

WORDS TO KNOW

word part

context

root

affix

prefix

suffix

Lesson 2

USE GREEK AND LATIN ROOTS
AND AFFIXES 7.V.1.2

INTRODUCTION

Real-World Connection

GEOGRAPHY CONNECTION

Zach and Brianna are traveling to Austin, Texas. They will spend two weeks with their cousins. They have never been to Texas before, so they have been emailing their cousins to learn more about it. They read that it gets very hot there in the summer. Their cousins sent an email reassuring them that the heat could be beneficial. Zach and Brianna do not recognize the word *beneficial*. They guess that their cousins mean there are positive things about the heat. They also recognize that the first part of the word, *bene-*, is similar to the beginning of the word *benefit*. Benefit means “something good.” They confirm their guess later in the email when the cousins mention several fun activities that take advantage of hot weather, such as boating on a river and visiting a grotto with a pool. Zach and Brianna are not sure what a grotto is.

Can Zach and Brianna use the same strategy to find the meaning of the word *grotto* as they did for the word *beneficial*? Do you think the same steps will work again? Why or why not? In **Guided Instruction** and **Independent Practice**, we will learn more about using context and word parts to find the meaning. At the end of the lesson, we will revisit Zach and Brianna.

What I Am Going to Learn

- How to use context as a clue to the meaning of an unknown word
- How to use word parts to figure out what a new word means

What I May Already Know 6.V.1.2

- I know how to use context as a clue to the meaning of an unknown word in a sentence.
- I know how to use word parts to figure out what a new word means.

▶ TIPS AND HINTS

When you see an unfamiliar word, remember to read the sentences before and after the word. Sometimes clues are not in the same sentence as the unknown word.



Vocabulary in Action

As you read, you will come across words that are used in many ways.

- **Word parts** are chunks of words that have specific meanings. Many English words are based on these parts.
- **Context** refers to the words and sentences surrounding an unfamiliar word. Context often provides clues about the word's meaning.
- The **root** of a word is the base of the word. Knowing a word's root is one of the best ways to understand its meaning.
- An **affix** is a group of letters added to the beginning or the end of a word. Affixes add specific meanings to the root words they are attached to.
- A **prefix** is an affix that is added to the beginning of the word.
- A **suffix** is an affix that is added to the end of the word.

GUIDED INSTRUCTION

Read this page from a website Zach and Brianna found about an interesting place in Texas.

Enchanted Rock

Located in Central Texas, Enchanted Rock is a huge, pink, granite dome. In fact, the dome is even bigger than it looks. It extends 62 square miles, most of which is underground. The visible portion of Enchanted Rock is 1,825 feet above sea level at its highest point, so climbing to the top is like climbing a 30-to-40-story building!

Enchanted Rock is a batholith, a large type of rock that formed far beneath the earth's surface when magma, or liquid rock, cooled. The aboveground section provides a home for a multitude of animals. Visitors often see lizards, birds, squirrels, rabbits, armadillos, or deer. The rock is home to many types of plants, too, including a variety of trees, grasses, and flowers.

Enchanted Rock changes over time as weather causes erosion to its surface. In some places, the erosion forms pits that fill with water. When the water lasts for a few weeks, these special pits are called vernal pools. These pools form homes for unique groups of plants and animals. One uncommon inhabitant is the fairy shrimp. This very small shrimp lays eggs that survive even when the pool water dries up. When the pool refills, the eggs hatch! The vernal pools are very fragile, so visitors are asked to view them from a distance to avoid harming these delicate areas and the creatures that live there.

With its plants, animals, and pools, Enchanted Rock has many interesting features for visitors to enjoy.



THINK ABOUT IT

This text contains some words that may be unfamiliar to you. For which words does the text provide definitions? What other clues can you find to help you understand the unknown word?

The chart below shows how to use word parts, roots, and affixes to help you understand words in the reading “Enchanted Rock.” Some boxes have been completed for you. Can you fill in the rest?

