

MODULE 1

WORD STRUCTURE ANALYSIS:

Let's Take This Piece by Piece



WHY YOU NEED TO KNOW THE INFORMATION IN THIS MODULE

The larger your vocabulary, the more successful you're likely to be in school and in your career. This module explains a particular tool for increasing your vocabulary: using the *parts* of a word to unlock its meaning. This module presents common Latin word parts, their meanings, and useful English words that come from them. Come discover the fun of unlocking words!

Knowing common word parts that appear in English words will help you

- figure out the meaning of many new words;
- remember the meaning of words;
- recognize “families” of words that are based on the same word parts;
- be a better speller;
- expand your vocabulary.

Super Student Tips

Here are tips from other students who have learned about word structure clues:



“I was amazed at how many words come from the same root word.”—*Jessica*

“It’s kind of like solving a puzzle. If you know what the parts of a word mean, you can put them all together to get the meaning.”—*Neshia*

“If I don’t know a word, I try context clues first. Whenever I can, I use word parts to see if my guess was right.”--*Alex*

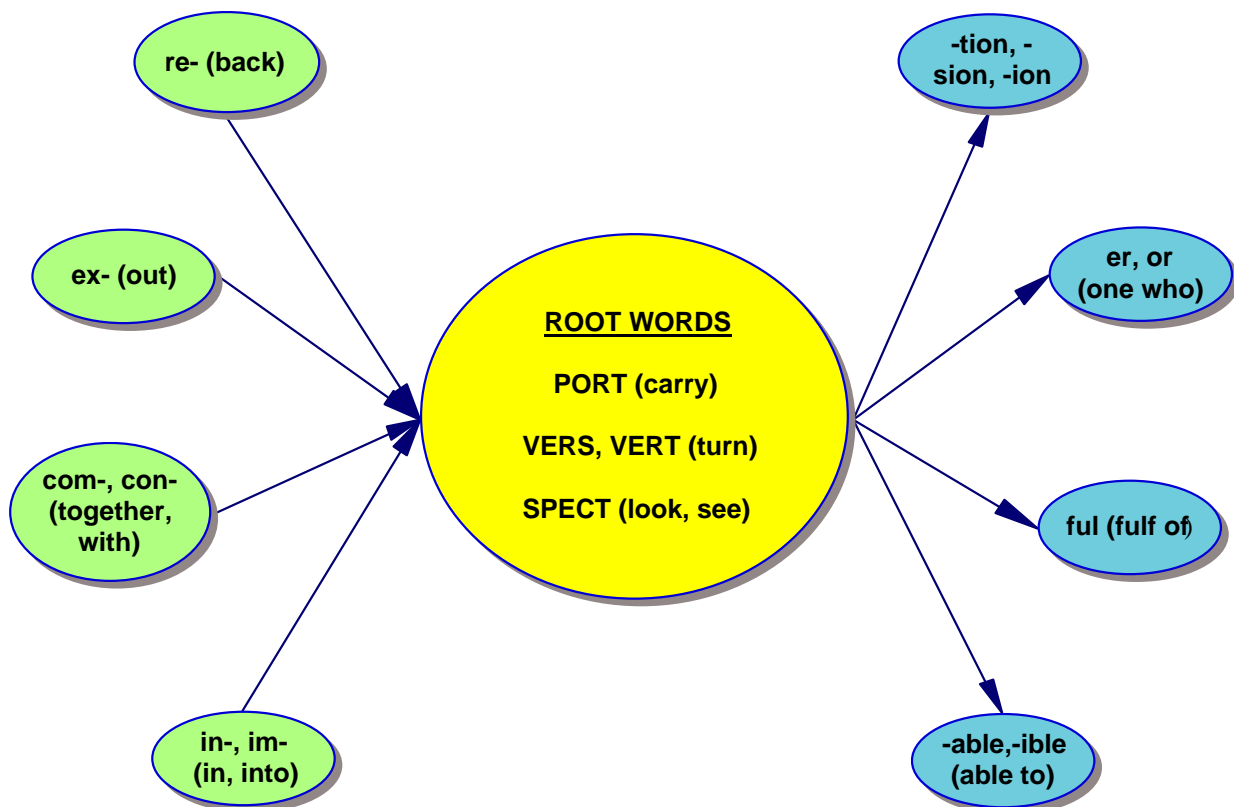
“Once I became aware of prefixes and roots, I started seeing them in words I saw all the time. I just never noticed them before. Even familiar words make more sense now.”—*Joquetta*

Jumpstart Your Brain!



Before you begin the module, get yourself ready to read. Move around for a minute. Yawn. Shrug your shoulders. Even simple actions get extra oxygen to your brain, and your brain loves oxygen! Then jumpstart your brain even more by solving these brainteasers. Write your answers on notebook paper.

1. **How many words can you create from the word roots in the middle circle by combining other words parts with them?** The words you create can consist of a prefix (in the small ovals on the left) and a root, a root and a suffix (in the small ovals on the right), or a prefix, a root and a suffix. If there is more than one spelling of a word part, you may use any of them. Here are some examples to get you started: im + port = *import*; im + port+ er = *importer*. Good luck!



How many words were you able to create?

Compare your answer to your classmates' answers. Explain to each other how you approached this task.

2. *The same prefix (word part) can be added to the beginning of each of these words, and they will still be actual words. What is the prefix?*

ample	plain	tend
press	port	act

3. *Not counting the English base word “establish,” how many prefixes and suffixes are there in the word below? Good luck!*

antidisestablishmentarianism

4. **Why are these statements funny?**

- “Shouldn’t there be a shorter word for ‘monosyllabic’?”
- “If you ate pasta and antipasto, would you still be hungry?”

