ETYMOLOGY CURRICULUM

Loudoun County Public Schools

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ACKNOWLEDGEMENTS

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Lynn Krepich
Mike Krepich, Chairman
Phil Rosenthal

2006 Course Revision Committee

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Updated 2009
PHILOSOPHY

The Etymology course in Loudoun County is intended to provide students with the opportunity to gain a deeper insight into the intricacies of the English language. It helps students build a larger vocabulary by learning specific words, mastering word-learning strategies, and developing an ability to use language successfully. The curriculum has three main units: introductory, core, and interest-building. Each unit contains goals/objectives, activities, and resources and has been developed so that it is practical, informative, and enjoyable for all students.

GOALS

This course is designed—

I. to increase vocabulary and enhance use, knowledge, and understanding of the English language;

II. to stimulate an appreciation for the English language, including how it developed, how new words enter the language, and how it continues to be dynamic;

III. to demonstrate the importance of a broad-based vocabulary for effective oral and written communication; and

IV. to generate opportunities for practical application of concepts through various classroom activities.
VIRGINIA STANDARDS OF LEARNING
ADDRESSED BY THIS COURSE

The following SOL standards are addressed in this course:

I. Ninth Grade
   9.2  The student will make planned oral presentations.
       a) Include definitions to increase clarity.
       b) Use relevant details to support main ideas.
       c) Illustrate main ideas through anecdotes and examples.
       d) Cite information sources.
       e) Make impromptu responses to questions about presentation.
       f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

   9.9  The student will use print, electronic databases, and online resources to access information.
       a) Identify key terms specific to research tools and processes.
       b) Narrow the focus of a search.
       c) Scan and select resources.
       d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

II. Tenth Grade
    10.1 The student will participate in and report on small-group learning activities.
         a) Assume responsibility for specific group tasks.
         b) Participate in the preparation of an outline or summary of the group activity.
         c) Include all group members in oral presentation.
         d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

    10.4 The student will read and interpret informational materials.
         a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
         b) Skim manuals or informational sources to locate information.
         c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.

III. Eleventh Grade
    11.7 Write in a variety of forms, with an emphasis on persuasion.
         a) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
         b) Revise writing for accuracy and depth on information.
NCTE/IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS
ADDRESSED BY THIS COURSE

Standard 3
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6
Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 9
Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10
Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
COURSE CONTENT OUTLINE

I. Examine prefixes, roots, and suffixes of Latin, Greek, Germanic, and Anglo-Saxon origin.

II. Explore the historical aspects of language, including the infusion of Indo-European languages, semantic changes, and the influence of world events.

III. Use language resources such as the dictionary and the thesaurus.

IV. Perform activities to reinforce newly acquired skills.

TEXTBOOK


Recommended teacher resources:

Workbook to accompany the above textbook: *English Words: From Latin and Greek Elements,* By Helena Dettmer and Marcia Lindgren


NOTE TO THE TEACHER

This course is about empowering students to understand the dynamics of the English language. This is not about rote memorization of lists of vocabulary. Instead, it is a course where students are taught the tools to “break it down” so that they are able to understand how language works. In time students will build a foundation based on the components of words and how they are used in modern English.

In this course (as discussed in Chapter 1 of the textbook) students are aided in understanding how major historical events have shaped the English language. Students also see how language and vocabulary have changed since the advent of the computer age. The History of the English Language unit, while important, does not need to be taught at the beginning of the semester. Instead, this information can be covered later in the semester when students have a better understanding of language and words.

Because formal language is based on its origins, the course is designed to teach students the most common influences on English—Latin and Greek bases, prefixes, and suffixes. During the course students are involved in the “break it down” activity, in which they dissect words into their different components. This teaches students how to understand the exact meanings of words and how to determine the meaning of the word based on its components.
The units of study as they appear here are suggestions. Teachers may choose to teach the course in any order they wish. In fact, the “Interest-building Units” can be interspersed throughout the semester.

Below is a list of suggested strategies. This list provides a comprehensive set of activities, but it does not preclude innovation on the part of the Etymology teacher.

1. A variety of activities should be employed during the semester. These include activities generated by both the teacher and the students and activities generated from both the textbook and supplemental sources.

2. The following should be ongoing activities:
   • The learning of 20 to 40 new vocabulary words each week
   • The review of prefixes, roots, and suffixes
   • Practical application of written and verbal skills
   • Recognition and proper use of the parts of speech
   • “Word of the Day”—The teacher is encouraged to start class with a “Word of the Day” (see list of Internet sites to find resources for these words)

3. Weekly emphasis on linguistic curiosities that are of nts—IM-ing, euphemisms, teenage jargon, clip and blending, etc.. As the semester progresses and students start to realize the power of language, teachers may want to suggest that they read 1984 (Orwell) or any other literature that highlights these areas of interest. This will provide a basis for study and discussion of how vocabulary influences our power of thought and expression.

4. The use of student notebooks is highly recommended. Teachers are encouraged to have students keep organized lists of prefixes, bases, and suffixes in a steno pad, which becomes a useful personal resource for study and review.


