

Royal Fireworks Language Arts by Michael Clay Thompson

# THE WORD WITHIN THE WORD I

*Third Edition*

*Compatible with The Word Within the Word I, Student Book Third Edition*

## Instructor Manual

Michael Clay Thompson  
Thomas Milton Kemnitz

*Royal Fireworks Press*  
UNIONVILLE, NEW YORK

# Table of Contents

Instructor Section .....	iv
Introduction .....	1
List #1 .....	2
List #2 .....	11
List #3 .....	20
List #4 .....	29
List #5 .....	38
List #6 .....	47
List #7 .....	56
List #8 .....	65
List #9 .....	74
List #10 .....	83
List #11 .....	92
List #12 .....	101
List #13 .....	110
List #14 .....	119
List #15 .....	128
List #16 .....	137
List #17 .....	146
List #18 .....	155
List #19 .....	164
List #20 .....	173
List #21 .....	182
List #22 .....	189
List #23 .....	196
List #24 .....	203
List #25 .....	210
List #26 .....	217
List #27 .....	224
List #28 .....	231
List #29 .....	238
List #30 .....	244
Index .....	250
Assessment Materials .....	255

---

## To the Instructor

---

I began this book in shock and in a mood of rebellion. The shock came when I was hired to teach ninth-grade English (I thought) and began calmly planning a ninth-grade English course, only to be told by another teacher—by chance, and only two days before classes were to begin—that I was teaching ninth-grade *gifted and talented* English. Oh. At the time, I had just returned to teaching after a four-year exploration of other careers, and I didn't even know what *gifted and talented* meant. What valuable things I have learned about the nature of giftedness since then are incorporated into this book. More about that later.

The rebellion came when I realized that I was planning to teach my English students the vocabulary of the English language in the same way it often had been taught to me—haphazardly and superficially. You know the routine: the teacher assembles lists of “college-level” words, has the students look up the definitions, has them write the definitions in a notebook, has them use each word in a sentence, and collects the notebooks at the end of the semester. It sounds like a sensible process—until you realize what is missing: mastery of the words. The truth is that in that standard, traditional process, everyone knows, and tacitly agrees, that no cumulative, comprehensive knowledge of the words is required. The students must, however, show that they have a notebook.

The more I thought about using that process in the classroom, the more I remembered the thousands of words from the hundreds of courses in my own educational past—words I had been told to learn, words I had been told were important but that I had never heard mentioned again, that I had never been required to use, that I had never become familiar enough with to internalize, and many of which have left the environs of my brain for some other, happier soil. I began to feel a rebellious energy rising against those memories.

And so, initially, my problem was two-fold: I wanted to find a systematic approach to the study of vocabulary, an approach that would not just cover the vocabulary but that would require the students to internalize it, and I wanted to make the program responsive to the needs of the academically gifted, highly motivated students I was teaching.

I will not detail the long process of evolution that has produced this book. Suffice it to say that the core ideas were apparent almost from the beginning. First, the vocabulary work in the course would not be a unit, or even several units. It would not be unitized. Rather, it would be a weekly effort, built on a cumulative basis throughout the year. No words would be left behind. Every test would force the students to review every list. Constant review—ever-increasing familiarity—would be the rule.

The second principle I decided to follow was to avoid having the students simply memorize rote definitions to unfamiliar words. I wanted the definitions to make sense, to seem logical, so I decided to make heavy use of the etymologies of the words we studied. This soon led to the approach used here—namely that vocabulary is presented not as a set of lists of words but as a system of thinking, a way of building, analyzing, spelling, pronouncing, using, and choosing words. Just as a distant galaxy of stars appears in a telescope as a single, luminous, astronomical object, so in this book it is the vocabulary system that appears as a fascinating language object, composed of thousands of sparkling words and word pieces. In this method, the system is not offered as a mere way of learning words; rather, the example words serve to illustrate and expand the system in the students' minds. The system is the object of inquiry. The beauty of this approach is that the students finally know far more than the short list of words encountered in the course;

they also know the tens of thousands of words that are not listed but that are *expressions of the system*. This is an approach that can accomplish much, even in one academic year. It is an approach that can have a significant, visible impact on students' vocabulary and thought processes.

The reason for this is that learning Latin and Greek stems (I use the term *stems* as a general name for all word pieces, including prefixes, suffixes, and roots) is an extraordinary form of power-learning. Research shows that learning one hundred of the most important Latin stems results in a knowledge of thousands of English words—and not merely a particular list of words that are studied but a vast array of words that are made of the stems. This means that students have a chance to understand thousands of words that they have never seen before just by decoding the stems that they recognize in new words.

One aspect of the power-learning that takes place through this method is speed. The effect of learning several hundred important Latin and Greek stems that are common in English is explosive. It happens in a matter of weeks. Students begin noticing the benefits of the content immediately, and with each passing week the content accumulates and explodes further. I know of no other knowledge that is so powerful in making an almost immediate difference in students' minds.

In some ways, language is the core of all content. If we can provide an outstanding foundation of language, we can help students excel in every subject. Students who have a strong understanding of common Latin and Greek stems have inside knowledge of the vocabulary construction set that scholars use to form academic vocabulary in English. This is not a Latin book, nor is it a Greek book; it is a book designed to unlock the secrets and hidden meanings of English vocabulary. The vocabulary approach used in this book simultaneously attacks the most advanced vocabulary of all disciplines; it is highly academic in nature. It is a holistic language system.

I should emphasize that the language system presented here is no discovery of mine. It is nothing new. On the contrary, it is ancient. It is a universally available resource to anyone who has the curiosity to open an unabridged dictionary and look at the etymology of a word. This book is really just a compendium of thoughts about etymologies in dictionaries. It is a personal study of the way in which our words are built from the fragmented ruins of the ancient Romans' and Greeks' words. (The spirits of the Anglo-Saxons would object if I did not mention them, too.) The modern American tongue is a reconstruction and fusion of the tongues of the ancients; it is a constellation of echoes—of ancient words and pieces of words within our words.

I did not create this system; rather, I simply made use of this already-existing resource. I loved doing so, and I truly hope that you and the students under your instruction will love it, too.

## EXPLANATION OF LESSON COMPONENTS

### GENERAL STRATEGY

The material in this book is designed to be used as one component in an English program that also includes grammar, writing, poetics, and literature. Because there are a total of thirty lists, and thirty regular tests plus six review tests, that gives an overall total of thirty-six vocabulary tests. You can do one regularly scheduled lesson per week, with flexible visits to the book's various components during the week.

When you are busy with grammar or literature, you may go several weeks without devoting significant time to vocabulary discussion. Then, when the schedule clears, you may spend several days in a row reviewing and discussing words. Do not feel compelled to cover every page of every lesson every week (or ever); treat the material with great flexibility. You may, for example, wait and hold a discussion on several pages of mystery questions at once.

The point is that this vocabulary book is one valuable part of an English program that contains other valuable parts; instructors should feel free to adapt it to their particular situation. It could be taught as a vocabulary course, complete in itself, or it could serve as a set of optional paths, with each instructor charting an individual path through the various optional lesson pages and using what seems most appropriate.

