

BEYOND BLEND PHONICS

English Morphology Made Easy

Anglo-Saxon, Latin, and Greek
Prefixes, Roots and Suffixes

Morphemes Visually Highlighted and Centered
for Ease of Learning

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English: The Anglo-Saxon Layer - Morphemes

Compound words

outlaw washcloth headquarters

blackboard toothbrush overpass

railroad touchdown silverware

watchman splashdown wristwatch

airline thunderstorm sunflower

jellyfish toenail newsboy

fishhook peppermint earthquake

classroom firefighter cookbook

Anglo-Saxon Prefixes I (Mostly prepositions)

for

forget

forbid

forgive

foreclose

forsake

forgot

in

into

inside

indoors

with

without

withstand

withhold

within

be

because

became

befriend

behold

besiege

behind

belittle

before

become

over

overlook

overcome

overbearing

overworked

overhear

overlearn

overwhelm

oversee

overdrawn

overcooked

overpowered

overachieve

overreach

by

bystander

byline

Anglo-Saxon Prefixes II

un (not)

unhappy

unlike

unhappily

unlikely

unnerving

unreserved

uninviting

unfaithful

unreasonable

unstoppable

unconcerned

undeserving

unkindly

unfulfilling

unlucky

unenergetic

unappreciated

unfounded

unintended

under

understand

underwent

undergo

underage

understudy

undernourished

undercover

underpaid

underserved

underworked

understaffed

underpowered

understanding

undercut

underachiever

a

alike

amount

aground

abound

astound

afloat

afflict

abide

affirm

above

alone

arrange

Anglo-Saxon Suffixes I

-ed (past tense)

walk**ed**
hopp**ed**
hop**ed**
jump**ed**
skipp**ed**
batt**ed**
patt**ed**

-er, -ar, -or (agent)

paint**er** scholar**ar**
writ**er**
teach**er** author**or**
farm**er** doctor**or**
work**er** inspect**or**
sing**er**
plumb**er**

-hood (condition, state, quality)

state**hood**
brother**hood**
sister**hood**
mother**hood**
child**hood**

-ing (pres. ptcp.)

walk**ing**
fly**ing**
talk**ing**
writ**ing**
sing**ing**

-ful (full)

aw**ful**
care**ful**
fear**ful**
tear**ful**
use**ful**
help**ful**
hope**ful**
meaning**ful**

-less (without, lacking)

help**less**
sense**less**
use**less**
blame**less**
care**less**
sleep**less**
hope**less**
form**less**
harm**less**

Anglo-Saxon Suffixes II

-s, -es (plural)

dogs foxes
chairs boxes
cars
rooms

-ship (quality, state, condition)

fellowship
citizenship
friendship
scholarship

-ly (like, characteristic)

carefully
likely
unlikely
ably
capably
obediently

-ness (state of)

carefulness
blindness
niceness
blessedness
kindness
faithfulness

-able, -ible (capable of, worthy)

capable defensible convertible
reliable reversible
dependable sensible
defendable visible
viable invisible

-ish (related to)

childish
selfish
foolish
outlandish
stylish

English: The Latin Level (Romance)

Latin Prefixes I

Long vowel sound at end of a syllable:

re- (back, again)

return

react

remember

relax

recall

reduce

reduction

de- (from, away)

deform

delight

department

destroy

detest

dejected

defender

pre- (before)

pretend

preview

prevent

present

preadjust

predict

preheat

bi- (two)

bicycle

bilateral

bifocals

bilingual

biplane

bisect

tri- (three)

triangle

tricycle

trilateral

trilingual

pro (before) (forward)

profound

produce

project

promote

proclaim

co- (together, with)

coordinate

coexist

cooperate

Latin Prefixes II

Short vowel in a closed syllable:

<u>dis</u> - (separate, undoing)	<u>sub</u> - (under)	<u>mis</u> - (wrong, bad)
dis like	sub way	mis place
dis place	sub tract	mis spell
dis play	sub marine	mis understand
dis miss	sub scribe	mis information
dis embark	sub merge	mis apply
dis cover		

