

BEYOND BLUMENFELD'S ALPHA-PHONICS

SELF-TUTOR

For Rapid Advancement in Reading Levels

Anglo-Saxon, Romance, and Greek Layers of English

Plus

Anglo-Saxon Homonyms

Dedicated to Dr. Marcia K. Henry
for her training and encouragement

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ENGLISH: ANGLO-SAXON LAYER

ANGLO-SAXON PREFIXES

Lesson 1: Anglo-Saxon Prefixes I (Mostly Prepositions)

1. **for-**: **forget**, **forgot**, **forbid**, **forgive**, **forsake**, **forbear**
2. **in-**: **into**, **inside**, **indoors**
3. **with-**: **without**, **withstand**, **withstood**, **withhold**, **within**, **withdraw**, **withdrawal**, **withdrew**
4. **be-**: **because**, **became**, **become**, **befriend**, **behold**, **beheld**, **besiege**, **behind**, **belittle**, **before**
5. **over-**: **overlook**, **overcome**, **overbearing**, **overworked**, **overlearn**, **overwhelm**, **oversee**, **overdrawn**, **overcooked**, **overpowered**, **overachieve**, **overreach**
6. **by-**: **bystander**, **byline**

Lesson 2: Practice Sentences

1. Learn one lesson at a time, and you will not feel **overworked** or be **overwhelmed**.
2. The phonetic method of teaching reading has **withstood** the test of time.
3. Do not **forsake** your best friend in time of need.
4. Never **forget** to pay your bills on time.
5. They **besieged** the town until it was finally **overpowered** and forced to surrender.
6. A **bystander** saw the rapid **withdrawal** of the troops.
7. I never **overlook** a four-leaf clover.
8. It is a good idea to **befriend** as many good people as you can.
9. If you **overreach**, you might fall and get hurt. Be careful!
10. You can build a powerful English vocabulary by **overlearning** the prefixes, roots, and suffixes of English words.

Lesson 3: Anglo-Saxon Prefixes II

1. **un-** (not): **unhappy, unhappily, unlikely, unnerving, unreserved, uninviting, unfaithful, unreasonable, unstoppable, unconcerned, unkindly, unlucky, unfulfilling, uninteresting, unenergetic, unappreciated, unfounded, unintended**
2. **under-**: **understand, understanding, underwent, undergo, underage, understudy, undernourished, undercover, underserved, underworked, understaffed, undercut, underachiever**
3. **a-**: **alike, amount, aground, abound, astonish, afloat, afflict, abide, affirm, above, alone, arrange**

Lesson 4: Practice Sentences

1. It can be **unnerving** to be **around** people who treat us **unkindly**.
2. I **affirm** that the **underpaid** staff is **unenergetic**.
3. The **underpowered** boat lost the race. It was **afflicted** with a weak motor.
4. We should not be **unconcerned** about the **undernourished** children.
5. It is **unreasonable** to hire **underachievers**.
6. I was **astonished** when the big ship went **aground** during the storm.
7. I **understand** that the **understaffed** hospital is in desperate need of more doctors and nurses.
8. We should **abound** in **unstoppable** love toward one **another**.
9. People who are all **alone** are often **unhappy**.
10. Kind people do not **astonish** us with **unkind** words.

ENGLISH: ANGLO-SAXON LAYER

ANGLO-SAXON SUFFIXES

Lesson 5: Anglo-Saxon Suffixes I

1. **-er** (agent): painter, writer, teacher, farmer, worker, singer, plumber, jumper
2. **-hood** (condition, state, quality): state**hood**, brother**hood**, sister**hood**, mother**hood**, father**hood**, childhood
3. **-ing** (present participle): walking, flying, talking, writing, singing
4. **-ful** (full): awful, careful, fearful, tearful, useful, helpful, hopeful, meaningful
5. **-less** (without, lacking): helpless, senseless, useless, blameless, careless, sleepless, hopeless, formless, harmless, worthless

Lesson 6: Practice Sentences

1. “**Sleepless** in Seattle” was a really funny movie. Have you seen it?
2. A **writer** should write **carefully** if he or she wants to be **useful** and **helpful**.
3. **Painter**, **writer**, **teacher**, **farmer**, **worker**, **plumber** and **jumper** all end in **-er**.
4. Children learn to talk and sing from **childhood**.
5. I find being a reading **teacher** to be very **meaningful**.
6. Being **helpless** and **hopeless** can make one **sleepless**.
7. Being **hopeful** all the time can cure **hopelessness**.
8. Was Judy **blameless** or blameworthy? Her brother said she pinched him.
9. It is never helpful to be **careless**.
10. I am **hopeful** that this lesson has been **helpful**.

Lesson 7: Anglo-Saxon Suffixes II

1. **-ship** (quality, state, condition): fellowship, citizenship, ownership
friendship, scholarship
2. **-ly** (like, characteristic): carefully, likely, unlikely, ably, capably,
kindly, unkindly, friendly, brotherly, sisterly

Past Tense Ending -ed has three sounds: 1. /ěd/ after t & d

2. /d/ after a voiced letter

3. /t/ after a voiceless letter

3. **-ed** = /ěd/: added, acted, counted, crowded, ended, folded, landed,
lighted, painted, planted, printed, rested, waited
4. **-ed** = /d/: aimed, burned, called, changed, filed, filled, named, saved,
rained, rolled, stayed, turned
5. **-ed** = /t/: baked, boxed, camped, hitched, picked, hopped, hoped,
jumped, liked, looked, packed, pitched, stopped, wished

Lesson 8: Practice Sentences

1. I appreciate your **scholarship**. Your new book is very well **researched**.
2. People who are **unkindly** and **unfriendly** are **unlikely** to have many friends.
3. It is not **likely** that the **ownership** was **transferred** to the **rightful** heirs.
4. I **hoped** the rabbit would hop, and he **hopped** and **hopped** and **hopped**.
5. The sun **baked** the ground **thoroughly**.
6. Mom **ably** **packed** me a good lunch to take to school.
7. Ralph **stopped** to pick up his **scholarship** at the college office.
8. I **wished** that the Anglo-Saxon suffix **-ed** had only one pronunciation!
9. It **looked** like the athlete was going to win the high jump event.
10. You must have your **citizenship** if you want to vote **legally**.