### GRADE LEVEL

I used this material with equal success in eighth-, ninth-, tenth-, eleventh-, and twelfth-grade gifted or honors classes, as well as in community college courses. The material has a classical substance that gives it a curious gradeless quality; it is neither too difficult for the young nor too youthful for the old. It seems to be valuable to anyone who does not already know it. Because learning vocabulary in the way presented here is so useful to other disciplines, it is optimal for students at the late middle school or early high school levels. (My students always commented, for example, about how the stems helped them in biology.) But if one misses this foundation during those years, then it is just as important to success in college courses.

### ABILITY LEVEL

While I designed this book with gifted students in mind, it is nevertheless most appropriate for students—of all abilities—who are what I would term *academically motivated*. I used this material in both honors classes and non-honors classes with good results. All students like the stems and get excited about their new understanding of words. The major pedagogical difference is that I had to spend more class time and discussion and review with the non-honors students, whereas I expected my advanced classes to do their cognitive and memory work at home.

I should perhaps add that at one high school, where we divided classes into four ability levels (gifted, honors, standard, and basic), I taught the first ten or so lists of stems to my tenth-grade basic classes. These students especially seemed to enjoy learning the stems, to appreciate the new world of comprehension that the stems opened up for them, and to profit in other classes from their new knowledge. This experience helped me to remember that—the language of intelligence aside—all human beings are marvelously intelligent; it is the very quality that distinguishes us as a species. And all students I ever worked with loved being taught

good knowledge and being exposed to higher-level thinking. The same techniques that work so well with gifted students tend to work wonderfully with all students.

## WORD ANXIETY

I have a vision of an instructor picking up a copy of this book and looking over the example words on the stem lists. Suddenly, the instructor's eyes rest on a word like *apogeotropism* or (worse) *allopolyploidy*, and the instructor thinks, "Well, this is too advanced for my students. They don't need to know what *allopolyploidy* means. I don't even know what *allopolyploidy* means."

Well, that's true. I think there was one fellow in Pittsburgh who knew what *allopolyploidy* meant, and he forgot. But here is the strategy: I have gone out of my way to search out and include a number of truly outrageous words, words that are even more abstruse and convoluted than any the students are likely to encounter, because I believe that the syndrome I term *word anxiety* can be overcome, but not through avoidance—through acquaintance. Expose students to enough words like *allopolyploidy* and *apogeotropism* in a safe, positive atmosphere, and the word anxiety that is based on massive unfamiliarity with educated language disappears.

One positive consequence of this approach is that when a student asks, "What does *pleophagous* mean?" the instructor has the opportunity to say, "I don't know. Let's look it up in the dictionary, and we'll find out together."

It is important that there be words that even the instructor does not know; that way, the vocabulary program becomes an authentic and exciting study for everyone—instructor *and* student. In other words, the word base in this program is deliberately designed to place both instructor and student in the same position; they become mutual learners who are exploring a world of new and interesting—even bizarre—words *together*. The words in the word base come from every imaginable field of study and level of difficulty. The conventional I-have-knowledge-and-you-don't instructor/student hierarchy has been at least partially corrected; it would be a rare instructor indeed who would have prior familiarity with all of the words contained here.

## STEM LISTS

It took three years to select the 500 stems used in the twenty stem lists in this book—three years of searching through dictionaries and textbooks, word lists and college preparation manuals. The present catalog of stems has been carefully revised. There are a few points to make about the way the stems are presented.

First, the presentation is structured in a way that encourages users to focus primarily on the stem system rather than on looking up the definitions of its word examples. The stems are the key. You will notice that I have made an effort to mix the stems up, to avoid alphabetization, to include stems important to all academic disciplines, and to find example words from every area of thought. I have tried to make each list a grab bag of cognitive nuclei that has an inherent tendency to expand in all directions.

Second, I have eliminated optional definitions wherever possible. I have attempted to settle on one meaning that seems preferable most of the time and at least comprehensible the rest of the time. It is important to understand that this is simply a pedagogical simplification and that the stems do not each have

## INTRODUCTION

*The Word Within the Word, Volume I*, is designed to raise your awareness of the Greek origins of English. *The Word Within the Word* is the premier text for understanding English language vocabulary; the vocabulary sections have proven valuable to several million students. However, included in the text is the discussion of Greece in the Classical Age. In this and the subsequent two volumes, we want to give you more insight into Greece and Rome, the two ancient cultures from which much academic English is derived. This is not material that will be on the test, or at least it should not be. Its function in this volume is to give you some idea of the Greek world, of the chronological, geographical, and other relationships of the actors to one another. History should not be a story to be memorized but rather an exploration of relationships, of how people in specific contexts acted and reacted, solved problems, and endeavored to live in ways that they found satisfactory. I chose the subjects of the short essays in this volume to give you a sense of what occurred during the fewer than 200 years that proved so important for the history of the world and to us today.

As you read these essays, it is important to realize and remember that the fundamental structure of ancient Greece was competition. The Greeks were competitive about everything; it was how they approached one another and the world around them. It was individual against individual, family vying with family, city against city, league against league, and finally all of Greece against the Persian empire. The Greeks were the originators of the Olympic games, but the Olympic games were only one of several Panhellenic games that involved athletes, musicians, charioteers, sailors, and other contestants from all of Greece. The Greeks did not simply have concerts, they had competitions between singers and between musicians; they did not simply go to plays, they had competitions between playwrights. If this does not seem strange to you, it is because much of our world is organized on the same premise. We have competitions and give prizes on a level that rises to the ancient Greek standard and perhaps even surpasses it. And after a lapse of 1,600 years, we revived the Olympic games and play them every four years, just as the ancient Greeks did.

With competition, the Greeks developed a concept of individualism and freedom and a portrayal of individuals striving and fighting for their own liberty and for the freedom of their homeland from enslavement. They had fewer protections of their individual rights than we do, but individuals had far more protections in Athens than they did in Egypt or Persia or elsewhere in the ancient world. Their freedoms might have been circumscribed, but they were no less precious to them.

The Greeks gave us many of the underpinnings of our life. Besides organized competitive games, they developed democracy, the importance of the individual and the will of the people, philosophy, the theater, comedy and tragedy, mathematics, medicine, rhetoric, history, the epic poem, and the fable. The most glorious manifestation of Greek culture and achievement might be Athens in the fifth century, although others would argue it was the fourteen years of Alexander's leadership of the Macedonians, and still others have pointed to Sparta. It was an exciting and vibrant period in the history of the world, and in these short essays I have tried to open up some aspects of it to you.

As interesting and important as the history of classical Greece may be, it is well to remember that the purpose of this book is to help you learn English vocabulary, specifically the academic English of learned discourse. The essays and photographs about the Greek world are not an end in themselves but an aid to your comprehension of academic English.

