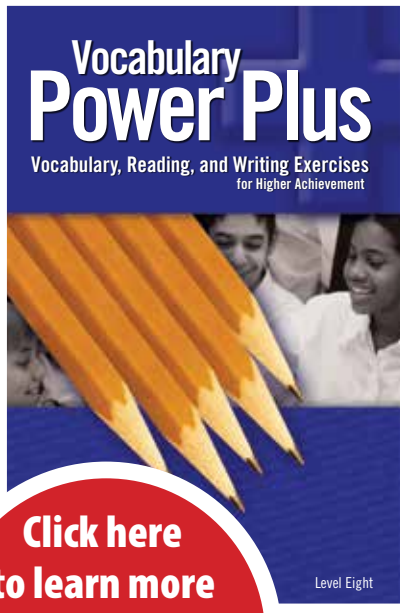




Vocabulary Power Plus

Vocabulary, Reading and Writing Exercises
for Higher Achievement

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Vocabulary, Reading, and Writing Exercises
for Higher Achievement



Level Eight

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INTRODUCTION

V*ocabulary Power Plus* Levels Six through Eight combine classroom-tested vocabulary drills with reading exercises designed to prepare students for both secondary school and the revised Scholastic Assessment Test; however, *Vocabulary Power Plus* is a resource for all students—not just those who are college bound or preparing for the SAT. This series is intended to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Vocabulary Power Plus reinforces each vocabulary word by presenting it in several different contexts. Words in Context activities allow students to identify the correct context for each lesson's words. Sentence Completion and Improving Paragraphs exercises foster writing and editing skills and prompt students to create contexts for words instead of simply memorizing definitions. Each exercise, including Prefixes and Suffixes and Reading Comprehension, is linked to the vocabulary list. Students receive additional reinforcement through review activities after every third lesson. Review lessons further the development of inference skills and highlight word relationships and shades of meaning.

We hope that you find the *Vocabulary Power Plus* series to be an effective tool for teaching new words and an exceptional tool for preparing students for secondary school and standardized tests.

Strategies for Completing Activities

Words in Context

To complete the answer for Words in Context questions, first read the entire sentence, and then focus on the words closest to the blank and determine the correct answer's part of speech.

If a noun precedes the blank, then the answer is likely to be a verb. For example:

The repairman _____ an old sock when he looked beneath the dryer.

In this example, *repairman* is the subject of the clause containing the blank, and *sock* is the object. The sentence would become senseless if an adjective or a noun were used in the blank.

If an adjective precedes the blank space, then the answer is most likely a noun. For example:

The tired _____ has been fixing dryers all day long.

The adjective *tired* must modify something. Using an adjective for the answer creates a nonsensical sentence. The answer cannot be a verb because the sentence provides no subject for the verb *has been fixing*. Placing a noun in the blank creates a subject for the sentence and provides a word for *tired* to modify.

Articles such as *a*, *an*, and *the* can also precede nouns, but you must look at what follows the blank to determine what type of word the answer will be. For example:

The repairman fixed a _____ today.

In this example, the blank must be a noun, which serves as the object of the verb *fixed*.

The repairman fixed a _____ dryer today.

In this example, the blank must be an adjective, because something must modify the noun *dryer*.

An answer's part of speech varies also when a verb precedes the blank. If a verb precedes the blank, first determine the purpose of the verb. Will the answer be the *object* of the verb, or a *part* of the verb? For example:

The repairman fixed _____ dryers today.

In this example, the answer must be an adjective that modifies *dryers*.

The repairman plans to _____ the dryer tomorrow.

In this example, the answer will be a verb that completes the infinitive phrase, *to...*

The repairman will not _____ the dryer today.

In this example, the answer will be a verb that completes the verb phrase, *will not...*

Identifying the answer's part of speech will allow you to narrow the word list down to a few possible answers, but you must take into account the rest of the sentence to select the answer that best matches the context of the sentence. As you read, think about the context of the answer. Does the sentence have a positive connotation, or is it negative? Is it formal, or is it casual? Does it use language specific to a particular subject or field of study that would limit the answer to a specific word?

Sentence Completion

The main thing to remember about sentence completion is that your answer must show that you understand the meaning of the word. Your answer must *show* the word in use—not simply redefine the word. For example:

When it landed on the floor after being dropped, the *flimsy* container...

