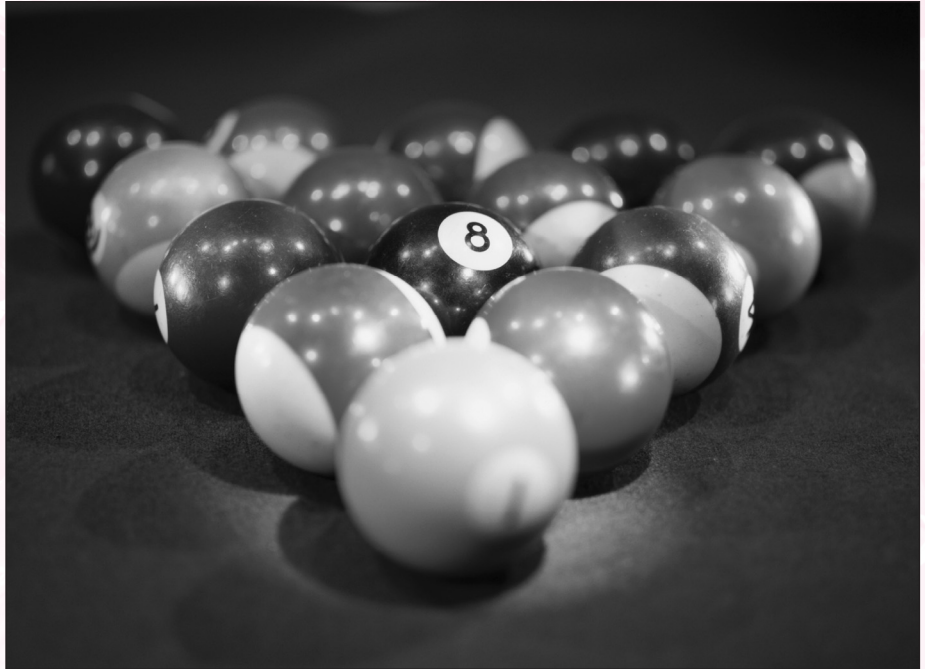


2

CHAPTER

Analyze Word Structure



THE SKILL

ANALYZE WORD STRUCTURE

In Chapter 1, you learned how to use context clues to help you determine a word's meaning. In this chapter, you'll learn how to determine a word's meaning by analyzing its structure. **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*. If you know common Latin word parts and their meanings, you will not only be able to figure the meaning of many words, but also to remember them more easily. Moreover, you will be able to recognize families of words that are based on the same word part, and you may find that it is easier to remember how to spell the words. Word structure analysis lets you confirm the educated guess you made by using context clues. Combining context clues with word structure analysis is a powerful way to unlock and remember words' meanings.

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. It is 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!

THE TECHNIQUE

USE PREFIXES, ROOTS, AND SUFFIXES TO UNLOCK WORD MEANINGS

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. Once you know the meaning of a root, you will find it easier to understand and remember the meaning of words that come from it.

Suffixes are word parts that 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 *hopeful*) 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*, the adjective *argumentative*, or the adverb *arguably*. Still other 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*.

Despite 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, if you remove the suffix *-able* from the word *changeable*, you see immediately that the base word is the familiar word, *change*. Sometimes there may be more than one suffix. You may need to remove both (or all) of them to discover the base word.

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. 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?*”

Here are some very useful word parts that appear in tens of thousands of words. They’re grouped into prefixes, roots, and suffixes. You’ll be pleased to discover that you are already familiar with many of them.

PREFIXES

Some prefixes create words that mean the opposite of the base word. Others pertain to time, place or location, or indicate number or quantity. Because there are many prefixes, 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*).

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. There are four negative prefixes. Of all prefixed words, the prefix *un-* appears in roughly one-quarter of them! These four prefixes appear in an extremely large percentage of 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

Prefixes that Indicate Location or Spatial Relationships

Certain prefixes give you helpful clues about where something is located or occurs. The prefix *in-* means not, but it has a second meaning: *in* or *into*. Prefixes that have opposite meanings are paired (1–2, 3–4, and 5–6).