Thomas Milton Kemnitz

---

The Word Within the Word • List #1

---

<b>ante</b>	<i>(before)</i>	antedate, antecedent, antebellum, anterior, ante meridiem, antepenult	<i>Latin</i>
<b>anti</b>	<i>(against)</i>	antiaircraft, antibody, anticlimax, anticline, antitoxin, antithesis	<i>Greek</i>
<b>bi</b>	<i>(two)</i>	bilateral, bicycle, binary, bimonthly, biped, bipolar, binocular, bicuspid	<i>Latin</i>
<b>circum</b>	<i>(around)</i>	circumnavigate, circumspect, circumvent, circumlocution, circus	<i>Latin</i>
<b>com</b>	<i>(together)</i>	combination, comfort, commensurate, common, complete, combo	<i>Latin</i>
<b>con</b>	<i>(together)</i>	contract, confidence, confine, confederate, conjunction, contact	<i>Latin</i>
<b>de</b>	<i>(down)</i>	deposit, descent, despicable, denounce, deduct, demolish, decrepit, deplete	<i>Latin</i>
<b>dis</b>	<i>(away)</i>	distract, distort, dispute, dissonant, disperse, dismiss, dissuade, disprove	<i>Latin</i>
<b>equi</b>	<i>(equal)</i>	equitable, equilateral, equivocate, equinox, equation, equilibrium	<i>Latin</i>
<b>extra</b>	<i>(beyond)</i>	extraterrestrial, extraordinary, extravagant, extrovert, extramural	<i>Latin</i>
<b>inter</b>	<i>(between)</i>	international, interdepartmental, interstellar, interject, interlude	<i>Latin</i>
<b>intra</b>	<i>(within)</i>	intracellular, intravenous, intracranial, intrastate, intrauterine	<i>Latin</i>
<b>intro</b>	<i>(into)</i>	introduce, introspective, introvert, introject, introrse, introgression	<i>Latin</i>
<b>mal</b>	<i>(bad)</i>	malevolent, malcontent, malicious, malign, malady, malapropism, malonym	<i>Latin</i>
<b>mis</b>	<i>(bad)</i>	misfit, mistake, misfortune, misfire, misdeed, misguided	<i>Germanic</i>
<b>non</b>	<i>(not)</i>	nonstop, nonprofit, nonconformity, nonplussed, nonchalant	<i>Latin</i>
<b>post</b>	<i>(after)</i>	postgraduate, posthumous, postscript, posterity, posterior, postlude	<i>Latin</i>
<b>pre</b>	<i>(before)</i>	prelude, preposition, premonition, premature, predict, predecessor	<i>Latin</i>
<b>semi</b>	<i>(half)</i>	semitone, semiaquatic, semicircle, semiweekly, semiannual, semiformal	<i>Latin</i>
<b>sub</b>	<i>(under)</i>	subterranean, subtract, subordinate, submarine, subterfuge, substantial	<i>Latin</i>
<b>super</b>	<i>(over)</i>	supervise, superb, superior, superfluous, supercilious, supernatural	<i>Latin</i>
<b>sym</b>	<i>(together)</i>	sympathy, symbiosis, symbol, symmetry, symphony, symposium	<i>Greek</i>
<b>syn</b>	<i>(together)</i>	synthetic, synchronize, syndrome, synonym, synopsis, syntax	<i>Greek</i>
<b>tri</b>	<i>(three)</i>	tricycle, triangle, triceps, triad, trichotomy, triceratops, trivia, triologue	<i>Greek</i>
<b>un</b>	<i>(not)</i>	unfit, unequal, undone, unequivocal, unearned, unconventional, untenable	<i>Old English</i>



# de

## down • away • from

The Latin stem **de**, which we define as meaning *down*, actually can have a wide variety of meanings and is a relative of the stem **dis**. Though **de** often means *down*, it can mean *away*, *off*, *from*, *entirely*, or even *undo*. Here are some of the interesting words that contain **de** in its various shades of meaning:

- debacle:** an overwhelming defeat. Alexander's attack was a debacle for Darius.
- debark:** to get off of a ship or airplane. They debarked immediately.
- debauch:** to lead astray morally. Dorian's life was increasingly debauched.
- debris:** rubble or fragments. The barbarians lived in the debris of Rome.
- decamp:** to depart suddenly or secretly. In the night, the enemy had decamped.
- declivity:** a downward slope. The horses stumbled down the declivity.
- defalcate:** to embezzle funds. He had defalcated the funds and vanished.
- defeasible:** able to be undone or voided. The provision proved to be defeasible.
- defoliate:** to strip of leaves. The chemical defoliated most of the jungle.
- deliquesce:** to melt down. In the movie, the villain's face deliquesced in the blast.
- demure:** modest or affectedly modest. Her demure pretensions fooled no one.
- denizen:** an inhabitant. The denizens of the forest could be heard in the night.
- depravity:** wickedness. The depravity of the criminal was beyond belief.
- depredation:** plundering. Ghengis Kahn's depredations terrified the villages.
- deracinate:** to pull up by the roots. He weeded with deracinating frenzy.
- deride:** to ridicule. He mercilessly derided the new student.
- derogate:** to detract. Why derogate another's reputation?
- deseccrate:** to profane what is sacred. Vandals had deseccrated the shrine.
- desiccate:** to dry completely. The desiccated apples fell out of the package.
- desideratum:** something considered essential. Our primary desideratum was cost.
- desperado:** an outlaw. The cove was a haven for desperadoes and escapees.

---

The Word Within the Word • Sentences #1

---

1. The Civil War **antedates** the Korean War by decades.
2. The **antiaircraft** fire shot down the enemy planes.
3. The two nations have a **bilateral** agreement.
4. The **circumspect** spy is difficult to catch.
5. The two together are an interesting **combination**.
6. He was **confined** to the asteroid's detention center.
7. The lunar lander **descended** through the atmosphere.
8. His attention was easily **distracted**.
9. She made an **equilateral** triangle with three straws.
10. It was an **extraordinary** achievement.
11. They were lost in **interstellar** space.
12. He received an **intravenous** solution through a tube in his arm.
13. The boy was a lonely **introvert** who kept to himself.
14. He looked fearfully at the glowing, **malevolent** demon.
15. He had the **misfortune** to forget his wallet.
16. The foundation is a **nonprofit** organization.
17. She added a **postscript** at the bottom of the letter.
18. Before Romeo left, Juliet had a frightening **premonition**.
19. The circle was divided into two equal **semicircles**.
20. The lieutenant gave a sharp order to her **subordinate**.
21. The talkative fool made several **superfluous** comments.
22. The **symbiotic** species could not survive without each other.
23. Please **synchronize** your watches at this time.
24. Rome was sometimes ruled by a **triumvirate**.
25. **Unearned** income must be reported to the Internal Revenue Service.

---

## The Word Within the Word • Ideas #1

---

### synthesis

1. Invent three words that each combine two or more of the stems in List #1. Write definitions for these words.
2. Write a paragraph about an **intracranial** operation, and use at least ten example words from List #1 in your paragraph.

### divergence

1. List as many words as you can think of that contain the stem *pre*. Keep listing until you find unexpected, creative examples.
2. How many things can you think of that need to be **synchronized**?

### analysis

1. What is the difference between **interstate** highways and **intrastate** highways? Explain by examining parts of the words.
2. If *nav* means ship, explain the origin of the word **circumnavigate**.

### evaluation

1. Are politicians morally obligated to speak **unequivocally**, or do they have a practical right to be **equivocal** in order to be elected?
2. Is it wrong to be an **introvert**, or is it just a matter of style? Is it better to be sociable? Should you force yourself to socialize if you feel like being alone?

### intuition

1. What images flash in your mind when you hear the following words: **preschool**, **misfortune**, **symbol**, **deposit**, **interstellar**, and **descent**?
2. If you could do something truly **extraordinary**, what would it be?



