

Name _____
Vocabulary List 12

Date _____
Mrs. Stephens

Practice Due Date _____
Quiz Date _____

Prefixes and Suffixes

Prefix: *per-* means "completely" or "through"

Suffix: *-ar* means "pertaining to"

Suffix: *-ive* means "tending to"

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

Vocabulary List 12

(see next page for definitions and activities)

appall
constraint
dissuade
falter
frail
hypothetical
irate
peninsula
placid
prejudice
prelude
profane
puny
ruthless
skirmish

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1. **appall** (ə pŏl') *v.* to fill with horror, disgust, or outrage; to shock
The man's terrible crime *appalled* his friends and family.
syn: astound; horrify *ant: comfort; reassure*
2. **constraint** (kən strānt') *n.* something that restricts or limits
Nick's moral *constraints* kept him out of trouble while he lived in the bad neighborhood.
syn: restraint; restriction *ant: liberty; independence*
3. **dissuade** (dis wād') *v.* to advise against; to persuade someone out of a course of action
Firemen tried to *dissuade* the man from running back into the inferno to rescue his cat.
syn: discourage; deter *ant: encourage; inspire*
4. **falter** (fŏl' tər) *v.* to hesitate; to waver
The operation would be risky, but Tom did not *falter* in his decision to go through with it.
syn: sway; delay; stumble *ant: persist; maintain; endure*
5. **frail** (frāl) *adj.* easily broken; delicate
The deadly disease can cause even strong young adults to become *frail*.
syn: fragile; breakable *ant: strong; robust*
6. **hypothetical** (hī pə thet' i kəl) *adj.* assumed without proof; uncertain
Ted has the *hypothetical* notion that alien life exists on Mars.
syn: supposed; theoretical *ant: actual; real*
7. **irate** (ī rāt') *adj.* extremely angry; enraged
The *irate* customer was so upset that she could not speak.
syn: furious; fuming *ant: delighted; happy*
8. **peninsula** (pə nin' sə lə) *n.* a piece of land that extends from the mainland into a body of water
The *peninsula* was susceptible to flooding during tropical storms.
9. **placid** (plas' id) *adj.* calm; peaceful
Fishing on the *placid* lake is a great way to relax.
syn: tranquil; serene *ant: turbulent; riotous*

10. **prejudice** (prej' ə dis) *n.* 1. an opinion formed without knowledge of the facts
2. an irrational suspicion or hostility toward a particular group, race, or religion
(1) You will enjoy the movie if you watch it without *prejudice*.
(2) She has *prejudice* against them even though she has never met them.
(1) *syn: bias; predisposition*
(2) *syn: bigotry; discrimination* *ant: fairness; neutrality*
11. **prelude** (prā' lōōd) *n.* an introductory event, action, or performance
Discovering that the roof leaks was merely a *prelude* to the many problems Joe would find in his new house.
syn: beginning; preface *ant: finale; ending*
12. **profane** (prō fān') *adj.* showing contempt for what is sacred; disrespectful to religion; vulgar
Tammy scolded Billy for using such *profane* language.
syn: irreverent; wicked *ant: pious; virtuous*
13. **puny** (pyōō' nē) *adj.* less than normal in size and strength
Our garden tomatoes were *puny* this year because of the drought.
syn: undersized; small *ant: robust; sturdy*
14. **ruthless** (rōōth' lis) *adj.* without compassion or mercy; harsh
The *ruthless* executive tolerated neither mistakes nor excuses.
syn: callous; merciless *ant: merciful; compassionate; lenient*
15. **skirmish** (skûr' mish) *n.* a minor, short-lived battle
Many *skirmishes* took place near the border before someone finally declared war.
syn: clash; scuffle *ant: campaign; crusade*

EXERCISE I – Words in Context

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

1. After enjoying a[n] _____ weekend at the cabin, Malcolm was ready to return to his hectic job.
2. If you _____ in your answer, they might think you are not telling the truth.
3. The defendant's outrageous behavior in the courtroom _____ everyone present.
4. Jamie is allowed to use the car, but with the _____ that she always return it with a full tank of gas.
5. The tugboat looks _____ compared to the battleship, but the little boat has no difficulty towing the enormous ship.
6. As a[n] _____ to the Independence Day celebration, the city hosted a parade.
7. Brad tried to _____ his elderly father from going skydiving.
8. His use of _____ language in the restaurant made the other customers uncomfortable.
9. Other than a[n] _____ over some seats in the front row, the concert was peaceful.
10. She did not abandon her _____ against people of the foreign nation until she learned that she shared many of their beliefs and customs.
11. Having a reputation as a ferocious warrior, the _____ commander took no prisoners in battle.
12. Because it is more than 3,000 years old, the _____ vase cannot be touched without risk of its shattering.
13. Since it is surrounded by water on three sides, the _____ is a good place for fishing or simply watching the sunrise.

14. Aaron becomes _____ when telemarketers call his house while he is eating dinner.
15. Astronomers have constructed only _____ models of the universe because no one knows what it really looks like.

EXERCISE II – Sentence Completion

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

1. Justin's *prejudice* prevented him from...
2. The actress *faltered* on stage when...
3. Brandon's mom was *appalled* to see...
4. The *placid* setting of the resort is perfect for...
5. A *skirmish* resulted when...
6. When the driver made a *profane* gesture, the police officer...
7. One *constraint* in owning the historic house is that the owner is not allowed to...
8. To get food, the *puny* dog had to...
9. The *ruthless* villain was willing to...
10. The boss tried to *dissuade* the employee from quitting by...
11. As a *prelude* to the grand opening of the new store, the mayor...
12. When Ryan touched the *frail* artifact, it...
13. A lighthouse on the *peninsula* signaled...
14. If you are *irate* about something your friend did, then you should...
15. Nicole used a *hypothetical* situation as an example to...

