

Word Empire:

A

Utilitarian Approach
to
Word Power

Edition III: Clarity

Brett L.

Brunner, M.A.

To my beloved father, Lawrence Lee Brunner
(1937-1998), who gave me the power.

Acknowledgments

I want sincerely to express my gratitude to Saint Mary's Hall for the sabbatical granted me in 2000-2001, which provided the time to complete the first edition of this work. During my twelve-year tenure as Latin teacher and Chair of the Foreign Language Department, their belief in me was ongoing and encouraging; I would not have been able to complete the work I have without their unflagging support. Instrumental individuals have been Ruth Frederick, John Thomas, Ron Herrmann, Claudia Huntington, and Jerry Rosen.

Especial thanks go to Madame Gus Clark, francophone supreme, who provided me with numerous French etymologies that pepper this work, and to stylist supreme Dr. Tom Geno, Emeritus, University of Vermont, who helped in editing Parts I & II of the Introduction.

Admiration of and thanks to all the lexicographers who put in so many hours of dedication that, in turn, helped make this work possible. Lucubration does not begin to suggest the time spent...

Lastly, and foremost, I would like to thank my family, including my wife Marguerite Brunner, and my two sons, Rowyn and Keegan. Their understanding and enthusiasm in the support of this, the 3rd and final edition, are appreciated beyond what I could ever write or say.

The inclusion of any trademark or tradename of any other entity in the text of the Word Empire™ product does not indicate association, approval, or sponsorship of Word Empire™ by the other entity.

©2006 Star Nemeton Educational Innovations, LLC. All rights reserved.

Preface to the Third Edition

The third edition of this work brings momentous additions that now make *Word Empire*[™] a complete and unified etymology system:

1. A compendious listing of the classical stems of English, something that, to my knowledge, has not been attempted prior to this work.
2. A thorough listing of both classical and non-classical suffixes, prefixes, and infixes.
3. Annotations that illuminate difficult etymologies.
4. Example sentences for non-classically derived vocabulary.
5. Expanded seedlings.

Table of Contents

- I:** For whom is *Word Empire*[™] designed? vi
- II:** Why *Word Empire*? vii-viii
- III:** Explanation of text format and contents. ix-xi
- IV:** Educational methodology: how to use *Word Empire*[™]. xii-xix

I: For whom is *Word Empire*[™] designed?

1. Elementary school students learning basic vocabulary, spelling, and parts of speech.
2. Middle school students building a solid base of vocabulary, preparing to take the SAT early, and taking not only achievement tests, such as the ERB, CAT, and Iowa, but also entrance exams for college preparatory schools, such as the SSAT and ISEE.
3. High school students learning vocabulary for college entrance examinations, such as the PSAT and SAT.
4. College students preparing to take both the general GRE exam and the GRE subject area exams, as well as the MAT.
5. Professionals wanting to increase their vocabulary both for use in their own specialized fields and for communicating more effectively.
6. Students learning English as a foreign language, including professionals learning English to compete more effectively in the global marketplace.
7. Any school wishing to have the vocabulary-building benefits of Latin and Greek, or to fully align their vocabulary program across all grade levels.
8. Any Latin, Greek, or English teacher wishing to employ a powerful tool to help their students learn and retain English vocabulary more expeditiously.
9. Concerned parents involved in homeschooling who want a highly qualitative and efficient way of teaching vocabulary to their children.
10. Readers who wish to increase their reading speed and decoding ability.
11. Authors who wish to increase their vocabulary ken.
12. Anyone with a keen interest in the English language.

II: Why *Word Empire*?

The lexicon of the English language is the largest in the world. It is estimated that its range is somewhere between 1,200,000 and 2,000,000 words; in addition, it generates between 800 to 20,000 new words *per year*. *Webster's 3rd New International Dictionary* lists 450,000 of these words; the *Oxford English Dictionary, 2nd edition*, lists over 600,000, whereas the new 3rd edition of the OED will have over 1,000,000. With such demands on the fallible human memory, it is not surprising that the typical student soon becomes somewhat disillusioned when attempting to learn such a daunting number of words.

