

## ***Intro to Vocabulary:***

Through the first semester you will be on a mission, to discover strong and wonderful words that help strengthen your ability to communicate effectively. Words can help your writing be more specific and show rather than 'tell.'

Example: The distant light grew in intensity.

Better: The distant light magnified intensely.

Both give images, but does one paint a clearer picture?

Your job over the next 15 weeks will be to seek out those words that helped paint the picture. Which ones gave you a better understanding of the characters? Which ones did you read and looked querulously at the page trying to discern its meaning? Do we even know what querulous means? Or perhaps you (like many) simply skip over those curious words and move on to the next sub-plot.

Each week you will be asked to identify 10 words in the reading that you believe are gems – the best examples of strong vocabulary. As a class, we will select from your individual lists ones that we would like to put in our Class Word bank.

We will use the Word Bank for future writing exercises to help build our own stories. Now go and detect the words that sparkle!



<b>Vocabulary Awareness Chart</b>				
	Word	PoS	Definition	Synonym
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## Vocabulary

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## Vocabulary

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## Junior English/Composition

### Master Vocabulary List

- You will be expected to write sentences that follow certain sentence patterns or types. There are two reasons we do this:
  - Learn to recognize syntactical patterns.
  - Improve personal style: by being able to use a variety of sentence types, you will improve your sentence fluency and ability to write emphatic prose.  
See **Appendix A** for the list of types, explanations, and examples.
- I suggest you know the part of speech; if the word functions equally as two parts of speech (a noun and a verb, for example) know the meanings for each.

#### Defining words:

- You may use synonyms to define, but you need at least three of them.
  - You must use a definition that makes sense to you.
  - Your definition should “match” the part of speech. For example if the word is din, a noun, the definition would not be “noisy,” which would be a definition for an adjective. Instead write, a noise, a clamor. Use noun phrases to define nouns.
  - Keep definitions short.
  - You may not define a word using the word.
- When you write your sentences, you may use various forms of the word: adjective, adverb, or any verb tense, provided you use the form correctly.
  - You will lose points for your sentence for the following reasons:
    - A comma splice, a fragment, a run on, a subject-verb agreement error, or any other serious grammatical error.



- You convert the word to a part of speech that is not correct; for example, you try to make a noun serve as a verb.
  - You do not follow sentence pattern as indicated.
  - You do not provide sufficient context clues.
  - The sentence is awkward and difficult to understand.
  - The sentence makes no sense
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- You should use this master list as your definition guide and to keep track of which words to study.
  - This list will be used the first semester; don't lose it! Your sentences will be turned in weekly.
  - Please also consult the **appendices** at the end of this list for more on:
    - Sentence patterns and examples
    - Transitive vs. intransitive verbs
    - List of subordinating conjunctions

**List 1:** Sentence Pattern: complex sentence

1. brazen
  2. compunction
  3. din
  4. edict
  5. indiscretion
  6. perquisites
  7. sepulcher
  8. suppliant
  9. tumult
  10. marauding
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**List 2:** Sentence Pattern: compound sentence

11. admonish
  12. akimbo
  13. lassitude
  14. licentious
  15. muse (noun and verb)
  16. pecuniary
  17. plight
  18. presumptuous
  19. subversive
  20. vacuous
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**List 3:** Sentence Pattern: compound-complex sentence

21. avocation
22. callous
23. capricious
24. disparity

25. efficacy
26. epistle
27. hospice
28. impetus
29. moribund
30. vacillate

**List 4:** Sentence Pattern: loose sentence

31. akin
  32. corroborate
  33. inexorable
  34. insipid
  35. nefarious
  36. physiognomy
  37. retinue
  38. suppliant
  39. tedium
  40. torrid
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**List 5:** Sentence Pattern: periodic sentence

41. affront
42. blasé
43. cajole
44. choleric
45. encumber
46. feckless
47. impasse
48. indolent
49. lugubrious
50. ribald

**List 6:** Sentence Pattern: balanced sentence

51. adulation
52. censure
53. dissemble
54. dissimulation
55. droll
56. expectorate
57. palpate
58. peremptory
59. pusillanimous
60. surfeit

**List 7:** Sentence Pattern: chiasmus

61. allay
  62. capacious
  63. didactic
  64. diurnal
  65. ignominious
  66. mitigate
  67. palpitate
  68. phlegmatic
  69. propitious
  70. prostrate
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**List 8:** Sentence Pattern: asyndeton