Lesson 9: Anglo-Saxon Suffixes III

1. **-ness** (state of): **carefulness**, **blindness**, **niceness**, **meanness**, **kindness**, **faithfulness**, **hopefulness**

2. **-ish** (related to): **childish**, **selfish**, **outlandish**, **stylish**, **foolish**

-s and **-es** (Plural Endings – more than one)

3. **-s** (plural): **dogs**, **cats**, **chairs**, **cars**, **rooms**, **cups**, **jugs**, **hugs**

4. **-es** (plural) [If a word ends in **-s**, **-sh**, **-ch**, **-x**, or **-z**, you add **-es**]:
busses, **washes**, **splotches**, **boxes**, **buzzes**

-able, **-ible** (capable of, worthy)

5. **-able**: **capable**, **dependable**, **defendable**, **viable**, **reliable**

6. **-ible**, **defensible**, **reversible**, **sensible**, **visible**, **invisible**, **convertible**

Lesson 10: Practice Sentences

1. It is unlikely that a **selfish** person will have lots of **friendships**.
2. A **childish** adult is **incapable** of being reliable.
3. **Meanness** and **niceness** do not live in the same person.
4. **Carefulness** and **faithfulness** are good **qualities** to develop.
5. A **foolish** person often does **foolish** things.
6. The **invisible** man was not **visible** to the human eye
7. The washer **buzzes** when it is done washing the **clothes**.
8. The **stylish clothes** this year are **outlandish**.
9. A **reversible** jacket is like having two jackets for the price of one.
10. **Faithfulness**, **carefulness**, and **kindness** are **virtues**.

ENGLISH: THE ROMANCE (LATIN & FRENCH) LAYER

Prefixes

Lesson 11: Romance Prefixes I: Long Vowel in Open syllable

1. **re-** (back, again): **return, react, remember, relax, recall, reduce, reduction**
2. **de-** (from, away): **deform, delight, department, destroy, detest, dejected, defender**
3. **pre-** (before): **pretend, preview, prevent, present, preadjust, predict, preheat**
4. **bi-** (two): **bicycle, bilateral, bifocals, bilingual, biplane, bisect**
5. **tri-** (three): **triangle, tricycle, trilateral, trilingual**
6. **pro-** (before): **profound, project, promote, proclaim**
7. **co-** (together, with) **coordinate, coexist, cooperate**

Lesson 12: Practice Sentences

1. A **bicycle** has two wheels. A **biplane** has two wings.
2. Henry was **dejected** because Harry forgot to **return** his **tricycle**.
3. Jim was part of a **profound project** to **promote** weight **reduction**.
4. Jack **detested** his **department's decision** to **destroy** the evidence.
5. I could have **predicted** that the **bilateral** agreement would not **produce** the **predicted** results.
6. Good and evil cannot **coexist** because they cannot **cooperate**.
7. Jack **delighted** in his new red **tricycle**.
8. It is important to **cooperate** in order to **promote** the effort to **defend** the country.
9. Jerry was **bilingual** because he knew two languages
10. Sherry was **trilingual** because she knew three languages.

Lesson 13: Romance Prefixes II: Short Vowel in a Closed Syllable

1. **dis-** (separate, undoing): **dislike**, **displace**, **display**, **dismiss**,
disembark, **discover**
2. **sub-** (under): **subway**, **subtract**, **submarine**, **subscribe**, **submerge**
3. **mis-** (wrong, bad): **misplace**, **misspell**, **misunderstand**,
misinformation, **misapply**
4. **ex-** (out): **expect**, **export**, **extend**, **express**, **exterminate**
5. **trans-** (across): **translate**, **transport**, **transform**, **transatlantic**,
transmission, **transfer**
6. **con-** (together, with) **confide**, **conversation**, **confirm**, **conclusion**,
conjunction, **convince**
7. **non-** (not): **nonsense**, **nondescript**, **nonaddictive**, **noninfective**,
nonaligned, **nonexistent**

Lesson 14: Practice Sentences

1. Mary was sad when Jim **confided** that he was being **transferred** across the Atlantic on a **nondescript** military **transport** ship.
2. The **submarine disembarked** to sail **submerged** under the polar ice cap.
3. I **dislike misspelling** words because they can lead to **misunderstanding** and **misapplication**.
4. Studying Latin **prefixes** can help us **discover** the meaning of many new words.
5. At the end of the **conversation**, I could not come to a **conclusion** because my friend **expressed** himself in pure **nonsense**.
6. A recent study **confirmed** that aspirin is **nonaddictive**.
7. **Export** means to *carry out* and **transport** means to *carry across*.
8. The teachers **aligned** the **nonaligned** curriculum. Now they are **aligned**.
9. The teacher **dismissed** the class because she **disliked** the subject.
10. **Misapplying** information can lead to **misunderstanding**.

Lesson 15: Advanced Romance Prefixes III

1. **uni-** (one): **uniform**, **unicorn**, **unilateral**, **unicycle**
2. **mal-** (bad, evil): **malnutrition**, **malcontent**, **malfunction**,
malnourished
3. **bene-** (well, good): **benefit**, **benefactor**, **beneficiary**, **benediction**
4. **inter-** (among, between): **interact**, **interaction**, **interstate**, **intervene**,
interrupt, **intercept**, **interchange**, **interface**,
interject
5. **intra-** (within, inside): **intra-atomic**, **intrastate**
6. **intro-** (into, inward): **introduce**, **introduction**, **introvert**
7. **post-** (after, behind): **postdate**, **posthaste**, **postgraduate**, **postscript**,
postpone

Lesson 16: Practice Sentences

1. I had to **postdate** the check for the **uniforms**.
2. Some people think **unicorns** are mythical creatures.
3. A **malfunction** in a **unicycle** can **interrupt** a pleasant ride.
4. The teacher had to **intervene** when the student **interrupted** her class.
5. I **introduced** a **beneficial postscript** at the end of the letter.
6. **Malnutrition** leads to **malcontent** when people get really hungry.
7. A **benefactor** gave me a lot of money to tutor students.
8. Jim was an **introvert**. He did not like to **interact** with other people.
9. A **unicorn** riding a **unicycle** should not be on the **Interstate** Highway.
10. Mark gave the **benediction** at the end of the service.

Lesson 17: Advanced Romance Prefixes II: Disguised Prefixes

Note the double consonants that occur. Prefixes in -l come before a root beginning with l; r before r; and m before m; b, and p. etc.

