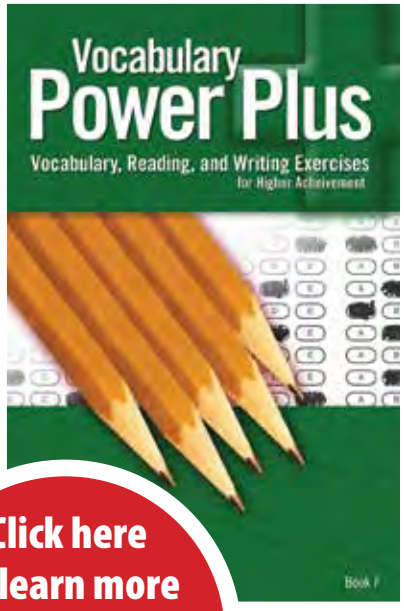




Vocabulary Power Plus

Vocabulary, Reading and Writing Exercises
for Higher Achievement

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Vocabulary Power Plus

Vocabulary, Reading, and Writing Exercises
for Higher Achievement



Level Six

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ISBN 978-1-62019-014-2

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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.

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.

Lesson One

1. **abstain** (əb stān´) *v.* to choose to not do something
Laura *abstains* from drinking coffee after 7:00 PM or else she can't sleep at night.
syn: refrain; give up *ant: indulge*
2. **atrocious** (ə trō´ shəs) *adj.* shockingly wicked
The hoarder's living room was an *atrocious* heap of empty containers, rotten food, and broken junk.
syn: horrifying; hideous *ant: delightful; enjoyable*
3. **convoy** (kon´ voi) *n.* a group of vehicles traveling together
The *convoy* of three jeeps, a supply truck, and a tank slowly rumbled through the empty streets of the city.
4. **curator** (kūr´ āt ôr) *n.* the person in charge of a museum
The *curator* decided what types of art would be featured each month at the museum.
5. **decipher** (dē sī´ fūr) *v.* to interpret something unknown or unreadable
The intelligence analyst *deciphered* the enemy code and relayed the location of the next planned attack.
syn: decode; decrypt *ant: encrypt*
6. **diligent** (dil´ ə jent) *adj.* focused and hard working
The *diligent* sailor ignored the cold seawater rushing around his feet and focused all his attention on repairing the boiler.
syn: studious; persistent *ant: lazy; negligent*
7. **duration** (dūr āsh´ ən) *n.* the time something lasts
If the *duration* of your headache is longer than two days, you should see a doctor.
syn: period; length
8. **emboss** (em bos´) *v.* to decorate, usually with a raised design
The king *embossed* the letter with the royal seal before handing it off to the messenger.
9. **forcible** (fôr´ si bəl) *adj.* with force; powerful
The robbers made a *forcible* entry into the store and found two vicious guard dogs.
syn: mighty *ant: weak*

13. Though both can be extremely destructive, tornadoes typically produce intense winds for minutes, while hurricanes can have a[n] _____ of a few days.
14. The house is two centuries old, so it is only natural that the _____ around the foundation would be flaking off.
15. An expert in ancient Babylonian writing was called in to _____ the ancient tablets uncovered at a building site.

EXERCISE II – Sentence Completion

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

1. In a declaration on her web page, Sondra *indicted* anyone who...
2. Scott *abstains* from eating at the run-down truckstop because...
3. For the worker's retirement gift, his friends *embossed*...
4. If someone knows you are *privy* to secrets, he or she might...
5. The *convoy* of vehicles left the football game and drove...
6. *Prattle* can be distracting if...
7. If Rob doesn't protect the newly sculpted *masonry* while the cement dries, the neighborhood kids might...
8. While the home video played, Uncle Ted *narrated* parts in which...
9. You can tell Jaquiline is a *diligent* worker by...
10. Doctors limit the *duration* that patients receive the experimental drug because...
11. When Rita saw the *atrocious* job that the stylist did to her hair, she...
12. Because she does not speak the native language, Brianna must *decipher*...
13. Jenny was chosen to be *curator* of the museum because...

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.

