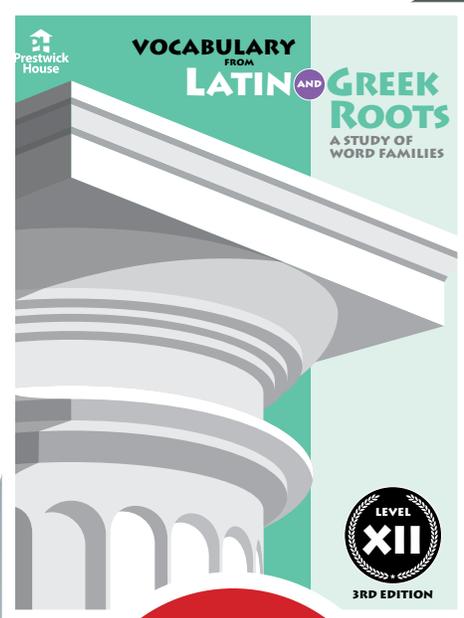




Vocabulary from Latin and Greek Roots Sample



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3RD EDITION

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 Fourteen of this book, for example, includes four roots having to do with place, placing, or putting. 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 second root of Unit Fourteen form the stem POS. Beneath the key letters is the root word from which the English is derived: PONERE, POSITUM. 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. PONERE, for instance, gives us *component*, meaning "something put together with another thing to make a whole," while POSITUM gives us *deposit*, meaning "to put down." 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 *resignation* in this book, then, is a noun meaning "acceptance of something that cannot be avoided; a patient submission" rather than a formal withdrawal from a job or position; 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 XII

UNIT 1

alacrity
assay
celerity
cogent
exigent
incite
intransigent
perturb
resuscitate
solicitous
turbid
turbulent

UNIT 4

aggregate
agrarian
bucolic
egregious
fruition
fruitless
gregarious
idyllic
pastoral
peregrination
repast
rustic

UNIT 7

animadversion
aspire
concordance
conspire
discordant
esprit
inanimate
psyche
psychosomatic
psychotic
pusillanimous
transpire

UNIT 10

artifice
artless
emulate
icon
iconoclast
iconography
inert
inimitable
proviso
purveyor
purview

UNIT 2

cognate
degenerate
engender
feign
fictive
genre
innate
nascent
parturient
repertory
transfigure

UNIT 5

abscond
aperture
apocryphal
context
covert
cryptic
overt
pretext
recondite
subtext

UNIT 8

concede
concur
discursive
ensue
incessant
intercede
obsequious
perpetuate
perpetuity
segue
succor

UNIT 11

inconsolable
incurious
innocuous
internecine
procure
salubrious
salutary
salutation
sinecure
solace

UNIT 3

demise
diabological
emblematic
episodic
hyperbole
inveigh
methodical
remit
surmise
synod
vehement

UNIT 6

adjourn
anachronism
chronicle
demur
demure
diurnal
extemporaneous
moratorium
sojourn
synchronous
temporal
temporize

UNIT 9

adjudicate
amoral
consecrate
execrable
expiate
impious
judicious
mores
morose
sacrosanct

UNIT 12

conjugal
contiguous
contingent
defray
infrangible
refract
sectarian
subjugate
suffrage
transect

UNIT 13

adduce
capitulate
caprice
insuperable
precipitate
recapitulate
reserved
servile
sovereign
subdue
subservient
surfeit
traduce

UNIT 14

allocate
anathema
apposite
composite
dystopian
epithet
in lieu of
interpose
locus
topical
utopian

UNIT 15

ascribe
circumlocution
circumscribe
colloquy
consign
loquacious
magniloquent
obloquy
proscribe
resignation
signatory

UNIT 16

avocation
reticent
tacit
taciturn
univocal
verbatim
verbiage
verbose
vocation
vociferous

UNIT 17

adumbrate
apprise
comprise
discern
discrete
discretion
myopic
reprehensible
synopsis
umbrage

UNIT 18

complicity
confluence
dour
duplicitous
duress
explicate
flux
implicate
inexplicable
influx
irrepressible
obdurate
reprimand
suppress

UNIT 19

allude
collusion
derisive
felicitous
felicity
infelicitous
interlude
ludicrous
risible

UNIT 20

abstruse
adroit
constrain
incorrigible
intrusive
obtrusive
prestige
rectify
rectitude
stricture
stringent

