Click here to learn more about this title!

Click here to find more Vocabulary resources!

More from Prestwick House

Literature
Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing
College and Career Readiness: Writing
Grammar for Writing

Vocabulary
Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading
Reading Informational Texts
Reading Literature
VOCABULARY FROM LATIN AND GREEK ROOTS
A STUDY OF WORD FAMILIES

By: Elizabeth Osborne
Edited by Paul Moliken
Illustrated by Larry Knox

Prestwick House wishes to extend its gratitude to the many contributors whose assistance, comments, and expertise were essential in completing this book.

Prestwick House
P.O. Box 658 • Clayton, DE 19938
1.800.932.4593 • www.prestwickhouse.com

ISBN: 978-1-60389-130-1
Copyright ©2003 by Prestwick House, Inc. All rights reserved.
No portion may be reproduced without permission in writing from the publisher.
3rd Edition 2017
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 2
- cognate
- degenerate
- engender
- feign
- fictive
- genre
- innate
- nascent
- parturient
- repertory
- transfigure

## Unit 3
- demise
- diabolical
- emblematic
- episodic
- hyperbole
- inveigh
- methodical
- remit
- surmise
- synod
- vehement

## Unit 4
- aggregate
- agrarian
- bucolic
- egregious
- fruition
- fruitless
- gregarious
- idyllic
- pastoral
- peregrination
- repast
- rustic

## Unit 5
- abscond
- aperture
- apocryphal
- context
- covert
- cryptic
- overt
- pretext
- recondite
- subtext

## Unit 6
- adjourn
- anachronism
- chronicle
- demur
- demure
- diurnal
- extemporaneous
- moratorium
- sojourn
- synchronous
- temporal
- temporize

## Unit 7
- animadversion
- aspire
- concordance
- conspire
- discordant
- esprit
- inanimate
- psyche
- psychosomatic
- psychotic
- pusillanimous
- transpire

## Unit 8
- concede
- concur
- discursive
- ensuing
- incessant
- intercede
- obsequious
- perpetuate
- perpetuity
- segue
- succor

## Unit 9
- adjudicate
- amoral
- consecrate
- execrable
- expiate
- impious
- judicious
- mores
- morose
- sacrosanct

## Unit 10
- artifice
- artless
- emulate
- icon
- iconoclast
- iconography
- inert
- inimitable
- proviso
- purveyor
- purview

## Unit 11
- inconsiderable
- incurious
- innocuous
- internecine
- procure
- salubrious
- salutary
- salutation
- senechale
- solace

