

Supplemental Studies Available for High School



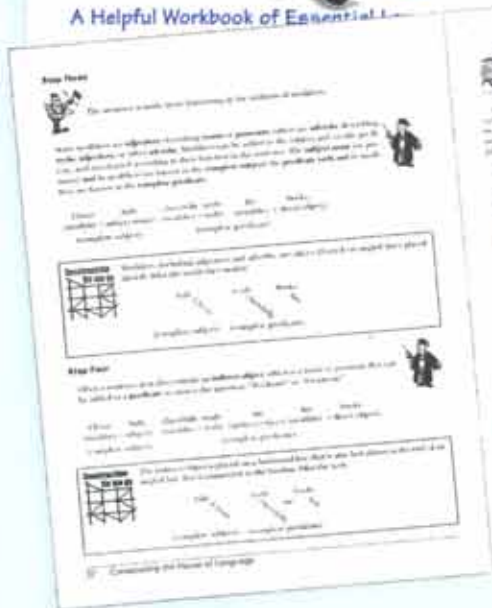
An Intriguing Consumable Grammar/Language Arts Workbook

NEW!

CONSTRUCTING THE HOUSE OF LANGUAGE



A Helpful Workbook of Essentials



- Unique student-friendly presentation features lively graphics, step-by-step instruction, and a helpful chart of grammatical terms.
- Six units analyze the basic building blocks of language: parts of speech, sentence structure, paragraph format, spelling, vocabulary building, and a comprehensive glossary
- Brief history of the English language provides helpful background
- 60+ challenging and entertaining exercises and puzzles stretch the mind
- Softcover, 178 pages, convenient 8 1/2 x 11 format

TextWord Press, Inc.



222 44th Street • Brooklyn, New York 11232
718-765-8940 • Fax: 718-680-1875 • www.textword.com

CONS-SAMP

Table of Contents

Introduction	1
UNIT 1: OF IRON BEAMS, RIVETS, AND PARTS OF SPEECH	
Section 1.1 The Parts of Speech	2
Exercise 1: Using Words in Differing Roles	3
Section 1.2 Nouns	4
Defining the Noun	
Exercise 2: Identifying Nouns	5
Section 1.3 Pronouns	6
Defining the Pronoun	
Exercise 3: Choosing the Correct Pronoun	8
Exercise 4: Pronoun Usage; Identifying Case	8
Exercise 5: Identifying the Correct Case	9
Section 1.4 Verbs	10
Defining the Verb	
Exercise 6: Agreement in Number and Tense	13
Exercise 7: Using Number and Tense	13
Exercise 8: Identifying Transitive and Intransitive Verbs	14
Exercise 9: Identifying State of Being and Linking Verbs	16
Exercise 10: Identifying Verbs and Verbals	18
Section 1.5 Adjectives	19
Defining the Adjective	
Exercise 11: Identifying Adjectives	19
Section 1.6 Adverbs	20
Defining the Adverb	
Exercise 12: Using Context to Identify Parts of Speech	21
Exercise 13: Identifying Adjectives and Adverbs	21
Section 1.7 Prepositions	22
Defining the Preposition	
Exercise 14: Identifying Prepositions and Adverbs	23
Section 1.8 Conjunctions	24
Defining the Conjunction	
Exercise 15: Using Conjunctions	24
Section 1.9 Interjections	25
Defining the Interjection	
Section 1.10 Putting It All Together	25
Exercise 16: Identifying Parts of Speech	26
CheckQuiz	27

UNIT 2: THE ARCHITECTURE OF THE SENTENCE

Section 2.1 The Subject and the Predicate	31
Exercise 1: Recognizing Simple Subjects and Simple Predicates	34
Exercise 2: Recognizing Complete Subjects and Complete Predicates	34
Section 2.2 Charting the Simple Sentence	35
Exercise 3: Beginning to Chart Sentences	38
Exercise 4: Charting Your Own Sentences	39
Exercise 5: Creating Sentence Charts	40
Section 2.3 Identifying Phrases and Clauses	40
Exercise 6: Identifying Prepositional, Infinitive, Participial, and Gerund Phrases	45
Exercise 7: Differentiating Between Phrases and Clauses	46
Exercise 8: Recognizing the Difference Between Independent and Subordinate Clauses	47
Exercise 9: Charting Practice Using Conjunctions	49
Section 2.4 Special Circumstances	51
Exercise 10: Recognizing Subjects and Predicates in Special Circumstances	53
Exercise 11: Recognizing Subject Complements	56
Exercise 12: Identifying Appositives and Subject/Object Complements	58
CheckQuiz	61
Section 2.5 Unit Summary: A Chart of Important Terms	61