Disguised prefixes are sometimes called chameleon prefixes because they change their form just like chameleons change their color to blend in with their surroundings. Linguists call this form of change assimilation.

con - (col-, com-, cor-) (together with)

1. **con-: convict, convince, connect, confide, conclude**
2. **col-: collect, collide, collision, collusion**
3. **com-: compartment, compound, combine, component**
4. **cor-: correct, corrode, corrosion**

in (il-, im-, ir-) [in or not]

5. **in-: invite, invent, intend, increase, intervene, inability, inactive, infrequent, inappropriate, incomplete, incurable, intransitive,**
6. **il-: illegal, illegitimate, illogical**
7. **im-: important, immortal, imbibe, imbalance, imbalance, impound, impossible, improper, impractical, imprudent, impure**
8. **ir-: irregular, irritate, irresponsible, irrigate, irrigation, irreplaceable, irresistible**

Lesson 18: Practice Sentences

1. I **convinced** my friend that it was **impractical** to **irrigate** the yard every day.
2. I was able to **invent** an **important component** for the **irrigation** system.
3. You should not **compound** an **imbalance** by **imprudent** actions.
4. **Irresponsible** people do **inappropriate** things.
5. It is **illogical** to expect a child to read before you teach the alphabet.
6. An **imbalanced, impractical, inappropriate** decision is **imprudent**.
7. Two cars **collided** yesterday in an **unintended collision**.
8. It is **important** to **increase** communications if you **intend** to **combine** efforts.
9. Dark chocolate is so **irresistible** that I could eat some every day.
10. You need to **communicate** with your **irresponsible** brother.

Lesson 19: Advanced Romance Prefixes III: Disguised Prefixes

sub- (**suc-**, **suf-**, **sug-**) (under)

1. **sub-**: **subtract**, **submarine**, **subject**, **subjective**, **subscribe**, **subway**, **subjugate**, **submerge**, **subordinate**, **submit**, **subjunctive**
2. **suc-**: **succeed**, **success**
3. **suf-**: **suffix**, **suffer**, **sufficient**
4. **sug-**: **suggest**, **suggestive**, **suggestion**

Lesson 20: Practice Sentences

1. During World War II, the people in London **succeeded** in using the **subways** as bomb shelters.
2. The name John is the **subject** of the sentence, “John ate cabbage.”
3. Mary had to **submit** a paper on the **subjunctive** mood in Spanish.
4. I **suggested** that Jim **subscribe** to a guitar magazine.
5. A **submarine** can **submerge** under the sea.
6. Martin **suffered** from **insufficient** food on his trip to the mountains.
7. You often find a verb in the **subjunctive** in a **subordinating** clause.
8. I **suggest** that everyone should learn to diagram sentences.
9. Julie had **success** learning to **subtract** in first grade.
10. John is **suffering** from a sore foot.

Lesson 21: Advanced Romance Prefixes IV: Disguised Prefixes

ad- (**ac-**, **af-**, **ag-**, **al-**, **ap-**, **ar-**, **as-**, **at-**) (to, toward)

1. **ad-**: **address**, **addict**, **advent**, **adduce**
2. **ac-**: **account**, **accord**, **accept**, **accident**
3. **af-**: **afford**, **affix**, **afflict**, **affliction**
4. **ag-**: **aggressive**, **aggravate**
5. **al-**: **allot**, **allow**, **allowance**, **alleviate**
6. **ap-**: **approach**, **appoint**, **appear**, **apportion**, **appropriate**, **apparition**
7. **ar-**: **arrest**, **arrive**, **arrival**, **arrange**
8. **as-**: **assign**, **assemble**, **assortment**
9. **at**: **attack**, **attend**, **attention**, **attract**, **attraction**

Lesson 22. Practice Sentences

1. John's parents could **afford** to pay him a good **allowance**.
2. Mark **accepted** an **assortment** of pens that had just **arrived** in the mail.
3. It was not **appropriate** for the children to **approach** the king.
4. The **attack** on the enemy position **attracted** the **attention** of the general.
5. The judge **arranged** for the policeman to **arrest** the robber.
6. An aspirin can usually **alleviate** a headache.
7. I **attended** the wedding at the published **address**.
8. Honey is delicious, but it can **attract** an **assortment** of flies.
9. My neighbor can **aggravate** me with his silly jokes.
10. I **accept** the challenge to **assemble** all the parts to fix the broken car.

ENGLISH: THE ROMANCE (LATIN & FRENCH) LEVEL

Suffixes

Lesson 23: Romance Suffixes I

1. **-ist** (noun, person): **dentist**, **scientist**, **chemist**, **flutist**, **guitarist**, **violinist**, **artist**, **pianist**.
2. **-ive**: **active**, **addictive**, **aggressive**, **cohesive**, **assertive**, **digestive**, **relative**, **sensitive**, **progressive**.
3. **-age**: **courage**, **damage**, **salvage**, **storage**, **forage**, **manage**, **pillage**, **marriage**
4. **-ant**: **abundant**, **defendant**, **elegant**, **entrant**, **observant**, **tenant**, **defiant**, **brilliant**
5. **-ent**: **coherent**, **absent**, **dependent**, **competent**, **eminent**, **resident**, **independent**
6. **-or** (person): **actor**, **doctor**, **editor**, **conductor**, **collector**, **inventor**, **professor**, **translator**, **dictator**

Lesson 24: Practice Sentences

1. The talented **guitarist** worked with an **eminent conductor**.
2. The **doctor** tells us that some drugs are very **addictive**.
3. They **managed** to **salvage** the furniture in the **storage** building.
4. It takes **courage** to stop an **aggressive** criminal.
5. The **brilliant professor** made an **eloquent** and **cohesive** translation of Homer's *Iliad*.
6. The **violinist**, the **flutist**, and the **pianist** are all **brilliant resident artists**.
7. Julius Caesar was a **brilliant** and **defiant dictator**.
8. The absent-minded **professor** was a **sensitive** poet.
9. The **scientist** studied how animals in the wild **forage** for food.
10. The **eminent actor** had **abundant talent**.

Lesson 25: Romance Suffixes II

1. **-ar** (adjective): **angular**, **popular**, **muscular**, **circular**, **solar**, **lunar**
2. **-ible** (can be done): **edible**, **incredible**, **horrible**, **possible**, **impossible**, **invisible**, **audible**, **terrible**, **forcible**, **credible**
3. **-ary** (related to): **sanitary**, **military**, **stationary**, **syllabary**, **vocabulary**, **dictionary**, **missionary**, **secretary**, **glossary**
4. **-ize** (to make, to put to): **realize**, **materialize**, **modernize**, **memorize**
5. **-ar** (noun): **dollar**, **liar**, **calendar**, **beggar**, **grammar**, **pillar**, **altar**
6. **-ance** (state of): **assurance**, **countenance**, **reliance**, **abundance**
7. **-(t)ure** (action, function, or result): **pasture**, **lecture**, **future**, **departure**, **adventure**, **expenditure**, **fixture**, **literature**, **venture**, **posture**

Lesson 26: Practice Sentences

1. It is **possible** to **memorize** great **literature**.
2. The **lecture** on the **grammar** of modern **horror literature** was very **credible**.
3. The **beggar** was very **muscular**.
4. The new light **fixture** caused a big **expenditure** in dollars.
5. Learning to **pasteurize** milk has prevented **terrible** illnesses.
6. I think it is **possible** to have a great **adventure** in the **future**.
7. The **solar** and **lunar calendars** are different.
8. Willie Wonka said the wall paper was **edible**.
9. The explorer made his **departure** for an **incredible adventure**.
10. Did the **beggar** give any **credible assurance** that he would take care of the **expenditure** in the **future**?

