By: Elizabeth Osborne

Edited by Paul Moliken
Illustrated by Larry Knox

Prestwick House wishes to extend its gratitude to the many contributors whose assistance, comments, and expertise were essential in completing this book.
INTRODUCTION

Prestwick House developed *Vocabulary from Latin and Greek Roots* in response to numerous requests for a solid etymology-based vocabulary program. Because the aim of the program is to increase retention of new words as well as to expand students’ vocabulary, we chose to organize the units by meaning rather than alphabetically. A student who associates a root with an idea will be more likely to correctly assess the definition of that root’s English derivative.

Each unit contains four Latin and/or Greek roots; two to four English vocabulary words are provided for each root. Unit 13 of this book (pg. 78), for example, contains four roots having to do with seeing and looking. When a student reaches the first root in this Unit, he or she will see the key letters that signal the presence of the root in an English word: VID, VIS. Beneath the key letters is the root from which the English is derived. Students will notice that there are sometimes two forms of the root, and sometimes one. The inclusion of two forms indicates a Latin verb from which English has taken two different forms. VIDERE, for instance, gives us *evident*, meaning “able to be seen,” while VISUM gives us *revise*, meaning “to look at again, to edit.” When a root comes from a Latin adjective or noun, only one form will generally be included. Greek roots also appear in only one form.

Beneath the definition of the root, the student will find the word, its pronunciation, part of speech, and English definition. In cases in which an English word has multiple meanings, we have chosen to include only the meaning appropriate to the grade level for which the book is intended. The word *refuse* in this book, then, is a noun meaning “garbage” rather than a verb meaning “to deny, to reject;” in Book III, *pedestrian* means “ordinary” rather than “a traveler on foot.” In some instances, students may find it useful to review meanings that do not appear and discuss how they are related to the meaning presented.

If the word has a prefix, or if it is especially difficult to reconcile with its root, the entry will contain an analysis of the parts of the word, followed by a literal definition. *Repulsion* in Book III, Unit Five, is explained as *re*, meaning “back,” + *pulsum*; the literal meaning is “a pushing back.”

Finally, each entry provides a sentence using the word and introduces pertinent synonyms and/or antonyms. For added visual reinforcement of this understanding, mnemonic cartoons appear in each Unit.

Six different kinds of exercise follow the Unit entries. They include three kinds of practice using words in context, one test of a student’s ability to infer information based on a word’s meaning, one reading comprehension exercise, and one activity in which a student must deduce the meaning of an unfamiliar word based on knowledge of the word’s root. By the end of the exercises in each Unit, students will have had thorough practice using the word in context and will be prepared to make the word part of their working vocabulary.

We hope that you find the *Vocabulary from Latin and Greek Roots* series effective in teaching new words and in fostering student interest in the history of our fascinating language.

Note: A guide to the pronunciation symbols and a list of Latin and Greek prefixes can be found at the beginning of this book.
# PREFIXES

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (L.)</td>
<td>away from</td>
</tr>
<tr>
<td>A (G.)</td>
<td>not, no</td>
</tr>
<tr>
<td>AB (L.)</td>
<td>away from</td>
</tr>
<tr>
<td>AD (L.)</td>
<td>toward</td>
</tr>
<tr>
<td>ALTER (L.)</td>
<td>another</td>
</tr>
<tr>
<td>AMPHI (G.)</td>
<td>around, both</td>
</tr>
<tr>
<td>ANA (G.)</td>
<td>up</td>
</tr>
<tr>
<td>ANTE (L.)</td>
<td>before</td>
</tr>
<tr>
<td>ANTI (G.)</td>
<td>against</td>
</tr>
<tr>
<td>CIRCUM (L.)</td>
<td>around</td>
</tr>
<tr>
<td>CO (L.)</td>
<td>with, together</td>
</tr>
<tr>
<td>CON (L.)</td>
<td>with, together</td>
</tr>
<tr>
<td>CONTRA (L.)</td>
<td>against</td>
</tr>
<tr>
<td>DE (L.)</td>
<td>down, down from</td>
</tr>
<tr>
<td>DIA (G.)</td>
<td>through</td>
</tr>
<tr>
<td>DIS (L.)</td>
<td>apart, away from</td>
</tr>
<tr>
<td>DYS (G.)</td>
<td>bad</td>
</tr>
<tr>
<td>E (L.)</td>
<td>out of</td>
</tr>
<tr>
<td>EC (G.)</td>
<td>outside</td>
</tr>
<tr>
<td>EM (G.)</td>
<td>in, within</td>
</tr>
<tr>
<td>EN (G.)</td>
<td>in, within</td>
</tr>
<tr>
<td>EPI (G.)</td>
<td>upon</td>
</tr>
<tr>
<td>EX (L.)</td>
<td>out of, away from</td>
</tr>
<tr>
<td>HYPER (G.)</td>
<td>over</td>
</tr>
<tr>
<td>IN (L.)</td>
<td>in, into, on, against, not</td>
</tr>
<tr>
<td>INTRO (L.)</td>
<td>inside</td>
</tr>
<tr>
<td>OB (L.)</td>
<td>against</td>
</tr>
<tr>
<td>OMNI (L.)</td>
<td>every, all</td>
</tr>
<tr>
<td>PER (L.)</td>
<td>through</td>
</tr>
<tr>
<td>PERI (G.)</td>
<td>around</td>
</tr>
<tr>
<td>POST (L.)</td>
<td>after</td>
</tr>
<tr>
<td>PRE (L.)</td>
<td>before</td>
</tr>
<tr>
<td>RETRO (L.)</td>
<td>backwards</td>
</tr>
<tr>
<td>SUB (L.)</td>
<td>beneath</td>
</tr>
<tr>
<td>SUPER, SUR (L.)</td>
<td>above</td>
</tr>
<tr>
<td>SYM (G.)</td>
<td>with, together</td>
</tr>
<tr>
<td>SYN (G.)</td>
<td>with, together</td>
</tr>
<tr>
<td>TRANS (L.)</td>
<td>across</td>
</tr>
<tr>
<td>TELE (G.)</td>
<td>distant</td>
</tr>
</tbody>
</table>

* Note: Re and ex sometimes serve as intensifiers. In such cases, these prefixes simply mean very.