UNIT 3: THE STRUCTURAL DESIGN OF THE PARAGRAPH

Introduction	71
Section 3.1 The Topic Sentence	72
Exercise 1: Identifying Topic Sentences	73
Exercise 2: Learning to Write Topic Sentences and Concluding Sentences	74
Section 3.2 Irrelevant Sentences	75
Exercise 3: Identifying Irrelevant Sentences	76
Exercise 4: Identifying Focus and Eliminating Irrelevance	78
Exercise 5: Identifying Irrelevant Ideas	80
Section 3.3 Planning The Paragraph	81
Exercise 6: Limiting General Topics	82
Section 3.4 Transitions	82
Exercise 7: Identifying Transitional Devices and Direct References	83
Exercise 8: Using Transitions	84
Section 3.5 Paragraph Development	85
Exercise 9: Identifying Paragraph Organization	85
Exercise 10: Establishing Chronological Order in the Paragraph	86
Exercise 11: Maintaining Spatial Order in the Paragraph	90
Exercise 12: Maintaining Logical Order in the Paragraph	91
Section 3.6 Connotation	91
Exercise 13: Using Connotative Verbs and Nouns	92
Exercise 14: Using Connotative Adjectives and Adverbs	93
Exercise 15: Using Vivid Language	94
Unit Review: Checklist for Paragraph Design	95
Creating Your Own Paragraphs	95

UNIT 4: A BLUEPRINT FOR SPELLING

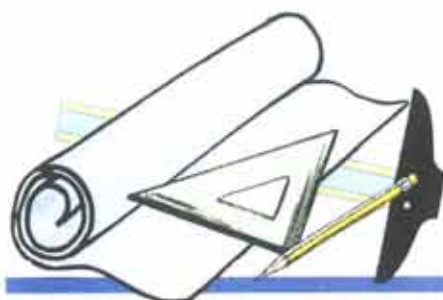
Introduction	97
Section 4.1 Spelling Rules	98
Exercise 1: Adding Suffixes to Base Words	101
Exercise 2: Choosing the Correct <i>ie</i> or <i>ei</i> Sequence	102
Exercise 3: Word Puzzle Challenge	102
Exercise 4: Conquering Spelling Demons	104
Section 4.2 Hyphenation	106
Section 4.3 Commonly Confused Words	109
Exercise 5: Getting It Right	112
Exercise 6: The Right Word	114
Exercise 7: Brainteaser 1 — You Can Do It	115
Exercise 8: Brainteaser 2 — Try, Try Again!	115
Section 4.4 Frequently Misspelled Words	116
Section 4.5 Checking Your Spelling Prowess	118
Exercise 9: Recognizing Incorrectly Spelled Words I	118
Exercise 10: Finding Misspelled Words	119
Exercise 11: Recognizing Incorrectly Spelled Words II	122
Unit Review	
A. What's Missing Here? I	123
B. What's Missing Here? II	123
C. Acrostic Challenge	124

UNIT 5: THE ROOT OF THE MATTER

Section 5.1 The Foundations of the English Language	127
CheckQuiz	132
Section 5.2 Word Origins	133
Exercise 1: Tracing Word Origins	133
Exercise 2: Tracking Word Families	135
Exercise 3: "Spokes" Words	140
Exercise 4: Identifying Word Families	145
Exercise 5: The Root Cause	147
Exercise 6: Mix and Match	151
Exercise 7: Putting It All Together	153
Unit Review	154
A. Sentence Completion	154
B. Multiple-Choice I	155
C. Multiple-Choice II	156
D. Matching	157

UNIT 6: THE GLOSSARY

Chart of Latin and Greek Roots	159
Latin Prefixes and Suffixes	161
Greek Prefixes and Suffixes	162
Glossary Key and Sample Entry	163
Glossary	163



Unit 1

OF IRON BEAMS, RIVETS, AND PARTS OF SPEECH

How do we start to construct our House of Language? It seems obvious that we should begin by learning about the various parts of speech. After all, words are the foundation of language.



Words are the rivets that lock into place to form sentences. The beams of language will crumble and fall if they are not securely fastened with words, words that are correctly used and properly placed for maximum effectiveness. The acquisition of effective language skills requires a recognition of the role that each individual word plays in the greater whole — the sentence. The part of speech of any word is determined by its own unique thumbprint in a specific sentence, and may change according to context.

You may ask, “I already speak English — why do I have to learn to identify the parts of speech?” The answer is simple: reviewing the parts of speech and identifying their purpose in a sentence will help you get the big picture, and you will learn to speak and write more accurately. In this unit, to help you visualize each word’s integral role in a sentence, each of the eight parts of speech has been assigned its own unique identifying color that will be used consistently in the explanations, examples, and exercises that follow.