71. acquiesce
72. amity
73. arduous

- 74. gestalt
- 75. inundate
- 76. perjury
- 77. perspicuity
- 78. preposterous
- 79. trepidation
- 80. voluble

**List 9:** Sentence Pattern: polysyndeton

- 81. alacrity
  - 82. aplomb
  - 83. barrage
  - 84. cognizant
  - 85. collusion
  - 86. deleterious
  - 87. hegemony
  - 88. paradigm
  - 89. unctuous
  - 90. urbane
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**List 10:** Sentence Pattern: anaphora

- 91. ambulatory
- 92. brazen
- 93. churlish
- 94. diffident
- 95. ennui
- 96. inscrutable
- 97. prognosticate
- 98. schism
- 99. sedition

100. wizen(ed)

**List 11:** Sentence Pattern: epistrophe

101. austere

102. corpulent

103. derisive

104. effeminate

105. jocund

106. manifest

107. ostentatious

108. sanguine

109. strident

110. vehement

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**List 12:** Sentence Pattern: parallel structure

111. elegiac

112. fecund

113. infirmity

114. malady

115. nuance

116. profligate

117. remonstrance

118. scintillate

119. terse

120. vitiate

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**List 13:** Sentence Pattern: complex sentence

121. ambivalent

122. analogous

123. emissary

- 124. felicity
- 125. incendiary
- 126. magnanimous
- 127. morose
- 128. repartee
- 129. ubiquitous
- 130. venerable

**List 14:** Sentence Pattern: compound sentence

- 131. countenance
  - 132. deposition
  - 133. discursive
  - 134. epigram
  - 135. feign
  - 136. interpolate
  - 137. laconic
  - 138. mien
  - 139. veracity
  - 140. wry
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**List 15:** Sentence Pattern: compound-complex sentence

- 141. confound
- 142. curate (noun and verb)
- 143. ethereal
- 144. gambol
- 145. mutability
- 146. nascent
- 147. nonplused
- 148. pedantic
- 149. quail (verb)

150. rhetorical



You will need to be familiar with the following in the order listed below.

1. **Complex:** contains an independent clause and one or more subordinate clause. Ex: Since the AP students were prepared, they did very well on their exams.
2. **Compound:** contains two independent clauses joined by a comma and a coordinating conjunction. Remember coordinating conjunctions with the acronym “fanboys:” for, and, nor, but, or, yet, and so. Ex: The AP students were prepared, so they did very well on their exams.
3. **Compound/complex:** contains two or more independent clauses and one or more subordinate clauses. Ex: Since they had read and studied, the AP students were prepared, so they did very well on their exams.
4. **Loose sentence:** the sentence reveals the key information right away and unfolds loosely after that. Ex: Due to snowy conditions, the principal announced an early release, and students were jubilant, high-fiving, shouting about sleds and video games, wishing the clock would go faster.
5. **Periodic sentence:** the main idea or most important information is not revealed until the end of the sentence. Ex: That morning, after a longer than normal bus ride on icy roads, we made it safely to school.
6. **Balanced sentence:** similar to parallel structure, a balanced sentence features two similar elements that balance each other (like on a teeter-totter). Ex: The students reveled in the snow day; the teachers reveled in the student-less day.
7. **Chiasmus:** the repetition and arrangement of two key terms in a sentence using the ABBA pattern. Ex: Ask not what your country can do for you, but what you can do for your country.
8. **Asyndeton:** the omission of conjunctions in a series of related clauses. Ex: I came, I saw, I conquered.
9. **Polysyndeton:** opposite of asyndeton, the deliberate use of many conjunctions for emphasis. Ex: The movie was amazing—the acting and the camera work and the soundtrack and the special effects. Wow!
10. **Anaphora:** repetition of the same word or group of words at the beginning of successive clauses, sentences or lines. Ex: We shall fight on the

beaches, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills. Winston Churchill

11. **Epistrophe:** ending a series of lines, phrases, clauses, or sentences with the same word or words. Ex: "What lies behind **us** and what lies before **us** are tiny compared to what lies within **us**." — Emerson

12. **Parallel Structure:** refers to grammatical or structural similarity between sentences or parts of a sentence. Ex: She loved singing, dancing, and acting.

## **Appendix B:** Transitive and Intransitive Verbs

Depending on the type of object they take, verbs may be transitive, intransitive, or linking.

