

Name _____
Vocabulary List 14

Date _____
Mrs. Stephens

Practice Due Date _____
Quiz Date _____

Prefixes and Suffixes

Prefix: *un-* means "not" or "opposite of"

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

Suffix: *-ion* means "act of", "state of", or "result of"

Suffix: *-ist* means "doer of" or "follower of"

Vocabulary List 14

(see next page for definitions and activities)

accost
ascend
candidate
conventional
culprit
daft
disparage
miscellaneous
placard
proximity
quarry
regatta
sordid
stereotype
whet

Lesson Fourteen

1. **accost** (ə kôst') v. to confront someone with a request or command; to approach boldly
The mugger *accosted* the man in the alley.
syn: *detain; waylay* ant: *avoid; dodge*
2. **ascend** (ə send') v. to move upward; to climb
The mountain climber *ascended* the rock face.
syn: *rise; escalate* ant: *descend; lower*
3. **candidate** (kan' di dāt) n. 1. a person running for public office
2. a person who is considered for something, such as a prize or an honor; a prospect
(1) The mayoral candidate posted signs throughout the city.
(2) The company's chairman nominated three new *candidates* for the open vice-president position.
(1) syn: *applicant; contender*
(2) syn: *nominee*
4. **conventional** (kən ven' shən əl) adj. based on accepted customs and practices
The Navy has a few nuclear-powered vessels, but most ships in the fleet use *conventional* methods of propulsion.
syn: *common; traditional* ant: *strange; innovative*
5. **culprit** (kul' prit) n. a guilty person
Frieda vowed to catch the *culprit* who ran over her mailbox.
syn: *offender; perpetrator*
6. **daft** (daft) adj. 1. delirious and crazy
2. foolish
(1) The *daft* inventor once caused an explosion that broke every window in his house.
(2) The *daft* chef sometimes forgets to turn off the stove.
(1) syn: *insane; batty; nutty* ant: *rational; sensible*
(2) syn: *dim; careless* ant: *wise; clever*
7. **disparage** (di spar' ij) v. to belittle; to denigrate
Pauline *disparaged* anyone who did not agree with her.
syn: *detract; decry; depreciate* ant: *compliment; flatter; praise*

8. **miscellaneous** (mis ə lān' ē əs) *adj.* consisting of different things; mixed
The junk drawer in the kitchen is full of *miscellaneous* tools and gadgets.
syn: assorted; various *ant:* uniform; identical
9. **placard** (plak' ärd) *n.* a sign or notice, often small
The *placards* on the sides of some trucks identify hazardous materials on board.
10. **proximity** (prok sim' itē) *n.* closeness
The *proximity* of our house to the school allows the children to walk to class.
syn: nearness *ant:* remoteness
11. **quarry** (kwôr' ē) *n.* 1. the object of a chase; a hunted animal
2. a pit where stone is extracted from the earth
v. to extract stone from the earth
(n.1) After running down the wounded deer, the wild dogs feasted on their *quarry*.
(n.2) Large dump trucks enter and leave the marble *quarry* all day long.
(v) Workers *quarried* the granite for the building just one mile from the work site.
(n.1) *syn:* prey; prize *ant:* hunter
(v) *syn:* mine; extract *ant:* bury
12. **regatta** (ri gä' tə) *n.* a boat race or series of boat races
The annual *regatta* brought thousands of spectators to the small coastal community.
13. **sordid** (sôr' did) *adj.* immorally foul; vulgar
The police uncovered a *sordid* scheme to blackmail the senator.
syn: shameful; disgusting *ant:* pleasing; honorable

Lesson Fourteen

14. **stereotype** (ster' ē ə tīp) *n.* 1. an oversimplified image or opinion
2. one who embodies an oversimplified image of a group
v. to assign an oversimplified image or opinion to a group
- (n.1) A *stereotype* might suggest that everyone from Texas is a cowboy, and everyone from Maine is a fisherman.
- (n.2) Your undecorated apartment and empty refrigerator fit the *stereotype* of the bachelor lifestyle.
- (v) She incorrectly *stereotyped* the Swiss as comprising only bankers, watchmakers, and cheese makers.
- (n.1) *syn: generalization; label*
- (n.2) *syn: model; paradigm; archetype*
- (v) *syn: label; pigeonhole; categorize*
15. **whet** (wet) *v.* 1. to sharpen
2. to stimulate or excite
- (1) They used large, smooth stones to *whet* their primitive bronze swords.
- (2) The smell of bread baking always *whets* my appetite.
- (1) *syn: hone* *ant: dull*
- (2) *syn: rouse; encourage; trigger* *ant: stifle; bore*

EXERCISE I – Words in Context

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

1. The cheetah had no difficulty catching its _____.
2. Police arrested the _____ immediately after the robbery.
3. The old coffee can in the garage contains _____ nuts and bolts.
4. Our _____ dog sometimes gets excited and runs into walls.
5. Fans usually _____ the famous actress for autographs when they spot her in public places.
6. The family-oriented department store refuses to sell _____ books and magazines.
7. The water was very deep, so the swimmer remained in close _____ to the shore.

8. Articles about space always _____ the curiosity of the young astronomer.
9. The teenagers disliked when adults _____ them as disrespectful troublemakers.
10. When the scuba diver runs low on air, she must _____ to the surface.
11. The crew polished the bottom of the sailboat in preparation for the _____.
12. To prevent favoritism, judges were allowed to hear, but not see, the _____ auditioning for the symphony orchestra.
13. A[n] _____ on the door read, "EMPLOYEES ONLY."
14. If you _____ the gift someone gives you, then you should not expect to receive another.
15. When _____ wisdom fails to solve a problem, you must think of new ways to solve it.

