

A STUDENT'S BOOK for
It's NOT Greek
to Me!

*Expanding English Vocabulary through
Greek Morpheme Analysis*



*A Vocabulary Program
Based on over 200 Greek
Roots, Prefixes, and Suffixes*

Organized and Developed by
Alene H., Harris, Ph.D.

This work is dedicated to Mrs. Jonelle Kirk,
English teacher and lifelong influence
of over 5,000 students,
whose passion for vocabulary studies
lives on in these materials.

*4th Edition, 2020
Ready to Teach, Nashville, TN*

Greek Morphemes Lessons (It's NOT Greek to Me!), 4th edition
© Alene H. Harris, Ph.D., all rights reserved, 2020

Greek Morphemes Lessons

(It's NOT Greek to Me!)

Table of Contents

An Introduction to this Study of Vocabulary	1
Greek Morphemes: Lesson One	3
Greek Morphemes: Lesson Two	15
Review for Lessons One and Two	22
Greek Morphemes: Lesson Three	23
Greek Morphemes: Lesson Four	31
Greek Morphemes: Lesson Five	39
Greek Morphemes: Lesson Six	47
Review for Lessons One through Six	54
Greek Morphemes: Lesson Seven	57
Greek Morphemes: Lesson Eight	65
Greek Morphemes: Lesson Nine	73
Greek Morphemes: Lesson Ten	81
Greek Morphemes: Lesson Eleven	89
Greek Morphemes: Lesson Twelve	97
Review for Lessons Seven through Twelve	106
Greek Morphemes Index.	109
Color paper for Study Cards	113



An Introduction to This Study of Vocabulary

Often people use the phrase “It’s Greek to me” to mean that they do not understand something.

The fact is, if you know just a little bit of Greek – in the form of small word parts (called *morphemes*), you will find yourself easily understanding words you’ve never heard before.

You actually have a lot of this morpheme vocabulary knowledge in your head already – you just do not realize that it is there. Once you realize what you know, and then apply your knowledge to new vocabulary, you will amaze both yourself and your parents with your vocabulary skills.

An Explanation of Morphemes

You ask, “What is a *morpheme*?”

It is the smallest unit of meaning in a language.

You may know it by the term *root*, *prefix*, and *suffix*.

In the English language, big words are often made up of small word parts, called *morphemes*, that come from other languages – especially Greek. Some language analyses indicate that about 40% of our English language comes from the Greek language, with an even greater percentage of science and engineering terms.

When you know the meanings of these small word parts, you can unlock the meaning of some real jawbreakers. For example, take the word

microarchaegynophobiatic

At first glance, you think you have no idea what it means. But once you realize the meanings in the morphemes, the word reveals itself. Consider...

...words you know with MICRO all deal with something small.

...an ARCHAEOlogist studies old stuff.

...a GYNocologist is a doctor who specializes in treating women.

...a PHOBIA is a fear of something, so a PHOBIAC would be a person with this fear.

Put this knowledge all together, and you have *a person who is afraid of little old ladies*. You’re probably asking, “Is that a real word?” The answer is, “Yes, if enough people start using it.”

Consider the word ASTRONAUT. Sixty years ago, there was no such word. Then a man got into a special ship and went closer to the stars than anyone before. What to call him? Hmmm? In the Greek language,

ASTR means *star*




and NAUT means *ship*.

So... You see how it works.

One thing to keep in mind is that morphemes are “place bound” – that is, some are *prefixes* that always come at the beginning of a word (for example the morpheme “pre-”) and others are *suffixes* that always come at the end (for example the morpheme “-ology”). Still others, known as *roots*, can come anywhere in a word, and these can have prefixes and suffixes attached to them.

prefix + root(s) + suffix

You can think of these three terms like getting dressed and putting together an outfit:

<p style="text-align: center;">HATS GO ON TOP (and you may or may not wear a hat)</p> 	<p style="text-align: center;">CLOTHES GO IN THE MIDDLE (and you always wear at least one piece of clothing)</p> 	<p style="text-align: center;">SHOES GO ON THE BOTTOM (and you usually wear shoes – but sometimes you go barefoot)</p> 
---	--	--

The Ten Steps of Each Lesson

Each of the 12 Greek morphemes lessons follows a set pattern of eight steps.