Lesson 27: Romance Suffixes III

-tion & -sion (action, state of being, result.)

1. **-tion** /shən/: **vacation**, **distraction**, **construction**, **subtraction**, **addition**, **direction**, **expedition**, **nutrition**, **repetition**, **partition**, **ignition**, **notification**, **detention**
2. **-sion** /shən/: **compression**, **depression**, **expression**, **impression**, **progression**, **confession**, **admission**, **compulsion**, **repulsion**, **apprehension**, **comprehension**, **tension**, **transmission**
3. **-sion** /zhən/: **invasion**, **conclusion**, **exclusion**, **inclusion**, **preclusion**, **intrusion**, **protrusion**, **evasion**, **erosion**, **explosion**, **confusion**, **division**, **revision**, **aversion**, **subversion**, **television**, **corrosion**, **supervision**

Lesson 28: Practice Sentences

1. I have heard that a good joke can help prevent **depression**.
2. **Comprehension** is the goal of literacy **instruction**.
3. You need all the facts to draw a valid **conclusion**.
4. Everyone needs a **vacation** from time to time.
5. An **addiction** is a form of **compulsion**.
6. **Division** involves **addition**, **subtractions** and **multiplication**.
7. The faulty **ignition** caused an **explosion**.
8. The **television** had a **transmission** on **nutrition** and health.
9. They say that **repetition** is the mother of learning.
10. The **supervision** sent an **expedition** which caused a lot of **apprehension**.

Lesson 29: Romance Suffixes IV

-tious, -cious /shəs/: (possessing the qualities of, abounding in, full of)

1. **-tious**: **ambitious**, **nutritious**, **expeditious**, **superstitious**, **vexatious**
2. **-cious**: **vicious**, **delicious**, **malicious**, **judicious**, **suspicious**, **spacious**, **precious**, **tenacious**, **audacious**, **ferocious**, **subconscious**, **capricious**

-tial, -cial /shəl/: (having the characteristics of, related to)

3. **-tial**: **initial**, **essential**, **partial**, **confidential**, **celestial**
4. **-cial**: **beneficial**, **crucial**, **official**, **judicial**, **facial**

Lesson 30. Practice Sentences

1. The **official** was very **capricious** in enforcing the laws.
2. The **subconscious** can be **beneficial**, or it can be **unbeneficial**.
3. The **audacious** plan is **confidential**.
4. The **delicious** cherries are very **beneficial** to our health.
5. It is **crucial** to be **impartial** when making a **judicial decision**.
6. The lion tamer was not afraid of the **ferocious** lion.
7. It is **essential** to know **celestial** mechanics to put a person on the moon.
8. The **vicious** criminal had **vexatious ambitions**.
9. The brave explorer was both **audacious** and **tenacious**.
10. Knowing how to read well is a **precious** and **beneficial** skill.

ENGLISH: THE ROMANCE (LATIN & FRENCH) LAYER

ROOTS

Lesson 31: Romance Roots I

A root is the main part of a word, the part to which prefixes and suffixes are added. The root usually receives the accent in Latin based words. Roots are valuable as patterns for decoding and spelling. They are also very valuable for learning new vocabulary to enhance your reading, writing, listening, and speaking.

1. **rupt** (to break or burst): **rupture, erupt, eruption, corrupt, bankrupt, abrupt, abruptly, interrupt, disruptive, irrupt, interruption**
2. **port** (to carry): **import, export, portable, transport, porter, deport, report, reporter, support**
3. **form** (to shape): **reform, deform, inform, transform, conform, formula, formal, informal, informative, information, conformation**
4. **tract** (to pull): **tractor, traction, attract, attractive, attraction, extract, contractual, subtract, protract, distract, contract, unattractive, retract, retraction, protractor, distraction**

Lesson 32: Practice Sentences

1. The **porter** can **transport** the **portable** chair to the **reporter**.
2. **Disruptive** students **interrupted formal** instruction.
3. A **tractor** needs big back tires to get good **traction**.
4. The volcano **erupted** in the middle of the night and **attracted** our **attention**.
5. Addition and **subtraction** give us **important information** for the formula.
6. We have to decide whether to **conform** to the norm or **transform** the norm.
7. I signed a **formal contract** to make it **conform** to the new **reform**.
8. Don't **distract** me when I am drawing with my **protractor**.
9. The dentist said he had to **extract** my tooth.
10. The **corrupt** politician went **bankrupt** when the public discovered his **corruption**.

Lesson 33: Romance Roots II

scrib, script (to write)

1. **scrib**: scribble, ascribe, describe, inscribe, prescribe, circumscribe, subscribe
2. **script**: description, inscription, superscription, script, Scripture, transcript, descriptive, prescription

spec, spect (to see, to watch)

3. **spec**: species, special, specimen, speculating
4. **spect**: spectator, spectacle, spectacular, respect, respectful, disrespectful, spectrum, perspective, suspect, inspector, inspection

Lesson 34: Practice Sentences

1. The **spectators** were **respectful** when the National Anthem was played.
2. The **inspector** gave a **spectacular description** of the robbery.
3. I saw a **specimen** of the **script inscribed** over the door to the tomb.
4. The **spectators described** the **spectacular** game to the **scribe**.
5. Your **description** of the new **species** of turtle is **spectacular**.
6. The play was quite a **spectacle**, full of fast action and good acting
7. I **suspect** the **scribe** can **transcribe** the strange letters on the chest.
8. He **respectfully** requested my attendance to get my **perspective**.
9. The **spectrum** divides light into many **spectacular** colors.
10. You should not be **disrespectful** of the **scribes** who gave us the **Scripture**.

Lesson 35: Romance Roots III

stru, struct (to build)

1. **stru**: instrument, instrumental, instrumentation
2. **struct**: structure, structural, construct, construction, reconstruction, reconstructionist, instruct, instruction, instructor, instructive, obstruct, destructive

dic, dict (to say, tell)

3. **dic**: indicate, indication, indicator, dedicate
4. **dict**: dictate, dictator, dictionary, predict, prediction, diction, dictation, dictating, valedictorian, dictatorial, dictum, contradict, edict, indict, verdict

Lesson 36: Practice Sentences

1. Everyone should learn to use a **dictionary** to improve their **diction**.
2. The **dictatorial** **dictator** **dictated** a **dictation** about a new **edict**.
3. The evidence **contradicted** the **verdict**.
4. I **predict** that the new **construction** will be **structurally** sound.
5. The **instructor** can teach **Structural** Linguistics to the students.
6. The **dictator** tried to **obstruct** justice with his **dictatorial** rule.
7. The jury's **verdict** was to **indict** the thief.
8. Did he **indicate** whether the **structure** of the building is sound?
9. The decision to follow the evil **dictator** was very **destructive**.
10. A guitar in the hands of an accomplished **instructor** is a wonderful **instrument**.

