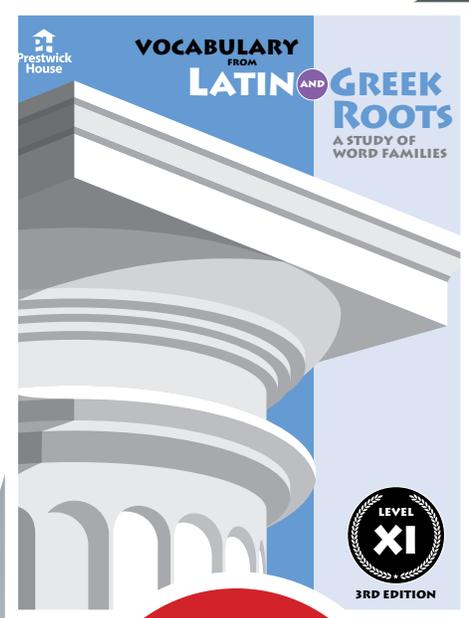




Vocabulary from Latin and Greek Roots Sample



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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 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

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*.

FAC

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

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 kă' 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.

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.