Fortunately, there is an efficacious way to increase one's vocabulary. Latin, the language of the ancient Romans, and ancient Greek form the basis of a surprisingly large amount of our English vocabulary, approximately 75 to 80% of the English language. Even more astonishing is the fact that 90% of words with more than one syllable are Latin-based, and the lion's share of the remaining 10% stem from the Greek. New technologies seem to emerge on a weekly basis for which new vocabulary must be coined—the unchanging source of Latin and Greek vocabulary is mined for most new words.

Isn't it ironic that the intellectual dominance of ancient Greek thought and expression and the former world empire of the Romans and their Latin have, in the third millennium, given way to a global English language *word empire*, once again dominated by the Romans and Greeks? Not even the most megamaniacal Roman emperor could have imagined, much less managed, such an overwhelmingly expansive empire.

Instead of tediously and unrealistically learning so many words one by one, why not simply analyze their roots and thereby eliminate memorizing by rote a random vocabulary? The process delineated in *Word Empire*[™] alleviates the need to laboriously memorize the endless sea of English words; English becomes like reading Latin or Greek vocabulary, thereby enabling the learner not only to make educated guesses at the meanings of words not previously encountered, but also to retain the exact meaning of a word much more easily. Latin and Greek roots form a key that decodes and demystifies even the most difficult of English vocabulary.

How many times has a given person literally been at a loss for a precise word? For instance, suppose a botanist knows that *phytotomy* means “plant anatomy,” but she has never seen the word for “animal anatomy;” if she knows, however, that *zoon* is the Greek word for “animal,” and *-tomy* is the Greek suffix for “cutting,” she can easily construct “zootomy.” Voilá!

To write well, writers must possess a capacious vocabulary which allows them to express various shades of meaning. Subtle nuances are realized only by long practice with the language, a painstaking process which can be abbreviated by knowledge of root words. It was Mark Twain who observed that “The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”

Vocabulary lies at the center of knowledge. Secondary school, college, and graduate school entrance examinations' verbal sections have vocabulary at their hearts—probably the single most important thing that one can do to prepare for verbal exams is to increase one's knowledge of vocabulary. By pondering language long enough one begins to understand that vocabulary forms the very

infrastructure not only of knowledge, but also of thought and the expression thereof. College students quickly learn that each course they take centers around acquiring that subject's specialized vocabulary, most of which is based upon Latin and Greek roots. The knowledge of one new word can reveal entirely new horizons of thought previously inaccessible. It has often been averred that knowledge is power; if that is true, vocabulary lies at the heart of that power.

Knowledge and the ability to communicate effectively are indispensable qualities for success in life. Often the smallest of verbal errors can have significant negative impact. Imagine an unclear communiqué within a corporation whose words produced multiple interpretations. Consider an employee saying that she was "fired with enthusiasm" over a project¹. What could be construed as much interest in the project could also be interpreted as the loss of a job! I once heard a story about a teaching candidate who was interviewing for a position at a prestigious college prep school. The candidate had the job sewn up until the headmaster found out late in the interviewing process that the applicant did not know what the word "alacrity" meant. Communication is the linchpin of success in the family, school, and business world. Imagine the misunderstandings that could be avoided if everyone could express clearly and unambiguously what they wanted to communicate.

In my fifteen years' experience in teaching Latin and Greek etymology at three private college-prep schools, the single most frequently asked question of concerned parents is whether or not Latin and Greek will really help their child learn English vocabulary. Although I repeatedly assure them of its effectiveness as I cite powerful statistics, nevertheless I sometimes detect shades of doubt in their eyes. For instance, the SAT publishes an annual report in which college-bound seniors are profiled. Each year those who take Latin as a foreign language invariably score about 50 points higher on the verbal SAT than those who take Spanish, and about 30 points higher than those who take French. Although such statistics sound impressive to parents, a convincing visual aid proves more satisfying.

Hence the genesis of *Word Empire*. This text, a decade in the making, not only visually exhibits the sheer power and influence of Latin and Greek in the English language, but will also enable schools and homes that are unable to provide the luxury of a Latin and Greek curriculum the practical benefits of having one: students will possess the means of acquiring a vast word power without the presence of a trained classicist. Motivated students who want to learn vocabulary on their own can do so methodically and efficiently in a fully-aligned format. *Word Empire's* design and goals have been created specifically for this purpose.