# PRONUNCIATION GUIDE

- a = track
- ä = mate
- å = father
- â = care
- e = pg
- ê = bg
- i = bit
- ū = you
- ū = purr
- o = job
- ö = wrote
- ö = port
- Œ = proof
- u = pun
- ū = you
- Ő = proof
- œ = about, system, supper, circus
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 4</th>
<th>UNIT 7</th>
<th>UNIT 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ergonomic</td>
<td>sanctum</td>
<td>valiant</td>
<td>syndicate</td>
</tr>
<tr>
<td>surgical</td>
<td>sanctuary</td>
<td>valor</td>
<td>jurisprudence</td>
</tr>
<tr>
<td>vigorous</td>
<td>sanctify</td>
<td>avail</td>
<td>jurisdiction</td>
</tr>
<tr>
<td>invigorate</td>
<td>sanctions</td>
<td>forte</td>
<td>perjure</td>
</tr>
<tr>
<td>agitate</td>
<td>deity</td>
<td>endurance</td>
<td>impunity</td>
</tr>
<tr>
<td>enact</td>
<td>defy</td>
<td>durable</td>
<td>punitive</td>
</tr>
<tr>
<td>reactionary</td>
<td>pantheon</td>
<td>castigate</td>
<td>subpoena</td>
</tr>
<tr>
<td>agile</td>
<td>polytheistic</td>
<td>chastigate</td>
<td>litigation</td>
</tr>
<tr>
<td>allege</td>
<td>monotheism</td>
<td>chastened</td>
<td>litigant</td>
</tr>
<tr>
<td>prodigal</td>
<td>castigate</td>
<td>robust</td>
<td>autonomous</td>
</tr>
<tr>
<td>energetic</td>
<td>chastise</td>
<td></td>
<td>nemesi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>UNIT 5</th>
<th>UNIT 8</th>
<th>UNIT 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>composure</td>
<td>exhume</td>
<td>singular</td>
<td>veteran</td>
</tr>
<tr>
<td>exponential</td>
<td>humility</td>
<td>single</td>
<td>inveterate</td>
</tr>
<tr>
<td>imposition</td>
<td>stellar</td>
<td>insular</td>
<td>frequent</td>
</tr>
<tr>
<td>repository</td>
<td>astronomical</td>
<td>insulate</td>
<td>infrequent</td>
</tr>
<tr>
<td>instantaneous</td>
<td>celestial</td>
<td>idiosyncrasy</td>
<td>contemporary</td>
</tr>
<tr>
<td>reinstatement</td>
<td>nebulus</td>
<td>idiom</td>
<td>contemporaneous</td>
</tr>
<tr>
<td>inconstant</td>
<td>nimbus</td>
<td>nonplussed</td>
<td>tempo</td>
</tr>
<tr>
<td>hypothesis</td>
<td>terrestrial</td>
<td>surplus</td>
<td>annals</td>
</tr>
<tr>
<td>synthesize</td>
<td>inter</td>
<td>plurality</td>
<td>annuity</td>
</tr>
<tr>
<td>parenthetical</td>
<td>subterranean</td>
<td>enumerate</td>
<td>annual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>UNIT 6</th>
<th>UNIT 9</th>
<th>UNIT 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>intercept</td>
<td>excursion</td>
<td>ration</td>
<td>intimidate</td>
</tr>
<tr>
<td>participant</td>
<td>discourse</td>
<td>rational</td>
<td>timorous</td>
</tr>
<tr>
<td>conceive</td>
<td>accelerated</td>
<td>demented</td>
<td>terrorize</td>
</tr>
<tr>
<td>deceptive</td>
<td>immovable</td>
<td>mentality</td>
<td>denter</td>
</tr>
<tr>
<td>exceptional</td>
<td>mobile</td>
<td>amnesty</td>
<td>horrific</td>
</tr>
<tr>
<td>anticipate</td>
<td>demote</td>
<td>mnemonic</td>
<td>abhor</td>
</tr>
<tr>
<td>condone</td>
<td>refuge</td>
<td>notorious</td>
<td>formidable</td>
</tr>
<tr>
<td>donor</td>
<td>subterfuge</td>
<td>connoisseur</td>
<td>trepidation</td>
</tr>
<tr>
<td>editorial</td>
<td>fugitive</td>
<td>rejuvenate</td>
<td>intrepid</td>
</tr>
<tr>
<td>nontraditional</td>
<td>volatile</td>
<td>reconnaissance</td>
<td>irreverent</td>
</tr>
<tr>
<td>cohabitation</td>
<td></td>
<td>diagnosis</td>
<td>revere</td>
</tr>
<tr>
<td>exhibit</td>
<td></td>
<td>prognosis</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT 13
- vista
- advisable
- revise
- evident
- suspect
- conspicuous
- respective
- despicable
- ocular
- inoculate
- tutelage
- intuitive

### UNIT 14
- ingest
- suggestible
- exaggerated
- admission
- omission
- differentiate
- reference
- extol
- detract
- extract
- submissive

### UNIT 15
- finite
- confines
- refine
- disclose
- seclude
- terminal
- interminable
- indeterminate
- preliminary
- subliminal

### UNIT 16
- minister
- administer
- magisterial
- magistrate
- archaic
- anarchy
- matriarch
- arbiter
- arbitrate
- arbitrary

### UNIT 17
- aspersions
- disperse
- sparse
- intersperse
- immerse
- submerge
- emergent
- refuse
- fusion
- fundamental
- founder

### UNIT 18
- sedentary
- supersede
- preside
- residual
- insidious
- dissident
- subsidiary
- assiduous
- desist
- persistent
- subsist

### UNIT 19
- abundant
- redundant
- deluge
- dilute
- antediluvian
- cataclysmic
- rivulet
- derivative
- unrivaled
- arid
- torrent
- torrid

### UNIT 20
- depreciate
- appreciative
- deign
- disdain
- indignant
- censure
- censor
- immense
- dimension
- commensurate
## Unit One

### ERG, URG
Greek ERGON, “work”

**Surgical** (sûr’ jô käl) _adj._ Very precise; clear and accurate  
G. kheir, “hand,” + ergon = hand-work  
The rifle battalion, made up of the best marksmen in the world, targeted its enemy with surgical exactness.

**Energetic** (en är’ jet’ ik) _adj._ Active and lively  
G. en, “in” + ergon = into work  
Whenever the weather was too hot, Ethan was not interested in energetic activity and preferred to stay home in air-conditioned comfort.  
syn: active  
_ant_: lazy

**Ergonomic** (êr gô nêm’ ik) _adj._ Intended to decrease discomfort and maximize work  
G. ergon + nomic, “science or study of” = study of work  
The ergonomic layout of the cockpit helped the pilots focus on flying and reduced their work-related injuries.

### Vig
Latin VIGERE, “be lively, be energetic”

**Vigorous** (vig’ âr as) _adj._ Done with power, force or energy  
Reggie’s vigorous exercise routine always made him flushed and sweaty.  
syn: robust, spirited  
_ant_: lethargic, lazy

**Invigorate** (in vig’ âr ât) _v._ To fill with strength and energy  
L. in, “into,” + vigere = to put energy into  
The brisk morning breeze invigorated the crowds of people walking to work.
IG, AG, ACT, EG
Latin AGERE, ACTUM “do, drive, act”

PRODIGAL  (pró’də gal)  adj.  Wasting money or resources
L. pro, “forth,” + agere = drive forth, drive away (money)
Gerald's prodigal tendencies eventually left him penniless and on the streets.
syn: wasteful  ant: thrifty

AGITATE  (aj´ ā tət)  v.  To publicly demand; petition for
Though the American colonists agitated for more power and independence, King George III was deaf to their demands.

ENACT  (en akt´)  v.  To make legal or official
As part of the agreement, the United States agreed to enact legislation to prevent further environmental damage from greenhouse gases.
syn: decree  ant: repeal

REACTIONARY  (rē ak´ shən or ē)  adj.  Strongly opposed to change; conservative
The bank preferred to stick to reactionary strategies rather than adapt to new conditions.

