

Name \_\_\_\_\_  
Vocabulary List 6

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

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

**Prefixes and Suffixes**

Suffix: *-able means "able to be"*

Suffix: *-ate means "to become" or "to cause to become"*

Suffix: *-ation means "act of" or "result of"*

Suffix: *-some means "tending to"*

**Vocabulary List 6**

(see next page for definitions and activities)

adjacent  
candor  
compassion  
democratic  
disperse  
doleful  
duress  
irk  
ratify  
sobriety  
stagnate  
subordinate  
talon  
taut  
wallow

## Lesson Six

1. **adjacent** (ə jā' sənt) *adj.* lying near; adjoining  
For lunch, Tim usually walks to the pizza shop *adjacent* to his office building.  
*syn: bordering; neighboring* *ant: distant; separate*
2. **candor** (kan' dər) *n.* sincerity; honesty  
The executive wanted an assistant with enough *candor* to admit that the company had obvious weaknesses.  
*syn: frankness; truthfulness* *ant: betrayal; deception*
3. **compassion** (kəm pa' shun) *n.* awareness and sympathy for the suffering of another  
Bob felt *compassion* for the homeless child, because he, too, once lived on the streets.  
*syn: pity; sympathy* *ant: disdain; scorn*
4. **democratic** (dem ə krat' ik) *adj.* of or for the people; pertaining to government by the people  
The class had a *democratic* election in which the majority of votes determined the homecoming queen.  
*syn: egalitarian* *ant: dictatorial; autocratic*
5. **disperse** (di spûrs') *v.* to scatter; to distribute  
The crowd *dispersed* when the police arrived at the crime scene.  
*syn: disband; diffuse; spread* *ant: congregate; gather*
6. **doleful** (döl' fəl) *adj.* causing grief; sad  
Brian wore a *doleful* expression on the day of the funeral.  
*syn: miserable; wretched* *ant: cheerful; joyful*

---

7. **duress** (dōō res') *n.* a threat of harm forcing someone to act against his or her will  
The judge declared the confession inadmissible because it was obtained while the suspect was under *duress*.  
*syn: coercion; pressure* *ant: freedom; liberty*
8. **irk** (îrk) *v.* to annoy; to irritate  
The customer's loud cell phone conversation *irked* everyone in the restaurant.  
*syn: vex; bother* *ant: delight; soothe*

9. **ratify** (rat' ə fī) *v.* to approve formally; to sanction  
The town council decided to *ratify* the new bill during the monthly meeting.  
*syn:* authorize; endorse *ant:* veto; prohibit
10. **sobriety** (sə brī' i tē) *n.* 1. a seriousness in manner  
2. a state of abstinence from drugs or alcohol  
(1) The *sobriety* of the main character in the movie bored most audiences.  
(2) Workers at the factory must maintain total *sobriety* while on duty.  
(1) *syn:* solemnity; gravity *ant:* foolishness; impertinence  
(2) *syn:* temperance *ant:* intoxication
11. **stagnate** (stag' nāt) *v.* to become inactive or motionless  
Business will *stagnate* for companies that do not advertise.  
*syn:* idle; cease *ant:* flourish; grow
12. **subordinate** (sə bôr' dn it) *adj.* of lower importance or rank; subject to the control of another  
*n.* one who is under the control of another  
(adj) The *subordinate* officer receives her orders from the commander.  
(n) As manager, Hector has five *subordinates* to train and supervise.  
(adj) *syn:* dependent; lesser *ant:* foremost; chief  
(n) *syn:* assistant; underling *ant:* boss; leader
13. **talon** (tal' ən) *n.* a claw of a bird of prey or similar animal  
The rabbit could not escape the eagle's *talons*.
14. **taut** (tôt) *adj.* pulled, drawn, or stretched tight  
Taut ropes ensured the circus tent did not blow away.  
*syn:* rigid; firm *ant:* loose; slack
15. **wallow** (wol' ō) *v.* to roll about in something unclean  
After the pigs eat, they *wallow* in the muddy pen.

## EXERCISE I – Words in Context

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

1. In a[n] \_\_\_\_\_ election, the majority of voters decide the outcome.
2. Hank used a spreader to \_\_\_\_\_ grass seeds all over the front lawn.
3. The new budget proposal will go into effect when the committee \_\_\_\_\_ it.
4. Dave gave a blunt answer to her question, and she appreciated his \_\_\_\_\_.
5. A mind will \_\_\_\_\_ if it is not challenged regularly.
6. Caleb's squeaky chair \_\_\_\_\_ his classmates.
7. When his fishing line became \_\_\_\_\_, Allen knew that a fish had taken the bait.
8. The owl used its \_\_\_\_\_ to capture a mouse.
9. The manager is responsible for three \_\_\_\_\_.
10. No one bought the nice house because it is \_\_\_\_\_ to a mosquito-infested swamp.
11. His joke failed to ease the overwhelming atmosphere of \_\_\_\_\_ in the hospital waiting room.
12. The homeless teenager relied on the \_\_\_\_\_ of strangers for food and shelter.
13. To keep cool, the hippopotamus \_\_\_\_\_ in the mud.
14. While the armed robber hid behind the store counter, the clerk winked at the police officer to signal that she was under \_\_\_\_\_.
15. The \_\_\_\_\_ song brought a tear to her eye.

