

Warm-Up Activity 3: Suffixes

SUFFIXES			
-able	able to be (adjective)	-ile	of, related to (adjective)
-al	like, related to (adjective)	-ity	state, quality, act (noun)
-ary	someone or something that belongs to (noun)	-ion	state, quality, act, (noun)
		-ous	having the quality of (adjective)
		-y	state, quality, act (noun)

DIRECTIONS: Choose one or more suffixes from the box to complete a word that matches the definition given on the right. Write the suffix and completed word on the lines.

- | Root | | Suffix | = | Word | |
|-------------------------|---|--------|---|----------|---|
| 1. lumin
(light) | + | ous | = | luminous | giving off or reflecting light |
| 2. lumin
(light) | + | _____ | = | _____ | an object, like a star, that gives off light; a famous person (a "star") |
| 3. memor
(remember) | + | _____ | = | _____ | an ability to retain knowledge; an individual's stock of retained knowledge |
| 4. memori
(remember) | + | _____ | = | _____ | related to remembering a person or event |
| 5. memor
(remember) | + | _____ | = | _____ | easy to be remembered |
| 6. mot
(move) | + | _____ | = | _____ | the act or process of moving |
| 7. mov
(move) | + | _____ | = | _____ | able to move or be moved easily |
| 8. mob
(move) | + | _____ | + | _____ | = _____ relating to the quality of being able to move |

Warm-Up Activity 2: Prefixes

PREFIXES			
con-	with, together	ob-	against
counter-	against, opposite	pro-	for, before, forward
di-	apart, away, not	re-	back, again
inter-	between		

DIRECTIONS: Choose one or more prefixes from the box to complete a word that matches the definition given on the right. Write the prefix and completed word on the lines.

- | | Prefix | | Root | = | Word | |
|----|--------------|---|--------------------|---|-------------------|--|
| 1. | <u>inter</u> | + | act
(do, drive) | = | <u>interact</u> | to be involved in communication or activity with somebody else |
| 2. | _____ | + | act
(do, drive) | = | _____ | to act directly against; to prevent from affecting |
| 3. | _____ | + | act
(do, drive) | = | _____ | to respond to something by taking action |
| 4. | _____ | + | gress
(step) | = | _____ | movement forward or onward; improvement |
| 5. | _____ | + | gress
(step) | = | _____ | to move away from |
| 6. | _____ | + | struct
(build) | = | _____ | to block or hinder; to be in the way |
| 7. | _____ | + | struct
(build) | = | _____ | to form by putting together parts |
| 8. | _____ | + | _____ | + | struct
(build) | = _____
to put something back together |

Warm-Up Activity 1: Identifying Latin Word Parts

PREFIX	ROOT	SUFFIX
ac-	aqua	-al
con-	celer	-ate
in-	cept	-ice
inter-	tract	-ine
re-	mar	-ion
	nomin	-tion
	nov	
	ven	

DIRECTIONS: Identify the Latin word parts used in the following English words. Circle the Latin root, and underline the prefixes and suffixes.

1. innovate
2. contraction
3. convention
4. intercept
5. nominate
6. retract
7. accelerate
8. aquamarine
9. nominal
10. novice

FOCUS: struct

PREFIX		ROOT		SUFFIX	
con-	with, together	struct	build	ion	state, quality, act
de-	away, down			-ure	process, condition
infra-	beneath				
ob-	against				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

1. con**struct** _____
2. de**struction** _____
3. infra**structure** _____
4. ob**struction** _____
5. re**construction** _____

COLUMN B

- a. the act of destroying; a state of damage
- b. to form by putting together parts
- c. the act of putting back together
- d. underlying framework of a system
- e. an obstacle or something put up against something else

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The hurricane that struck the Florida coast caused a great deal of _____.
2. The accident on the highway was a major _____ to the flow of traffic.
3. Jeremy kept busy all afternoon with the _____ of his Lego tower from the fallen pieces.
4. The _____ of a school consists of teachers, administration, and a school board.
5. He was hoping to _____ the new model airplane within a week.