The meaning of a **transitive verb** is incomplete without a direct object, as in the following examples:

**INCOMPLETE**

The shelf **holds**.

**COMPLETE**

The shelf **holds** three books and a vase of flowers.

**INCOMPLETE**

The committee **named**.

**COMPLETE**

The committee **named** a new chairperson.

**INCOMPLETE**

The child **broke**.

**COMPLETE**

The child **broke** the plate.

An **intransitive verb**, on the other hand, *cannot* take a direct object:

This plant has thrived on the south windowsill.

The compound verb "has thrived" is intransitive and takes no direct object in this sentence. The prepositional phrase "on the south windowsill" acts as an adverb describing where the plant thrives.

The sound of the choir carried through the cathedral.

The verb "carried" is used intransitively in this sentence and takes no direct object. The prepositional phrase "through the cathedral" acts as an adverb describing where the sound carried.

The train from Montreal arrived four hours late.

The intransitive verb "arrived" takes no direct object, and the noun phrase "four hours late" acts as an adverb describing when the train arrived.

Since the company was pleasant and the coffee both plentiful and good, we lingered in the restaurant for several hours.

The verb "lingered" is used intransitively and takes no direct object. The prepositional phrase "in the restaurant for several hours" acts as an adverb modifying "lingered".

The painting was hung on the south wall of the reception room.

The compound verb "was hung" is used intransitively and the sentence has no direct object. The prepositional phrase "on the south wall of the reception room" acts as an adverb describing where the paint hung.

### **Appendix C:**

Notes to Junior English students about vocabulary quizzes

“The difference between the almost right word & the right word is really a large matter--it's the difference between the lightning bug and the lightning.” Mark Twain in a Letter to George Bainton, 10/15/1888

1. **Definitions** can be short, but they must be **precise**. If your definition would just as easily work for another word, make it more specific. If you use synonyms, use several. One word is not a definition.
2. If your definitions are poor or imprecise and you blame your dictionary, get a different one.
3. The wording of your definition should **match your part of speech**. For example, you should be able to tell it's a definition for a verb by how it's worded. Beguile: to trick or charm or put under a spell; this is definitely a definition for a verb. Interloper: one who meddles or interferes in the affairs of others; noun.
4. Parts of speech: if you use a noun as a verb or a verb as an adjective, that is, if you force a part of speech to function unnaturally as “someone” else in a sentence, that sentence earns no points. Also, be very careful when you convert words. You can change tense and forms, that's true, but make sure an adjective form exists first. You can't make up words.
5. Transitive vs. intransitive verbs: Transitive verbs need objects; intransitive verbs don't. See the appendix B on this.
6. **Do not use the word**, or a form of the word, **to define the word**.
7. Now, as to sentences:
  - A. You **MUST** have **context clues**. A “CC” near your sentence means that your sentence was lacking context clues. Serious infractions in the future will mean reduced points.
  - B. Use these quizzes as a means of perfecting **the craft of sentence writing**. Be sure you always mean what you say. Be precise. Eliminate wordiness. Watch out for modifier errors or other errors that result in confusing wording.
  - C. Major sentence faults are easily corrected. Look for corrections on your compositions and in your weekly ‘Building Skills’ list. Therefore, a comma splice (CS) or a fragment (Frag.) or similar should be avoided. A comma splice is when you connect two complete sentences, two independent clauses, together with only a comma.

Never send a comma to do a period's job. And if you can't recognize a fragment by now, we need to get you some grammar counseling. These errors are generally the result of you rushing to get done. So, learn to write fast *and* great.

8. Do not ascribe human qualities to nonliving things. A book cannot be vicarious. Only people can be crass.

*Pathetic Fallacy:*

The mistake of attributing human aspirations, emotions, feelings, thoughts, or traits to events or inanimate objects which do not possess the capacity for such qualities. See the discussion in any good encyclopedia.

9. *Lastly, if I can't read it, it's wrong.* On handwriting: while it might not be quite fair, the quality of your handwriting might impact your future ACT/SAT scores. It will bias a reader against you, especially if he/she is tired and has read a gazillion essays that day. They won't want to decipher your scratches. Use these quizzes as a way to practice legibility.