The typical Greek terrain with its mountains and narrow valleys is evident in this view of the amphitheater at Delphi. Delphi was thought by the Greeks to be the center of the Earth. It was here to the oracle in the sacred temple of Apollo that Greek people came—often journeying hundreds of miles—for advice and answers to pressing questions. It was the oracle who pronounced Socrates the wisest man in the world, who foretold that the Spartans would have a king killed in combat or their city would be destroyed, and who said that Athens would be destroyed and the Athenians should seek protection behind a wooden wall (which Themistocles interpreted as the navy). Alexander the Great visited the oracle before setting off to conquer Persia.

# THE LATE BRONZE AGE: POLITIES AND HOMER

Dr. Thomas Milton Kemnitz

Greece is mountainous and its land rocky. Its climate is too dry in the summer, and its soil not rich enough for the lush crops of the Nile or the Tigris and Euphrates valleys. The inhabitants of Greece were about 2,000 years behind the occupants of those more fertile lands in the development of a literate culture. But with the husbanding of animals, the bounty of the sea, the produce of olive trees and grape arbors, and other assets, the Greeks managed to feed themselves and find the resources for trade throughout the eastern Mediterranean.

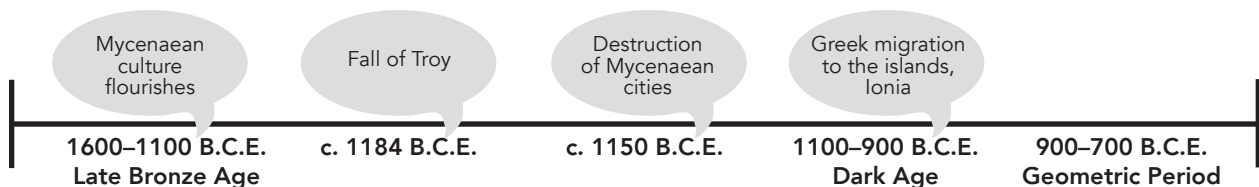
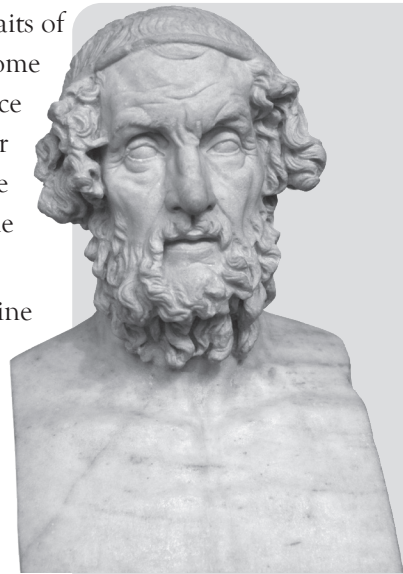
In the second millennium B.C.E., the inhabitants of Greece organized themselves into polities—city states—of some sophistication. This is known as the Mycenaean culture, after the location in Greece of the most complete ruin. They developed an alphabet and a system of writing, known as Linear B. Besides some buildings, most of what survived has been found in graves of royal personages, including many elaborately worked items of gold jewelry and death masks.

Though their cities were widely scattered through the Greek peninsula, the surrounding islands, and the shores of what is now Turkey, the Greeks developed a shared identity and a common culture. Toward the beginning of the twelfth century B.C.E., they made common cause in a war against the city of Troy and its allies. If we can believe the oral tradition that Homer and other sources recorded, the conflict involved the entire northeastern Mediterranean and lasted for a decade before it ended with the destruction of Troy.

Homer's story of the Trojan War, the *Iliad*, and of the return home from the war of Odysseus and his men, the *Odyssey*, are two of the greatest pieces of literature ever composed. The ancients themselves recognized the enormity of the achievement, and busts of Homer were common in the ancient world. All we know about Homer the man is that he was blind. The busts of him are probably idealized visages sculpted generations after his demise. For the ancient Greeks and Romans, Homer's works were great classics, a status they retain today. Scenes from the *Iliad* and the *Odyssey* were often used to decorate walls and vases in ancient Greece and Rome. The martial prowess of Achilles, the cunning of Odysseus, the wisdom of Nestor, the prescience of Cassandra, and many of the other traits of the principal characters and the salient incidents of the war and voyage home resonated with the ancients and were part of the shared culture of Greece and Rome. Alexander the Great liked to portray himself as the successor to Achilles, and throughout his campaigns, he kept with him a copy of the *Iliad* which Aristotle had annotated for him; after the battle of Issus, he used a golden chest taken from the Persians to protect his *Iliad*.

To understand the colossal status of the *Iliad* and the *Odyssey*, imagine a book published today that is translated into every language, taught in every university, and read by every educated person in the year 4915!

For centuries after the Mycenaean culture was destroyed, Greece seemed to go through a dark age, until the ninth century when once again polities and culture began to flourish.



---

The Word Within the Word • Analogies #1

---

1. **ANTEBELLUM : BELLIGERENCY ::**
  - a. antiaircraft : aircraft
  - b. nonstop : continuous
  - c. cause : effect
  - d. morning : afternoon**
2. **INTERSTELLAR : STELLAR ::**
  - a. submarine : marine
  - b. interstate : intrastate
  - c. mortar : bricks**
  - d. intracellular : cell
3. **SUPERFLUOUS : INADEQUATE ::**
  - a. excess : insufficiency**
  - b. malevolence : benevolence
  - c. superior : mediocre
  - d. euphony : cacophony
4. **SUPERCILIOUS : IDOLIZING ::**
  - a. depression : euphoria
  - b. condescension : admiration**
  - c. synthesis : antithesis
  - d. zenith : nadir
5. **CIRCUMVENT : COMPLY ::**
  - a. noncooperation : complaisance**
  - b. superior : subordinate
  - c. preposition : position
  - d. circumnavigate : navigate
6. **ANCESTRY : POSTERITY ::**
  - a. eohippus : horse**
  - b. intracranial : cranial
  - c. anteroom : gazebo
  - d. syncline : anticline
7. **ANTECEDENT : PRECEDENT ::**
  - a. grammar : law**
  - b. circumlocution : equivocation
  - c. malaprop : malevolence
  - d. inspection : introspection
8. **PRENATAL : POSTHUMOUS ::**
  - a. bilateral : unilateral
  - b. pathogen : syndrome**
  - c. intravenous : vein
  - d. subterfuge : evasion
9. **BIPED : BICYCLE ::**
  - a. rectangle : tetragon
  - b. binary : unitary
  - c. biceps : triceps
  - d. quadruped : automobile**
10. **CIRCUMSPECT : RECKLESS ::**
  - a. circumlocution : equivocation
  - b. conjunction : disjunction**
  - c. supercilious : despicable
  - d. homophone : homonym

The logic behind the analogies answers is presented in the Assessment Materials section of this book.



Achilles and Ajax are depicted playing a board game on a vase made in Athens about 520 B.C.E. The Trojan War was a common theme of Greek art and was used to emphasize a common Hellenic identity far more important than the rivalries and battles and wars that separated one polity from another. The Hellenic identity became even more important in the face of the threat of Persian invasion because it emphasized Greek unity against an enemy from the other side of the Hellespont. Note the pointed beards on the faces of the players on the Athenian vase; Achilles and Ajax are depicted in the fashion of fifth- and sixth-century Athenians. This vase was made at a time when Athenian potters and ceramic painters were eclipsing most of their rivals in the quality and sophistication of their output. Athenian potters used both the black-figure style on this page and in about 530 B.C.E. developed the red-figure style seen on page 9.

