

VIVA VOCABULARY!

Practical Ways to Promote Word Consciousness

By Lois E. Huffman, Ph.D.

Each edition of “Viva Vocabulary!” focuses on different word genres. The goal is to help students (re)discover the joy of language and the expressive power of vocabulary.

Dr. Lois Huffman is a consultant with the Center for Applied Linguistics and a global English educator. Previously, she was an adjunct faculty member at NCSU and UNC-CH. She enjoys facilitating professional learning on language and literacy-related topics for schools and local councils. Contact her at loishuffman@gmail.com.

Roots and Affixes Doing Their Part: Part Three of Three+

As discussed in Parts [One](#) and [Two](#) of this series, knowing roots, prefixes, and suffixes benefits students in many ways. [Rasinski, Padek, and Newton \(2017\)](#) also remind us of the value of word parts in developing vocabulary, which ultimately impacts comprehension.

To conclude this three-part series, we will explore more activities for helping students master roots and affixes. Please be aware that some of the examples may not be suitable for young learners. In keeping with the stance of modern dictionaries, these examples reflect how Americans use English rather than how they “should” use it.

Teaching Ideas

1. Focus students’ attention on “roots and affixes for our time”—ones we see a lot today, as illustrated by the following examples:

Word Part	Meaning	Examples
<i>anti-</i>	against, opposite of	<i>anti-aging, anti-bullying, anti-feminist, antifur, anti-globalization, anti-gang, anti-hero, anti-intellectualism, anti-learning, antimicrobial, anti-resolution, anti-science, antiterrorism, anti-union</i>
<i>co-</i>	with or together	<i>co-administer, co-captain, co-chair, co-champion, co-construct, codependent, co-direct, co-ed, cohabit, cohousing, co-living, co-parent, co-president, co-work</i>
<i>counter-</i>	opposite, contrary to, against, corresponding	<i>counterespionage, counterintuitive, countermeasure, counterproductive, counterproliferation, counterterrorism</i>
<i>crypto-</i>	hidden, secret (may relate to the dark net)	<i>crypto-believer, cryptocurrency, cryptogram, cryptographical, crypto market, cryptomaterial, cryptonym, cryptoprotocol, cryptosporidium</i>

<i>cyber-</i>	computer, computer network	<i>cyberaddiction, cybercelebrity, cyber hygiene, cybermedicine, cyberoperations, cyber risk, cybersecurity, cybertextuality, cyberthreat</i>
<i>dys-</i>	bad, difficult, ill, abnormal	<i>dysentery, dysfluent, dysfunctional, dyslexia, dysphonia, dysphoria, dyspraxia, dystopian, muscular dystrophy</i>
<i>-ful</i>	full of	<i>artful, careful, choiceful, colorful, disrespectful, fateful, grateful, harmful, helpful, hopeful, mindful, painful, playful, plentiful, powerful, purposeful, resourceful, skillful, stressful, youthful</i>
<i>-ness</i>	state, condition, or quality of	<i>bitterness, everydayness, fitness, fullness, greatness, kindness, lawlessness, mindfulness, openness, promptness, ruthlessness, snarkiness, togetherness, truthfulness, uneasiness, wellness (More examples are in Part Two of this three-part series on roots and affixes.)</i>
<i>neuro</i>	pertaining to nerves or the nervous system	<i>neurobiology, neurochemical, neurodiversity, neurophysiological, neuroscience, psychoneurosis</i>
<i>pre-</i>	before	<i>pre-approved, pre-college, predetermined, preexisting, prefab, pregame, pre-intervention, pre-lit, premade, pre-mortem, preorder, preowned, prepay, preplan, prequalify, pre-sale, preschool, preseason, pre-selected, pre-sifted, presoak, preterm, preview, prewashed</i>
<i>un-</i>	not	<i>un-boring, unboxing, unconditional, unconference, unemployment, unfurnishing, uninhabitable, unhygienic, unplanning, unplug, unrest, unschooling, un-word</i>

Ask students to reflect on why certain affixes seem to be especially prevalent in our modern age.

(More information on technology-related terms is in the Viva Vocabulary! articles [“English is E-evolving!”](#) and Part [Three](#) of “Just Following Up: Lots of Additions.”)

