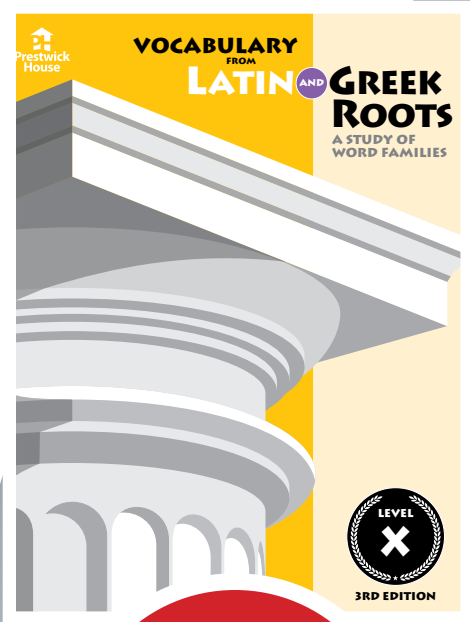




# Vocabulary from Latin and Greek Roots Sample



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**3RD EDITION**

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

**By: Elizabeth Osborne**

*Edited by Paul Moliken*

*Illustrated by Larry Knox*

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# INTRODUCTION

**P**restwick 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 Nine of this book, for example, includes four roots having to do with rolling, twisting, and turning. 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 Nine form the stems TORT, TORQ. Beneath the key letters is the root word from which the English is derived: TORQUERE, TORTUS. 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. TORQUERE, for instance, gives us the word *torque*, meaning "a twisting force," while TORTUS, another form of the verb, gives us *extort*, meaning "to wrongly or illegally force someone to comply with a demand." 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 *temper* in this book, then, is a verb meaning "to decrease the strength of," rather than the more familiar noun meaning "a person's disposition or mood"; 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 X

### UNIT 1

conducive  
deduce  
evince  
impetuous  
impetus  
induce  
intractable  
invincible  
petulant  
protracted  
provincial  
retract

### UNIT 2

anatomy  
compunction  
concise  
dichotomy  
epitome  
excise  
fractious  
incisive  
infraction  
infringe  
punctilious  
pungent  
tome

### UNIT 3

abject  
compel  
conjecture  
dejected  
dismissive  
emissary  
emote  
expel  
impulse  
motif  
motive  
remiss

### UNIT 4

comportment  
confer  
defer  
deference  
deviate  
impervious  
inference  
obviate  
proffer  
proliferate  
purported  
viaduct

### UNIT 5

apparition  
aspect  
diaphanous  
envisage  
epiphany  
introspective  
perspicacious  
phenomenon  
retrospective  
sycophant  
visage

### UNIT 6

adherent  
diffuse  
diligent  
dissolute  
effusive  
incoherent  
inherent  
insoluble  
profuse  
recollect  
resolute  
sacrilege

### UNIT 7

constructive  
construe  
destitute  
expound  
facile  
facsimile  
factotum  
infrastructure  
proficient  
proponent  
restitution  
stature

### UNIT 8

complacent  
docile  
doctrine  
gratuitous  
indoctrinate  
ingrate  
ingratiate  
intemperate  
placebo  
placid  
temper  
temperance

### UNIT 9

adverse  
convoluted  
deflect  
evolve  
extort  
inflection  
inflexible  
retort  
revert  
subvert  
tortuous  
voluble

### UNIT 10

approbation  
culpable  
culprit  
decriminalize  
exonerate  
incriminate  
mea culpa  
onerous  
onus  
recrimination  
reprobate  
reprove

### UNIT 11

confide  
credence  
credible  
credulity  
diffident  
dubious  
fallacious  
fallacy  
fallible  
fidelity  
incredulous  
indubitable  
redoubtable

### UNIT 12

definitive  
infinite  
infinitesimal  
innovative  
novel  
novice  
penultimate  
primacy  
primal  
primeval  
ultimate  
ultimatum

UNIT 13

aberrant  
circumvent  
congress  
convene  
covenant  
cursory  
degrade  
egress  
errant  
erroneous  
incursion  
precursor  
recourse

UNIT 14

apolitical  
civic  
civility  
civilize  
cosmopolitan  
demagogue  
demographic  
pandemic  
politicize  
virile  
virtue  
virtuoso

UNIT 15

advocate  
benediction  
clamorous  
colloquial  
declaim  
dictate  
eloquent  
equivocate  
evocative  
exclamatory  
locution  
malediction

UNIT 16

acerbic  
acrid  
acrimonious  
crucial  
crux  
doleful  
dolorous  
effervescent  
exacerbate  
excruciating  
fervent  
fervor  
indolent

UNIT 17

annotate  
connotation  
conscientious  
denotation  
dispute  
disreputable  
impute  
irrational  
prescient  
rationale  
rationalize  
unconscionable