- 1 The first human being in history walked on the moon on July 21, 1969. You probably know that his name was Neil Armstrong, and that he was followed by Buzz Aldrin, the second moonwalker on the Apollo 11 mission. As the first people to set foot on that distant globe, gazed upon by cavemen and office workers alike for thousands of years, their names will live on forever, as will Armstrong’s famous words, as he stepped off the platform of the lunar lander: “That’s one small step for [a] man, one giant leap for mankind.”
- 2 Just getting a person to the moon, of course, was an enormous achievement that required years of **diligent** research, millions of dollars, and unimaginable risks. Truly, shipping anyone to the moon, 239,000 miles through space, is its own amazing undertaking and should be celebrated by those of us stuck on the ground—but how many people know the name of the third person to walk on the moon? How about the fourth? The eighth? Just how many people have walked on the moon, anyway?
- 3 Out of 17 manned and unmanned Apollo missions, astronauts landed on the moon six times between 1969 and 1972. Apollo 11, 12, 14, 15, 16, and 17 each made it to the surface, allowing astronauts to perform EVA, or extra-vehicular activity. A total of twelve people are, or have been, **privy** to what it feels like to walk on an object other than Earth.
- 4 Over a **duration** of 2.5 hours, the Apollo 11 crew took samples of the moon, photographed the landing area and their equipment, and planted an American flag. Charles “Pete” Conrad and Alan Bean, of Apollo 12, landed on the moon four months later. Conrad, upon stepping onto the moon after his five-day trip there, exclaimed “Whoopee! Man, that may have been a small one for Neil, but that’s a long one for me.” Conrad and Bean kept busy outside their lander for almost eight hours, setting up equipment that would monitor conditions on the lunar surface.
- 5 Alan Shepherd and Edgar Mitchell moonwalked for nine hours on the Apollo 14 mission, longer than any previous crew. They set up more monitoring equipment, conducted experiments, and collected another 93 pounds of moon rock. Not one to miss out on some fun, Shepherd hit golf balls with a club that he smuggled onto the lunar module, sending his second shot beyond his view because of the moon’s reduced gravity.
- 6 With three successful manned missions to its credit, NASA focused the final Apollo missions on scientific experiments. David Scott and James Irwin spent a record 18.5 hours outside the lander, setting up equipment and exploring the moon’s surface in a new vehicle: the lunar

14. An *overbearing* salesman at the department store causes...
15. The mall kiosk that sells expensive sunglasses is a *sham* because...

EXERCISE III – Prefixes and Suffixes

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

The suffix *-or* means “one who does.”

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

The suffix *-ion* means “act of,” “state of,” or “result of.”

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. (resolute) Jonesy makes a list of _____ at the start of each year, but he is lucky to complete one before December.
N V ADJ
2. (solicit) When they knock on his front door, Willis tells _____ to get off his property and sell their junk elsewhere.
N V ADJ
3. (stagnant) The teacher worried that her students' minds would suffer from _____ if they were not challenged on a daily basis.
N V ADJ

Livingston selected the best plants of each variety and combined them to develop tomatoes that were bigger and meatier than their ancestors from South America. By 1875, Livingston had successfully bred two tomato varieties that would serve as the parent crops for many of America's future tomato plants. Unfortunately, in order to sell more tomatoes, large tomato farms in recent years began to focus on how tomatoes look rather than how they taste.

- 6 Naturally, grocery buyers are attracted to tomatoes **clad** in perfect, red skins, without any blemishes or cracks. In order to provide such perfect tomatoes, growers bred tomatoes that are, indeed, pretty and round and blemish free—but tasteless. Presently, taste is the cost of good looks, at least as it applies to tomatoes, so don't judge a tomato by its skin. That blotchy, cracked, lumpy tomato for sale at a roadside stand, or from your backyard, might very well be juicy and ruby red inside, and possibly the best tasting tomato you have ever eaten.

1. Choose the best replacement for the underlined word in the following sentence from paragraph 1:

“It is safe to say that tomatoes are here to stay, therefore they have had an interesting and roundabout journey to the modern US menu.”

- A. otherwise
B. for example
C. and
D. mostly because
E. if
2. The following sentence from paragraph 2 has a problem:

From there, with the Spanish explorers, tomatoes began their journey across both oceans to the east and the west, soon they would **breach** the continents of Europe and Asia.