The word is *flimsy*, which means *delicate* or *fragile*. To create your answer, first ask yourself what would reveal to you whether something is *flimsy*. In this sentence, the clue is already begun for you because the flimsy container has been dropped onto the floor. Determine what a *flimsy* container would do if it fell onto the floor, and write it:

When it landed on the floor after being dropped, the *flimsy* container...shattered into many small pieces, spilling its contents everywhere.

Prefixes and Suffixes

Use the Words in Context strategy of determining a part of speech to decide the type of word you will need to complete each sentence. You must form the word you need by combining a vocabulary word with a prefix or suffix, which means that your answer will use the same root as the vocabulary word provided, if not the entire word.

To identify the answer, first consider the definition of the given word and how it relates to the topic of the sentence provided. Then, look over the prefixes and suffixes and select the one that creates the proper part of speech and usage for the context of the answer.

Critical Reading

Reading questions generally fall into three categories:

1. *Identifying the main idea or the author's purpose.* Generally, the question will ask, "What is this selection about?"

In some passages, the author's purpose will be easy to identify because one or two ideas leap from the text; however, other passages might not be so easily analyzed, especially if they include convoluted sentences. Inverted sentences (subject at the end of the sentence) and elliptical sentences (words missing) will also increase the difficulty of the passages, but all these obstacles can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:

When determining an individual's total worth to the team, one must first, and perhaps most important, consider the player's attendance record, since this suggests important information about the individual's degree of commitment and is a significant indicator of the player's priorities, which should place the team near the top; a dependable teammate will demonstrate dedicated allegiance to the team through persistent practice and support of other players.

If we edit out some of the words, the main point of this sentence is obvious.

When determining an individual's worth to the team,
consider the player's
attendance record, since this suggests
the individual's degree of commitment and
priorities
; a dependable teammate will demonstrate
allegiance to the team through practice
and support of other players.

Some sentences need only a few deletions for clarification, but others require major recasting and additions; they must be read carefully and put into the reader's own words.

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

After studying it, a reader might recast the sentence as follows:

In conversation, some people desire praise for their abilities to maintain the conversation rather than their abilities to identify what is true or false, as though it were better to sound good than to know what is truth or fiction.

2. *Identifying the stated or implied meaning.* What is the author stating or suggesting?

The literal meaning of a text does not always correspond with the intended meaning. To understand a passage fully, readers must determine which meaning—if there is more than one—is the intended meaning of the passage. Consider the following sentence:

...an expression of courtesy and interest gleamed out upon his features; proving that there was light within him and that it was only the outward medium of the intellectual lamp that obstructed the rays in their passage.

Interpreted literally, this Nathaniel Hawthorne metaphor suggests that a light-generating lamp exists inside of the human body. Since this is impossible, the

reader must look to the metaphoric meaning of the passage to understand it properly. In the metaphor, Hawthorne refers to the human mind—consciousness—as a lamp that emits light, and other people cannot always see the lamp because the outside “medium”—the human body—sometimes blocks it.

3. *Identifying the tone or mood of the selection.* What feeling does the text evoke?

To answer these types of questions, readers must look closely at words and their connotations; for example, the words *stubborn* and *firm* share almost the same definition, but a writer who describes a character as *stubborn* rather than *firm* is probably suggesting something negative about the character.

Improving Paragraphs

When you read a passage, remember that Improving Paragraphs exercises focus on the clarity and organization of the whole passage as opposed to single, confined, grammatical errors. Improving Paragraphs questions fall into four categories:

1. *Analytical.* This type of question involves the main idea, or organization, of the passage, and it might require you to understand the purpose or the meaning of the whole passage before you answer. Be aware of topic sentences, sentences that contradict the author’s intention, and information that seems to be in the wrong place.
2. *Sentence Revision.* Revision questions focus on single, troubled sentences that either lack clarity or contain some other type of flaw. These sentences may or may not affect the whole paragraph.
3. *Sentence Combination.* Combination questions ask you to fulfill the purpose of existing sentences using fewer words, thus simplifying and clarifying the text. These can sometimes be identified during your initial reading of the text because flawed combinations distort meanings and create awkward paragraphs.
4. *Sentence Addition.* Addition questions present sentences which, when added to the passage or deleted from the passage, enhance the general clarity of the text. Watch for “loose ends” or poor transitions between paragraphs as potential areas for addition questions.