AGILE  (aj´ āl)  adj.  Able to move quickly and lightly
A less agile swimmer would never have been able to make the quick turns that Sarita did.
syn: nimble  ant: stiff

ALLEGE  (al´ ēj´)  v.  To put forth as true; claim
The reporter alleges that at four o’clock this afternoon, a local politician took part in an armed robbery.
syn: assert  ant: rebut; deny

One famous story in the New Testament deals with the prodigal son, a spoiled young man who leaves his father and wastes his inheritance, then returns home and seeks forgiveness. Because of this story, some people have come to believe that prodigal means “wandering from home.” Don't make this mistake; remember that the son was prodigal because he threw away all of his money.
EXERCISES - UNIT ONE

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. When the speaker *alleged* that Police Chief Murphy was involved in the scandal…

2. The members of the League Against Littering promised to *agitrate* until…

3. Mrs. Prekash's fifth-grade class was less *energetic* than usual because…

4. The *surgical* precision with which the author writes is a sign that he…

5. Manny finds that an afternoon nap *invigorates* him, allowing him to…

6. It is likely that the mayor, in response to the recent wave of burglaries, will *enact*…

7. Polly felt that Dean's views on education were *reactionary* because…

8. Tom was not as *agile* as he once had been because…

9. Devin warned his daughter that unless she stopped being so *prodigal*, she would…

10. Car manufacturers want to design a more *ergonomic* minivan because…

11. My father polished the coffee table with such a *vigorous* motion that…

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

**energetic**  **invigorating**  **alleged**  **ergonomic**  **agitrate**

1. When he discovered that certain students in his class always received higher grades, Marlon ____________ that his teacher was showing favoritism.

2. On nights when the talk-show host was not ____________, the viewers responded with little enthusiasm.

3. Rather than _____________ my dinner guests, the tea I gave them seemed to sap their remaining strength.

4. When the architect described the “Home of the Future,” he emphasized _____________ details like the sink that made washing dishes easier and faster.
Fill in the blank with the best word from the choices below. One word will not be used.

reactionary  agitated  enacted  vigorous

5. When Cynthia ___________ for a bigger room, her parents warned that she was stretching their patience.

6. When the new president entered office, she repealed many of the regulations __________ by the old one.

7. Even a(n) ___________ shaking was not enough to wake Allen in the morning.

Fill in the blank with the best word from the choices below. One word will not be used.

agile  reactionary  ergonomically  surgically  prodigal

8. Tammy's ___________ statements often made the other members of the debate team frustrated.

9. The bomber pilot knew that unless his aim was ___________ accurate, his whole mission would be ruined.

10. Because it is naturally ___________, the cheetah is able to bend and twist its body in mid-stride.

11. We could tell that Brandon was back to his old ___________ ways when he spent two hundred dollars on wine at dinner.

Exercise III. Choose the set of words that best completes the sentence.

1. Even though the new classroom was supposed to be far more ___________ than the old one, teachers still found it impossible to ___________ students and inspire them to work.
   A. agile; allege
   B. ergonomically; invigorate
   C. prodigal; enact
   D. reactionary; enact

2. Albert's ___________, skilled fingers, nimble from years of piano practice, could also handle a video-game console with ___________ precision.
   A. vigorous; prodigal
   B. agile; surgical
   C. energetic; reactionary
   D. surgical; prodigal

3. Lisa's ___________ efforts to have tougher child-safety laws passed inspired others to ___________ for the same reforms.
   A. vigorous; agitate
   B. ergonomic; allege
   C. vigorous; enact
   D. energetic; invigorate
4. “Although my opponent ____________ that I wish to turn the U.S. government upside down,” said the
candidate, “you must remember that he is ____________ and condemns change in any form.”
A. enacts; prodigal  
B. invigorates; ergonomic  
C. agitates; vigorous  
D. alleges; reactionary

5. Mother promised to ____________ new rules about spending if her children’s ____________ ways did
not change.
A. enact; prodigal  
B. invigorate; reactionary  
C. allege; ergonomic  
D. enact; vigorous

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.
1. Kyle's constant practice made him so agile that the other wrestlers couldn't...
2. The city council enacted a tax on cigarettes, but it didn't...
3. Even though the money's missing, if you allege that I stole it, you...

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root
we supply as a clue. Then, answer the questions that follow the paragraphs.

Experts concur that regular exercise is an essential part of a healthy lifestyle, especially for adults who are middle-aged or older. Exercise not only ____________(VIG) the mind and body, it reduces symptoms of anxiety or depression, and it strengthens bones and muscles. Regular physical exertion may also prevent the development of high blood pressure, colon cancer, or diabetes. Despite the obvious importance of physical fitness, however, a recent United States Surgeon General's Office survey indicates that 25% of American adults incorporate little or no exercise into their lives. Another 60% of adults, while occasionally engaging in physical activity, do not exercise on a regular basis. This indicates that only 15% of American adults exercise at levels that truly benefit their health. Communities all over the country are being encouraged to aid their residents in beginning exercise routines. However, before ____________(ACT) a new fitness regimen, older adults should take some precautionary measures to avoid injuries and health complications.

Sufferers of chronic health problems such as diabetes, heart disease, or asthma should always consult a physician before beginning a workout program and follow the advice specific to their conditions. For instance, before and after exercising, diabetics should closely monitor their blood sugar levels to avoid bringing on insulin shock or seizures. Heart disease patients should frequently check their heart rates while working out and should never exercise to the point of chest pain. Asthmatics should always carry an inhaler while exercising, since physical exertion may induce an asthma attack. Additionally, if outdoor allergies are a problem, a protective mask should be worn, or outdoor activity should be avoided altogether. It is important for members of these at-risk populations to note that exercise need not be strenuous to be beneficial.

Any man over the age of 40 or woman over the age of 50, even without a diagnosed chronic health problem, should also consult a physician before engaging in a ____________(VIG) exercise program. However, people in this age group may begin a more moderate program of physical exertion without such concern. Anyone beginning a new type of workout should be careful to avoid strain and overexertion. It is important to wear properly cushioned shoes and be trained on any new piece of equipment one may be using to avoid injury. Keeping these precautions in mind will improve the health of adults who are motivated to incorporate physical fitness into their lives.
1. What would be the best title for this passage?
   A. Health Advice for Diabetics
   B. Precautions for New Exercisers
   C. The Surgeon General’s Survey on Exercise
   D. The Benefits of Non-Strenuous Exercise

2. What can you infer is the meaning of the term “outdoor allergy” in the above passage?
   A. a dislike of going outside
   B. a problem with substances found inside
   C. a dislike of running
   D. a sensitivity to substances found outside

3. What do you think is the author’s attitude toward exercising?
   A. It is important for a healthy lifestyle.
   B. It is too dangerous for older adults.
   C. The health benefits are insignificant.
   D. It will cure all health problems.

4. The type of exercise any man over 40 should consult with his doctor about is
   A. moderate.
   B. yoga.
   C. vigorous.
   D. walking.

5. What could help someone with “indoor allergies”?
   A. a mask
   B. doctor supervision
   C. moderate exercising
   D. The article does not say.

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the italicized words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that graph means “writer” or “writing.”

