**Part A: Meet the Root**

**Divide and Conquer**

*Directions:* “Divide” the words below, then “conquer” them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of each whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart. Note: Some prefixes may assimilate.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. opponent</td>
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<tr>
<td>2. composite</td>
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<td></td>
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<tr>
<td>3. expound</td>
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<td>4. repository</td>
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<td>5. depose</td>
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<td>6. repose</td>
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<td>7. propound</td>
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<td>8. expository</td>
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<td>9. juxtapose</td>
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<td>10. proponent</td>
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</tbody>
</table>

**Definitions**
- storehouse
- explanatory
- set side-by-side
- an advocate
- rest; sleep; calm
- explain at length
- compound; made up of various parts
- set forth for analysis
- challenger; rival
- unseat; remove from power

**Prefix Bank**
- **con-** = with, together, very
- **de-** = down, off
- **ex-** = out
- **juxta-** = next to, beside
- **ob-** = up against
- **pro-** = forward, forth, ahead
- **re-** = back, again
Context Clues

Part B: Combine and Create

Directions: Study the 10 words listed in the “Divide and Conquer” activity on page 44, and complete each of the following sentences with the *pon, pos(it), pound* word that best fits the context. (You may add suffixes to the words.)

1. According to the ______________________________ sketch by the police artist, the suspect was bald.

2. Our district's textbook ______________________________ is seven stories high.

3. I don’t understand your point. Please ______________________________ at greater length.

4. Those colors look fine by themselves, but when you ______________________________ them, they clash.

5. I respectfully disagree with my ______________________________ on that issue.

6. Are you a ______________________________ of the death penalty?

7. We have to write five ______________________________ papers in our literature class this semester.

8. Who first ______________________________ the theory that second-hand smoke was carcinogenic?

9. Our dog was lying in such a blissful state of ______________________________ that we checked to see if he was breathing.

10. Is it easier to ______________________________ a dictator or a publicly elected official?
Part C:
Read and Reason

Reading for Meaning

Directions: Read the passage, paying special attention to all the words with the bases pon, pos(it), pound. Then, answer the questions that follow.

Personal Finances

Money experts are strong proponents of keeping a savings account. To be well-positioned for a financial emergency or retirement, working individuals should have a plan to save part of their income. A certain percentage of every paycheck should be deposited into a bank savings account. The income earned through compound interest can double, triple, or even quadruple one’s savings by retirement age.

Another component of a sound financial plan involves informed exposure to stocks. As these investment companies make profits, stockholders will reap benefits in two ways: through dividends that the companies pay at various intervals, and through increases in the actual value of the companies over the long term.

The stock market may sometimes go down significantly, as it did during the Great Depression of the 1930s and again in 2009. Stockholders may be tempted to sell their stocks when the market drops, but many experts agree that the wiser course of action is for investors to maintain their composure and keep their stocks. Investors should especially oppose pressures to sell their stocks at lower prices than what they paid for them.

Although putting a substantial part of one’s income into bank savings accounts and ownership of stocks may reduce one’s disposable income, the eventual benefits will yield a more secure financial future for citizens.

1. What word in the essay refers to income that can be used for purchases immediately?

________________________________________________________________________

2. What word in the essay suggests that investors stay calm or “put together” when stock prices fall?

________________________________________________________________________
Part D: Extend and Explore

Directions: Select five of the words below. Write a riddle for each. Then, ask a classmate to solve the riddles. You solve his or hers. See below for an example using the word compound.

Example:
I am a noun with two syllables. My first syllable is an assimilated form of con-. My second syllable means “put, place.” I could mean, “a combined mixture.” In finance, I mean, “accumulated interest.”
What am I?

1. ____________________________
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   ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. ____________________________
   ____________________________
   ____________________________
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4. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Part E: Go for the Gold!

Word Spokes

Directions: Fill in the outside squares with words using the Latin bases *pon*, *pos(it)*, and *pound*. Then choose a different word from your cluster for each of the directions below.

- **Part E: Go for the Gold!**
  - **Word Spokes**
    - **Directions:** Fill in the outside squares with words using the Latin bases *pon*, *pos(it)*, and *pound*. Then choose a different word from your cluster for each of the directions below.

1. Choose one of the words and **write two synonyms**.
   - ______________________  ______________________

2. Choose one of the words and **write two antonyms**.
   - ______________________  ______________________

3. Choose one of the words and **write your own definition**.
   - ___________________________________________________________________
   - ___________________________________________________________________

4. Choose one of the words and **use it in a sentence**.
   - ___________________________________________________________________
   - ___________________________________________________________________

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**Did You Know?**

Has a teacher ever corrected your speech or writing with the rule, “Never end a sentence with a preposition”? If the answer is yes, your teacher has demonstrated precisely what the word *preposition* means: a word that is “placed” “before” its object. Here are some prepositional phrases: *to the store*, *in the house*, *with my friends*. In these phrases, the prepositions *to*, *in*, and *with* can be placed only in front of their object. Even the flexible word order of poetry would not allow such arrangements as “the store to” or “my friends with.” This is why English calls these little words prepositions: we always “put” them “before” their objects.

Take a look at this rule, and figure out why it is funny: “Never use a preposition to end a sentence with.”