Lesson 37: Romance Roots IV

flect, flex (to bend)

1. **flect**: **inflect**, **reflect**, **inflection**, **deflect**, **reflector**
2. **flex**: **flex**, **flexible**, **reflex**, **circumflex**, **flexibility**

mit, miss (to send)

3. **mit**: **admit**, **commit**, **omit**, **remit**, **permit**, **submit**, **transmit**, **admittance**, **emit**, **committed**, **transmitter**, **remittance**
4. **miss**: **mission**, **missile**, **missive**, **admission**, **dismiss**, **remiss**, **permissive**, **submissive**, **intermission**, **commission**, **missionary**

Lesson 38: Practice Sentences

1. The **missionary** had a **commission** to proclaim the truth.
2. A **admittance** ticket will get you **admitted** into the park.
3. The **transmitter** on the **missile** **emitted** a vital **transmission**.
4. They **dismissed** the class to watch the **missile** launch.
5. Should I **admit** or **dismiss** the report that parents are too **permissive**.
6. The clerk forgot to give me my **remittance**, but I reminded her.
7. A **reflector** on a bicycle can protect you on a dark night.
8. A gymnast has to be very **flexible**.
9. The criminal did not **admit** to **committing** the crime.
10. A strong shield can **deflect** a flying arrow.

Lesson 39: Romance Roots V

1. **cred** (to believe): **credit**, **discredit**, **accredit**, **creditor**, **credential**, **credible**, **incredible**, **accreditation**
2. **pend** (to hang): **pending**, **pendulum**, **dependability**, **interdependent**, **pendant**, **dependent**, **independent**, **suspend**, **compendium**, **suspends**, **dependable**

duc, duce, duct (to lead)

3. **duc**: **educate**, **education**, **educator**, **educative**, **educational**
4. **duce**: **deduce**, **reduce**, **introduce**, **induce**, **produce**
5. **duct**: **conduct**, **deduct**, **duction**, **conduction**, **subduction**, **introduction**, **aqueduct**, **abduct**, **conductor**, **reduction**

Lesson 40: Practice Sentences

1. The **conductor** **conducted** us to the dining car.
2. An **educator** can **educate** people with good **educational** material.
3. He **introduced** her to a **dependable** **product** for weight **reduction**.
4. **Suspenders** are good for holding up one's pants.
5. The principal did a **credible** job getting the school **accredited**.
6. It is **incredible** that the patent for my invention is still **pending**.
7. You can **depend** on the **aqueduct** to **conduct** water to the city.
8. The **pendulum** on the clock swings back and forth all day long.
9. Mary wore a beautiful **pendant** her mother bought her.
10. Don't buy things on **credit** if you don't want to be a **creditor**.

Lesson 41: Romance Roots VI

pel, puls (to drive, push)

1. **pel**: **impel**, **compel**, **expel**, **propel**, **dispel**, **repel**, **propeller**, **propellant**, **repelling**, **compelling**
2. **puls**: **impulse**, **compulsion**, **expulsion**, **propulsion**, **impulsive**, **compulsive**, **repulse**, **repulsive**

fac, fact (to make, to do)

3. **fac**: **faculty**, **facile**, **facility**, **facilitate**
4. **fact**: **fact**, **manufacture**, **factory**, **satisfaction**

vert, vers (to turn)

5. **vert**: **convert**, **convertible**, **introvert**, **extrovert**, **divert**, **avert**, **inverted**
6. **vers**: **conversion**, **versus**, **diversion**, **aversion**, **subversion**, **inversion**, **reversion**

Lesson 42: Practice Sentences

1. It is a **fact** that the **factory** can **manufacture satisfactory propellers**.
2. The **faculty** works hard to **facilitate facile** instruction.
3. Are you an **introvert** or an **extrovert**?
4. They tried to **divert** the funds to **avert a controversy**.
5. They found a powerful **new propellant** for improving **propulsion**.
6. He had an **aversion** to riding in a **convertible** with the top down.
7. Have you ever felt a **compulsion** to do an **inversion**?
8. In Mexico, you have to **convert** dollars to pesos.
9. My daughter has no **aversion** to **repelling** down a mountain.
10. He tried to **dispel** all doubts about the new **propeller**.

Lesson 43: Romance Roots VII

1. **ject** (to throw): **eject**, **reject**, **object**, **project**, **dejected**, **rejected**, **objective**, **ejected**, **projected**, **projector**, **projectile**, **conjecture**, **dejection**, **objection**, **projectionist**, **inject**, **adjective**, **interject**, **subject**, **trajectory**, **abject**, **injector**, **objectivity**

Lesson 44: Practice Sentences

1. Studying Romance roots puts you on a **trajectory** to reading success.
2. The **ejection** seat on the jet fighter **ejected** the pilot and saved his life.
3. An **injection** of a powerful antibiotic could save a person's life.
4. Can you find the **adjective** in this little sentence?
5. A good **projector** **projects** a good **projection**.
6. Can you tell me the **subject** in this sentence?
7. They **rejected** the **projector** because it wouldn't **project**.
8. The **projectionist** **projected** a picture of a **projectile** **ejected** by a Roman catapult.
9. The **subject** of the lecture was the **abject** lack of **objectivity** in politics.
10. I felt **dejected** when they **rejected** my offer for handwriting and spelling books to improve literacy.

