Greek and Latin Affixes Mini Unit

Week of 11/18/13

English I Honors -

Day 1 (11/18/13)- Pre-Test and Introduction

  Homework: Complete picture guides for affixes that were assigned in class today.

  (Set 2 (Day 1 Homework List)in your affix book you have begun to create.)

Day 2 (11/20/13)- Review and Practice of Greek and Latin Affixes

  Homework: Continue to complete picture guides for affixes that was assigned in
class on Monday.

Day 3 (11/21/13)- Greek and Latin Affixes Practice

  Homework: Study affixes that will be on test Monday.

Day 4 (11/25/13)- Greek and Latin Roots Mini-Unit Test

  Homework: None

Set to be mastered for this unit:

Set 2
In, Im
Ex
In, Im, Il, Ir
A, An
Gnosis
Sci, Scio
Omni
Pan
Para
Pseudo
Cise, Cide
-ance, -ence
-ant, -ent

Standards covered for this unit (SC Standards that will be covered on the EOC):

- E1.3- Building Vocabulary
  - Students will use context clues, along with Greek and Latin affixes and roots, from
    various excerpts to determine the meaning of technical terms and other vocabulary
terms. They will learn to spell and define new words based upon the affixes and roots
presented this week through various tasks and processes.
**Greek and Latin Affixes Mini Unit 1 Pre-Test**

Part 1- Match the affix listed below on the left with its appropriate meaning on the right.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>In, Im</td>
<td>A) Adjectival ending</td>
</tr>
<tr>
<td>Ex</td>
<td>B) Beside, alongside</td>
</tr>
<tr>
<td>In, Im, Il, Ir</td>
<td>C) State, quality, condition (noun)</td>
</tr>
<tr>
<td>A, An</td>
<td>D) In, into, on</td>
</tr>
<tr>
<td>Gnosis</td>
<td>E) Not, without</td>
</tr>
<tr>
<td>Sci, Scio</td>
<td>F) Out of, away from</td>
</tr>
<tr>
<td>Omni</td>
<td>G) Not, negation</td>
</tr>
<tr>
<td>Pan</td>
<td>H) Knowledge</td>
</tr>
<tr>
<td>Para</td>
<td>I) Knowledge</td>
</tr>
<tr>
<td>Pseudo</td>
<td>J) All</td>
</tr>
<tr>
<td>Cise, Cide</td>
<td>K) All</td>
</tr>
<tr>
<td>-ance, -ence</td>
<td>L) Fake, false</td>
</tr>
<tr>
<td>-ant, -ent</td>
<td>M) To cut, kill</td>
</tr>
</tbody>
</table>

Part II- Identify from the affixes above their type (Prefix, Suffix, or Root) and one word that contains the affix or root.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In, Im</td>
<td></td>
</tr>
<tr>
<td>Ex</td>
<td></td>
</tr>
<tr>
<td>In, Im, Il, Ir</td>
<td></td>
</tr>
<tr>
<td>A, An</td>
<td></td>
</tr>
<tr>
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<td>-ant, -ent</td>
<td></td>
</tr>
</tbody>
</table>

Part III- On the back of this sheet define the word you listed above and use it in a sentence.
Greek & Latin Roots/Affixes Mini Unit Homework

Due 11/21/13

For homework, you will be creating additional pages from your “Roots and Affixes” book. This will help you in learning and identifying Greek and Latin Roots/Affixes. For each root/affix you are going to draw an image that describes what the root/affix means. In addition, you will find 4 words to add to image that contain the root/affix. Look at the examples below to get a better understanding of what you will be doing. You will create ONE IMAGE for each root/affix in Set 2.
Mini Unit Practice- Set II

Prefixes

in, im—in, into, on, toward
implode—to force inward
incise—to cut into, scratch
inflate—to fill with air
inject—to throw into
infuse—to dissolve into
internal—inside of

ex—out of, away from
explode—to force outward
excise—to cut out
eject—to throw out
extinguish—to put out (fire)
exsanguinate—to remove the blood from
external—outside of

in, im, il, ir—not, negation
ingrate—someone lacking gratitude
inhibit—to hold back
indiscreet—lacking prudence or care with secrets
imprecise—not accurate
illegal—not legal
irreverent—not showing proper respect

a, an—not, without
anaerobic—operating without oxygen
anesthesia—without feeling
apathy—lacking passion
anarchy—without any government or control
amoral—having no morals
atom—not able to be cut
atheist—without God

omni—all
omnivore—will eat anything
omnipotent—all powerful
omniscient—all knowing

pan—all
pantheist—worshipper of all gods
panacea—a cure-all
pandemic—a world-wide epidemic (all the people)
Pangaea—the continent of all continents
pandemonium—a riot (place of all the demons)
Pan-American—covering all of the Americas

par—a beside, alongside
paramilitary—an unofficial, non-governmental army
parallel—side by side
paralegal—works side by side with lawyers
parasite—eats side by side with its host
paradigm—a philosophical framework, pattern, or example (to show side by side)

pseudofake, false pseudonym—fake name, a pen name pseudointellectual—feigning interest in artsy or highly abstruse subjects pseudopod—a fake foot, by means of which certain single-celled organisms move or take in food pseudoscience—a fake science, quackery, like astrology or phrenology