*I already
speak
English —
why do I
have to learn
to identify
the parts of
speech?*

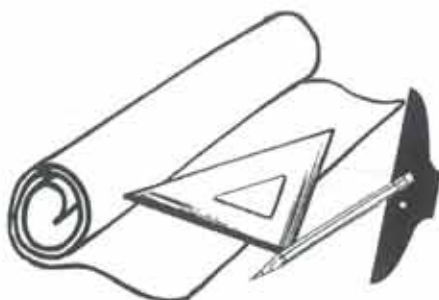


Section 1.1

The Parts of Speech

Ask yourself, “How can I recognize the parts of speech? What **task** does a particular word **perform** in any individual sentence?” Did you know that, except for interjections (*Oh!* *Well!*), you can sum up the function of **any word** in a sentence in one of just four ways?

*How can I recognize
the parts of speech?*



Unit 2

THE ARCHITECTURE OF THE SENTENCE

any people feel almost traumatized when they are confronted by grammatical terms such as *subject*, *predicate*, *subject complement*, *direct* and *indirect object*, *clause* and *phrase*. Their initial reaction is to hope that the whole “nuisance” will somehow disappear forever! Never become discouraged and don’t give up! **After all, you already speak English — and you usually speak it correctly!**



The best way to become familiar with the **architecture of language** is to **practice, review, and practice** again. The information provided in this unit is reinforced by numerous exercises that will prove to you that you really *can* master grammar. Once you have completed the exercises you will find that you will develop an instinctive awareness of what is correct English and what is not. While you may not become a grammar expert, you can certainly harness your recently-acquired expertise in identifying parts of speech to help you continue building effective language skills. Above all, **don’t be intimidated!** Frequently, definitions and explanations may seem complicated, but when you apply the rules, and practice, using the exercises that follow, you will find yourself comfortably attaining levels of expertise you had not expected to achieve.

Section 2.1

The Subject and the Predicate

Let’s begin with the basic building blocks of the sentence. In order to be considered a sentence, a group of words must have both a **subject** and a **predicate**. The main **person** or **thing** referred to in a sentence is its **subject**. The **action** or **state of being** described in a sentence is its **predicate**. Both the subject and predicate may contain modifiers, such as adjectives, adverbs, and descriptive phrases, as you will see in the pages that follow. Subjects and predicates fall into three categories: **simple**, **compound**, and **complete**.

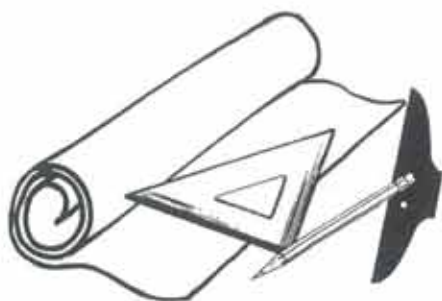
The Subject

The Simple Subject

The **simple subject** consists *only* of the noun or pronoun that performs the action or experiences the state of being that is described in the sentence. The principal word, without its modifiers, is the *essence* of the subject. Note that the simple subject can be a noun in the plural, such as *books*, or a compound noun such as *macaroni and cheese* or *fighter jet*.



TERM	DEFINITION	EXAMPLE	SENTENCE CHART
appositive	<p>a noun or pronoun placed immediately after another word in a sentence to identify it or to provide more information about it</p> <p>an appositive is usually set off by commas</p> <p>An appositive may be a single noun or pronoun,</p> <p>OR</p> <p>it may be a phrase consisting of a noun or pronoun and its modifiers.</p>	<p>A terrier, Skye, won "best of breed" at the dog show. (noun as appositive)</p> <p>Connor, our best athlete, will try out for the Olympic team. (appositive phrase consisting of a noun and its modifiers)</p>	<p>terrier (Skye) won best of breed at show. dog the</p> <p>Connor (athlete) will try out for team. best our the Olympic</p>
clause	<p>a group of words that consists of a subject (noun or pronoun and any modifying words or phrases) and a predicate (verb and any modifying words, phrases, or objects) that</p> <p>a. forms a complete sentence (an independent clause),</p> <p>OR</p> <p>b. forms part of a sentence together with another independent clause (compound sentence),</p> <p>OR</p> <p>c. forms a sentence with an independent clause and a subordinate (dependent) clause (complex sentence).</p>	<p>a. Bill worked hard. (1 independent clause, forming a complete sentence.)</p> <p>b. Susan went out, but Betsy stayed home. (2 independent clauses forming a compound sentence.)</p> <p>c. Rob missed class, so he received detention. (1 independent clause + 1 subordinate clause forming a complex sentence.)</p>	<p>Bill worked hard.</p> <p>Susan went out but Betsy stayed home.</p> <p>Rob missed class so he received detention.</p>



Unit 3

THE STRUCTURAL DESIGN OF THE PARAGRAPH

In the first two units in this book you have laid the groundwork for building your own individual house of language. You have drawn up a set of architectural plans and you have established the foundations. The beams, held together with rivets, are in place. Words, their parts of speech, and their unique roles within sentences, have become significant building blocks that define meaning, down to the finest nuance, and the correct application of what you have learned thus far will comfortably support the structure you plan to erect. By now you should be able to see the big picture, and the interlocking nature of the information you have absorbed so far. The building process proceeds apace.

