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Vocabulary from Latin and Greek Roots
A Study of Word Families

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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*).
UNIT 1
- affection
- agenda
- coagulate
- cooperate
- deficient
- defunct
- facsimile
- inoperable
- malfunction
- 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
- obliterater
- 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
- 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
inflated
spirited
ventilate

UNIT 19
denounce
discount
fabled
fabulous
mythical
mythology
narrate
narrative
pronounce
recount

UNIT 20
ascertain
certainty
certify
concerted
conscience
ideal
idealistic
idealize
savor
savvy
scientific
UNIT ONE

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.”

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.

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.

FAC, FIC, FECT
Latin FACERE, FACTUM, “to make; to do”

FACSIMILE (fak sim’ o le) 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 (dë fish’ ant) 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’ ra fi) 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’ shan) 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 (sø 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

I’d rather skate on ICE, but tile will SUFFICE.
ACT, AG
Latin AGERE, ACTUM, “to do; to drive”

TRANSACT (trán zakt´) v. to carry out
L. trans, “across” + actum = to drive across
The supermarket was closed, so Carrie couldn’t transact any business there today.
syn: conduct

AGENDA (ə jen´də) n. a list of things to do
L. agenda, literally, “those things which must be done”
Dimitri said that the meeting’s agenda included a report on income and one on spending.
syn: plan

COAGULATE (kō ag´ū lát) v. to solidify; to clump or clot
L. co, “together” + agere = to drive together
The snake kills its prey by injecting venom that makes its victim’s blood coagulate.
syn: thicken ant: thin

OPER
Latin OPERARE, OPERATUM, “to work”

INOPERABLE (in op´ər ə bal) adj. 1. not working
2. not able to be fixed or cured
L. in, “not” + operare = not able to work
1. Someone jammed something in the lock yesterday, making it inoperable.
2. The kitten’s owner was relieved to learn that her pet’s disease was not inoperable.

COOPERATE (kō op´ər åt) v. to work with; to be helpful to
L. co, “together” + operare = to work together
To win the final football game, all team members had to cooperate with one another.
syn: assist ant: hinder

OPERATIONAL (op er´ə shən al) adj. in working order
The scientists found one minor problem in the robot, but most of the parts were still operational.
syn: functional

FUNCT
Latin FUNGI, FUNCTUM, “to work; to perform”

DEFUNCT (dē funk´t) adj. no longer working; no longer active
L. de, “down from” + functum = down from work; no longer working
The phone number I tried didn’t work because the business was defunct.
syn: inactive ant: working

MALFUNCTION (mal funk´shən) n. something that goes wrong; a problem
L. male, “badly” + functum = working badly
Theresa was the one who discovered the malfunction that made the computer stop.
syn: error

An agenda can be more than a simple list; many groups have what is called “their own agenda,” meaning “a program or plan they want to accomplish.” The National Rifle Association’s agenda is to keep access to guns available to all Americans. The agenda of Doctors Without Borders is to supply medical assistance to those who need it.

Coagulate describes what some liquids or soft solids do over time, either with heat or because of a chemical reaction. Can you think of some liquids that coagulate?

Strength can cooperate. Weakness can only beg.
—Dwight D. Eisenhower
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.
   A. deficient; transact
   B. inoperable; coagulate
   C. defunct; petrify
   D. 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.
   A. agenda; malfunction
   B. facsimile; deficiency
   C. affection; malfunction
   D. malfunction; agenda

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

1. The thing that petrified us the most during the nature presentation was…

2. When there is a malfunction in your TV, you should…

3. 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.