### No-Excuse Spelling List

a lot  
a while  
accidentally

accommodate  
acknowledge  
advertise

advertisement  
again  
alliteration

# Vocabulary

allusion  
 amateur  
 ambiguous  
 ambivalent  
 apostrophe  
 apparent  
 argument  
 arithmetic  
 assignment  
 atmosphere  
 author  
 autumn  
 because  
 beginning  
 believe  
 brochure  
 business  
 calendar  
 camouflage  
 category  
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\*mseffie.com

# Commonly Confused Words

1. whose/who's
2. past/passed
3. affect/effect
4. it's/its
5. they're/their/there
6. accept/except
7. good/well
8. all together/altogether
9. lead/led
10. loose/lose
11. principal/principle
12. who/whom

On notebook paper, create 12 sentences using one form of the word in each sentence. Make sure you use the correct form.

☺ Make sure to right you're name at the top of the page. ☺



# Vocabulary

Root List 1				
Prefix	Suffix	Definition	Examples	Origin
	-s, -es	plural, more than one		Anglo-Saxon
	-ing	action or process		Anglo-Saxon
	-ed	past tense		Anglo-Saxon
	-er	person connected with, comparative degree		Anglo-Saxon

Root List 2				
Prefix	Suffix	Definition	Examples	Origin
un-		not, opposite of		Anglo-Saxon
re-		again, back		Latin
	-er, or*	person connected with, comparative degree		Anglo-Saxon
	-est	superlative degree		Anglo-Saxon
	-ful	full of		Anglo-Saxon
	-less	without		Anglo-Saxon

Root List 3					
Prefix	Suffix	Root	Definition	Examples	Origin
in-			not		Latin
im-			not		Latin
dis-			not, opposite of		Latin
pre-			before		Latin
tele-			far, distant		Greek
	-ies		plural, more than one		Anglo-Saxon
	-ied		past tense		Anglo-Saxon
	-ed*		past tense		Anglo-Saxon

	-ing*		action, process		Anglo-Saxon
	-ly		characteristic of		Anglo-Saxon
	-y		characterized by, like		Anglo-Saxon
		bio	life		Greek
		graph	write		Greek
		phone	sound		Greek
		sk(c)ope	see, look, consider, examine		Greek

Root List 4					
Prefix	Suffix	Root	Definition	Examples	Origin
non-			not		Latin
over-			too much, above		Anglo Saxon
mis-			bad or badly wrong or wrongly		Latin
de-			reduce down away from		Latin
under-			too little, below		Anglo-Saxon
bi-			two		Latin
tri-			three		Latin/Greek
quad-			four		Latin
oct-			eight		Latin/Greek
	-er, -or*		one who, that which		Latin
	-ation, ion, ition, -tion		act of, state of, result of		Anglo-Saxon
	-al, -ial		related to characterized by		Latin

# Vocabulary

	-ness		condition, state of		Anglo-Saxon
	-ment		act, process		Latin
	-en		made of, to make		Anglo-Saxon
		rupt	break, burst		Latin
		terra	land		Latin
		geo	earth, ground, soil		Greek
		photo	light		Greek
		tract	pull, draw (drag)		Latin
		meter, metron	measure		Greek

Root List 5					
Prefix	Suffix	Root	Definition	Examples	Origin
en-, em-			to cause to be, to put into or onto, to go into or onto		Latin
sub-			under, beneath, below secondary		Latin
fore-			before, earlier		Anglo-Saxon
semi-			half		Latin
anti-			opposite, against		Greek
auto-			self		Greek
multi-			many, much		Latin
poly-			many, much		Greek
deca- deci-			ten		Latin/ Greek
Root List 6					
kilo-			1,000		Greek

milli- mille-			1,000		Latin
centi-			100		Latin
	-ation -ion -ition -tion*		act of/ state of/ result of		Anglo-Saxon
	-able -ible		can be done		Latin
	-ive -ative -tive		inclined/ tending toward an action		Latin
	-logy -ology -ologist		science of, study of, one who studies		Greek
	-ence -ance		act or condition of		Latin
	-an, -ian		one having a certain skill, relating to, belonging to		Latin
		jacio, jactum (ject)	to throw		Latin
		struct	to build		Latin
		video (vid), visum (vis)	to see		Latin
		jur juris	judge, oath, law		Latin
		log logos logue	word or study		Greek
		pathos(path)	feeling, suffering		Greek
		astron (ast, astr)	star		Greek
		mit, mitt, miss	to send		Latin
		aud (audi, aus)	hear, listen		Latin
		dico, dictum (dict)	to say, tell, speak		Latin