WORD	AFFIXES OR WORD PARTS	MEANING
batholith	The root word <i>bath</i> means “body of water.” The suffix <i>-lith</i> means “stone.”	a rock surrounded by a body of water; Enchanted Rock
multitude	The root word <i>tude</i> means “the state of something.” The prefix <i>multi-</i> means many.	the state of having many
erosion	The suffix <i>-ion</i> means process.	
inhabitant		

SKETCH IT

In the margin, create a web. Place the word *unique* in the center. Draw items, events, people, and so on that relate to the word *unique*.

Part A

What does the prefix *uni-* in the word “unique” mean?

- (A) far; distant
- (B) one; having only one
- (C) opposite
- (D) many

Part B

Which word provides the context clue for the answer to Part A?

- (A) inhabitant
- (B) homes
- (C) uncommon
- (D) small

How Am I Doing?

What questions do you have?

List the step-by-step instructions for using context clues to find the meaning of a new word.

How do common Greek and Latin word parts help you guess about the meaning of an unknown word?

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

Fairy Chimneys

by Robert Ousterhout

1 Some 1,000 years ago, a writer named Leo the Deacon called the inhabitants of Cappadocia troglodytes (meaning “cavemen”). He wrote that “they went underground in holes, clefts, and labyrinths,” implying that they lived like animals “in dens and burrows.” Today, what survives in Cappadocia is almost all rock-cut and carved into a fantastic volcanic wonderland.

2 Cappadocia is a picturesque, volcanic region in the center of Turkey. Its story began roughly 150–50 million years ago, when volcanic eruptions covered the area with compressed ash, tuff (a soft, volcanic stone), and lava. Over time, wind and rain carried away the softer ash and stone, leaving a landscape of curious cones and columns and other strange shapes. The Turks called them “fairy chimneys.” Some look as though Smurfs should be living in them.

Rock Houses

3 Because much of the bedrock in Cappadocia is soft, it is not good for building. However, since it is easy to carve, most houses, churches, monasteries, and villages were cut into the bedrock.

4 To create a rock-cut house, you begin by burrowing out the center space, perhaps following a natural cavity. Next, you rough out the space; then you carve the details. A single person using iron tools could carve about 3,500 cubic feet in a month’s time. In some unfinished rooms, you can still see the tool marks on the walls where the masons divided the wall into smaller blocks that could be removed all at once.

5 Several different types of rock-cut houses and villages survive from the sixth through eleventh centuries. The ones that have attracted the most attention are the so-called Underground Cities. At least 40 of these cities have been identified, but

SKETCH IT

On a separate paper, draw your idea of a rock-cut house. Would it resemble the description in paragraphs 4 to 8? How would our needs today be similar to those of 1,000 years ago? What would be different?



Derinkuyu, which translates as “Deep Well,” is the most famous. Entered through a tunnel, Derinkuyu has several hundred rooms and extends through at least eight floor levels underground. The rooms are small and irregular. Most seem to have been stables for animals or storerooms for food. Air shafts provided ventilation, and wells supplied water.

100 Percent Claustrophobic

6 The most distinctive feature of the Underground Cities is the rolling stone door. A large, round stone was set into a slotted passageway so that it could be opened and closed from the inside only. Multiple rolling stone doors appear in the entry tunnel, and others are found in the tunnels that connect between the different floor levels.

7 None of the 40 unknown Underground Cities was excavated by archaeologists, and there are no historical documents that tell about them. As a result, we really do not know how they were used or even when they were created. It is fun to make up stories about them, and that is exactly what our tour guides usually do. Still, it is hard to imagine anyone living in them for a long period of time. The tunnels and rooms are small, dark, and narrow, often too low for adults to stand up without banging their heads. There is no large gathering area, no central focus. Getting lost is easy. Tourists who suffer from claustrophobia often turn back in panic after a few minutes inside.

8 The best explanation for the Underground Cities is that they were primarily for security and storage and that most people must have lived in a traditional village aboveground. When there was an invasion, the entire population could hide underground, taking their animals with them. After closing the security door behind them, they would wait—just as Jodie Foster did in the movie *Panic Room*.

Perfect Insulation

9 In Cappadocia, there were other rock-cut villages that were more pleasant. These houses were cut into the slope of a hill, with the rooms arranged around three sides of a courtyard. A study of the Byzantine village Canli Kilise (“Bell Church”), which was created in the 10th and 11th centuries, found more than 24 big houses cut into the slope of a plateau.