To see if Dale was strong enough to work on construction that involved heavy lifting, the doctor decided to administer an ergograph test. He asked if Dale had ever undergone such a test. Dale had not. The physician said, “This is necessary for determining your fitness for the manual labor you’ll be doing. Actuarial studies have shown that people who score on the lower end of the test are more likely to have serious injury while on the job.”
UNIT TWO

POS, PON
Latin PONERE, POSITUM, “to place, to put”

COMPOSE (kəm pōz´zər) n. Control over expression and action
L. com, “together,” + positum = put together, staying together
Scott managed to sing three of the songs without laughing, but he lost his composure when he saw the goofy face his friend in the front row made.
syn: poise      ant: agitation; worry

EXPONENTIAL (eks pōn´nə shəl) adj. Great in number or size
L. ex, “out of,” + ponere = to place out of
The exponential growth of the deer population in the area made us wonder if most natural predators of deer had been eliminated.

IMPOSITION (im po zə shən) n. An unwelcome demand; a burden
L. in, “on, onto” + positum = putting onto
Because they liked the subject matter they were studying, most of the students did not consider Saturday classes an imposition.
syn: bother

REPOSITORY (rē poz´ər ē) n. A place designated for storage
L. re, “back,” + positum = place where things are put back
The building that was once the train station is now a repository for county records.

STAN, STAT
Latin STARE, STATUS, “to stand, stand something up”

INSTANTANEOUS (in stən tən´əs) adj. Happening immediately
L. in, “on,” + stare = standing on
Current Internet connections are so fast that your knowledge of new information can be almost instantaneous.

REINSTATE (rē in stāt´) v. To bring back into existence or authority
L. re, “back,” + in, “in” + status = to stand (someone) back in
Fern’s supporters marched down the main street of the city urging the local government to reinstate her as mayor.
syn: restore
INCONSTANT  (in kon´ stant)  adj.  Not lasting; not steady  
L. in, “not,” + con, “very, firmly” + status = not standing firmly  
Just like the director’s inconstant mind, the film shifts suddenly from one setting to the next.  
syn: fickle  ant: steadfast  

THES, THET  
Greek THESIS, “placing”  
THETOS, “having been placed”  

SYNTHESIZE  (sin´ thç s∞z)  v.  To combine; to blend  
G. syn, “together,” + thesis = placing together  
Cajun food manages to synthesize flavors from many different parts of the world and create something entirely new.  
syn: integrate  ant: analyze  

PARENTHETICAL  (pa rçn thçt´ i kçl)  adj.  Explaining the main idea or topic  
Paul added numerous parenthetical statements to his complicated instruction manual to make it easier to understand.  
syn: incidental  ant: relevant  

HYPOTHESIS  (h∞ poth´ çsçs)  n.  Idea proposed as true; theory  
Hilary’s hypothesis was that water lilies would grow better when exposed to more direct sunlight.  
ant: fact  

The HIPPOPOTAMUS tested the HYPOTHESIS that he could fly.
EXERCISES - UNIT TWO

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. The judges were impressed by the spelling-bee contestant's *composure* when…
2. The *exponential* growth of the residential area in Hinsburg was a result of…
3. An extended stay at my sister's house may be an *imposition* on her because…
4. Room 145 of the school is being used as a *repository* for…
5. The weightlifting coach told her students that muscle growth would not be *instantaneous*, but rather…
6. The committee decided to *reinstate* Chairman Dorchester when it learned that…
7. PJ was an *inconstant* supporter of the political party to which he belonged, so he often…
8. Based on the plants' amazing growth in the presence of Chemical RK-200, we formed the *hypothesis* that…
9. The composer's new style *synthesizes* both…
10. Joey felt that he needed to add some *parenthetical* remarks to his speech because…

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

imposition synthesize composure reinstate repository

1. Marisa feared her ____________ would fail her during an especially tough interview.
2. After several students came to school in clothing that was unacceptable, Principal Levin decided to ____________ the dress code.
3. If doctors are able to ____________ the old and new allergy medicines, the result will be a powerfully effective drug.
4. Hannah's car became a(n) ____________ for all the junk that her neighbors threw out.
Fill in the blank with the best word from the choices below. One word will not be used.

parenthetical instantaneous hypothesis exponential

5. The effects of the witch’s spell were ____________, creating a monster where a man had stood one second before.

6. The increase in people with the disease was not ____________, as the doctors had feared, but slow and gradual.

7. The botanist’s new ____________ about marigolds is intriguing, but will probably be proven false.

Fill in the blank with the best word from the choices below. One word will not be used.

imposition instantaneous inconstant parenthetical

8. Darlene’s ____________ affection led her to break up with Jeff several times.

9. I considered Marvin’s constant borrowing of office supplies a major ____________ upon our department.

10. Many of Ben’s observations were phrased in ____________ sentences rather than direct remarks.

Exercise III. Choose the set of words that best completes the sentence.

1. Agricultural researchers are currently testing the ____________ that the modified fertilizer will cause ____________ growth in soybeans.
   A. hypothesis; exponential
   B. imposition; parenthetical
   C. repository; inconstant
   D. imposition; instantaneous

2. Because Rina had dealt with Carl’s ____________, unreliable emotions one time too many, she lost her ____________ and started screaming at him.
   A. parenthetical; repository
   B. inconstant; composure
   C. instantaneous; hypothesis
   D. exponential; imposition

3. Be aware that in attempting to ____________ the two unstable substances, you may cause a(n) ____________ and deadly chemical reaction.
   A. reinstate; inconstant
   B. synthesize; parenthetical
   C. reinstate; exponential
   D. synthesize; instantaneous
4. “I do not wish to be a(n) ____________ on the honorable members of this House,” said the Member of Parliament, “but I propose that we ___________ the Speaker who was dismissed last week.”
   A. hypothesis; reinstate
   B. repository; synthesize
   C. imposition; reinstate
   D. composure; synthesize

5. In a(n) _____________ addition to his previous statement, the speaker explained that the building in question had once been used as a(n) ____________ for ammunition.
   A. parenthetical; repository
   B. instantaneous; composure
   C. exponential; hypothesis
   D. exponential; repository

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. Because Barbara is an inconstant friend, Pete will most likely…
2. If gas prices increase exponentially, we can assume that drivers will…
3. After the professor explained the complicated hypothesis, students began…

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

Composing popular music is not only an art form but also a gift. Songwriters must tell a very detailed story with a beginning, a middle, and an end, and do it all within just a few minutes. On top of that, they must remember that the music should be appealing to the people who will listen to it. That may mean writing a song about a subject a lot of people understand or creating a song with a great sound. Does writing what the public wants to hear, though, take away from the craftsmanship of songwriting? Should songwriting be a matter of creativity, or should it be a matter of business?

Many songwriters today treat their “art” as a day-to-day job. Just like any other working person, some songwriters get up in the morning, get dressed, and drive to an office. Once in the office, they consider it no ________(POS) to spend eight hours a day working. They might work for years until they can come up with a hit song, but the pressure to write good songs is constant. Although songwriters are paid a little bit of money every time one of their songs is played on the radio, they really cannot expect to make an ____________ (STAN) fortune from one hit song. Instead, they need to write dozens of great songs to be able to make a living.

However, all this pressure to succeed and write hits is destroying the artistry of songwriting. Because songwriters are always trying to write the next big hit song, they do not write about what they feel. Instead, they write only the songs that they think will sell CDs. They may write songs that have a good beat and catchy words, but the songs lack emotional substance. Many of the songs that are popular today seem synthetic because they often lack any feelings. If the public seems to want loud, harsh music, songwriters will write about anger or pain; however, if calm, easy-sounding songs are popular, songwriters concentrate on writing composed, tranquil lyrics.