FOCUS: tract, vinc

PREFIX		ROOT		SUFFIX	
con-	with, together	tract	drag, draw out, pull	-ible	able to be
ex-	out, away, from	vinc	conquer	-ion	state, quality, act
in-	in, into, not				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|------------------------|-----|---|
| 1. <u>con</u> traction | ___ | a. unbeatable; impossible to overcome |
| 2. extraction | ___ | b. to persuade by argument or evidence |
| 3. retract | ___ | c. act of drawing together or shrinking |
| 4. convince | ___ | d. process of withdrawing, pulling out |
| 5. invincible | ___ | e. to draw or pull back |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- Bridges must be built to withstand the expansion and _____ caused by weather.
- The attorney tried to _____ the jury that the defendant was not guilty.
- The tooth _____ was done by an oral surgeon.
- The brave troops were trained to march forth as though they were _____.
- Cindy wished she could _____ what she said, but her friends had already heard it.

FOCUS: mob

	PREFIX	ROOT	SUFFIX
com-	with, together	mob/ move	-able able to be
im-	in, into, not	mot/	-ile of, related to
pro-	for, before, forward	mov	-ion state, quality, act
re-	back, again		-ity state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | |
|----------------------------|--|
| 1. <u>com</u> motion _____ | a. an advancement in rank or position |
| 2. immobile _____ | b. relating to the quality of being able to move |
| 3. mobility _____ | c. able to be taken or carried away |
| 4. promotion _____ | d. the scene of noisy confusion or activity |
| 5. removable _____ | e. motionless; unable to move |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- She woke up in the middle of the night because of the _____ outside the tent.
- His _____ was due to his commitment to his work.
- The winter coat has a _____ lining that zips out.
- The cat would have more _____ outside the cage.
- The _____ locomotive was in need of repair.

FOCUS: brev, cede

	PREFIX	ROOT	SUFFIX
ab-	away, from	brev/ brevi	-ate to make, to act
ac-	to, toward, near	cede/ ceed/ cess	-ible able to be
pro-	for, before, forward		-ity state, quality, act
se-	apart		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

- | COLUMN A | COLUMN B |
|--------------------------------------|--|
| 1. <u>ab</u> bre <u>vi</u> ate _____ | a. quality of being brief; shortness in time |
| 2. brevity _____ | b. to formally break away from |
| 3. accessible _____ | c. easily entered, approached, or obtained |
| 4. proceed _____ | d. to shorten |
| 5. secede _____ | e. to go forward, especially after stopping |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The neighborhood was unhappy with the government and attempted to _____ from the city.
- The ice skaters were warned to _____ with caution on the rough ice rink.
- The audience was tired and appreciated the _____ of the politician's speech.
- The students learned how to _____ the state names.
- Because the cookie jar was on the kitchen counter and not on a high shelf, the children found it easily _____.

FOCUS: celer, gress

PREFIX		ROOT		SUFFIX	
ac-	to, toward, near	celer	fast	-ate	to make, to act
de-	away, down	gress	step	-ion	state, quality, act
di-	apart, away, not				
pro-	for, before, forward				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|-----------------------|-------|---|
| 1. <u>ac</u> celerate | _____ | a. to reduce the speed of |
| 2. decelerate | _____ | b. a departure from the main issue, subject, etc. |
| 3. digression | _____ | c. a movement forward or onward; improvement |
| 4. progress | _____ | d. a movement backward to an earlier state |
| 5. regression | _____ | e. to increase the speed of |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- As the car approached the icy curve, the driver needed to _____.
- The student's _____ from the book topic annoyed the teacher.
- The contractor was hoping to _____ the building process so the office complex would be finished before winter started.
- The teacher was happy to see the _____ his class had made in learning multiplication.
- The illness had caused a gradual _____ in his ability to speak.

FOCUS: avi, memor

PREFIX	ROOT	SUFFIX
com- with, together	avi/avia bird	-al like, related to
	memor/ remember	-ary someone or something that belongs to
	memori	-ate to make, to act
		-trix feminine
		-y state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A**COLUMN B**

- | | | |
|-------------------|-----|--|
| 1. <u>avi</u> ary | ___ | a. related to remembering a person or event |
| 2. aviatrix | ___ | b. a large enclosure in which birds are kept |
| 3. commemorate | ___ | c. a woman airplane pilot |
| 4. memory | ___ | d. to honor the memory of, as by a ceremony |
| 5. memorial | ___ | e. an ability to retain knowledge; an individual's stock of retained knowledge |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The highlight of their trip to the zoo was visiting the _____.
- The veterans of World War II gathered together to _____ those who had died.
- The _____ performed some of the most daring feats we had ever seen.
- His head injury caused a partial loss of _____ that lasted for weeks.
- The families held a _____ service for their grandfather who recently passed away.