6. Technology’s influence on the English language can be an on-going discussion in the course. Suggestions for such activities are included in the appendix. These topics include
   • Acronyms/Abbreviations/Initialisms
   • Jargon
   • Neologisms
   • Idiomatic Expressions
   • Euphemisms
   • Spoonerisms
   • Malapropisms
   • Mondegreens

7. The appendix to this guide contains both sample handouts and worksheets. They may be used directly or manipulated as necessary.
I. Online Dictionaries
   www.dictionary.com
   http://polyglot.lss.wisc.edu/dare/dare.html (regional dictionary)
   http://www.m-w.com/home.htm (Merriam-Webster)

II. Online Etymology Dictionaries and More
    http://www.alphadictionary.com
    http://www.yourdictionary.com/library/experts.html

III. Interesting Etymology Course Syllabi and Resources
     http://classics.rutgers.edu/WordPower/syllabus.html
     http://bengal.missouri.edu/~aep7bf/CH-1050.html
     http://tournesol.usc.edu/ling466/syllabus/]

IV. Internet Language or Expressions
    http://www.netlingo.com/smiley.cfm
    http://www.imacronyms.com
    http://netlingo.com/emailsh.cfm
    http://www.bigblueball.com/im/acronyms.asp
    http://www.ruf.rice.edu/~kemmer/Words/loanwords.html

V. Wonderful Compendium of Sites Related to Etymology
    http://www.wolinskyweb.net/word.htm
    http://www.startwright.com/words.htm (all about words)
    http://www.verivore.com/rlink.htm (excellent site)
    http://www.takeourword.com/links.html
    http://www.word2word.com/etyad.html
    http://www.word-detective.com/current.html
    http://www.usingenglish.com/links/Idiomatic_Expressions/
    http://www.theotherpages.org/quote-08.html (malapropisms)
    http://eleaston.com/
    http://www.speak-read-write.com/idiom.html
    http://www.worldwidewords.org/
    http://www.wordinfo.info/
    http://www-person.umich.edu/~jlawler/wow/
    http://www.wordsmith.org/ (word a day)
    http://www.behindthename.com/ (etymology and history of first names)
    http://globegate.utm.edu/french/globegate_mirror/etymol.html (French etymology)
    http://www.geocities.com/Athenae/Troy/1664/contents.html (classical mythology)
    http://www.mcreynoldsms.org/etymology.htm
    http://phrontistery.info/ (long list of cool words and definitions)

VI. History of English Language
    http://www.fiu.edu/~hastvd/englist.html
    http://www.anglik.net/englishlanguagehistory.htm
    http://literaryexplorer.blondelibrarian.net/english.html
    http://www.sebsteph.com/Professional/Bart’s%20class/Readings/roberts.htm
    http://www.wordorigins.org/Topics/historyenglish.html
    http://angli02.kgw.tu-berlin.de/lexicography/b_history.html
INTRODUCTORY UNIT

Language Resources:
Use of Dictionary and Thesaurus
TITLE: Language Resources: Use of Dictionary and Thesaurus

SUGGESTED TIME FRAME: 2-3 days, and ongoing

GOALS/OBJECTIVES:
• To review how to use the dictionary for word search, analysis, and application
• To review how information is presented in a dictionary
• To review how the terminology and abbreviations are used and the information is given in a dictionary
• To use specialized word source books
• To review how to use a thesaurus when searching for synonyms and antonyms

SUGGESTED ACTIVITIES:
• Latin Lesson 1: Pages 23-24 (English Words textbook)—dictionary exercises
• Study a handout or poster showing a typical dictionary or thesaurus page entry
• Study a handout or poster listing terminology and abbreviations use in a dictionary
• Use a thesaurus to locate antonyms and synonyms
• Rewrite a paragraph using a thesaurus to replace various underlined words
• Use a dictionary to locate homographs and homonyms
• Compare an abridged to an unabridged dictionary

RESOURCES:
• Dictionary
• Thesaurus
• Handout of dictionary abbreviations (see Appendix)
• Handout of dictionary and thesaurus terminology (see Appendix)
• Specialized word source book
CORE UNITS

Words Derived from Latin

Words Derived from Greek

Words Derived from Germanic/Anglo-Saxon
ETYMOLOGY CORE UNIT

TITLE: Words Derived from Latin

SUGGESTED TIME FRAME: 6-7 weeks

GOALS/OBJECTIVES:
• To augment vocabulary through an examination of Latin prefixes, roots, and suffixes
• To appreciate the influence of Latin on the English language
• To practice word analysis skills

SUGGESTED ACTIVITIES:
• Find a list of words that function as more than one part of speech
• Use language resources to trace a word to its origin
• Create word games such as puzzles, anagrams, and word searches
• Perform drills using available computer software
• Participate in a word scavenger hunt
• Given a root word, brainstorm as many other words with the same root as possible
• Take a short story, underline unusual words, and analyze, define, and replace them
• Create a mnemonic jingle to learn prefixes, roots, and suffixes
• Create euphemisms, bumper stickers, and license plates using prefixes, root words, and suffixes
• Look at pictures of vocabulary words to apply newly acquired skills
• Use the Word Power section from Reader’s Digest