---

## The Word Within the Word • Notes #1

---

1. The interior of a word often contains a striking image that only a person who knows the meaning of the stems will enjoy. In the case of **circumspect**, which means cautious, we see the cautious person looking (*spec*) around (*circum*) for signs of danger.
2. Many other *spec* words contain memorable images. The **introspective** person is not merely thoughtful but is looking inside himself. And we **respect** a person when something that person does causes us to look at him again in a new way.
3. Some words offer moments of humor. The person who **equivocates** is deliberately ambiguous, but we see in the word an image of someone having problems with his mouth as he attempts to give equal (*equi*) voice (*voc*) to both sides of an issue!
4. Depending upon how it is used, **introvert** contains an unsettling, sad image. The *intro* (into) *vert* (turn) is turned into himself—his back to the beautiful, unnoticed world.
5. Even familiar words take on new light at times. Why is a **preposition** called a preposition? Because of its position—it always (almost) comes at the beginning of a prepositional phrase. It occupies the *pre* position.
6. The word **posthumous**, as in posthumous award, contains a portrait of tragedy. A posthumous award is only granted after (*post*) its recipient has been buried in the ground (*humus*).
7. The foolishness of a too-talkative person's excessive questions and comments is wittily described by the word **superfluous**. The talker has provided all of the comments that can be contained, and now the comments begin to over (*super*) flow (*flu*).
8. Can a word help to sharpen one's senses? The beauty of a **symphony** arises largely from just what the word *symphony* emphasizes: the musicians play their instruments in unison so that the sounds (*phon*) rise together (*sym*).
9. **Spanish Cognates:** One of the most important observations to gain from the study of the etymology of English vocabulary is that English and Spanish share thousands of words that are cognates—related words—that have common origins. Often, the English and the Spanish words share not only a stem but even more than one stem, and often in the same order. As examples, here are some English words from this lesson and their Spanish cognates:

semiannual : semianual  
introduce : introducir  
posterity : posteridad  
superior : superior  
superfluous : superfluo  
malicious : malicioso

This Athenian vase of about 520 B.C.E. shows the same scene of Achilles and Ajax playing a board game and was found in Italy. It reflects the spread of Greek culture through the Mediterranean in the middle of the first millennium B.C.E. The red-figure style was easier to work and was associated with a more natural representation, characterized here by the warriors having shed their helmets and armor, which are shown behind them.



---

The Word Within the Word • Classic Words #1

---

In each case below, one of the choices was really the word used by the author in the sentence provided. All of the choices can be found in the example words on the first page of this lesson. Your challenge is to decide which word the author used. This is not a test; it is more like a game because more than one word choice may work perfectly well. See if you can use your sensitivity and intuition to guess correctly which word the author used. You may need a dictionary.

1. **From F. Scott Fitzgerald's *The Great Gatsby***

The \_\_\_\_\_ assumption was that on Sunday afternoon I had nothing better to do.

- a. commensurate
- b. supercilious**
- c. introverted
- d. symbiotic

2. **From Herman Melville's *Moby Dick***

He was \_\_\_\_\_, evincing a confusion.

- a. equivocal
- b. circumspect
- c. equitable
- d. nonplussed**

3. **From James Joyce's *A Portrait of the Artist as a Young Man***

His life had grown to be a tissue of \_\_\_\_\_ and falsehood.

- a. subterfuge**
- b. antithesis
- c. nonchalance
- d. introversion

4. **From Harper Lee's *To Kill a Mockingbird***

Inside the house lived a \_\_\_\_\_ phantom.

- a. subordinate
- b. superfluous
- c. malevolent**
- d. dissonant

5. **From Eudora Welty's *One Writer's Beginnings***

I found my own \_\_\_\_\_ way into becoming part of it.

- a. introspective**
- b. synthetic
- c. untenable
- d. posthumous



---

The Word Within the Word • List #9

---

<b>path</b>	<i>(feeling)</i>	sympathy, pathetic, pathos, telepathy, empathy, apathy, idiopathy	<b>Greek</b>
<b>a-</b>	<i>(not)</i>	amoral, amorphous, atheist, apathy, agraphia, apolitical, aphasia, achromatic	<b>Greek</b>
<b>nomy</b>	<i>(law)</i>	astronomy, economy, Deuteronomy, taxonomy, heteronomy, nomothetic	<b>Greek</b>
<b>fid</b>	<i>(faith)</i>	infidel, fidelity, confidence, diffident, bona fide, fiduciary, perfidy	<b>Latin</b>
<b>caco</b>	<i>(bad)</i>	cacophony, cacography, cacodemon, cacoëthes, cacodyl, cacology	<b>Greek</b>
<b>hetero</b>	<i>(different)</i>	heterodox, heteromorphic, heterogeneous, heterosexual, heteronym	<b>Greek</b>
<b>sci</b>	<i>(know)</i>	science, conscience, prescience, omniscience, scientism, sciolist	<b>Latin</b>
<b>graph</b>	<i>(write)</i>	bibliography, photograph, autograph, polygraph, stenography	<b>Greek</b>
<b>lat</b>	<i>(side)</i>	bilateral, unilateral, lateral fin, multilateral, collateral, latitude	<b>Latin</b>
<b>lith</b>	<i>(rock)</i>	neolithic, paleolithic, lithograph, megalith, monolith, lithium, laccolith	<b>Greek</b>
<b>tract</b>	<i>(pull)</i>	tractor, detract, retraction, attractive, protractor, contract, traction	<b>Latin</b>
<b>in</b>	<i>(in or not)</i>	inscribe, insane, infidel, indefinite, incorrigible, insomnia	<b>Latin</b>
<b>co</b>	<i>(together)</i>	cooperate, coordinating, coterminous, colloquy, coauthor, cotangent	<b>Latin</b>
<b>phile</b>	<i>(love)</i>	philosopher, audiophile, bibliophile, philologist, philanthropy	<b>Greek</b>
<b>ine</b>	<i>(nature of)</i>	porcine, crystalline, saturnine, canine, ursine, vulpine, bovine	<b>Greek</b>
<b>-ar</b>	<i>(relating to)</i>	pulsar, stellar, lunar, solar, secular, columnar, linear, circular	<b>Latin</b>
<b>hexa</b>	<i>(six)</i>	hexagram, hexagon, hexapod, hexameter, hexahedron, hexarchy	<b>Greek</b>
<b>fract</b>	<i>(break)</i>	fracture, infraction, fraction, refraction, refractory, fractious	<b>Latin</b>
<b>platy</b>	<i>(flat)</i>	plateau, platyhelminthes, platypus, plate, platitude, platyrrhine	<b>Greek</b>
<b>theo</b>	<i>(god)</i>	theology, pantheism, atheism, monotheism, apotheosis, henotheism	<b>Greek</b>
<b>fin</b>	<i>(end)</i>	final, define, infinite, finial, finis, Finisterre, infinitive, fin de siecle	<b>Latin</b>
<b>hedron</b>	<i>(sided object)</i>	polyhedron, tetrahedron, heptahedron, octahedron, icosahedron	<b>Greek</b>
<b>ambul</b>	<i>(walk)</i>	ambulatory, somnambulism, funambulist, ambulance, perambulate	<b>Latin</b>
<b>ous</b>	<i>(full of)</i>	luminous, glorious, loquacious, vivacious, garrulous, anomalous, zealous	<b>Latin</b>
<b>topo</b>	<i>(place)</i>	topographical, topology, topic, topiary, toponym, topognosia	<b>Greek</b>