<u>ex</u> - (out)	<u>trans</u> - (across)
ex pect	trans late
ex port	trans port
ex tend	trans form
ex press	trans atlantic
ex terminate	trans mission
	trans fer

<u>con</u> - (together, with)	<u>non</u> - (not)
con fide	non sense
con versation	non descript
con firm	non addictive
con clusion	non infective
con junction	non aligned
con vince	non existent

Advanced Latin Prefixes I

uni- (one)

uniform

unicorn

unilateral

unicycle

mal- (bad, evil)

malnutrition

malcontent

malfunction

malnourished

bene- (well, good)

benefit

benefactor

beneficiary

benediction

inter- (among, between) **intra-** (within, inside) **intro-** (into, inward)

interaction

intra-atomic

introduce

interstate

intrastate

introduction

interact

introvert

intervene

interrupt

intercept

interchange

interface

interject

post- (after, behind)

postdate

posthaste

postgraduate

postscript

postpone

Advanced Latin Prefixes II: Disguised Prefixes

Note the double consonants that often occur. Prefixes ending 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. Linguistics call this change of form assimilation.

con (col, com, cor) [together or with]

con vict	col lect	com partment	cor rect
con vince	col lide	com pound	cor rode
con nect	col lision	com municate	cor rosion
con fide	col lusion	com bine	
con clude		com ponent	

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

in voke	il legal	im port	ir regular
in vent	il legitimate	im mortal	ir ritate
in tend	il logical	im bibe	ir responsible
in crease		im balance	ir rigate
in tervene		im portant	ir rigation
in ability		im pound	ir responsive
in active		im possible	ir resistible
in requent		im proper	
in appropriate		im practical	
in complete		im prudent	
in curable		im pure	
in transitive			

Advanced Latin Prefixes III: Disguised Prefixes

sub–(suc, suf, sug) [under]

sub tract	suc ceed	suf fix	sug gest
sub marine	suc cess	suf fer	sug gestive
sub ject		suf ficient	
sub jective			
sub scribe			
sub way			
sub jugate			
sub merge			
sub ordinate			
sub mit			
sub junctive			

Advanced Latin Prefixes IV: Disguised Prefixes

ad (ac, af, ag, al, ap, ar, as, at) [to, toward]

address

addict

advent

adduce

account

accord

accept

accident

arrest

arrive

arrival

arrange

afford

affix

affllict

afffliction

aggressive

aggravate

assign

assemble

assortment

allot

allow

allowance

alleviate

approach

appoint

appear

apportion

appropriate

apparition

attack

attend

attention

atttract

attraction

Latin Suffixes I

<u>-ist</u> (noun, person)	<u>-ive</u>	<u>-age</u>
dent ist	act ive	cour age
scient ist	addict ive	dam age
chem ist	aggress ive	salv age
flut ist	cohes ive	stor age
guitar ist	assert ive	for age
violin ist	digest ive	man age
art ist	relat ive	pill age
pian ist	sensit ive	marri age
	progress ive	

<u>-ant</u>	<u>-ent</u>	<u>-Or</u> (noun)
abund ant	coher ent	act or
defend ant	abs ent	doct or
eleg ant	depend ent	edit or
entr ant	compet ent	conduct or
observ ant	emin ent	collect or
ten ant	resid ent	invent or
defi ant	fluent ent	profess or
brilliant ant	independ ent	translat or
		dictat or
		contract or

Latin Suffixes II

<u>-ar</u> (adj.)	<u>-ible</u> (can be done)	<u>-ary</u>
angular ar	ed ible	sanit ary
popular ar	incred ible	milit ary
muscular ar	horrib le	
circular ar	imposs ible	<u>-ize</u> (to make, to put to)
solar ar	invis ible	real ize
lunar ar	aud ible	material ize
	terr ible	pasteur ize
	forc ible	modern ize
	poss ible	memor ize
	cred ible	

