill in the blanks. Underline the subject of the sentences.

1. The courtesans _______ conspired__________ to poison the king.

2. The sports hero _______ inspired__________ us to practice hard and play well.

3. His driver’s license will _______ expire__________ on July 8, 1999.

4. The patient was on the _______ respirator__________ as he could not breathe on his own.

5. What _______ transpired__________ between the players; they seemed very unhappy.

Euphemisms are words or phrases that are both less direct and less offensive.

Examples:  expectorate  as opposed to  spit
prevaricate  as opposed to  lie
intoxicated  as opposed to  drunk

Complete the following:

______ perspire__________ as opposed to  sweat
______ expire__________ as opposed to  die
spir(e)

ACROSS
2 come to an end; die
3 life, will, thought separate from body
4 any influence that arouses effort to do well
7 plan secretly with others to do wrong

DOWN
1 sweat
5 a machine to keep breathing
6 to become known

transpire respirator perspiration expire spirit inspiration conspire
ACROSS
2 come to an end; die
3 life, will, thought separate from body
4 any influence that arouses effort to do well
7 plan secretly with others to do wrong

DOWN
1 sweat
5 a machine to keep breathing
6 to become known
Review Roots\textsuperscript{6}  
(clude/cliffe, scope, scrb/script, spire)

Directions: Draw a line from the meaning to the root

shut/close • scrib/script
write • scope
breathe • spire
see • clude/cliffe

Directions: Fill in the blanks with the appropriate word.

shut out ex ____________
write in in ____________
breathe through per ____________
write down de ____________
breathe out ex ____________
look far away tele ____________
shut away se ____________
write before pre ____________
shut together con ____________
see small things micro ____________
Review Roots6
(clude/clude, scope, scrib/script, spire)

Directions: Draw a line from the meaning to the root

shut/close • scrib/script
write • scope
breathe • spire
see • clude/clude

Directions: Fill in the blanks with the appropriate word.

shut out ex clude
write in in scribe
breathe through per spire
write down de scribe
breathe out ex spire
look far away tele scope
shut away se clude
write before pre scribe
shut together con clude
see small things micro scope
fer
(to bear)

Read the following words:

refer reference defer deference prefer preference
infer inference suffer offer transfer transference differ different
confer conference

*What do you notice about the words in the first row? ____________________________

Find the meanings for the following words and use them in sentences.

refer:

Meaning: ____________________________
Sentence: ____________________________

transfer:

Meaning: ____________________________
Sentence: ____________________________

conference:

Meaning: ____________________________
Sentence: ____________________________

deference:

Meaning: ____________________________
Sentence: ____________________________
fer
(to bear)

Read the following words:

refer reference defer deference prefer preference
infer inference suffer offer transfer transference differ different
confer conference

*What do you notice about the words in the first row? _______________________
the prefixes change from open to closed

Find the meanings for the following words and use them in sentences.

refer:
Meaning: ____________ to go for information or help
Sentence: _______________________

transfer:
Meaning: ____________ to move and send from one place or person to another
Sentence: _______________________

conference:
Meaning: ____________ a meeting at which a discussion takes place
Sentence: _______________________

deference:
Meaning: ____________ respect and consideration for the wishes and opinions of another
Sentence: _______________________
spect/spec/spic
(see, look)

Read the following words:

inspect respect speculate spectrum suspect suspicious expect
conspicuous despise respective specimen perspective prospective
expectation spectacle spectacular perspicacious specious

Find the synonyms for the following words:

hate = ______________________
noticeable = ______________________
doubtful = ______________________
observe scrutinize = ______________________
false = ______________________
marvelous = ______________________
think = ______________________

Write sentences using the following words:

1. respect: __________________________________________________
2. specimen: __________________________________________________
3. suspect: __________________________________________________
4. perspective: ________________________________________________
5. spectator: _________________________________________________
Read the following words:

inspect  respect  speculate  spectrum  suspect  suspicious  expect
conspicuous  despise  respective  specimen  perspective  prospective
expectation  spectacle  spectacular  perspicacious  specious

Find the synonyms for the following words:

hate = despise
noticeable = conspicuous
doubtful = suspicious
observe scrutinize = inspect
false = specious
marvelous = spectacular
think = speculate

Write sentences using the following words:

1. respect: Answers may vary

2. specimen: __________________________

3. suspect: __________________________

4. perspective: ______________________

5. spectator: ________________________
ACROSS
2 easily seen
4 honor; esteem
7 one who looks on
8 causing one to suspect or think likely

DOWN
1 look over carefully
3 making a great display
5 meditate; consider, think carefully
6 expected; likely to be
7 band of colors

spect/spec/spic

spectrum speculate prospective spectacular suspicious spectator respect

conspicuous inspect
ACROSS
2 easily seen
4 honor; esteem
7 one who looks on
8 causing one to suspect or think likely