2. Delve into the prefix *mis-* (ill, wrong, incorrect), as seen in *misapplied, misappropriation, mischaracterization, misconception, misinformation, misinterpret, mismanage, mismatch, misplace, misprint, misspeak, misstep, mistrial, and misuse*. Explore terms that are new to the class or have high utility in contemporary America.

One word that students might examine is *misinformation*. Use this as an opportunity to further develop students’ media literacy by considering the dangers of fake news. Share the [Top 10 Questions for Fake News Detection](#) and encourage students to consult the infographic as they engage with digital news sources. Also draw from the *ASCD Express* article [“The Critical Need for Critical Literacy.”](#)

FAKE?

3. Talk about other affixed words that crop up in news reports today. One example is *monoculture*. Ask students to apply what they know to analyze the meaning of the term. (*mono-* = one + *culture* = grow, cultivate). Let the class know that most of the bananas sold in the western hemisphere are propagated through cuttings from a **single** cultivar, the Cavendish banana. Because of a fungus, the bananas that consumers are accustomed to might now be endangered (economist.com).

A second example is *unboxing*. Show a clip from a school-appropriate *unboxing* video in which a person removes a brand-new tech gadget, toy, or makeup from its packaging. Let students know that some “people get a thrill from *unboxing*. Other people can get a thrill watching it. It’s transferable.” (allure.com) As pointed out on CNN.com, *unboxing* may seem a bit bizarre, but it’s lucrative because of the income from ads that accompany the videos.

4. Encourage interested older students to watch the humorous videos related to prefixes and suffixes at tv411.org/vocabulary. Have students write down the affixes and affixed words in each video along with their meanings. The students should then generate a list of other terms containing the affixes which might be helpful in the contexts where the videos take place (e.g., a fish market, fancy restaurant).

5. Use reader’s theatre to tap thespian talent and review the meanings of prefixes and suffixes. Find scripts online at Teachers Pay Teachers or invite older, able students to write their own.



6. Ask students if they know (of) anyone who is a *germaphobe*. Avoid using the *germaphobe*’s real name unless the individual is a celebrity, such as comedian and TV judge Howie Mandel, who has openly discussed his condition. Make sure students are aware that *germaphobia*, also known as *mysophobia*, is a pathological condition. Use this discussion as a springboard for investigating other *phobias* (irrational fears) as well as the combining forms, *mania* and *philia*.

Then challenge pairs or small groups of students to draw on their knowledge of roots and affixes to figure out the meanings of some of the following fears, obsessions, and fondnesses. (Answers are in parentheses.) Be sure the class is aware that some of these are serious psychological problems. Remind your learners that a healthy amount of fear protects a person from danger, but a phobia is an irrational, overwhelming fear that interferes with one’s day-to-day functioning.

<i>phobia</i> = extreme fear or anxiety		
<i>acrophobia</i> (heights) <i>aerophobia</i> (flying) <i>ailurophobia</i> (cats) <i>aquaphobia</i> (water) <i>arachnophobia</i> (spiders) <i>autophobia</i> or <i>monophobia</i> (being alone) <i>brontophobia</i> (thunder)		<i>graphophobia</i> (writing) <i>hemophobia</i> (blood - The title character of the BBC TV show <i>Doc Martin</i> was forced to leave his surgical practice because he developed this disorder.) <i>hydrophobia</i> (water) <i>linguaphobia</i> (other languages)