FOCUS: mar, pugn

PREFIX		ROOT		SUFFIX	
re-	back, again	aqua	water	-ant	that which
sub-	under	mar	sea	-acious	having the quality of
		pugn	fight	-ine	like, related to

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|---------------|-----|--|
| 1. aquamarine | ___ | a. distasteful; offensive or revolting |
| 2. marine | ___ | b. having a quarrelsome or aggressive nature |
| 3. submarine | ___ | c. blue-green in color, like sea water |
| 4. pugnacious | ___ | d. being, living or used under water |
| 5. repugnant | ___ | e. of or pertaining to the sea |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The woman grew up near the ocean and decided to pursue a career in _____ biology.
- The man's _____ behavior resulted in his hitting someone.
- The _____ canyon in California's Monterey Bay is two miles deep.
- Spitting in public is _____.
- The bottom and sides of the swimming pool were painted _____.

FOCUS: act, aud

PREFIX	ROOT	SUFFIX
counter- against, opposite	act do, drive	-ence state, quality, act
in- in, into, not	aud/ hear	-ible able to be
inter- between	audi	-ion state, quality, act
re- back, again		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|------------------------------|-----|---|
| 1. <u>counter</u> <u>act</u> | ___ | a. communication between two or more things |
| 2. interaction | ___ | b. to act directly against; to prevent from affecting |
| 3. reaction | ___ | c. a group of listeners or spectators |
| 4. audience | ___ | d. a response |
| 5. inaudible | ___ | e. unable to be heard |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- Her _____ to the surprise birthday party was one of shock.
- There was a great deal of positive _____ among the classmates.
- Comedians perform best with a live _____.
- The doctor advised his patient to drink plenty of liquids to _____ the dehydrating effects of the medication.
- The children were talking so quietly that they were almost _____.

FOCUS: juven, ven

PREFIX	ROOT	SUFFIX
circum- around	juven young	-ate to make, to act
con- with, together	ven/vent come	-ile of, related to
inter- between		-tion state, quality, act
re- back, again		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | |
|--------------------------------|---|
| 1. <u>juven</u> <u>ile</u> ___ | a. to come between; to intercede |
| 2. rejuvenate ___ | b. youthful or childish; immature |
| 3. circumvent ___ | c. to go around; to bypass restrictions |
| 4. convention ___ | d. to bring back to youthful strength or appearance |
| 5. intervene ___ | e. a gathering or assembly of people with a common interest |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The student attempted to _____ the no-hats rule at school by wearing a sun visor.
- The bus driver was forced to _____ when two passengers began shouting at each other.
- The aging beauty queen was hopeful that cosmetic surgery would _____ her looks.
- The mother thought her teen daughter's temper tantrum in public showed _____ behavior.
- Scientists from all over the world attended the annual _____.

FOCUS: cogn, termin

PREFIX		ROOT		SUFFIX	
de-	away, down	cogn/	know	-al	like, related to
ex-	out, away, from	cogni		-ate	to make, to act
re-	back, again	termin	end, limit	-ation	an action or process
				-ize	to make, to act
				-tion	state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|---------------------|-----|--|
| 1. <u>cognition</u> | ___ | a. to identify someone or something seen before |
| 2. recognize | ___ | b. process of acquiring knowledge |
| 3. determination | ___ | c. to destroy or get rid of completely |
| 4. exterminate | ___ | d. an intent to reach a goal |
| 5. terminal | ___ | e. related to something leading to the end or to death |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The child recovered from the illness the doctors had said was _____.
- Dan's _____ to win every race got him to the Olympics.
- Because they hadn't seen each other in many years, the former classmates failed to _____ each other.
- I called a pest control company to _____ the fleas in our house.
- Scientists have studied the brains of infants and their _____.

FOCUS: scrib

PREFIX		ROOT	SUFFIX
circum-	around	scrib/ script	-ion
de-	away, down	write, written	state, quality, act
in-	in, into, not		
post-	after		
pre-	before		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|-------------------------|-----|---|
| 1. <u>circum</u> scribe | ___ | a. to represent with words or pictures |
| 2. describe | ___ | b. a written order for medicine |
| 3. inscription | ___ | c. an engraving on a coin or other object |
| 4. postscript | ___ | d. to draw around; to encircle |
| 5. prescription | ___ | e. an addition to an already completed letter, article, or book |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. She squeezed in a _____ at the bottom of her letter telling the date of her return.
2. The math class was learning to _____ various geometric figures with a compass.
3. The _____ on the medallion showed the date of her birthday.
4. The nurse called the pharmacy with the _____ for the patient's medicine.
5. She asked me to _____ a sea otter because she had never seen one.

