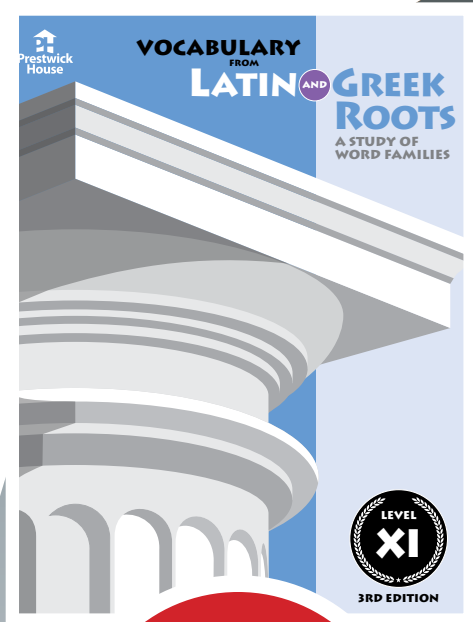




# Vocabulary from Latin and Greek Roots

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**3RD EDITION**

**VOCABULARY**  
**FROM**  
**LATIN AND GREEK ROOTS**  
**A STUDY OF WORD FAMILIES**

**By: Elizabeth Osborne**

*Edited by Paul Moliken*

*Illustrated by Larry Knox*

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# 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 at least three Latin and/or Greek roots; one or more English vocabulary words are provided for each root. Unit Thirteen of this book, for example, includes five roots having to do with fire, burning, and flashing. When a student reads through the Unit, he or she will see the key letters that signal the presence of the root in an English word. The letters in the first root of Unit Thirteen form the stems CEND, CENS. Beneath the key letters is the root word from which the English is derived: CENDERE, CENSUM. 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. CENDERE, for instance, gives us *incendiary*, meaning "inflaming; provoking heat or anger," while CENSUM gives us *incense*, meaning "to infuriate; to make passionately angry." 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 *elaborate* in this book, then, is a verb meaning "to explain in greater detail" rather than an adjective meaning "marked by complexity or great detail"; in Level IX, *pedestrian* means "lacking excitement; ordinary and dull," 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 Level IX, 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, when appropriate, 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.

**Note:** We have changed the form of some vocabulary words to make the sentences and exercises more interesting, eliminate awkward phrasing, and avoid excessive repetition. For example, a noun (*marvel*) may be changed to an adjective (*marvelous*) or a verb (*marveled*).

## WORD LIST FOR LEVEL XI

### UNIT 1

belabor  
discomfit  
edification  
elaborate  
feasible  
laborious  
lethargy  
liturgy  
magnum opus  
malfeasance  
modus operandi  
opulent  
surfeit  
synergy

### UNIT 2

apropos  
depose  
ecstasy  
entity  
essence  
extant  
quintessential  
restive  
stanch  
stasis  
static  
staunch

### UNIT 3

appall  
candid  
candor  
denigrate  
incandescent  
livid  
pallid  
pallor  
verdant  
verdure  
viridity

### UNIT 4

impair  
impeccable  
malaise  
malign  
malingering  
negate  
negligent  
negligible  
peccadillo  
peccant  
pejorative

### UNIT 5

bacchanal  
bacchic  
elegiac  
elegy  
festoon  
fete  
jocose  
jocular  
plaint  
plaintive

### UNIT 6

acquiesce  
languid  
languish  
languor  
quittance  
requiem  
somnolent  
sopor  
soporific  
vigilant  
vigilante

### UNIT 7

auspices  
auspicious  
consort  
consortium  
destine  
fortuitous  
fortuity  
predestination  
propitiate  
propitious

### UNIT 8

conferment  
congested  
euphoria  
gestate  
gesticulate  
importunate  
importune  
insufferable  
periphery  
preferential  
rapport

### UNIT 9

desolate  
divulge  
hoi polloi  
monosyllabic  
monotone  
monotonous  
polyglot  
polymath  
soliloquy  
solipsism  
vulgar

### UNIT 10

catholic  
consummate  
holistic  
parcel  
parse  
repartee  
summation  
totalitarian  
totality  
trenchant  
truncate