<u>-ar</u> (noun)	<u>-ance</u> (state of)	<u>-t(ure)</u>
dollar ar	assur ance	past ure
liar ar	counten ance	lect ure
calendar ar	reli ance	fu ture
beggar ar		depar ture
gramm ar		adven ture
pill ar		expendi ture
altar ar		fix ture
		litera ture

Latin Suffixes III

Note: The vowel digraphs are all pronounced as the schwa sound /ə/ or short-short /ÿ/. The initial consonants are all pronounced like /sh/ as in shut. The consonants c, t, and s, are often part of the root word .

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

<u>-tion</u> /shun/	<u>-sion</u> /zhun/	<u>-sion</u> /shun/
vacat tion	invas sion	compress ion
distract tion	conclus ion	depress ion
construct tion	exclus ion	express ion
subtract tion	includ ion	impress ion
addit tion	preclud ion	progress ion
direct tion	intrus ion	confess ion
expedit tion	protrus ion	admiss ion
nutrit tion	evas ion	pretens ion
repetit tion	eros ion	compuls ion
partit tion	explos ion	repuls ion
ignit tion	confus ion	apprehens ion
notificat tion	divis ion	comprehens ion
detent tion	revis ion	tens ion
	avers ion	transmiss ion
	subvers ion	
	televis ion	
	corros ion	
	supervis ion	

Latin Suffixes IV

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

-tious

ambit**tious**
nutrit**tious**
expedit**tious**
repetit**tious**
superstit**tious**
vexat**tious**

-cious

vic**ious**
delic**ious**
malic**ious**
judic**ious**
suspici**ous**
spaci**ous**
prec**ious**
tenac**ious**
audac**ious**
feroc**ious**
subcons**icious**
capric**ious**

-tial, -cial (having characteristics of, related to)

-tial

init**ial**
essen**tial**
part**ial**
confident**ial**
celest**ial**

-cial

benefic**ial**
cruc**ial**
offic**ial**
judic**ial**
fac**ial**

Latin 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.

<u>rupt</u> (to break or burst)	<u>port</u> (to carry)	<u>form</u> (to shape)
rupt ure	im port	re form
e rupt	ex port	de form
e rupt ion	port able	in form
cor rupt	trans port	trans form
bank rupt	port er	con form
ab rupt ly	de port	form ula
inter rupt	re port	form al
dis rupt ive	sup port	in form al
ir rupt	re port er	in form ative
inter rupt ion		in form ation
		con firm ation

<u>tract</u> (to pull)	
tract or	pro tract
tract ion	dis tract
at tract	con tract
at tract ive	unat tract ive
at tract ion	re tract
ex tract	re tract ion
con tract ual	pro tract or
sub tract	dis tract ion

Latin Roots II

scrib, scribt (to write)

<u>scrib</u>	<u>script</u>
scribble	de scription
a scribe	in scription
de scribe	super scription
in scribe	script
pre scribe	Scripture
circum scribe	tran script
sub scribe	de scriptive

spec, spect (to see, watch)

<u>spec</u>	<u>spect</u>
spec ies	spect ator
spec ial	spect acle
spec imen	spect acular
spec ulating	re spect
	re spect ful
	disre spect ful
	spect rum
	per spect ive
	su spect
	In spect or Gadget

Latin Roots III

stru, struct (to build)

stru

in**stru**ment
in**stru**mental

struct

structure
structural
con**stru**ct
con**stru**ction
recon**stru**ction
recon**stru**ctionist
in**stru**ct
in**stru**ction
in**stru**ctor
in**stru**ctive
ob**stru**ct
de**stru**ctive

dic, dict (to say, tell)

dic

in**dic**ate
in**dic**ation
in**dic**ator
de**dic**ate

dict

dictate
dictator
dictionary
pre**dict**
pre**dict**ion
diction
dictation
dictating
vale**dict**orian
dictatorial

dictum
contra**dict**
edict
in**dict**
ver**dict**

Latin Roots IV

flect, flex (to bend)