When songwriters were first paid for their songs, they wrote about their observations of life or about things that had happened to them or to people they knew. They wrote songs that made people happy or made people cry. They wrote from their hearts. Now, however, because songwriting has become a job like any other, with money as the only reward, there is little room for songwriters to be creative. Instead, they must write whatever they think the public wants. Otherwise, they have no chance to sell their songs. It is because of this need to succeed that songwriting, as a craft, is being lost.
1. After reading this selection, we can assume that the author
   A. thinks that few people like music.
   B. thinks that songs should not be played on the radio.
   C. thinks that the art of writing music is very important.
   D. thinks more people should become songwriters.

2. Many songwriters are not rich because
   A. they must write a lot of hit songs to make a lot of money.
   B. it takes years to write a good song.
   C. they are not serious about succeeding.
   D. they are not good businesspeople.

3. What is the main idea of this passage?
   A. Writing songs is hard work.
   B. Being a successful songwriter is easy.
   C. Songwriters are not appreciated.
   D. More songwriters are writing music for money, not for art.

4. In this passage, songwriters are compared to what other kind of workers?
   A. office workers
   B. construction workers
   C. singers
   D. musicians

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and
   define the italicized words. If you cannot figure out the meaning of the words on your own, look them
   up in a dictionary. Note that ex means “out” and anti means “against, opposite.”

   Though the majority of the works in the great library were destroyed, some are still extant. Of these remain-
   ing books and manuscripts, one, in particular, has a past shrouded in mystery. Whoever wrote it chose to remain
   anonymous, probably because the ideas discussed were the antithesis of those held by some very powerful polit-
   ical figures. To have such clashing ideas was cause enough for punishment; to publish them would certainly have
   meant death.
UNIT THREE

CEPT, CIP, CIEVE
Latin CAPERE, CAPTUM, “to take, seize”

INTERCEPT (in tør sept´) v. To catch or block
L. inter, “between,” + captum = taken between
Using sensitive radio equipment, the men at Army Headquarters were able to intercept enemy signals broadcast from many miles away.
syn: cut off        ant: release

PARTICIPANT (pär tis´ə pɔnt) n. One who takes part in
L. partis, “part,” + capere = one taking part in
My great-grandmother told us many stories about the days when she was a participant in the movement for women’s rights.
        ant: spectator

CONCEIVE (kən sèv´) v. To come up with, imagine
L. con, “strongly” + capere = to strongly take
Terry conceived of the film as a modern-day version of the classic novel Don Quixote.
syn: false        ant: genuine

DECEPTIVE (də sep´tiv) adj. Intending to mislead or trick
L. de, “from,” + captum = seized from
Jimmy talks with a deceptive calm that hides his true violent tendencies.
syn: false        ant: genuine

EXCEPTIONAL (ek sep´shan òl) adj. Standing out from others
L. ex, “out of,” + captum = taken out of
Keith turned his exceptional gift for fixing things into a profitable repair business.
syn: unique        ant: ordinary, common

ANTICIPATE (ân tis´ə pát) v. To expect beforehand
L. anti, “before,” + capere = take before
Because we anticipated a drop in sales during the winter months, we tightened our budget for the month of December.
syn: await

HAB, HIB
Latin HABERE, HABITUM, “to have, hold”
HABITARE, HABITATUM, “to have a home, to dwell”

COHABITATION (kɔ həb ø tə´shən) n. Living together; coexistence
L. co, “together,” + habitare = dwelling together
The cohabitation of coyotes and sheep ranchers is possible, but it requires some compromises from the people.
EXHIBIT (ek zib’ it) v. To show; to display
L. ex, “out,” + habitum = to hold out
When the children began to exhibit signs of restlessness, their babysitter took them for a walk.
syn: demonstrate ant: conceal

DIT
Latin DARE, DATUM, “to give”

EDITORIAL (edə tör’é əl) adj. Expressing opinions or bias
L. e, “out of,” + datum = given out, published
A stern look from my father was enough to silence any editorial comments.

NONTRADITIONAL (non trə dish’ə nal) adj. Going against the accepted pattern or style
L. non, “not,” + trans, “across,” + datum = not given across (time)
Bert favored nontraditional cooking methods that would have shocked his grandparents.

DON
Latin DONARE, DONATUM, “to give”
DONUM, “gift”

DONOR (də’nor) n. One who gives something away
The bandleader offered a special thanks to the donor of the brand-new drum set.
syn: contributor

CONDONE (kən dən’) v. To support; to give approval to
con, “with,” + donum = give with
While Mr. Spencer did not punish his boys for their prank, neither did he condone their behavior.
syn: allow ant: restrict

When combined with a suffix, the Latin datum often became ditum.
This is why we have words like edit and tradition rather than “edat” and “tradation.”
**EXERCISES - UNIT THREE**

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. Because Yusef was the one who had *conceived* of the robot, he…
2. As a *participant* in her school's graduation ceremony, Kara was expected to…
3. Police set up a sting operation in order to *intercept* the stolen money before it…
4. We quickly learned how *deceptive* a clear blue sky could be when…
5. A race car driver must learn to *anticipate* the moves of the other drivers so that…
6. Because he was an *exceptional* athlete, George was often mentioned by…
7. The principal worried that the teachers were *condone* bad behavior when they…
8. People at risk of catching the deadly flu should call a doctor immediately if they *exhibit*…
9. Because the research paper was full of *editorial* remarks, it seemed…
10. Ginny and Maurice decided on *nontraditional* attire for the dance because…
11. Everyone was surprised by the successful *cohabitation* of…
12. Samantha hoped to find the *donor* of the van so she could…

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

**donors deceptive intercept condone editorials**

1. Juan could not ______________ the pass because the ball flew over his head.
2. The radio station must seek ______________ who will agree to provide the majority of its funding.
3. Many vegetarians do not ______________ eating meat for moral reasons, but some just dislike the taste of it.
4. We were worried that the peacefulness of the beach was ______________; would we soon be overrun by screaming children, roaring cars, and barking dogs?
Fill in the blank with the best word from the choices below. One word will not be used.

exceptional  anticipate  exhibit  conceive  editorial

5. Though Wash could play guitar, piano, and trumpet by the time he was seven, he did not consider himself ____________.

6. The speech given at our commencement seemed to have a(n) ____________ tone rather than a neutral, factual one.

7. Dan was unable to ____________ of a world in which there was no hatred or disease.

8. The jeweler has chosen not to ____________ the rare diamond in his store window because he fears it will be stolen.

Fill in the blank with the best word from the choices below. One word will not be used.

nontraditional  exhibits  cohabitation  participants  anticipate

9. Because Cal did not ____________ rain, he did not bring an umbrella to school.

10. Though my brother and his fiancée wish to have a(n) ____________ wedding, my mother thinks it should be organized according to time-honored rules.

11. The tiny room was not designed for the ____________ of several people and their pets.

12. Many of the top students in the school were invited to be ____________ in a statewide Quiz Bowl competition.

Exercise III. Choose the set of words that best completes the sentence.

