Exercises

I. *Directions:* Match each definition to the word part it defines.

_____ 1. -cide   a. touch

_____ 2. –mand-/-mandat-   b. order, commit, command

_____ 3. –mon-   c. kill

_____ 4. -tact-/-tang-   d. turn

_____ 5. –vert-/-vers-   e. warn

II. *Directions:* Selecting from *–cide, -mand-/-mandat-, -mon- -tact/-tang-, and -vert/-vers-,* write the proper word part in each blanks so that the appropriate word is formed.

1. The officer com_____ed the soldier to move forward, so the soldier did so.

2. Farmers began spraying plants with insecti_____ to kill off any of the insects that were destroying their crops.

3. After making such great progress, the child re_____ed back to his old behavior.

4. The author described the setting so well that the location almost seemed _____ible.

5. She thought that her dream was a sort of pre_____ition of things to come.

? than/then
?
? 1. I am taller _____ Bill.
? 2. If you don't listen, _____ you'll get in trouble.

III: *Directions*: Write X before the sentence if the word part retains the meaning it had in the previous exercises, O if it does not.

_____ 1. That band uses a *mandolin* and other interesting instruments in their music.

_____ 2. One of the earliest examples of *fratricide* is from the Bible, when Cain killed his brother Abel.

_____ 3. That is a *common* problem.

_____ 4. He's pretty *versatile*; he can do well in almost any situation.

_____ 5. The only fruit that she will eat is *tangerines*

IV: *Directions*: Using the word parts that you have learned, think of five words that were not used in this lesson. Then, write that word and its definition in a complete sentence.

Example: **mon-** To admonish is to warn someone in a gentle manner.

1. -cide _____

_____

2. -mand-/-mandat- _____

_____

3. -mon- _____

_____

4. -tact-/-tang- _____

_____

5. –vert-/-vers- _____

_____

? 1. *than* is used in to contrast two or more things
? 2. *then* is used to discuss sequence of events