Lesson 45: Words of Romance Origin for Reading Practice

| | | |
|---------------------|-----------------|---------------|
| 1. introduction | reception | difference |
| 2. interruption | literature | competence |
| 3. corruption | respectfully | adversity |
| 4. destructive | predictable | reflection |
| 5. bilateral | cooperate | observant |
| 6. professor | inaudible | subtraction |
| 7. superstitious | incredulous | spectacular |
| 8. extracted | prescription | prescribing |
| 9. exclusively | convention | corruptible |
| 10. transformation | contracted | disrespectful |
| 11. circumscribe | information | contradict |
| 12. circumference | detention | manufacture |
| 13. impulsive | convertible | extrovert |
| 14. dejected | interjected | introvert |
| 15. intermission | admittance | dictionary |
| 16. dictatorship | reflector | suspension |
| 17. unintentionally | dependent | pendant |
| 18. diverted | independent | projected |
| 19. averted | interdependence | attention |
| 20. rupture | structure | spectator |

ENGLISH: THE GREEK LAYER

GREEK COMBINING FORMS

Lesson 46: Greek Combining Forms I

1. **phon** (sound): **telephone**, **phoneme**, **phonics**, **phonetic**, **symphony**
megaphone, **microphone**
2. **phono** (sound): **phonograph**, **phonogram**, **phonology**
3. **photo** (light): **photocopy**, **photography**, **photoflash**, **photogram**,
photographer, **photofinisher**, **photogenic**, **photographic**
4. **auto** (self): **automation**, **automatic**, **autograph**, **automobile**, **autoimmune**
5. **tele** (distance): **telecast**, **telephone**, **telegram**, **telephoto**, **telegraph**,
telethon, **television**, **telemetry**

graph, **gram** (written/drawn)

6. **graph**: **phonograph**, **photograph**, **photographer**, **telegraph**, **graphics**,
graphite, **autograph**, **bibliography**
7. **gram**: **telegram**, **grammar**, **grammatical**, **phonogram**

Lesson 47: Practice Sentences

1. Some people write their **autograph** **automatically**.
2. The **telegraph**, **telegram**, **telephone**, and **television** were great inventions.
3. A good **bibliography** is important in scholarly writing.
4. **Phonics** is an essential skill for fluent reading.
5. Amateur radio operators still use **telegraph** code to send messages.
6. I like to **diagram** sentences so I can see how the **grammar** works.
7. **Photographers** love **photography** of **photogenic** people.
8. You can tell a lot about people from their **autograph**.
9. The **autoimmune** system helps keep us well.
10. A good **microphone** is important for a good audio recording.

Lesson 48: Greek Combining Forms II

1. **ology** (study): **phonology**, **psychology**, **biology**, **zoology**, **hematology**
2. **audio** (sound): **audiometer**, **audiovisual**, **audiologist**, **audiology**
3. **micro** (small): **microscope**, **micrometer**, **microgram**, **microphone**, **micromanage**, **microcosm**
4. **meter** (measure): **micrometer**, **barometer**, **speedometer**, **pedometer**, **thermometer**, **chronometer**, **decameter**, **meter**, **hydrometer**, **diameter**, **kilometer**, **odometer**, **perimeter**
5. **therm** (heat): **thermal**, **thermodynamics**, **thermometer**, **thermostat**
6. **bio** (life): **biology**, **autobiographical**, **biography**, **autobiography**
7. **scope** (watch): **microscope**, **telescope**, **hydroscope**, **periscope**
8. **hydro** (water): **hydrophone**, **hydrology**, **hydroscope**, **hydrostat**, **hydroplane**, **hydroelectric**

Lesson 49: Practice Sentences

1. **Psychologists** say it is not good to **micromanage** people.
2. A good **pedometer** will help you stay in shape.
3. The **barometer** can help us know if a storm is brewing.
4. A **thermometer** measures temperature. A **thermostat** controls temperature. A **hydrostat** controls water level.
5. Many submarines have **periscopes** so they can see above the water.
6. Someday I may write my **autobiography**. Would you read it?
7. **Telescopes** and **microscopes** are both important in science.
8. A quality **microphone** will make a better recording than a cheap one.
9. **Thermodynamics** is a complicated subject dealing with heat.
10. An **audiologist** can check your hearing.

Lesson 50: Greek Combining Forms III

1. **ped** (foot): **pedometer**, **peddle**, **pedestrian**, **expedition**, **biped**, **quadruped**, **pedicure**, **expedite**, **orthopedic**
2. **arche** (old, ancient): **archaeology**, **archeologist**, **archeological**, **archetype**
3. **hyper** (over): **hyperactive**, **hyperthermia**, **hypersensitive**, **hypercritical**, **hyperinflation**, **hypertension**, **hyperbole**
4. **poly** (many): **polysyllable**, **polygon**
5. **mono** (one): **monocycle**, **monologue**, **monosyllable**, **monophobia**, **monolingual**
6. **ortho** (straight, correct, upright): **orthodontist**, **orthography**, **orthographer**, **orthodox**, **orthopedic**
7. **peri** (around): **period**, **periscope**, **periodical**, **perimeter**
8. **phil** (love): **philosophy**, **philosopher**, **philharmonic**, **philology**, **Phillip**

Lesson 51: Practice Sentences

1. A **pedometer** can tell you how many steps you have walked.
2. You have to have good balance to ride a **monocycle**.
3. A **Polysyllable** is a multisyllable word. It has more than one syllable.
4. The word *hope* is a **monosyllable** because it has only one syllable.
5. Some people are **hypersensitive** to perfumes.
6. An **octagon** is a **polygon** with eight sides.
7. A submarine uses a **periscope** to see what's going on above the surface.
8. Drivers need to watch out for **pedestrians** walking along the road.
9. Can you spell **orthography** correctly? It means to spell correctly.
10. A sharp **philosopher** taught **philosophy** at the **philharmonic**.

Lesson 52: Greek Combining Forms IV

1. **gon** (angle): **polygon**, **octagon**, **pentagon**, **hexagon**, **trigonometry**
2. **pol** (city): **police**, **political**, **politician**, **metropolis**, **metropolitan**,
Indianapolis
3. **phys** (nature): **physician**, **physiology**, **physiologist**, **physics**, **physical**
4. **log** (speech, word, reason): **dialogue**, **monologue**, **prologue**, **logical**,
logician, **syllogism**
6. **psych** (mind or soul): **psychology**, **psychologist**, **psychoanalysis**,
psycholinguistics
7. **sphere** (circle): **hemisphere**, **stratosphere**, **ionosphere**, **atmosphere**,
sphere

Lesson 53: Practice Sentences

1. **Trigonometry**, true to its Greek origin, deals with measuring angles.
2. **Indianapolis** is a great **metropolis** in the state of Indiana.
3. A **physician** needs to know a lot about **physiology**.
4. My **physics** teacher in high school made learning **physics** lots of fun.
5. “A **dialogue** is set off by commas,” said my English teacher.
6. **Logicians** teach us **logic** so we can think **logically**.
7. The **police** protect us from criminals who want to do us harm.
8. **Physical** Education is one of the most important classes in high school.
9. A **psycholinguist** studies the **psychological** aspects of human speech.
10. The high-flying SR-71 can fly in the **stratosphere**.