In this unit, you will use skills you have developed thus far to create paragraphs that can, in turn, be used to build more complex language assignments. Now you are ready to produce paragraphs that say exactly what you want them to say. Below you will find rules and challenging exercises that will set you on your way to becoming a master language builder.

Everyone recognizes the format that gives a paragraph its unique appearance. If asked to define a paragraph, most people will say:

1. It is a group of sentences that is arranged in a block on the page.
2. It usually starts with an indentation.
3. It is often separated from other paragraphs by means of line spacing.

While these may be helpful visual signs, they are not significant criteria to apply when writing a well-constructed paragraph. Instead, before you start writing, ask yourself:

- "What do I need to know in order to write a paragraph?"
- "How should I start a particular paragraph?"
- "How should I end it?"
- "What information do I wish to transmit in the body of the paragraph?"
- "How should I organize the material so that it follows a logical thought sequence?"
- "How can I engage the interest of the reader?"
- "How do I decide when to complete one paragraph and commence another?"
- "What role will any individual paragraph play in a larger piece of writing?"
- "How do I know how many paragraphs will be needed to complete a writing assignment?"



It takes skill and patience to construct well-balanced, relevant paragraphs, yet the key to good writing lies in doing just that. You will discover that, by following the guidelines and tips below and by doing the exercises, you will be able to produce better-quality written assignments.

A **paragraph** consists of a group of sentences all of which relate to, and develop, a single, central idea. Each sentence in the paragraph **must relate** to the topic under discussion. Thus, unrelated sentences with no common denominator or topic, even though visually arranged in paragraph format, do not meet the criteria of a paragraph.





Unit Review

And now, finally, it is time for you to write your own paragraphs! Use the checklist below to help you remember all the requirements necessary for the construction of a coherent paragraph.



Check List for Paragraph Design

- ☐ I have chosen my topic carefully.
- ☐ I have researched the information I will provide, or I am very familiar with it.
- ☐ I have decided on my topic sentence
- ☐ I have limited my material to the scope presented in my topic sentence
- ☐ I have decided to use the narrative, compare/contrast, question/answer, cause and effect, or definition method of developing my paragraph.
- ☐ I plan to employ one of the following organizational techniques: chronological, spatial, or logical arrangement
- ☐ I have deleted all extraneous sentences.
- ☐ I have chosen definitive or vivid words in order to reach my reader.
- ☐ I have decided on my concluding sentence.
- ☐ I have checked and proofread my work for spelling, grammar, and usage.

Creating Your Own Paragraphs

A. Select a topic sentence from the list below and **create** a coherent paragraph that contains supporting sentences and a conclusion. Use the checklist to help you construct a paragraph that meets all the criteria.

Topic Sentences

When beginning a crafts project, it is often wise to review the necessary steps before starting to work.

I couldn't believe the sight that met my eyes when I awakened Thursday morning!

Writing a novel may be compared to composing a symphony.

Jumping to conclusions can lead to misunderstandings that take years to be resolved.

Our library door opens inward, revealing a treasure trove ready to be explored.

My hobby is considered quite unusual, but I have always enjoyed being different from the crowd.



Exercise Six The Right Word

Use the clues provided and the words in the list below to fill in the puzzle that follows.

Word Bank

alternate	capital	farther	leave	stationary	their	weather
alternative	capitol	further	let	stationery	there	whether
amount	desert	hear	rain	than	to	
number	dessert	here	reign	then	too	
			rein		two	