<u>flect</u>	<u>flex</u>
in flect	flex
re fect	flexible
in flection	re flex
de flect	circum flex
genu flect	flexibility
re lector	

mit, miss (to send)

<u>mit</u>	<u>miss</u>
ad mit	mission
com mit	missile
om it	missive
re mit	ad mission
per mit	dis miss
sub mit	re miss
trans mit	per missive
ad mit tance	sub miss ive
em it	sub miss ion
com mit ted	inter miss ion
trans mit ter	com miss ion
re mit tance	missionary

Latin Roots V

cred (to believe)

credit
dis**credit**
ac**credit**
creditor
credential
credible
in**credible**
ac**creditation**

pend (to hang)

pending
pendulum
de**pendability**
interde**pendent**
pendant
de**pendent**
inde**pendent**
sus**pend**
com**pendium**
sus**penders**
de**pendable**

duc, duce, duct, (to lead)

duc

edu**cate**
edu**cation**
edu**icator**
edu**cat**ive

duce

de**duce**
re**duce**
intro**duce**
in**duce**
pro**duce**

duct

con**duct**
de**duct**
duction
con**duct**ion
sub**duct**ion
intro**duct**ion
aque**duct**
ab**duct**
con**duct**or
re**duct**ion

Latin Roots VI

pel, puls (to drive, push)

pel

imp**pel** prop**eller**
com**pel** prop**ellant**
exp**pel** rep**ellant**
prop**el** rep**elling**
dis**pel**
rep**el**

puls

imp**ulse**
com**pulsion**
exp**ulsion**
prop**ulsion**
imp**ulsive**
rep**ulse**
rep**ulsive**

fac, fact (, to make do)

fac

fac**ulty**
fac**ile**
fac**ility**
fac**ilitate**

fact

fact**ory**
manu**facture**
satis**faction**

vert, vers (to turn)

vert

con**vert**
con**vertible**
intro**vert**
di**vert**
a**vert**
extro**vert**
in**verted**

vers

con**version**
versus
di**version**
a**version**
sub**version**
in**version**
re**version**

Latin Roots VII

jac, jec, ject (to throw)

<u>ject</u>	
eject	dejection
reject	rejection
object	objection
project	inject
dejected	projectionist
rejected	adjective
objective	interject
ejection	injection
projection	subject
projector	trajectory
projectile	abject
conjecture	injector
	objectivity

Words of Latin Origin for Decoding Practice

introduction	reception	difference
interruption	literature	competence
corruption	respectfully	adversity
destructive	predictable	reflection
bilateral	cooperate	observant
professor	inaudible	subtraction
superstitious	incredulous	spectacular
extracted	prescription	prescribing
exclusively	convention	corruptible
transformation	contracted	disrespectful
circumscribe	information	contradict
circumference	detention	manufacture
impulsive	convertible	extrovert
dejected	interjected	introvert
intermission	admittance	dictionary
dictatorship	reflector	suspension
unintentionally	dependent	pendant
diverted	independent	projected
averted	interdependence	attention
rupture	structure	spectator

English: The Greek Level
Greek Combining Forms I

phon, phono (sound) [ph=/f/]

<u>phon</u>	<u>phono</u>
tele phone	phono graph
phon eme	phono gram
phon ics	phono logy
phon etic	micro phone
sym phon y	mega phone

<u>photo</u> (light)	<u>auto</u> (self)
photo copy	photo finisher
photo graphy	photo genic
photo flash	photo graphic
photo gram	auto graph
photo grapher	auto mobile
	auto immune

<u>tele</u> (distance)	<u>graph</u> , <u>gram</u> (written/drawn)
tele cast	phono graph
tele phone	photo graph
tele gram	photo graph y
tele photo	photo graph er
tele graph	tele graph
tele thon	graph ics
tele vision	graph ite
tele metry	auto graph
	bibli ograph y