1. Using an Instructional Lesson on the flash drive, begin the lesson by taking notes a set of morphemes and their meanings.
2. Next work the first half of a set of words, as explained on page 5.
3. Check those words and work the second half of the list.
4. Check the second half and then create context clue sentences with any six words of your choice, as explained on the top half of page 8.
5. Then, using the morphemes from the lesson (and any previous lessons), create two new words and write a context clue sentence for each.
6. For a review, analyze about a dozen words created by some of the author’s students and match them with some “funny definitions” they also created.
7. For review, make a set of study cards for the lesson, as explained on page 12. (NOTE: After Lesson One, do this right after Step One.)
8. For review – and for fun, read the one-page chapter of the continuing mystery story.
9. Take a quiz over the morphemes of the lesson. See page 13 for more information.
10. Receive the grading feedback from your quiz – and take pleasure in what you have learned.

Greek Morphemes: Lesson One Notes

Roots

1.	anthrop	=
2.	bibl; biblio	=
3.	graph; gram	=
4.	miso	=
5.	phil	=
6.	phon	=
7.	scop; skept	=

Prefixes

8.	a-; an-	=
9.	caco-	=
10.	eu-	=
11.	macro-	=
12.	mega-; megalo-	=
13.	micro-	=
14.	sym-; syn-	=
15.	tel-; tele-	=

Suffixes

16.	-ic	=
17.	-mania	=
18.	-maniac	=
19.	-phobia	=
20.	-phobic	=
21.	-y	=

Words to Work

1. anthropophobiac
2. philanthropy
3. misanthrope
4. bibliomaniac
5. euphonious
6. cacography
7. megaphone
8. microscope
9. macroscopic
10. telegraph
11. bibliophile
12. symphony
13. megalomaniac❖
14. skeptical
15. aphonic
16. bibliography

❖Be sure to learn and be able to approximate the dictionary definition for this word.



Assignments A & B: Working Words

On the right side of the last page you saw a list entitled “Words to Work.” Working the first half of the words will always be **Assignment A** – your first assignment in each lesson. Working the second half of the words will be each lesson’s **Assignment B**.

How to Work a Word

1. Start by writing the word in the top of each box.
2. Examine the word to find the Greek morpheme or morphemes it contains.
3. Then beneath the word, one morpheme per line, write the morphemes you identify and their meanings.
4. Next, synthesize your knowledge to form a possible definition and label it MD for *My Definition*.
 - a. Hint #1: If the word has a content-meaning suffix (e.g., -phobic = one who has a fear of), start with the meaning of that suffix and then go to the beginning of the word (e.g., for microarchaegynophobic, M.D. = *one who has a fear of little old ladies*).
 - b. Hint #2: If the word has no suffix or the suffix indicates the part of speech (e.g., -y = abstract noun), start at the beginning of the word (e.g., for astronaut, M.D. = *star ship*; for philanthropy, M.D. = *love of mankind*).
5. Now, write the dictionary definition and label it DD for *Dictionary Definition*.
6. Finally, compare the two definitions and see how close you came.

For example,

1. *anthropophobic*

anthrop = *man; mankind*

-phobic = *one who has a fear of*

M.D. = *one who has a fear of mankind*

D.D. = *one who has an intense fear of human society*

You will find that for most of the words, your synthesized definition is every bit as good as the dictionary. There will be only a few words in this study that are not obvious and will require “dictionary knowledge” for an accurate understanding of the meaning. These words will have an asterisk to identify them in your *Words to Work* list.



Greek Morphemes: Lesson One - Assignment A

Directions: Write and work the first eight words through the *Dictionary Definition* level.

1. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	5. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	6. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	7. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	8. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Greek Morphemes: Lesson One - Assignment B

Write and work the last eight words through the *Dictionary Definition* level.

9. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	13. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
10. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	14. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
11. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	15. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
12. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	16. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Assignments C and D: Context Clue Sentences and Review

Now you are ready to USE some of these words. This will always be **Assignment C-1**.

But first, let's think about how word meaning can sometimes be revealed by the context of a sentence. What about the other 60% of English words that do not come from Greek? Are there some ways to figure words out if you do not know the morphemes within them? Yes!

