

Name \_\_\_\_\_  
Vocabulary List 11

Date \_\_\_\_\_  
Mrs. Stephens

Practice Due Date \_\_\_\_\_  
Quiz Date \_\_\_\_\_

### Prefixes and Suffixes

Suffix: *-ism* means "system" or "system of"

Suffix: *-ity* means "state of" or "quality of"

Suffix: *-ment* means "result of"

Suffix: *-ness* means "state", "quality", or "condition"

### Vocabulary List 11

(see next page for definitions and activities)

authoritarian  
avenge  
bewilder  
bristle  
clemency  
elaborate  
gazebo  
malady  
mar  
obscure  
obsolete  
pretext  
teem  
translucent  
transparent

## Lesson Eleven

1. **authoritarian** (ə thō i tār' ē ə n) *adj.* pertaining to absolute authority and unquestioning obedience  
The *authoritarian* boss seldom allows his workers to make their own decisions.  
*syn: totalitarian* *ant: democratic*
2. **avenge** (ə venj') *v.* to inflict punishment for a perceived wrong; to take vengeance  
Monty decided to *avenge* the insult by hitting Derek with a water balloon.  
*syn: retaliate; payback* *ant: tolerate; forgive*
3. **bewilder** (bē wil' dər) *v.* to confuse  
The home team's loss *bewildered* fans who expected to have a winning season.  
*syn: baffle; perplex* *ant: clarify; simplify*
4. **bristle** (bris' ə l) *v.* to become angry  
The radio host's insult made many listeners *bristle*.  
*syn: fume; infuriate* *ant: calm; relax*
5. **clemency** (klem' ə n sē) *n.* mercy; leniency  
The strict teacher has no *clemency* for students who cut class and then fail their tests.  
*syn: forgiveness; compassion* *ant: strictness; sternness*
6. **elaborate** (i lab' ə rāt) *v.* to express in greater detail  
(i lab' ə rit) *adj.* having intricate or complex detail  
(v) The students appeared to be puzzled, so the teacher *elaborated* on the topic.  
(adj) The rooms of the Victorian house featured *elaborate*, hand-carved woodwork.  
(v) *syn: expound; clarify* *ant: simplify; condense*  
(adj) *syn: extensive; thorough* *ant: simple; plain*
7. **gazebo** (gə zē' bō) *n.* a small, roofed building, usually having open sides  
The small orchestra played a concert in the *gazebo* at the park.
8. **malady** (mal' ə dē) *n.* an illness; a physical or mental disorder  
Measles was a common *malady* before vaccinations existed.  
*syn: sickness; disease* *ant: wellness; healthiness; vigor*

9. **mar** (mär) v. to damage; to disfigure  
Water leaking from the roof *marred* the wallpaper.  
syn: ruin; impair ant: beautify; improve
10. **obscure** (ob skyōōr') adj. 1. not easily noticed or understood  
2. little known  
v. to make unclear; to dim  
(a.1) It was an *obscure* ritual to outsiders but an ancient tradition to the natives.  
(a.2) Milton excels at trivia games because he knows so many *obscure* facts.  
(v) The poor translation *obscures* the meaning of the original text.  
(a.1) syn: unclear; ambiguous ant: obvious  
(a.2) syn: mysterious; esoteric ant: famous; popular  
(v) syn: mask; cloak; shroud ant: reveal; disclose; clarify
11. **obsolete** (ob sə lēt') adj. no longer valid or in use  
The *obsolete* computer at the library does not run any modern programs.  
syn: outdated; archaic ant: modern; new
12. **pretext** (prē' tekst) n. a professed purpose to hide the real reason  
Liz kept the wallet she found with the *pretext* of keeping it safe until she could locate the owner.  
syn: excuse; alibi; reason
13. **teem** (tēm) v. 1. to be full of things  
2. to move in large numbers; to pour out  
(1) The fisherman's net was heavy because it *teemed* with fish.  
(2) Eager fans *teemed* into the concert hall, leaving standing room only.  
(1) syn: abound; overflow ant: lack  
(2) syn: empty; stream ant: trickle
14. **translucent** (trans lōō' sənt) adj. permitting light to pass through, but not enough to allow clear viewing of objects on the other side  
The *translucent* glass in the bathroom windows provides some privacy but allows light to enter the room.  
syn: clouded
15. **transparent** (trans pār' ənt) adj. permitting enough light to pass through to allow clear viewing of objects on the other side  
The pen is *transparent* so the writer can see how much ink remains.  
syn: clear; see-through ant: opaque