Greek Combining Forms II

ology (study)

phon**ology**
psych**ology**
bi**ology**
zoo**logy**
hemat**ology**

audio (sound)

audiometer
audiovisual
audiologist
audiology

micro (small)

microscope
micrometer
microgram
microphone
micromanage
microcosm

meter (measure)

microm**eter** decam**eter**
barom**eter** **meter**
speedom**eter** diam**eter**
pedom**eter**
thermom**eter**
chronom**eter**

therm (heat)

thermal
thermodynamics
thermometer
thermostat

bio (life)

biology
autob**io**graphical
biography
autob**io**graphy

scope (watch)

micro**scope**
tele**scope**
hydro**scope**
peri**scope**

hydro (water)

hydrogen **hydroplane**
hydrophone
hydrology
hydroscope
hydrostat

Greek Combining Forms III

ped (foot)

pedometer

peddle

pedestrian

meter (measure)

hydrom**eter**

chronom**eter**

diam**eter**

arche (old, ancient)

archeology

archeologist

hyper (over)

hyperactive

hyperthermia

hypersensitive

poly (many)

polysyllable

polygon

mono (one)

monocycle

monologue

monosyllable

monophobia

ortho (straight, correct, upright)

orthodontist

orthography

peri (around)

period

periscope

periodical

phil (love)

philosophy

philosopher

philharmonic

Greek Combining Forms IV

gon (angle)

poly**gon**
octa**gon**
penta**gon**
tri**gon**ometry
hexa**gon**

pol (city)

po**lice**
po**litical**
metro**polis**
metro**politan**
Indianapo**lis**

phys (nature)

ph**ys**ician
ph**ys**iology
ph**ys**iologist
ph**ys**ics
ph**ys**ical

log, logo (speech)

dia**logue**
mono**logue**
logical
logician

psych (mind or soul)

ps**ych**ology
ps**ych**ologist
ps**ych**oanalysis
ps**ych**olinguistics

sphere (circle)

hemi**sphere**
strato**sphere**
atmo**sphere**
bio**sphere**

Decoding Practice – Words of Greek Origin

chronometer	perimeter	microscope
physician	zoology	periscope
physiology	biography	telescope
physiologist	bibliography	archeology
telegraph	autobiography	archeologist
metropolis	hypoactive	phonograph
hemisphere	hydrogen	autograph
decameter	monorail	triangle
periscope	television	automatic
biosphere	telegram	automobile
psychology	telemetry	semicircle
psychologist	monologue	microcosm
hydroplane	dialogue	symphonic
monocycle	photographic	orthodontist
polygon	syllable	periodontist
octagon	philosophy	pedometer

ENGLISH HOMONYMS

roll	role		its	it's	sun	son
buy	by	bye	cell	sell	for	four
hour	our		hole	whole	led	lead
hear	here		reed	read	sea	see
weather	whether		hi	high	weak	week
brake	break		peace	piece	cereal	serial
sail	sale		fair	fare	too	two to
plain	plane		sew	so sow	vain	vein vane
wood	would		rain	reign rein	knew	new
knows	nose		know	no	write	right
hall	haul		road	rode	board	bored
loan	lone		way	weigh	eight	ate
their	there	they're	your	you're	steal	steel
steak	stake		ant	aunt	blue	blew
capitol	capital		dessert	desert	flour	flower
won	one		fir	fur	been	bin
creak	creek		flea	flee	hair	hare
heal	heel		mail	male	marry	merry
meet	meat		pain	pane	patience	patients
beech	breach		principal	principle	tail	tale
war	wore					