RESOURCES:
• Textbook, Workbook, Instructor’s Manual
• All other language resources
• Sample exercises (see Appendix)
ETYMOLOGY CORE UNIT

TITLE: Words Derived from Greek

SUGGESTED TIME FRAME: 5-7 weeks

GOALS/OBJECTIVES:
- To augment vocabulary through an examination of Greek prefixes, roots, and suffixes
- To appreciate the influence of Greek on the English language
- To practice word analysis skills

SUGGESTED ACTIVITIES:
- Use language resources to trace a word to its origin
- Create word games such as puzzles, anagrams, and word searches
- Perform drills using available computer software
- Given a root word, brainstorm as many other words with the same root as possible
- Take a short story, underline unusual words, and analyze, define, and replace them
- Create a mnemonic jingle to learn prefixes, roots, and suffixes
- Create euphemisms, bumper stickers, and license plates using prefixes, root words, and suffixes
- Create theme-specific activities
- Look at pictures of vocabulary words to apply newly acquired skills
- Use the Word Power section from Reader’s Digest

RESOURCES:
- Textbook, Workbook, Instructor’s Manual
- All other language resources
- Sample exercises (see Appendix)
ETYMOLOGY CORE UNIT

TITLE: Words Derived from Germanic/Anglo-Saxon

SUGGESTED TIME FRAME: 2-4 weeks

GOALS/OBJECTIVES:
- To augment vocabulary through an examination of Germanic/Anglo-Saxon prefixes, roots, and suffixes
- To appreciate the influence of Germanic/Anglo-Saxon on the English language
- To practice word analysis skills

SUGGESTED ACTIVITIES:
- Use language resources to trace a word to its origin
- Create word games such as puzzles, anagrams, and word searches
- Perform drills using available computer software
- Participate in a word scavenger hunt
- Given a root word, brainstorm as many other words with the same root as possible
- Take a short story, underline unusual words, and analyze, define, and replace them
- Create a mnemonic jingle to learn prefixes, roots, and suffixes
- Create euphemisms, bumper stickers, and license plates using prefixes, root words, and suffixes
- Create theme-specific activities
- Look at pictures of vocabulary words to apply newly acquired skills
- Use the Word Power section from Reader’s Digest

RESOURCES:
- Textbook, Workbook, Instructor’s Manual
- All other language resources
- Sample exercises (see Appendix)
INTEREST-BUILDING UNITS

SAT Preparation

Greek and Roman Mythological References

Discipline/Field Specific Languages

Technology’s Influence on the English Language
ETYMOLOGY INTEREST-BUILDING UNIT

TITLE: SAT Preparation

SUGGESTED TIME FRAME: This unit should be taught prior to the fall and spring PSAT/SAT administration dates.

GOALS/OBJECTIVES:
- To prepare to take standardized tests such as the SAT, ACT, PSAT, and TAP
- To learn test-taking strategies and word analysis skills

SUGGESTED ACTIVITIES:
- Use appropriate computer programs
- Take sample tests
- Create word analogies
- Use reading comprehension passages to define words in context
- Study handouts of etymology worksheets

RESOURCES:
- The Official SAT Study Guide
- 11 Practice Tests for the New SAT and PSAT, 2006 Edition
- Other SAT and ACT preparation books
ETYMOLOGY INTEREST-BUILDING UNIT

TITLE: Greek and Roman Mythological References

SUGGESTED TIME FRAME: 1-5 days

GOALS/OBJECTIVES:
• To research the origins of mythological derivations
• To demonstrate the pervasiveness of mythological allusions in art, music, and literature

SUGGESTED ACTIVITIES:
• Study a list of derivatives
• Look for mythological references in media sources such as TV, radio, newspaper, and advertisements
• Create original myths (written or visual)
• Research the origin of a myth and explain the derivation of appropriate words
• Make posters integrating various interpretations of the same word derivation: (e.g., “a Herculean task”—cleaning a toxic waste dump, the Cubs winning the pennant)
• Find cultural equivalents in modern society

RESOURCES:
• Handout of derivative list (see Appendix)
• Any mythological reference book by the following authors: Thomas Bullfinch, Edith Hamilton, Mark Morford, etc.
• The Yellow Pages
• Saturday morning and weekday afternoon television
ETYMOLOGY INTEREST-BUILDING UNIT

TITLE: Discipline/Field Specific Languages

SUGGESTED TIME FRAME: 1 day per discipline/field and when appropriate

GOALS/OBJECTIVES:
• To introduce students to terminology common to a specific field or areas of specific interest