<i>chromophobia</i> (colors)	<i>mayophobia</i> (mayonnaise)
<i>claustrophobia</i> (tight or closed spaces)	<i>nichtophobia</i> (the dark)
<i>coimetrophobia</i> (cemeteries)	<i>nomophobia</i> (no mobile phone)
<i>commitment-phobia</i> (relationships)	<i>nosophobia</i> (contracting a disease)
<i>coulrophobia</i> (clowns - The expression "Everyone loves a clown." probably isn't accurate.)	<i>ophidiophobia</i> (snakes)
<i>cremnapobia</i> (cliffs)	<i>ornithophobia</i> (birds)
<i>cyberphobia</i> (computers)	<i>othóniafíphobia</i> (touchscreens)
<i>entemophobia</i> (insects)	<i>orthophobia</i> (owning property)
<i>emetophobia</i> (vomiting) (Thanks, Sarah!)	<i>pathophobia</i> (disease)
<i>ergophobia</i> (work/manual labor)	<i>porphyrophobia</i> (color purple)
<i>gamophobia</i> (marriage)	<i>sesquipedalophobia</i> (long words)
<i>gephyrophobia</i> (bridges)	<i>triskaidekaphobia</i> (13)
<i>gerontophobia</i> (getting old or anything old)	<i>photophobia</i> (light)
	<i>xenophobia</i> (strangers or foreigners)
	<i>zoophobia</i> (animals)

***philia* = strong liking or admiration**

<p><i>ailurophile</i> (cats)</p> <p><i>Anglophile</i> (England and its culture)</p> <p><i>arctophile</i> (collecting teddy bears)</p> <p><i>audiophile</i> (high-quality sound reproduction)</p> <p><i>bibliophile</i> (books)</p> <p><i>cinophile</i> (movies)</p> <p><i>cryophile</i> (cold - Polar bears, both the animals and the swimmers, exhibit this. Cryosurgery involves the use of extremely cold temperatures.)</p> <p><i>Francophile</i> (France and all things French)</p> <p><i>Hibernophile</i> (Ireland and Irish culture)</p> <p><i>mycophile</i> (fungus, particularly edible mushrooms)</p> <p><i>neophile</i> (latest trends, <i>neo</i> = new)</p> <p><i>oenophile</i> /ee no file/ (wine -This person is also known as a wine aficionado or wine connoisseur.)</p> <p><i>ornithophile</i> (birds) (Leonardo Da Vinci designed an <i>ornithopter</i>.)</p> <p><i>xenophile</i> (foreign things and people)</p>	
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***mania* = extreme enthusiasm, obsession**

<p><i>arithmomania</i> (strong need to count one's actions or objects in one's surroundings - The title character on the TV show <i>Monk</i> exhibited this condition.)</p> <p><i>autotonomania</i> (personal autonomy or automated solutions to consumer challenges)</p> <p><i>bibliomania</i> (crazy about books)</p> <p><i>clinomania</i> (excessive desire to stay in bed)</p> <p><i>egomania</i> (preoccupation with self)</p> <p><i>hyperpolysyllabicomania</i> (excessive fondness for or desire to use big words)</p> <p><i>infomania</i> (news and information)</p> <p><i>logomania</i> (obsessively interested in words)</p> <p><i>megalomania</i> (obsession with power and domination of others)</p>
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melomania (excessive or abnormal attraction to music)
monomania (obsessive enthusiasm for or preoccupation with one thing)
mythomania (pathological propensity to lie or exaggerate)
oniomania (compulsive desire to shop)
plutomania (obsession with money or wealth)
pyromania (obsessed with setting things on fire)
sitomania (abnormal craving for food)
xenagorabibliomania (obsessive curiosity about the books that strangers read in open spaces)



Help students think more deeply about terms containing these parts. Point out that while *philia* means love, *mania* suggests excessive fondness. Ask questions, such as: Does *logophilia* lead to *verbomania*? How might a fear become a *phobia*? How and why is *phobia* used pejoratively and politically in contemporary U.S. culture? What are some antonymic *manias* and *phobias*? (e.g., *capnomania* and *capnophobia*; *capno* = smoke)

Older students might also appreciate entrepreneur Jay Walker’s TED Talk on [“The World’s English Mania.”](#) Walker introduces his topic by talking about several manias. Ask students to reflect on his thesis: Being crazy about learning English offers nations an opportunity for real communication to solve global problems.