Test for English Homonyms

1. The ball can ____ down the hill. He had a good ____ in the play. *role roll*
2. I can ____ a new car. I went ____ the house. When he left he said “ ____.” *bye buy by*
3. It is ____ car. The clock tells us the correct _____. *hour our*
4. I can ____ the bell. The big bell is _____. *here hear*
5. The ____ looks bad outside today. Do you know _____ we can eat out today. *whether weather*
6. The ____ will stop the car. A rock can _____ a window. *brake break*
7. The ship has a big _____. The new car is on _____. *sale sail*
8. I like _____ yogurt. The fast _____ flew high. *plane plain*
9. There are a lot of big tress in the little _____. I _____ like to go to the movie. *would wood*
10. John _____ a lot about rockets. Rudolf’s _____ is red. *nose knows*
11. There is a picture in the _____. The truck can _____ a bit load. *hall haul*
12. Can you _____ me \$10.00? The _____ student sat out by himself at recess. *lone loan*
13. _____ dog is cute! _____ is a cup on the table. _____ coming to dinner. *they’re their there*
14. I am hungry for a big juicy _____. I use a _____ in the ground to brace the tent. *stake steak*
15. The business needs more _____. I want to visit the _____ this spring. *capital capitol*
16. The boys _____ the race. I need just _____ more slice of bread. *won one*
17. I hear a _____ when the door is opened. We used to swim in the _____. *creak creek*
18. The medicine will _____ the sick boy. She lost the _____ of her shoe. *heel heal*
19. Nice to _____ you. I would like some _____ on my sandwich. *meet meat*
20. I can climb the _____ tree. He can swim at the _____ tomorrow. *beach beech*
21. They used big guns in the _____. She _____ a beautiful green blouse. *wore war*
22. _____ a find day to play outside. The mouse said that _____ mother was asleep. its it’s
23. There was a _____ phone in the prisoner’s _____. Can you _____ me some coffee? *sell cell cell*

24. The dog dug a deep ____ in the yard. Jim ate the _____ apple pie. *hole whole*
25. I saw a _____ growing in the river. I liked to _____ the Hobbit. *reed read*
26. Mary met Jane and said “Hi!” The picture was too _____ to reach. *high hi*
27. I want a ____ of apple pie. Wars are bad _____ is good. *peace piece*
28. I went to the ____ on a _____ day. The buss _____ is \$1.00. *fair fare fair*
29. Mom can _____ a pretty dress. Jim is _____ very smart. Mary can _____ flowers. *sow so sew*
30. The ____ fell hard. The king had a very good _____. The horse has two _____. *reign rain reins*
31. I _____ all about rocket ships. Did you say, “_____” or “yes?” *know no*
32. I _____ rode the black horse. The _____ is very bumpy. *road rode*
33. What is the right _____. How much do you _____. *weigh way*
34. Where is _____ house? They said _____ running for President. *your you're*
35. The little _____ lives in a nest under the ground. My _____ loves music. *ant aunt*
36. The _____ is very delicious. It there is little water in the hot _____. *dessert desert*
37. The tall _____ tree is very tall. The _____ coat will keep you warm. *fur fir*
38. My dog as a _____. The soldiers had to _____ from the enemy. *flea flee*
39. I got a book in the _____. The dog was a _____ not a female. *mail male*
40. Judy had ____ in her broken arm. The window _____ broke when ball went through it. *pane pain*
41. Twyla was a great _____ at our school. It is always a good _____ to be nice. *principal principle*
42. The ____ is shining today. My ____ rides a bicycle. *sun son*
43. I the present to Judy ____ her birthday. Billy can count to ____ on his fingers. *for four*
44. Uncle Clayton ____ the parade. There is ____ in my pencil. *led lead*
45. The ____ is calm this evening. I can _____ the light on the hill. *sea see*
46. The _____ boy is not very strong. Thursday is a day of the _____. *week weak*
47. I want _____ for breakfast. The book was published as a _____ in the newspaper. *cereal serial.*
48. You talk ____ much. _____ girls are swimming. Let's go ____ the show. *too to two*