SUGGESTED ACTIVITIES:
• The Greek section of the textbook (Lessons IX-XXII) focuses on these specific areas
• Study visual aids such as a Deed of Trust, a will, a dental chart, a prescription bottle, etc.
• Create a poster with discipline/field specific language
• Study a passage of discipline/field specific literature and define certain underlined words
• Plan military strategy using appropriate terms
• Analyze terms used in a sports broadcast or written article
• Research an historical event and trace the change in language from then to now

RESOURCES:
• Any language-specific book such as Gray’s Anatomy, Black’s Law Dictionary, religious literature, scientific journal, newspaper, magazine, or TV.
ETYMOLOGY INTEREST-BUILDING UNIT

TITLE: Technology’s Influence on the English Language

SUGGESTED TIME FRAME: On-going

GOALS/OBJECTIVES:
- To recognize the influence of the computer age on everyday communication
- To acknowledge the continued dynamism of the English language
- To observe the modification, accommodation, and manipulation of the English language

SUGGESTED ACTIVITIES:
- Use various forms of media to find acronyms/abbreviations/initialisms
- Create your own jargon
- Rewrite a myth, fable, or short story in slang terms
- Define the words of different generations
- See Appendix for suggestions on activities for this lesson

RESOURCES:
- On-line sources (see list on Recommended Internet Sites)
- Newspapers
- Television
- Parent or grandparent interviews
APPENDIX
CONTENTS

Handouts
- Basic Terminology
- Dictionary Abbreviations
- Dictionary and Thesaurus Terminology

Activities
- Basic terminology matching
- Two activities for the dictionary
- Dictionary terms fill-in-the blank
- Two activities for the thesaurus
- Latin prefix worksheet
- Latin bases and affixes worksheet
- Latin bases worksheet
- Roman numeral quiz
- Greek prefix worksheet
- Greek bases worksheet
- Matching Greek bases worksheet
- Words from classical myths
- Mythology activity worksheet
- Mythology quest
- The ultra-cool magazine assignment
- French loan words
- Abbreviations, initialisms, and acronyms
# Basic Terminology in Etymology

Abstract word | Acronym
---|---
Affix | Analogy
Antonym | Apheresis
Blend word | Assimilation
Colloquial language | Clipped word
Concrete word | Derivative
Dialect | Diminutive suffix
Dissimilation | Doublet
Etymology | Euphemism
Figurative word | Homonym
Hybrid word | Inflection
Informal language | Infusion
Jargon | Linguistics
Loan words | Metathesis
Modify | Onomatopoeia
Philology | Prefix
Romance language | Root-base word
Semantics | Slang
Suffix | Synonym
Word component |
# DICTIONARY ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>act.</td>
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<td>adj.</td>
<td>adjective</td>
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<td>adv.</td>
<td>adverb</td>
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<td>art.</td>
<td>article</td>
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<tr>
<td>cf.</td>
<td><em>confere</em>—compare with</td>
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<td>comp.</td>
<td>comparative</td>
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<td>conj.</td>
<td>conjunction</td>
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<td>dim.</td>
<td>diminutive</td>
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<td>eccl.</td>
<td>ecclesiastical</td>
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<td>e.g.</td>
<td><em>exempli gratia</em>—for the sake of an example</td>
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<td>esp.</td>
<td>especially</td>
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<tr>
<td>etc.</td>
<td><em>et cetera</em>—and the rest, others</td>
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<td>fem.</td>
<td>feminine</td>
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<td>ff.</td>
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<td>figurative</td>
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<td>fr.</td>
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<td>freq.</td>
<td>frequently</td>
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<td>hist.</td>
<td>historical</td>
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<td>i.e.</td>
<td><em>id est</em>—that is</td>
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<td>interjection</td>
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<td>interrogative</td>
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<td>intransitive verb</td>
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<td>irreg.</td>
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<td>n.</td>
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<td>part.</td>
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<td>prep.</td>
<td>preposition</td>
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<td>pron.</td>
<td>pronoun</td>
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<td>q.v.</td>
<td><em>quod vide</em>, which see</td>
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<td>sing.</td>
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<td>stand.</td>
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<td>substand.</td>
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<td>superl.</td>
<td>superlative</td>
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<td>tr.</td>
<td>transitive verb</td>
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<td>v.</td>
<td>verb</td>
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<td>var.</td>
<td>variant</td>
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abridged
appendix
archaic
entry word
guide word
homograph
hyphenated word
idiom
intransitive verb
italic
nonstandard
obscure origin
obsolete
participle
poetic usage
principal parts of a verb
regional
stress
subentry
superscript number
syllable
transitive verb
unabridged
variant
vulgar
# QUIZ: MATCHING BASIC ETYMOLOGY TERMINOLOGY

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>___</td>
<td>1. euphemism</td>
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<td>2. colloquial language</td>
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<td>3. cognates</td>
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<td>4. blend words</td>
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<td>7. semantics</td>
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<td>8. word component</td>
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<td>9. abstract word</td>
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<td>10. clipped words</td>
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<td>11. analogy</td>
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<td>19. doublet</td>
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<td>20. loan words</td>
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</table>
Using a dictionary, give an example of the following forms:

1. Intransitive verb

2. Transitive verb

3. An obsolete word

4. A word whose origin is vulgar Latin

5. A colloquialism

6. A diminutive

7. An interjection

8. A five-syllable word

9. A hybrid

10. What does the abbreviation “i.e.” mean?

11. What does the abbreviation “q.v.” mean?
WORKSHEET: DICTIONARY

NAME____________________________________  DATE__________________

1. List five (5) examples of homographs from your dictionary and define them.

2. List five (5) words that function as more than one part of speech, label what parts of speech they can be, and then use the words correctly in a complete sentence for each part of speech labeled.