Word meaning can be revealed contextually in four different ways:

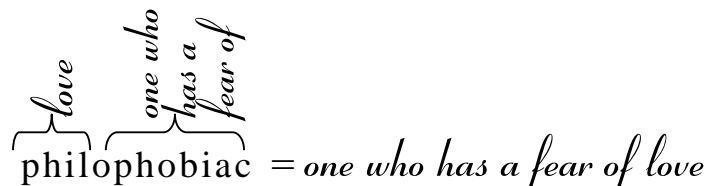
Definition in Context	The <i>aphonic</i> giraffe was <u>incapable of making a sound</u> .
Synonyms	The final letter <i>e</i> in the word is <i>aphonic</i> , <u>soundless</u> .
Antonyms	The gorilla was <u>loudly vocal</u> ; but the giraffe, <i>aphonic</i> .
Examples	In the words <u>cake</u> , <u>hope</u> , and <u>file</u> , the final letter <i>e</i> is <i>aphonic</i> .

As you use any eight selected words from the lesson in sentences for **Assignment C-1**, practice creating context clue sentences that include at least one of each of the four types of clues. This will help you become more aware of context clues in your regular readings and thus increase your reading comprehension.

You are also ready to USE the morphemes. This will always be **Assignment C-2**.

It's time to try your hand at creating words from the morphemes you now know. Just remember that each word needs at least one root, and that prefixes go at the front and suffixes go at the back. Play with the roots, prefixes, and suffixes to create two new words. Work each word through the *My Definition* level. In lieu of a *Dictionary Definition*, write a context clue sentence for your words.

Assignment D is a two-part review. The first part involves a series of created words for you to analyze the morphemes and synthesize a possible meaning. And yes, some of them may be a bit far-fetched, but each was created by a secondary student such as yourself (and used in a context clue sentence). The second part asks you to match some of these created words with Funny Definitions. For example, the created word PHILOPHOBIAC:



 philophobic = one who has a fear of love

The matching *Funny Definition* for this created word is *this person would not want to read a to read a romance novel*.



Greek Morphemes: Lesson One - Assignment C

C-1: Create a context clue sentence for any six of the words you worked in Assignments A and B, using at least one each of the four kinds of clues. Label each sentence as either D for *definition*, S for *synonym*, A for *antonym*, or E for *example*.

Clue	Sentence
	1.
	2.
	3.
	4.
	5.
	6.

C-2: Now create two new words, work each word through the *My Definition* level, and write a context clue for the created word.

<p>7. _____</p> <p>8. CCS</p>	<p>9. _____</p> <p>10. CCS</p>
--	---



Greek Morphemes: Lesson One - Assignment D

Break each word apart as shown below and write a possible definition.

- love
one who has a fear of
}
1. philophobic one who fears love
 2. megalomaniac _____
 3. cacobiblio _____
 4. macrograph _____
 5. synphonomaniac _____
 6. philanthropy _____
 7. misograph _____
 8. philomaniac _____
 9. eumegalobibliomaniac _____
 10. cacophonous _____
 11. biblioskept _____



Greek Morphemes: Lesson One - Assignment D continued

Directions: Look at the “created” words you worked for Lesson One on the previous page and try to match them with the “funny definitions” below. Write the number of the word before each of the definitions. Not all words will be used.

The first one is done for you as an example.

- 1 A. this person would not want to read a romance novel
- B. fingernails on a chalkboard
- C. not acceptable for a book report
- D. could cause you not to sign up for an art class
- E. this person would not collect elephants
- F. this person really loves reading *War and Peace* and *Gone with the Wind*
- G. Scrooge’s attitude at the beginning of *A Christmas Carol*
- H. what you do in the library
- I. shouts from the page

<i>Created Words to Match</i>	
1.	philophobia
2.	megalomaniac
3.	cacophony
4.	macrograph
5.	synphoniac
6.	philanthropy
7.	misograph
8.	philomaniac
9.	eumegalobibliomaniac
10.	cacophonous
11.	biblioskept

What funny definitions can you create to match one or both of the two words you did not match with a definition above?

