

# Building Spelling Skills

**Book 8**

**Second Edition**



*Written by* **Garry J. Moes**

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2018 Printing

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A publication of

***Christian Liberty Press***

502 West Euclid Avenue  
Arlington Heights, IL 60004  
www.christianlibertypress.com

**Author:** Garry J. Moes

**Layout and editing:** Jodee Kulp and Edward J. Shewan

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**Graphics:** Jodee Kulp @ Graphics Arts Services, Brooklyn Park, MN and *ClickArt Incredible Image Pak 65,000*, copyright © 1996 T/Maker Company

**Cover design:** Bob Fine

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ISBN 978-1-935796-08-4 (print)  
978-1-629820-89-7 (eBook PDF)

Printed in the United States of America

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# PREFACE

Dear Teacher or Parent:

Book 8 of the *Building Spelling Skills* series is dedicated to the discovery of roots for the spelling of English words. Understanding the origins of words and word components is often a strong aid in learning and retaining the spelling of English words. Unlike some other, more homogeneous languages, English is a multifaceted tongue that has drawn upon the expressions of numerous other languages. This may account for the richness of our language.

Studying word origins has another benefit. In some modern nations that seem committed to new social, political, economic, and moral orders, deliberate attempts are frequently made to sever citizens from the past by means of language alterations. In some cases, these efforts are wholesome and radical in nature. The godly American wordsmith Noah Webster, in the introduction to his famous 1828 dictionary, explained the rationale for his effort. Among his concerns was preventing innovations in language that tend to cut contemporary readers, writers, and speakers from the meaning of what has been written in the past. Since our heritage is substantially a Christian one, it is imperative that modern students be able to retain an understanding of the historic languages that gave rise to this heritage. This book is intended to serve that purpose.

Exercises are provided that will require, in many cases, considerable dictionary work, since modern word definitions in some ways vary from the literal meanings that the root words had in their source languages. In some cases, elementary definitions are supplied in the lesson; in other cases, students will be required to use a standard dictionary. It is recommended that an unabridged dictionary that contains etymological information be available, although other standard reference dictionaries will suffice. It should be noted that in some of the lessons in which definitions for the words are provided, the meanings given are not always the best or most comprehensive definitions for the words as they are now commonly used. The sometimes cryptic definitions are intended to highlight the most basic denotations as they are derived from etymological roots. This is designed to help the student develop an ability to recognize meanings and spellings, based on word analysis techniques.

In lesson 2 of each unit, students are asked to demonstrate their vocabulary skills by using specified spelling words in sentences. *Students should be instructed that they may use any form of the list word that best fits the context of their sentence.* Writing sentences also gives students the simple opportunity to again *spell* their list words and to practice correctly spelling other words. Indeed, students are given numerous opportunities to write and rewrite each list word. Extensive practice, in the form of repetitive writing of the selected words, is a major tool in learning to spell English words.

Test pages are provided beginning on page 109, which students should use to write their words for the final test called for in lesson 5 of each unit.

Various word games and puzzles are included in some units. These are intended to guide the student into carefully recognizing the arrangement of letters and/or syllables in selected list words, an exercise that is important in light of the many irregularities in spelling the words of the English language.

Instructors are encouraged to keep reading and spelling in close fellowship with each other during the teaching process. It is also helpful to keep in mind that there are no shortcuts on the road to developing good spellers. Good spellers are developed by hard work and persistence on the part of both teacher and student.

*The Staff of Christian Liberty Press  
Arlington Heights, Illinois 60004*

# LANGUAGE TREE

## ANGLO-FRISIAN

Old Frisian  
 Frisian  
 Old English (including West Saxon, Kentish, & Anglian dialects)  
 Middle English  
 Middle Scots  
 English (including British, Scottish, American, Australian, New England, South African English, and Creoles)

## OLD SAXON

Middle Low German  
 Plattdeutch (Modern Low German)

## OLD LOW FRANCONIAN

Flemish  
 Dutch  
 Afrikaans

## LOW GERMANIC

## HIGH GERMANIC

## EAST GERMANIC

## WEST GERMANIC

## NORTH GERMANIC

## CELTIC

## GERMANIC

## BALTIC

## GREEK

## INDO-IRANIAN

## ARMENIAN

## ROMANCE

## ITALIC

French  
 Spanish  
 Romanian  
 Portuguese  
 Italian  
 Louisiana French  
 Etc.

