

Name \_\_\_\_\_  
Vocabulary List 2

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

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

### Prefixes and Suffixes

Suffix: *-ify* means "to make"

Suffix: *-ist* means "one who does" or "follower of"

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

Suffix: *-ous* means "full of"

### Vocabulary List 1

(see next page for definitions and activities)

belittle

blasé

concoct

decade

diverse

enunciate

hurtle

improvise

jostle

libel

mammoth

paradox

provincial

realm

undermine

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## Pronunciation Guide

a — track  
ā — mate  
ä — father  
â — care  
e — pet  
ē — be  
i — bit  
ī — bite  
o — job  
ō — wrote  
ô — port, fought  
ōō — proof  
öö — book  
u — pun  
ū — you  
û — purr  
ə — about, system, circus  
îr — steer  
oi — toy

## Lesson Two

1. **belittle** (bi lit' əl) v. to speak of someone or something as small or unimportant; to speak of negatively  
The arrogant professor sometimes *belittled* his students.  
syn: *demean; criticize* ant: *praise; honor*
2. **blasé** (blä zā') adj. uninterested or unimpressed because of frequent exposure or excess  
Jillian's *blasé* attitude during the job interview convinced the manager to find a different applicant for the job.  
syn: *unconcerned* ant: *enthusiastic*
3. **concoct** (kən kɒkt') v. to devise cleverly; to invent  
The writers *concocted* a new dilemma for the hero to overcome each week.  
syn: *create; fabricate*
4. **decade** (dek' ād) n. ten years  
Over the course of a *decade*, the tiny seed grew into a sizable tree.
5. **diverse** (dī vûrs') adj. differing from each other; many and distinctly unlike  
Adam has *diverse* tastes in music; he listens to everything from classical to hip-hop.  
syn: *varied; assorted* ant: *homogeneous*
6. **enunciate** (i nun' sē āt) v. to speak articulately; to express clearly  
Please *enunciate* your words so the rest of the class can understand you.  
ant: *slur; mumble*
7. **hurtle** (hûr' təl) v. 1. to move with great speed and force  
2. to throw forcefully; to hurl  
(1) The runaway train *hurtled* down the tracks.  
(2) Kyle *hurtled* the dog's toy to the back of the yard.  
(1) syn: *race; bolt* ant: *saunter; stroll*  
(2) syn: *heave; fling*
8. **improvise** (im' prə vīz) v. 1. to do or make with no preparation  
2. to fashion using only immediately available materials  
(1) Dylan forgot the lyrics while he was on the stage, so he *improvised* the second half of the song.  
(2) The castaway *improvised* a crude raft out of barrels and rope.

9. jostle (jos'əl) v. to bump, push, or shove  
Mark *jostled* the frozen log until it broke free from the ground.  
syn: *manhandle*
10. libel (lī' bəl) n. the act of printing a false statement that harms someone's reputation  
v. to defame someone by publishing false statements  
(n) The politician sued her opponent for *libel* after she read the obvious lie printed in the advertisement.  
(v) The newspaper refused to print the letter because it *libeled* a public figure.  
(n) syn: *defamation* ant: *flattery*  
(v) syn: *vilify* ant: *praise; laud*
11. mammoth (mam' əth) adj. huge n. a large, hairy, extinct elephant  
(adj) To promote business, the bakery made a *mammoth* 800-pound cookie.  
(n) The remains of the mammoth had been frozen in a glacier for thousands of years.  
(adj) syn: *enormous; immense* ant: *tiny; petite*
12. paradox (pâr' ə doks) n. a statement or situation that is true, but seems impossible or self-contradictory  
To her friends, Dana's apparent ability to eat whatever she wants without gaining any weight is a *paradox*.  
syn: *contradiction; impossibility*
13. provincial (prə vin' shəl) adj. 1. rural; pertaining to the customs of non-city dwellers 2. narrow in perspective; unsophisticated  
(1) After eight years of working in the city, Phil missed his *provincial* country home.  
(2) His *provincial* argument failed to convince the principal to change her mind.  
(1) syn: *rustic* ant: *urban*  
(2) syn: *insular; unrefined* ant: *broad-minded*
14. realm (relm) n. a domain; a field; a territory  
The setting of the novel is a *realm* of fantasy, where elves and dragons exist.  
syn: *world*
15. undermine (un dər mīn') v. to weaken by wearing away the foundation or support  
The sailor *undermined* the mission by turning the crew against the captain.  
syn: *sabotage; destabilize* ant: *bolster; strengthen*