### UNIT 11

annex  
ascertain  
assertion  
certitude  
disconcert  
dissertation  
exertion  
liaison  
ligature  
nexus  
obligatory

### UNIT 12

accede  
adventitious  
ambiance  
antecedent  
circuitous  
contravene  
parvenu  
precedent  
sedition  
transitory

UNIT 13

conflagration  
flagrant  
flamboyant  
fulminate  
illustrative  
illustrious  
incendiary  
incense  
inflammatory  
luster  
refulgent

UNIT 14

abominable  
abomination  
demonstrative  
metaphrase  
ominous  
paradigm  
paraphrase  
phraseology  
remonstrate  
semantic  
semiotic

UNIT 15

attrition  
contrite  
detrimental  
detritus  
lenient  
lenitive  
mollify  
rudiment  
rudimentary  
trite

UNIT 16

acclivity  
contort  
converge  
declivity  
distort  
diverge  
implicit  
inexplicable  
insinuate  
proclivity  
sinuous

UNIT 17

append  
desultory  
expendable  
exultant  
impending  
interject  
inundate  
redound  
resilient  
subjective  
undulate

UNIT 18

deracinate  
disseminate  
eradicate  
florid  
flourish  
germane  
germinal  
germinate  
irradicable  
seminal

UNIT 19

adorn  
decorous  
decorum  
formality  
formulaic  
formulate  
inordinate  
ordain  
ornate  
preordained  
suborn

UNIT 20

appraise  
appreciable  
communal  
demerit  
excommunicate  
incommunicado  
meretricious  
meritorious  
munificent  
remunerate

UNIT 21

ablution  
alluvial  
distill  
fluctuate  
fluent  
instill  
lachrymal  
lachrymose  
lavish  
meander  
riparian

UNIT 22

cavernous  
concave  
crevasse  
crevice  
excavate  
fission  
hiatus  
orifice  
orotund

# UNIT ONE

## FAC

Latin FACERE, FACTUM, “to make; to do”

III A comfit, like a

confection, is a kind of dessert. The word comes from the Latin

confectum, meaning “that which is prepared”

(L. con, “together” + factum = to make

together; to prepare). To

discomfit originally meant “to ruin someone’s preparations or plans” and now simply means “to embarrass.”

III Both feasible and

malfeasance are derived from the French *faisant*, “doing,” which, in turn, comes from *facere*.

**DISCOMFIT** (dis kəm’ fit) *v.* to embarrass and confuse

Although the presence of a large audience *discomfited* the violinist, she gave a magnificent performance.

syn: *perturb*

**EDIFICATION** (ed ə fi kā’ shən) *n.* an improvement or enlightenment

L. *aedis*, “building” + *factum* = to make a building; to build up

Mrs. Marple, an etiquette expert, often gives hints for the *edification* of her audience.

syn: *betterment*

**MALFEASANCE** (mal fēz’ əns) *n.* misconduct or wrongdoing, especially by a public official

L. *mal*, “bad” + *facere* = doing bad

The reporter uncovered a complex conspiracy intended to hide the mayor’s latest *malfeasance*.

syn: *impropriety*

**FEASIBLE** (fēz’ ə bəl) *adj.* capable of being accomplished

The Board of Education could not find a *feasible* solution to the overcrowding of city schools.

syn: *possible, achievable*      ant: *unattainable*

**SURFEIT** (sūr’ fət) *n.* the condition of being too full; an overabundance

L. *sur*, “over” + *facere* = too much made

A *surfeit* of weapons led to a lack of space in the army’s warehouse.

syn: *glut, profusion*      ant: *shortage, dearth*

## OPUS

Latin OPUS, OPERIS, “work”

Latin OPS, OPIS, “wealth; power; resource”

**MAGNUM OPUS** (mag’ nəm ō’ pəs) *n.* the

greatest work of an artist, writer, or composer

L. *magnum*, “great” + *opus* = great work

Wagner’s “Ring Trilogy” is considered by many to be the composer’s *magnum opus*.

syn: *pinnacle*



The shark feasted on a SURFEIT of SURFERS.