EXERCISE III – Prefixes and Suffixes

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

The prefix *per-* means “completely” or “through.”

The suffix *-ar* means “pertaining to.”

The suffix *-ive* means “tending to.”

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. (dissuade) Seeing the damage from a hurricane might be _____ to someone who is considering buying beach-front property.

N V ADJ

2. (ruthless) Few citizens escape the _____ of the dictator.

N V ADJ

3. (dissuade) A good salesperson will _____ customers to continue buying his or her products.

N V ADJ

4. (peninsula) The _____ state borders the ocean on three sides.

N V ADJ

EXERCISE IV – Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. The questions will require you to make decisions regarding the revision of the reading selection.

(1) Take a look at your #2 pencil; that is, if you have not abandoned it for a mechanical pencil. (2) Excluding the eraser, the #2 pencil is made of two materials: wood and graphite. (3) It has no moving parts. (4) It is long lasting, but the **frail** point must be sharpened constantly. (5) Indeed, the pencil is primitive in this age of wireless links, touch-screen monitors, and MP3 players. (6) Just how old is this invention? (7) Why do we still use it when there are better alternatives? (8) And just how do they stuff that lead into the wood, anyway?

(9) The answers began in Egypt, 4,000 years ago. (10) Some time between pyramid-building and mummy-making, Egyptians learned that they could make paper, or *papyrus*, out of big weeds that grow along the Nile River banks. (11) Egyptians used pieces of lead or other soft minerals to write notes on this early personal stationery.

(12) Papyrus and lead eventually made it to the ancient Romans, who prided themselves on their many advancements and high quality of life. (13) Because they knew the importance of being *seen* writing, they had already invented the *stylus*, a pen-sized, sometimes ornate, sharp metal stick, to carve letters into wax tablets. (14) Styli made of lead were tried by Romans to write on paper, but the **puny** sticks left only faint marks, so writers switched to lead discs that could withstand greater writing pressure. (15) To create their most important documents, Romans painted words with a *pencillus*, or small brush.

(16) When the Roman Empire **faltered** and collapsed, so did advancement of the pencil. (17) The quill eventually replaced the *pencillus* in a **prelude** to the modern pen, but not until the sixteenth century did the pencil experience a major change. (17) That is when the English discovered an extremely rare deposit of graphite, or pure carbon, in northwest England's Cumbria region.

(18) The graphite was so pure and solid that it could be sawed off in sheets and cut into sticks. (19) It immediately proved useful in pencils, and soon artists were carving square handles out of wood to hold the graphite rods, or *leads* (discoverers assumed erroneously that carbon was simply a form of lead). (20) The first pencils made by artists were rectangular, not cylindrical.

(21) England held a monopoly on graphite pencils until 1662, when Germans found that mixing graphite powder (separated from impure ore) with lead and antimony made it solid enough to use in pencils. (22) It worked, but not nearly as well as the pure graphite. (23) England enjoyed its monopoly for another century.

(24) During the French Revolutionary Wars (1792-1801), England blocked the export of graphite, leaving Napoleon with no way to write **ruthless** military

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strategies or complete his favorite crossword puzzles. (25) French scientist Nicholas-Jacques Conte solved the problem in 1795 by adding clay to graphite powder and then firing the mixture in a kiln. (26) The pencils were superb, and adjusting the hardness of the lead was a simple matter of changing the amount of clay in the mixture. (27) Conte had invented the modern pencil.

(28) The pencil has been perfected further since 1795, but its design and materials are essentially unchanged. (29) Pencil manufacturing, on the other hand, has certainly changed. (30) No, no one sits in a factory all day and drills holes in pencils; the wooden handle of a pencil is, in fact, two halves glued together after the lead is set in place. (31) A nice paint job hides the seam.

(32) Who knows what the future has in store for the pencil?

1. The underlined portion of sentence 14 is best improved by which revision?

Styli made of lead were tried by Romans to write on paper, but the puny sticks left only faint marks, so writers switched to lead discs that could withstand greater writing pressure.

- A. Romans did not try to write on paper with lead,
 - B. A lead stylus does not write on paper,
 - C. The lead did not work well on paper,
 - D. Lead styli were too soft to use on paper by the Romans,
 - E. Romans tried using lead styli on paper,
2. Which choice best describes the problem with sentence 20?
- A. pronoun disagreement
 - B. redundant information
 - C. incorrect verb *made*
 - D. *artists* should be capitalized
 - E. lacks proper punctuation
3. If inserted to follow sentence 32, which sentence would improve the conclusion of the passage?
- A. This hereby concludes an essay about the history of the pencil.
 - B. Soon, personal spacecraft will transport us to vacations on the moons of Saturn, but we will still need pencils for postcards!
 - C. It is hard to tell, but since it took 4,000 years for the pencil to get to this point, do not expect anything to happen soon.
 - D. Only modern pencil-makers and their shareholders have the answer.
 - E. Who cares?

4. The author poses questions in the passage, but this technique is not fulfilled because
- A. the tone of the passage is too casual for an academic paper.
 - B. the passage does not sufficiently cover the development of pens.
 - C. the passage is too lengthy for such a simple topic.
 - D. the subject of the essay is unrelated to the subject of the questions.
 - E. the passage fails to answer one of the three questions in the introduction.