# Vocabulary

Prefix	Suffix	Root	Definition	Examples	Origin
in-, il-, im-, ir-*			not		Latin
inter-			between		Latin
trans-			across/ change/ through		Latin
super-			above/ on top of/ beyond		Latin
micro-			small/ minute		Greek
uni-			one/ single		Latin
	-ent -ant		an action/ condition		Latin
	-ent -ant		causing a specific action		Latin
	-ity -ty		state of/ quality of		Latin
	-ic		relating to/ characterized by		Latin/Greek
	-ize		to make/ to cause to become		Latin/ Greek
	-age		result of an action/ collection		Latin
	-ous -eous -ious		full of/ characterized by		Latin
		port	to carry		Latin
		scribe (scrib) scriptum (script)	to write		Latin
<b>Root List 8</b>					
		spectro spect spec	to see, watch, observe		Latin
		vac	empty		Latin
		vocare (voc - vok)	to call or summon		Latin
		hydros (hydr)	water		Greek
		chronos (chron)	time		Greek
		thermos (therm)	heat		Greek
		bene boun bon	good, well		Latin

Root List 9					
Prefix	Suffix	Root	Definition	Examples	Origin
com-, con-			with, together		Latin
ex-, exo-			out of, from		Greek
pro-			forward		Latin
se-			apart		Latin
retro-			back, backwards		Latin
	-fy		to make, to form into		Latin
	-hood		state, quality, condition of		Old English
	-ice		state or quality of		Latin
	-some		characterized by a thing, quality, state, or action		Old English
	-ward		in the direction of		Old English
	-ish		like, having the characteristics of, inclined or tending to		Old English
	-less		without		Old English
		ad	to, toward		Latin
		amo amatum	love		Latin
		aqua	water		Latin
		arbor arboris	tree		Latin
Root List 10					
		bonus	good		Latin
		cum	with, together		Latin
		30endron	tree		Greek
		dia	across, through		Greek
		facio factum -fy -fier	make, do		Latin
		figo, fixum	attach		Latin

# Vocabulary

		helios	sun		Latin
		ignis	fire		Latin
		inter	between		Latin
		jungo junc- tum	join		Latin
		kinesis cin- ema	movement		Greek
		luna	moon		Latin
		magnus	large, big		Latin
		philia – phile	love		Greek
		phobos	fear		Greek
		pono pos- tum (pos, post)	put, place		Latin
		pyro	fire		Greek
		scio scitum (sci)	know		Latin
		sol	sun		Latin
<b>Root List 11</b>					
		sonus	sound		Latin
		stella	star		Latin
		syn, sym	with, together		Greek
		tempus temporis	time		Latin
		thesis	put, place		Greek
		trans	across		Latin
		tropos	turning		Greek
		verbum	word		Latin

		verto ver- sum	turn		Latin
		Vulcanus	god of fire		Latin

Root List 12					
Prefix	Suffix	Root	Definition	Examples	Origin
Hom- Homo-			same		Greek
hype-			over, too much		Greek
mid-			middle		Old English
neo-			new, recent, re- vived		Greek
	-ide		chemical		German
	-ways		in what manner		Old English
		auto	self		Greek
		annus	year		Latin
		biblos	book		Greek
		bracchium	arm		Latin
		caput, capitis	head		Latin
		centum	hundred		Latin
		corpus	body		Latin
		decem	ten		Latin
		demos	the people, the citizens		Greek
		dens, dentis	tooth		Latin



# Vocabulary

		digitus	finger, toe, inch		Latin
		dormio	sleep		Latin
		duo	two		Latin
		frater, fratris	brother		Latin
		liber, libri	book		Latin
		lithos	stone		Greek

## Root List 13

	manus	hand	
	mater, matris	mother	
	mille	thousand	
	nomen, nominis	name	
	novem	nine	
	octo	eight	
	pater, patris	father	
	pes, pedis	foot	
	petros	stone, rock	
	polis	city	
	populus	people	
	prae (pre)	before, in front of	
	pro	for, before, forward, in place of	

	quattuor	four	
	quinque	five	
	septem	seven	
	sex	six	
	tres (tri)	three	
	unus	one	
	urbs, urbis	city	
	vivo, victum	live	

*Finis! fortuna bona est.*