DOWN
1 look over carefully
3 making a great display
5 meditate; consider, think carefully
6 expected; likely to be
7 band of colors
Read the following words.

adventure adventurous circumvent convenient intervention convent circumvention contravene adventurer inventor invent eventful event

Write the meanings for the following words and use them in sentences.

circumvent:

Meaning: ____________________________________________

Sentence: ____________________________________________

convenient:

Meaning: ____________________________________________

Sentence: ____________________________________________

What are some of the most important events in your life? __________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

In your opinion, what were some of the most important inventions? ________
ven(e)/vent
(come)

Read the following words.

adventure adventurous circumvent convenient intervention convent

circumvention contravene adventurer inventor invent eventful event

Write the meanings for the following words and use them in sentences.

circumvent:

Meaning: to avoid or go around

Sentence: _____________________________________________

convenient:

Meaning: within easy reach; handy; suited to one’s purpose, plan, etc.

Sentence: _____________________________________________

What are some of the most important events in your life? ______________________

Answers will vary

In your opinion, what were some of the most important inventions? __________

Answers will vary
vent/ven(e)  
(comes)

Create words that match the meanings below:

<table>
<thead>
<tr>
<th>ad</th>
<th>-ure</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre</td>
<td>-tion</td>
</tr>
<tr>
<td>e</td>
<td>-ful</td>
</tr>
<tr>
<td>vent</td>
<td></td>
</tr>
<tr>
<td>inter</td>
<td>-or</td>
</tr>
<tr>
<td>con</td>
<td>-able</td>
</tr>
<tr>
<td>in</td>
<td>-ly</td>
</tr>
</tbody>
</table>

-or, -ure/-ture, and -tion words are nouns; -ly words are adverbs; -ful and -able words are often adjectives.

having a lot of happenings; important (adjective)

to come in to change a situation (verb)

one who creates or think up a new idea/thing (noun)

able to keep from happening (adjective)

to come together; assemble (verb)

a meeting or assembly for some purpose (noun)

an unusual or thrilling experience (noun)
Create words that match the meanings below:

<table>
<thead>
<tr>
<th>ad</th>
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</tr>
</thead>
<tbody>
<tr>
<td>pre</td>
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<td>-ly</td>
</tr>
</tbody>
</table>

-or, -ure/-ture, and -tion words are nouns; -ly words are adverbs; -ful and -able words are often adjectives.

- having a lot of happenings; important (adjective) eventful
- to come in to change a situation (verb) intervene
- one who creates or think up a new idea/thing (noun) inventor
- able to keep from happening (adjective) preventable
- to come together; assemble (verb) convene
- a meeting or assembly for some purpose (noun) convention
- an unusual or thrilling experience (noun) adventure
vent/ven(e)

ACROSS

5 suitable; within easy reach
6 meet for some purpose
7 happening

DOWN

1 come in to settle a dispute
2 keep from happening
3 an exciting experience
4 make something new
6 to get the better of

vent/ven(e)
circumvent convenient convene prevent intervene invent adventure event
vent/ven(e)

ACROSS
5 suitable; within easy reach
6 meet for some purpose
7 happening

DOWN
1 come in to settle a dispute
2 keep from happening
3 an exciting experience
4 make something new
6 to get the better of
vert/vers(e)
(turn)

Directions: Read the following words.

adversary  inverse  inversion  advertisement  perverted  perversion
revise  convertible  convert  extrovert  introvert  divert  diversion
converse  conversation  verse  versatile  reversal  diverse  revert
subverted  inverted  extroverted  diverting  diversify

Create words that match the meanings:

ad - sion
sub - ed
re - al
con vers(e) - ible
di - ing
intro - ary
extro - ation

a car with a folding top
an exchange of ideas by informal talk
an opponent; an enemy
the act of turning or doing backward
not alike; distinctly different
overthrew completely as in a government
vert/vers(e)
(turn)

Directions: Read the following words.

adversary  inverse  inversion  advertisement  perverted  perversion
revise  convertible  convert  extrovert  introvert  divert  diversion
converse  conversation  verse  versatile  reversal  diverse  revert
subverted  inverted  extroverted  diverting  diversify

Create words that match the meanings:

ad
sub
re
con
di
intro
extro

-sion
-ed
-al
-ible
-ing
-ary
-ation

convertible
conversation
adversary
reversal
diverse
subverted

a car with a folding top
an exchange of ideas by informal talk
an opponent; an enemy
the act of turning or doing backward
not alike; distinctly different
overthrew completely as in a government
vert/verse

ACROSS

2 completely unlike
3 interested more in one's own thoughts, feelings, etc.
7 prove to be true
8 announce; give public notice of