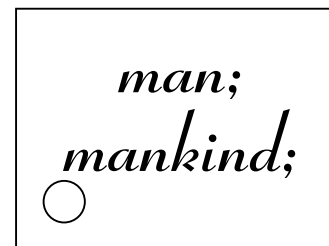
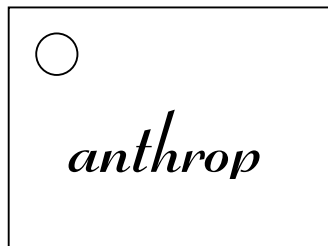


Greek Morphemes: Making a Set of Study Cards

Learning is most effective when you engage multiple senses. Thus far you have seen morphemes and meanings (seeing) and you have written them (touching). Next you are going to prepare yourself a set of study cards to use in a review that involves all three brain pathways – seeing, touching, and hearing.

You will be making a set of self-review study cards for each lesson. You'll find six different colors of paper at the end of your book, each page lined off in approximately 1.5" x 2" squares, and labeled with a lesson number. For each lesson you will need to cut the page apart and punch a hole in the top left corner of each card before beginning. You should have as many cards as there are morphemes for the lesson PLUS the title cover card.

Start by placing the stack of cards on your workspace so the hole is in the top left corner. Now take your top one and write the first morpheme on the front. Now turn that card over so the hole is at the bottom and write the meaning on the back.



Set that card aside and do the same for each of the other morphemes in the lesson.

Make the *LESSON ONE* title card the first card in your stack, hook them together with a ring or rubber band, and begin reviewing.

- 1 – Turn the cards to look at a morpheme and say it aloud.
- 2 – Then think and say aloud the meaning of the morpheme.
- 3 – Now turn the card over and check your knowledge of that morpheme meaning with the answer on the back.
- 4 – Keep going until you have reviewed all the morphemes.

Once you know them forwards, work on them backwards.

- 1 – Turn the cards to look at the meaning of a morpheme and say it aloud.
- 2 – Then think and say aloud the Greek morpheme with that meaning.
- 3 – Now turn the card over and check your knowledge of the morpheme with that meaning with the answer on the back.
- 4 – Keep going until you have reviewed all the morphemes.

Make your first set of study cards for Lesson One now. Note that in future lessons you will make these study cards right after taking the notes on the morpheme meanings.



Greek Morphemes Words Used in Context

At the end of each of the twelve lessons, you will find a single-page chapter of an ongoing mystery story built around the theft of the Rosetta Stone and incorporating many of the words of that lesson and providing many examples of contextual clues. (The story is obviously fictional, as the real Rosetta Stone weighs over half a ton.)

A One-Tongued Stone: Another Curious Case with Etymology Detectives Soames and Botson

Justin D. Barisich & Alene H. Harris

PROLOGUE: What Is the Rosetta Stone and Why Is It Important?



The Rosetta Stone, not to be confused with the language-learning software, is a fragment of a granite-like rock with a text carved in three different languages. It was found by troops of Napoleon in 1799 in the wall of a fort in the city of Rosetta (Rashid in Arabic), Egypt, which is near Alexandria.

The stone is about 45 inches high, 28.5 inches wide, and 11 inches thick, weighing in at about three-fourths ton (1676 pounds). It is a broken piece of granodiorite stone that was originally part of a six-foot tall stela, or column, located in a temple elsewhere in the Nile Delta.

The stone passed into British hands and was taken to England. Now housed in the British Museum in London, it is the most popular attraction in the museum.

The writing on the stone is a decree issued jointly by the Pharaoh, Ptolemy V Epiphanes (205-180 BC), and a council of Egyptian priests. The council took place on March 27, 196 BC, the day after the first anniversary of the 14-year-old Pharaoh's coronation – a teenage king. The text itself is referred to as the Decree of Memphis, and has been found in several other locations in Egypt. It canceled debts and taxes, released prisoners, and granted increased donations to the temples.

The last sentence of the decree reads: "This decree shall be inscribed on a stela of hard stone in sacred (hieroglyphic) and native (Demotic) and Greek characters and set up in each of the first, second and third rank temples beside the image of the ever-living king."

Until the discovery and deciphering of the Rosetta Stone, all of the hieroglyphics found in the ancient Egyptian tombs were a mystery. After two decades of study, Frenchman Jean-Francois Champollion had a major translation breakthrough when he realized hieroglyphics was a phonetic language, not a symbolic one as everyone assumed. (He was so blown away by this realization that he fainted.) In 1822 Champollion published the complete translation. Based on his work, all of the ancient hieroglyphic writing can now be translated.