## Unit 12
- conjugal
- contiguous
- contingent
- defray
- infrangible
- refract
- sectarian
- subjugate
- suffrage
- transect
<table>
<thead>
<tr>
<th>UNIT 13</th>
<th>adduce</th>
<th>UNIT 16</th>
<th>avocation</th>
<th>UNIT 19</th>
<th>allude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>capitate</td>
<td></td>
<td>reticent</td>
<td></td>
<td>collusion</td>
</tr>
<tr>
<td></td>
<td>caprice</td>
<td></td>
<td>tacit</td>
<td></td>
<td>derisive</td>
</tr>
<tr>
<td></td>
<td>insuperable</td>
<td></td>
<td>taciturn</td>
<td></td>
<td>felicitous</td>
</tr>
<tr>
<td></td>
<td>precipitate</td>
<td></td>
<td>univocal</td>
<td></td>
<td>felicity</td>
</tr>
<tr>
<td></td>
<td>recapitulate</td>
<td></td>
<td>verbatim</td>
<td></td>
<td>infelicitous</td>
</tr>
<tr>
<td></td>
<td>reserved</td>
<td></td>
<td>verbiage</td>
<td></td>
<td>interlude</td>
</tr>
<tr>
<td></td>
<td>servile</td>
<td></td>
<td>verbose</td>
<td></td>
<td>ludicrous</td>
</tr>
<tr>
<td></td>
<td>sovereign</td>
<td></td>
<td>vocation</td>
<td></td>
<td>risible</td>
</tr>
<tr>
<td></td>
<td>subdue</td>
<td></td>
<td>vociferous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>subservient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>surfeit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>traduce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 14</th>
<th>allocate</th>
<th>UNIT 17</th>
<th>adumbrate</th>
<th>UNIT 20</th>
<th>abstruse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>anathema</td>
<td></td>
<td>apprise</td>
<td></td>
<td>adroit</td>
</tr>
<tr>
<td></td>
<td>apposite</td>
<td></td>
<td>comprise</td>
<td></td>
<td>constrain</td>
</tr>
<tr>
<td></td>
<td>composite</td>
<td></td>
<td>discern</td>
<td></td>
<td>incorrigible</td>
</tr>
<tr>
<td></td>
<td>dystopian</td>
<td></td>
<td>discrete</td>
<td></td>
<td>intrusive</td>
</tr>
<tr>
<td></td>
<td>epithet</td>
<td></td>
<td>discretion</td>
<td></td>
<td>obtrusive</td>
</tr>
<tr>
<td></td>
<td>in lieu of</td>
<td></td>
<td>myopic</td>
<td></td>
<td>prestige</td>
</tr>
<tr>
<td></td>
<td>interpose</td>
<td></td>
<td>reprehensible</td>
<td></td>
<td>rectify</td>
</tr>
<tr>
<td></td>
<td>locus</td>
<td></td>
<td>synopsis</td>
<td></td>
<td>rectitude</td>
</tr>
<tr>
<td></td>
<td>topical</td>
<td></td>
<td>umbrage</td>
<td></td>
<td>stricture</td>
</tr>
<tr>
<td></td>
<td>utopian</td>
<td></td>
<td></td>
<td></td>
<td>stringent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 15</th>
<th>ascribe</th>
<th>UNIT 18</th>
<th>complicity</th>
<th>UNIT 21</th>
<th>asset</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>circumlocution</td>
<td></td>
<td>confluence</td>
<td></td>
<td>devoid</td>
</tr>
<tr>
<td></td>
<td>circumscribe</td>
<td></td>
<td>dour</td>
<td></td>
<td>evanescent</td>
</tr>
<tr>
<td></td>
<td>colloquy</td>
<td></td>
<td>duplicitous</td>
<td></td>
<td>insatiable</td>
</tr>
<tr>
<td></td>
<td>consign</td>
<td></td>
<td>duress</td>
<td></td>
<td>plenary</td>
</tr>
<tr>
<td></td>
<td>loquacious</td>
<td></td>
<td>explicate</td>
<td></td>
<td>plenipotentiary</td>
</tr>
<tr>
<td></td>
<td>magniloquent</td>
<td></td>
<td>flux</td>
<td></td>
<td>satiety</td>
</tr>
<tr>
<td></td>
<td>obloquy</td>
<td></td>
<td>implicite</td>
<td></td>
<td>vacuity</td>
</tr>
<tr>
<td></td>
<td>proscribe</td>
<td></td>
<td>inexplicable</td>
<td></td>
<td>vacuum</td>
</tr>
<tr>
<td></td>
<td>resignation</td>
<td></td>
<td>influx</td>
<td></td>
<td>vaunted</td>
</tr>
<tr>
<td></td>
<td>signatory</td>
<td></td>
<td>irrepresible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>obdurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>suppress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 16</th>
<th>avocation</th>
<th>UNIT 19</th>
<th>allude</th>
<th>UNIT 22</th>
<th>attenuate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reticent</td>
<td></td>
<td></td>
<td></td>
<td>contend</td>
</tr>
<tr>
<td></td>
<td>tacit</td>
<td></td>
<td></td>
<td></td>
<td>distend</td>
</tr>
<tr>
<td></td>
<td>taciturn</td>
<td></td>
<td></td>
<td></td>
<td>extenuating</td>
</tr>
<tr>
<td></td>
<td>univocal</td>
<td></td>
<td></td>
<td></td>
<td>inostensible</td>
</tr>
<tr>
<td></td>
<td>verbatim</td>
<td></td>
<td></td>
<td></td>
<td>pertinacious</td>
</tr>
<tr>
<td></td>
<td>verbiage</td>
<td></td>
<td></td>
<td></td>
<td>portend</td>
</tr>
<tr>
<td></td>
<td>verbose</td>
<td></td>
<td></td>
<td></td>
<td>tenable</td>
</tr>
<tr>
<td></td>
<td>vocation</td>
<td></td>
<td></td>
<td></td>
<td>tendentious</td>
</tr>
<tr>
<td></td>
<td>vociferous</td>
<td></td>
<td></td>
<td></td>
<td>tenet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tenuous</td>
</tr>
</tbody>
</table>
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’sä’) 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’si 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

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

INCITE (in sī’t) 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’tət) 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
SOLICITOUS (sə lisis’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 türb’) 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 (tər’ bu 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 (tər’ 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 lə’ rē 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’ ə tē) n. speed or quickness
If the residential developments continue to grow with such celerity, local wetlands will be threatened.
syn: rapidity ant: slowness

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.

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.
   A. turbid; solicitous  
   B. solicitous; turbid  
   C. exigent; cogent  
   D. 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.
   A. exigent; resuscitate  
   B. cogent; assay  
   C. intransigent; assay  
   D. 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.
   A. perturbed; resuscitated  
   B. turbulent; incited  
   C. intransigent; assayed  
   D. turbid; incited

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

1. If Naomi deals with her clients in an intransigent manner, they will probably…
2. When Professor Atwood gives her students a cogent explanation of a poem, the students will…
3. 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

VOCABULARY FROM LATIN AND GREEK ROOTS

UNIT TWO

GEN
Latin GENUS, “race; type; kind”

DEGENERATE (dē jen´ ar 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´ dør) 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´ nät) 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 nät´) 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