DOWN

1 talk together informally
3 turn upside down
4 the opposite; turned backward
5 able to do many things well
6 go back; return

vert/vers(e)

advertise introvert diverse verify converse invert reverse versatile revert
ACROSS

2 completely unlike
3 interested more in one's own thoughts, feelings, etc.
7 prove to be true
8 announce; give public notice of

DOWN

1 talk together informally
3 turn upside down
4 the opposite; turned backward
5 able to do many things well
6 go back; return

vert/verse

<table>
<thead>
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<th>1</th>
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<tbody>
<tr>
<td>O</td>
<td>N</td>
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<tr>
<td>2</td>
<td>DIVERSE</td>
</tr>
<tr>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>3</td>
<td>INTROVERT</td>
</tr>
<tr>
<td>N</td>
<td>E</td>
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<tr>
<td>V</td>
<td>V</td>
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<tr>
<td>4</td>
<td>E</td>
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<tr>
<td>R</td>
<td>R</td>
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<td>T</td>
<td>S</td>
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<td>5</td>
<td>7</td>
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<td>6</td>
<td>E</td>
</tr>
<tr>
<td>8</td>
<td>ADVERTISE</td>
</tr>
</tbody>
</table>
Find the following words in the dictionary; note page number and write the meanings.

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dedicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vindicate</td>
<td></td>
<td></td>
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<tr>
<td>predict</td>
<td></td>
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<tr>
<td>abdicate</td>
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</tbody>
</table>

There are two basic parts of a sentence: 1) Subject - the person, place or thing that the sentence is about; 2) Predicate - the action of the sentence or the word(s) that tell something about the subject. Read the following sentences and underline the predicate.

1. The newspaper reporter predicted that Mr. Jones would win the election.

2. The dictator murdered many of his political enemies.

3. The mayor dedicated the new park on March 6, 1999.

4. The court indicted my friend for fraud.

5. The queen abdicated from the throne.
Find the following words in the dictionary; note page number and write the meanings.

<table>
<thead>
<tr>
<th>page</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dedicate</td>
<td>______</td>
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<tr>
<td>vindicate</td>
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dic/dict
(speak)

Read the following words.

abdicate contradiction diction edict male dictation predicate predict vindication vindictive dedicate dictator dictatorship dictionary dictum indict vindictive dictate prediction

Match the meanings with the words:

someone who has complete control of
  of a country
  ○ male dictation
say what will happen in the future
  ○ dedicate
one who does not forgive and seeks
  revenge
  ○ dictator
to say the opposite of what has been
  said
  ○ abdicate
to give up power
  ○ predict
to devote for a special purpose
  ○ vindictive
a calling for evil or injury to happen
to another person
  ○ contradict

Write a sentence using the following words.

predict: ________________________________

contradict: ________________________________

vindicate: ________________________________
Read the following words.

abdicate  contradiction  diction  edict  malediction  predicate
predict  vindication  vindictive  dedicate  dictator  dictatorship
dictionary  dictum  indict  vindictive  dictate  prediction

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someone who has complete control of
of a country

say what will happen in the future

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revenge

to say the opposite of what has been
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a calling for evil or injury to happen
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Write a sentence using the following words.

predict: ____________________________

contradict: ____________________________

vindicate: ____________________________
**ACROSS**

3 book that explains words of a language

7 to give up; to surrender

**DOWN**

1 to clear from blame

2 tell beforehand

3 person who rules with complete power

4 deny; say the opposite of what a person said

5 point out

6 a curse

---

malediction abdicate dictionary predict vindicate indicate contradict dictator
ACROSS

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dic/dict

1
2

3 DICTIONARY
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7 ABDICATE
 I
C
T
I
N

DOWN

1 to clear from blame
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Review Roots7
(fer, spect/spec/spic, vent/vene, vert/vers, dic/dict)

Directions: Fill in the blanks with the appropriate roots.

- to bear/carry
- speak
- see, look
- turn
- come

Directions: Fill in the blanks with the appropriate word.

- turn together/with
- come together/with
- turn back
- speak before
- speak or say (action)
- see/look in
- looks great
- turn under/below
- come between
- carry across
- bear with

acular
Review Roots7
(fer, spect/spec/spic, vent/vene, vert/vers, dic/dict)

Directions: Fill in the blanks with the appropriate roots.

- to bear/carry: fer
- speak: dic/dict
- see, look: spect/spec/spic
- turn: vert/verse
- come: vent/vene

Directions: Fill in the blanks with the appropriate word.

- turn together/with: convert
- come together/with: convene
- turn back: revert
- speak before: predict
- speak or say (action): dictate
- see/look in: inspect
- looks great: spect...acular
- turn under/below: subvert
- come between: intervene
- carry across: transfer
- bear with: confer