¹This story once aired on NPR.

III: Explanation of text format and contents.

Word Empire is an expert system: it tells students exactly what words they need to know based upon their level of education. There are two sections: the Trees and the Appendices.

Consider the *Fides* tree, one of 1,172:

	fidelity		semper fidelis-fl
	infidelity		fiduciary-l
	confidential		auto-da-fé-h/r
	confidentially	affidavit	federalize-ps
	confidentiality	federate	federal-ps
confident	diffident		federalism-ps
confidence	diffidence		Federalist Party-h
confidently	perfidy		fiducial-gk/l
fiancé	perfidious		fidimplicatory
fiancée	confide		fideism-r
FBI	confiding		FDIC-\$
Fido	confidant		FICA-\$
unfaithfully	confidante		faith healer-gk
faith	confidences		federal case-l
faithfully	defy		confidence game-gk
faithless	defiant		diffidation-h
unfaithful	defiance		federacy
faithful	fiduciary		affidation
faithfulness	confederate		Federal Reserve-\$
faithlessness	confederation		The Federalist-LE
self-confidence	confederacy		The Confidence Man-LE
self-confident	defiantly		Faithful-LE
self-confidently	infidel		The Faithful Shepherdess-LE
	fealty		confidante-LE
	bona fide		confidant-LE
	solifidian-r		affiant-gk
	nullifidian-r		affiance-gk
	ultrafidian-gk		
	fidejussion-l		
	fideicommissum-l		
	minimifidianism-gk		
	Adeste Fideles-mu		

Fides – trust, faith {faith, fealt}

Fidus – trustworthy, safe {fi, fy}

Fido, fidere, fisis sum – to trust {fi, fy}

Foedus, foederis – treaty, league {feder}

The roots of the tree form the base, the derivatives of the roots shape the tree itself. There are five color-coded categories, or branches, of derivatives in each word tree:

Blue: Foundation words

Blue words are basic vocabulary that form the infrastructure of the English language, commonly learned in the elementary grades. Common knowledge that all elementary school students should know is also included.

Black: ISEE; SSAT; PSAT; SAT; GRE Level I

The black branch is comprised of words that high school students should know, are suitable for study at the middle school level, and form the easier vocabulary that every college student should master. These words can commonly appear on entrance examinations, such as the ISEE (Independent School Entrance Examination), SSAT (Secondary School Admission Test), PSAT (Preliminary Scholastic Aptitude Test), and SAT (Scholastic Aptitude Test); they also form the easier vocabulary tested on the verbal section of the GRE (Graduate Record Examination). Common knowledge that middle and high school students should know is also included.

Green: GRE Level II

Green words comprise the more challenging vocabulary in the GRE's verbal section.

Violet: GRE Subject Tests; Professional

The violet category is the most expansive. It contains words that might be used in the GRE subject exams (see www.gre.org), as well as professional words. Note that the eight subject area tests for the GRE (Biochemistry/Cell and Molecular Biology, Biology, Chemistry, Computer Science, Literature in English, Mathematics, Physics and Psychology) have capital letters; both the capitalized and lower-case disciplines are intended for professionals. A key to the abbreviations follows:

acronyms-ac
aeronautics-ar
agriculture-ag
anatomy¹-an
anthropology²-ap
archaeology-ah
architecture-at
art³-a
astronomy⁴-as
biochemistry, cell, and molecular biology⁵—BCM
biology⁶—B
botany⁷-Bb
chemistry-CH
computer science⁸-CS
dance-d
dental⁹-dt
education-ed
fashion-fs
film-f
financial and business¹⁰-\$
foreign language¹¹-fl

¹Human anatomy. Animal anatomy (zootomy) and plant anatomy (phytotomy) are included under Bz and Bb respectively. ²Includes ethnology. ³Includes fine arts, except dance, film, and fashion, which are listed separately. ⁴Includes astrophysics and cosmology. ⁵Includes genetics. ⁶Pertains to *both* the plant and animal kingdoms, and includes specialties such as binomial nomenclature, bacteriology, virology, microbiology, ecology, embryology, etc. ⁷Includes mycology and phycology. ⁸Includes computer terminology. ⁹Includes orthodontics. ¹⁰Includes the science of economics. ¹¹Commonly used in English and not part of other categories, e.g. since *nolo contendere* is a Latin term used in law, it is included under "l" (law and legalese), whereas *tempus fugit* is a foreign language term that is not part and parcel of a specific field of study, so it is categorized under "fl."