3. Trace the following words to their origins:
   Aggressive
   Consensus
   Dilapidated
   Trajectory
   Polytheistic
**WORKSHEET: DICTIONARY AND THESAURUS TERMINOLOGY**

**NAME________________________________________ DATE__________________**

1. An action verb that can be followed by a direct object is a __________________ verb.

2. Words which are spelled the same but have different meanings and/or pronunciations are called __________________________.

3. Words at the top of a dictionary page that indicate the first and last word on the page are known as ____________________________.

4. A collection of supplemental material at the end of a book is called the ____________________________.

5. The use of “o’er” for “over” would be an example of ____________________________.

6. A different spelling of a word would be called a ______ ____________________________.

7. A word no longer or rarely used would be considered ____________________________.

8. ________________ refers to the ancient meaning or use of a word.

9. Groups of words that have a separate meaning from their literal meaning are called ____________________________.

10. ____________________________ indicate words in a dictionary that are homographs.

11. ____________________________ is a term that means this word or meaning is used by common people and often carries a social taboo.

12. The second and third form of the entry word for a verb are known as the past and present ____________________________.

13. Any alternate form of a word found in a dictionary in boldtype is called a ____________________________.

appendix poetic usage
dialect participal
guide words subentry
homographs superscript numbers
idioms transitive
obsolete variant
vulgar
1. List synonyms and antonyms for the following words:

<table>
<thead>
<tr>
<th>a. evasive</th>
<th>SYNONYMS</th>
<th>ANTONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. disparaging</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>c. profuse</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>d. sordid</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>e. trite</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>f. lethargic</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>g. amiable</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>h. implicit</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>i. vociferous</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>j. malevolent</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>k. refute</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

2. Rewrite the following paragraphs by changing the underlined words.

Many years ago, in the still of a summer morning, I was alone in my grandmother’s parlor, absorbed in a book. Suddenly, I lifted my eyes, and there, in a shaft of sunlight, was the most wonderful sight: sparkling dust motes swirling in slow motion, like stars in a galaxy. As I passed my hand through the cloud, each finger dragged a glittering vortex behind it.

Without dust there would be no clouds, no delicate shades of green foliage or vari-hued shadows. We could not relish the lovely opalescent haze over mountains or savor breath-taking sunsets.
DIRECTIONS: Replace the underlined words with synonyms or words that are similar in meaning.

No one could understand why a rich and pretty lady like Miss Sneets would want to teach third grade at Rolling Rock Grade School. But there she was, smelling of perfume and looking happy, her brown hair piled on top of her head. We stood there staring, scarcely believing our luck to get this beautiful lady as our very own teacher.

We boys fell instantly in love with Miss Sneets, but none more than my best friend, Crazy Eddie Muldoon. At first, Eddie would occasionally volunteer to skip recess so he could clean the blackboard erasers, whether they needed cleaning or not. For me, love was one thing, recess another. She was depriving me of my best friend’s company, and I began to hate her. Worse yet, in his efforts to show his love for her, Eddie started studying. He became the champion of our weekly spelling bees. “Wonderful, Edward!” Miss Sneets would say when Eddie spelled some stupid word nobody in the entire class would ever have reason to use.

But Miss Sneets made a gross mistake. “Now pupils,” she said one morning, “I think it important for all of you to be able to talk in front of groups. For the next few weeks we are going to have a Show and Tell. Each day, one of you will bring in an interesting possession, show it to the class and tell us all about it.”

A large percentage of the class, including myself, cringed in fear. We country kids didn’t have things, let alone interesting ones! All of us counted on Crazy Eddie to come up with a good object for Show and Tell. An air of great expectation filled the room as Eddie, carrying a pail, walked up to give his presentation. With a flair of the natural showman, Eddie deftly flipped off the top of the pail. “And now, ladies and gentlemen,” he said, “here is Marge Muldoon—my pet garter snake!” He lifted his hand and showed the moving Marge. Miss Sneets fell backwards.
For each word listed below, underline the Latin prefix and give a concise definition of the word in which the prefix is used.

circumambulate
coerce
juxtapose
biped
extrapolate
ignoble
obviate
subterfuge
sinecure
traduce
secede
obsolete
introvert
malediction
perforate
**WORKSHEET: LATIN BASES AND AFFIXES**

**NAME____________________________________ DATE_____________________

Explain how the meanings of the affixes and/or bases elicit the current meanings of the following underlined words as they appear in the given phrases.