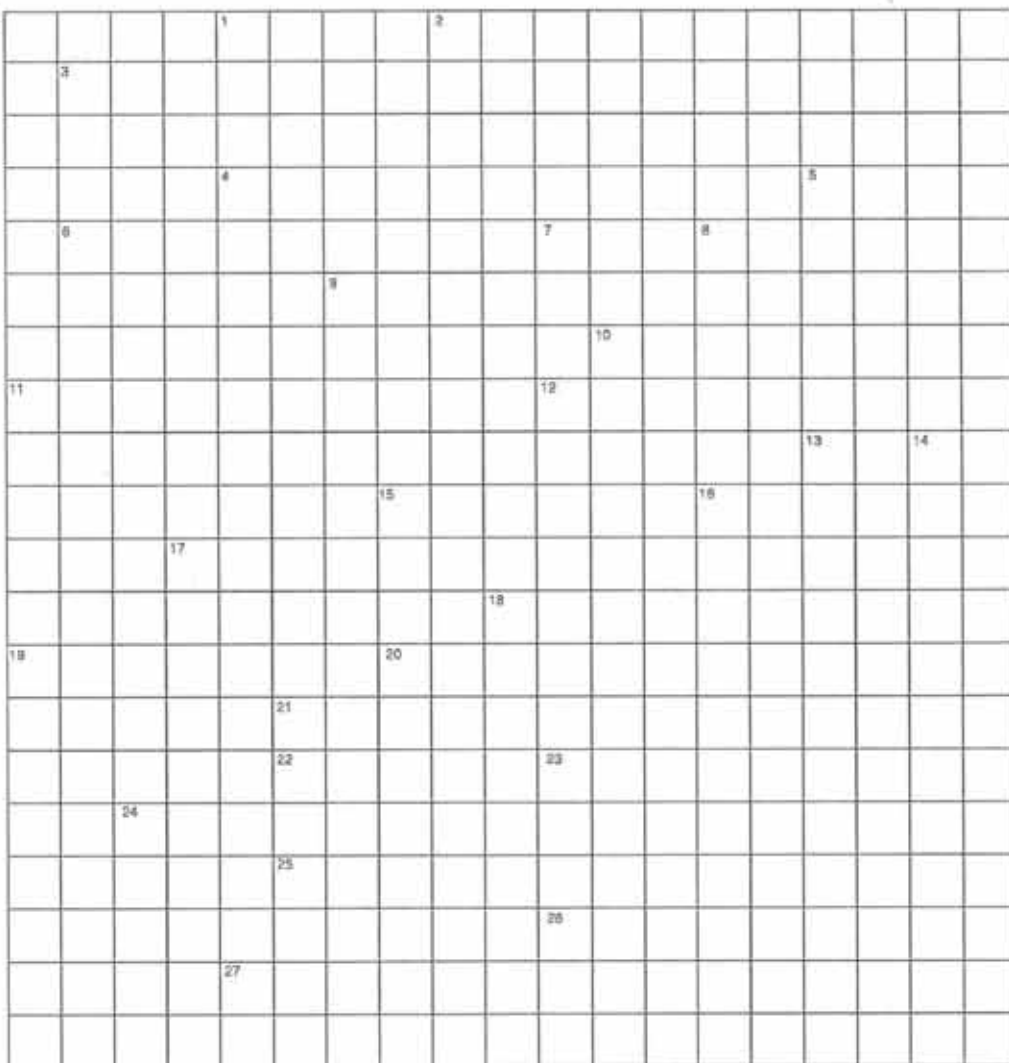
ACROSS

3. Fixed in place; unmoving
4. The number 2
7. Atmospheric conditions; temperature and rainfall
11. A meal's final course
12. The quantity of a counted mass
13. By comparison with
15. Most important
19. In this place
20. Belonging to them
22. The quantity of an uncounted mass
24. To listen to
25. At that time
26. Water that falls from the clouds
27. To rule

Created with Eclipse Crossword — www.eclipsecrossword.com

DOWN

1. Paper and envelopes
2. A building in which a state legislature meets
5. An arid wasteland
6. Occurring by turns
8. Toward
9. Allow
10. In addition to; moreover
14. A choice between two or more things
16. Go away
17. Conj. indicating choices
18. A leather strap used to control a horse
20. Also
21. More distant
23. In that place



C. Acrostic Challenge

Fill in the blank spaces below with words defined by the clues; then place the letters in the appropriate spaces in the acrostic that follows, and you will discover an interesting comment about spelling. The first and last letters of each word have been provided for you. The words can be found in the list on pages 116-117. The black dots (•) separate the words in the quotation.

A. c _ _ _ _ _ a
10 135 59 48 130 66 52 140 144

School lunchroom.

B. d _ _ _ _ _ t
29 61 78 148 21 147 22 67 124

Reliant on others.

C. c _ _ _ _ _ l
5 92 90 149 86 154 37

A high-ranking officer in the army.

D. u _ _ _ _ _ l
137 117 109 27 85 62

Being of service; serving a purpose.

E. d _ _ _ _ _ t
87 89 145 91 122 150 141

The act of traveling downward.

F. s _ _ _ _ _ e
38 146 40 44 99 81 63 110

A word segment representing one articulated sound.

G. c _ _ _ _ _ y
119 113 104 126 68 70 138 57

A graveyard.