Pronunciation Guide

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

Word List

Lesson One

aberration
bequeath
capitulate
debilitate
ensconce
felicity
glutton
hamlet
implausible
loathe
malice
nostalgia
pilfer
recompense
volition

Lesson Two

allusion
chronic
denunciation
embellish
ferment
haggard
ingratiate
lassitude
malign
philistine
ramshackle
sage
transcend
voluminous
wistful

Lesson Three

anonymity
awry
citadel
delirious
effervescent
fervor
hoard
kiosk
muster
partisan
prodigious
refurbish
sporadic
thoroughfare
venerable

Lesson Four

acclaim
bedraggled
cryptic
ebb
fanatic
haphazard
illuminate
legacy
maim
perceptive
repudiate
solicitude
taint
trepidation
waif

Lesson Five

assuage
blasphemous
celestial
dialogue
exuberant
heretic
incorrigible
peevish
portend
quash
reticent
squalid
turbulent
unorthodox
wrath

Lesson Six

alleviate
anthology
conciliatory
diminution
esoteric
grit
ludicrous
menial
pessimistic
phosphorescence
ransack
salvo
tentative
vicarious
yearn

Lesson Seven

arid
compatible
deplore
fraught
incontrovertible
loquacious
microcosm
ornate
petulant
quip
scoff
tantalize
urbane
volatile
wanton

Lesson Eight

apathy
bludgeon
cursory
eloquent
forlorn
innumerable
murky
ordeal
phoenix
rebuff
scrupulous
specter
textile
ultimatum
vanguard

Lesson Nine

amass
bravado
commiserate
deter
euphemism
fledgling
lavish
menagerie
occult
peripheral
profusion
recluse
skittish
tangible
undulate

Lesson Ten

amendment
calliope
clairvoyance
didactic
epic
gruff
incomprehensible
lurch
ocular
palatable
quiver
residual
stoic
tirade
voracious

Lesson Eleven

adversary
ambulatory
cacophony
capricious
cumbersome
exacerbate
hierarchy
insatiable
meander
overt
piety
rebut
squabble
treachery
validate

Lesson Twelve

ajar
buffoon
dexterous
engender
geology
impartial
malicious
nonchalant
pantomime
prolific
recede
sequester
tawdry
uncouth
vulnerable

Lesson Thirteen

acquiesce
cite
cynical
denote
dismantle
extortion
indignant
luscious
oppressive
ponderous
requisition
suffrage
unbridled
utopia
virtuoso

Lesson Fourteen

abstinence
annihilation
callous
delve
entrails
grapple
incipient
mandatory
obliterate
pliable
rummage
solemn
tedious
ungainly
vilify

Lesson Fifteen

analogous
cleave
derogatory
distraught
exemplary
homogeneous
inadvertent
muddle
onomatopoeia
pompous
prowl
raze
stealthy
throng
vex

Lesson Sixteen

anarchy
behoove
contempt
diffusion
elusive
fanfare
gullible
icon
mangle
oblique
patriarchal
recourse
sabotage
susceptible
usurer

Lesson Seventeen

amiable
baleful
criterion
devoid
dormant
eulogy
iconoclast
instigate
marginal
peerless
prone
repel
serene
tactless
unfathomable

Lesson Eighteen

assimilate
colloquial
dirge
epithet
festoon
hamper
induce
matriarchal
niche
perfidy
prophetic
rehabilitate
simultaneous
surmise
vigilante

Lesson Nineteen

antagonism
aversion
cavalier
diatribe
disencumber
evanescent
gala
insignia
morbid
perturb
prosecute
spelunker
surreal
tyrannical
unassailable

Lesson Twenty

ardent
cower
devious
doggerel
imp
invalid
multifarious
munificent
oracle
posterity
pretentious
procure
resilient
rivulet
thwart

Lesson Twenty-One

atrophy
capsize
dearth
disdain
embezzle
inept
iota
omnipotent
piecemeal
precipice
prostrate
relic
staunch
sumptuous
unscathed