gastronomy-gs
gemmology-gm
general knowledge¹-gk
geography²-ge
geology-g
grammar-gr
history-h
heraldry-he
law and legalese-l
limnology-lm
language³-lg
literary⁴-LE
mathematics-M
medicine⁵-md
metallurgy-ml
meteorology-mt
military science⁶-ms
mineralogy-mn
music-mu
mythology⁷-my
nautical-n
oenology-oe
paleontology-p
philosophy-Φ
physics-PH
political science-ps
psychology⁸-PS
religion⁹-r
science and technology¹⁰-s
sociology-so
sporting terminology¹¹-sp
urban infrastructure-ui
vernacular-v
veterinary medicine-vt
zoology¹²-Bz

n.b. Words that are tagged under a certain category are not necessarily limited to that category.

Red: Wizard

Red words are wizard-level words or, in the view of logophiles, fun words. They are the kind of words that will probably never be seen in print other than an unabridged or highly specialized dictionary.

¹This is not necessarily widely known general knowledge, but a category for words that are not categorizable elsewhere. ²Includes place names. ³Includes philology, phonetics, linguistics, and other language-related words, except for grammatical and vernacular terms which are listed separately. ⁴English and world literature, both prose and poetry, and literary terminology. ⁵Includes pathology, surgery, nutrition, physiology, epidemiology, immunology, pharmacology, alternative medicine, etc. ⁶Includes all things military, such as armor, logistics, etc. ⁷Includes folklore. ⁸Includes some phobias. ⁹Includes theology. ¹⁰Used for sciences other than those listed, as well as engineering, technological terminology, and general terms that are used in many scientific fields. ¹¹Includes athletics as well as gaming of all sorts, such as gambling, puzzle-solving, equitation, etc. ¹²Includes protozoology.

Sky Blue: Morphemes

In addition to the colored derivatives, each root's morphemes are indicated in sky blue. From a linguistic standpoint, a word's stem is its main part, or core, to which affixes (prefixes, suffixes, infixes) are added (such as *fid* in "diffidence"), whereas a morpheme is any meaningful linguistic unit of a word which cannot be broken down, thus includes both stems and affixes; for instance, the morphemes of "diffidence" are the prefix *dif-*, the stem *fid*, and the suffix *-ence*. Hence, for the *Fides* tree, the stems (no affixes come from this root) are coded as follows in sky blue:

Fides – trust, faith {faith, fealt}
Fidus – trustworthy, safe {fi, fy}
Fido, *fidere*, *fisus sum* – to trust {fi, fy}
Foedus, *foederis* – treaty, league {feder}

Each derivative that forms the tree contains one of these stems (except for rare variants), which helps in determining not only which root the derivative came from, but also helps determine the "true meaning" of a word—see next section for practice with this. Note that some trees also list classical suffixes and prefixes, such as the *Lyein* tree (p. 518), from which the derivatives "lyophilic," "lysergic acid," "electrolysis," "lysosome," "analytical," "electrolyte," "catalytic," and "analyze" come:

Lyein – to loosen, destroy, dissolve {lyo-, lys, -lysis, lyso-, lyt, -lyte, -lytic, lyz}

Note that prefixes are indicated with a hyphen following the morpheme, such as *lyo-* and *lyso-*, whereas suffixes are indicated by a hyphen preceding the morpheme, such as *-lysis* and *-lyte*. Most of the root words in the trees will contain only stems, but some contain both stems and affixes.