FOCUS: capt, tact

PREFIX		ROOT		SUFFIX	
con-	with, together	capt/ cept	take, hold	-ile	of, related to
in-	in, into, not	tact	touch	-ure	process, condition
inter-	between				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|-------------------------------------|-----|---|
| 1. <u>inter</u> cept | ___ | a. the state of touching or meeting |
| 2. <u>re</u> cap <u>ture</u> | ___ | b. of or relating to the sense of touch |
| 3. con <u>ta</u> ct | ___ | c. to stop or interrupt the course of |
| 4. in <u>ta</u> ct | ___ | d. the taking back of something |
| 5. tac <u>til</u> e | ___ | e. with nothing missing; left whole |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The package arrived torn, but the things inside were _____.
- The authorities were pleased to announce the _____ of the escaped prisoners.
- The soccer player was trying to _____ a forward pass.
- On _____, the wallpaper stuck to the wall.
- A blind person uses _____ objects to learn what something looks like.

FOCUS: dict, rupt

PREFIX		ROOT		SUFFIX	
contra-	against, opposite	dict	speak	-ion	state, quality, act
cor-	with, together	rupt	break, burst	-ure	process, condition
inter-	between				
pre-	before				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

1. contra**dict** _____
2. pred**ic**tion _____
3. corru**ption _____**
4. interru**pt _____**
5. ruptu**re _____**

COLUMN B

- a. to stop or hinder by breaking in on
- b. to express or imply the opposite of
- c. a breaking apart or the state of being broken apart
- d. a statement foretelling the future
- e. a break with what is legally or morally right

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. His angry facial expressions _____ his friendly words.
2. The promise of quick wealth led to widespread _____ in the city government.
3. An earthquake caused the _____ of the underground pipe.
4. She made a _____ that her candidate would win the election.
5. The soccer team was forced to _____ the game because of a sudden hailstorm.

FOCUS: pos

PREFIX		ROOT	SUFFIX
com-	with, together	pos/ posit	-ion
de-	away, down	place, put	state, quality, act
ex-	out, away, from		
im-	in, into, not		
op-	against		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|------------------------|-------|---|
| 1. <u>ex</u> pose | _____ | a. an excessive or unjust burden placed on someone |
| 2. <u>com</u> position | _____ | b. to put down or in a safe place |
| 3. <u>de</u> posit | _____ | c. an arrangement or putting together of parts |
| 4. <u>im</u> position | _____ | d. the act of resistance or action against |
| 5. <u>op</u> position | _____ | e. to place something where it can be seen;
to put in an unprotected situation |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. She lifted the garbage can lid to _____ the trash within.
2. The candidate faced strong _____ to his program.
3. The storm is expected to _____ twenty inches of snow.
4. She won first place for her musical _____.
5. He felt that asking his neighbor to take him to work was too much of an _____.

FOCUS: fract

PREFIX	ROOT	SUFFIX
in- in, into, not	fract/ frag break	-ile of, related to
		-ion state, quality, act
		-ment that which
		-ure process, condition

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A	COLUMN B
1. <u>fraction</u> _____	a. a broken piece
2. <u>fracture</u> _____	b. the act of breaking the limits or rules
3. <u>infraction</u> _____	c. easily broken; delicate
4. <u>fragile</u> _____	d. a part or element of a larger whole
5. <u>fragment</u> _____	e. a break, crack, or split

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The once popular toy was no longer in demand and was selling at a _____ of its former price.
- They recovered only one large _____ of the beautiful vase after it fell.
- The crystal bowl was extremely _____.
- Chewing gum in school is an _____ of school policy.
- The bone _____ was clearly visible on the x-ray.

FOCUS: anim, cred

PREFIX	ROOT	SUFFIX
in- in, into, not	anim spirit, life	-ate to make, to act
	cred believe	-ence state, quality, act
	equ equal, fair	-ible able to be
		-ity state, quality, act
		-ulous having the quality of

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

- | COLUMN A | COLUMN B |
|-------------------------|---|
| 1. <u>animate</u> _____ | a. to give spirit, life, motion, or activity to |
| 2. equanimity _____ | b. too extraordinary and impossible to believe |
| 3. credence _____ | c. disbelieving; not believing |
| 4. incredible _____ | d. calm temperament; evenness of temper |
| 5. incredulous _____ | e. belief; acceptance as true or valid |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The tightrope walker performed the most _____ balancing act we had ever seen.
- The student's excuse for tardiness received an _____ look from the teacher.
- His _____ was apparent even when things got stressful.
- The eyewitness gave _____ to the suspect's story.
- The clown's visit to the children's hospital helped _____ the young patients.