H. l _ _ _ _ _ e
16 33 41 58 139

Not tight.

I. s _ _ _ _ _ t
143 132 13 128 142 100 60 127 108 35

Enough.

J. t _ _ _ _ _ t
14 50 56 106 47 49 45 51 103 9

In or to every part of; in every part.

K. w _ _ _ _ _ g
96 64 4 53 18 72 43

The act of putting words on paper.

L. m _ _ _ _ _ l
125 98 17 31 93 32 23 24

To write words incorrectly.

M. q _ _ _ _ _ t
115 116 55 114 19 11 74 88

The result of division.

N. u _ _ _ _ _ e
79 46 6 136 65 15

The only one of its kind; incomparable.

O. v _ _ _ _ _ e
112 131 8 111 25 3 2

Able to be seen.

P. o _ _ _ _ _ n
69 71 102 1 75 36 73 118

A special time or event, such as a birthday or anniversary.

Q. h _ _ _ _ _ s
54 28 20 12 77 76 94 95

Funny; comical.

R. t _ _ _ _ _ r
83 101 42 30 133

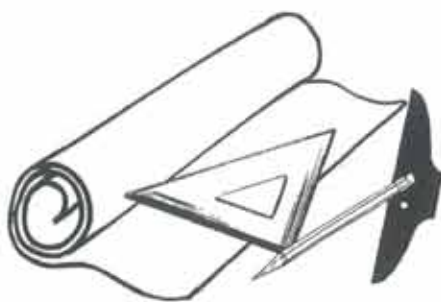
Possessive case of *they*.

S. s _ _ _ _ _ m
97 84 121 39 7 129 123

A sign or indication of something, as a disease.

T. u _ _ _ _ _ e
120 107 26 80 105 82 34

Capable of being employed for a specific purpose.



Unit 5

THE ROOT OF THE MATTER

Section 5.1

The Foundations of the English Language

English is the language that is used most frequently throughout the world. No matter what one's native tongue, a working knowledge of English is almost essential. Interestingly enough, a person from Brazil may use English to communicate with someone from Japan, because neither one is fluent in the mother tongue of the other, yet each has learned English. Obviously then, English has become an international language. It is a living language, rich, expressive, constantly adjusting to accommodate the changing world in which we live. Replete with exceptions to its own rules, English certainly challenges those who must learn it as a second language. Even for those who have been raised to consider it as their mother tongue, English can still present difficulties, inconsistencies, and frustrations.

Let us consider, for example, a foreigner who is confronted with the word *ought* in print. How will he pronounce this word? He considers the word *bough* that rhymes with the word *now*. Should *ought* be pronounced *out*? On the other hand, the word *cough* rhymes with the word *off*. Perhaps the word should be pronounced *oft*. Those of us who are familiar with the English language are seldom troubled by its idiosyncrasies, but the same cannot be said of those who pursue its study. George Bernard Shaw, the famous 20th-century playwright, called for a stan-



Ghoti?

dardized, phonetic English spelling format, and suggested, tongue in cheek, that the word *fish* should be spelled *ghoti* — the letters *gh* would be pronounced as in the word *laugh*, the letter *o* would be pronounced as in the word *women*, and the letters *ti* as in *association*!



Celtic flagon

How did the English we speak develop and what makes it such a complicated language? The answer lies in the history of England itself. The earliest known roots of the language go back some 2400 years to the Celts, who had settled in England from various locations in Europe, and who spoke Celtic, a language of their own. Very few words from the original Celtic language still survive, except for the names of rivers such as Avon and Thames, and the names of locations such as Bryn Mawr and Kent. The languages of Southwestern England, Ireland, and Wales (Cornish, Gaelic, and Welsh, respectively) are in somewhat limited use

today and are descended from Celtic.

Section 5.2

Word Origins

Did you ever think you might be able to speak Latin and Greek? Well, you already do! Although you may not be aware of it, many of the everyday words we use have their roots in the classical languages. Even words that seem to have no connection often share the same root, and it is fascinating to see how the denotation of the root branches out to create words with seemingly unrelated meanings. For example, the words *assault* and *exult* share the same Latin root: *salire*, meaning *to jump, to leap*. We can see that the base meaning branches out to form both *assault* — *to leap out at* (in order to attack) and *exult* — *to leap out of oneself* (with happiness). Other words originating from the Latin *salire* all relate, distantly in some cases, to the concept of something that leaps out at one—in one way or another. Thus, we find *result* — something that jumps out at you because it seems obvious; *insult* — something that leaps at you, attacking your perception of yourself; *salient* — capturing one's attention, significant; and *sally* — an attack in which one leaps at the enemy.