There are six appendices that supplement the core of the text:

1. *Appendix I* includes 477 seedlings: a list of Latin and Greek roots whose derivatives are not sufficiently numerous to form trees, but nevertheless form important English vocabulary. The derivatives and morphemes are color-coded.
2. *Appendix II* includes a thorough list of suffixes, not included in the trees, whose origins are both classical and non-classical. Example derivatives are included in this section. The entire appendix is color-coded.
3. *Appendix III* includes a thorough list of non-classically derived prefixes. Example derivatives are included. This appendix is also color-coded.
4. *Appendix IV* details a list of SAT and GRE vocabulary words that are not derived from Latin or Greek. An example sentence is included for each word so that its meaning may be derived from context, an important skill for both the SAT and GRE.
5. *Appendix V* alphabetizes the primary Latin roots of Latin-based trees, and indicates the page numbers on which they appear.
6. *Appendix VI* alphabetizes the primary Greek roots of Greek-based trees, and alphabetizes the page numbers on which they appear.

When we look at a dictionary, we are often not only overwhelmed by the sheer volume of material, but also underwhelmed by the monochrome format. Dictionaries themselves are not inherently beautiful; it is highly doubtful that even the most ardent verbivore would quibble about the layout of a dictionary as being on a par with a work of art. Visual appeal has always been highly successful with learners; *Word Empire* is designed to look interesting, to be, as it were, “lexicoaesthetic.” Lexicoaesthesia (“the beauty of the dictionary”) inherently sparks immediate interest not only because it is something novel, but also because something beautiful is much more eye-catching than something monotonous and monochrome; each tree has its own unique color array and shape.

The colorful trees are not only aesthetically pleasing, but they also give students an immediate grasp of the material they need to know and the material *that they do not*, which can give a much-appreciated psychological boost. Hence, the power of Latin and Greek becomes clearly manifest, but at the same time a clear limit is put on what needs to be learned. Students will naturally, however, want to glance at other words on a particular tree; they will see that all the words are related by their common stems, and feel proud of the fact that they know something about some very difficult and highly technical vocabulary. This text is designed to grow with students as they progress through school and their careers: it is a *vade mecum* that they can carry with them throughout their education.

IV: Educational methodology: how to use *Word Empire*TM.

A. What etymology is and how to approach it.

Etymology¹ is the analysis of a word's morphemes to decode its "true meaning," a process which helps retain its dictionary meaning. For example, let's look at the Latin verb *venio*, *venire*, *veni*, *ventum*, "to come." From this verb is derived numerous English words, such as *invention*, *convenient*, and *prevent* (see p. 405). To decipher the "true meaning" or "etymological meaning" of *invention*, one must decipher its constituent morphemes:

Prefix: *in-*, "upon" +

Stem: *vent*, "come" +

Suffix: *-ion*, "the act, state, or result of doing something"

The etymological meaning of *in-vent-ion* becomes "the result of coming upon" something, which closely corresponds to its dictionary meaning: "a new device developed from study;" that is, an *invention* is something "novel" that has been "come upon" or "found" for the first time, the "result" of which is a "new device." This process of picking apart a word by its morphemes to discover its meaning is a method of *deep learning*: it grants the student the power to analyze any word she comes upon, not only helping her retain the current meaning of the word, but also the word's original meaning². *Word Empire* allows the user to search for the prefixes, stems, and suffixes that comprise each word³.

Another example is the word *convenient*; its etymological analysis is as follows:

Prefix: *con-* (a spelling variant of the Latin preposition *cum*), "together"

Stem: *ven*, "come"

Infix: *-i-* (imparts no meaning, but aids in pronunciation and euphony)

Suffix: *-ent*, "being in a state or condition"

Taking these parts together, the true meaning of the adjective *convenient* becomes "being in a state or condition for coming together," that is, "agreeable to one's needs." A *convenient* time for two people to meet is when both are in a suitable "state for coming together."

Consider a third example, the verb *prevent*:

Prefix: *pre-*, "before"

Stem: *vent*, "come"

The true meaning of *prevent* is "to come before;" one can easily fathom how the dictionary meaning of "to keep from happening" evolved—one must "come before" something in order to "keep it from happening," or "thwart" it.

This process of decoding becomes faster and faster as the student becomes more proficient in "reading" the morphemes of English vocabulary: English becomes like reading Latin or Greek vocabulary, a system, once learned,

¹Etymologically "the study of the true sense of a word." ²Words can be loaded with political bias and questionable agendas that warp and cloud reality; a skillful etymologist can see right through to the truth, or purity, of the matter at hand. ³When in the Trees section of *Word Empire*, click on "Edit," then on "Search," and type the search item into the box; make sure to use hyphens when searching for prefixes and suffixes.

that is much easier than retaining the individual meanings of each and every English word, since Latin and Greek both have a much smaller word count than English has. Latin and Greek vocabulary become the code that unlocks the English language. *Word Empire* offers each morpheme to demystify practically any classically-derived word in the English language.