1. to **expedite** matters
2. an **odoriferous** cologne
3. his **stentorian** voice bellowed from the cave
4. a **copious** amount
5. a **plethora** of material
6. an **absolution** of his crime
7. a **culpable** act
8. a **benevolent** ruler
9. to **implicate** the suspect
10. to **exonerate** him
11. that is an **inexplicable** theory
12. he is an **ambulatory** patient
13. an **amorous** relationship
14. her **pulchritude** was astounding
15. his **pugnacious** attitude was offensive
# Worksheet: Latin Bases

**Name______________________ Date________________**

**Brainstorm Activity:** For each Latin base listed below, give three examples of words which use that base.

<table>
<thead>
<tr>
<th>Base</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>MITT</td>
<td></td>
</tr>
<tr>
<td>PLIC</td>
<td></td>
</tr>
<tr>
<td>SCRIB</td>
<td></td>
</tr>
<tr>
<td>DUC</td>
<td></td>
</tr>
<tr>
<td>TEND</td>
<td></td>
</tr>
<tr>
<td>FER</td>
<td></td>
</tr>
<tr>
<td>CAP</td>
<td></td>
</tr>
<tr>
<td>FAC</td>
<td></td>
</tr>
<tr>
<td>PLAC</td>
<td></td>
</tr>
<tr>
<td>PON</td>
<td></td>
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<tr>
<td>ACT</td>
<td></td>
</tr>
<tr>
<td>CESS</td>
<td></td>
</tr>
<tr>
<td>SPIR</td>
<td></td>
</tr>
<tr>
<td>LECT</td>
<td></td>
</tr>
</tbody>
</table>
ROMAN NUMERAL QUIZ

NAME___________________________  DATE_____________________

____  1.  MCMXCIX
____  2.  MDCCCLXXVI
____  3.  MCMLXXIV
____  4.  LXXXVIII
____  5.  CCXXII
____  6.  CXLIV
____  7.  DCLXVI
____  8.  MMCDLXVIII
____  9.  MMMCCCXXXIII
____ 10.  MMI
<table>
<thead>
<tr>
<th></th>
<th>Prefix</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>dyslexia</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>analogous</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>aphasia</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>anarchy</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>metamorphic</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>euphoria</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ellipsis</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>paradox</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>perimeter</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>hypnosis</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>catastrophic</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>endemic</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>symmetry</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>antipodes</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>digress</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>prosody</td>
<td></td>
</tr>
</tbody>
</table>
**WORKSHEET: GREEK BASES**

**NAME ___________________________ DATE ______________**

**Brainstorm Activity:** For each Greek base listed below, give three examples of words which use that base.

1. **BI:**
   - ____________________________
   - ____________________________
   - ____________________________

2. **LOG:**
   - ____________________________
   - ____________________________
   - ____________________________

3. **ICON:**
   - ____________________________
   - ____________________________
   - ____________________________

4. **CHRON:**
   - ____________________________
   - ____________________________
   - ____________________________

5. **BIBLIO:**
   - ____________________________
   - ____________________________
   - ____________________________

6. **SPHER:**
   - ____________________________
   - ____________________________
   - ____________________________

7. **PYR:**
   - ____________________________
   - ____________________________
   - ____________________________

8. **GEO:**
   - ____________________________
   - ____________________________
   - ____________________________

9. **POD:**
   - ____________________________
   - ____________________________
   - ____________________________

10. **PSYCH:**
    - ____________________________
    - ____________________________
    - ____________________________

11. **GRAPH:**
    - ____________________________
    - ____________________________
    - ____________________________

12. **MIM:**
    - ____________________________
    - ____________________________
    - ____________________________

13. **OD:**
    - ____________________________
    - ____________________________
    - ____________________________

14. **CYCL:**
    - ____________________________
    - ____________________________
    - ____________________________
**WORKSHEET: MATCHING GREEK BASES**

**NAME_________________________________________  DATE______________**

Match the following phil-, philo- (love) derived words with their correct definitions:

_____ 1. philadelphia   A. loving the people
_____ 2. philanderer   B. a love potion
_____ 3. philanthropist   C. love for all men as brothers
_____ 4. philatelist   D. a lover of mankind; a generous giver to mankind
_____ 5. philematology   E. a lover of the practical arts
_____ 6. philharmonic   F. one who is fond of women
_____ 7. philippic   G. love of God
_____ 8. philodemic   H. a stamp collector
_____ 9. philosophy   I. a male flirt
_____ 10. philodox   J. one who loves the opinions he/she himself holds
_____ 11. philogynist   K. loving horses
_____ 12. philomuse   L. the science of kissing
_____ 13. philotechnist   M. love of wisdom
_____ 14. philotheism   N. relating to an organization concerned with music
_____ 15. philter   O. a lover of poetry and the arts
WORDS FROM CLASSICAL MYTHS

Very often the word we need in order to point up a story, to make an apt reference or comparison, or to enrich a spoken or written passage comes straight out of the myths of the Greeks and Romans. This is why “The old myths have never died; they live on in hundreds of words.”