# pro

## forward • before • for

The Latin stem **pro**, which we usually define as meaning *forward*, actually can mean *before* or *for*. Furthermore, there is also a Greek stem **pro** that means *before*. Here are some of the interesting words that contain **pro** in its various shades of meaning:

<b>procumbent:</b>	lying face-down. They took a procumbent position in the tall grass.
<b>progeny:</b>	offspring. The father's physiognomy was written on the faces of his progeny.
<b>profuse:</b>	generous. There was something suspicious about his profuse apology.
<b>prognathous:</b>	projecting in the jaw. The prognathous jaw gave him a vaguely equine visage.
<b>prolepsis:</b>	anticipating. In brilliant prolepsis, she refuted his case before he even made it.
<b>prolocutor:</b>	a spokesperson. A green prolocutor stepped forth from the alien craft.
<b>propitiate:</b>	to appease. Achilles sacrificed an ox to propitiate the sensitive gods.
<b>propagate:</b>	to breed. Many species were unable to propagate in the deforested area.
<b>pro rata:</b>	proportionate. The spoils were divided on a <i>pro rata</i> basis.
<b>propound:</b>	to propose. Frederick Douglass propounded a series of antislavery policies.
<b>proselyte:</b>	a convert. The cult's proselytes were oblivious to the ominous implications.
<b>protuberant:</b>	bulging. The children's protuberant stomachs revealed the pain of the famine.
<b>provident:</b>	showing foresight. Their provident labor gave them ample food for the winter.
<b>prospect:</b>	a vista. From the hilltop, Hannibal had a prospect of the Roman army.
<b>pronominal:</b>	of a pronoun. Demonstrative adjectives have a pronominal function.
<b>propaedeutic:</b>	elementary instruction. The table of basic facts had propaedeutic value only.
<b>pro patria:</b>	for one's country. He regarded his career as a <i>pro patria</i> obligation.
<b>prologue:</b>	introductory remarks. The play begins with a prologue by the protagonist.
<b>procryptic:</b>	having protective coloration. The moth's bark-shade was a procryptic effect.
<b>proboscis:</b>	a trunk. Cyrano's proboscis reminded Christian of an elephant's trunk.
<b>prodigy:</b>	a genius. The young chess prodigy's combinations crushed the grandmaster.

1. The **pathetic** child received **sympathy**.
2. The unexpected **anomaly** was **amorphous** in shape and **atypical** in structure.
3. What is the difference between **astronomy** and **agronomy**?
4. Does a **diffident** person have self-**confidence**?
5. If **cacophony** hurts the ear, what sense organ does **cacography** hurt?
6. The **heterogeneous** mixture of odd substances had a noisome odor.
7. If **science** could give us **prescience**, would it be a good idea to know the future?
8. Would you like a **photograph** of my **autograph**?
9. Is this treaty **bilateral** or **multilateral**?
10. Did the **Neolithic** age come before the **Paleolithic** age?
11. The shiny red **tractor** **attracted** many buyers.
12. Please **inscribe** something **insane** in my yearbook.
13. He refused to **cooperate** with the **copilot**.
14. My friend, the **audiophile**, has a wonderful collection of recordings.
15. The **crystalline** substance began to evaporate.
16. The **lunar** surface is bombarded by **solar** rays.
17. What is the difference between a **hexagram** and a **hexagon**?
18. It's an **infraction** of the rules to **fracture** someone's nose.
19. The **platypus** has a **plate**-like bill.
20. The Greek **pantheon** of gods was not a **monotheistic** religious system.
21. Is outer space **infinite** or **finite**?
22. Is a **tetrahedron** a cube or a pyramid?
23. Can an **ambulatory** hospital patient **somnambulate** without waking up?
24. The **luminous** moonlight was **glorious** to behold.
25. The **topography** of the region was a fascinating **topic**.

**synthesis**

1. Can you find two example words in List #9 that have the same or closely related meanings? See if you can find five pairs of related terms.
2. Can you find five adjectives in List #9 that could be used to describe the same person, place, or thing? List the adjectives, and tell what they describe.

**divergence**

1. How many gods can you name from the Greek **pantheon**? Can you recall what each god was known for? Now, what powers can you think of that none of the gods in the pantheon had? List as many missing powers as possible.
2. Can you think of ten humorous causes of **insomnia**? More than ten?

**analysis**

1. Think about the word **topognosia**, and try to guess its meaning. Then look it up in an unabridged dictionary, and see how close your guess is.
2. What is the difference between a **lithograph** and a **petroglyph**? You may need a dictionary to solve this one.

**evaluation**

1. Which person has a richer, more fulfilling life: a **bibliophile** or an **audiophile**? Even though there can be no absolute answer to such a question, can you give an answer that seems probable to you? How would you even begin to think about such a question?
2. Do you think it is moral, **amoral**, or immoral for a corporation to require its employees to take a **polygraph** test?

**intuition**

1. Where would you choose to **amble** or **perambulate** if you could be instantly transported to the location of your choice?
2. What would be a creative way to cure **insomnia**?



These are the remains of the stadium at Delphi, where the Pythian games were held every four years.



This small statuette of a girl involved in athletics is quintessentially Spartan. Physical fitness was emphasized in Sparta for girls and young women. Spartan women had the reputation of being the most beautiful in all of Greece and also of being the most independent in their actions and affections. Helen of Troy was a Spartan woman, and her example and legacy were not lost on later Spartan women.

In the seventh and sixth centuries B.C.E., the Spartans made many statues and a good deal of pottery. This was the work of the *Perioeci*, the free people who lived in Spartan territory but who were not full Spartan citizens. These statues would not have been made if the Spartans had not wanted them to be. While some statuary exists from the early fifth century, little was made after the middle of the century.

## SPARTAN LIFE

Dr. Thomas Milton Kemnitz

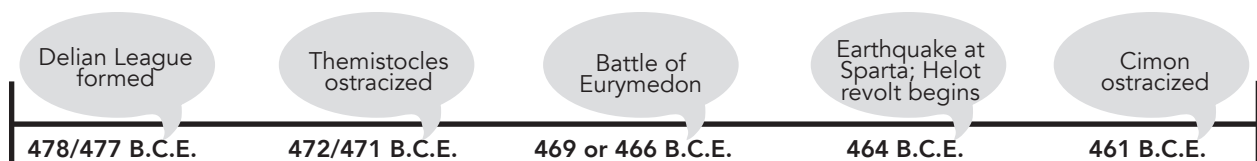
It is possible to focus on the physical hardships of Spartan education to the exclusion of other areas. Apparently poetry, dance, music, song, and philosophy were an integral and abundant part of it. Spartan children were taught to express themselves tersely and thoughtfully. They were trained to think of the common good. Girls were educated also; their curricula included physical fitness as well as literature and the arts. There were games and athletic contests for girls, just as there were for young men. Women were considered an important part of Sparta, and they had more freedom and were better educated than women anywhere else in Greece.