## EXERCISE II – Sentence Completion

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

1. She has the *compassion* necessary to...
2. She knew that opening a sandwich shop *adjacent* to the large office building was...
3. If the dripping faucet *irks* someone enough, then he or she might...
4. She smiled, but her *doleful* eyes revealed...
5. In a display of impressive *candor*, Sean admitted...
6. If the lines holding the sails are not pulled *taut*, the wind will...
7. The water in the stream will *stagnate* if...
8. If the family dog *wallows* in the pond, it will...
9. The boss asked her *subordinate* to...
10. Several council members refused to *ratify* the bill unless...
11. The falcon used its sharp *talons* to...
12. The feeding crows *dispersed* when...
13. To reduce the usual *sobriety* of the business meeting, the boss...
14. The bank clerk was under *duress* while the robbers...
15. Someone can tamper with a *democratic* election by...



### EXERCISE III – Prefixes and Suffixes

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

The suffix *-able* means “able to be.”

The suffix *-ate* means “to become” or “to cause to become.”

The suffix *-ation* means “act of” or “result of.”

The suffix *-some* means “tending to.”

*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. (duress) The exhausted child slept for the \_\_\_\_\_ of the trip.  
N   V   ADJ
2. (irk) The picnic was nice except for the \_\_\_\_\_ flies.  
N   V   ADJ
3. (compassion) Though it is not in the company policy, the \_\_\_\_\_ manager gives workers extra days off if their family members die.  
N   V   ADJ
4. (duress) The architect designed \_\_\_\_\_ buildings that could withstand earthquakes.  
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) In the year AD 386, Chinese astronomers saw a tiny flash in the night sky. (2) The point of light grew in intensity until it was visible even during the day. (3) The astronomers called the light a “guest star.” (4) Within a year, the light from the “visitor,” as the Chinese also referred to it, could no longer be seen. (5) The light was no longer visible to the naked eye. (6) But what had the ancients just witnessed?

(7) Modern scientists presume that the ancients saw a supernova, the explosion that occurs when certain stars die. (8) The event begins when the fusion of a star **stagnates** after billions of years of consuming the star's fuel. (9) Lighter elements in the star, such as hydrogen and helium, fuse together to form heavier elements such as carbon and oxygen. (10) Fusion continues until the point in which most of the elements have been converted to iron and cannot be burned by the star, which stops burning.

(11) When fusion stops, the star collapses in on itself, forcing the core into a super-dense orb only a few miles in diameter (remember, it contains all the matter of the star—upwards of one million planet Earths). (12) In seconds, under unimaginable pressure, the core heats to billions of degrees and the outer portion explodes, releasing more energy than a billion nuclear bombs. (13) The explosion is so great that it affects **subordinate** stars in the region, sometimes completely destroying the smaller ones, and the blast produces the light of a billion stars put together.

(14) Interestingly, the very center of the star, or core, remains intact after the explosion. (15) The compact star is so dense that objects would need to travel at near light-speed to escape its gravity. (16) Also, neutron stars sometimes spin very rapidly, up to thirty or forty times per second (remember that Earth rotates just once in twenty four hours)! (17) These spinning neutron stars are called **pulsars**.

(18) The spinning pulsar has a powerful magnetic field that generates X-rays, so even though the light from the supernova **dispersed** throughout the centuries, scientists can still detect the remnants of the AD 386 supernova using X-ray telescopes.

(19) The discovery of the pulsar was especially significant because it prompted scientists to reconsider the way in which they estimate the age of neutron stars. (20) Before the pulsar was found to be in the nebula created by the 386 AD supernova, it was estimated to be 24,000 years old. (21) Now, thanks the Chinese astronomers' original observation, scientists estimate the pulsar to be a youthful 1,600 years. (22) The ancients likely would have been thrilled to know their records are useful nearly two millennia later, but they probably would be more thrilled to learn that the point of light they saw was actually a distant event of a scale beyond even the modern scientist's imagination.

Lesson Six

---

1. Which sentence should be deleted because it is redundant?

- A. sentence 3
- B. sentence 5
- C. sentence 7
- D. sentence 9
- E. sentence 11

2. Of the following choices, which is the best revision of sentence 10 (printed below)?

Fusion continues until the point in which most of the elements have been converted to iron and cannot be burned by the star, which stops burning.

- A. Fusion continues until the point is reached in which most of the elements have been converted to iron and the star can no longer burn.
- B. The fusion stops when the star is all iron and cannot burn.
- C. The fusion stops when the point has been reached in which the elements are all fused into iron and the star cannot keep burning them.
- D. The elements soon stop fusion because the iron can no longer be burned by the star and it stops burning.
- E. The fusion continues until most of the elements have been converted to iron, and the star can no longer burn.

3. Which sentence should be added to follow sentence 14?

- A. A neutron star has been formed.
- B. The remnant is left over after the massive explosion.
- C. Do not confuse the remnant as being a *neutron star*.
- D. We call this remnant a *compact*, or *neutron*, star.
- E. Why does this happen?

4. This writer of this passage does not attempt to

- A. link ancient astronomy to modern science.
- B. explain the cause of a celestial event.
- C. introduce new theories of star formation.
- D. pose questions to the reader.
- E. illustrate a development in star dating.