10 All faced south or west, so they had good natural lighting and spectacular views. The rock provided excellent insulation. In summer, when it is really hot outside, it stays cool and pleasant inside. In the winter, the opposite is true—the caves stay warmer, even when it is snowing outside.

Tunneling Home

11 At Canli Kilise, each of the houses had rooms of different shapes. Most were roughly formed, but the halls, porticoes, and chapels had neatly carved details, with

piers, columns, gables, and vaults. The central room was a large hall, the site of much of the daily activity. In some houses, you could identify the kitchen by its cone-shaped roof, which terminated in a chimney for the smoke from the cooking fires. All of the houses had storerooms for food, cisterns for collecting rainwater, stables for the animals, and dovecotes for raising pigeons. Across the front of the house was a long porch or portico that connected the main rooms. Sometimes there was a chapel for private family worship.

- 12 In the back rooms were tunnels leading deep into the hill. The entrance tunnels were protected by rolling stone doors, and there were lots of small rooms and tunnels inside. Although these complexes were smaller than Derinkuyu's, they also seem to have served as a place of safety and storage. Exploring the tunnels with flashlights and ropes let us feel like Indiana Jones.
- 13 While many churches and castles survive from the Byzantine period, most houses and villages disappeared completely. As a result, it is often difficult to understand how people lived at that time. Today, the Byzantine rock-cut houses and villages of Cappadocia are just beginning to be studied properly. These studies will shed light on daily life 1,000 years ago.

1. What does the word part *picture* mean in “picturesque” in paragraph 2?

- Ⓐ a painting or drawing
- Ⓑ a vivid sight
- Ⓒ a mental image
- Ⓓ a reproduction

★ 2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on the information in paragraphs 1 and 2, what is the meaning of “fantastic”?

- Ⓐ odd
- Ⓑ dirty
- Ⓒ deep
- Ⓓ underground

Part B

Which **two** phrases provide the best clues to the meaning of “fantastic”?

- Ⓐ “holes, clefts, and labyrinths” (paragraph 1)
- Ⓑ “lived like animals” (paragraph 1)
- Ⓒ “picturesque, volcanic region” (paragraph 2)
- Ⓓ “curious cones and columns” (paragraph 2)
- Ⓔ “other strange shapes” (paragraph 2)

▲ TIPS AND HINTS

Ask yourself, “Can I break this word into parts? What clues are in the surrounding sentences?” This word does not have any affixes, so continue to look for clues. Remember that there are many kinds of clues, including definitions, examples, and nearby words that describe the same thing.

3. Read this sentence from paragraph 5 of the passage.

“Air shafts provided ventilation, and wells supplied water.”

Which **two** word parts of “ventilation” help you to understand its meaning?

- Ⓐ The word part *vent* means an opening for air, gas, or liquid.
 - Ⓑ The suffix *-tion* means process of something.
 - Ⓒ The word part *vent* means releasing strong emotion.
 - Ⓓ The suffix *-ion* means process.
 - Ⓔ The root *ila* means unwell or ill.
4. Based on the context clues in paragraph 5, what is the meaning of “ventilation”?
- Ⓐ process of getting fresh air
 - Ⓑ process of cleaning a straw
 - Ⓒ process of eating healthier
 - Ⓓ process of getting direct sunlight
5. Which word part of “excavated” best helps you to understand its meaning in paragraph 7?
- Ⓐ The suffix *-ed* means “in the past.”
 - Ⓑ The prefix *ex-* means “out of.”
 - Ⓒ The word part *cave* means “underground chamber.”
 - Ⓓ The word part *cave* means “hollow.”

6. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read this sentence from paragraph 7 of the passage.

"None of the 40 unknown Underground Cities was excavated by archaeologists, and there are no historical documents that tell about them."

What word part of "archaeologists" helps you to understand its meaning?

- Ⓐ The suffix *-ologists* means "people who study."
- Ⓑ The root *arch* means "door."
- Ⓒ The prefix *ar-* means "unknown."
- Ⓓ The root *olo* means "old man."

Part B

Which **two** definitions of "archaeologists" best support the answer to Part A?