## SLAVIC

## THRACO-ILLYRIAN

## TOKHARIAN

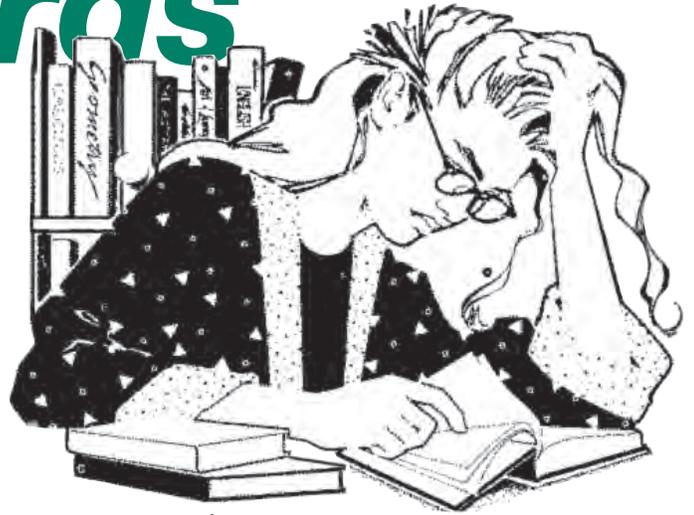
## LANGUAGE FAMILIES

Afro-Asiatic or Hemitto-Semitic  
 Altaic  
 Austro-Asiatic  
 Caucasian  
 Dravidian  
 Luorawetlan or Paleoasiatic  
 Malayo-Polynesian or Austronesian  
 Niger-Congo  
 Nilo-Saharan or Sudanic  
 Sino-Tibetan  
 Uralic  
 Algonquin-Mosan  
 Andean-Equatorial  
 Azteco-Tanoan Macro-Chibchan  
 Eskimo-Aleut Macro-Otomanguean  
 Ge-Pano-Carib Nadene  
 Hokan-Siouan Penitian

## INDO-EUROPEAN

## INDO-EUROPEAN FAMILY

# Learning How To Spell Words



1. Look at the word. Study every letter.
2. Say the word to yourself.
3. Say it again aloud, and then spell it.
4. Copy the word on paper, naming the letters as you write.
5. Close your spelling book, and test yourself.

Write the word.

Do not worry if it is right the first time.

6. Open your spelling book again. Check the word.
7. Study the word one more time, and test yourself by writing the word again.



*As with all your school work, always remember to ask God to help you learn and understand what you are doing. Thank Him for His help with every lesson.*



### 1 Study the following information about the suffix *-ate*.

The English suffix *-ate* is derived from the Latin suffix *-atus*. In verbs, the suffix *-ate* means: (*examples in italics*)

- 1 to act in a specified way (*negotiate, pontificate*)
- 2 to act upon in a specified way (*assassinate, venerate*)
- 3 to cause to be modified or affected by (*hyphenate, pollinate*)
- 4 to cause to become (*activate, domesticate*)
- 5 to furnish with (*substantiate, capacitate*)

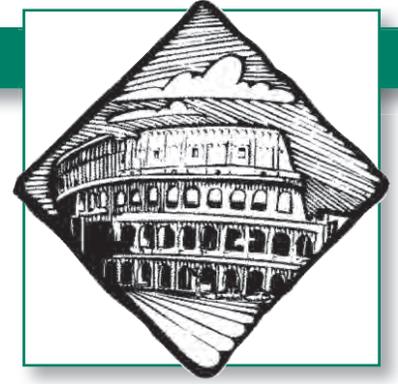
### 2 Write list words that fit the meanings below (save boxes for Exercise 3).

- |                      |  |
|----------------------|--|
| <input type="text"/> | _____ to name or count one by one, to list                                   |
| <input type="text"/> | _____ to furnish with grease or oil, to apply a lubricant to                 |
| <input type="text"/> | _____ to overstate, to represent as greater than actually the case           |
| <input type="text"/> | _____ to set free, to liberate   |
| <input type="text"/> | _____ to abolish or annul by authority, to nullify                           |
| <input type="text"/> | _____ to foresee, to act in advance so as to forestall, to expect            |
| <input type="text"/> | _____ to act together toward a common purpose or goal                        |
| <input type="text"/> | _____ to distinguish between things, to act prejudicially                    |
| <input type="text"/> | _____ to drive away, to scatter, to vanish by dispersion, to lose            |
| <input type="text"/> | _____ to construct by assembling, to make up in order to deceive             |
| <input type="text"/> | _____ to attract intensely, to hold spellbound                               |
| <input type="text"/> | _____ to shift irregularly, to waver, to move back and forth                 |
| <input type="text"/> | _____ to fill with life or vigor, to impart strength to, to animate          |
| <input type="text"/> | _____ to examine deeply, to make a systematic study of or inquire into       |
| <input type="text"/> | _____ to assume the character or manner of another person                    |
| <input type="text"/> | _____ to help opposing sides reach an agreement, to bring about a settlement |
| <input type="text"/> | _____ to treat with or apply medicine  |
| <input type="text"/> | _____ to cause to be unceasing, to keep a thing lasting forever              |
| <input type="text"/> | _____ to modify written material with standard marks to clarify meaning      |
| <input type="text"/> | _____ to behead, to cut off the head of                                      |

### 3 In the boxes to the left of each space above, write the number of the definition of the suffix *-ate* (as discussed in Exercise 1 above) that best fits the list words defined in Exercise 2. Be as precise as you can in analyzing these meanings, even though some answers may be a matter of opinion.

# LESSON 4

## Our Living Language



- 1 Write each of your list words three times on a separate sheet of paper. Review your word list and take a practice test.
- 2 Study the language history below and be prepared to summarize it from memory.