MODULE 1: WORD STRUCTURE ANALYSIS

Little by little does the trick.

*If the English language made any sense, “lackadaisical”
would have something to do with a shortage of flowers.*

—Doug Larson

The Big Picture for This Module

In Chapter 4 you learned about the part of a dictionary entry called the etymology. It tells the origin and history of a word. Countless English words come from Latin and ancient Greek words. Because the etymology tells the meaning of these ancient word parts, it helps readers understand the meaning of the current word. In this module, you will learn this powerful vocabulary-building tool: how to use a word’s structure—its parts—to help you unlock and remember words’ meaning. Word parts often help you with the spelling, too.

Looking at What You Already Know

Perhaps you’ve already had some training in word parts. Do you know what these terms mean? Try to write your own definitions. Give an example or two if you can.

1. Write the definition of a *prefix*. List some examples.
2. Write the definition of a *root word* or *base word*. List some examples.
3. Write the definition of a *suffix*. List some examples.

At this point, you may not be able to answer all of the items above. That’s okay. As you go through this module, check to see which of your answers are correct. You can change your answers if you need to.

Word Structure Analysis

Word structure analysis is just what it sounds like: *using the structure, or parts, of a word to figure out the meaning of the word*. Word parts help you understand and remember the meaning of a word. Compound words consist of two words put together: *roommate*, *countertop*, *mailbox*. When you look at those words, you can see the words used to create them.

Some word parts come from ancient Latin and Greek, and each of these word parts has its own special meaning. There are three types of word parts: *prefixes*, *roots*, and *suffixes*. Those word parts have been put together like puzzle pieces to create tens of thousands of words in English. Together, the meanings of the word parts add up to create the total meaning of the word. To figure out what a word means, you can often “unlock the puzzle” by knowing what its parts mean. It’s been estimated that students can use word parts to figure out the meaning of 60% of the new words they encounter. That’s a lot of words!

Word structure analysis has another wonderful advantage: it lets you confirm the educated guess you made using the context. Let’s say you read the sentence, “The police arrested the suspect because his story wasn’t credible.” From the context of the sentence, you reason out that the police arrested the suspect because they didn’t *believe* what the suspect told them. You conclude that *credible* probably means “believable” or “convincing.”

If you know the root word *cred* means “to believe,” then you know for sure that *credible* means “believable.”

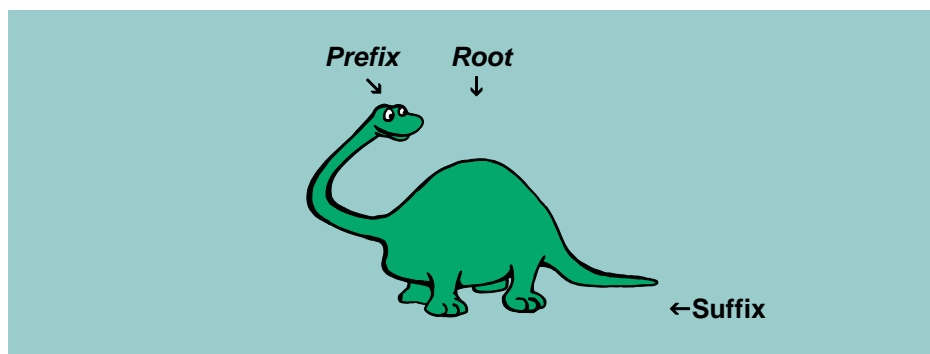
Prefixes are word parts that are attached at the beginning of a base or root word. Prefixes have meanings, and they add their meanings to the meaning of the root word. Take, for example, the word *prefix* itself. It consists of the prefix *pre-*, meaning “before,” and the root word *fix*, which means “to attach.” Therefore, a prefix is a word part that is “attached before” (at the beginning) of the root word. There are many prefixes. Some common ones are *pre-*, *un-*, *non-*, and *dis-*.

Roots are base words to which other word parts are added. Each root word has a specific meaning. Often, a whole “family” of related words comes from the same root word. (These words that come from the same root are called *cognates* of the root word. Think of them as “relatives” of the root word.) Knowing the meaning of common root words can be a key to expanding your vocabulary. Consider the Latin root *ject*, which means “to throw.” From it, we get the English words such as *eject* (throw out), *inject* (“throw” or force something in), *reject* (throw back, refuse to accept), *interjection* (a sudden, short word that is “thrown” in), and *projectile* (something that is being thrown). As you can see, the meaning of each of these was in some way related to the idea of throwing or hurling. Once you know the root *ject*, it will be easier to learn more advanced words such as *abject*, *subjective*, *dejected*, *conjecture*, and *trajectory*.

Suffixes are added at the end of a base word. Some suffixes have a specific meaning, such as *-ful* (“full of” whatever the root says, such as *joyful*) and *-or* (a person who does what the root says, such as *inventor*). Other suffixes change a word’s part of speech. For example, by adding a suffix, the verb *argue* can be made into the noun *argument* or the adjective *argumentative*. Some suffixes change a verb’s tense, such as changing the present tense of *laugh* to the past tense, *laughed*.

Suffixes are not as helpful as prefixes and roots. For one thing, some suffixes have several meanings. Also, some suffixes change the spelling of the root word when they are added to it. For example, the *y* in *happy* becomes an “i” when suffixes are added: *happiness*, *happily*, *happier*, and *happiest*.