49. Blood flows through our _____. The weather _____ points north. His efforts are _____ *vane vain vein*
50. I _____ it was too late to go shopping. I have a _____ novel to read. *knew new*
51. I need to _____ a letter. It is _____ to make a _____ turn. *right write right*
5. I need a _____ to make a shelf. I was _____ with the movie. *board bored*
53. Jimmy is _____ years old. I _____ a delicious watermelon. *eight ate*
54. The thief wanted to _____ the car. They use strong _____ to make the bridge. *steal steel*
55. The sky is _____ today. Jack _____ the trumpet. *blew blue*
56. Mom used _____ to make a pie. Betty put a pretty _____ in the pot. *flour flower*
57. I have never _____ to Rome. There are screws in the _____ at the hardware store. *been bin*
58. The wind blew my _____ hair. The _____ ran down the hole in the ground. *hair hare*
59. The lovers wanted to go _____. Have a _____ Christmas and Happy New Year. *merry marry*
60. Teachers need a lot of _____ with students. Doctors try to heal their _____. *patience patients*
61. The dog has a long _____. The _____ of the Hobbit is really good. *tail tale*

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

Fourteen Words that Make All the Difference

KEYS TO THE MEANINGS OF OVER 14,000 WORDS

DERIVATIONS

WORDS	PREFIX	COMMON MEANING	ROOT	COMMON MEANING
1. Precept	<i>pre-</i>	(before)	<i>capere</i>	(take, seize)
2. Detain	<i>de-</i>	(away, down)	<i>tenere</i>	(hold, have)
3. Intermittent	<i>inter-</i>	(between, among)	<i>mittere</i>	(send)
4. Offer	<i>ob-</i>	(against)	<i>ferre</i>	(bear, carry)
5. Insist	<i>in-</i>	(into)	<i>stare</i>	(stand)
6. Monograph	<i>mono-</i>	(alone, one)	<i>graphein</i>	(write)
7. Epilogue	<i>epi-</i>	(upon)	<i>logos</i>	(speech, study)
8. Aspect	<i>ad-</i>	(to, toward)	<i>specere</i>	(see)
9. Uncomplicated	<i>un-</i>	(not)	<i>plicare</i>	(fold)
10. Nonextended	<i>com-</i>	(together, with)	<i>tendere</i>	(stretch)
	<i>non-</i>	(not)		
11. Reproduction	<i>pro-</i>	(forward, for)	<i>ducere</i>	(lead)
	<i>re-</i>	(back, again)		
12. Indisposed	<i>pro-</i>	(forward, for)	<i>ponere</i>	(put, place)
	<i>in-</i>	(not)		
13. Oversufficient	<i>dis-</i>	(apart, not)	<i>facere</i>	(make, do)
	<i>over-</i>	(above)		
14. Mistranscribe	<i>sub-</i>	(under)	<i>scriber</i>	(write)
	<i>mis-</i>	(wrong)		
	<i>trans-</i>	(across, beyond)		

From *Programmed Vocabulary* by J. I. Brown

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

Dr. Robert Gangé on Automaticity

From “Mastery Learning and Instructional Design,” *Performance Improvement Quarterly*, 1988.

Intellectual skills that are highly practiced come to be performed automatically, that is, they demand little conscious attention. The skilled student of geometry doesn't have to “stop and think” about how to find the value of the complementary angle of 100 degrees – instead, its value of 80 degrees is known automatically once its direction and origin are perceived. The skilled reader does not slow down his comprehension in order to pay conscious attention to the difference between *welcome* and *winsome*, because the differences in their sounds are automatically processed. The skilled writer doesn't stop to attend to the form of a past participle of the word *go*, but writes automatically, “I have gone.”

By definition a skill becomes automatic when it can be performed without interfering with a second simultaneous task. In practice, automaticity is achieved by repeated performances in different examples. For instruction, one of the best procedures appears to be involving learners in game-like exercises in which they strive to beat their previous times in performance of a skill.