Latin was the language of the ancient Romans. Although the language is now considered a “dead” language because no groups of people commonly speak it in the modern world, it lives on through its influences on many languages today. It is most commonly seen in words of the so-called “Romance” languages, a name that comes from the fact that Latin was the language of the “Romans.” The Romance (or Roman influenced) languages of today include: Italian, Spanish, French, Portuguese, and Romanian. Latin became the dominant language of western Europe and much of the rest of the ancient world because the Roman Empire had spread so widely through military conquest. Latin itself developed from several other languages brought to the Italian peninsula by people who spoke Sanskrit, Greek, Germanic, and Celtic tongues. Under the influence of the Greek language and literature, Latin eventually became a great literary language and was used in much of the great poetry and prose of ancient times, from the third century B.C. until as late as the sixth century A.D. Latin remained the language of scholars through the Middle Ages and Renaissance (seventh–sixteenth centuries). It lived well into the twentieth century as the official language of the Roman Catholic Church, which still uses it in some of its official documents. The study of Latin today is useful, not only for purposes of learning and understanding the important ancient literature of the Romans, but also for understanding those modern languages, including English, which owe so much to Latin.

- 3 Add the suffix *-ion* to make nouns out of your list-word verbs. (Drop the final, silent *e*.) **NOTE:** *List-word* has not been hyphenated prior to this. Why?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# LESSON 5

Review your word list and take your final test. Write the words in the spaces at the back of this book. Ask God for His help with your test, and thank Him for it when you have finished.



- 1** Write the singular and plural forms of these three list words. Carefully study the change in spelling from singular to plural.

SINGULAR

crisis

synopsis

paralysis

PLURAL

crises

synopses

paralyses

- 2** Based on the pattern illustrated by the three list words above, write the plurals of these words of Greek origin.

<b>thesis</b>	_____	a statement given for consideration or argument
<b>synthesis</b>	_____	the combination of parts into a whole
<b>antithesis</b>	_____	direct contrast, opposition, the direct opposite
<b>parenthesis</b>	_____	a punctuation mark ( ) to enclose explanatory or qualifying remarks
<b>hypothesis</b>	_____	a theory or assumption explaining a set of facts
<b>analysis</b>	_____	separation of parts from the whole for study of the parts
<b>ellipsis</b>	_____	omission of a word or phrase implied by context; the marks [ ... ]
<b>catharsis</b>	_____	the process of purging through release of hidden forces
<b>catastasis</b>	_____	the dramatic climax of a play
<b>prognosis</b>	_____	a prediction, especially about the course of a disease
<b>hypnosis</b>	_____	an induced sleeplike state in which a subject accepts suggestions
<b>metamorphosis</b>	_____	a transformation, a complete change
<b>miosis</b>	_____	excessive contraction of the pupil of the eye
<b>oasis</b>	_____	a fertile, watered area in the desert
<b>psychosis</b>	_____	severe mental disorder involving withdrawal from reality
<b>symbiosis</b>	_____	close, mutually beneficial relationship between two unlike organisms

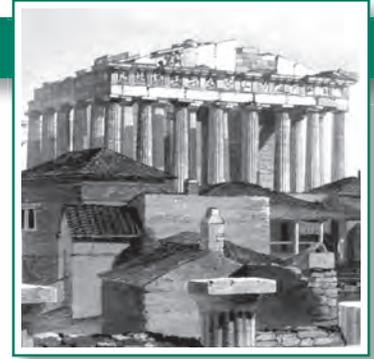
- 3** Rewrite these sentences substituting a single list word for the words in parentheses.

1. The (church council) questioned the denomination's historic (body of doctrine).

2. He hurled a (sharp or sarcastic) (term of abuse) at his enemies.

## LESSON 4

### *Our Living Language*



- 1 Write each of your list words three times on a separate sheet of paper. Review your word list and take a practice test.
- 2 Rewrite these sentences substituting a single list word for the word or words in parentheses.

1. He avoided milk because it seemed to produce (a thick mucus) in his throat.  
\_\_\_\_\_
2. The cereal box listed certain (nutrition-related) information on its side panel.  
\_\_\_\_\_
3. The dictator reached the (highest point) of his power after three years of ruling.  
\_\_\_\_\_
4. There was a certain amount of (sameness that produces boredom) to Christy's job.  
\_\_\_\_\_
5. Let me give you a (brief overview) of the (unstable state of affairs) we now face.  
\_\_\_\_\_
6. Taylor knew he was wrong and owed his sister an (expression of regret).  
\_\_\_\_\_
7. Casey always approached his work with a great deal of (fervor).  
\_\_\_\_\_
8. Marcia was in a state of (extreme rapture and exaltation) after winning the contest.  
\_\_\_\_\_
9. Andrew Carnegie was known for his (humanitarian generosity).  
\_\_\_\_\_
10. The bishop placed the royal (crown) upon the head of the new queen.  
\_\_\_\_\_
11. The phony doctor claimed his (liquid medicine) could cure muscle (loss of control).  
\_\_\_\_\_

## LESSON 5

Review your word list and take your final test. Write the words in the spaces at the back of this book. Always remember to begin and end with prayer. Prayer plus study equals success.