A word can consist of a root only, a root with a prefix, a root with a suffix, or a root with both a prefix and a suffix. Regardless of how many parts there are, they always appear in this order: prefix, root, suffix.



If you’re a visual learner, use the image of the dinosaur to remember the order. If the dinosaur represents a word, think of the head as the prefix, the main part of the body as the root word, and the tail as the suffix.

Now that you know words can be made from various combinations of word parts, look at these words created from the root word *script/scribe*, which means “to write.”

root word only:

script, scribe

prefix + root word:

pre + scribe = prescribe

prefix + **root word** + suffix: *pre + scrip + tion = prescripti**o**n*
root word + suffix: *scrip + ed = scrip**t**ed*

Now let's look at some common prefixes, roots, and suffixes. Some of these will be familiar to you, or else their meaning will be obvious to you. Others will be new. All of them will be helpful to you!

Brain-Friendly Tip



Create vocabulary cards for prefixes, roots, and suffixes. Use three different color cards. Follow the directions in the Introduction to Part 2 in the text.

Prefixes

You learned earlier in the module that prefixes are attached to the *beginning* of a root word. (In the dictionary, when prefixes appear as entry words, they have a hyphen to remind you that something else will follow the prefix.) You also learned that prefixes *add* their meaning to the meaning of the root word.

Some prefixes create words that mean the opposite of the base word. Some prefixes pertain to time. Others pertain to place or location (*above, below*, etc.). Still other prefixes indicate number of quantity (*mono-, tri-*, etc.).

There are many prefixes, and it's helpful to group ones that are similar and to pair ones that are opposite in meaning. Prefixes that appear in more than one section below have more than one meaning.

Some common prefixes, such as *de-*, are not included because they have several meanings. For example, *de-* can mean many things, including to do or make the opposite of (*deactivate; decode*); to remove or remove from (*deodorize; deduct*); and "out of" (*deplane; depart*).

Ready to play with some prefixes? Let's go!

Brain-Friendly Tips



The *worst* way to learn words is to try to memorize definitions! Your brain likes it when you make connections between a new word and words and information you already know. It's also helpful to group *related* words. Your brain likes these "webs" of knowledge.

Bonus Tips



- In words, prefixes and suffixes are usually separate syllables.
- Spelling tip: the only word in English that ends in *full* is the word *full*! Knowing this will keep you from misspelling words that end in *-ful*, such as *wonderful* and *joyful*.
- Prefixes and suffixes are called *affixes* because they are word parts that are “fixed” (attached) to root words.

Prefixes

Prefixes that Mean “Not”

Negative prefixes are among the most commonly used prefixes. When they are added to words, they create a word that means the opposite of the base word. For example, adding the prefix *un-* to the word *kind* creates the opposite word, *unkind*. There are four negative prefixes. Of all prefixed words, the prefix *un-* appears in roughly one-quarter of them! These four prefixes account for an extremely large share of all words that contain a prefix.

1. **un-** unhappy, unsafe, undo, unwrap, unbutton
2. **non-** nonstop, nonfiction, nondrinker, nonfat, nonverbal
3. **dis-** disagreement, dissimilar, dislike, disable, disobey
4. **in-** incorrect, indirect, inactive, injustice, inhuman
 also appears as il-, im-, ir-, as in illegal, immortal, impossible, irresponsible

Bonus Tips



— **Stop and Process Exercise 1.1:** Read the first sentence. Then add the correct negative prefix to the italicized word to create a word that means the opposite of it.

Example: She can never *resist* pizza. She finds it irresistible.

1. The answer to this math problem is not *correct*. It is _____.
2. No one *inhabits* that abandoned old house. It is _____.
3. My boss does not *approve* of tattoos. He _____ of them.
4. The driver who hit my car is not *insured*. He is _____.
5. A photocopied thank-you note is not very *personal*. It is _____.
6. My handwriting is not *legible*. It is _____.
7. Young children tend not to be *patient*. They are usually _____.
9. Their parents are divorced, and their father is not *involved* in their lives. Their father is _____.
10. I never *believe* anything my cousin says. Because he jokes so much, I _____ most of what he tells me.

— **Stop and Process Exercise 1.2:** Can you complete each row? This first row has been done as an example. Write your answers on notebook paper.

Base Word	Negative Prefix	Word with Opposite Meaning
connected	dis	<i>disconnected</i>
important		unimportant
		illiterate
considerate		
		irreversible
practical	im-	
violent		

Prefixes that Indicate Location or Spatial Relationships

Elder, J. *Entryways into College Reading and Learning*. Copyright © 2008 The McGraw-Hill Companies, Inc.

Certain prefixes give you helpful clues about where something is located or occurs. Earlier, you learned that the prefix *in-* means not. It also has a second meaning: *in* or *into*. For example, the word *inhale* means to breathe *in*. One meaning of the prefix *ex-* is *out*. To exhale means to breathe *out*.

