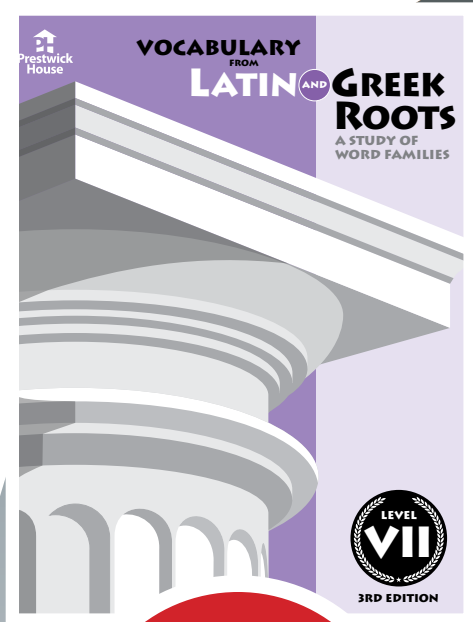




Vocabulary from Latin and Greek Roots Sample



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3RD EDITION

VOCABULARY
FROM
LATIN AND GREEK ROOTS
A STUDY OF WORD FAMILIES

By: Elizabeth Osborne

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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 Seven of this book, for example, includes four roots having to do with writing, words, and letters. When a student reads through the Unit, he or she will see the key letters that signal the presence of each root in an English word. The letters in the fourth root of Unit Seven form the stems SCRIPT, SCRIB. Beneath the key letters is the root word from which the English is derived: SCRIBERE, SCRIPTUM. 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. SCRIBERE, for instance, gives us *scribble*, meaning "to write sloppily," while SCRIPTUM gives us *script*, meaning "writing; something written." 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 *course* in this book, then, is a verb meaning "to flow; to stream" rather than a noun meaning "a class"; 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 introduces, when appropriate, 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: 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 VII

UNIT 1

affection
agenda
coagulate
cooperate
deficient
defunct
facsimile
inoperable
malfunction
operational
petrify
suffice
transact

UNIT 2

circumstance
composition
constant
deposit
impermanent
opponent
proposition
remnant
stationary
status

UNIT 3

apprehend
assumption
capacity
captivate
comprehend
consume
presumptuous
rapidity
rapture
recipient
sumptuous

UNIT 4

convict
domestic
domicile
dominate
dominion
evict
omnipotent
possessive
potent
regal
regicide
reign
victorious

UNIT 5

adjacent
appendix
ballistic
dispense
encompass
parable
passable
projectile
subject
suspend
symbolize

UNIT 6

absolute
conservative
constrict
deliverance
liberal
liberate
observant
preservation
restriction
solution

UNIT 7

analogy
apologetic
biographical
descriptive
diagram
illogical
literal
literate
manuscript
obliterate
program
subscribe

UNIT 8

accessible
ambition
course
currency
gradual
occurrence
procession
progression
recurrent
succession
transgress
transit

UNIT 9

affirmative
confirm
disintegrate
effortless
evaluate
fortify
fortitude
infirm
integrate
integrity
invalid
invaluable
validate

UNIT 10

compute
confidante
confident
creed
discredit
incredible
reputation
sensation
sensible
sentimental

UNIT 11

accompaniment
asocial
associate
companionship
host
hostile
militant
militarize
sociable
socialize

UNIT 12

capitalize
decapitate
emancipate
linguistic
manual
manufacture
multilingual
oral
oration
oratory

UNIT 13

celebrant
celebratory
celebrity
delude
exhilarating
frugal
fruitful
hilarity
illusion
jubilant
jubilee

UNIT 14

application
complex
dismantle
duplicate
mantled
reveal
textile
texture
unveil

UNIT 15

abduct
attractive
conduct
contract
convection
distract
produce
prosecute
sequel
sequence
vehicle

UNIT 16

alleviate
brutality
brute
elevate
grave
gravity
impress
leverage
levitate
oppress

UNIT 17

abbreviate
attentive
brevity
condense
density
elongate
emaciated
intend
meager
prolong

UNIT 18

aerate
aerial
airy
aspire
deflate
expire
hyperventilate
inflate
spirited
ventilate

UNIT 19

denounce
discount
fabled
fabulous
mythical
mythology
narrate
narrative
pronounce
recount

UNIT 20

ascertain
certainty
certify
concerted
conscience
ideal
idealistic
idealize
savvy
savvy
scientific