1. If Marcia does not ____________ her friends’ cruelty towards Roger, why was she a(n) ____________ in the round of teasing the other day?
   A. exhibit; donor
   B. anticipate; cohabitation
   C. conceive; donor
   D. condone; participant

2. The web site explained that applicants for research positions should ____________ not only great enthusiasm, but also ____________ knowledge of the field.
   A. conceive; editorial
   B. exhibit; exceptional
   C. condone; anticipate
   D. anticipate; deceptive
3. The director ____________ of his new play as having a(n) ____________ view on marriage, rather than a strictly conventional one.
   A. exhibits; exceptional
   B. condones; deceptive
   C. anticipates; editorial
   D. conceives; nontraditional

4. The seemingly peaceful ____________ of the Ferengi Wolf and the Speckled Antelope was ____________; they were actually predator and prey.
   A. donor; exceptional
   B. cohabitation; deceptive
   C. participant; exceptional
   D. donor; deceptive

5. Unless we can find a(n) ____________ who will give us space to show the paintings, we ____________ postponing the festival until next fall.
   A. participant; exhibit
   B. donor; anticipate
   C. cohabitation; conceive
   D. cohabitation; intercept

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. Mr. Andersen ____________ his enormous strength by…
2. If you become an organ ____________, your heart might…
3. If the author of the monthly newsletter tries to steer clear of ____________ writing, it may be because…

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

It might be too simple to say almost every American generation since 1776 has had a war to call its own, but the Vietnam “war” was slightly different for several reasons. One is that Congress never declared “war.” The powers of the executive branch of our government now allow a President to act in the best interests of our nation without a formal declaration of war from Congress. When he became President in 1963, Lyndon Johnson didn’t have authority from Congress to do the things that he wanted done in Vietnam. He wanted very much to find an honorable resolution to the conflict, but he did not ____________ (CIP) the strength and determination of the rebels who were fighting for North Vietnam. One day in 1964, an American ship was fired upon while it was in a body of water called the Gulf of Tonkin, which is in what was then North Vietnam. This attack propelled Congress to enact the “Gulf of Tonkin Resolution,” which gave President Johnson the authority he needed to increase U.S. involvement in the conflict.

Part of his plan was to raise the number of combat aircraft involved in the fight. The American Air Force controlled the skies over Southeast Asia, and pilots seldom had to worry about other pilots defeating them. However, other threats came from land-based anti-aircraft weapons, including the dreaded surface-to-air missiles called SAMs. These missiles were about as large as a telephone pole; they flew at supersonic speed, had radar-guided systems, and were very accurate and lethal. A pilot knew he was under attack when his on-board detection systems warned that a missile was homing in on his aircraft. To survive, a pilot had to “take it down,” meaning he had to dive directly for the ground. This drastic maneuver, if successful, would prevent the missile from ____________ (CEPT) and destroying his aircraft since the missile could not twist and turn as fast as the airplane could. It is hard to ____________ (CIEVE) how terrifying
a SAM attack could be for a pilot, who had to __________(HIB) the finest flying abilities under extreme stress, or he would die or be captured.

Despite controlling the air and sending 500,000 U.S. forces to Vietnam, all efforts failed to bring an end to the conflict. In the end, it was President Richard Nixon who managed to bring about a peace treaty in 1973. Now, there is one Vietnam, and we no longer refer to the country as divided into North, South, and Central sections. The Vietnam Memorial in Washington commemorates the sacrifice of over 50,000 men and women who died during this undeclared war.

1. What can you infer from the article is the last thing that a President in the 21st century needs to send troops to fight overseas?
   A. a declaration of war by Congress
   B. approval of the legislative branch for a specific amount of time
   C. The President can do it if he wants and needs nothing else.
   D. the backing of an ally

2. What did President Johnson do to try to end the conflict in Vietnam?
   A. He lowered our involvement.
   B. He increased the airpower involved in the action.
   C. He disobeyed the “Gulf of Tonkin Resolution.”
   D. He let things resolve themselves.

3. According to the article, why were SAMs so dangerous?
   A. They were as big as telephone poles.
   B. They flew at supersonic speeds.
   C. They were not very accurate.
   D. Both A and B

4. One of the major changes after peace was achieved in 1973 was that
   A. President Nixon was happy.
   B. Vietnam was no longer divided into sections.
   C. the Vietnam Memorial was built.
   D. None of the above

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the italicized words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that re means “again” and in means “in.”

While Tina was receptive to many of the suggestions made by her editor at the magazine, she absolutely refused to listen when he suggested putting advertisements into her articles. “Such a step,” she told him, “would not only go against all of my beliefs as a journalist, a citizen, and a representative of the people who read my articles, but would also inhibit my style a great deal. My writing would be strained and unnatural if I had to stop every few paragraphs to support some company or product.”
UNIT FOUR

SANCT
Latin SANCTUS, “holy”

SANCTUM (sānk’ təm) n. A private place; a retreat
To be invited into the holy man’s sanctum was considered the highest honor among his disciples.

SANCTIFY (sānk’tō fī) v. To make holy
The fifth of every month was sanctified as a day of remembrance and meditation.
syn: bless

SANCTIONS (sānk’ shəns) n. Something that forces obedience with a law or rule
The National Association of Methodist Priests imposed sanctions upon Duttonville United Church when the pastor refused to follow official policy.

SANCTUARY (sānk’tchərē) n. A place of protection
Because hunting was prohibited on the five-mile stretch of land, the forest became a sanctuary for all kinds of threatened wildlife.
syn: refuge

DEI
Latin DEUS, “god”

DEITY (dē’ ə tē) n. A god; a divine being
The priests warned that using the name of the deity lightly might bring disaster on the community.

DEIFY (dē’ ə fī) v. To make into a god or a seeming god
History has shown that while we should not condemn the President, neither should we deify him.

ant: abase
THE
Greek THEOS, “god”

PANTHEON (pân’ thē on) n. A group of gods; a group of people so accomplished in a skill or field that they seem like gods
G. pan, “all,” + theos = all gods
The new book on dance has an extensive section about the whole pantheon of French ballet greats.

POLYTHEISTIC (po lē thē is’tak) adj. Having several gods or deities
G. poly, “many,” + theos = many gods
Some of the greatest artworks of the fundamentally polytheistic culture show the various gods feasting together.

MONOTHEISM (mo nô thē’ izm) n. Worship of or belief in only one god
G. monos, “one,” + theos, “gods,” = one god
Judaism, Islam, and Christianity are all based upon monotheism because they have a single, all-powerful deity at their centers.

CAST, CHAST
Latin CASTUS, “pure”

CASTIGATE (kas’tô gät) v. To criticize; to condemn
Sports fans around the world castigated the batter for his involvement in the scandal.

CHASTENED (châ’ sand) adj. Made less proud; humbled
Chastened by the failure of the plan she had spent months developing, Kathy took some time off to rethink her strategy.

