

## Word Cells Presentations

Every few days for the first half of this year, you listened to some “word cell” podcasts and made up some words of your own that illustrated your understanding of these Greek and Latin word roots. This term, you’re going to teach the class about a word cell in a three-minute speech of your own. You may use online resources to help you, but what you present must be *your own work*. You make it up. You write it down. You read it out loud to the rest of us. (You should probably practice a few times before doing so.) The point is to help your classmates remember the definition and recognize English words that contain the cell, so you should include lots of words that have your assigned cell in them. Try to be as entertaining and educational as possible. Speeches will be presented on the dates indicated below, and your classmates will add your word cell to their growing lists. Be ready!

### Set #1: January 29/30

- cis- / -cid- (#2)
- mit- / -miss- (#4)
- ject- (#10)
- duc- / -duct- (#12)

### Set #2: February 4/5

- fic- / -fact- / -fect- (#14 & #16 & #19)
- bio- (#17)
- vert- / -vers- (#21 & #27)
- sent- (#24)

### Set #3: February 6/7

- in- (#28)
- cip- / -cept- (#31 & #32)
- ven- (#38)
- ced- / -cess- (#45 & #46)

### Set #4: February 14/15

- grad- (#48)
- trans- (#51)
- inter- (#52)
- magn- (#53)

### Set #5: February 19/20

- ped- (#58—foot)
- sub- (#59)
- super- (#60)
- circum- (#61)

### Set #6: February 25/26

- pro- (#63)
- contra- (#64)
- path- (#67)
- meg- (#69)

### Set #7: February 27/28

- micro- (#70)
- anti- (#72)
- phon- (#73)
- man- (#75)

### Set #8: March 1/4

- syn- / -sym- (#76)
- hypo- (#79)
- hyper- (#80)
- script- / -scrib- (#81)

### Set #9: March 8/11

- son- (#83)
- a- (#84)
- ver- (#85)
- nom- / -onym- (#86 & #88)

### Set #10: March 14/15

- ad- (#87)
- vis- / -vid- (#89)
- capit- / -cap- (#90)
- cycl- (#91)

Each of the cells listed has a number next to it. The numbers represent where each cell is located in the Membean library:

<http://membean.com/wrotlds/archive>

You may access this resource while developing your presentation, but you can’t just copy it.

*You have to write your own presentation.*

Use the outline on the back of this page to help you get started.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Word Cell Presentation Outline

What is your assigned word cell? \_\_\_\_\_

List spelling variations of the cell here: \_\_\_\_\_  
(Example: *-co-* has the variants *-con-*, *-com-*, *-cor-*, *-col-*.)

What does the cell mean? \_\_\_\_\_

Is it a Greek or Latin root? \_\_\_\_\_

Before you include any words on the lists below, make sure that they contain the cell you have been assigned and that it illustrates the appropriate meaning. For example, the cell *-pop-* means *people*, which you see in words like *population* (number of people) and *popular* (loved by many people), but *popcorn* and *soda pop* do NOT come from the root that means people, so you would not include them on the list. Check the etymology of the words in a dictionary if you are not sure.

List English words in which the cell is at the beginning (Example for *-pop-*: **pop**ulation):

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List English words in which the cell is not at the beginning (Example for *-pop-*: de**pop**ulate):

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Write the literal definition [or etymology] for three (3) of the words in your lists above:  
Example: *depopulate* [*-de-* = away, *-pop-* = people, *-ate-* = to make]; “to make people go away.”

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Now write the speech! Here’s the SOAPSTONE to keep in mind: **S**peaker=you, **O**ccasion=class assignment, **A**udience=your classmates, **P**urpose=teach your word cell, **S**ubject=your assigned word cell, **TONE** =up to you; your chance to make it fun!