7. Focus on antonyms which are formed through the addition of a prefix or suffix, as in the following examples:

Antonyms Created by Adding a Prefix or a Suffix	Antonyms Made with Polar Opposite Prefixes or Suffixes
<i>accessible – inaccessible</i> <i>assemble – disassemble</i> <i>auspicious – inauspicious</i> <i>comfort – discomfort</i> <i>commission – decommission</i> <i>communication – miscommunication</i> <i>conditioned – nonconditioned</i> <i>earthly – unearthly</i> <i>entity – nonentity</i> <i>feature – defeature</i> <i>freeze – antifreeze</i> <i>functional – dysfunctional</i> <i>gratitude – ingratitude</i> <i>heartening – disheartening</i> <i>incentive – disincentive</i> <i>inspired – uninspired</i> <i>intuitive – counterintuitive</i> <i>legible – illegible</i> <i>invitation – dis-invitation</i> <i>opportune – inopportune</i> <i>par – subpar</i> <i>prescribe – deprescribe</i>	<i>antediluvian – postdiluvian</i> <i>antepartum – postpartum</i> <i>cacophony – euphony</i> <i>careful – careless</i> <i>construction – destruction</i> <i>decode – encode</i> <i>deflate – inflate</i> <i>euphoria – dysphoria</i> <i>exclusivity – inclusivity</i> <i>fruitful – fruitless</i> <i>hypothermia – hyperthermia</i> <i>inclusive – exclusive</i> <i>meaningful – meaningless</i> <i>mindless – mindful</i> <i>neonym – retronym⁺</i> <i>prenatal/antenatal – postnatal</i> <i>preimburse – reimburse</i> <i>prereading – postreading</i> <i>proactive – reactive</i> <i>promotion – demotion</i> <i>recruitment – decruitment</i> <i>regress – progress</i>

<i>productive – unproductive</i> <i>refundable – nonrefundable</i> <i>resilient – nonresilient</i> <i>responsible – irresponsible</i> <i>reverent – irreverent</i> <i>symmetrical – asymmetrical</i> <i>terrestrial – extraterrestrial</i> <i>union – disunion</i> <i>visible – invisible</i>	<i>subordinate – superordinate</i> <i>thoughtful – thoughtless</i> <i>utopia – dystopia</i> 
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Discuss how the affixes affect the meaning of the terms and have students use the words in sentences that reinforce the semantic differences. Challenge students to find additional examples of antonymic affixed words.

(You can read more about antonyms and ideas for teaching them in the Viva Vocabulary! articles [“Opposites Attract Students”](#) and [“Just Following Up: Lots of Additions” Part One](#).

+More information and teaching activities for *neonyms* and *retronyms* are in the Viva Vocabulary! post [“Jack and Jill Can Be Even More Nymbly” Part Three](#).)

- Take advantage of opportunities in content classes to directly teach and reinforce word parts. (See the table below.) For instance, during a unit on insects, my students and I used **morphemic analysis** (Bean, Readence, Bean, 2017) when I introduced the term *exoskeleton*. After noting that it contains the prefix *exo-*, I asked the class to supply other words with the same prefix: *exit*, *expelled*, *exterior*, *external*, *exosphere*, and *exothermal*. I then showed images of insects and pointed out their *exoskeletons*. When I asked my students what an *exoskeleton* is, they were easily able to determine (and later recall) that it is the hard, **outer** part of an insect that gives it its shape.

Science	Math	Social Studies	ELA
<i>sol</i>	<i>grad</i>	<i>multi</i>	<i>biblio</i>
<i>bio</i>	<i>meter</i>	<i>anthro</i>	<i>rhetoric</i>
<i>meta</i>	<i>angl</i>	<i>cult</i>	<i>meta</i>
<i>macro</i>	<i>fract</i>	<i>hist</i>	<i>spect</i>
<i>aero</i>	<i>graph</i>	<i>popu</i>	<i>dict</i>
<i>ecto</i>	<i>plex</i>	<i>demo</i>	<i>comp</i>
<i>geo</i>	<i>penta</i>	<i>agri</i>	<i>improv</i>
<i>hydro</i>	<i>deci</i>	<i>theo</i>	<i>lit</i>
<i>ex, exo</i>	<i>numer</i>	<i>gen</i>	<i>mort</i>
<i>gen</i>	<i>equ</i>	<i>greg</i>	<i>scrib/p</i>
<i>tele</i>	<i>centi</i>	<i>cracy</i>	
	<i>milli</i>	<i>migr</i>	

(Lems, Miller, and Soro, 2017; Mountain, 2015; Vacca, Vacca, and Mraz, 2017)