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

Prefixes that Indicate Number or Amount

1. mono-	<i>one, single</i>	monopoly, monotone, monarchy
2. bi-	<i>two, twice</i>	bicycle, bilingual, biannual
3. tri-	<i>three</i>	triangle, triathlon, triplet, trio
4. quadr-	<i>four</i>	quadrangle, quadrant, quadruplet
5. pent-	<i>five</i>	pentagon, pentathlon, pentacle
6. mini-	<i>small, reduced in size</i>	miniature, minimal, minibike, miniseries
7. micro-, micr-	<i>small</i>	microscope, microbe, microeconomics
8. multi-	<i>many, much</i>	multilingual, multiply, multitude
9. hemi-, semi-	<i>half, partially</i>	hemisphere, semicircle, semiformal
10. dec, deca-	<i>ten</i>	decade, decimal, decimate

Mono- and *micro-* are Greek prefixes. (You may also know the Greek prefixes *mega-* and *macro-*, meaning large or great.) The rest are from Latin.

Other Important Prefixes

Prefixes below that have opposite meanings 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-*.

1. pro-	<i>for, in favor of</i>	pro-life, pro-choice, pro-war, pro-American
2. anti-, contra-	<i>opposed to, against</i>	anti-war, antibiotic, contraception, contradict
	also appears as <i>contro-, counter-</i>	controversy, counterattack
3. mal-, mis-	<i>bad, wrong</i>	malnutrition, malpractice, misfortune, misplace
4. bene-, eu-	<i>good, well</i>	benefit, benign, eulogy, euphemism, euphoria
5. co-	<i>together, with</i>	coworker, cooperative, coauthor
	also appears as <i>col-, com-, con-</i>	collaborate, communicate, combine, connect

6. re-	<i>again</i>	repeat, rewrite, redo, review, remarry
7. ex-	<i>former</i>	ex-wife, ex-employee, ex-president
8. pre-	<i>before</i>	predict, pretest, premature, precede
9. post-	<i>after, later</i>	posttest, postpone, postseason, postwar
10. hyper-	<i>too much, overly, excessive</i>	hyperactive, hypersensitive, hyperventilate

ROOTS

Although there are hundreds of roots that prefixes and suffixes can be added to, the following ones are very common and useful ones. Try to connect the roots and their meanings with words you already know that contain these roots.

1. aud	<i>hear</i>	audible, auditorium, audience, audiovisual
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. duc, duct	<i>lead, bring, take</i>	conduct, induce, deduction, duct
7. fac, fic	<i>make, do</i>	manufacture, factory, fictitious
8. fid, fidel	<i>believe, trust, faith</i>	confide, fidelity, fiduciary, infidel
9. flect, flex	<i>bend, curve, turn</i>	flexible, reflection, deflect, flexion
10. gam, gamy	<i>marriage, union</i>	monogamous, bigamist, polygamy,
11. gen, gene	<i>origin, race, type</i>	generation, generic, homogeneous, genre
12. ject	<i>throw, hurl</i>	reject, eject, dejected, projectile
13. junct	<i>join, unite</i>	junction, conjunction, junction
14. leg, lex	<i>law</i>	legislature, legal, legitimate
15. man, manu, mani	<i>hand, make, do</i>	manufacture, manual, manicure, manuscript
16. mit, miss	<i>send, put</i>	remit, transmit, emission, mission
17. pel, puls	<i>push, drive</i>	repel, compel, expulsion, propeller, impulse
18. port	<i>carry</i>	portable, import, export, deport, support
19. pos, pon	<i>place, put</i>	pose, position, transpose, deposit, opponent
20. spec, spi	<i>see, look</i>	inspect, spectacle, despise, circumspect
21. tract	<i>pull, draw</i>	attract, contract, tractor, retract
22. ven, vene, vent	<i>come</i>	prevent, event, convene, intervention
23. vers, vert	<i>turn, twist</i>	convert, controversial, introvert, extrovert
24. vid, view, vis	<i>see, look</i>	visible, preview, videodisc, vision, revise
25. voc, voke	<i>voice, call</i>	vocal, vocalize, invoke, evoke, revoke

SUFFIXES

Because many suffixes have the same general meaning, it is helpful to learn them in groups. For the following example words, the base word is given in parenthesis.

A few suffixes can indicate more than one part of speech. The *-ive* and *-er* suffixes in the words *relative*, *narrative*, *computer*, and *dinner* 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.

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

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)

Suffixes that Indicate Verbs

These 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)

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:

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

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

Overwhelmed by these lists? Don't be. You already know and use thousands of words that contain these word parts. It's really just a matter of connecting the meaning of the prefixes, roots, and suffixes with words you know. Once you do that, you can use the meaning of the word parts to help you figure out words you *don't* know. (The appendix contains a list of these word parts, along with additional ones.)