Jean-Francois
Champollion

SOURCES: <http://www.byui.edu/special-collections/exhibits/rosetta-stone>; <https://mentalfloss.com/article/82799/15-solid-facts-about-rosetta-stone>



PROFESSORS H. SOAMES & J. BOTSON
 ETYMOLOGY DETECTIVES
 221A COOK STREET

Chapter 1: A Royal Request

On a foggy day in 1890, a silent courier hurriedly pedaled his bicycle through the streets of London. Stopping before 221A Cook Street, the **APHONIC** courier rapped three times on the office door of Etymology Detectives, Professors Heath Soames and Jonas Botson. His foot tapped impatiently as the solid oak door creaked open and Prof. Botson, slightly stout, gray-haired, and slightly balding, came into view.



"Good day, old chap," exclaimed the professor with a friendly grin beneath his gray mustache (the very opposite of the **MISANTHROPE** at the courier's last destination). Wordlessly holding out the **TELEGRAPH** the he had kept secure in his coat pocket, the courier pointed to the line on his clipboard, forcefully handed over his pen, and signaled for a signature. Botson obliged, though with such **CACOGAPHY** the courier could not make out the letters. "Another request for money, no doubt," sighed Botson, fingering the telegram. Once you get a reputation for **PHILANTHROPY**, the requests just keep coming."

As Botson re-entered the study, lined wall to wall with what can only be described as a **BIBLIOPHILE's** collection, his colleague and partner in word history detecting, the slender Soames, reclined in an oversized armchair, enjoying the **EUPHONIOUS SYMPHONY** music coming from a **PHONOGRAPH** in the corner. Setting his pipe on the side table, Soames queried, "Well, Botson, that courier seemed rather rushed. What is in the telegraph?" Then he added with a **SKEPTICAL** smile of doubt and questioning arch of black brows, "Another charity requesting funds?"



Botson unfolded the pale yellow paper and began to read. His face grew grim and registered alarm as he silently read and then reread the message. Slowly sinking onto the chair across from his lean and angular friend, he looked up gravely from the letter. As his gray-green eyes stared squarely into Soames's dark ones, he uttered in a hushed tone, "It seems the Rosetta Stone* has been stolen – and the Queen of England has called upon us to find it and return it home."

*See page 12 for factual information on the Rosetta Stone. For the purposes of this story, this three-quarter-ton stone is represented as an object small and light enough for a person to hold and carry.

Greek Morphemes: Taking the Tests

You will have 15 tests in this vocabulary study:

- one at the end of each of the 12 lessons
- one as a review of Lesson One and Lesson Two
- one midpoint test over Lessons One through Six
- one final test over Lessons Seven through Twelve

Each of the twelve lesson tests will have about eight words for you to work through the *My Definition* level; the review of the first two lessons will have both words to work and matching; the midpoint (Lesson One through Lesson Six) and final (Lesson Seven through Lesson Twelve) will have multiple choice and matching.

Remember that you can get partial credit for a partial definition. Unless you are told otherwise for a very few words, you will not need to memorize a dictionary definition.

Most of the words will be “real” words, but there may be one or two “created” words as well.

Tests are scored with one point for identifying each morpheme and its meaning in the word and one point for synthesizing this knowledge into a definition.

REMEMBER – If a word has two or more morphemes, and you remember one but not the other, make a PARTIAL DEFINITION for PARTIAL CREDIT. For example, if you had the word MICROBIBLIOPHOBIA, and you could not remember the meaning of the morpheme *-phobia*, it would look like this:

1. microbibliophobia	<u>score</u>	
<i>micro-</i> = <i>small</i> _____	+1 of possible 1	This equals 2 2/3 points out of 4 points possible.
<i>biblio-</i> = <i>book</i> _____	+1 of possible 1	
<i>-phobia</i> = _____	+0 of possible 1	
<i>MD</i> = <i>something to do with small books</i>	+2/3 of possible 1	

**Now, use your set of study cards for review
to prepare for the Lesson One test.**



Lesson One



○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