It becomes important to recognize the source of a word as you search for its meaning. Although the Latin root *sal*, meaning *salt*, appears similar to the Latin root *salire* mentioned above, it is totally unrelated. Yet *sal* is the source of its own word family, and you will discover that the word *salary* is a modernized form of the Latin word *salarium*, literally *salt money*. *Salary* refers back to the time when Roman soldiers, who received most of their needs from the army, were compelled to use their pay to buy *salt*, a valuable commodity in those days). In the same way, the word *salami* refers to a highly *salted* food product; *saline* refers to a salty liquid; and *desalinate* refers to the process of removing salt from water.



Note that the spelling of a root may change slightly when used in derived words. This is because the word may have come down to English from Latin, Greek, French, Norse, German, or even from another language, and its spelling may have been affected by the secondary source language.



Exercise One Tracing Word Origins

Now let's play word detective. On the next page you will find a list of Latin word roots and their definitions, as well as a chart. Complete the chart by **matching** the word with its root word, and then list the **current** meaning of the English word. Note that prefixes and/or suffixes have been added to the source word. You may use a dictionary or the GLOSSARY (UNIT 6) to help you find the answers. You will find that sometimes a word contains more than one root, and that its current meaning, while connected to the root, can vary somewhat from the original.

the ability to recognize roots, as well your knowledge of the limits defined by prefixes and suffixes, will enable you to ferret out the meanings of previously indecipherable words. Scan the list and then go on to the exercise that follows. Once again, the prefixes and suffixes needed to complete the assignment are provided for you.

Let's begin our first expedition (from the Latin *expedire*, to make ready; to set free: *ex* = out, from; *ped* = foot; thus, *expedition*: a journey that begins on foot) into the realm of roots by examining two words your doctor might use if you complain of severe pain in your abdomen. The diagnosis (Greek, *diagnosis*, a distinguishing; a defining characteristic) might be *appendicitis*, an inflammation of (Greek: *-itis*) the *vermiform* (Latin: *vermis* = worm + *form* = shaped) *appendix*. The root of *appendix* is the Latin *appendere*, "to hang from," because this thin, worm-shaped organ "hangs" from the large intestine, with no apparent function. If surgery is deemed necessary, the procedure is called *appendectomy*: *appendix* (Latin base) + *ectomy* (Greek, "surgical removal of").



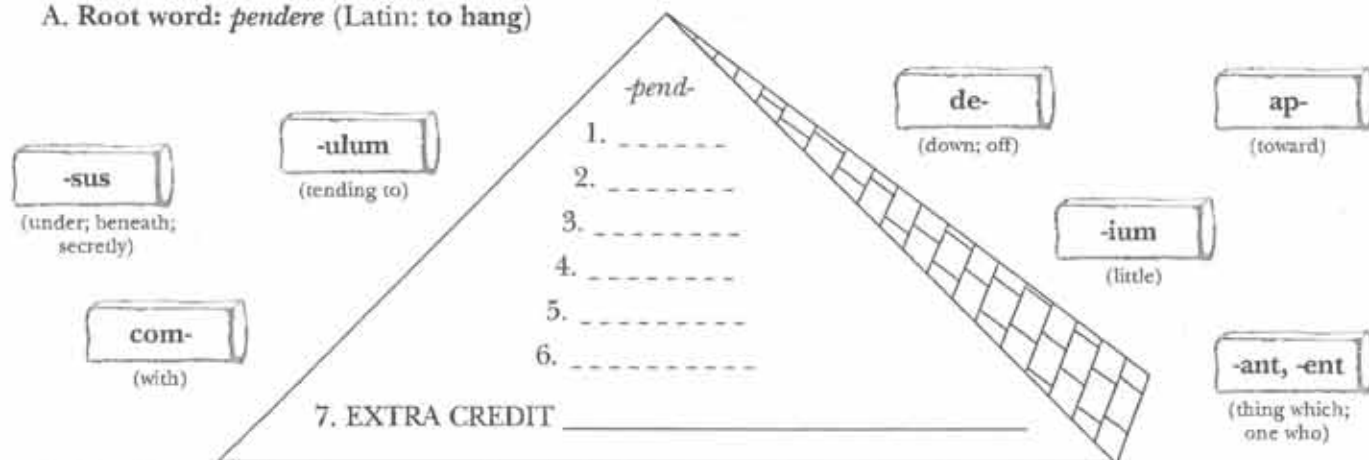
Exercise Two Tracking Word Families

Word Bank

append attract avert circumscribe compendium conduct conductor conspire contract convivial corporal corporation corpse corpulent corpuscle deduction denomination dependent deportment describe divert duct educate expire extract extrovert ignominious import incorporate induce inscription intractable introvert invert nominal nominate nominative pendant pendulum perspire porter prescription report respiration retract revert revive scribble scribe spirit subscription subtract survive suspense traction tractor transpire transport vital vivacious vivid