FOCUS: duct, vol

PREFIX		ROOT		SUFFIX	
ab-	away, from	duct	lead	-ent	like, related to
bene-	good, well	vol/voli	will, wish	-ion	state, quality, act
de-	away, down			-tion	state, quality, act
in-	in, into, not				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

- | COLUMN A | COLUMN B |
|-----------------------------------|---|
| 1. <u>ab</u> duction _____ | a. to formally install someone to an office or position |
| 2. <u>deduction</u> _____ | b. a taking away by force |
| 3. <u>induct</u> _____ | c. showing kindness or goodwill |
| 4. <u>benevolent</u> _____ | d. a subtraction of an amount |
| 5. <u>volition</u> _____ | e. the act of making a choice or a decision |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The waiter made a _____ from the bill to make up for the customers' long wait for their food to arrive.
- On Wednesday, the board members will _____ the new officers.
- In Greek mythology, the _____ of Helen from Sparta began the Trojan War.
- The _____ doctor volunteered his services to the homeless.
- She joined the Peace Corps of her own _____.

FOCUS: vers, vert

PREFIX	ROOT	SUFFIX
a- away, from	vers/ turn	-ion state, quality, act
con- with, together	vert	
extro- outside of		
intro- within		
tra- across, through		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | |
|-------------------------------|---|
| 1. <u>a</u> version _____ | a. to move across or turn back and forth across |
| 2. <u>con</u> vert _____ | b. an outgoing person |
| 3. <u>extro</u> vert _____ | c. turning inward; focusing on oneself |
| 4. <u>intro</u> version _____ | d. to turn into or transform |
| 5. <u>tra</u> verse _____ | e. the act of turning away from; a dislike of something |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- Native American tribes would _____ the plains in search of buffalo.
- The child _____ grew up to be a famous comedian.
- Vegetarians have an _____ to eating meat.
- He planned to _____ the garage into another bedroom.
- He believed his _____ came from being an only child.

FOCUS: loqu, nom

PREFIX		ROOT		SUFFIX	
e-	out, away, from	loqu	speak	-acious	having the quality of
mis-	bad, wrong	nom/ nomin	name	-al	like, related to
				-ate	to make, to act
				-ent	like, related to
				-er	that which

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|------------------------|-----|--|
| 1. <u>e</u> loquent | ___ | a. very talkative |
| 2. lo <u>qu</u> acious | ___ | b. an error in naming a person or thing |
| 3. nominal | ___ | c. being something in name only but not in reality |
| 4. nominate | ___ | d. to name for election or appointment; to designate |
| 5. misnomer | ___ | e. speaking beautifully and forcefully |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- The students were asked to _____ three classmates for president.
- The teacher corrected the student's _____ in his report.
- Until the official election, he was designated the _____ leader.
- The young princess impressed people with her _____ address to the peace organization.
- The new neighbors proved to be friendly and _____.

FOCUS: manu, vor

PREFIX	ROOT	SUFFIX
de- away, down	carni- flesh, meat	-acious having the quality of
	manu hand	-al like, related to
	script write, written	-ous having the quality of
	vor/ vour eat	

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A

COLUMN B

- | | | |
|-------------------------|-----|---|
| 1. <u>manu</u> al | ___ | a. flesh-eating |
| 2. manu <u>al</u> | ___ | b. desiring or eating food in great quantities |
| 3. carn <u>iv</u> orous | ___ | c. having to do with the hands |
| 4. dev <u>our</u> | ___ | d. to eat quickly |
| 5. vor <u>aci</u> ous | ___ | e. a handwritten document or author's original text |

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

- After being stranded in the wilderness for three days, she had a _____ appetite.
- He liked his job as a landscaper because it involved _____ labor and being outside.
- Other dinosaurs were not afraid of being attacked by the brontosaurus because it was not _____.
- My dog will _____ her food as soon as the dish hits the floor.
- Reading an ancient _____ can reveal information about a culture that no longer exists.