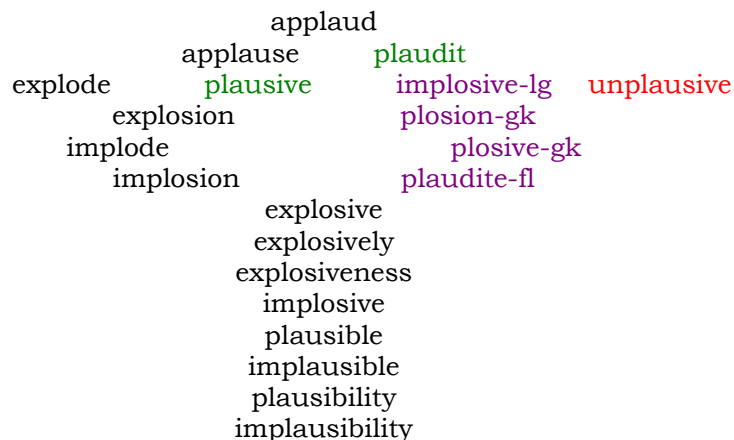
B. Suggested teaching techniques.

Word Empire's trees can be used one at a time, starting from the beginning, or referenced when a specific vocabulary list must be learned. Random vocabulary lists can be difficult for students to digest, as each of the words are unrelated etymologically and semantically to one another; *Word Empire* offers a common link that enables students to make better sense of related words and their meanings. Students that use *Word Empire* throughout their education will have the distinct mnemonic advantage of encountering the roots many times.

Probably the best way to approach the trees is in the following way, a process that will provide deep learning:

1. Divide the list of words under each stem depending upon educational level.
2. Find all primary stems in each word¹—often the meaning of a word will become clear once all roots have been clarified. Try the following derivatives: “legislature,” “proliferate,” and “furl.”
3. Find the affixes (suffixes, prefixes, and infixes) for each word.¹
4. Divine an etymological definition, or “true meaning,” for target derivatives.
5. Guess at the dictionary definition.
6. Look up the dictionary definition.
7. Compare the etymological definition with the dictionary definition.
8. Write a sentence using each derivative in context which clearly illustrates its meaning.

Example I, the *Plaudere* tree:



Plaudo, plaudere, plausi, plausum – to applaud, clap, strike, beat {plod, plous}
Plausibilis – probable to win applause {plausibl}

¹See note 3, p. xiv.

Let's say that a class is studying for the GRE, Level II':
 Step 1: First classify each word under its appropriate stem:

Plaud	plaus	plausibil	plausibl	plod	plos
Applaud	applause	plausibility	plausible	explode	explosion
plaudit	plausive	implausibility	implausible	implode	implosion
					explosive
					explosively
					explosiveness
					implosive

Step 2: There are no stems other than those listed in the tree itself.

Step 3: There are numerous affixes, all indicated in black in step 1. They can be categorized as follows:

Prefixes:

ap-: variant spelling of *ad*, "to, toward, near, at" (p. 3)

ex-: "out of, from, thoroughly," (p. 112)

im-: variant spelling of in, "in, on" (p. 173)

Suffixes²:

-ive: "of or that which does something"

-ity: "state; quality"

-ion: "act, state, or result of doing something"

-ly: "in a particular way or manner"

-ness: "state; quality; condition"

Step 4: Etymological definitions. Consider the the derivative *implosion*. Analyzing its parts (im-plos-ion³), its etymological definition would be something like "the act of striking inwards."

Step 5: A good guess at the definition might be: "a moving inwards of something."

