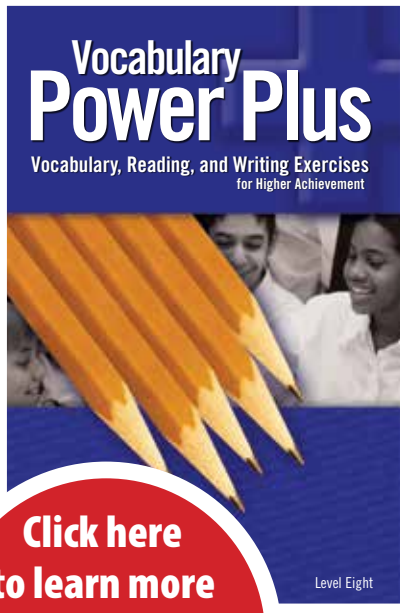




**Vocabulary Power Plus**

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.

## 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







## 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](http://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.