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## EXERCISE I – Words in Context

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

1. Stranded and injured, Robinson used sticks and vines to \_\_\_\_\_ a sling for his broken arm.
  2. She is a good amateur golfer, but years will pass before she enters the \_\_\_\_\_ of professional golf.
  3. Uncle Pete \_\_\_\_\_ a disgusting beverage that he claimed would cure the common cold.
  4. The reporter lost his job after he \_\_\_\_\_ a respected judge in a newspaper article.
  5. Since Ed has \_\_\_\_\_ tastes, he is seldom seen trying any new foods.
  6. You must \_\_\_\_\_ your words if you want to be heard clearly.
  7. Everyone knew that the composer's career would soon be over when they saw the king's \_\_\_\_\_ expression during the concert.
  8. The \_\_\_\_\_ boulder tumbled down the mountain and smashed the sturdy, old cabin into pieces.
  9. The 1940s was a[n] \_\_\_\_\_ of war and invention.
  10. The statement, "this sentence is false," is a[n] \_\_\_\_\_ because it cannot be both true and false.
  11. Joe \_\_\_\_\_ the company by merely pretending to be working.
  12. The meteor \_\_\_\_\_ toward earth at ten times the speed of sound.
  13. The \_\_\_\_\_ team included people from various nations.
  14. On the morning after Thanksgiving, aggressive shoppers \_\_\_\_\_ each other while trying to be first to enter the department store.
  15. Many students \_\_\_\_\_ Donna's dedication to studying until she passed a test that everyone else failed.
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## EXERCISE II – Sentence Completion

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

1. Afraid that he would be punished if he told the truth, Martin *concocted*...
  2. Sam's *provincial* view of life is exemplified by...
  3. In the *realm* of her own dreams, Wanda is...
  4. The arrogant man *belittled* us because...
  5. It is a *paradox* that the company can lose money every year but still...
  6. The angry golfer *hurtled* his golf club into the pond after...
  7. The *blasé* film critic disliked the movie because...
  8. Eating *diverse* foods will ensure...
  9. She had to *improvise* her speech because...
  10. He *jostled* people in the crowd as he...
  11. She *enunciated* each word so...
  12. Johnny *undermines* the respect of his friends by...
  13. Over the course of a *decade*, the young maple sapling grew into...
  14. When the giant dropped his *mammoth* hat on the village, it caused...
  15. After being found guilty of *libel*, the reporter was ordered to...
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## EXERCISE III – Prefixes and Suffixes

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

The suffix -ify means “to make.”

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

The suffix -ist means “one who does” or “follower of.”

The suffix -ous means “full 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. (libel) Though it was not truthful, the \_\_\_\_\_ article in the magazine ruined the actor's reputation.      N      V      ADJ
  2. (diverse) The stockbroker says clients should \_\_\_\_\_ their investments because it is risky to put all of one's savings in one place.      N      V      ADJ
  3. (libel) The reporter earned a reputation as being a[n] \_\_\_\_\_ after he submitted a false story.      N      V      ADJ
  4. (diverse) The canoe trip was a nice \_\_\_\_\_ from an otherwise humdrum camping excursion.      N      V      ADJ
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## 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.