Which choice identifies the problem and provides a correct revision?

- A. The word “Spanish” does not need to be capitalized. Make it lowercase.
B. The word “began” should be the present tense verb, “begin.”
C. The words “east” and “west” must be capitalized.
D. Europe and Asia are not both continents; only Asia is a continent.
E. It is a run-on. Replace the comma after “west” with a semicolon.

9. **manifest** (man' ə fest) *v.* to become apparent or visible
One factory worker's carelessness *manifested* itself in traffic accidents when wheels began to fall off new cars.
syn: reveal; show *ant:* hide
10. **necrosis** (ne krō' sis) *n.* the death of cells in the body, usually in one area or part
Until the discovery of antibiotics, a flesh wound would often result in a dangerous *necrosis*.
11. **pneumatic** (nōō ma' tik) *adj.* using air or gas under pressure
A crew used a *pneumatic* nail gun to build a deck in half the time it would have taken using hammers and nails.
12. **regent** (rē' jent) *n.* the ruler of a nation, especially while the monarch is gone
As Lord Chancellor, William Longchamp became *regent* and governed the kingdom while King Richard I fought in the crusades.
13. **studious** (stōō dē us) *adj.* serious and steady in work
After his mom pleaded with him to work harder, Gene finally became *studious* and received a B+ in biology.
syn: diligent *ant:* careless; lazy
14. **surplus** (sūr' pləs) *n.* the excess beyond what is needed
A *surplus* of wheat this year helped lower the price of bread and cereal.
syn: abundance *ant:* shortage
15. **wrangle** (wranġ əl) *v.* to pull into a herd, as animals
Two Australian cattle dogs *wrangled* the frightened sheep back to the corral.
syn: quarrel; brawl

6. The crowd present at the *onset* of the summer music festival was second in size only to the crowd attending the _____ on the last day.
- A. mirth
 - B. brine
 - C. heritage
 - D. mutiny
 - E. finale
7. Last semester, the student's studying habits were *deficient*, but this year, he is _____ for the honor roll.
- A. eligible
 - B. cordial
 - C. engaging
 - D. telltale
 - E. craven
8. Raised by wolves in a cave, the *feral* child never fully adapted to civilized life and sometimes acted like a completely _____ person.
- A. cordial
 - B. savage
 - C. scholastic
 - D. paramount
 - E. maritime
9. George tried to _____ his speech until it was perfect, but he instead *burnished* it so much that it sounded too good to be true.
- A. conquer
 - B. enfeeble
 - C. discredit
 - D. refine
 - E. allege
10. A[n] _____ clerk shoved past the *craven* gawkers on the sidewalk and snatched the wandering child off the busy street.
- A. engaging
 - B. aerial
 - C. gallant
 - D. savage
 - E. deficient

9. **inborn** (in' bōrn) *adj.* from the time of birth
Most mammals have the *inborn* ability to walk soon after birth.
syn: innate
10. **leeway** (lē' wā) *n.* extended freedom, but with limits
The manager gives new employees plenty of *leeway* to learn their jobs and not worry about making a few mistakes.
syn: flexibility; latitude
11. **matrix** (mā' triks) *n.* a substance or environment in which something begins, develops, or is enclosed
The human brain is an amazing *matrix* of cells, neurons, and communication paths.
12. **partition** (pār tish' ən) *v.* to divide into parts or pieces
To prevent the children from fighting, the upstairs was *partitioned* off, and Tommy was not allowed in Jen's room.
syn: separate *ant: connect*
13. **rendition** (ren di' shun) *n.* an interpretation of a story or an event
The popular singer's *rendition* of the old song is much slower and more emotion than the original.
syn: version
14. **sparse** (spārs) *adj.* thinly scattered; not dense
Having grown up in the forests of Montana, Gil did not enjoy the *sparse* vegetation of the desert.
syn: meager; thin *ant: dense; crowded*
15. **stigma** (stig' mə) *n.* a mark of disgrace
Many adults endure the *stigma* of being unable to read and write.
syn: brand; scar