CHASTISE (chas’tiz) v. To punish verbally; to scold
No matter how many times I chastised Dominic for leaving his shoes in the kitchen, he could not seem to break the habit.
Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. New churchgoers could only be sanctified by…
2. Walter was castigated by the other members of the wrestling team for…
3. The attic was Holly's sanctum, and she often went there when…
4. In order to provide a sanctuary for the people fleeing the war, immigration officials…
5. The polytheistic tendencies of the ancient Greeks are evident in their…
6. The president promised to lift sanctions against the opposing nation only if…
7. Journalists seemed almost ready to deify the candidate they thought had…
8. The book examines the pantheon of great American athletes, paying special attention to…
9. Esther is a strong believer in monotheism because…
10. Millicent returned from her summer vacation chastened by…
11. Kevin chastised his younger siblings for…
12. Villagers often performed good works in the hopes that the deity would…

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

- castigate
- polytheistic
- sanctified
- sanctum
- chastened

1. The criminal mastermind's preferred ____________ was a dark room at the back of a restaurant.
2. As she grew up, Tia moved from a belief in one, all-powerful creator to a more ____________ system.
3. “This battleground,” said the speaker, “has been ____________ by the blood of those who fought and died here.”
4. Dennis was so ____________ by his teacher's disapproval that he rewrote his entire paper.
Fill in the blank with the best word from the choices below. One word will not be used.

deity sanctum sanction pantheon deified

5. Zeus was a(n) ____________ who had absolute power over the universe and all mankind.

6. The general’s victory on that day ____________ him in the eyes of his troops, who watched in awe as he rode by.

7. The entire ____________ of great contemporary artists was represented in the new exhibit.

8. The library was a(n) ____________ for those children who would not or could not participate in the games outside.

Fill in the blank with the best word from the choices below. One word will not be used.

monotheism castigates sanctifies chastising sanctions

9. Father Torrance said that ____________ requires that the divine being have total control.

10. The latest editorial ____________ the school board for placing too much emphasis on passing tests.

11. Heavy ____________ on trade made it impossible to buy many things that had once been readily available.

12. Rather than ____________ me for being late, my father said he was glad I was safe.

Exercise III. Choose the set of words that best completes the sentence.

1. ____________ by his loss to an inferior chess player, Rick shut himself in the ____________ of his room and began going over the game he had lost.
   A. chastened; sanctum
   B. deified; sanctuary
   C. polytheistic; sanctum
   D. castigated; monotheism

2. It makes no sense to ____________ the doctor for coming up with the surgical procedure and yet ____________ his students for actually using it on patients.
   A. sanctify; deify
   B. castigate; chastise
   C. deify; castigate
   D. sanctify; chastise

3. In searching for ways to punish the rebellious colony, the legislature discussed many forms of ____________; in the end, however, the colony’s leaders were mildly ____________ and allowed to go on their way.
   A. deity; sanctified
   B. sanction; deified
   C. monotheism; chastened
   D. sanctions; chastised
4. Would the young basketball player be remembered as a ____________ in the ____________ of sports greats, or would he disappoint his fans and be forgotten?
   A. sanctuary; deity
   B. sanction; monotheism
   C. deity; pantheon
   D. sanctum; pantheon

5. The new government promised to provide ___________ for converts to the new religion, who were being harassed for their ___________ beliefs.
   A. sanctum; chastened
   B. sanctuary; polytheistic
   C. deity; pantheon
   D. monotheism; sanctified

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. Mrs. Miller castigated her neighbor for his parties, but every night…

2. The ancient Egyptians deified their kings after death by…

3. If Liz tells you she memorized the pantheon of gods and goddesses before the big mythology test, you can probably assume that…

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

People who believe in the religion of Islam are called Muslims, and Islam is one of the largest religions in the world. In addition, the population of Muslims is growing faster than any other major religion in the world. Today, there are almost as many Muslims in the world as there are Christians. Muslims live in countries throughout the world, but the majority live in Africa and Asia.

Muslims, like followers of other major religions, believe in ___________ (THE), but they call their God “Allah.” All Muslims think that ___________ (THE) is a false belief. According to Islam, Muhammad is the prophet of God, and the word of God is written in the sacred text, the Koran, which was communicated to Muhammad by the Angel Gabriel. Muslims think that there is some truth to Judaism and Christianity, but that Allah made theological issues clear to mankind only in the Koran.

The word Islam means “submission to the will of Allah.” Being a Muslim doesn't just mean to hold certain beliefs, but it is also a way of behaving and living. There are five main beliefs, or “pillars” of Islam, that Muslims are required to practice; the most significant is a required pilgrimage to Mecca in Saudi Arabia. Mecca is considered the holiest place on Earth for Muslims because it is where the revelations of the Koran occurred. Another important belief of Muslims has to do with life after death and Judgment Day. Most cultures in the world believe in life after death, and in Islam, there is a belief in the Last Judgment, which states that people who have followed the religion of Islam and have lead a moral life will be given joy and happiness after death. Those who have not practiced the religion will face the punishment of hell.

Given the number of believers, their deeply held faith, and the strict methods of belief, it is very important that non-Muslims understand Islam is not a religion based on hatred, revenge, and killing, as one might be led to believe by the media.
1. According to Muslims, the word of God is in the
   A. Bible.
   B. Koran.
   C. Torah.
   D. None of the above

2. The prophet of Islam is
   A. Muhammad.
   B. Allah.
   C. Jesus.
   D. Mecca.

3. The best title for this passage would be
   A. A Brief Overview of Islam.
   B. The Five Pillars of Islam.
   C. Muslims Believe in One God, Allah.
   D. Islam, a Monotheistic Religion.

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the italicized words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that sacro means “holy” and apo means “change.”

The name of the football legend is still _sacrosanct_ in the halls of the University. People whisper in awe of the day he ran eighty yards to score a winning touchdown in the last minute of a game that was played from start to finish in heavy snow. It seemed, at the moment of his victory, that he underwent a kind of _apotheosis_ in the eyes of his fans: for the rest of his life, he would be approached by supporters who saw him as divine, or at least divinely inspired.
UNIT FIVE

HUM
Latin HUMUS, “ground, earth”

HUMILITY (hũ mil´ ə tē) n. Lack of pride; modesty
Although the leader had influenced the lives of thousands of people, he always spoke with the utmost humility.

EXHUME (ekzōm´) v. To remove from the ground; dig up
L. ex, “out of,” + humus = out of the ground
In order to prove his theory about the murder, the District Attorney ordered that the deceased body be exhumed.

ant: bury

stell
Latin STELLA, “star”

STELLAR (stəl´ ār) adj. Excellent; outstanding
For her stellar performance in her first year at the company, Emily was honored with a special luncheon.

ant: subpar

astr
Greek ASTER, “star”

ASTRONOMICAL (as trə nom´ ə kāl) adj. Enormous; immense
The astronomical cost of gasoline forced many citizens to start taking the bus.

syn: huge  ant: tiny
**NEB, NIMB**  
Latin NEBULA, “cloud”  
NIMBUS, “cloud”

NEBULOUS (neb’ yōō lős) adj. Not definite; vague  
When the student gave a *nebulous* answer to the question, his teacher asked him for more information.  
syn: uncertain  
ant: clear; understandable

NIMBUS (nim´ bôs) n. A cloud  
The *nimbus* of fog around the crest of the mountain lingered until a wind came up and blew it away.

**CELES**  
Latin CAELUM, “sky”

CELESTIAL (se les´ shal) adj. Having to do with the sky or heavens  
As a child, Inez was always on the lookout for angels and other celestial beings.