The governance of Sparta gave each man a sense that he had a voice in the community. All Spartan men older than thirty had a vote in the Assembly. The Assembly chose a senate whose members were at least sixty years old and who were elected for life. The senate put forward laws for the Assembly to pass or reject. Each year the Assembly elected five *ephors* (overseers) who presided over the senate and Assembly and put forward legislation about education and moral conduct. A Spartan became an *ephor* only for a year and only once in his life; relatively young men could be elected as *ephors*. Sparta had two kings who ruled simultaneously; the kings of Sparta were primarily military leaders; policy was largely decided by the senate and *ephors*.

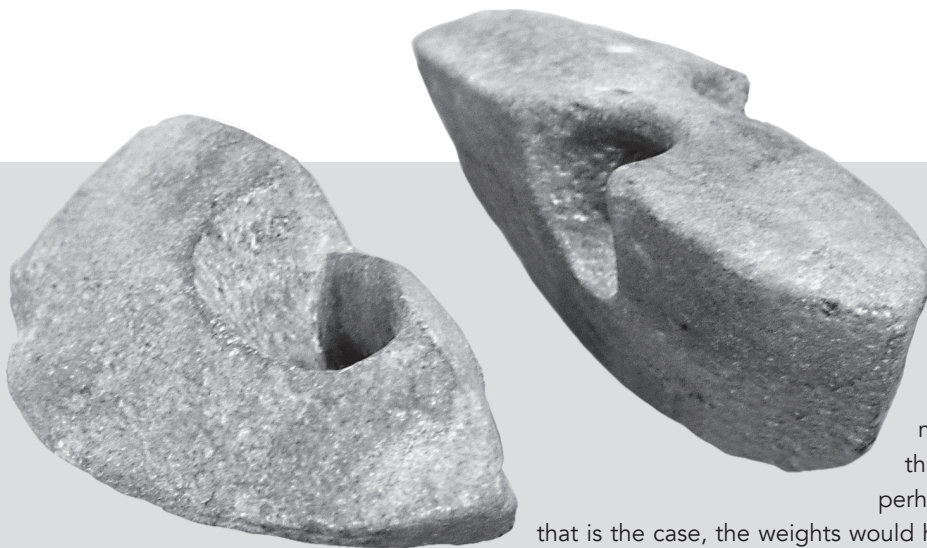
Only citizens became soldiers, and only they were able to vote in the Assembly; they were the ones who could trace their families back to the original Spartans. Below them were a class of freemen called *Perioeci* who were not citizens but who functioned as merchants and who organized commercial life. Below them were the *Helots*, the serfs, most of whom were Greeks who were the descendants of people who lived in the Messina valley to the west of Sparta and who had been enslaved when the Spartans took their territory.

There were many more Helots than citizens in the Spartan state. The problem for the Spartans was keeping the Helots from revolting. In 464 B.C.E. a major earthquake provided the opportunity for a Helot revolt. Sparta had to seek assistance from other Greek cities to put it down. Each autumn the *ephors* declared war on the Helots, a legal shield to allow for the killing of them by *cryptes*, an elite group of boys who had reached eighteen years of age. The *cryptes* were given a knife and sent out into the countryside with instructions to steal the food they needed, to spy on the Helot population, and to kill any Helot out after dark or who seemed likely to rebel.

The Spartans were reluctant to go to war for long for fear of a Helot uprising, and they devised various strategies for eliminating potential Helot leaders. Thucydides tells of an event in 425 B.C.E. when the Helots were invited by a proclamation to select those of their number who had most distinguished themselves so that they might receive their freedom, the object being to identify the first to claim their freedom because the Spartans believed they would be the most likely to rebel. About 2,000 Helots were selected, allowed to rejoice in their new freedom, and then disappeared without any explanation. When they were not outright killing the Helots, the Spartans found many ways to humiliate them. One practice noted by ancient writers was to make a Helot drink unwatered wine (the Greeks added water to their wine so as not to get drunk) until he was drunk and then bring him to the mess halls to sing songs that were described as “low.” This was a means the Spartans used to engender in their youth an abhorrence of drunkenness, as well as a way of demeaning the Helots.



1. **PERFIDY : FIDELITY ::**
  - a. luminous : luminary
  - b. loquacious : garrulous
  - c. cacophony : euphony**
  - d. funambulist : somnambulist
2. **HEXAEDRON : HEXAGON ::**
  - a. triangle : pyramid
  - b. polyhedron : cube
  - c. topology : topognosia
  - d. cube : square**
3. **VULPINE : PORCINE ::**
  - a. clever : gluttonous**
  - b. fox : grapes
  - c. telegraph : photograph
  - d. ignominious : glorious
4. **SATURNINE : VIVACIOUS ::**
  - a. calligraphy : cacography
  - b. apathy : empathy**
  - c. bibliophile : audiophile
  - d. pantheism : henotheism
5. **OMNISCIENCE : PRESCIENCE ::**
  - a. pantheism : monotheism
  - b. multilateral : prelude
  - c. omnivorous : anteroom
  - d. all-knowing : foreknowledge**
6. **CRYSTALLINE : AMORPHOUS ::**
  - a. octahedron : tetrahedron
  - b. topology : topiarist
  - c. polyhedron : polygon
  - d. glorious : ignominious**
7. **INFIDEL : MONOTHEIST ::**
  - a. diffident : confident**
  - b. telepathy : empathy
  - c. multilateral : unilateral
  - d. detract : retract
8. **PLATYHELMINTH : PLATYPUS ::**
  - a. plateau : platitude
  - b. worm : marsupial**
  - c. mammal : science
  - d. crystalline : canine
9. **COLLOQUY : LOQUACIOUS ::**
  - a. somnambulism : ambulatory**
  - b. plateau : flat
  - c. octahedron : eight
  - d. toponym : noun
10. **HETERODOX : ORTHODOX ::**
  - a. vivacious : zealous
  - b. divergence : adherence**
  - c. infraction : refractory
  - d. conscience : omniscience



These are jumping weights, which Greek athletes used in the long jump. Unlike the running start in the current event, the Greeks must have jumped from a standing start. The weights were used to give the jumper added momentum. There is some speculation that the athletes made a series of jumps—perhaps five—to see who got the farthest. If

that is the case, the weights would have provided not only momentum but also an aid to balance. Many sets of the weights have been found, varying between three and five pounds. The weights were made differently for the left and right hands.