9. **implausible** (im plô´ zə bəl) *adj.* difficult to believe; unlikely
No one on the jury believed the defendant's *implausible* alibi.
syn: doubtful; improbable *ant: credible; likely*
10. **loathe** (lōth) *v.* to dislike intensely
Max *loathed* waking up so early to do a job that he did not enjoy.
syn: detest; abhor *ant: adore; love*
11. **malice** (mal´ is) *n.* a desire to cause harm to others
His *malice* endured for seven years as he plotted his revenge.
syn: ill will; hatred; spite *ant: benevolence; gentleness*
12. **nostalgia** (no stal´ jə) *n.* a sentimental longing for things of the past
The antique car show is a source of *nostalgia* for many people.
syn: reminiscence
13. **pilfer** (pil´ fər) *v.* to steal, especially in small amounts
The archaeologist hopes to find the ancient treasure room before thieves *pilfer* all the artifacts.
syn: filch; purloin; rob *ant: return; replace*
14. **recompense** (rek´ əm pens) *n.* payment in return for something, especially damages
v. to pay or to pay for
(n) The victim of the hit-and-run driver received no *recompense* for her injuries.
(v) The king *recompensed* the victorious knights with many acres of land.
(n) *syn: compensation; remuneration*
(v) *syn: reward; compensate* *ant: penalize*
15. **volition** (vō lish´ ən) *n.* 1. the ability to choose willfully
2. a choice; the act of making a choice
(1) Her grades were excellent; she left the university on her own *volition*.
(2) The type of career he pursues is not his parents' *volition*.
(1) *syn: discretion; will; option* *ant: coercion*
(2) *syn: decision*

EXERCISE I – Words in Context

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

1. The jeweler is very cautious in hiring employees because several former workers have _____ valuables from the shop and then disappeared.
2. A leg injury _____ the player for the remainder of the season.
3. Many people drive through the _____ without even noticing the quaint apartments perched above the shops.
4. The engineer sounded an alarm when he noticed a[n] _____ in the radiation levels around the nuclear reactor.
5. In the middle of the archery tournament, Jim _____ because there was no chance of earning enough points to win.
6. Joshua, a[n] _____ for debate, spends hours arguing politics on his blog.
7. Watching the old, black-and-white movies evokes _____ in Lauren.
8. On her own _____, Nicole stayed with the trapped victim and waited for the firefighters to arrive.
9. The doe _____ her defenseless fawns in a patch of tall grass.
10. Having no relatives, the widow _____ her vast art collection to a local museum.
11. Many people did not believe Meg's _____ story until they read about it in the next day's newspaper.
12. The judge delivered a light sentence because he believed the defendant's crime was more a result of carelessness than true _____.
13. Courtney demanded _____ from the car dealer when her brand-new car broke down.

14. They marked the end of the war with a day of _____ and celebration.
15. Rachel _____ speaking in front of others, so she tries to hide when the teacher calls for class participation.

EXERCISE II – Sentence Completion

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

1. Brian's excuse for being late to school was *implausible*, so his teacher...
2. Jose became angry when he learned that his father *bequeathed*...
3. Since he was unable to control his *malice*, the boy was...
4. Though Kelly expected no *recompense* for returning the lost wallet, the owner...
5. An *aberration* in Ashley's classroom performance prompted the teacher to...
6. Four-year-old Kaitlyn *ensconced* herself in a pile of stuffed animals when...
7. The worker *pilfered* products from the factory and then...
8. Someone who *loathes* the outdoors would not...
9. She felt like a *glutton* after she...
10. Samantha was overcome with *nostalgia* when...
11. She *capitulated* to her opponent when...
12. The waitress knew that an appearance of *felicity* would...
13. When a stomach virus *debilitated* Mark, he had no choice but to...
14. It was not her *volition* to move out of the house until...
15. She enjoyed living in the *hamlet* because...

EXERCISE III – Prefixes and Suffixes

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

The suffix *-ic* means “characteristic of” or “pertaining to.”

The suffix *-ious* means “full of.”

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

The suffix *-y* means “quality of” or “condition of.”

Use the provided prefixes and suffixes to change each root 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.