**TERR**  
Latin TERRA, “earth, ground”

TERRESTRIAL (te res´ trë ał) adj. Earthly; of or from land  
Studies of the mysterious creature have failed to determine whether it is mainly terrestrial or not.  
ant: extraterrestrial

INTER (in ter´) v. To put into the ground; to bury  
L. in, “in,” + terra = *in the ground*  
The solemn ceremony ended when the body had been *interred*, and the priest had given the blessing.

SUBTERRANEAN (sub ter ã´ nē an) adj. Beneath the ground  
L. sub, “beneath,” + terra = *under the earth*  
Because the money was hidden deep in a *subterranean* cavern, it was not discovered for many years.  
ant: aboveground
EXERCISES - UNIT FIVE

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. Even animals with subterranean habits must occasionally…
2. The ancient Greek gods were said to have a celestial home rather than…
3. I have always thought that Morton was a stellar actor because he…
4. Nick admitted his mistake with such humility that we all…
5. Harmony’s story about the pony she got for her birthday was so nebulous that we wondered if…
6. The body of the murder victim had to be exhumed so that…
7. While one species of bird is primarily terrestrial, its cousin…
8. A nimbus of smoke hung over the mountain like…
9. When the citizens tried to inter their Nazi past, they found that they could not…
10. The astronomical increase in housing led many people to…

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

nimbus  subterranean  celestial  stellar  exhume

1. The journalist wondered whether she should ____________ the long-dead controversy simply for the sake of a story.
2. A(n) ____________ of mosquitoes seemed to surround my head every time I went outside.
3. Anthony’s ____________ accomplishments as a woodworker are reflected in his numerous awards.
4. On some ____________ transit systems, passengers do not see daylight for up to an hour.
Fill in the blank with the best word from the choices below. One word will not be used.

terrestrial     celestial     nebulous     humility

5. The __________ splendor of the Northern Lights has amazed stargazers for centuries.

6. As I read more, my __________ understanding of photosynthesis became clear and sharp.

7. Though the commentators found the tennis player somewhat lacking in __________, they had to agree with him that he was the best player in history.

Fill in the blank with the best word from the choices below. One word will not be used.

inter     astronomical     terrestrial     stellar

8. The farmers who found the strange object believed that it was not __________ in origin, but had fallen from the sky.

9. The children wished to __________ their gerbil that had died.

10. The cost of vegetables at the neighborhood store is high, but not __________.

Exercise III. Choose the set of words that best completes the sentence.

1. The __________ that Howard showed when talking about his academic work gave no hint of his __________ performance in school.
   A. humility; stellar
   B. nimbus; astronomical
   C. nebula; subterranean
   D. nimbus; terrestrial

2. In order to __________ the buried city, archaeologists first had to map a series of __________ water tunnels that wove in and out of the area.
   A. inter; astronomical
   B. exhume; subterranean
   C. exhume; stellar
   D. inter; celestial

3. When a member of the royalty died, he or she was __________ in a grand tomb, and __________ conditions—alignment of the sun, moon, stars, and planets—were recorded in the book of the priests.
   A. stellar; terrestrial
   B. exhumed; stellar
   C. nimbus; celestial
   D. interred; celestial
4. Even people who have seen the strange, rare creature can give only __________ descriptions of its size and speed; all that we know for sure is that it is ___________ in habitat.
   A. astronomical; stellar
   B. celestial; astronomical
   C. nebulous; astronomical
   D. nebulous; terrestrial

5. On the night when the holy man appeared on television, his head bathed in a(n) ___________ of light, ratings for the network were ___________.
   A. nebula; terrestrial
   B. celestial; stellar
   C. nimbus; astronomical
   D. nebula; subterranean

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. If Sheila takes a course on terrestrial mammals, she should be prepared to study…
2. The review for the horror movie mentioned exhuming bodies, so I think…
3. Roberto speaks of his accomplishments with such humility that it seems…

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

During the Age of Exploration, many a mariner became lost at sea, even with the best of charts and compasses. Sailors died when ships swept upon rocks, and the gold and goods of nations were lost. To avoid such __________(ASTR) disasters, navigators needed to determine their exact whereabouts—their latitude and longitude.

The lines of latitude, which parallel the equator, circle the earth; the lines of longitude do the same, but they run north to south. Both lines together create an imaginary grid, which enables sailors to pinpoint their exact position on the Earth. Latitude can be determined by the length of day, the position of the sun, or the stars in the sky. Longitude, however, is a much more complicated matter, because it is partly determined by time. One needs to know what time it is aboard ship and what time it is at home, a place of known longitude, at the very same moment. The difference in time can then be translated into a geographical separation by a simple calculation. The earth takes twenty-four hours to complete a revolution (three-hundred-sixty degrees). Therefore, one hour equals one-twenty-fourth of a spin, or fifteen degrees.

What, one might ask, was the problem? Couldn’t the ship’s captain check the time when he left the port, then check his clock out at sea? That would be easy today in the era of cheap wristwatches. However, the older ocean explorations took place in the era of pendulum clocks. On a rolling ship, such clocks would slow down, speed up, or stop altogether; changes in temperature would also thin or thicken a clock’s lubricating oil, all of which interfered with proper running. Other factors affecting such clocks were barometric pressure or variations in the earth’s gravity from one latitude to another. There was absolutely no way to tell exact time, so sailors had to guess or estimate their location. The great astronomers and scientists of the day struggled with one method after another, hoping to find a solution to the problem. Governments of the great maritime nations, including England, Spain, the Netherlands, and Italy, offered huge rewards to anyone discovering how to determine longitude. England’s prize was the largest: the equivalent of several million dollars in today’s currency.

It was an English clockmaker, John Harrison, a man of humble birth but high intelligence, who solved the problem. He devoted his life to the quest for an accurate way to determine longitude and finally invented a clock that would keep time faithfully from its home port to its destination. His experiments included doing away with the pendulum and using rust-resistant materials (brass and steel) and parts that did not require lubrication.

Many astronomers were jealous of Harrison’s success and felt they could find a better answer in __________(CELES) bodies, but in the end, only Harrison’s clock worked. In 1773, aged and tired after forty years of work, Harrison was awarded his prize by King George III.
1. Latitude can be determined by
   A. length of the day.
   B. location of the sun.
   C. position of the stars in the sky.
   D. All of the above.

2. Longitude can be determined by
   A. knowing the exact latitude.
   B. knowing what percentage of 360 degrees one has traveled.
   C. knowing the time at the place of departure as well as the time aboard ship.
   D. All of the above.

3. The best title for this essay would be
   A. Astronomy: Resolving the Mystery of Longitude.
   B. Longitude: The Long Journey to a Solution.
   C. Latitude vs. Longitude.
   D. The Race to Discovery.

4. To make a clock that worked at sea, Harrison needed
   A. a pendulum.
   B. good lubrication.
   C. rust-proof parts.
   D. All of the above.

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the italicized words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that *trans* means “across” and *colous* means “dwelling in.”

The *transhumance* of our herd of Guernsey cows always began in the early spring, when the lush grasses on the south hillsides began to sprout at an incredibly fast rate. During the winter, the herd had been pastured in a field north of the farm, where tougher winter grasses grew in moderate amounts. As the thaw of the ground began, *terricolous* creatures like worms and beetles, in the process of tunneling to the surface of the ground, began breaking apart the tough sod from underneath, allowing the soil to absorb oxygen and nourish young plants.