The main importance of automatization of skills lies in the freeing of attention for other tasks, particularly those that involve problem solving. Thus, reading comprehension depends on the automatization of decoding skills, so that the “thinking” part of reading can be done. The solving of arithmetic word problems depends on the automatization of skills in mathematical translation in order that attention be made available for problem solving activity. Skillful automobile driving likewise requires the presence of automatized component skills of acceleration, braking, and steering. Here is the way I would state the most important hypothesis in this area:

The *principal factor* affecting the development of higher-level thinking in learners is the release of attention by automatization of basic skills.

In his 1981 book, *Why Johnny STILL Can't Read and what you can do about it*, Rudolf Flesch tells us, “I wrote to Dr. Gangé and asked him how he first developed his ideas. He answered:

My ideas about task analysis, learning hierarchies and subordinate skills came originally from a study I did on the learning of ninth graders in a mathematics problem (inferring and stating a general formula for the sum of terms in a number series.) When I ran across some students who seemed to be having particular difficulties learning to perform this task, it seemed to me they were missing some “subordinate skills,” in some cases rather simple arithmetic skills. Accordingly, I did a study in which I first analyzed the subordinate skills of the number-series task, then tested students on them, and taught them the subordinate skills they didn't know. As a research psychologist used to the notion that learning is a gradual process. I was surprised at the results. Once subordinate skills were mastered, the new learning was very rapid, and “sudden.” (35)

BEYOND BLEND PHONICS: WORDS - PROGRESS CHART

Student _____ Teacher _____ Grade _____

School _____ Start Date _____ Finish Date _____

English: Anglo-Saxon Layer

Compound Words	1	
Prefixes	2	3
Suffixes	4	5

English: Latin Level (Romance)

Prefixes	6	7	8				
Disguised Prefixes	9	10					
Latin Suffixes	11	12	13	14	15		
Latin Roots	16	17	18	19	20	21	22
Decoding Practice	23						

English: Geek Level

Combining Forms	24	25	26	27
Decoding Practice	28			

English: Homonyms

Practice Words	29		
Homonym Test	20	31	32

Note from Internet Publisher: Donald L. Potter

May 27, 2020

Beyond Blend Phonics: Words (BBPW) is an abbreviated form of my *Beyond Blend Phonics: English Morphology Made Easy (BBP)*. The latter book was created as a follow-up to *Reading Made Easy with Blend Phonics for First Grade (RME)* by Hazel Loring, which I edited and republished and my own *Blend Phonics Lessons and Stories (BPL&S)*.

BBPW contains the same words that are taught in *BBP* without the illustrative sentence that teach the meanings of words through context. The words are aligned so the morphemes (prefixes, suffixes, and roots) are aligned in bold. This is a powerful tool for teaching the morphemes. Instead of written illustrative sentences to teach expand vocabulary by teaching morphemes, *BBPW* depends on teacher-student interchange to convey the meanings of the morphemes as they apply to the words.

BBPW is offered as a free supplement *BBF*.

Students who first learn to decode all the words in *RME* and *BPL&S* will be able to further increase their reading achievement by working through *BBP* and *BBPW*.

BBPW & *BBP* is organized by **language of origin** beginning with Anglo-Saxon prefixes and suffixes then Latin prefixes, suffixes, and roots, then Greek combining forms, and rounding out with a detailed study of common English homonyms.

A good introduction to this approach to increasing reading levels by teaching words by Language of Origin is Dr. Marcia K. Henry's essay, "Organizing Decoding Instruction."

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

Last revised by Mr. Potter on June 8, 2021.

Internet Resources

James I. Brown *Programmed Vocabulary*, etc.

<https://archive.org/search.php?query=creator%3A%22Brown%2C+James+I.+%28James+Isaac%29%2C+1908-2002%22>

<https://archive.org/details/americanwayofspe0000vene/mode/2up>

Organizing Decoding Instruction by Marcia K. Henry.

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

www.blendphonics.org

www.donpotter.net

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