More lists of affixes seen in subject-area terminology can be found at:

- onhandschools.wikispaces.com/file/view/Root+words+in+content+areas.pdf;
- readwritethink.org/files/resources/printouts/contentarearoots.pdf;
- basicmathematics.com/prefixesusedinmath.html; and
- biologyjunction.com/prefixes%20and%20suffixes.pdf

9. Encourage students to scan their favorite books for words made with affixes and roots the class has studied. Readers of the *Divergent* series, for example, might note the word, *Dauntless*, one of the five factions. This word contains the suffix *-less* and means “not easily frightened or intimidated.” (vocabulary.com) Students should think about why the author might have used this for the name of the faction.

Fans of the 2015 Newberry Medal winner *The Crossover* by Kwame Alexander (HoughtonMifflin, 2014) will probably remember the following poem which defines and illustrates *churlish*, an adjective containing the *-ish* suffix. Students might consider why Mr. Alexander chose *churlish* as opposed to a synonym such as surly or rude.



Having a bad temper, and being difficult to work with.	and why would I want to be associated with such a <i>churlish</i> choke artist.	to downright <i>churlish</i> .
As in: I wanted a pair of Stephon Marbury’s sneakers (Starburys), but Dad called him a selfish millionaire with a bad attitude,	As in: I don’t understand how I went from annoyed to grumpy	As in: How do you apologize to your twin brother for being <i>churlish</i> – for almost breaking his nose? (Italics added.)

10. Play Scattergories to review word parts. To start, give each student a grid. At the beginning of a round, specify a different prefix, suffix, or root. (Randomly select one from a jar that contains slips of paper on which you or students have written word parts the class has studied in the current and previous grades.) Students should write that affix or root at the top of a column and then in the time allotted, list as many words as possible that contain the word part. A player receives a point for each real word that no one else in the group has listed. (Templeton, 2006) Take time to explain and contextualize any words that are unknown to the group.



11. **Revisit** the prefix *re-* (again or back). Have each student select a different word that begins with the prefix (e.g., *recast, recareer, redefine, redirect, redouble, rehome, restate*). After students have thoroughly investigated their words, challenge them to work with several classmates to form an alliterative sentence, slogan, mantra, or catchphrase. Present examples to inspire students:

Slogan	Source (if known)
“Reduce, reuse, recycle.”	Earth Day

<i>"Remodel, reface, refinish"</i>	Nustair.com
<i>"Rethink. Refresh. Remodel."</i>	Home improvement show advertisement
<i>"Reassessing, rewriting, reviewing, and re-vamping practices and procedures"</i>	Human resources department memo
<i>"Rethinking, re-evaluating, and revising"</i>	Middle Web blog post, "Teaching by Doing Something Meaningful"
<i>"Recruitment, retention, relocation, retirement"</i>	Human resources department material
<i>"Refresh. Restyle. Reorganize."</i>	Home décor magazine cover
<i>"Retuned, reset, recalibrated"</i>	Article on the restoration theory of sleep
<i>"Reclaim. Repurpose. Redefine."</i>	Ella Elaine blog

If needed, students are welcome to incorporate articles, conjunctions, and a few other words that do not contain *re-* in their slogan. Students should explain the situation(s) in which their phrase would be useful. If desired, also share AARP's Life Reimagined poster:

Revitalize. Renew. Recharge. Repack. Reembrace. Rethink. Remake. Reignite. Reaffirm. Restore. Recast. Regenerate. Revive. Reawaken. Reflect. Rediscover. Reboot. Reconsider. Reenergize. Recalibrate. Recreate. Refresh. Realign.

Have students analyze what its message is to people 50 and over. Also, ask students to reflect on the appeal of do-overs and second chances as suggested by this poster and the many examples in the table above.