**MODUS OPERANDI** (mō dəs ä pə rän´ dī) *n.* a specific manner of working  
 L. *modus*, “way” + *operandi*, “of working” = *a way of working*  
 The criminal’s *modus operandi* was one that the police had seen only rarely in the past.  
 syn: *method*

**OPULENT** (o´ pū lənt) *adj.* possessing or exhibiting great wealth; affluent  
 Having made his fortune in computer sales, Kit retired to an *opulent* estate on a private island.

## ERG

Greek ERGON, “work”

**SYNERGY** (si´ nər jē) *n.* the power that results from the combination of two or more forces  
 G. syn, “together” + *ergon* = *working together*  
 The *synergy* of the two networks allowed for faster and more powerful transmission of information.  
 syn: *confluence*

**LITURGY** (li´ tər jē) *n.* a pattern of prayer or worship  
 G. *leitōn*, “town gathering” + *ergon* = *public work*  
 In a traditional Roman Catholic Mass, the priest leads the congregation in the *liturgy*.

**LETHARGY** (lə´ thər jē) *n.* a state of sluggishness, inactivity, and apathy  
 G. *lethe*, “forgetfulness” + *a*, “without” + *ergon* = *forgetful idleness*  
 As Jack’s *lethargy* increased, he found himself unable to concentrate on his work.  
 syn: *laziness* ant: *activity*

## LABOR

Latin LABOR, “work”

**LABORIOUS** (lə bōr´ ē əs) *adj.* requiring mental or physical effort  
 Reading the article was so *laborious* that I left the library exhausted.  
 syn: *tiresome* ant: *effortless*

**BELABOR** (bē lā´ bər) *v.* 1. to discuss in too much detail  
 2. to attack  
 1. There is no need to *belabor* this topic; let’s talk about something else.  
 2. Movie critics *belabored* that actor for his terrible movies.

**ELABORATE** (ē la´ bər āt) *v.* to explain in greater detail  
 L. *e*, “out of” + *labor* = *to work out*  
 When asked to *elaborate* on his proposal for the new park, the mayor said only that it was in the planning stages.

III The bosom of America  
 is open to receive not  
 only the Opulent &  
 respectable Stranger, but  
 the oppressed &  
 persecuted of all Nations  
 & Religions; whom we  
 shall wellcome to a  
 participation of all our  
 rights & privileges.  
 —George Washington

III In Greek, a leitourgia  
 was a public service, the  
 sort that might be  
 performed at a  
 community gathering.  
 Liturgy now means a  
 service performed at a  
 religious gathering or  
 service.

**EXERCISES - UNIT ONE**

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

1. When they reached the *opulent* port city, the sailors saw...
2. Because their work could only be accomplished through many *laborious* tasks, the farmhands...
3. For the *edification* of her students, the sculpting teacher explained that...
4. George was *discomfited* by his parents' shouting match because...
5. The amazing *synergy* of the two companies became evident when...
6. Gerald would not *elaborate* on his plan to leave town because...
7. When the architect finished her *magnum opus*, she felt...
8. Executives may be involved in corporate *malfesance* when they...
9. Donna felt that William was *belaboring* the point when he...
10. The farmer's plan to irrigate his crops twice a week was *feasible* because...
11. Parents can eliminate *lethargy* in younger children by...
12. The train robbers' *modus operandi* involved...
13. The *liturgy* at the cathedral usually started with...
14. Because they had a *surfeit* of qualified applicants for the position, company managers...

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

modus operandi    laborious    feasible    edification    discomfit

1. Liz found organizing her closet such a(n) \_\_\_\_\_ task that she decided she would never do it again.
2. The surgeon's \_\_\_\_\_ changed along with the advances in technology.
3. The magician revealed some of his secrets for the \_\_\_\_\_ of his audience.
4. Fearing that his large, rowdy St. Bernard would \_\_\_\_\_ his dinner guests, Carl put the dog in its outdoor pen.



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

lethargy                      belabor                      feasible                      liturgy                      elaborate                      surfeit

5. Although many of her past schemes had not been \_\_\_\_\_, this time Rosa's invention seemed sure to work.
6. A printout of the \_\_\_\_\_ was available for newcomers unfamiliar with the religious service.
7. Bill attributed his recent \_\_\_\_\_ to the rainy weather and lack of excitement at his job.
8. When the quiz-show contestant began to \_\_\_\_\_ an issue related to his missed question, the host cut to a commercial.
9. Noticing the \_\_\_\_\_ of stray kittens at the shelter, Maureen offered to take some home.