- (malice) The police forensics specialist must determine whether the death was accidental or the result of _____ intent.
N V ADJ
- (glutton) Sick after eating an entire birthday cake, Larry wished he had not indulged in such _____.
N V ADJ
- (loathe) Heather tries to finish her homework during the school day because she finds it _____ to be indoors during such beautiful weather.
N V ADJ
- (nostalgia) The advertisement claims that the collection of _____ music will transport listeners back to the 1970s.
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.

If you are a **glutton** for the outdoors, or you simply enjoy the thrill of finding hidden treasure, then know that geocaching (jee'-o-cash-ing) provides you with yet another excuse to disappear into the woods after school or on the weekend. All you will need is a little free time and a decent global positioning system (GPS), which is now obtainable for less than one hundred dollars.

A GPS unit, often no larger than a cellular phone, is a device that can tell you exactly where you are on the planet. The device receives signals from orbiting GPS satellites, triangulates your position, and displays the coordinates for the very spot on which you are standing (or floating or flying, for that matter). All GPS units provide the longitude and latitude of your location, and most new GPS devices include user-friendly electronic map displays and compasses. To go to a location, a user simply enters the coordinates of a target destination, and the GPS guides the user there in what is essentially a high-tech game of "warmer-colder." The typical GPS will also track your average speed, distance traveled, and course.

Geocaching is soaring in popularity as GPS units become cheaper and easier to use. In this game, people **ensconce** geocaches, or weatherproof boxes, in secret locations, sometimes in public parks or just off the beaten path, and sometimes deep in the wilderness or high in the mountains. A geocache usually contains a logbook, perhaps a camera, and an assortment of trinkets that can be left or traded by finders. Once the geocache is camouflaged just well enough to prevent non-players from accidentally finding it and **pilfering** the contents, the hider uses a GPS to acquire the coordinates of the box and then posts them on an Internet site for geocachers, such as www.geocaching.com.

If a GPS owner wants to find a geocache, he or she needs only visit a geocaching Internet site and then write down the coordinates of an interesting geocache. For nature lovers, there are thousands of geocaches hidden in the wilderness all over the world. Geocaching can be an urban experience, too, as many geocaches are hidden in cities. Some sites contain no actual geocache but simply mark a historic or otherwise significant location.

Getting to a geocache ranges in difficulty from effortless to strenuous. Some geocaches might simply be sitting next to a parking lot, covered with leaves, while others might be dangling from tree roots on the side of a cliff. Do not worry about finding out the degree of difficulty when it is too late—each geocache listed on the Internet usually includes a difficulty rating. Also, while GPS technology is always improving, few readings are exact; once a geocacher reaches the coordinates, a search might be necessary to find the hidden item, usually within a fifty-foot circle; however, if someone cannot find a geocache despite having arrived at the coordinates, he or she can always **capitulate** and acquire more specific clues from the geocaching Internet site. Quite often, an **aberration** of the natural scenery, such as an unnatural pile of rocks, is the hiding place for a geocache. It is seldom

buried because players must access the geocache quickly enough to prevent non-players from seeing it.

- 45 Since items in a geocache are typically of little value, the real **recompense**
for finding one, especially a difficult geocache, is the simple thrill of discovery
and the refreshing (or strenuous) journey to the location. Logbooks allow
finders to read messages from people who have found the geocache previously,
50 and cameras allow finders to leave their images as proof that they visited. Some
geocachers are vacationers looking for a unique activity for the whole family, and
others are hikers who simply enjoy the wilderness or its challenges. Geocaching
is a relatively new sport, but it offers entertainment for everyone; there are plenty
of caches for power hikers and extreme sports enthusiasts, and even more caches
for people who simply want a good reason to take a pleasant stroll through
nature.

1. According to the passage, which choice is *not* something that a GPS can calculate?
 - A. average speed
 - B. present position
 - C. course
 - D. cellular signal
 - E. distance traveled
2. As used in line 17, *ensconce* most nearly means
 - A. bury.
 - B. hide.
 - C. plant.
 - D. place.
 - E. leave.
3. Which choice is a requirement for someone who wants to participate in geocaching?
 - A. a weatherproof box
 - B. a flashlight
 - C. a global positioning system
 - D. access to private property
 - E. a log book
4. As used in line 41, *aberration* most nearly means
 - A. oddity.
 - B. sign.
 - C. exception.
 - D. landmark.
 - E. damage.