UNIT ONE

FAC, FIC, FECT

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

FACSIMILE (fak sim' ə lē) *n.* a copy; an imitation

L. *facere* + *similis*, “like” = *made like*

That edition of the US Constitution was a poor *facsimile* that looked like it was made on a cheap copier.

syn: duplicate

DEFICIENT (dē fish' ənt) *adj.* not having enough; lacking

L. *de*, “down” + *facere* = *made down; made less*

Mom wouldn't let us buy the cereal because she said it was *deficient* in vitamins.

syn: incomplete

ant: sufficient

PETRIFY (pet' rə fī) *v.* to scare; to frighten

L. *petra*, “stone” + *facere* = *to make stone*

The vampire movie *petrified* people in the theater so much that they were afraid to leave their seats.

syn: terrify

ant: comfort

AFFECTION (a fek' shən) *n.* a feeling of love or liking; a tender feeling

L. *ad*, “towards” + *facere* = *to do towards*

Because Mary had a great deal of *affection* for Frank, she bought him a lovely farewell gift.

syn: tenderness

ant: disgust

SUFFICE (sə fis') *v.* to be enough

L. *sub*, “beneath, under” + *facere* = *to make or be under; to support*

Betty didn't need any more friends; she felt that the ones she had would *suffice*.

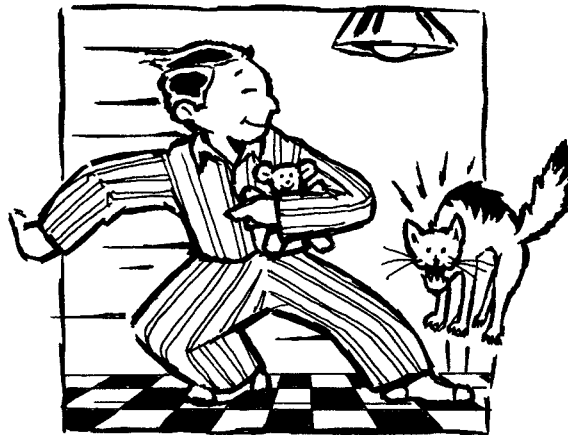
syn: satisfy

ant: lack

III Be on the lookout for words with *fic, fect, and fy*, as well as *fac* and *fact*. All of these come from *facere* and mean “making” or “doing.”

III You may have heard of petrified wood. The word *petrify* can simply mean “to turn to stone”; this is what can happen to living material, like wood, over thousands of years. When we use *petrify* to mean “to scare,” we are saying that someone is so frightened that he or she cannot move and seems to be made of stone.

III Suffice literally means “to stand under; to support,” but we now use it to mean “to be enough, but not more than enough.” Therefore, if you hear someone say, “My paycheck will suffice,” you know that that person has enough money to deal with ordinary purchases, but not enough to buy luxuries.



I'd rather skate on ICE, but tile will SUFFICE.

EXERCISES - UNIT ONE

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

1. When doctors discovered that Daniel's tumor was *inoperable*, they...
2. The children were *petrified* by the shadow in the corner because...
3. Todd's *affection* for Lisa showed that their relationship was...
4. A *malfunction* in the jet engine forced the pilot...
5. Terence's landscaping business is *defunct* because...
6. If the bank chooses to *transact* its business overseas, then...
7. The chemical that had spilled took only a short time to *coagulate*, so...
8. Robert's *agenda* for the camping trip included...
9. A cup of sugar did not *suffice* for the recipe, but...
10. To make the unruly child *cooperate*, the babysitter...
11. It took a long time for the mill to become fully *operational* because...
12. Billy does not eat enough vegetables, so he is *deficient* in...
13. We knew that the document was a *facsimile* of the original contract, rather than...

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

deficient

facsimile

inoperable

transact

malfunction

1. The soil of the mountain town was _____ in certain nutrients that plants need in order to grow.
 2. Tony was such a hard-working employee that he tried to _____ a sale even when he was on vacation.
 3. Luckily, the _____ in my computer did not do any long-term damage.
 4. If you cannot find your original driver's license, you can have a(n) _____ made.
-

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

cooperate suffice petrify coagulate defunct

5. Will the number of classes you have taken _____, or will you have to take one more?
6. The idea of giving a speech to a large group _____ Toby, so he never volunteers to do presentations.
7. Once the milk _____, you will have a solid substance that will look like cheese.
8. Because the woman pulled over for speeding would not _____ with police, she was arrested.