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

magnum opus                      malfeasance                      lethargy                      synergy                      elaborate                      opulent

10. The acting coach hoped to develop some sort of \_\_\_\_\_ among the members of his ensemble.
11. Although Scott hinted that something major would be taking place in the next few days, he would not \_\_\_\_\_.
12. The inventor has come up with many spectacular ideas before, but we are still awaiting his \_\_\_\_\_.
13. The \_\_\_\_\_ committed by government officials will have negative consequences for the future.
14. Captain Porter's \_\_\_\_\_ sailboat was decorated in gold and pearls.

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

1. While crossing the river may be \_\_\_\_\_, it will require so much \_\_\_\_\_ preparation that it may hardly be worth it.
  - A. feasible; laborious
  - B. opulent; feasible
  - C. laborious; opulent
  - D. laborious; feasible

2. Because the comedian was \_\_\_\_\_ by her audience's silence, her mind froze, and she \_\_\_\_\_ one joke for more than five minutes.
- opulent; elaborated
  - belabored; discomfited
  - discomfited; belabored
  - laborious; elaborated
3. Seeing the man's \_\_\_\_\_ gardens, fleet of pricey yachts, and multi-million dollar car collection, the inspector immediately suspected him of some kind of \_\_\_\_\_.
- laborious; magnum opus
  - laborious; edification
  - opulent; malfeasance
  - feasible; lethargy
4. The composer's \_\_\_\_\_ was a composition originally intended to provide musical accompaniment to the prayers beginning the \_\_\_\_\_.
- liturgy; magnum opus
  - lethargy; edification
  - modus operandi; liturgy
  - magnum opus; liturgy
5. Mother would rarely \_\_\_\_\_ on the brief statements she made regarding our clothing and choice of friends, even though she said such things for our own \_\_\_\_\_.
- elaborate; edification
  - discomfit; lethargy
  - belabor; liturgy
  - elaborate; modus operandi

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

- If Rob tells the doctor that he has been feeling some *lethargy* lately, the doctor may ask if...
- When the restaurant critic writes admiringly about the *opulent* spread at the restaurant, he would probably note details like...
- Because Jen is *discomfited* by the silence in the room, she may try to...

**Exercise V. Fill in each 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.**

"There is no theory. You only have to listen. Pleasure is the law." These are the words of Claude Debussy (1862-1918), French composer and founder of the Impressionist movement in music. What Debussy took pleasure in was the supreme and moving beauty of nature reflected in music. When he composed, he disregarded the harmonic style and \_\_\_\_\_ (LABOR) forms of his predecessors, the post-Wagnerians, such as Gustav Mahler and Richard

Strauss. He attempted instead a kind of \_\_\_\_\_ (ERG) of music, mind, and nature that had not been heard before.

Debussy began studying piano at the age of nine, and only two years later he entered the Paris Conservatory, where he began studying composition, as well as piano. As a young adult, however, he avoided the company of musicians in favor of the leading Impressionist poets and painters, who

focused on celebrating the beauty of nature in their works. “Music,” Debussy wrote, “is the expression of the movement of the waters, the play of curves described by changing breezes.”

In many Impressionist paintings, the colors are soft and blended, the shapes barely discernible. In fact, up close, such a painting may seem to be no more than a formless palette of colored dots. Standing back, however, one can see a pleasing image, perhaps of a river or garden. Debussy, like the painters of these works, wished to capture the subtleties of nature. He did not want his work to announce itself as a well-shaped musical composition. Instead, he wanted it to sound like an improvisation that had not been written down at all.

All of this anti-effort resulted in compositions with titles like “What the West Wind Saw,” “Dead Leaves,” “Sounds and Scents Revolve in the Evening Air,” and a \_\_\_\_\_ (OPUS) called “La Mer” (The Sea). The

last has a mysterious, dreamlike quality—some have said as puzzling and changeable as the sea itself. One can imagine Debussy descending into a reverie to write it, mimicking the spontaneous, fleeting qualities of nature, as he searched for musical notes and rhythms.