- Ⓐ people who study old places
- Ⓑ a curved, stone doorway
- Ⓒ an ancient and unreadable language
- Ⓓ people who study human history
- Ⓔ a person older than 70 years old

7. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the following sentence from paragraph 7 of the passage.

"Tourists who suffer from claustrophobia often turn back in panic after a few minutes inside."

Which word part of "claustrophobia" helps you to understand its meaning?

- Ⓐ The root *claus* means "scratches at."
- Ⓑ The suffix *-phobia* means "fear of."
- Ⓒ The root *troph* means "treasure."
- Ⓓ The suffix *-ia* means "state of being lost."

Part B

Which **two** details from paragraph 7 provide the meaning of "claustrophobia"?

- Ⓐ "The tunnels and rooms are small, dark, and narrow"
- Ⓑ "turn back in panic after a few minutes inside"
- Ⓒ "no historical documents that tell about them"
- Ⓓ "There is no large gathering area, no central focus."
- Ⓔ "it is hard to imagine anyone living in them"

▲ TIPS AND HINTS

Check that the word part meaning makes sense with the context clues for *claustrophobia*.

8. Which **two** details from the text provide the meaning of “insulation”?
- Ⓐ “These houses were cut into the slope of a hill” (paragraph 9)
 - Ⓑ “All faced south or west, so they had good natural lighting and spectacular views” (paragraph 10)
 - Ⓒ “In summer, when it is really hot outside, it stays cool and pleasant inside” (paragraph 10)
 - Ⓓ “In the winter, the opposite is true—the caves stay warmer, even when it is snowing outside” (paragraph 10)
 - Ⓔ “At Canli Kilise, each of the houses had rooms of different shapes.” (paragraph 11)

9. Read this sentence from paragraph 12 of the passage.

“Although these complexes were smaller than Derinkuyu’s, they also seem to have served as a place of safety and storage.”

Which word part of “complexes” helps you to understand its meaning?

- Ⓐ The prefix *ex-* means “from.”
 - Ⓑ The prefix *com-* means “with.”
 - Ⓒ The suffix *-plex* means “having parts or units.”
 - Ⓓ The prefix *com-* means “with.”
10. Which **two** options could be used to replace the word “complexes” in paragraph 12?
- Ⓐ structures
 - Ⓑ boardinghouses
 - Ⓒ living quarters
 - Ⓓ groups of houses
 - Ⓔ apartment building

TEACHER NOTES

REAL-WORLD GOAL FOR STUDENTS

- Use Greek and Latin affixes and context clues to determine the meaning of words.

TIPS FOR THE STRUGGLING LEARNER

- Struggling readers may benefit from looking at the text with a discussion group. Have students read the text individually and underline unfamiliar words. Then, assign groups and have students take turns sharing the words they underlined. The groups can work together to hunt for word parts and create lists of definitions for each word part. Finally, students can reread the text on their own or with partners, and use their list of word parts to determine the meaning of the words within context.
- Word maps may also help struggling learners make connections between the text and new words. Instruct students to write a new word in the center of a circle. Then, they can use lines to connect the words to other words that contain the same word part or affix, creating word maps. These visual maps may help struggling learners internalize the links between the affixes and unfamiliar words, making them easier to understand.

TIPS FOR THE ENGLISH LEARNER

- English learners benefit from pairing written language with visuals. When reading a text with Greek or Latin affixes, consider providing them with visuals that give hints about the definitions of the affixes. By using visuals and context clues together, students will make stronger connections to the new words.
- Provide students with a random assortment of prefixes, suffixes, and root words and have them sort them into the three categories. Give students a list of prefixes, suffixes, and root words. Have them use the list of prefixes, suffixes, and root words to create words.

ACTIVITIES FOR THE ADVANCED LEARNER

- Give advanced learners the task of compiling a classroom vocabulary collection. When they come across new affixes in a text, they can use context clues to define them and then add them to an ongoing list of affixes. Every once in a while, highlight a few affixes to discuss with the whole class.
- Challenge students who excel at using context clues and word parts to create lists of synonyms for new words. If they come across unfamiliar words, they can define them and try to rewrite the sentences with synonyms. Have them check their work with partners to see if the sentences still make sense in the context of the reading.