UNIT 18

aesthetic  
anesthetic  
antipathy  
apathetic  
empathy  
intact  
pathos  
presentiment  
sentient  
sentiment  
sentinel  
tactile  
tangible

UNIT 19

abrogate  
acquisitive  
arrogant  
correspond  
deprecate  
derogatory  
despondent  
espouse  
imprecation  
inquisitive  
interrogate  
precarious  
requisition

UNIT 20

admonition  
cautionary  
cautious  
conciliatory  
counsel  
dissuade  
persuasion  
precaution  
premonition  
reconcile

UNIT 21

avarice  
avid  
bibulous  
glut  
glutton  
gustatory  
gusto  
imbibe  
insipid  
palatable  
palate  
sapient

UNIT 22

fetid  
malodorous  
odoriferous  
olfactory  
putrefy  
putrid  
rancid  
rancor  
redolent  
stagnant  
stagnate

# UNIT ONE

## VINC, VICT

Latin VINCERE, VICTUM, “to conquer”

**INVINCIBLE** (in vin' sə bəl) *adj.* unable to be conquered

L. *in*, “not” + *vincere* = *not able to be conquered*

Although the Romans thought of themselves as *invincible*, they were eventually conquered.

*syn: invulnerable*

*ant: vulnerable*

**PROVINCIAL** (prə vin' shəl) *adj.* limited in knowledge of the world; narrow-minded

L. *pro*, “forward” + *vincere* = *having to do with a conquered territory*

Rory's somewhat *provincial* outlook made it difficult for her to understand what people in other parts of the world were going through.

*ant: sophisticated*

**EVINCE** (i vins') *v.* to establish; to reflect the truth of

L. *e*, “out of” + *vincere* = *to overcome (as with evidence)*

The incident at the mill *evinced* the old saying, “Don't count your chickens before they hatch.”

## Duc, Duct

Latin DUCERE, DUCTUM, “to lead”

**CONDUCTIVE** (kən dōō' sɪv) *adj.* supportive; encouraging; helping to bring about

L. *com*, “with” + *ducere* = *leading along with*

These noisy conditions are not *conductive* to learning or teaching.

*syn: helpful, favorable*

**INDUCE** (in dōōs') *v.* to lead toward some action

L. *in*, “toward” + *ducere* = *to lead into*

Is there any way I can *induce* you to come for coffee with me?

*syn: persuade*

*ant: discourage*

**DEDUCE** (di dōōs') *v.* to draw a conclusion from fact; to infer

L. *de*, “down, away from” + *ducere* = *to lead down from*

The detectives *deduced* from the evidence that the bank had been robbed not long before they arrived.

*syn: conclude*

III The ancient Romans considered Rome and Italy the center of the civilized world. They thought of people living in the provinces (pro, “outward” + *vincere* = *conquered territories outside Italy*) as unsophisticated and far from civilization. The word *provincial* still carries the idea of narrow-mindedness and lack of sophistication.

**TRACT**

Latin TRAHERE, TRACTUM, “to drag”

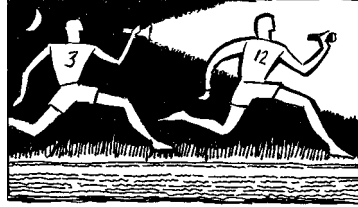
**PROTRACTED** (prō trak´tid) *adj.* extended in time; prolonged

L. *pro*, “forward” + *tractum* = *dragged forward*

There was a *protracted* struggle between the two armies.

*syn:* lingering

*ant:* brief



Though they usually broke early, PRO TRACK stars held a PROTRACTED practice today, running even after the sun went down.

**INTRACTABLE** (in trak´təbəl) *adj.* stubborn; obstinate; hard to move forward

L. *in*, “not” + *tractum* = *not able to be drawn forward*

Isaiah’s *intractable* nature made bedtimes difficult for his mother.

*syn:* immovable

*ant:* malleable

**RETRACT** (ri trakt´) *v.* to draw back; to withdraw

L. *re*, “back” + *tractum* = *to draw back*

When I found out I was wrong, I was forced to *retract* my statement.

*syn:* repeal

**PETO**

Latin PETERE, PETITUM, “to seek aggressively; to assail; to rush”

**PETULANT** (pech´ələnt) *adj.* irritable or short-tempered

When I told my little brother to put away his toys, he had a *petulant* fit and threw the toys down the stairs.

**IMPETUOUS** (im pech´ōōəs) *adj.* acting passionately and without forethought

L. *in*, “in, toward” + *petere* = *rushing toward*

Because Barry was a rather *impetuous* boy, he often found himself getting into fights over little things.

*syn:* rash

*ant:* careful

**IMPETUS** (im´pi təs) *n.* that which drives one; momentum

L. *in*, “into” + *petere* = *rushing into*

The tragic accident at the crossroads was the *impetus* for a meeting on traffic safety.