He also enjoyed composing works based on the poems of his friends. His first important orchestral work, “Prelude to the Afternoon of a Faun,” was inspired by Stéphane Mallarmé’s poem “L’Après-midi d’un faune.”

Debussy wrote, “Beauty must appeal to the sense, must provide us with immediate enjoyment, must impress or insinuate itself into us without any effort on our part.” Seemingly effortless musical beauty is Debussy’s legacy. One only need hear “Clair de Lune”—a beautiful and understated piano piece—once to be convinced of that and to be grateful that Debussy dedicated his life to translating visual beauty into musical compositions.

1. The main point of this passage is that
  - A. Debussy was an innovator.
  - B. Debussy rejected the musical traditions of his forebears.
  - C. Debussy’s musical style was inspired by his love of nature.
  - D. beauty must appeal to the senses.
  
2. Debussy was most positively influenced by
  - A. his teachers at the Paris Conservatory.
  - B. the Impressionist poets and painters.
  - C. the post-Wagnerians Gustav Mahler and Richard Strauss.
  - D. “What the West Wind Saw.”
  
3. Based on this essay, one might conclude that Debussy believed that
  - A. he would be an important influence on twentieth-century music.
  - B. his teachers at the Paris Conservatory disliked his style of music.
  - C. to feel the supreme and moving beauty of nature is almost like prayer.
  - D. to be a great musician, he would have to be different from others.
  
4. The best title for this essay would be
  - A. Why Debussy Rejected His Musical Past.
  - B. Debussy’s Influence on the Twentieth Century.
  - C. Debussy: Translating Feeling into Sound.
  - D. What Debussy Discovered.

**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 in this case, *ef*, from *ex*, means “out from.”**

Greeling Helicopter Manufacturing is currently in the final stages of testing the new TG-45 helicopter. The designers promise a much more *ergonomic* seat and dashboard arrangement, which will allow the pilot to maximize attention to in-flight controls. The motor-uptake system in the TG-45 is said to be far more *efficacious* for short-range flights, delivering reliable bursts of power while minimizing energy use.

## UNIT TWO

### STA, STI

Latin STARE, STANTUM, “to stand; to stay”

**STANCH** (stānch) *v.* to stop the flow of  
Desperate to *stanch* the blood seeping from the wound, the doctor decided to put a tourniquet on the patient’s arm above the elbow.  
*syn: cease*

**STAUNCH** (stōnch) *adj.* firm and steadfast  
Though Reverend Lockwood was a *staunch* believer in the goodness of humanity, he found his faith tested by the horrible events of that week.  
*syn: strong* *ant: fickle, wavering*

**EXTANT** (əks tāt´) *adj.* still in existence; not destroyed  
L. *ex*, “from” + *stantum* = *staying from*  
Scientists continue to search through the remains of the museum in the hopes that they will discover some *extant* works of art.  
*syn: existing* *ant: extinct*

**RESTIVE** (res´ tiv) *adj.* 1. resisting authority; difficult to control  
2. restless; fidgety  
L. *re*, “back” + *stare* = *to stand back*  
1. Police feared the townspeople would grow *restive* under the strict curfew and begin to engage in acts of civil disorder.  
2. The elderly man expected the children to become *restive* during his long speech, but they listened attentively instead.

### POS

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

**APROPOS** (a prə´ pō) *prep.* with regard to  
L. *a*, “to, toward” + *pro*, “forth” + *positum* = *toward what has been put forth*  
*Apropos* of Jim’s speech on nuclear energy, Dawn mentioned that a new power plant would be built in the neighboring town.  
*syn: concerning* *ant: irrelevant*

**DEPOSE** (dē pōz´) *v.* to remove from office or power  
L. *de*, “down” + *positum* = *to put down*  
The rule of Czar Nicholas came to an end when he and other members of the royal family were *deposed* and murdered by rebel forces.  
*ant: elect*

III It’s odd that the staunchest defenders of freedom still approve of the government’s right to pick and choose where a citizen may travel.  
—Anonymous

III Despite its appearance, the word *restive* has nothing to do with *rest*. It originally described an animal such as a horse or cow that stood back and refused to move. It now also applies to a person or group of people who are difficult to control.