UNIT 21

asset
devoid
evanescent
insatiable
plenary
plenipotentiary
satiety
vacuity
vacuous
vaunted

UNIT 22

attenuate
contend
distend
extenuating
ostensible
pertinacious
portend
tenable
tendentious
tenet
tenuous

UNIT ONE

AG, ACT

Latin AGERE, ACTUM, “to drive; to do”

COGENT (kō' jənt) *adj.* strong and to the point; convincing

L. *co* (from *con*), “together” + *actum* = *driving together*

The defense attorney’s claim that her client was out of town during the murder was the most *cogent* argument that she had presented to date.

syn: convincing *ant:* incoherent

EXIGENT (ek' si jənt) *adj.* urgent; pressing

L. *ex*, “out of” + *agere* = *driving out of*

Congress held an impromptu all-night session to discuss the *exigent* threat of war.

syn: critical *ant:* trivial

ASSAY (a sā') *v.* to test; to analyze

L. *ex*, “out of” + *agere* = *to drive out*

The miner *assayed* the cave soil for diamonds and gold.

INTRANSIGENT (in tran'sə jənt) *adj.* refusing to compromise

L. *in*, “not” + *trans*, “across” + *agere* = *not driving across*

The principal was unable to come to a satisfying judgment in the teachers’ debate, as the feuding faculty members were *intransigent*.

syn: stubborn *ant:* obedient



The **INTRANSIGENT TRANSIT** bosses refused to make a compromise offer to the strikers.

CIT

Latin CIEO, CITUM, “to stir up; to rouse”

INCITE (in sīt') *v.* to stir up; to provoke

L. *in*, “strongly” + *citum* = *to strongly stir up*

Police were worried that the powerful and angry words of the speaker would *incite* the crowd to riot.

syn: urge *ant:* soothe

RESUSCITATE (rē sus' ə tāt) *v.* to bring back to consciousness

L. *re*, “again” + *sub*, “from beneath” + *citum* = *to rouse again from beneath*

The firefighters *resuscitated* a man who had been overcome by smoke.

syn: revive

III The word *assay* can mean “to test or examine” in a broad sense, as in “to assay your knowledge,” but the word also applies to the kind of testing that determines the makeup of a mineral, or almost anything that can be analyzed through examining its fundamental parts—governments, chemical substances, colleges, military forces, personalities, literature, values, weather, forests, recipes, economics, etc.

SOLICITOUS (sə lis' ə təs) *adj.* showing care or worry

L. *sollus*, “whole” + *citum* = *stirring up the whole*

Barry's parents are *solicitous* toward him and show him an immense amount of love.

syn: eager, concerned *ant: unconcerned*

TURB

Latin TURBARE, TURBATUM, “to disturb”

PERTURB (pər tûrb') *v.* to make worried or upset

L. *per*, “through and through” + *turbare* = *to thoroughly disturb*

It *perturbed* Lou when his daughter did not arrive home after school.

syn: bother *ant: calm*

TURBULENT (tûr' byə lənt) *adj.* very excited or upset

The decade of the 1960s is considered by many scholars to be among the most *turbulent* in all of American history.

syn: agitated *ant: peaceful*

TURBID (tûr' bid) *adj.* cloudy; confused

Gina's unclear ramblings are obviously the result of a *turbid* mind.

syn: muddled *ant: clear*

ALACR

Latin ALACER, “lively”

ALACRITY (ə lak' ri tē) *n.* an enthusiastic quickness

When asked to evaluate a local store's ice cream, the boys responded with *alacrity* and happiness at the prospect.

syn: eagerness *ant: reluctance*

CELER

Latin CELER, “quick”

CELERITY (sə ler' i tē) *n.* speed or quickness

If the residential developments continue to grow with such *celerity*, local wetlands will be threatened.

syn: rapidity *ant: slowness*

III In Latin, French, and English, to solicit is to persistently approach someone with an offer, petition, or demand—to provoke (*citum*) him or her entirely (*sollus*). The English adjective *solicitous*, though, means something closer to “persistently seeking the care or well-being” of another person.

III The *celer* root also appears in the words *accelerate* (*ad*, “toward” + *celer* = toward speed), and *decelerate* (*de*, “down from” + *celer* = away from speed).

