

Name _____
Vocabulary Lesson 16

Date _____
Mrs. Stephens

Practice Due Date _____
Quiz Date _____

Prefixes and Suffixes

Prefix: *de-* means "to remove" or "to reverse"

Suffix: *-less* means "without" or "lacking"

Suffix: *-ate* means "one who is characterized by"

Suffix: *-or* means "one who does"

Vocabulary List 16

(See next page for definitions and activities)

concise

dubious

dupe

feudal

illegible

indigent

inhibition

merit

potent

protagonist

ruse

straightforward

subsequent

vogue

writhe

Lesson Sixteen

1. **concise** (kən sīs') *adj.* brief and to the point
You will have only three minutes to interview the governor, so keep your questions *concise*.
syn: short; succinct *ant: wordy; lengthy*
2. **dubious** (dūō' bē əs) *adj.* 1. uncertain in thought
2. questionable; suspicious
(1) Dave had a *dubious* opinion about computers until he learned how to use one.
(2) I knew the man was impersonating a police officer when I saw his *dubious* badge.
(1) *syn: unconvinced; undecided* *ant: sure; confident*
(2) *syn: suspect; fishy* *ant: reliable; certain*
3. **dupe** (dūōp) *v.* to fool; to delude
The crook tried to *dupe* the couple by convincing them to invest in a fictional company.
syn: cheat; con
4. **feudal** (fyūō' dəl) *adj.* pertaining to the practice of sovereign lords granting land to nobles in exchange for money and military service
In a *feudal* economic system, barons and dukes govern lands but pay taxes to the king.
5. **illegible** (il lej' ə bəl) *adj.* incapable of being read
The student was told to rewrite his essay because his handwriting was *illegible*.
syn: scrawled; undecipherable *ant: clear; neat*
6. **indigent** (in' di jint) *adj.* poor; destitute
The greedy king seldom considered the *indigent* peasants living beyond the castle walls.
syn: needy; impoverished *ant: affluent; wealthy*
7. **inhibition** (in hə bish' ən) *n.* a mental restraint or hindrance
Kelly's *inhibitions* prevent her from singing at the karaoke lounge.
syn: reserve; self-consciousness *ant: daring; bravado*

8. **merit** (mâr'ət) *n.* 1. superior quality or worth
2. demonstrated achievement or ability
v. to deserve
(n.1) Her *merits* outnumbered her faults.
(n.2) Ursula knew that Robert had the *merit* to become a great leader.
(v) Finding a single, Native-American arrowhead on the ground does not *merit* turning our baseball field into a full-fledged archaeological dig.
(n.1) *syn: excellence* *ant: incompetence*
(n.2) *syn: capacity; capability* *ant: inadequacy*
(v) *syn: entitle; earn; justify* *ant: prohibit; forbid*
9. **potent** (pōt'nt) *adj.* producing great effects; powerful
That *potent* medicine can cause death if taken in large doses.
syn: strong; mighty *ant: weak; ineffective*
10. **protagonist** (prō tag'ənist) *n.* 1. the main character in drama or literature 2. the leader or great supporter of a cause
(1) Throughout the course of the story, the *protagonist* grows from a young girl into an old woman.
(2) The group's *protagonist* speaks at rallies and public gatherings.
(1) *syn: hero/heroine; star* *ant: antagonist*
(2) *syn: champion* *ant: enemy*
11. **ruse** (rōōz') *n.* a strategic act of deception; a ploy
The general used a *ruse* to defeat the considerably larger enemy.
syn: stratagem; scheme
12. **straightforward** (strāt fôr'wərd) *adj.* honest and frank; not evasive
The politician was never known to give a simple, *straightforward* answer to a question.
syn: candid; forthright *ant: evasive; confusing*
13. **subsequent** (sub'si kwent) *adj.* following in time or order; resulting
The blizzard struck without warning, and *subsequent* snowdrifts caused the highways to close for days.
syn: ensuing; consequent *ant: previous; prior*
14. **vogue** (vōg) *n.* the fashion at a particular time
People often laugh at the clothing styles that were once in *vogue*.
syn: fad; style *ant: anachronism*
15. **writhe** (rīth) *v.* to twist and squirm, as from pain
Tim *writhe*d in pain after breaking his ankle during the soccer match.
syn: thrash; wriggle

EXERCISE I – Words in Context

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

1. In a[n] _____ to catch the thief, the campers pretended to be asleep.
2. Under the rules of the _____ system, barons had to provide soldiers to fight in the king's army.
3. Howard was from a wealthy family, but he wanted to achieve success on his own _____.
4. The _____ people were forced to leave town to find work.
5. The _____ announcement lasted only seconds, but it contained all the important information.
6. Reese stepped on a nail, and the _____ wound caused him to limp.
7. The _____ of the story learns a new lesson with each of her adventures.
8. Since the terrible accident, Sam has had a[n] _____ feeling about whether he wants to drive on the expressway again.
9. That music is in _____ right now, but it will be forgotten in a few months.
10. The migraine headache caused him to _____ in pain for ten minutes.
11. Pauline wanted a[n] _____ answer, but no one wanted to hurt her feelings by telling the truth.
12. No one could read the _____ message scribbled on the dusty window.
13. The _____ cleaning solution will bleach your clothes unless you dilute it with water.

14. Ursula loved the class, but she had too many _____ about speaking in public to participate in the frequent debates.
15. Sam's family _____ him by pretending that they forgot his birthday.