1. We sometimes say that terms like *a lot* are **colloquial**, meaning that they are conversational—too informal to be used in a formal research paper. What does *colloquial* literally mean? It refers to the sort of language you use when you talk (*loqu*) together (*co*).
2. A **Micropoem**: If a **platypus** is a flat-billed critter, what is a **platitude**? It is a flat remark, one that is stale and uninteresting, trite. A platitude is a FLATitude! The ironic point about platitudes is that they are usually uttered as though they were novel and witty. Ho hum.
3. Everyone knows that **polygraph** is the scientific name of the lie detector test. But why is the lie detector test known as the polygraph, since *poly* means many and *graph* means write or record? The answer is that the polygraph is an instrument that makes a record of many different things simultaneously as the subject answers questions. The polygraph records changes in blood pressure, pulse rate, respiration, and other factors.
4. A person who is **saturnine** is a person with a personality in the nature of (*ine*) the planet Saturn. Saturn is distant, cold, dark, and cloudy. You wouldn't like it there, and a saturn-like person is not much fun to be around either.
5. Like animal crackers, animal adjectives are small but tasty. With animal adjectives you can describe a huge man as **ursine** (bearlike), a gobbling eater as **canine** (doglike), a messy slob as **porcine** (piglike), or a person with long, protruding jaws as **equine** (horselike). A crafty person could be **vulpine** (foxlike), and a predatory person might be **lupine** (wolflike). Although these adjectives have wonderful impact, they can be cruel, so it is best to use them with care.
6. **Spanish Cognates**: One of the most important observations to gain from the study of the etymology of English vocabulary is that English and Spanish share thousands of words that are cognates—related words—that have common origins. Often, the English and the Spanish words share not only a stem but even more than one stem, and often in the same order. As examples, here are some English words from this lesson and their Spanish cognates:

apathy : apatía  
perfidy : perfidia  
cacophony : cacofonía  
omniscient : omniciente  
incorrigible : incorregible  
fracture : fractura  
monotheism : monoteísmo  
somniaambulism : sonambulismo  
topographical : topográfico



Boxing was a Greek sport often depicted on vases. Prowess in boxing was valued for its relationship to hand-to-hand combat, as well as for the ability of the individual victor in the *agonia*. The Greeks used strips of leather to make boxing gloves. This black-figure amphora made in Athens about 550 B.C.E. shows a match in progress; the boxer on the left is bleeding from his nose.



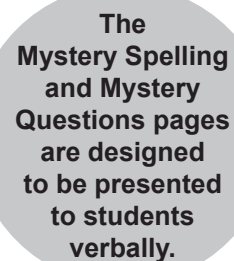
# Assessment Materials

---

The Word Within the Word • Mystery Spelling #1

---

1. <b>introvert</b>	intro vert
2. <b>supervise</b>	super vise
3. <b>circumvent</b>	circum vent
4. <b>synchronize</b>	syn chron ize
5. <b>symphony</b>	sym phon y
6. <b>postscript</b>	post script
7. <b>circumspect</b>	circum spec t
8. <b>unequivocal</b>	un equi voc al
9. <b>sympathy</b>	sym path y
10. <b>intracellular</b>	intra cell ul ar
11. <b>submarine</b>	sub mar ine
12. <b>nonconformity</b>	non con form ity
13. <b>introspective</b>	intro spec tive
14. <b>equilateral</b>	equi lat eral
15. <b>semiaquatic</b>	semi aqua tic
16. <b>symbiosis</b>	sym bio sis
17. <b>dissonant</b>	dis son ant
18. <b>interstellar</b>	inter stell ar
19. <b>posthumous</b>	post hum ous
20. <b>superfluous</b>	super flu ous
21. <b>intravenous</b>	intra ven ous
22. <b>introject</b>	intro ject
23. <b>equinox</b>	equi nox
24. <b>subtract</b>	sub tract
25. <b>antitoxin</b>	anti tox in



The  
Mystery Spelling  
and Mystery  
Questions pages  
are designed  
to be presented  
to students  
verbally.

1. Does a father's birthday **antedate** his son's?
2. Does an **anticlimax** enhance a play's conclusion?
3. Can a president make a **bilateral** decision by herself?
4. Does a drill sergeant encourage troops to **circumvent** rules?
5. Is a **distortion** a faithful account of what happened?
6. Is your **subordinate** your boss?
7. Is a **superfluous** comment unnecessary?
8. Can a book record your thoughts for **posterity**?
9. Do you mistrust a person who **equivocates**?
10. Are **symbiotic** creatures mortal enemies?

#### Answers

1. Yes, it dates before (*ante*) the son's.
2. No, it works against (*anti*) the conclusion's drama.
3. No, a bilateral decision must be two (*bi*) sided (*lat*).
4. No, he doesn't want them going around (*circum*) the rules.
5. No, in a distortion the story is twisted (*tort*) away (*dis*).
6. No, the subordinate belongs to a lower (*sub*) order (*ord*).
7. Yes, it is an over (*super*) flow (*flu*).
8. Yes, posterity is the population that comes after (*post*) you.
9. Yes, we mistrust one who gives equal (*equi*) voice (*voc*) to both sides of an issue.
10. No, symbiotic creatures spend their lives (*bio*) together (*sym*).

---

The Word Within the Word • Test #1

---

**Define the stems:**

- |                           |                          |
|---------------------------|--------------------------|
| 1. ANTEpenult _____       | 11. NONstop _____        |
| 2. SUBcontinent _____     | 12. UNdone _____         |
| 3. SUPERior _____         | 13. POSThumous _____     |
| 4. DEscend _____          | 14. CIRCUMnavigate _____ |
| 5. EXTRAterrestrial _____ | 15. INTROduction _____   |
| 6. EQUIlateral _____      | 16. TRIple _____         |
| 7. CONtact _____          | 17. ANTithesis _____     |
| 8. SYNtax _____           | 18. INTERpersonal _____  |
| 9. MISTake _____          | 19. COMplex _____        |
| 10. SYMpathy _____        | 20. PREschool _____      |

**Questions just for fun:**

1. Is an **intradepartmental** memo shared with members of other departments? \_\_\_\_\_
2. Was the **antebellum** period just after the Civil War? \_\_\_\_\_
3. Is the sun a **binary** star? \_\_\_\_\_
4. Would someone enjoy receiving a **posthumous** award? \_\_\_\_\_
5. Is a **superfluous** comment welcome? \_\_\_\_\_
6. Is **interstellar** space the space within a star? \_\_\_\_\_
7. Does an **equilateral** triangle have sides of equal length? \_\_\_\_\_
8. Are **dissonant** sounds beautiful? \_\_\_\_\_
9. Do **symbiotic** species live solitary lives? \_\_\_\_\_
10. Does a **malevolent** being have good will toward all? \_\_\_\_\_

**Define the stems:**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. ANTEpenult <i>before</i>       | 11. NONstop <i>not</i>           |
| 2. SUBcontinent <i>under</i>      | 12. UNdone <i>not</i>            |
| 3. SUPERior <i>over</i>           | 13. POSThumous <i>after</i>      |
| 4. DEscend <i>down</i>            | 14. CIRCUMnavigate <i>around</i> |
| 5. EXTRAterrestrial <i>beyond</i> | 15. INTROduction <i>into</i>     |
| 6. EQUilateral <i>equal</i>       | 16. TRIPLE <i>three</i>          |
| 7. CONtact <i>together</i>        | 17. ANTIthesis <i>against</i>    |
| 8. SYNtax <i>together</i>         | 18. INTERpersonal <i>between</i> |
| 9. MISTake <i>bad</i>             | 19. COMplex <i>together</i>      |
| 10. SYMpathy <i>together</i>      | 20. PREschool <i>before</i>      |

**Questions just for fun:**

1. Is an **intradepartmental** memo shared with members of other departments? *no*
2. Was the **antebellum** period just after the Civil War? *no*
3. Is the sun a **binary** star? *no*
4. Would someone enjoy receiving a **posthumous** award? *no*
5. Is a **superfluous** comment welcome? *no*
6. Is **interstellar** space the space within a star? *no*
7. Does an **equilateral** triangle have sides of equal length? *yes*
8. Are **dissonant** sounds beautiful? *no*
9. Do **symbiotic** species live solitary lives? *no*
10. Does a **malevolent** being have good will toward all? *no*