EXERCISES - UNIT ONE

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

1. The *turbid* waters of the river should have alerted us that...
2. In response to the city's *exigent* financial situation, the mayor...
3. The knights will *assay* the castle in order to...
4. Pictures of the flag being burned *incited* the crowd to...
5. The witness's *cogent* testimony prompted the jury to...
6. When asked to make a compromise, the most *intransigent* members of the political party...
7. Paramedics tried for several minutes to *resuscitate* the woman, and...
8. Witnessing the car accident *perturbed* Dennis so much that...
9. The lawyer was *solicitous* toward the young family because...
10. The *celerity* with which the plant grew was amazing because...
11. Jana dealt with an especially *turbulent* period of her life by...
12. Rather than getting to her chores with *alacrity*, Helen...

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

solicitous

turbulent

celerity

perturb

cogent

1. Rather than allowing its characters to develop, the film moves with _____ to the gory shootout at the end.
2. If you act a bit more _____ toward your clients, they will understand that you really want to help them.
3. Marty's _____ account of his experiences during the war left the audience with a much clearer understanding of what had really happened.
4. Nothing will _____ Kathleen more than seeing someone be unkind to a child.

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

perturb resuscitate exigent assay turbulent

5. Because they were under extremely _____ circumstances, the committee took immediate action.
6. The troops defending the fort feared that a small enemy force could _____ the weaknesses in the defense of the stronghold.
7. My Aunt Pearl fainted, but we were soon able to _____ her.
8. The _____ emotions Jessie felt on a day-to-day basis sometimes left her exhausted.

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

turbid exigent alacrity intransigent incite

9. Even the most _____ sports-hater might be won over by the fast-paced excitement of snowboarding.
10. Critics noted that the writer had once produced clear, delightful prose, but his poetry was now merely a(n) _____ and confusing stream.
11. When Ben had the good fortune to be assigned a report on his favorite musician, he began researching with _____.
12. Carefully chosen words in the pamphlets may _____ readers to stage a protest.

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

1. During the _____ years following the war, angry leaders bent on further destruction would _____ their followers to demonstrate violently.
 - A. intransigent; resuscitate
 - B. solicitous; assay
 - C. turbulent; incite
 - D. turbid; perturb
2. After a few minutes of unconsciousness, Bernard opened his eyes to find a kindly and _____ nurse trying to _____ him with smelling salts.
 - A. solicitous; resuscitate
 - B. intransigent; assay
 - C. turbulent; perturb
 - D. exigent; incite

3. Rather than offering a(n) _____ explanation of the basic principles of quantum physics, the author gives his readers only a few confusing, _____ paragraphs.
- turbid; solicitous
 - solicitous; turbid
 - exigent; cogent
 - cogent; turbid
4. Even when a crisis became so _____ that all the other firefighters came close to collapsing under the stress, nothing seemed to _____ Chief Hornby.
- exigent; resuscitate
 - cogent; assay
 - intransigent; assay
 - exigent; perturb
5. The _____ jeweler absolutely refused to refund his customers' money, even after samples of his merchandise were _____ and found to contain only worthless minerals.
- perturbed; resuscitated
 - turbulent; incited
 - intransigent; assayed
 - turbid; incited

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

- If Naomi deals with her clients in an *intransigent* manner, they will probably...
- When Professor Atwood gives her students a *cogent* explanation of a poem, the students will...
- If Eileen is *solicitous* toward the patrons who come into her library, she will probably get a reputation as...

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.

When a new work of science fiction—be it a movie, video game, novel, or television show—is released, there are always naysayers who disparage it. While they may find fault with the technical aspects of the work, the most _____ (TURB) aspect to them is the presence of extraterrestrial life. Many scientists argue that if something else were out there, we would have noticed it by now, and they criticize the application of human physical characteristics and emotions to aliens, citing the billion-to-one odds that life even occurred on Earth. Whether these arguments are true is up for debate; no one, after all, can expertly testify as to the appearance and behaviors of an alien race. What the critics fail to realize, though, is that the search for extraterrestrial life goes beyond technology and statistics; it speaks to humanity's innate need to seek out companionship.

Long before Galileo raised the first telescope to the night sky in 1609, humans asked themselves if they were alone in the universe. Early explorers setting out across deserts or oceans may have been looking for spices to trade and lands to conquer; inevitably, however, it was the new cultures they encountered that captured their spirits. Pioneers struggled to communicate with and assimilate these “newly discovered” people into their own civilizations and to make their own communities larger and richer. Most important is that explorers never failed to bring back tales of their encounters with foreigners, to the amazement of people back home.