## EXERCISE I – Words in Context

*Using the vocabulary list for this lesson, supply the correct word to complete each sentence.*

1. He vowed to \_\_\_\_\_ the death of his friend by finding the killer.
2. She was confident in the worker's skills, so she did not \_\_\_\_\_ on her simple instructions.
3. The \_\_\_\_\_ rules of the military academy dissuade some students from applying for admission.
4. Company shareholders \_\_\_\_\_ when an executive's mistake caused them to lose fortunes because of sharply declining stock values.
5. Poison ivy exposure is a common \_\_\_\_\_ for campers.
6. Gayle could see only vague figures passing behind the \_\_\_\_\_, stained-glass windows.
7. The fire might not consume the house, but the smoke will \_\_\_\_\_ everything inside.
8. A fence outside the window \_\_\_\_\_ our view of the river.
9. The policeman used a routine traffic stop as a[n] \_\_\_\_\_ to search the suspicious vehicle.
10. Swimmers could see the ocean floor through the \_\_\_\_\_ water.
11. The comic book store \_\_\_\_\_ with collectors during the annual half-price sale.
12. The judge showed no \_\_\_\_\_ for the career criminal who had ruined so many people's lives.
13. The company replaced its \_\_\_\_\_ equipment with state-of-the-art machines.
14. Bridget built a[n] \_\_\_\_\_ in the back yard where she could sit and enjoy her garden.
15. Mike's failing grade on the test \_\_\_\_\_ him because he thought he had done very well.

## EXERCISE II – Sentence Completion

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

1. The warrior swore he would *avenge* his brother's death by...
2. Certain *maladies* can be avoided by...
3. Few people remembered the *elaborate* rules of the game, so they...
4. He went to the foreign nation under the *pretext* of business, but he really planned to...
5. Because the bottle is made of *translucent* glass, you can...
6. The natives' *obsolete* weapons were no match for...
7. Josh thought that he was home alone, so he was *bewildered* when he...
8. Emma *bristled* when her parents...
9. Some *obscure* authors become famous when...
10. The old house *teemed* with termites, so the owner decided...
11. Instead of showing *clemency* to the inferior home team, the visiting team...
12. The boat has a *transparent* bottom so passengers can...
13. If the heat *mars* the chocolates, no one will...
14. On Independence Day, people crowd around the *gazebo* in the park to watch...
15. *Authoritarian* leadership is necessary when...

### EXERCISE III – Prefixes and Suffixes

*Study the entries and use them to complete the questions that follow.*

The suffix *-ism* means “system” or “system of.”

The suffix *-ity* means “state of” or “quality of.”

The suffix *-ment* means “result of.”

The suffix *-ness* means “state,” “quality,” or “condition.”

*Use the provided prefixes and suffixes to change each word so that it completes the sentence correctly. Then, keeping in mind that prefixes and suffixes sometimes change the part of speech, identify the part of speech of the new word by circling N for a noun, V for a verb, or ADJ for an adjective.*

1. (obscure) Having squandered his fortune and alienated his friends, the once-famous writer died in \_\_\_\_\_.  
N   V   ADJ
2. (elaborate) The \_\_\_\_\_ of the hand-carved furniture and woodwork inside the mansion amazed most visitors.  
N   V   ADJ
3. (authoritarian) Students and teachers alike began to question the new principal's \_\_\_\_\_ when he enforced one-way traffic in certain school hallways.  
N   V   ADJ
4. (obscure) The \_\_\_\_\_ of earth's atmosphere limits what we can see in space through telescopes.  
N   V   ADJ

## EXERCISE IV – Critical Reading

The following reading passage contains vocabulary words from this lesson. Carefully read the passage and then choose the best answers for each of the questions that follow.