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

transact agenda operational defunct inoperable affection

9. The new surgery brought hope to people who had been told their problems were _____.
10. Unless we have a firm _____ for the meeting, we will not know what topics need to be covered.
11. After the power outage, the police station's computer network was not _____.
12. We were surprised when the _____ car that had been sitting in the driveway suddenly started.
13. My puppies often showed their _____ for me by coming to sit on my lap.

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

1. Because Jordan is _____ in a particular vitamin, his blood does not _____.
 - A. inoperable; suffice
 - B. deficient; coagulate
 - C. operational; transact
 - D. deficient; petrify
2. The booming thunder had _____ the horses; they would not _____ with the rancher.
 - A. petrified; cooperate
 - B. coagulated; transact
 - C. transacted; suffice
 - D. cooperated; transact
3. Although the teacher felt _____ for her students, she told them that their short reports would not _____.
 - A. deficiency; malfunction
 - B. affection; suffice
 - C. cooperation; transact
 - D. affection; cooperate

4. When the bank is fully _____, its employees will be able to _____ business from anywhere in the world.
- deficient; transact
 - inoperable; coagulate
 - defunct; petrify
 - operational; transact
5. We had many places listed on our travel _____, but a(n) _____ in our car's engine kept us from getting to them.
- agenda; malfunction
 - facsimile; deficiency
 - affection; malfunction
 - malfunction; agenda

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

- The thing that *petrified* us the most during the nature presentation was...
- When there is a *malfunction* in your TV, you should...
- If the half-hour meeting lasts two hours, it probably means the *agenda*...

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.

All societies have some form of what could be called a "government." From the earliest times, social groups have recognized the need for some people to make and enforce decisions about the individual behavior that affects society in general. The encouraged behavior helps society run smoothly. For example, traffic rules and regulations help keep the roadways in working order. Most people willingly _____ (OPER) with these rules and regulations because they recognize the benefit not only to others, but also to themselves.

In order for a government to work, citizens must accept that it belongs in power. People in a democratic society, such as the United States, have the benefit of electing government officials. In this way, the government is given authority by the governed people themselves. This method, of course, is very different from the idea that God gives one ruler supreme control over all people. In some countries other than the United States, the king or queen has this kind of complete power.

From an early age, citizens are taught to obey the government. This teaching process, which takes place in the schools, for example, encourages people to accept the rules of society and to feel loyalty to symbols of the government such as the flag or national anthem.

The government also cares about *jurisdiction*, which is the geographic area within which its laws are in effect. People may escape a government's jurisdiction only by moving to another country. In addition, government concerns itself with certain areas of people's individual lives. The government may make laws about national defense, social welfare, the economy, marriage and divorce, health, education, taxes, transportation, etc.

Law enforcement is also something taken care of by the government. Though for most people, the rules that are in place will _____ (FIC), others may need some kind of outside persuasion, such as the threat of punishment, before they will obey the law. Agents of the law, such as police officers, judges, and soldiers, work on society's behalf to make sure the laws are followed.

In diverse societies like the United States, representatives of special-interest groups—business, farming, labor, racial, or ethnic, for instance—work with national or local governments to develop policies that will be good for the general public. This way, all elements of society are represented in government, and no one group can easily overpower another.

1. The author defines government as
 - A. people who make and enforce decisions affecting society.
 - B. elected politicians who control society.
 - C. the United States Congress.
 - D. any people who make rules.

2. Why are special-interest groups important to a diverse society?
 - A. They ensure that the government represents everyone.
 - B. They encourage favoritism.
 - C. They help the government pass beneficial laws.
 - D. They encourage people to obey laws to avoid punishment.

3. What role does jurisdiction play in government's rule?
 - A. It defines the area where the government is allowed to act.
 - B. It helps criminals escape prosecution.
 - C. People often relocate to avoid rules.
 - D. Jurisdiction adds to the government's power.

4. Which of the following is a distinguishing feature of a democratic government?
 - A. Citizens always like the president.
 - B. Citizens have the right to elect officials.
 - C. The king has no power to rule.
 - D. All laws are fair.

5. What is the best title for this article?
 - A. Constitutional Law
 - B. US Laws and Customs
 - C. Law Enforcement
 - D. Law and Government

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 *bene* means “good.”

The bag Sharon just bought is *functional* as well as beautiful. It can be used for many things because it has lots of space for larger items, as well as pockets of different sizes for storing small objects like pencils and pens, lip balm, and stamps. Her recent purchase of the bag is *beneficial* to her kids, too; their medicine, small toys, and candy can be stored in a special compartment of the bag.