Lesson 54: Words of Greek Origin for Reading Practice

| | | |
|------------------|---------------|--------------|
| 1. chronometer | perimeter | microscope |
| 2. physician | zoology | periscope |
| 3. physiology | biography | telescope |
| 4. physiologist | bibliography | archeology |
| 5. telegraph | autobiography | archeologist |
| 6. metropolis | hyperactive | phonograph |
| 7. hemisphere | hydrogen | autograph |
| 8. decameter | monorail | triangle |
| 9. periscope | television | automatic |
| 10. biosphere | telegram | automobile |
| 11. psychology | telemetry | semicircle |
| 12. psychologist | monologue | microcosm |
| 13. hydroplane | dialogue | symphonic |
| 14. monocycle | photographic | orthodontist |
| 15. polygon | syllable | periodontist |
| 16. octagon | philosophy | pedometer |

A Study of English Homonyms

Anglo-Saxon Layer

Lesson 55: Homonym Practice Sentences I

1. John made a delicious *roll* as part of his *role* in the play.
2. I went *by* the store to *buy* some eggs and waved *bye* when I left.
3. I can tell the *hour* with *our* new grandfather clock.
4. I am not sure *whether* the *weather* is going to be hot or cold today.
5. I hope the *brake* on the car doesn't *break*. That would be bad!
6. There is a *sale* on *sail* boats down at the dock today.
7. I had a *plain* yogurt on the *plane* yesterday on the way to Dallas.
8. *Would* you know if there is any *wood* in the fireplace.
9. My *nose knows* when the delicious hot bread is done baking.
10. The little boy can *haul* his dog down the *hall* in his little red wagon.

Lesson 56: Homonym Practice Sentences II

1. *They're* sure that *their* dog is not over *there* in the park.
2. They hung the juicy *steak* over a fire from a long *stake* in the ground.
3. The Texas' *capitol* building is in the *capital* city in Austin.
4. Only *one* boy *won* the race to climb to the top of the wall.
5. I heard the door *creak* in the little shack near the running *creek*.
6. The doctor had medicine that helped *heal* the wound on my left *heel*.
7. There is a *beech* tree near the beautiful *beach*.
8. The soldiers *wore* new uniforms during the Second World *War*.
9. They *sell* good food to nourish the *cells* in your body.
10. The *whole* class worked together to dig a *hole* to plant a tree.

Lesson 57: Homonym Practice Sentences III

1. I had to *read* a good book about a *reed* that grows in the Nile River.
2. Jim looked down from *high* up in the tree, and yelled, “*Hi!*”
3. The men declared *peace* and enjoyed a *piece* of apple pie together.
4. *So* you can *sew* a patch on your jacket and then *sow* flowers outside?
5. They paid the *fare* to go to the country *fair*.
6. The hard *rain* soaked the horse’s *rein* during the *reign* of Henry VI.
7. *No*, I did not *know* that he was getting married.
8. Don *rode* his Honda 599 motorcycle down the narrow *road*.
9. The easiest *way* to increase your *weight* is to eat more fattening food.
10. *Your* aunt says *you’re* coming to our house for dinner this evening.

Lesson 58: Homonymy Practice Sentences IV

1. They can eat delicious *dessert* in the hot *desert*.
2. The cat that climbed the *fir* tree had thick *fur* for the cold weather.
3. He put *flea* powder on his dog to cause fleas to *flee*.
4. I saw a *male* cat run way from the *mail* carrier.
5. It was a *pain* to replace the heavy window *pane*.
6. My *son* likes to play outside in the warm *sun* light.
7. The *four* boys tried out *for* parts in the school play.
8. Samuel Colt *led* in the manufacture of *lead* bullets.
9. I can *see* clearly the tumultuous *sea* from my motel balcony.
10. Tony seemed very *weak* this *week*.

Lesson 59: Homonymy Practice Sentences V

1. What is the *serial* number on the new box of breakfast *cereal*?
2. The *two* boys were *too* tired *to* play on the way *to* the store.
3. Is it *vain* to try to remember how to spell weather *vane* and blood *vein*?
4. I *knew* the *new* boy at school was from England from his accent.
5. Can you *write* with your *right* hand?
6. I was very *bored* when the School *Board* decided to extend the school year.
7. I *ate eight* delicious apples for lunch.
8. The thief was able to *steal* a part of a motor made of expensive *steel*.
9. The winds *blew* the fluffy clouds across the *blue* sky.
10. Mary spilled a sack of fine white *flour* on her pretty blue *flower*.

Lesson 60: Homonymy Practice Sentences VI

1. He had not *been* to the corn *bin* for a long time.
2. My dog's *hair* stood on end when he saw a *hare* jump over a fence.
3. The *merry* man and woman were to *marry* on Christmas Day.
4. *Patients* in the hospital often need a lot of *patience* if their stay is long.
5. Did you hear the *tale* about the *tail* of Babe the Blue Ox.

The Layers of Language – Historical Overview

English has been influenced by other languages. It did not originate in England as you might think. The oldest words came from tribes who invaded England from northern Europe and wiped out the civilization they found there.

These **Anglo-Saxon** conquerors had few words, mostly those connected with things they used and actions of their daily lives. This Old English resembled German; many of the words we use today came from Anglo-Saxon. Most of our one-syllable words are Anglo-Saxon, words like bed, cold, sit, but, milk, field, walk, and eat.

Norman invaders came later (1066) from what is now called **France**. Their language contained many words they had learned from the Romans, who at one time conquered France. The language of the Romans was called Latin; we have many words that were originally Latin. This is the Romance Level of English.

Later, again, scholars in England borrowed words directly from **Latin** itself, which for centuries was the language of the educated men and women all over Europe. Many of our longer and more scholarly words reached us in this way, words like illustrate, transportation, speculate.

The Romans themselves borrowed many words from the **Greeks**. Some of the Greek words had themselves been borrowed from still earlier people, the Phoenicians. Today we use many words from Greek, including philosophy, phonography, physiology, and hydrometer.

English Vocabulary: Origins

| Decile | English | French | Latin | Danish | Other |
|--------|---------|--------|-------|--------|-------|
| 1 | 83% | 11% | 2% | 2% | 2% |
| 2 | 34 | 46 | 11 | 2 | 7 |
| 3 | 29 | 46 | 14 | 1 | 10 |
| 4 | 27 | 45 | 17 | 1 | 10 |
| 5 | 27 | 47 | 17 | 1 | 8 |
| 6 | 27 | 42 | 19 | 2 | 10 |
| 7 | 23 | 45 | 17 | 2 | 13 |
| 8 | 26 | 41 | 18 | 2 | 13 |
| 9 | 25 | 41 | 17 | 2 | 15 |
| 10 | 25 | 42 | 18 | 1 | 14 |

Explanation: If we group the vocabulary of English into the first most frequent thousand words, second most frequent thousand words, third most frequent thousand words, and so on, then compute the percentage of native versus borrowed words in each of these groups of a thousand, we find the above figures.