Stephanie Kwolek was born in 1923, in the small coal-mining town of New Kensington, Pennsylvania, but her interests were anything but **provincial**. Exploring the wilderness with her father filled Kwolek with a strong curiosity of the natural world before she was ten years old. From her mother, Kwolek learned to love sewing and working with fabrics. Some might call it a **paradox** that Stephanie Kwolek, a woman who enjoyed nature and sewing as a young girl, someday would devise a synthetic textile capable of stopping bullets.

Kwolek developed her interest in science and medicine, and after high school, she enrolled in Margaret Morrison Carnegie College, the women's college of what is now Carnegie Mellon University. She graduated in 1946 with a degree in chemistry and applied for several jobs, one of which was a research position for DuPont—a company already famous for its innovations in plastic and synthetic fibers such as nylon.

Confidence and a little boldness landed Kwolek a job with the DuPont textile fiber laboratory in Buffalo, New York. Skill and determination allowed her to retain her position in the years following the end of World War II, a time in which many women scientists were **jostled** from their positions to make jobs for returning male soldiers. During her first years at DuPont, Kwolek became very interested in the **realm** of polymers, or chains of long molecules that make up synthetic fibers. She abandoned her plans to go to medical school and focused on her research at DuPont.

In 1950, Kwolek transferred to DuPont's new research laboratory in Wilmington, Delaware. During the **decade** following the transfer, Kwolek labored to identify new polymers and perfect low-temperature processes to create polymers. Finally, in the 1960s, Kwolek discovered a phenomenon that resulted in a whole new branch of the synthetic fiber industry: liquid crystal polymers (LCP). The new polymers were merely the first part of a **mammoth** discovery. In 1965, Kwolek prepared a cloudy, seemingly impure LCP solution with peculiar physical properties. She opted to spin the strange solution into fiber, but a reluctant technician initially refused for fear of damaging the equipment. Kwolek insisted on spinning the solution, and the results changed the world. The resultant fibers were half the density of fiberglass but *five times stronger than their weight in steel*. Kwolek had invented Kevlar®—the fiber now famous for its use in bulletproof vests.

DuPont spent six years perfecting a commercial version of Kevlar, and since entering the market in 1971, Kevlar has become the material of choice for products that must be lightweight but durable enough to withstand physical extremes. Kevlar is now found in hockey sticks, canoes, suspension bridge cables, spacecraft shields, and hundreds of other products; however, its most celebrated role is in that of lifesaving. Layers of Kevlar in body armor and protective clothing



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protect thousands of police officers and soldiers from bullets, knife blades, and shrapnel each day.

Kwolek continued her research at DuPont until her semi-retirement in 1986. The discovery of Kevlar was a highlight of Kwolek's career, but it was certainly not the only one. Kwolek has received seventeen patents, and in 1994, she became the  
45 fourth woman in history to be inducted into the National Inventors Hall of Fame. In 1997, Kwolek became the second woman in a century to win the prestigious Perkins Medal for industrial chemistry. She has received the National Medal of Technology, the Lemelson-MIT Lifetime Achievement Award, and, of course, the  
50 gratitude of the many whose lives were saved by Kwolek's discovery. Stephanie Kwolek is now an inspiration and mentor to scientists and students alike.

1. Kwolek did not attend medical school because
    - A. medicine bored her.
    - B. she could not afford it.
    - C. only men could become doctors.
    - D. she worked at a hospital in Buffalo.
    - E. she enjoyed her job at DuPont.
  2. As used in line 17, the word *jostled* most nearly means
    - A. removed.
    - B. replaced.
    - C. empowered.
    - D. threatened.
    - E. promoted.
  3. Stephanie Kwolek invented
    - A. body armor made of nylon.
    - B. a type of synthetic fiber.
    - C. steel alloy used in textiles.
    - D. medical-grade nylon.
    - E. polymers.
  4. As used in line 27, *mammoth* most nearly means
    - A. widespread.
    - B. full-size.
    - C. major.
    - D. lifesaving.
    - E. inconsequential.
  5. This passage is best described as
    - A. biographical.
    - B. persuasive.
    - C. comical.
    - D. generous.
    - E. bleak.
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