EXERCISE II – Sentence Completion

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

1. After Ralph *ascended* the long stairway, he...
2. *Conventional* automobiles run on gasoline, but in the future they might...
3. The catalog lists *miscellaneous* parts and supplies for...
4. The news reporter *accosted* the woman with questions about...
5. When the wolves could find no *quarry*, they were forced to...
6. Tom *disparaged* Kristen's artwork because...
7. The restaurant *whetted* customers' appetites by...
8. Jose fits the *stereotype* of class clown because...
9. During the *regatta*, one of the speedboats...
10. The *placard* on the fuel tank warned...
11. Because of the *proximity* of the houses to the forest fire, firefighters told...
12. No one thought that the *sordid* movie should...
13. The *daft* man injured himself when he...
14. To be a *candidate* for the academic award, a student must...
15. The *culprit* disappeared in the crowd after she...

EXERCISE III – Prefixes and Suffixes

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

The prefix *un-* means “not” or “opposite of.”

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

The suffix *-ion* means “act of,” “state of,” or “result of.”

The suffix *-ist* means “doer of” or “follower of.”

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. (conventional) An artist who is a[n] _____ might ignore modern trends and instead imitate the painting style of the great masters.
N V ADJ
2. (ascend) The king's _____ over the region ended with a bloody revolt.
N V ADJ
3. (conventional) The engineers had to turn to _____ building methods when traditional designs failed to withstand the steady winds and frequent earthquakes.
N V ADJ
4. (ascend) During the _____, the team of mountain climbers narrowly avoided an avalanche.
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.

The next time that surprise essay test **disparages** you, or you grow weary when the clock seems to tick backwards during those last ten minutes of study hall, simply allow your blank stare to **ascend** to the ceiling, because oh, such fascinating things await you. If you are in a **conventional** classroom, you will doubtlessly see
5 the thousands of dots in the ceiling tiles and perhaps a cobweb or two, but shift your gaze instead to the light fixtures, where more than likely you will see the glowing white tubes projecting their artificial beams. What you might not see, perhaps, is the century of engineering that has gone into making those fluorescent bulbs possible. And yes, it is quite fascinating—really.

10 You do not need a degree in physics to understand how fluorescent bulbs work; a basic understanding of electricity and light will be plenty. First, electricity, simply, is the flow of electrons—the charged particles that orbit atoms. Anywhere electrons are free, current can flow. Metals such as copper or iron have many free electrons, as do charged, or ionized, gasses. Second, some atoms, such as the atoms of
15 the tungsten filament inside an ordinary light bulb, emit visible light when their electrons are excited. Other atoms emit infrared waves when they are excited, which are invisible to the naked eye but present in the form of heat energy. Next, take a look at how a fluorescent bulb works.

20 First, imagine, or look at, a fluorescent bulb. It is a sealed glass tube with an electrode on each end. The bulb is filled with an inert gas, usually argon, and the inside of the glass is coated with phosphor powder, just like the glass on older television sets. Finally, inside the tube sits a tiny drop of mercury, the dense liquid metal found in old thermometers.

25 When you flip the switch for a modern fluorescent bulb, you launch a series of events. First, an electric charge builds up on the electrodes until crowded electrons spring into the inert gas in the bulb, ionizing the argon atoms and thus allowing a stream of electrons, or current, to pass from one end of the bulb to the other. At the same time, the electrons vaporize the mercury and excite its atoms, too, but you see nothing because mercury emits only invisible infrared light. This is where the phos-
30 phor powder comes into play. The invisible light produced by the mercury strikes the phosphor atoms and excites them. The phosphor atoms, in turn, emit the white light that gives fluorescent bulbs their heartwarming, unnatural glow.

“Great,” you say, “but what’s that buzzing noise?” Current passing through ion-
35 ized gas has the tendency to turn into a runaway reaction as the “excitement” builds in the bulb. Rather than allowing bulbs to explode, lamp-makers install a device called a *ballast* in close **proximity** to the bulbs. The ballast ensures that the current through the bulb remains steady by slowing down the chain reaction. AC current alternates rapidly, so the ballast must switch directions hundreds of times
40 each second, hence the hum.

Captivated? You do not have to be, but at least now you will have something to **whet** your curiosity when you stare at the ceiling in boredom or defeat, because counting those ceiling tiles only goes so far.

1. Which choice best explains why paragraph 1 includes the following sentence?

And yes, it is quite fascinating—really.

- A. The sentence explains how fascinating engineering is.
 - B. The author assumes that readers might disagree.
 - C. The sentence is directed to readers who like science.
 - D. The author is attempting to sound trendy.
 - E. The sentence helps to explain fluorescent light.
2. Which choice would be the best substitute for the word *conventional* as it used in line 4?
- A. old-fashioned
 - B. modern
 - C. plain
 - D. clean
 - E. typical
3. When electricity passes through mercury, the mercury atoms emit
- A. a light similar to that emitted by tungsten.
 - B. white light.
 - C. a reddish light.
 - D. invisible light.
 - E. inert gas.
4. As used in line 42, *whet* most nearly means
- A. halt.
 - B. trigger.
 - C. sharpen.
 - D. fine-tune.
 - E. quench.
5. The tone of the passage suggests that the author
- A. appreciates fluorescent bulbs, but dislikes them.
 - B. does not approve of technology.
 - C. has fluorescent lights at home.
 - D. does not enjoy science, and dislikes technology.
 - E. is definitely a scientist.