Study these prefixes and their meanings. Prefixes that have opposite meanings are paired (1-2, 3-4, and 5-6.) *Note any familiar words that you see in the examples.*

- | | | |
|-------------------|-------------------------------|---|
| 1. in- | <i>in, into</i> | inhale, include, income, ingredient |
| 2. e-, ex- | <i>out, away</i> | exhale, exit, expire, exception, expel |
| 3. pro- | <i>forward, forth</i> | progress, proceed, project, protrude |
| 4. re- | <i>back</i> | return, react, refund, recede, retreat |
| 5. sub- | <i>below, under</i> | subway, submarine, subcommittee, subdue |
| 6. super- | <i>over, above</i> | supervise, superhighway, superior, supreme |
| 7. inter- | <i>between</i> | interrupt, Internet, interfere, interject |
| 8. tele- | <i>far, distant</i> | telephone, television, telemarketing |
| 9. circum- | <i>around</i> | circumference, circumstance, circumnavigate |
| 10. trans- | <i>across, through</i> | transfer, translate, transparent, transfusion |

— **Stop and Process Exercise 1.3:** Three pairs of prefixes in the list above have opposite meanings from each other. Use the prefixes to complete the chart. Write your answers on notebook paper. The first line is done for you. *Remember to write the definitions as well as the prefixes.*

Prefix and Its Meaning	Opposite Prefix and Its Meaning
sub- below	super- over, above, superior
pro-	
in-	

— **Stop and Process Exercise 1.4:** Use the prefix in bold and the context of the sentence to help you decide the *meaning* of the prefix in bold. That's what belongs in the blank. Number 1-10 on notebook paper and write your answers there.

Example: If something is **transparent**, you can see through it.

1. An **exit** is a way _____.
2. If something is **superior**, it ranks _____ other things.
3. Language that is **translated** goes _____ a process of being changed to another language.
4. If a network **interrupts** a television program for an emergency message, it means the network _____ into the show.
5. A **telephone** enables you to speak to someone who is _____ away.

6. If you **circum**navigate the globe, you sail _____ the world.
7. A **sub**marine travels _____ the surface of the water.
8. To make **pro**gress is to move _____.
9. When you **in**hale, you breathe air _____.
10. If you receive a **ref**und, you receive money _____.

Bonus Tip



Knowing prefixes can help you with your spelling. Take, for example, the prefix *mis-* (bad, wrong). It ends with an "s." When you add it to base words that start with "s," the new words will have two s's together:

mis + spell = misspell
 mis + speak = misspeak
 mis + shapen = misshapen

Now you know why those words have two s's together: one ends the prefix; one starts the root word.

— **Stop and Process Exercise 1.5:** Add the prefix to make a word that fits the context of the sentence. Each sentence contains context clues that will help you. On notebook paper, number from 1-10, and then write the *complete word* that belongs in each sentence.

Example: To _____ **in**dent a line of print is to move it **in** from the left margin.

1. The distance around a circle is called the _____ference.
2. A person who has authority over other employees is a _____visor.
3. People in a _____cession move forward.
4. Computers enable employees to _____commute to work even though they are far from their company's office.
5. Quality that is _____standard is below what it should be.
6. An _____redient is a single part in a mixture.
7. A faxed message is _____mitted through telephone lines or wirelessly through space.
8. When a magazine subscription _____pires, it runs out.
9. If a newspaper _____tracts an inaccurate article, it takes it back.
10. An _____mission is a break between sections of play or musical performance.

Other Important Prefixes

Notice that some prefixes have opposite meanings and that they are paired (1-2, 3-4, and 8-9). Notice that some prefixes have more than one spelling. Also notice that there are additional, *different* meanings of three prefixes you met earlier: *pro-*, *re-*, and *ex-*. Note any familiar words that you see in the examples.

1. **pro-** **for, in favor or** pro-life, pro-choice, pro-war, pro-American

- 2. **anti-, contra- *opposed to, against*** anti-war, antibiotic, contraception, contradict
- 3. **mal-, mis- *bad, wrong*** malnutrition, malpractice, misfortune, misplace
- 4. **bene-, eu- *good, well*** benefit, benign, eulogy, euphemism, euphoria
- 5. **co-, (col-, com-, con-) *together, with*** coworker, collaborate, communicate, connect
- 6. **re- *again*** repeat, rewrite, redo, review, remarry
- 7. **ex- *former*** ex-wife, ex-employee, ex-president
- 8. **pre- *before*** predict, pre-test, premature, precede
- 9. **post- *after, later*** posttest, postpone, postseason, postwar
- 10. **hyper- *too much, excessive, overly*** hyperactive, hypersensitive, hyperventilate

— **Stop and Process Exercise 1.6:** Complete the remaining two lines in this chart of opposite prefixes. The first line is done as an example. Be sure to include the *meaning* of each prefix. Write your answers on notebook paper.

Prefix and Its Meaning	Opposite Prefix and Its Meaning
anti-, contra- <i>against, opposed to</i>	pro- <i>in favor</i> or, for
mal-, mis-	
pre-	

— **Stop and Process Exercise 1.7:** Use the meaning of the roots to determine the word that belongs in each blank. Number from 1-15 on notebook paper, and write your answers there.

Example: My brother always takes a **contrary** view. He is opposed to the vacation plans I suggest.

1. If you **mis**interpreted the map, you may go in the _____ direction.
2. When you **connect** puzzle pieces, you hook them _____.
3. "P.M." is an abbreviation for the Latin words **post meridiem**, meaning "_____midday" (noon).
4. **Ex**-students are _____ students who no longer attend that school.
5. The doctor was accused of **mal**practice because the treatment he gave was _____.
6. A **euphemism** is a way of saying something unpleasant so that sounds softer or _____, such as "passed away" for "died."
7. Liz's **co**workers like her. Everyone who works _____ her appreciates her positive attitude.
8. To **renew** their wedding vows, the couple went through a ceremony _____ on their fifth anniversary.
9. There will be several **preliminary** rounds _____ the final boxing match.
10. Our bill had the _____ amount on it because the waiter **mis**calculated the tax.
11. If you **collect** things, you put them _____ in one place.