Using the definitions below and the words from the word bank above, build word-family pyramids by **combining** root words with appropriate prefixes and suffixes. (You may use the same prefixes and suffixes more than once in each exercise.) Note that some words will take *both* a prefix *and* a suffix, that each of the words in the word bank is used just once, and that each of the lines in the pyramids contains exactly the right number of blank spaces. Let's begin with the root of *appendix*, *pendere*, or, in its shortened or combining form, *pend*:

A. Root word: *pendere* (Latin: to hang)



1. To add on (to **hang onto** something else)
2. A charm that hangs from a necklace (that which **hangs** from something)
3. A state of uncertainty as to outcome (to be left **hanging**; undecided)



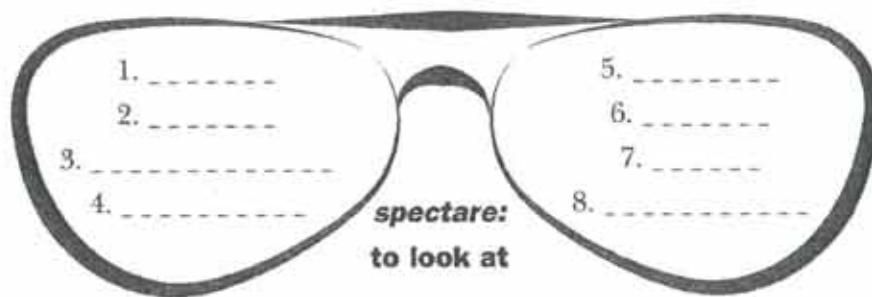
Exercise Four Identifying Word Families

Word Bank

affirm affirmative allocate aspect circumlocution colloquial confirm elocution eloquent firmament infirm infirmity inspect introspection local location locomotive loquacious preside president prospect relocate reside respect sedentary sediment spectacles spectacular suspect

In the exercise that follows, complete each word graphic by using words from the word bank above. Derive your answers by using the clues under each graphic and your knowledge of prefixes and suffixes. The root words will assist you. Each line contains just the right number of spaces for the appropriate word, and each of the words in the word bank is used once in this exercise. Use the GLOSSARY (Unit 6) to check the etymology (the source) and meaning of the words you choose.

A.

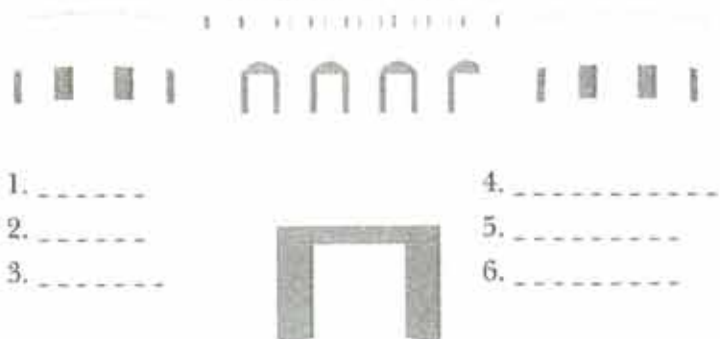


1. To examine; to **look** carefully at
2. To doubt or mistrust; to **look** beneath the surface for hidden motives
3. To **look** into oneself; to examine one's own motivations
4. A device used to **look** at objects closely; eyeglasses
5. **Outlook** for the future; **outlook** or view over a region
6. To show consideration for; to **look** back at with a sense of worth
7. Outward appearance; **look**; a way in which something may be viewed or **looked** at
8. Impressive; a striking or impressive show; a large scale display designed to make one **look** at it

B.

firmare:
to make strong

1. Unhealthy; not **strong**
2. To state positively; to uphold **strongly**
3. To add **strength** to; to corroborate
4. **Strongly** expressing agreement or consent
5. The sky; the heavens, believed to be the **strong** support of the world
6. Physical weakness; lack of **strength**



Other resources from Purposeful Design Publications ...

Science (Levels 1–6)



Health

(Middle and High School)

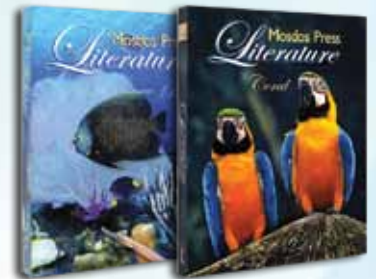


Bible (Preschool–Grade 6)



Literature

(Grades 3–12)



Mathematics (Grades K–8)



Your best option

800-367-0798

www.purposefuldesign.com



purposeful design
publications

A Division of ACSI

Cultivating transformation through educational resources