EXERCISE II – Sentence Completion

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

1. The *protagonist* of the disaster-relief effort is often seen on television asking...
2. The salesman *duped* the customer by...
3. If the writing on the map is *illegible*, then the treasure hunters will...
4. Some clothing styles will be in *vogue* for only months, while other styles will...
5. Martin appreciates *straightforward* criticism of his music because his fans merely...
6. The company rewards employees for their *merit* by...
7. Brent's *inhibitions* prevented him from...
8. The essay you write for the test must be very *concise* because...
9. Gale tried to rid the house of the *potent* paint fumes by...
10. Jeff *writhed* in agony after he...
11. In a *ruse* to stay home from school, Liam pretended...
12. The oil tanker struck an iceberg, and the *subsequent* spill...
13. After the devastating tidal wave, many *indigent* families were...
14. In a *feudal* system, a farmer with land might be forced to...
15. The *dubious* customer entered the store just before closing time, and the clerk worried that...

EXERCISE III – Prefixes and Suffixes

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

The prefix *de-* means “to remove” or “to reverse.”

The suffix *-less* means “without” or “lacking.”

The suffix *-ate* means “one who is characterized by.”

The suffix *-or* means “one who does.”

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. (potent) The telecommunications _____ controls one of the largest corporations in the world. N V ADJ
2. (merit) The student received a[n] _____ for being late to class. N V ADJ
3. (inhibition) The special paint is a rust _____, so it will help the metal last longer. N V ADJ
4. (merit) Casualties were heavy, and neither side gained any ground during the _____ battle. 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.

Imagine living in a castle, behind heavy, protective walls of solid stone in a building that will stand for a thousand years. Well, the **feudal** days of kings and castles may be long gone, but that does not mean that new castles are not available for sale or rent. There is just one minor hitch: the new castles are underground.

During the 1960s, the U.S. government dug hundreds of massive holes throughout the nation. Builders lined each hole with steel and concrete thick enough to withstand a nuclear blast. Offices, living quarters, and recreation areas were added, and the holes became complete missile silos, or parking spaces for intercontinental ballistic missiles (ICBMs), most of which were aimed at the former Soviet Union. Doomsday did not occur, fortunately, so, during the collapse of the Soviet Union and the **subsequent** reduction of the U.S. nuclear stockpile, the government disassembled the enormous missiles and abandoned the \$18-million dollar silos.

It did not take long for realtors to see the investment opportunity of the old silos. In New York, Wyoming, California, and numerous other states, developers purchased the silos and converted them into museums, storage vaults, businesses, schools (one in Kansas is more than thirty years old), and even homes. That's right—private underground fortresses! If you are **dubious** about buying one for yourself, consider that more than twenty people have actually converted these Cold War relics into quite livable homes.

As homes, the silos offer luxury, plenty of room (Atlas missiles stood nearly 100 feet tall), security, stability, and seclusion. You will not find this home sagging with time or needing a new roof or siding. The temperature remains a crisp 64-degrees year-round, so air conditioning is unnecessary. One owner happily brags that tornadoes cannot harm his underground house, and termites cannot eat it since it is lined with steel. Who would not sleep soundly in a house that is safe from strong wind or pesky insects—or wayward comets?

One Kansas family bought a silo home, as these converted facilities are sometimes called, and added a nuclear-biological-chemical air filtration system that will defend the silo from the most **potent** agents. Generators, battery arrays, solar panels, and wind turbines ensure power will be available during emergencies. The family even installed an underground greenhouse and several large fish tanks in order to have a self-sus-

40 taining food supply in addition to the stacks of canned food in the ample storage area below the living quarters. Why, you might ask? Some people collect stamps or baseball cards. Others prepare for errant asteroids or alien invasions.

45 Most ordinary homes today are just over 2,000 square feet in area, but these underground mansions exceed 20,000 to 30,000 square feet, which ensures that the owner will have plenty of space for children's birthday parties, guest rooms, and art collections. The silos are, of course, in **vogue** among people who enjoy privacy because it is virtually impossible to approach a silo without being seen. Thieves would **dupe** only themselves by trying to break into a silo home, unless, of course, they bring a crane that can open 100-ton blast doors.

50 There are certainly **merits** in owing a former missile silo, but these homes are definitely not for the average homebuyer; plan to spend at least a half-million dollars for a smaller, first-generation silo, and well over two million for a larger, renovated silo. They are unfurnished, but just think of the money you will save on curtains.

1. As used in line 13, the word *subsequent* most nearly means the opposite of
 - A. resulting.
 - B. following.
 - C. subordinate.
 - D. preceding.
 - E. superior.
2. What is the author's intent in lines 30-31?
 - A. Ridicule, because the silo-owner should know that steel eventually rusts.
 - B. Humor, because it is silly to compare termite and wind damage to catastrophes of unimaginable size.
 - C. Praise, because everyone wants a home that will withstand the forces of nature.
 - D. Warning, because the author suggests that space is more of a threat than any nuclear war.
 - E. Discredit, because no structure would be able to withstand the direct impact of a comet.

3. The home in Kansas has all of the following *except*
 - A. a hydrogen-fuel heating system.
 - B. a wind turbine.
 - C. solar panels.
 - D. a greenhouse.
 - E. lots of storage area.

4. As used in line 34, *potent* most nearly means
 - A. powerful and tempting.
 - B. strong and dangerous.
 - C. persuasive and intimidating.
 - D. weak and malodorous.
 - E. mild and calming.

5. The purpose of this passage is to
 - A. compare and contrast.
 - B. persuade and advise.
 - C. inform and entertain.
 - D. appeal and convince.
 - E. ridicule and tease.