12. **Antonyms** are words that are _____ in meaning.
13. The Sierra Club, Nature Conservancy, and other **pro**-environment organizations are _____ laws to protect the environment.
14. When you **communicate** with friends by telephone, you speak _____ them.
15. If something is **beneficial**, it has a _____ effect.

— **Stop and Process Exercise 1.8:** Add the correct prefix to make a word that fits the context of each sentence. Each sentence contains context clues. Write your answers on notebook paper.

Example: Because the doctor mis diagnosed the illness, he prescribed the **wrong** medicine.
Context clue: prescribed the *wrong* medicine

1. The former mayor is the _____ mayor.
2. People who are _____ sensitive to cold often do not like the winter.
3. A speech at a funeral that tells the good things about the person and his life is called a _____logy.
4. The _____ season play-offs are held after the regular season ends.
5. To _____peat something is to say it again.
6. The band played many patriotic songs at the _____America rally.
7. _____mature babies are born before they have had time to develop fully.
8. Please _____bine these ingredients. Be sure to mix them together well.
9. Because the envelope was _____addressed, it was delivered to the wrong house.
10. For animals with incurable illnesses, _____thanasia is usually considered a “good” death. It ends their suffering quickly and painlessly.
11. The _____anchors present the evening news together as a team.
12. Because of a _____formation in the bone, the doctors did surgery to correct the part that was formed wrong.
13. Marie buys every _____aging cream in hopes that they will work against wrinkles, spots, and other signs of aging.
14. When students _____aborate on a project, they work together on it.
15. _____ceptives work against the likelihood of pregnancy.
16. A _____factor is a person who gives aid, especially financial aid, in order to do something good for someone else.

Roots

Roots are fun, and they can give you the power to unlock and remember hundreds—or even thousands—of words! **Roots** are the base word that prefixes and suffixes are added to. Once you know the meaning of a root word, you have the key that opens up a whole set of English words that comes from it.

Here’s an example of how it works. Suppose you learn that the Latin root *scrib, scrip* means “to write.” (The two similar spellings are just variations the same root.) If you know the meaning of the root (“to write”), can you see the connection between the root and the word *scribble*? Scribbling is writing quickly and carelessly. What kind of work do you think an ancient Egyptian *scribe* did? You can reason out that his job was to write or copy things down. What’s a *script* or *manuscript*? These words refer to handwriting or something that’s written down. What type of products are made by a manufacturer that named its brand *Scripto*? Pens and mechanical pencils--tools for writing. If a gravestone is *inscribed* with the name of the person who has died, what has been done? The person’s name has been carved (written) in stone. What about some harder words that have this root? Can you use

the context and the meaning of the root word to figure out the meaning of the words *conscription* and *scriptorium*?

- When the enemy attacked, the government used *conscription* to gain soldiers quickly.
Men were drafted or forced to sign up or enroll. You can see the connection between writing and being required to “sign up.”
- Monks worked daily in the *scriptorium*, where they produced beautiful, hand-lettered manuscripts.
You can reason out that a scriptorium was a room in a monastery in which monks copied—wrote—manuscripts. (Usually they copied Scriptures, sacred writings, or books.)



A Handful of Helpful Roots

Here are some other very common and useful roots. Your goal is simply to connect the roots and their meanings. This shouldn't be hard. You'll discover that you already know hundreds of words that contain these roots. As you study these roots and their meanings, *circle any familiar words that you see in the examples.*

1. aud	<i>hear</i>	audible, auditorium, audience, audio-visual
2. auto	<i>self</i>	automobile, autograph, autonomy, autocrat
3. bio	<i>life, living</i>	biology, biography, biopsy, bionic
4. cred	<i>belief, faith</i>	credit, incredible, credentials, credulous
5. dict	<i>say, speak, tell</i>	dictionary, dictate, indicate, predict
6. ject	<i>toss, throw</i>	reject, eject, dejected, projectile
7. manu	<i>hand, make, do</i>	manufacture, manual, manicure, manuscript
8. mit, miss	<i>send, put</i>	remit, transmit, emission, mission
9. pel, puls	<i>push, drive</i>	repel, compel, expulsion, propeller
10. port	<i>carry</i>	portable, import, export, deport, support
11. spec, spi	<i>see, look</i>	inspect, spectacle, despise, circumspect
12. tract	<i>pull, draw</i>	attract, contract, tractor, traction,
13. ven, vene, vent	<i>come</i>	prevent, event, convene, intervention
14. vert	<i>turn, twist</i>	convert, controversial, introvert, extrovert

15. **vid, view, vis** **see, look** visible, review, videodisc, vision, revise

— **Stop and Process Exercise 1.9:** For each sentence, write the meaning of the root word in bold so that the sentence makes sense. The first one is done as an example. Write your answers on notebook paper.

1. At a **convention**, a large number of people come together to meet in one place.
2. To **dictator** the future is to _____ everyone else what to do.
3. At train stations and airports, **porters** _____ people's luggage.
4. If you **interject** a comment while someone else is talking, you _____ in your comment.
5. **Biodegradable** substances can be broken down by _____ organisms, such as bacteria.
6. **Spectators** are people who _____ an event.
7. When you are **distracted**, your attention is _____ away from what you should be paying attention to.
8. Something that is **visible** can be _____.
9. If adults **revert** to childish behavior, they _____ back to behavior that is appropriate only in children.
10. An army that **repulses** the enemy _____ the enemy troops back.
11. A person who is on a **mission** is _____ to accomplish a specific task.
12. Information that is **credible** can be _____.
13. **Manual** labor is physical labor that is done by _____.
14. An **audiologist** tests and evaluates people's _____.
15. If you sign an **autograph**, you write your name your _____.