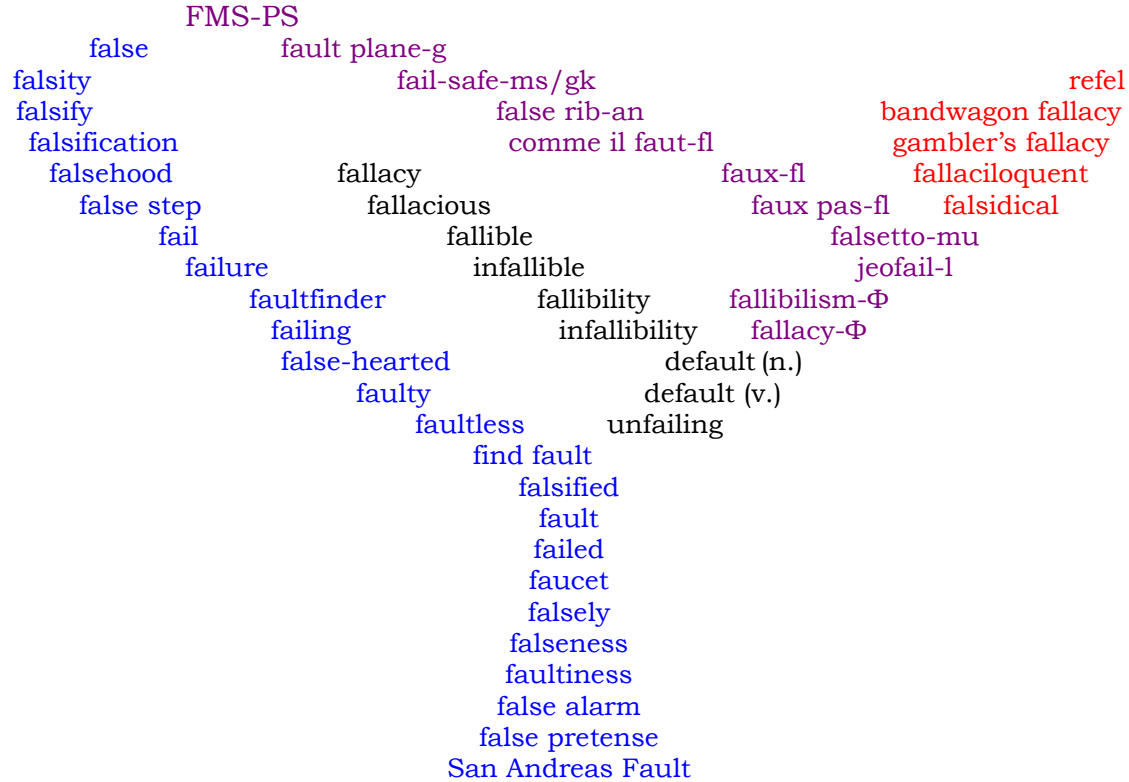
Step 6: According to *The American Heritage Dictionary, 4th Edition*, the definition of *implosion* is: "a violent collapse inward" or "the inward collapse of a building."

Step 7: The etymological definition helps with the dictionary definition because "the act of striking inwards" certainly implies violence ("strike"), and definitely indicates a "moving inwards" of something, in this case a "structure," causing its walls to "collapse inwards."

Step 8: Sample sentence: "The *implosion* of the building after the bomb exploded caused its sides to 'buckle inwards,' sending up tall clouds of dust that could be seen for miles.

¹This process, though laborious at first, will pay huge dividends as the student not only begins to recognize each and every morpheme in a word, but will also be able to pick apart words she has not seen before to make educated guesses at their meanings. ²See Appendix III, pp. 630-650. ³Note that this is not the same process as syllabification, or dividing a word into syllables, which in this case would be im-plo-sion; morphemes often diverge from syllables, although they can converge as well.

Example II, the *Fallere* tree:



Fallo, *fallere*, *fefelli*, *falsum* – to trick, deceive, be in error {*fail*, *fault*}

Let's say that, in this example, the teacher is preparing her students for the SAT, but also wants to review some simpler words as an introduction to the root word:

Step 1: First classify each blue and black word under their appropriate stems (the students could also review each derivative's part of speech and alphabetize each list, as shown here):

<u>Fail</u>	<u>Fall</u>	<u>Fals</u>	<u>Fault</u>
Fail-v.	fallacious-adj.	false-adj.	default-n.
Failed-v./adj.	fallacy-n.	false alarm-n.	default-v.
Failing-v./adj.	fallibility-n.	false-hearted-adj.	fault-v./n.
Failure-n.	fallible-adj.	falsehood-n.	faultfinder-n.
Unfailing-adj.	infallibility-n.	falsely-adv.	faultiness-n.
	infallible-adj.	falseness-n.	faultless-adj.
		false pretense-n.	faulty-adj.
		false step-n.	find fault-v.
		falsification-n.	San Andreas Fault-n.
		falsified-v./adj.	
		falsify-v.	
		falsity-n.	