THE TRAINER

OBSERVE THE SKILL OF ANALYZING WORD STRUCTURE

Here's our efficient reader, reading a passage that contains several words that are derived from common prefixes, suffixes, and roots. Our efficient reader has been studying word parts and is on the lookout for connections between the words and the word parts they are made from. Read the paragraph first, and then read the notations that show the efficient reader's thought processes about these connections.

They're called *video* games because the player *watches* the images and action on a screen.

The root and suffix in *credible* tell me the word means "able to be believed," or in other words, "believable."

Mind/less means without the mind being involved — requiring no thought. I see the word parts *dis-*, *tract*, and *-tion* in *distraction*. They tell me that the word literally means "the condition of having your attention pulled away."

Many people consider *video* games a *mindless* *distraction*, a waste of time. However, *credible* research suggests there may be *benefits* beyond increasing *manual* dexterity. Complicated video games *compel* users to try out a *multitude* of strategies. To succeed, gamers must continually *revise* their plan and *reject* ones that do not work.

The prefix in *benefits* means something that does *good*, something that is helpful. The root (*manu*) and suffix (*-al*) in *manual* indicate it's an adjective meaning "having to do with the hand."

The prefix *com-* and the root *pel* in *compel* suggest it means feeling "driven to do something." The *multi-* in *multitude* lets me know it means "many" or "lots of."

Re- plus *vise* in *revise* means "to look at again"—in other words, to rethink and change. And *re-* plus *ject* literally means to "throw back"—to throw away or refuse to use.

POINTERS ABOUT ANALYZING WORD STRUCTURE

- **Use word structure analysis to confirm guesses based on context clues.** This is important because together the two skills can enable you to nail a word's meaning.
- **You also use word structure analysis when you encounter compound words.** You do this every time you see the parts that comprise simple words such as *basketball*, *mailbox*, and *roommate*.
- **The *least effective* way to learn words is to try to memorize definitions.** Your brain likes to see connections between a new word and words (or information) you already know. Your brain also likes “webs” of knowledge, which is why it's helpful to learn groups of *related* words.
- **Read the etymology at the end of a dictionary entry: it gives the word's origin and history.** It tells the word parts that comprise the word. Seeing the connection between the meaning of the root word and the word's present meaning helps you remember the definition of the word.
- **Related words from the same root are called *cognates* of the root word.** You just learned that the Latin root *ject* means “to throw.” From it, we get 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 thrown or propelled). You can see that the meaning of each of these is related to the idea of throwing. Once you know the root *ject*, it is easier to understand and remember the meaning of more advanced words such as *abject*, *subjective*, *dejected*, *conjecture*, and *trajectory*.
- **Words can consist of one word part or several various combinations of word parts.** Consider these words created from the root word *script/scribe*, which means “to write:”

root word only	<i>script, scribe</i>
prefix + root word	<i>prescribe</i> (<i>pre</i> + <i>scribe</i>)
prefix + root word + suffix	<i>prescription</i> (<i>pre</i> + <i>scrip</i> + <i>tion</i>)
root word + suffix	<i>scripted</i> (<i>script</i> + <i>ed</i>)

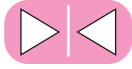
- **Word structure analysis doesn't work for every word**, but it's especially good for scientific and technical words.
- **In the dictionary, when prefixes appear as entry words, they have a hyphen at the end.** This is to remind you that something else must follow the prefix.
- **Prefixes and suffixes are usually separate syllables.** However, when you're writing and come to the end of a line, don't divide a word after only two letters. For example: dividing *pre-vent* would be fine; dividing *re-turn* would not be.
- **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*.
- **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 roots 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.

- **Prefixes and suffixes are called *affixes*** because they are word parts that are “fixed” (attached) to root words.
- **Create vocabulary cards or vocabulary cartoons to help you learn word parts.** (For more information, see the Online Learning Center.) You don’t have to be an artist to draw several stick figures to accompany a sentence such as, “The City Council *convenes* once a week.” *Convene* = *come together* or assemble for an official or public purpose.

THE REPLAY

**REMEMBER THE ESSENTIAL INFORMATION FROM THE CHAPTER**

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.