*syn:* stimulus, reason

III There are many ways to fight wars, and thousands of books have been written on the subject, but one of the most successful types of fighting is called a “protracted war.” This tactic has been used by smaller countries against larger ones throughout history. Why might it have been so successful?

III How do you think the word *petulant* evolved from the root *petere*?

III Both *impetus* and *impetuous* come from the Latin *impetere*, meaning “attack.”

**EXERCISES - UNIT ONE**

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

1. In order to overcome some *provincial* tendencies in my own thinking, I...
2. The company attempted to *induce* its employees to take shorter vacations by...
3. In one of my more *petulant* moods, I told my noisy roommate to...
4. The army was considered *invincible* because...
5. A *protracted* struggle between the two countries over land resulted in...
6. It seemed rather *impetuous* of our club president to simply...
7. Because we knew that once George made up his mind, he would be completely *intractable*, we...
8. Many piano players find that loud noises and visual distractions are not *conducive* to...
9. The governor decided to *retract* his statement because...
10. Nothing *evinces* the powerful effects of pollution like...
11. When paleontologists find a dinosaur's bones in an area, they can *deduce* that...
12. The *impetus* for the riot that took place in the town square was most likely...

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

petulant                  evince                  invincible                  protracted                  retract

1. The \_\_\_\_\_ debate between the two senators bored some people, but also led to some important reforms.
2. I hardly expected a grown man to become that \_\_\_\_\_ when I awakened him at three in the morning.
3. Harry may be a good chess player, but he's not \_\_\_\_\_.
4. When I realized I was wrong, I decided to \_\_\_\_\_ everything I had said.



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

evince                  deduce                  induce                  conducive                  impetuous

5. When Mike saw Hugh and Lena talking and laughing together, he \_\_\_\_\_ that they were no longer fighting.
6. Certain kinds of soil are more \_\_\_\_\_ to growing prize-winning roses than others are.
7. Wasn't it kind of \_\_\_\_\_ to volunteer for a job you knew nothing about?
8. The relationship between the two characters \_\_\_\_\_ the main themes of the novel.

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

impetus                  induce                  provincial                  intractable                  conducive

9. After the accident with the horse, nothing could ever \_\_\_\_\_ Albert to go back to the farm.
10. Laughing at someone for having a different accent than yours makes you seem \_\_\_\_\_.
11. The \_\_\_\_\_ for his decision to play the violin was his early love of symphonic music.
12. Jamie was so \_\_\_\_\_ that she refused to move her car from the sidewalk even when ordered to do so by the police.

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

1. The \_\_\_\_\_ argument that raged in the office for days was not \_\_\_\_\_ to getting work done.
  - A. provincial; petulant
  - B. impetuous; provincial
  - C. petulant; protracted
  - D. protracted; conducive
2. Can we \_\_\_\_\_ from the uproar in the newspapers that the senator has refused to \_\_\_\_\_ his controversial bill?
  - A. retract; induce
  - B. deduce; retract
  - C. evince; deduce
  - D. retract; evince
3. What was the \_\_\_\_\_ for the supposedly \_\_\_\_\_ hockey team's decision not to play in the tournament?
  - A. conviction; provincial
  - B. impetus; invincible
  - C. impetus; petulant
  - D. conviction; intractable

4. Sam became so \_\_\_\_\_ that he ran away and climbed a tree, and nothing could \_\_\_\_\_ him to come down.
- protracted; deduce
  - conducive; evince
  - petulant; induce
  - provincial; retract
5. Nothing \_\_\_\_\_ Ben's tendency to act without thinking more than his \_\_\_\_\_ decision to become a daredevil pilot.
- evinces; impetuous
  - retracts; impetuous
  - induces; intractable
  - deduces; provincial

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

- If one boy *induces* another boy to tip over a garbage can, we can assume the second boy is...
- If the new family in the city apartment is looked down upon for being *provincial*, they probably came from...
- When a businessman's boss criticizes him for being *impetuous*, we can assume the businessman has probably NOT...

**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.**

The American mass media has an abiding interest in the paranormal. Television infomercials advertise "psychics" who convince people that they can communicate with the dead; popular television programs pander to the public's love of occult phenomena; Hollywood produces movies that depict supernatural occurrences as factual. As billions of dollars are wasted on 900 numbers, cable subscriptions, and movie tickets, we Americans must become more critical in our acceptance of subjects and events portrayed as legitimate, from séances and extrasensory perception (ESP) to UFOs and alien abductions.