Roots
gnosis—knowledge
agnostic—without knowledge of (God)
diagnosis—knowledge through examination
prognosis—foreknowledge, expected outcome
cognizant—to be aware; with knowledge

sci, scio—knowledge
science—body of knowledge
omniscience—knowing all
prescient—foreknowledge, to see into the future
consciousness—with knowledge
conscience—your internal voice, internal knowledge

cise, cide—to cut, to kill
scissors—implements for cutting
concise—not wordy; to really cut (con=intensifier)
precise—exact; to cut before, early
incisive—cutting into; very perceptive
excision—the cutting out of
exorcise—to drive out evil spirits; to cut out
homicide—to kill a human being (to cut him down?)
insecticide—bug spray
regicide—killing of the king

genocide—the killing of a people (a whole ethnic or national group)

Suffixes

-ance, -ence—state, quality, condition; noun ending

opulence—quality of being lavish and luxurious
benevolence—quality of being generous and kind
nonchalance—quality of being cool and casual
omniscience—knowledge of everything
negligence—state of being uncareful, neglectful

-ant, -ent—adjective ending

opulent—lavish, expensive, bougie
benevolent—generous, kind, concerned
nonchalant—cool and casual, unconcerned
omniscient—all-knowing
negligent—careless, imprudent, neglectful

Part I-

Directions: Locate words from this unit whose constituent parts form the following meanings.

1. worshipper of all gods ________________________________
2. unsure about the existence of God ________________________________
3. does not believe in God ________________________________
4. will eat anything ___________________________________
5. to cut out __________________________________
6. to cut into __________________________________
7. being accurate and exact __________________________________
8. all knowing __________________________________
9. not a real science __________________________________
10. to drive out (cut out) evil spirits __________________________________
11. to dissolve into, like tea __________________________________
12. a magic cure for all ailments __________________________________
13. lacking passion; uncaring __________________________________
14. killing a human __________________________________
15. killing an infant __________________________________
16. total chaos __________________________________
17. all powerful __________________________________
18. all of Europe __________________________________
19. cut away all unnecessary words __________________________________
20. to throw out forcefully __________________________________
Part II-
Directions: Utilize roots and affixes from this unit to create and define an original word:

____________________
___________________________________________
____________________
___________________________________________
____________________
______________________________

Part III-
Directions: Choose the word from this unit’s list of roots and affixes to complete the following sentences.

1. The Federal government’s budget has become so ________________ and all-consuming that many citizens are demanding that waste and fraud be ________________.

2. If you make yourself ________________ of the roots and affixes that come from Greek and Latin, you’ll appear to others as a(n) ________________ scholar for whom no word is too obscure to ascertain its etymology and meaning.

3. It is ________________ to ________________ or otherwise breath in or swallow recreational drugs; the government has a compelling interest in keeping its populace safe.

4. Many science fiction writers were quite ________________ in predicting technology that would later come to pass; Ray Bradbury predicted robots, dialysis, and flat screen TV’s in the 1950’s.

5. Since zombies are already dead, killing one wouldn’t be ________________, would it? Of course, most educated folk would consider zombies and their like a(n) ________________, not a phenomenon worthy of serious scientific study.

6. The ________________ of the public, their disinterest in politics, led to the ________________ that engulfed the country and its eventual fall into chaos.

7. If we could but find a(n) ________________ for poverty and hunger, such a cure would ________________, or prevent, all the worst ills of the world.

Part IV-
Directions: In the space provided, compare and contrast, with appropriate examples, how “in-“ might be a confusing prefix.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Part V-
Directions: Examine the different grammatical forms of the same word, then choose the correct form
to complete each sentence.

incise – verb omnipotence – noun
incision – noun omnipotent – adj
incising – adj (causing cutting into) cognizance – noun
incised – adj (that which has been cut into) cognizant – adj

1. ____________________ that students were unhappy with the cafeteria situation, the principal
looked for ways to turn ____________________ into action with new menu items and choices.

2. The engraver utilized a special tool to ____________________ the metal blanks; the
____________________ would then fill with ink and transfer the design to the printing paper.

3. Instead of using a scalpel, the surgeon used a(n) ____________________ laser whose
____________________ was clean, precise, and virtually bloodless.

4. If I were ____________________, I would use my limitless power for good; I would never use my
____________________ for my own personal gain, I’m sure.

Part VI-
On Your Own: Explore the meaning of the following root and cite several English words built with it,
with definitions.

vert = ___________________ Spelling Variants: ___________ Language: ________

Word Meaning
____________________ = ______________________________________________________
____________________ = ______________________________________________________
____________________ = ______________________________________________________
____________________ = ______________________________________________________
____________________ = ______________________________________________________
____________________ = ______________________________________________________
Important Unit Documents
(click blue link to open)

Introduction to Greek and Latin Roots
Latin and Greek Roots Rap Video
Greek and Latin Roots Set 2 PowerPoint

**More important documents may be added throughout the week. Most information can be found in this document alone however, and from notes taken in class.**