Question You Should Ask Yourself

Write the word parts question you should ask yourself when you are reading and you encounter an unfamiliar word or term:

Definitions of Key Terms

Word structure analysis: _____

Prefix: _____

Root: _____

Suffix: _____

THE PRACTICE

SET 1



APPLY THE SKILL OF ANALYZING WORD STRUCTURE

This chapter is different from the others because instead of learning a *skill*, you are learning information: word parts and their meanings. Therefore, the exercises will be slightly different. Set 1 deals with suffixes, Set 2 with prefixes, and Set 3 with roots. They are slightly longer, but they are not hard.

Use the meaning of the suffixes to help you fill the correct form of the italicized word in each sentence.

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 _____.
18. If the sky is full of *clouds*, the sky is _____.
19. The condition of being a movie *star* is known as _____.
20. To show *hesitation* is to _____.

SET 2



Here's a chance to practice with prefixes; the context will help you determine which prefix belongs in the blank. Try to answer these first without looking at the lists of prefixes, but then go back and check any you are unsure of. Highlight any clues in the sentence that help you determine the correct prefix. Before you begin, interlace your fingers and stretch your hands overhead, lower them, and take a couple of deep breaths.

Example:

Because the patient _____*MIS*read the directions, she took the **wrong** number of pills. *Context clue:* "took the *wrong* number of pills"

1. If something runs _____ clockwise, it runs the opposite of clockwise.
2. The _____ gon building in Washington, D.C., has five sides, one for each branch of the military.
3. Before _____ conferencing was available, employees often had to travel great distances to have face-to-face conferences.
4. Although the first _____ atlantic flight was considered nothing less than amazing, today flights across the ocean are considered routine.
5. The crime scene investigators _____ cavated the area where they thought the bodies were buried, and they examined all of the dirt and rock that was taken out.
6. My best friend _____ miserated with me about not getting a salary increase, and I appreciated her sympathy.
7. The rainbow _____ appeared after only a few minutes; it melted away almost as soon as it appeared.
8. The senator _____ claimed that solar power was one solution to high energy costs; he put forth the idea that it is more environmentally friendly.
9. Soldiers are trained to take their rifles apart and to _____ assemble them very quickly.
10. The TV news reporters interviewed the _____ mayor a week after he resigned from office.
11. A figure of speech that uses exaggeration for emphasis or effect is called a _____ bole.
12. The _____ riceps is the large four-part extensor muscle at the front of the thigh.
13. We enjoyed hearing the sweet, _____ phonious sound of the babbling stream and the chirping birds.
14. In terms of size, _____ compact cars rank below compact ones.
15. An autopsy is a _____ mortem examination of a dead body.
16. _____ plegia refers to paralysis that affects only half of the body: there is paralysis on one side of the body.
17. Because the abused child was so _____ adjusted, she was unable to adjust to the demands and stresses of daily living.
18. Working on a factory assembly line is _____ tonous because employees do one task over and over again.
19. _____ highways are broad highways that often have six or more lanes and are used for high-speed traffic.
20. Walking around something, such as a religious structure, as part of a ritual is known as _____ ambulation.

SET 3



These 25 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. 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.

abduction	credit	emit	legalize	review
abject	conjunction	fiction	manacles	spectacle
audible	deposit	genres	misogamy	tractor
automobile	dictation	genuflect	portfolio	vocation
biology	diffident	intervenes	propulsion	vertigo

1. A tractor pulls farm implements behind it.
2. When you look back over your notes before a test, you re your notes.
3. When stores let you buy on it, they let you take the item because they believe your promise to pay for it later.
4. Groups that want to alize marijuana want to make it acceptable by law.
5. Distinctive styles or types of art, music, or literature are called res.
6. A folio is a case for carrying loose materials, such as papers, photographs, or drawings.
7. If you make a acle of yourself, everyone will stop and look at you!
8. Fire alarms e or send out a loud, shrill sound.
9. If a child is led away by force or kidnapped, it is called an ab tion.
10. People who suffer from igo feel dizzy, as if they are turning or spinning.
11. An mobile does not require much physical effort on the part of the driver; it almost seems to run by itself.
12. Literary works that are made up rather than factual are referred to as tion.
13. Sounds that are ible can be heard.
14. People who are dif ent lack belief in themselves.
15. Handcuffs, two metal rings joined by a chain, are also called acles.
16. logy is the study of living things.
17. If you genu, you bend your knee to the ground in reverence or worship.
18. To take ation is to write down what someone else is saying.
19. Your calling or life's work is referred to as your ation.
20. Powerful jet pro ion drives airplanes through the air at high speeds.