And what about the word *faucet*? The footnote to this word on p. 118 clarifies that “a *faucet* does not indicate the ‘true’ flow of water in the pipe, but rather regulates the flow by how much the valve is opened, thereby ‘deceiving’ the user as to its actual flow rate.” Most of the time etymology is straightforward, almost lockstep. The dictionary meanings of some words, however, have strayed considerably from their etymological origins, and can involve a somewhat tricky metaphorical leap to link the two; in those cases, glosses are included to help clarify the relationship between the root word and the derivative’s meaning. Etymology can be a fun puzzle; for instance, one can use *Word Empire* to discover how the following pairs of words are related: mouse and muscle; mutual and mutation; Minotaur and menstrual; usher and inexorable; pumpkin and dyspepsia; tiger and instigate; hippopotamus and Mesopotamia; emperor and parachute; street and consternation; travel and travail; swat and squat; ink and calm.

Step 2: Other primary stems¹:

Fic in “falsification” is from the Latin *facere*², “to make, do.” (note the infix “-i-“ that links the *fals* and *fic* stems together).

Fi in “falsified,” again from the Latin *facere*, “to make, do.”

Step 3: Affixes are as follows, in order as presented in the lists:

Prefixes:

un-: “not; opposite of”
in-: “in, on, into, not”
de-: “down, off, from”

Suffixes:

-ed: “past tense of regular verbs.”
-ing: “a or of a continuous action.”
-ure: “shows actions or results.”
-acious: “inclined to, abounding in”
-acy: “state of being something; act of”
-ibility: “state or condition”
-ible: “handy, capable of”
-hood: “state”
-ly: “in a particular way or manner”
-ness: “state; quality; condition”
-ation: “act of doing something”
-fy: “to make, do” (note the infix “-i-“)
-ity: “state; quality”
-less: “lacking”
-y: “having, marked by”

Step 4: Let’s look at the etymological breakdown for two words this time: *falsification* and *infallibility*:

Fals-i-fic-ation: “the act of making something deceptive or in error”

In-fall-ibility: “the state or condition of not being in error”

Step 5: Good guesses at the actual definitions might be:

Falsification: something made false or untrue

Infallibility: possessing the power of not being deceived or not erring

Step 6: Actual definitions from *The American Heritage Dictionary, 4th Edition*:

Falsification (the noun form of “falsify”): untruth, misrepresentation

Infallibility (the noun form of “infallible”): the incapability of erring or failing

¹Many derivatives that have multiple stems are included in two or more trees, so the user can simply type the derivative in the search function which allows him to jump around from tree to tree. ²See p. 117.

Step 7: The “true sense” of the words and their dictionary definitions are very closely related:

Falsification: “something made false or untrue” is an “untruth”

Infallibility: “possessing the power of not being deceived or not erring” is “the incapability of erring or failing”

Step 8: Sample sentences:

1. The *falsification* of the document caused the perpetrator to be incarcerated for fraud since he said many ‘untrue’ things in it.
2. The system worked so well and error free for so many years that many of us began at last to preach its wondrous *infallibility*.

The most frustrating aspect of teaching vocabulary is the tedium involved. A teacher can give all the statistics and promise all the verbal wonders in the world, but when it comes to learning vocabulary day in and day out, all but the best and most self-motivated of students will not only begin to feel daunted by the task, but will also become bored. Having faced this dilemma myself (more like a trilemma! or polylemma!), I and a cadre of teachers have devised numerous ways to engage students in their acquisition of vocabulary; these strategies are continually updated at www.wordempire.com/strategies, and are categorized according to the learning level of the student. Many of these suggestions can also be fruitfully employed by independent learners.