12. Make sure students are aware of the root, prefix, and suffix flashcards on quizlet.com. Also let them know about the roots and morphology lists available on vocabulary.com. To make learning easier, many of the lists are organized around words and parts related to a specific topic or category (e.g., people, the universe, body parts).
13. Invite student pairs to scan the front page of your local newspaper. The pair that finds the most words with Greek or Latin words gets bragging rights. As a class, work together to verify the meanings of any of the words which might be unfamiliar. (learning.blogs.nytimes.com/2014/05/08/12-ways-to-learn-vocabulary-with-the-new-york-times-2/?r=3)
14. Reinforce the meaning of affixes by asking students to explore words with the same prefix or suffix, such as *helpless*, *hapless*, and *hopeless* or *geocaching*, *geofencing*, and *geopolitical* or *inaction*, *inconceivable*, and *indefensible*. How are the words with the same affix alike, and how are they different? What is the relationship (if any) among the example words that share the affix? (e.g., The words with *less-* suggest that someone is

lacking in a quality or skill.) What insights can be gleaned about the affixes that might aid word learning?

15. Include movement in your instruction by playing “Will the Real Affix Please Stand Up?” (Adapted from vocablog-plc.blogspot.com) In each round, focus on one prefix or suffix the class has studied (e.g., *re-*, *un-*, *dis-*, *-er*, *-ish*). Say a word that contains those letters in order and use the word in a sentence (e.g., For *-er*: The *jogger* was sweating a lot. OR A *deer* ran into the road.). Students stand up and shout the word if it contains the target affix (e.g., *jogger*) If the word is an imposter, such as *deer*, students should remain seated. (Other imposters containing *-er* include *butter*, *hammer*, *her*, *over*, and *summer*.) One useful resource for gathering words for this activity is the [Online Etymology Dictionary](#).



Each student should then write the word in the appropriate column of a chart, as shown below, and underline the base word if the word contains the target affix. Follow up with a discussion of what the word means and any spelling changes that are made when the affix is added. For example, in the word *jogger*, the *g* is doubled when *-er* is added because *jog* is a CVC word.

(Teacher says...)	Prefix <i>-un</i>	No prefix	Meaning	Spelling Change
My uncle lives next door.		uncle	Male sibling of one’s parent	N/A
The message is unclear .	<u>unclear</u>		NOT understandable	None

16. Have students look at affixes that have become words themselves. (Affixes are bound morphemes which are attached to other word parts.) An example is *dis* (or *diss*) which is the clipped form of *disrespect*. Challenge class members to find other affixes that are used alone to carry meaning (e.g., *auto*, *crypto*, *ex*, *ish*, *macro*, *manipedi*, *trans*, *uni*).



(**Clipping** as a means of word formation is discussed in more detail in the Viva Vocabulary! articles [“New Words: Here Today, Gone Tomorrow? Part Two”](#) and [“Just Following Up with Lots of Additions: Part Two.”](#))

17. Bring up the increasing use of combining forms and affixes that are extracted from existing English words. Share examples: *-holic* as in *chocoholic*, *shopaholic*, and *workaholic*; *-thon* as in *hackathon*, *telethon*, and *walkathon*; and *Mc-* as in *McChurch*, *McJob*, and *McMansion*. Have students identify the original word from which each part was taken and then discuss the meaning and effect of these new word elements, including the semantic widening that is seen. To illustrate: *-holic* means “addicted” so a *workaholic* is someone who works constantly (i.e., The person is addicted to work.).

Have students collect more words which contain extracted word elements, such as those in this table. (Hats off to the Raleigh-Wake Reading Council for inspiring this activity and contributing some of the examples!)