— **Stop and Process Exercise 1.10:**

These 15 words contain the roots you are learning. The roots appear in color. Read the sentences and use clues in them, along with the meaning of the roots, to decide which word belongs in each sentence. Then, on notebook paper, write the word that belong each sentence. After you have written it, circle or underline the root to help fix it in your memory. Some of the words may be new to you. That's okay. It just means you have the opportunity to expand your vocabulary. The first one is done as an example.

audible	automobiles	biology	credit	dictation
emit	intervenes	manicure	portfolio	propulsion
reject	review	spectacle	tractor	vertigo

1. A tractor **pulls** farm implements behind it.
2. When you look back over your notes before a test, you _____ your notes.
3. When stores let you buy on _____, they let you take the item because they believe your promise to pay for it later.
4. A _____ is a case for carrying loose materials, such as papers, photographs, or drawings.
5. If you make a _____ of yourself, everyone will stop and stare at you!
6. Fire alarms _____ or send out a loud sound, and the sound they send out is often shrill.
7. People who suffer from _____ feel dizzy, as if they are turning or spinning.

8. _____ do not require much physical effort on the part of the driver. They almost seem to run by themselves.
9. Sounds that are _____ can be heard.
10. Getting your fingernails cleaned and groomed is called a _____.
11. _____ is the study of living things.
12. To take _____ is to write down what someone else is saying.
13. Powerful jet _____ drives airplanes through the air at high speeds.
14. If a year _____ between the time a person finishes college and gets married, a year has come between those two events.
15. To _____ something is to refuse it or “throw it back.”

Suffixes

A **suffix** is a word part that is added at the end of a base (root) word. In the dictionary, when suffixes appear as entry words, they have a dash at the front (*-ity*, *-ism*, and *-tude*). The dash reminds you that something comes before them.

Suffixes aren't as helpful as prefixes and roots when you need to figure out meanings of words. For one thing, suffixes add their meaning to the root word, but they do not change the root word's basic meaning. Also, many suffixes have the same or similar meanings. Third, some suffixes, such as *-ing* or *ed*, merely change the tense of verbs or make words plural (such as *-s* and *-es*). Finally, the spelling of the root word may change when a suffix is added, especially if the root word ends with the letter *y* or *e*. Words that end in *y* often change it to an *i* when a suffix is added. The word *happy* becomes *happiness* and *happily*, for example, and *rely* become *reliance*. The final *e* may be dropped when a suffix is added: *radiate*, for example, becomes *radiation*.

In spite of their limitations, suffixes are still useful. First, they often tell you a word's part of speech. Some suffixes, for example, indicate that a word is a noun or a verb. Second, removing a suffix often lets you see what the base word is. For example, the word *changeable* might look strange to you. If you remove the suffix, *-able*, you can see immediately that the base word is the familiar word, *change*: *change* + *able*. Something that is changeable is able or likely to change, such as *changeable behavior* or *changeable weather*. If you remove the suffix and the base word ends in *i* and looks unfamiliar, try changing the *i* back to a *y*. To other base word that look unfamiliar, try adding back an *e* to the base word. For example:

defiance	defi + ance	defy (defi = <i>defy</i> , the base word)
revision	revis + ion	revise (revis = <i>revise</i> , the base word)

Sometimes there may be more than one suffix. You may need to remove both (or all) of them to discover the base word. The word *insurability* may look unfamiliar at first. Remove the two suffixes:

insur + *abil* + *ity*.

Does *insur* look related to the word *insure*? It is related! (Did you remember to add an *e*?) *Insure* is the base word, but the final *e* was dropped when the suffixes were added. *Insurability* literally means, “something or someone that is able to be insured.” For example, to get car insurance, you might have to provide proof of insurability, such as a good driving record and legal proof that you own or lease the car you want to insure.

Since many suffixes have the same general meaning, it may be helpful to learn them in groups. Study the groups of suffixes below and the example words. The base word is given in parenthesis.

Notice that these seven suffixes appear in color in the list below: *-y*, *-ness*, *-ion*, *-er*, *-al*, *-able*, and *-ly*. They are some of the most useful ones, so pay special attention to them.

1. Suffixes that indicate nouns

These mean *state of, condition of, or quality of (what the base word indicates)*:

<u>Suffix</u>	<u>Example</u>
-ance, -ence	reliance (rely), dependence (depend)
-dom	freedom (free)
-hood	adulthood (adult)
-ity, -y	maturity (mature), honesty (honest)
-ive	relative (relate)
-ment	retirement (retire)
-ness	kindness (kind)
-ship	friendship (friend)
-tion, -sion, -ion	isolation (isolate), suspension (suspend)
-tude	solitude (solitary)

These mean *a person who (does what the root indicates)*:

-er, -or	reader (read), inventor (invent)
-ist	soloist (solo)

2. Suffixes that indicate verbs and mean *to make (what the base word indicates)*

<u>Suffix</u>	<u>Example</u>
-ate	automate (automatic)
-ify	liquefy (liquid)
-ize	socialize (social)
-en	cheapen (cheap)

3. Suffixes that indicate adjectives

These suffixes mean *full of (what the base word indicates)*:

<u>Suffix</u>	<u>Example</u>
-ful	colorful (color)
-ous, -ious	joyous (joy)
-ate	fortune (fortune)
-y	roomy (room)

These suffixes mean *relating to or pertaining to (what the base word indicates)*:

<u>Suffix</u>	<u>Example</u>
-al	musical (music)
-ic	comic (comedy)
-ish	childish (child)
-ive	corrective (correct)

Other adjective suffixes:

<u>Suffix</u>		<u>Example</u>
-able, -ible	able to be or do (whatever the root says)	reasonable (reason); sensible (sense)
-less	without	homeless (home)

4. Other helpful suffixes

-ly, -ily	like, in the manner of	friendly (friend), sloppily (sloppy) (creates an adverb)
-ology	study or science (of whatever the root says)	biology, psychology
-ism	philosophy or belief in (whatever the root says)	terrorism, communism

Notice that a few suffixes can indicate more than one part of speech. For example, *-ate* can indicate a verb or an adjective (such as *duplicate*). The suffixes *-ive* and *-er*, can indicate either a noun or an adjective. The words *objective*, *relative*, *narrative*, and *computer*, *dinner*, and *printer* are examples. So how can you tell which one you need? Look at the sentence in which the word appears. Do you need a word that is a thing? If so, you need a noun. If you need a word that describes, you need an adjective. If you need a word that shows action, you need a verb.

— **Stop and Process Exercise 1.11:** Add the suffix to the base word. Remember that in some cases, the spelling of the base word may change slightly when the suffix is added. Consult the dictionary if you are unsure of the spelling. Write your answers on notebook paper.

Example: explode + sion explosion

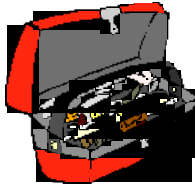
1. normal + ly _____
2. improve + ment _____
3. read + able _____
4. race + ial _____
5. locate + tion _____
6. space + ious _____
7. blue + ish _____
8. dream + ily _____
9. bicycle + ist _____
10. length + en _____
11. king + dom _____
12. rely + able _____
13. hope + ful _____
14. clue + less _____
15. motor + ize _____

— **Stop and Process Exercise 1.12:** Use the meaning of the suffixes to help you fill the correct form of the italicized word in each sentence. Write your answers on notebook paper.

Example: If a person has an *allergy* to peanuts, he or she is allergic to them.

1. The state or condition of *arguing* is called an _____.
2. A body part that is full of *cancer* is described as _____.
3. The condition of being *governed* is termed _____.
4. A person who acts like a *fool* does things that are _____.
5. The quality of being *punctual* is called _____.
6. The condition of *violating* the law is known as a _____.
7. The condition of *resisting* something is termed _____.
8. Something that is able to be *predicted* is _____.
9. The quality of being *sharp* is _____.
10. To make water *pure* is to _____ it.
11. To do something in a *gradual* manner is to do it _____.
12. The state of being a *child* is called _____.
13. If you are without shoes, you are _____.
14. The measurement system based on *meters* is called the _____ system.
15. If you make a house more *modern*, you _____ it.
16. The state of *owning* something is termed _____.
17. To do something in a *cheerful* manner is to do it _____.
19. If the sky is full of *clouds*, the sky is _____.
20. The condition of being a movie *star* is known as _____.

For a great website on word parts, see www.lexfiles.com. It has a vast array of basic Latin and Greek word parts and connections to lots of other helpful and fun word sites.



My Toolbox of Word Structure Analysis Clues

Congratulations! You now know the three categories of word parts—prefixes, roots, and suffixes—that can help you to unlock the meaning of unfamiliar words when you read. Word part clues often enable you to check a preliminary guess that you have made based on context clues. When you are reading and you encounter an unfamiliar word or term, ask yourself, “*What clues do the parts of this word give me about the meaning of the word?*”

To help you transfer information into long-term or permanent memory, you must rehearse it some way. Take a few minutes to write the definition of *prefix*, *root*, and *suffix*. Try first to write them from memory. If you get stuck, go back and look at the information in the module. After you have finished rewriting them, read them aloud. Then try to say them aloud without looking at the definitions you wrote. These extra steps are powerful techniques for learning and remembering material.

- List of the three types of word parts and their definitions. Try to write the definitions in your own words so that you will remember them. Use more than one color pen if color helps you learn.
- If you prefer, draw a *concept map* instead. Be sure to include sketches and enough of the key words so that you remember the definition of each type of word part.

Module Check
Module 1: Word Structure Analysis

Answer these questions about the information in this module. On notebook paper, write the missing word or words that belong in each blank.

1. The base or core part of a word is also known as the _____.
2. The word part that often indicates a word's part of speech is the _____.
3. Word structure clues can help you confirm an initial guess about a word's meaning based on _____ clues in the sentence.
4. _____ are the least helpful type of word part.
5. Words that all come from the same root word are called _____ of that root.
6. *Pre-*, *ad-*, and *sub-* are examples of word parts called _____.
7. Changes in spelling often occur when a _____ is added to a base word.
8. The word part that adds its meaning to the meaning of the root word is the _____.
9. *Spec*, *cred*, and *aud* are examples of word parts called _____.
10. *-Ment*, *-tion*, and *-ence* are suffixes that indicate a word is this part of speech: _____.
11. Two of the suffixes that can indicate a word is a verb are _____ and _____.
(List any two.)
12. One suffix that means "a person who" (does what the root indicates) is _____.
(List any one of the three.)
13. Roots and base words can have only one prefix added to them. True or False?
(Choose one.)
14. Some word parts have more than one spelling. True or False?
15. Some word parts have more than one meaning. True or False?

