

NAME \_\_\_\_\_

## GREEK AND LATIN ROOTS

Knowing the "building blocks" of the English language - prefixes, suffixes and root words - helps you to understand a word's meaning and spelling convention.

English is a living language, and it is growing all the time. One way that new words come into the language is when words are borrowed from other languages. New words are also created when words or word elements, such as roots, prefixes, and suffixes, are combined in new ways. Many English words and word elements can be traced back to Latin and Greek. Often you can guess the meaning of an unfamiliar word if you know the meaning.

A **word root** is a part of a word. It contains the core meaning of the word, but it cannot stand alone.

A **prefix** is also a word part that cannot stand alone. It is placed at the beginning of a word to change its meaning.

A **suffix** is a word part that is placed at the end of a word to change its meaning. Often you can guess the meaning of an unfamiliar word if you know the meaning of its parts; that is, the root and any prefixes or suffixes that are attached to it.

Latin was the language spoken by the ancient Romans. As the Romans conquered most of Europe, the Latin language spread throughout the region. Over time, the Latin spoken in different areas developed into separate languages, including Italian, French, Spanish, and Portuguese. These languages are considered "sisters," as they all descended from Latin, their "mother" language.

In 1066 England was conquered by William, duke of Normandy, which is in northern France. For several hundred years after the Norman invasion, French was the language of court and polite society in England. It was during this period that many French words were borrowed into English. Linguists estimate that some 60 percent of our common everyday vocabulary today comes from French. Thus many Latin words came into English indirectly through French.

Circle the correct meaning for the italicized word in each sentence.

1. The Latin root *am* means love. An *amiable* person is
  - a. talkative.
  - b. truthful.
  - c. well educated.
  - d. friendly, good natured.
2. The Latin root *plac* means *to please*. A *complacent* person is one who
  - a. makes frequent mistakes.
  - b. is argumentative.
  - c. is self-satisfied.
  - d. is known to tell frequent lies.
3. The Latin root *luc/lum/lus* means *light*. A *lucid* argument is
  - a. very clear and understandable.
  - b. loosely held together.
  - c. illogical.
  - d. one that blames others.
4. The Latin root *qui* means *quiet*. A *quiescent* place is
  - a. very isolated.
  - b. very chaotic.
  - c. very dangerous.
  - d. very still and restful.
5. The Latin root *loc/loq/loqu* means *word, speech*. Something that is *eloquent* is
  - a. dull and trite.
  - b. expressed in an effective way.
  - c. very old-fashioned.
  - d. equally divided into parts.
6. The Greek word *auto* means *self*. To have *autonomy* means to
  - a. have a lot of money.
  - b. be independent.
  - c. have courage.
  - d. have strong opinions.
7. The Greek root *pas/pat/path* means *feeling, suffering, disease*. To have *empathy* to
  - a. give to others.
  - b. have a love for others.
  - c. identify with the feelings of others.
  - d. be similar to others.
8. The Greek root *pseudo* means *false, fake*. The root *nom/nym* means *name*. A *pseudonym* is

- a. a false name.
  - b. an ancient god or deity.
  - c. a harsh sound.
  - d. a long and boring speech.
9. The Greek root *dog/dox* means *opinion*. The suffix *-ic* means *having the quality of*. A person who is *dogmatic* is
- a. not in touch with reality.
  - b. intolerant of other opinions.
  - c. one who asserts opinions in an arrogant way.
  - d. secretive and ungenerous.
10. The Greek root *phil* means *love* and the root *anthro/andro* means human. *Philanthropy* is
- a. the love of humankind.
  - b. a preference for something in particular.
  - c. using force to control others.
  - d. spreading unkind rumors.

### CONTEXT CLUES

Choose the best meaning of the underlined word.

1. The first review on the Harry Potter movie was **favorable**. Many people attended and enjoyed the movie. Some people even saw the movie three times!
- ☐ a. negative   ☐ b. uncertain   ☐ c. positive   ☐ d. clear
2. Her quiet, **timid** ways made us guess at her true feelings about the story because she kept her ideas to herself and never spoke in the class.
- ☐ a. shy   ☐ b. boisterous   ☐ c. kind   ☐ d. seriously
3. He was found running down the street after curfew, and his parents were **penalized**. The ticket read: "Illegally in the streets at 1:00A.M." Now he would have to pay the ticket with his own money.
- ☐ a. crooked   ☐ b. fined   ☐ c. delicate   ☐ d. informed
4. The woman crossed her fingers as her daughter did the cheer. She was hoping that everything would work out for her daughter as she **vied** for a position on the squad. Her daughter wanted to be a cheerleader.
- ☐ a. shouted   ☐ b. enclosed   ☐ c. expanded   ☐ d. tried
5. The boy knew that the lake was **teeming**, and overflowing with bass, so he brought a big net to help get the fish in the boat.
- ☐ a. rare   ☐ b. enclave   ☐ c. full   ☐ d. sparse

6. It was difficult to listen to Tommy speak because he **droned** on and on just like a buzze that won't stop buzzing.

☐ a. ideal ☐ b. same tone ☐ c. lively ☐ d. scared

7. The **lithe** girl was perfect for the basketball team because she was all muscle and could play well.

☐ a. lean ☐ b. cubed ☐ c. thick ☐ d. eerie

8. Thomas went to the **apex** of the mountain, and because it was so high, he had to take a tank of oxygen with him.

☐ a. bottom ☐ b. breathe ☐ c. top ☐ d. clear

9. The **apparatus** that Jill used to connect the fabric was similar to a sewing machine, but this one did all of the work while she just pushed a button.

☐ a. idea ☐ b. zipper ☐ c. instrument ☐ d. singular

10. The **frigid** air seemed to suck his breathe away as he attempted to finish his first snowman of the season

☐ a. deficient ☐ b. sappy ☐ c. thick ☐ d. cold

### ANALOGIES

Analogies are statements that ask you to find a relationship between two words, and then find another pair of words that demonstrates the same relationship. Analogies can be intimidating but a little structure goes a long way. For most analogies, create a short and clear sentence that contains both of the stem words and defines one word in terms of the other. Then, simply apply the same sentence to each of the answer choices until you find the one with the same relationship.

#### EXAMPLE:

Helmet is to head as:

(A) drug is to disease

(B) lace is to shoe

(C) apron is to stain

(D) field is to goal

(E) thimble is to finger

First, create your stem word sentence: A helmet is worn to protect the head. Next, apply it to each answer choice: A drug is worn to protect a disease, A lace is worn to protect a shoe, etc. Answer choice (E) reads: A thimble is worn to protect a finger. Bingo!

1. \_\_\_\_\_ : trail :: grain : grail

- a. train
- b. path
- c. wheat
- d. holy

2. particular : fussy :: \_\_\_\_\_ : subservient

- a. meek
- b. above
- c. cranky
- d. uptight

3. \_\_\_\_\_ : horse :: board : train

- a. stable
- b. shoe
- c. ride
- d. mount

4. tureen : \_\_\_\_\_ :: goblet : wine

- a. napkin
- b. soup
- c. spoon
- d. pilsner

5. 4 : 6 :: \_\_\_\_\_ : 16

- a. 2
- b. 14
- c. 8
- d. 10

6. son : nuclear :: \_\_\_\_\_ : extended

- a. father
- b. mother
- c. cousin
- d. daughters

**THE END**