Extracted Word Part	Examples of Contemporary Words	Meaning of Extracted Part
-a-palooza (also -apalooza) (from Lollapalooza)	<i>estropalooza, ITpalooza, iPadpalooza, laugh-a-palooza, lovapalooza, mom-a-palooza, Packapalooza, Pet Palooza, PumpkinPalooza, Shopapalooza, snazz-a-palooza, spring-a-palooza, Woof-a-Palooza, Zombiepalooza</i>	promotional event or exaggeration
-besity (from obesity)	<i>globesity, growbesity, infobesity, oblivioesity, snowbesity, tobesity</i>	excess
-cation (from vacation)	<i>bizcation (a.k.a. bleisure), daycation, facation, greycation, mancation, nerdcation, paycation, pray-cation, oblication, pre-cation, renovacation, staycation, workation</i>	break from regular work location
-erati, -ati* (seen in literati)	<i>beligerati, chatterati, digirati, fasherati, geekerati, glitterati, illiterati, illumerati. poperati, neterati, refrigerati, soccerati, twitterati, vulgerati</i>	group of people, often involved in a trivial pursuit
-fie (from selfie)	<i>belfie, catfie, dogfie, helfie, lelfie, (book)shelfie, shoefie (a.k.a. selfeet), panoselfie, petfie, sixfie, threefie, twofie, unselfie, welfie, workfie</i>	photo
-gasm (from orgasm)	<i>braingasm, choregasm, eargasm, eyegasm, foodgasm, geekgasm, ideagasm, joygasm, nerdgasm, soupgasm, shoegasm, sportsgasm, stylegasm, teagasm</i>	intense excitement or pleasure
-gate (from Watergate**)	<i>Bendgate, Bey-Bite-Gate, Bridgegate, Billygate, Climategate, Couchgate, Debategate, Deflategate, Emailgate, Fangate, Gamergate, Hackgate/ Murdochgate, Irangate, JurassicParkgate, Lancegate, Lochtegate, Monicagate, Pegboardgate, Russiagate, Spygate, Wienergate, Ubergate</i>	scandal
-holic, -aholic (from alcoholic)	<i>blogaholic, bookaholic, carboholic, cataholic, cleanaholic, computeraholic, danceaholic, décor-aholic, dogaholic, foodaholic, golfaholic, gymoholic, hugaholic, knitaholic, onionaholic, Remodelaholic, rageaholic, runaholic, shopaholic, sleepaholic, sportsaholic, sugaraholic, talkaholic, textaholic, track-a-holic, tweetaholic, wordaholic</i>	addiction 

-ista (from Sandanista)	<i>barista, Colorista, fashionista, glamourista, kitchenista, Maxxinista, Shimmerista, traditionista</i> (More information on the -ista word ending is at blog.dictionary.com .)	person who engages in or promotes a certain activity
-nado /nā doh/ (from tornado)	<i>bugnado, cornado, gustnado, Sharknado, snarknado, turbinado, Vornado</i>	swiftly moving force
-preneur (from entrepreneur)	<i>actorpreneur, agripreneur, alterpreneur, authorpreneur, couplepreneur, extrapreneur, fraudpreneur, intrapreneur, kidpreneur, leaderpreneur, manapreneur, manurepreneur, micropreneur, minipreneur, mompreneur, omnipreneur, seniorpreneur, socialpreneur, solopreneur, soulpreneur, teacherpreneur, technopreneur, teenpreneur, ultrapreneur, wantpreneur, webpreneur, youpreneur</i>	business person
-scape (from landscape)	<i>airscape, aquascape, cityscape, Clearscape, cloudscape, coldscape, colorscape, coolscape, dreamscape, foodscape, hardscape, hellscape, manscape, mantelscape, moonscape, paintscape, playscape, riverscape, roofscape, seascape, skyscape, snowscape, sofascape, softscape, soundscape, streetscape, tablescape, townscape, waterscape, winterscape, xeriscape</i>	scene or view, often extensive
-thon, -athon (from marathon)	<i>bikeathon, chatathon, cut-a-thon, danceathon, dramathon, dronathon, hackathon, iconathon, jogathon, knitathon, mediathon, Oilerathon, paintathon, radiothon, readathon, Rokerathon, sellathon, shareathon, Skype-a-thon, sparathon, spellathon, strollerthon, talkathon, Toyotathon, Who-athon</i>	long performance or event, usually for charity
-ware (from software)	<i>bloatware, crippleware, crudware, freeware, fritterware, guiltware, hardware, liveware, malware, meatware, payware, psychedelicware, ransomware, shareware, shelfware, spyware, vaporware, wetware</i>	program or code (instructions executed by a computer)

*This suffix has existed for some time, but is now being seen in blended terms. The status of this word element is not clear. (affixes.org)

**The infamous Room 214 in the Watergate Hotel was recently remodeled to reflect its role in the 1972 political scandal. (wtop.com)

Refer to the article [11 Suffixes that Gave Us New, Terrible Words](#) for more extracted parts and words that contain them. Also let students know that extracted suffixes (a.k.a. pseudo suffixes) are mentioned in the June 2016 issue of *Reader's Digest*. The short article includes *-itis* (disease), which is used to facetiously refer to modern maladies, such as *abbreviationitis, boomeritis, celebritis, checkitis, conspiracyitis, comparisonitis,*



computeritis, electionitis, imaginitis, lotteryitis, meetingitis, millenniumitis, perfectionitis, senioritis, sequalitis, and theoryitis.