MODULE 1 REVIEW EXERCISES: WORD STRUCTURE ANALYSIS CLUES

Set 1

Use your knowledge of roots to determine the meaning of the italicized word in each sentence.

- Ask yourself, “*What clues do the parts of this word give me about the meaning of the word?*” (If you are able to print out this exercise, you will find it helpful to circle or highlight the root in the italicized word.)
- Then choose the correct meaning of the word as it is used in the context of the sentence.
- Often, more than one definition will seem to make sense, but the root will give you a clue to the right answer. Number 1-15 and write your answer choices (a, b, c) on notebook paper. Good luck!

Example:

Students will *convene* at 7:00 p.m. for the graduation ceremony.

- a. practice saying their speeches
- b.** come together, assemble (vene = come; con = together)
- c. rehearse outside

1. The detective *inspected* the crime scene.
 - a. looked at or examined closely
 - b. photographed in detail
 - c. wrote up reports about
2. For her *audition*, she sang a song she wrote herself.
 - a. a trial performance at which judges see a person’s work
 - b. a trial performance at which judges praise a person’s work
 - c. a trial performance at which judges hear a person’s work
3. When his visa expired, he was *deported*.
 - a. forced to leave a country
 - b. invited to remain in the country
 - c. required to hand deliver proof of citizenship
4. She tried to look cheerful even though she felt *dejected*.
 - a. spoken about in an unkind way
 - b. downcast; in low spirits
 - c. viewed as believable
5. The king prepared a *missive*.
 - a. letter or written message to be sent to someone
 - b. a manuscript for a play
 - c. a public announcement to the people
6. The stranger at the door showed us his *credentials*.
 - a. packages and letters addressed to him by mistake
 - b. proof that we could believe he was who he said he was
 - c. sales materials and samples
7. The jury *indicted* the gang members.
 - a. to believe the testimony of someone
 - b. to sent to jail
 - c. to state formal legal charges against someone

8. My sister feels *compelled* to offer her opinion on every subject.
- reluctant; hesitant
 - happy and confident
 - driven by a strong feeling or force
9. The dentist *extracted* my wisdom teeth.
- pulled out
 - repaired
 - straightened
10. The doctor performed a *biopsy* on the patient's liver.
- removal and examination of living tissue for diagnosis
 - transplanting an organ from one person to another
 - experimental procedure that has not been tried before
11. He owns a *manufacturing* company.
- leasing high tech products
 - making or processing goods
 - selling small quantities
12. The citizens *despised* the king.
- believed and trusted completely
 - looked upon with extreme dislike
 - felt great loyalty and devotion to
13. They have a *perverted* sense of values.
- twisted; turned away from what is right, proper, or good
 - looked at closely; carefully considered and thought out
 - arrived at by thinking for independently for oneself
14. Many people consider Martin Luther King, Jr. to be a *visionary*.
- a person who believes the future cannot be known
 - a person who sees the significance and nature of events before they occur
 - a person who draws meaning in life only from being around others
15. My grandfather was an *autodidact*.
- someone who loves cars
 - someone who is very precise and exact
 - someone who is self-taught

Set 2

Read the following selection. Then use your knowledge of word parts, along with context clues, to reason out the meaning of the italicized words. This is not a dictionary exercise. It's important that you deduce—figure out—the meanings rather than look them up. Write the definitions *in your own words*. (If you are able to print out this exercise, you may find it helpful to circle word parts you recognize in the italicized words).

New research has caused neuroscientists, or brain scientists, to *reject* some widely-held *misconceptions* about the brain. Research has *disproved* the belief that multitasking is *beneficial* and that it strengthens the brain. Dr. Sandra Chapman, of the Center for Brain Health at the University of Texas at Dallas, says that multitasking “is devastating to brain function and performance.” The parts of the brain that are active when a person is doing just one activity actually shut down when the person tries to do several things at the same time. This explains why you should resist the *impulse* to talk on a cell phone while driving. Together, driving and talking on the phone are a dangerous combination.

For decades, scientists *conjectured* that we are born with all the brain cells we will ever have. They believed that brain cells that were dying off could not be replaced. This has also turned out to be a *misperception*. The fact is, our brains *produce* new cells until the moment we die. It's good news that our supply of brain cells is constantly being *replenished*. But here's the catch: unless brain cells are regularly *activated*, they die. You either use them or lose them.

You can improve your brain function no matter what your age. You can minimize or even prevent memory problems and other cognitive problems as you age. To keep your brain fit you must continue to present it with challenges. It's important throughout your life to keep learning new things and to stimulate your brain.

1. reject
2. misconceptions
3. disproved
4. beneficial
5. impulse
6. conjectured
7. misperception
8. produce
9. replenished
10. activated

ASSESS YOUR UNDERSTANDING

On notebook paper, write your answers to the questions below. Take a few minutes to reflect on how well you understood this module. How did you do on the Module Check and the exercises? Could you tell another college student how to prepare a summary? Choose a number on the scale below to indicate how well you understand word structure analysis.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Not a clue! I sort of get it. I'm a star!

1. Now identify anything you still don't understand about word structure analysis. Do you understand the three types of word parts? What do you still need to learn or need clarification on?
2. For anything you don't understand or can't remember, what steps can you take to solve the problem? Do you need to reread? Ask a classmate or your instructor questions? Write the information down or review it some other way?

If there is anything you need to fix, continue to work on it. It will time, of course, to learn many of the word parts, but you now know enough to pay attention to them. You will see them in thousands of words that are already in your vocabulary. Those words will take on a deeper, clearer meaning because you will be able to see the word parts that gives the word its meaning.