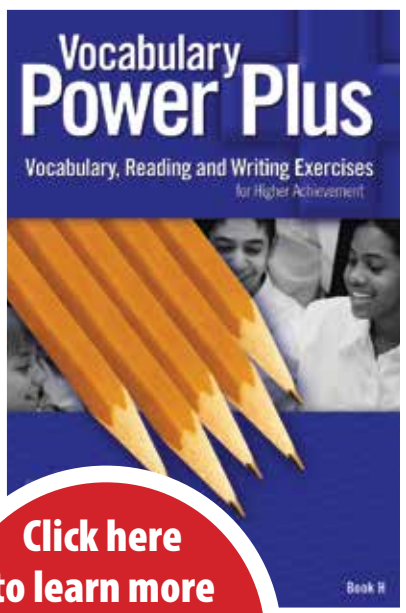




**Vocabulary Power Plus**

Vocabulary, Reading and Writing Exercises  
for Higher Achievement

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# Vocabulary Power Plus

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.

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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.



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 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





14. **thoroughfare** (thûr' ô fâr) *n.* a main road or public highway  
In most states, vehicles driven on a *thoroughfare* must be registered.  
*syn: passage* *ant: cul-de-sac*
15. **venerable** (ven' er ə bəl) *adj.* worthy of respect; respected  
Citizens throughout the nation mourned the death of the *venerable* leader.  
*syn: august; esteemed; revered* *ant: disgraceful; notorious; dishonorable*

### EXERCISE I – Words in Context

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

1. The \_\_\_\_\_ of comic books sometimes spills out from beneath Dustin's bed.
2. The teacher's \_\_\_\_\_ voice helps the first graders pay attention to their lessons.
3. Richard \_\_\_\_\_ the engine and eked another few years of use out of the old car.
4. The coach \_\_\_\_\_ the players after practice so they would all hear his announcement.
5. The small town holds an annual festival in memory of its \_\_\_\_\_ founder.
6. He knew something was \_\_\_\_\_ when he saw the damaged lock on the front door.
7. Visitors can get maps and information from the \_\_\_\_\_ at the entrance of the amusement park.
8. Because New York has two baseball teams, fans are usually \_\_\_\_\_ toward one team or the other.
9. Ryan did not mail the letter because he wrote it while in a[n] \_\_\_\_\_, and he knew that his feelings might change.
10. The \_\_\_\_\_ builders erected the bridge in a single month.

11. Vanessa was filled with \_\_\_\_\_ in the moments before the curtain was drawn for her first piano recital.
12. It took years for the nation to recover from the former dictator's \_\_\_\_\_ of cruelty and destruction.
13. Though nothing had obviously signaled danger, the \_\_\_\_\_ soldier knew that the platoon had just walked into an ambush.
14. When the crowd of fans \_\_\_\_\_, the celebrity will leave the concert hall and walk to the limousine.
15. The \_\_\_\_\_ of his family and friends helped Evan to recover quickly after the accident.

3. As used in line 32, *cursory* most nearly means
  - A. clever.
  - B. thorough.
  - C. hurried.
  - D. talented.
  - E. complete.
  
4. The word *astronaut* is used in line 39 because it is suggestive of
  - A. people who must be able to endure harsh physical extremes.
  - B. the towering height of the featured roller coasters.
  - C. activities for people who enjoy being different.
  - D. the technological advancement necessary to construct large rides.
  - E. people who explore new worlds.
  
5. In line 43, *apathy* most nearly means the opposite of
  - A. boredom.
  - B. exception.
  - C. ordeal.
  - D. indifference.
  - E. excitement.

## EXERCISE II – Related Words

Some of the vocabulary words from lessons 7–9 have related meanings. Complete the following sentences by choosing the word that best completes the specified relationship. Some word pairs will be antonyms, some will be synonyms, and some will be words often used in the same context.

1. *Urbane* is most synonymous with
  - A. wanton.
  - B. tangible.
  - C. skittish.
  - D. eloquent.
  - E. volatile.
2. *Scrupulous* contrasts most with
  - A. wanton.
  - B. bravado.
  - C. peripheral.
  - D. loquacious.
  - E. compatible.
3. Someone who *commiserates* is likely to be
  - A. lavish.
  - B. forlorn.
  - C. eloquent.
  - D. wanton.
  - E. ornate.
4. *Phoenix* is nearly the opposite of
  - A. specter.
  - B. vanguard.
  - C. occult.
  - D. incontrovertible.
  - E. fledgling.
5. Someone who is *fraught* with worries might also be
  - A. cursory.
  - B. loquacious.
  - C. urbane.
  - D. peripheral.
  - E. skittish.