Below you will find numerous words and/or phrases used in Modern English which contain an element(s) related to the name of a mythological character, human, or divine being. Your assignment is to name the character, human, or deity, then tell how the name has contributed to the meaning of the word.

Example: titan, titanic

The Titans, children of Heaven and Earth, were deities of tremendous strength who fought with Zeus but were vanquished. A titan is a giant in any field of endeavor, a person of outstanding ability who towers above all others in his field.

<table>
<thead>
<tr>
<th>Aegis</th>
<th>Dionysian</th>
<th>Mnemonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeolian harp</td>
<td>Elysian</td>
<td>Morphine</td>
</tr>
<tr>
<td>Amazonian</td>
<td>Erotica</td>
<td>Narcissism</td>
</tr>
<tr>
<td>Ambrosia</td>
<td>Fauna</td>
<td>Nemesis</td>
</tr>
<tr>
<td>Antaean</td>
<td>Flora</td>
<td>Niobean</td>
</tr>
<tr>
<td>Aphrodisiac</td>
<td>Harpy</td>
<td>Nymphomania</td>
</tr>
<tr>
<td>Apollonian</td>
<td>Hector</td>
<td>Orphic</td>
</tr>
<tr>
<td>Arachnid</td>
<td>Herculane</td>
<td>Palladium</td>
</tr>
<tr>
<td>Argus-eyed</td>
<td>Hermetic</td>
<td>Procrustean</td>
</tr>
<tr>
<td>Bacchanalia</td>
<td>Heroine</td>
<td>Promethean</td>
</tr>
<tr>
<td>Between Scylla and Charybdis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boreal</td>
<td>Incubus</td>
<td>Satyric</td>
</tr>
<tr>
<td>Calliope</td>
<td>Irenic</td>
<td>Sisyphean</td>
</tr>
<tr>
<td>Cassandra</td>
<td>Iridescent</td>
<td>Stentorian</td>
</tr>
<tr>
<td>Cerberian</td>
<td>Janus-faced</td>
<td>Tantalize</td>
</tr>
<tr>
<td>Cherubic</td>
<td>Jovial</td>
<td>Terpsichorean</td>
</tr>
<tr>
<td>Chimerical</td>
<td>Junoesque</td>
<td>Titanic</td>
</tr>
<tr>
<td>Circean</td>
<td>Lethargy</td>
<td>Vulcanize</td>
</tr>
<tr>
<td>Cyclopean</td>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Daedalean</td>
<td>Minerval</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE ACTIVITIES: MYTHOLOGY

NAME_________________________ DATE__________________

I. “The old myths have never died; they live on in hundreds of words.”

The following words are derived from classical mythology. For each, research the myth and briefly explain how the classical origin has contributed to the meaning of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adonis</td>
<td>aphrodisiac</td>
</tr>
<tr>
<td>herculean</td>
<td>sisyphean</td>
</tr>
<tr>
<td>gorgon</td>
<td>lethargy</td>
</tr>
<tr>
<td>chimeric</td>
<td>amazon</td>
</tr>
<tr>
<td></td>
<td>Argus-eyed</td>
</tr>
<tr>
<td></td>
<td>labyrinth</td>
</tr>
<tr>
<td></td>
<td>aegis</td>
</tr>
<tr>
<td></td>
<td>narcissism</td>
</tr>
</tbody>
</table>

II. Project:

Mythology permeates our society. Searching through magazines, newspapers, and the Yellow Pages, cut out all allusions to the classical myths. Create a collage with headlines, titles, pictures, and designs.
I. Give EXAMPLES for the following words derived from mythology. Make sure your examples are self-evident; you may need to explain them if they are not. DO NOT SIMPLY DEFINE THESE!

An Adonis:

An Amazon:

A Gorgon:

A Hydra:

A Mentor (and why):

II. Answer the following questions using COMPLETE SENTENCES.

1. What is your ACHILLES’ HEEL? (Do not define)

2. Describe your personal ELYSIUM.

3. Detail what would be a HERCULEAN task.

4. What item would a NARCISSIST always carry with him/her?

5. What would be an appropriate job for a person with STENTORIAN qualities?

6. What did KING MIDAS have that you wish you had?

7. Describe a place you know is STYGIAN.

8. Define the term SIREN. Describe something or a situation that is a SIREN.

9. Give an example of a situation that is TANTALIZING.

10. On the back of this handout, draw the following: a) a LABYRINTH, b) picture of the mythical ATLAS, and c) detail an ODYSSEY.
THE ULTRACOOL MAGAZINE ASSIGNMENT

PURPOSE:
Using a magazine, you must peruse the words found in articles, headlines, captions, anywhere, searching—with a renewed sense of purpose and confidence—for bases and prefixes. You need to get in the habit of “breaking it down” anytime you see a word. Become some sort of “Terminator,” constantly analyzing what is in front of you, what you read, in order to “break it down” and better understand the words you encounter.