- 1 Before he invented the hobbit, or teamed dwarves, elves, and humans to battle evil wizards, John Ronald Reuel (J.R.R.) Tolkien excelled in the study of languages, especially **obsolete** languages such as Greek and Latin, and the **obscure** tongues of Gothic, Welsh, and Finnish. This was also a study of history, for the characteristics and evolution of a language reflect the history and beliefs of its users. Some of the languages Tolkien studied exist primarily as poems and sagas of bygone cultures. Some of those tales, notably Icelandic sagas, chronicle high adventures in which mankind confronts its greatest fears, and sometimes those fears take the form of imaginary creatures such as trolls, dwarves, elves, and orcs—all major players in Tolkien's masterworks, *The Hobbit* and *The Lord of the Rings*.
- 2 We can thank Norse mythology for trolls. Folklore trolls range from small children to the giants in Tolkien's fictional realm. They usually have human features, though their noses, ears, and teeth are greatly exaggerated. Like many monsters in Viking legend, trolls inhabit dark forests, mountains, or caves, and sometimes they commit the standard monster-atrocities such as stealing children or, as the popular nursery tale *The Three Billy Goats Gruff* warns, devouring livestock.
- 3 Dwarves are also creatures of Scandinavian folklore. These little people, usually three- to four-feet tall, are said to dwell underground where they mine tin and precious metals and hoard vast treasures. Dwarves of myth, such as Tolkien portrays, are excellent miners and masterly smiths capable of fabricating the finest armor. They are not especially pleasing to the eye, they **bristle** easily if provoked, and they are said to live much longer than humans, perhaps hundreds of years, like elves.
- 4 Elves are originally from Germanic myth, though they eventually spread to northern Europe. Close to humans in appearance except, of course, for their pointy ears and tiny stature, elves were thought to be of an immortal race having magical powers. Early elves, like other sprites and faeries, liked to **bewilder** humans with playful pranks, but in legend, the elves grew to be the man-sized, reclusive, magical mortals portrayed in Tolkien's world.
- 5 Tolkien's orcs (goblins, in *The Hobbit*) are fiendish, manlike creatures from the underworld, and quite appropriately so: in Roman mythology, *Orcus* is synonymous with the name *Pluto*, the god of the underworld. Tolkien obviously took a few liberties in creating his orcs, but their general image as evil, subhuman creatures had been established centuries before.

- 6 Middle Earth (the **elaborate**, fictional setting of *The Hobbit* and *The Lord of the Rings*) might **teem** with borrowed legends, but Tolkien himself invented the hobbit, the jovial inhabitant of the Shire who single-handedly inspired a whole new genre of fiction. The hobbit first appeared when Tolkien half-heartedly scribbled the line, "In a hole in the ground there lived a hobbit." Hobbits soon populated the bedtime stories that Tolkien told his four children, and, in 1937, *The Hobbit* became the first modern fantasy novel in print. Perhaps, thousands of years ago, elves, dwarves, and orcs made their debut in bedtime stories, too.

1. Which choice best paraphrases the following phrase from paragraph 1?

...the characteristics and evolution of a language  
reflect the history and beliefs of its users.

- A. Language is a record of history.
  - B. Language inspires history.
  - C. Language is a written record of a culture's history and beliefs.
  - D. History would not exist without language to record it.
  - E. History is vital to language.
2. As used in paragraph 3, *bristle* most nearly means
- A. fight.
  - B. argue.
  - C. stun.
  - D. irritate.
  - E. anger.
3. According to the passage, the hobbit originated in
- A. Tolkien's studies of Icelandic sagas.
  - B. Germanic mythology.
  - C. Finnish legend.
  - D. Tolkien's imagination.
  - E. Greek and Latin roots.
4. As used in paragraph 4, *bewilder* most nearly means
- A. anger.
  - B. confuse.
  - C. bother.
  - D. aggravate.
  - E. frustrate.



5. The author wrote this passage to
- A. refute suggestions that Tolkien had no original ideas.
  - B. explain the origins of characters in Tolkien's fiction.
  - C. explain the importance of studying language.
  - D. analyze the role of monsters in folklore.
  - E. discuss how Icelandic sagas influenced Tolkien.