The "other" group includes mostly mixed or doubtful words, or words that only might be assigned to English, French or Latin words. Only Dutch among "other" exceeds 1 percent in any of the deciles. When all the words are in running text are put into one group, the percentages are as follows: English 78.1; French 15.2; Latin 3.1; Danish 2.4; other (Greek, Dutch, Italian, Spanish, German, etc.): 1.3. Comment: These data were compiled from several thousand business letters. (Roberts, A. Hood. *A Statistical Linguistic Analysis of American English*. The Hague, 1965.)

From Williams, Joseph M. *Origins of the English Language, A Social and Linguistic History*. The Free Press, 1975.

The 14 Words that Make All the Difference

These words make all the difference because they contain the **twenty most useful *prefixes* and fourteen most important *roots*** and are to be found in over 14,000 words in a collegiate size dictionary or close to an estimated 100,000 words in an unabridged size dictionary. This is according to James I. Brown, Professor of Rhetoric, University of Minnesota; in his *Programmed Vocabulary* book, printed by Meredith Publishing Company, New York, 1971. Also see the earlier work by J. I. Brown: (Brown, J. I. Reading and vocabulary: 14 master words. *Word Study* 24:1-4)

1. precept
2. detain
3. intermittent
4. offer
5. insist
6. monograph
7. epilogue
8. aspect
9. uncomplicated
10. nonextended
11. reproduction
12. indisposed
13. oversufficient
14. mistranscribe

The Story of English

I. Simple English: Mostly Anglo-Saxon

A long time ago there was a place that had no name. It was filled with men and women who could not do a lot of things. They could hunt deer. They could stand still and hide. They might kick a cat or pet the dog. They ran fast, and played games and built houses. They might stop and start or jump up and down with joy. They had no bats to swing or balls to hit. Yet they did shout and scream and laugh and cry. To get food to eat, they would spear fish and grow plants. They got milk from cows. They cut down trees to make houses. They grew grapes and made wine. At night they could watch the moon and stars. Or they could just go to sleep. Then came some men in big boats from a place called Rome.

Reading Levels: Flesch Kincaid 2.0

II. Fancy English: Mostly Latin and French

This place is what today we call **England**. When the **Roman legions conquered** this island, they **considered** the **indigenous** people **savages** who were **completely** without **culture** and **legal traditions**. **Naturally** they had to **educate** them. Since these **savages** had no **legal** terms or **cultural** terms in their **vocabulary**, the Romans added the **necessary** words from their **language** which was **Latin**. **Eventually** from **Ireland** and **Italy** came **missionaries** who brought **Christianity** to these **pagans**. These **missionaries** taught the **savages** that if they changed their **religion** from **polytheism**, were **baptized**, and **accepted Jesus** as their **savior**, **salvation** could be theirs. Because the **savages** did not have the **appropriate** words in their simple story telling **language**, the **missionaries** added the words or **created** words from their two **favorite languages**, **Latin** and **Greek**. Then came the **Norman French**. They **conquered** the somewhat **civilized savages** and added to their **vocabulary** words dealing with **cuisine** and **military matters**. So now words like **victuals**, **lieutenant**, **colonel**, **bivouac**, **rendezvous**, **boudoir**, and **unique** were added to the **language**. And as **foreign** words **entered** the **language**, they kept their **phonetic patterns** rather than changing to the **phonic** spelling of the **original story-telling language** of the **savages**.

Reading Level: Flesch Kincaid 11.0

BEYOND BLUMENFELD'S ALPHA-PHONICS SELF-TUTOR

PROGRESS CHART

Student _____ Teacher _____ Grade _____

School _____ Start Date _____ Finish Date _____

Circle the lesson completed. **Bold** numbers are Practice Sentences.

English: Anglo-Saxon Layer

Prefixes 1 2 3 4

Suffixes 5 6 7 8 9 10

English: Romance Layer (Latin & French)

Prefixes 11 12 13 14 15 16

Disguised Prefixes 17 18 19 20 21 22

Latin Suffixes 23 24 25 26 27 28 29 30

Latin Roots 31 32 33 34 35 36 37 38 39 40

41 42 43 44

Decoding Practice 45

English: Greek Layer

Combining Forms 46 47 48 49 50 51 52 53

Decoding Practice 54

English: Homonyms

Illustrative Sentences 55 56 57 58 59 60

Note from Internet Publisher: Donald L. Potter

June 24, 2021

There are basically **three layers** of English:

1. Original English Language Words (Anglo-Saxon)
2. Latin Language Words (Latin & French)
3. Greek Combining Forms

There are **two ways** to achieve competence in reading advanced levels of English.

1. The **first way** is to simply work to learn the words as they occur in the subjects that employ them such as history, science, literature, etc. This is generally how students acquire the advanced vocabulary necessary for high school and college level work.
2. The **second way** is to teach the pronunciation and meaning of the roots, prefixes, suffixes, and combining forms themselves.

The **second way** can be of special service to two different groups. This is a shortcut to major improvements in reading ability.

(1) The **first group** consists of older students who are behind grade level in reading. This is a very significant population in America.

(2) The **second group** consists of bright young children who are capable of reading above grade level when introduced early to advanced English morphology that is typically reserved for higher grades. I have actually taught much of this to first and second grade students who are already well grounded in basic Anglo-Saxon phonics and vocabulary.

Dictionary

The **most important tool** for advancing your reading ability is a good dictionary. You can learn the pronunciation, language of origin, part of speech, meaning, and usage of every word from a dictionary. The dictionary is **the tool** that enables you to be a truly **independent reader**.

A good introduction to the approach in this method is Dr. Marcia K. Henry's 1991 essay, "Organizing Decoding Instruction."

http://donpotter.net/pdf/organizing_decoding_instruc.pdf

Audio Instruction

I call this method a *Self-Tutor* because the audio instruction will enable the student to do most of the learning in the privacy of his or her home. The lessons can be listened to as many times as necessary until they are mastered.

Tutors, parents, and classroom teachers can assign lessons for the students to study at home with the help of the audio instruction. The tutoring time with the student can then be reserved for demonstrating mastery and discussion of the assigned material. This is often called the *flipped classroom* approach.

I call this program *Beyond Blumenfeld's Alpha-Phonics Self-Tutor* because I expect students who have finished *Blumenfeld's Alpha-Phonics Self-Tutor* will want to go **beyond** that necessary but basic level of reading achievement. Mr. Blumenfeld passed away in 2015, having never seen any of this material, but I am quite confident that he would have approved of this approach to taking students **beyond** his basic level program.

Mr. Potter last edited this document on January 31, 2021 - with much appreciated help from his proofreader, Kathy González, in Australia, who had to bear with some of our peculiar American spellings

The audio can be accessed at the following link.

<https://1drv.ms/u/s!A134cemqQVqjgmY88vwJzEWgPgO?e=oL7aoB>