If desired, draw ideas from [“core’ Is the Suffix of Our Time: The Word Form that Named Dozens of Artistic Genres Has Deep Washington Roots”](#). In the article, Britt Peterson states that “as we discovered *grindcore*, [*grungecore*], *thrashcore*, *skacore*, *breakcore*, [*mumblecore*], *raggacore*, *crunkcore*, [*emocore*], and so on, ‘core’ lost its hardness—and, in its ubiquity, became a popculture wink.” Ask older learners if they agree with this assertion about specialized (underground) music and to provide examples or other reasons to support their perspective.

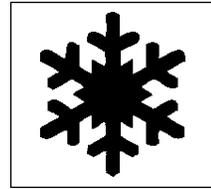
Have the class then discuss whether the proliferation of words with any of the other modern extracted suffixes listed above decreases their impact or degrades the meaning of the word form. During the discussion, share the following comments about *-ageddon* (as in *Armageddon*) and *-pocalypse* (as in *apocalypse*) from the [Lake Superior State University 2014 List of Banished Words](#).

“Come on down, we’re havin’ *car-ageddon*, *wine-ageddon*, *budget-ageddon*, *a sale-ageddon*, *flower-ageddon*, and *so-on-and-so-forth-ageddon*! None of these appear in the Book of Revelation.” -Michael, Haslett, MI (Italics added.)

“Every passing storm or event is tagged as *iceageddon* or *snowpocalypse*. There’s a limited supply of *...ageddons* and *...pocalypses*; I believe it’s one, each. When running out of cashews becomes *nutageddon*, it’s time to reevaluate your metaphors.” -Rob, Sellersville, PA (Italics added.)

Other words with *-ageddon* include *Euroageddon*, *moneyageddon*, *Obamageddon*, *pharmageddon*, *snowmageddon*, and *thermageddon*.

More examples of *-pocalypse*-suffixed words: *adblockpocalypse*, *bookpocalypse*, *firepocalypse*, *heatpocalypse*, *icepocalypse*, *hurricane-pocalypse*, *porkopolypse*, *rainpocalypse*, and *shipocalypse*. Ask students



whether they concur with the comments and to give examples in support of their views. Then have the class discuss why advertisers, news reporters, and the general public seem to latch on to certain word parts. Refer to the information on pet words in the Viva Vocabulary! article [“Just Following Up: Lots of Additions” Part One](#).

Be sure to acknowledge that some people do not consider extracted suffixes to be suffixes: languagelog.ldc.upenn.edu.

18. Introduce **infixation**, “the process whereby a bound morpheme attaches **within** a root or stem” ([Glossary of Linguistic Terms](#)). In the word, *sophistimacated*, *ma* is an example of an infix attached inside a word stem. Since infixation occurs in some slang and expletives, it’s likely that students are familiar with the concept, even though they may not know what it’s called. A fictional character known for infixation is Ned Flanders, Homer Simpson’s neighbor on the TV show *The Simpsons*. Ned is often heard injecting “*diddly*” in words, as in “*hi-diddly-do* neighbor,” and “*wel-diddly-elcome*.” (According to the [Oxforddictionaries.com](#), *diddly*, which is short for *diddly-squat*, means “anything.”)

Pull school-appropriate information and examples from the article [“Fanf-kingtastic and Edumacational: The Case of English Infixation.”](#)

INFIXES

Then encourage students to share examples from their worlds (altered to be suitable for school, of course, as in “*un-f---ing-believable*”). In addition, talk about the value and uses of infixed terms (e.g., linguistic playfulness, verbal variety, insight into a character or person).

*The roots and affixes highlighted in this series include only a small portion of those in English. Because of the number of such word parts, it is impossible to feature all of them.

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