ASSIGNMENT:
You will need to find 15 DIFFERENT BASES and 10 DIFFERENT PREFIXES in your magazine, and present them in a specific format. You need NOT only rely on the bases you know, for you may use ANY LATIN bases.

Also, “when in doubt, check it out”…in the dictionary. Just because it looks familiar, doesn’t mean that it has any ties to Latin (“Ooh, look! The prefix “-col” in the word “cold”…NOT). So…if it is not evident, look it up in the dictionary and you will find any word’s etymology in the brackets [ ] at the end of the entry.

METHOD/RULES:

- You must have 15 bases and 10 prefixes
- You MAY NOT repeat bases or prefixes (e.g., “-col” and “-con” = same)
- Please use a SEPARATE SHEET for bases an prefixes
- If a word contains (2) bases you may use both
- If a word contains both a prefix AND a base, you may use both BUT, BUT, BUT they must be written out on both sheets.

FORMAT:

1. a) copy part of the sentence that includes the word. UNDERLINE THE WORD chosen.
   b) identify the base/prefix, and then define it.
   c) DEFINE the entire word.

EXAMPLE:

Base Page

1. & 2. a) “Ben Franklin was considered an ambassador plenipotentiary.”
   b) “-plen” – full, to fill
   c) a minister/ambassador/diplomatic agent fully authorized to represent his government
   d) “-pot” – power
   e) a minister/ambassador/diplomatic agent fully authorized to represent his government
In a dictionary, look up the meanings of these French loan words and record them using your own words. Remember cognates!

1. Object d’art
2. Maitre d’hotel
3. Raison d’etre
4. Avant guard
5. Au courant
6. Bete noire
7. Milieu
8. Laissez faire
9. Savoir faire
10. Overture
11. R.S.V.P.
12. Carte blanche
13. Cause celebre
14. Hors’d’oeuvres
15. Mayday
ABBREVIATIONS, INITIALISMS, AND ACRONYMS

A. Read and digest the following quotation:

“Any word, which exhibits sustained use, may eventually make its way into the dictionary.”

B. Define the following terms:

• Abbreviation: [shortened form of a word or phrase (by omitting parts of it) used chiefly in writing to represent the complete form; for example, U.K. for United Kingdom.]

• Acronym: [A word formed from the initial parts of a name, such as NATO, from North Atlantic Treaty Organisation, or Commintern, from Communist International.]

• Initialism: [“An abbreviation consisting of the first letter or letters of words in a phrase (for example, IRS for Internal Revenue Service), syllables or components of a word (TNT for trinitrotoluene), or a combination of words and syllables (ESP for extrasensory perception) and pronounced by spelling out the letters one by one rather than as a solid word.”]

Although English is derived from the influence of many different languages, historical, political, and scientific events also play a major role in shaping and creating language. These changes are progressive—since people, as a society, are always trying to simplify language—and they are also simplified versions of what we are saying. Thus, words or phrases become abbreviations, initialisms, and acronyms.
**DIRECTIONS:** For the following items in the list, determine if the word is an abbreviation, initialism, or acronym, and then give its definition:

<table>
<thead>
<tr>
<th>Identification</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CIA</td>
<td>____________________________</td>
</tr>
<tr>
<td>2. laser</td>
<td>____________________________</td>
</tr>
<tr>
<td>3. aids</td>
<td>____________________________</td>
</tr>
<tr>
<td>4. scuba</td>
<td>____________________________</td>
</tr>
<tr>
<td>5. “IM-ing”</td>
<td>____________________________</td>
</tr>
<tr>
<td>6. jk</td>
<td>____________________________</td>
</tr>
<tr>
<td>7. omg</td>
<td>____________________________</td>
</tr>
<tr>
<td>8. radar</td>
<td>____________________________</td>
</tr>
<tr>
<td>9. nimby</td>
<td>____________________________</td>
</tr>
<tr>
<td>10. dink</td>
<td>____________________________</td>
</tr>
<tr>
<td>11. awol</td>
<td>____________________________</td>
</tr>
<tr>
<td>12. sonar</td>
<td>____________________________</td>
</tr>
<tr>
<td>13. fyi</td>
<td>____________________________</td>
</tr>
<tr>
<td>14. NATO</td>
<td>____________________________</td>
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<tr>
<td>15. CD</td>
<td>____________________________</td>
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<tr>
<td>16. JV</td>
<td>____________________________</td>
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<tr>
<td>17. PIN</td>
<td>____________________________</td>
</tr>
<tr>
<td>18. SOL</td>
<td>____________________________</td>
</tr>
<tr>
<td>19. FAQ</td>
<td>____________________________</td>
</tr>
<tr>
<td>20. LED</td>
<td>____________________________</td>
</tr>
<tr>
<td>21. LCD</td>
<td>____________________________</td>
</tr>
</tbody>
</table>