What could \_\_\_\_\_ (DUC) so many Americans to part with hundreds of dollars to learn "news" of the future or have a glimpse of a departed loved one? Is it because we do not have the knowledge to protect ourselves from intellectual fraud? Surely, we can exercise enough sense to stop calling hotline psychics after dozens of them have been prosecuted for criminal intent to mislead. Yet, 900 numbers exist, offering mind reading, spirit-channeling, and fortune-telling with monotonous regularity; television

viewers continue to be convinced of the validity of telepathy, clairvoyance, and reincarnation.

One organization, the Committee for Skeptical Inquiry (CSI), believes that the mass media plays a predominant role in leading the public to accept paranormal events uncritically. If Americans were to think critically about what they were reading and viewing and were also to reject the scientifically unsupported ideas about the paranormal that the media puts forth, the industry that relies so heavily on our gullibility would be bankrupt.

CSI has attempted to counter these popular media claims. In televised specials, members of the organization carefully explain each step of an unexplainable phenomenon, such as the supposed mind reading of a telephone clairvoyant. However, even when these illusions are revealed, the public has a hard time accepting that mind reading is not real. We can \_\_\_\_\_ (DUC) from this reluctance that shrewd analysis of seemingly occult phenomena is less appealing than the mystique of the unknown is.

Many people are troubled by individuals who do not take the time to investigate outrageous claims. To the mass media, however, a docile public is a reassuring constant. The general population's inability—and unwillingness—to distinguish a hoax from reality will continue to provide a(n) \_\_\_\_\_ (PETO) for the media's focus on paranormal activity long into the future.

1. How does the writer feel about the mass media's portrayal of the paranormal?
  - A. supportive of the mass media's interest in the paranormal
  - B. critical of the media for portraying paranormal activity as unbelievable
  - C. angry for creating a nation of non-critical thinkers by challenging Americans to question the paranormal
  - D. skeptical about both the paranormal and the media's motives in focusing on the paranormal
  
2. What can you logically infer is the reason the words *psychics* and *news* are in quotation marks?
  - A. The author does not believe in the powers of these people.
  - B. The author wants to poke fun at professional mind readers.
  - C. The Committee used those specific words in their TV specials.
  - D. The author wants to highlight the words for their importance in the passage.
  
3. Why, according to the author, does the American public fail to distinguish hoaxes from reality?
  - A. The media has created a nation of ready consumers.
  - B. Americans cannot or will not think critically about the paranormal.
  - C. The American public is constantly challenging the claims made in the movies and on television.
  - D. Americans are afraid to question the media.

**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 the prefix *tra* (from *trans*) means “across,” and that *e* (from *ex*) means “out from.”**

The defense attorney attempted to win over the jury in the case by *trading* the prosecutor's star witness. In response to the claim that his witness was an alcoholic, the prosecutor tried to repair the damage done with a series of questions intended to *educe* a feeling of pity for the witness from the jury. Unfortunately, after the defense's harsh attack, there was little reason for the jury to believe the witness.

## UNIT TWO

### FRACT, FRING, FRANG

Latin FRANGERE, FRACTUM, “to break”

III Every law is an evil,  
for every law is an  
infraction of liberty:  
And I repeat that  
government has but a  
choice of evils.  
—Jeremy Bentham,  
18<sup>th</sup>-19<sup>th</sup>-century  
British judge and  
philosopher

**FRACTIOUS** (frak' shəs) *adj.* tending to argue or cause discord  
Malcolm grew from a *fractious* and irritable child into a tolerant and peaceful adult.

*syn:* cross, peevish                      *ant:* amiable

**INFRACTION** (in frak' shən) *n.* a minor violation of a rule or law  
L. *in*, intensifier + *fractum* = *to break*

For his *infraction* of the camp code, Kevin had to peel potatoes in the kitchen.  
*syn:* transgression

**INFRINGE** (in frinj') *v.* to intrude on an area belonging to another; to trespass  
L. *in*, intensifier + *frangere* = *to break*

Susan said her father was *infringing* upon her freedom when he took her car.

### CIS

Latin CAEDERE, CISUM, “to cut; to kill”

**EXCISE** (ek' sīz) *v.* to cut out of; to remove  
L. *ex*, “out of” + *cisum* = *to cut out of*

Having *excised* several paragraphs from my essay, I returned to ask my teacher's advice.

*syn:* expunge

**INCISIVE** (in sī' siv) *adj.* sharply cutting; direct and powerful  
L. *in*, “into” + *cisum* = *cutting into*

Natasha's fast-moving narratives and *incisive* style never failed to impress us.

*syn:* keen                                      *ant:* dull

**CONCISE** (kən sīs') *adj.* brief and straightforward

L. *con*, “with” + *cisum* = *cutting with or away*

Because I had only one page to write my note on, my language had to be *concise*.

*syn:* terse                                      *ant:* rambling

III A surgical incision is a  
sharp, clean cut;  
incisive thinking cuts  
directly to the heart of  
an issue.