Now, without new earthbound territories to explore, the biggest mysteries lie in the stars. Only a select few are lucky enough to actually ascend into space, but that does not stop the rest of us from using our imaginations. And although we

may have accepted that there is no man in the moon, why not contemplate the prospect of life on a planet hundreds, thousands, or millions of light-years distant?

In spite of the loud critics, science has not given up on the potential for contact with other worlds. The existence of research projects devoted to searching for signs of extraterrestrial life (NASA's Cosmic Origins Program and SETI, the Search for ExtraTerrestrial Intelligence, founded in 1984) is

persuasive proof that the scientific community values the search. In fact, one of astronomy's most respected scientists, the late Carl Sagan, began the Planetary Society in part to _____ (AG) theories about alien cultures.

Critics, therefore, should leave science fiction authors alone. Science fiction isn't necessarily about what's true and what we may know now. It's about the possibilities.

1. Which sentence best summarizes an opinion the author expresses in the passage?
 - A. Early explorers crossed deserts looking for spices.
 - B. Science fiction needs to be more about science than about fiction.
 - C. Alien life, if it exists in the universe, should be looked for.
 - D. Most scientists should believe that aliens have contacted Earth.

2. Why do many scientists object to the presence of alien life in science fiction?
 - A. Aliens' physical characteristics are too odd to be real.
 - B. The aliens often look and act too much like humans.
 - C. Scientists don't believe aliens have technology more advanced than ours.
 - D. The descriptions do not conform to what experts know about alien life.

3. According to the essay, when did people start looking for alien life?
 - A. in 1609, when Galileo invented the telescope
 - B. in 1984, when SETI was started
 - C. when there were no more new territories to explore on Earth
 - D. People have always contemplated the possibility of aliens.

4. What is the purpose of mentioning Carl Sagan in the essay?
 - A. The author wants readers to know that a respected scientist supported the search for extraterrestrial life.
 - B. He was an expert in astronomy who could pick which planets could support alien life.
 - C. He was the most outspoken critic of science fiction novels.
 - D. He was a pioneer in the study of cultural assimilation.

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 *os* means "mouth" and *re* means "back, again."

The first-year teacher began to question her skills when her normally energetic students began making *oscitant* gestures. "This," she said sternly, "may necessitate a *redaction* of the rules we drew up together at the beginning of the year." The revised rules did the trick, and her students stayed alert through the end of the semester.

UNIT TWO

GEN

Latin GENUS, “race; type; kind”

III The living world is divided into seven scientific groups: kingdom, phylum, class, order, family, genus, and species. A genus of organisms contains all species of a particular type. For example, humans are of the genus “homo.”

DEGENERATE (dē jen´ər et) *n.* a person with low moral standards and behavior

L. *de*, “down from” + *genus* = *to fall from one’s true nature or kind*

Most of the teachers at the school felt that Phil was a *degenerate* who could not be trusted.

syn: *ruffian*

ENGENDER (en jen´dər) *v.* to bring about; to produce

L. *in*, “in” + *genus* = *to bring into being*

The sudden rise in the cost of fuel *engendered* a high number of firings at the airline companies.

syn: *beget*

ant: *prevent*

GENRE (zhän´rə) *n.* a kind or type of art

Frankenstein is a good example of a novel of the Gothic *genre*.

syn: *style*

NASC, NAT

Latin NASCI, NATUS, “to be born”

COGNATE (käg´nāt) *adj.* related to or coming from the same source

L. *co*, (from *con*), “together” + *natus* = *born together*

Linguists were baffled by the newly discovered language, which did not seem to be *cognate* with any other they knew.

syn: *related*

ant: *dissimilar*

INNATE (i nāt´) *adj.* natural; present from birth

L. *in*, “in” + *natus* = *inborn*

While other children needed lessons, Michael Jackson had an *innate* talent for song and dance.

syn: *intrinsic*

ant: *acquired*

NASCENT (na´sənt) *adj.* in the act of being born; growing

The president triumphantly announced that he had crushed a *nascent* rebellion in his own political party before it could get out of control.

syn: *developing*

ant: *mature*

III It used to be thought that baby humans had no innate fear of heights. This is completely true, except in babies who have had a few weeks of movement on their own. Once infants can crawl a few feet, they have a distinct reaction to the possibility of falling off the edge of something.