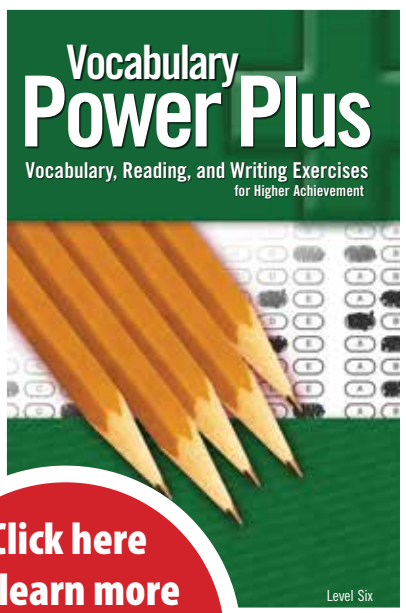




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Vocabulary, Reading and Writing Exercises
for Higher Achievement

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Vocabulary, Reading, and Writing Exercises
for Higher Achievement



Level Six

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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 the 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 importantly, consider the player's attendance record, as 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, as 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, fought
ōō — proof
öö — book
u — pun
ū — you
û — purr
ə — about, system, supper, circus
îr — steer
oi — toy
zh — casual, treasure

Word List

Lesson 1

abstain
atrocious
convoy
curator
decipher
diligent
duration
emboss
forcible
indict
masonry
narrate
pillage
prattle
privy

Lesson 2

anxious
bale
clan
console
dire
endear
hoodwink
hysteria
overbearing
resolute
revelation
sham
solicit
stabilizer
stagnant

Lesson 3

abominable
boycott
breach
clad
decisive
esteem
eviscerate
garrison
legislate
loom
lurk
misgiving
shiftless
statute
unison

Lesson 4

chide
civic
clamor
conjoin
contusion
deficit
evasive
hapless
hilt
maintain
palsy
pare
poise
relevant
unify

Lesson 5

adage
adhere
concede
defiant
devise
emporium
foreman
innovative
manifest
necrosis
pneumatic
regent
studious
surplus
wrangle

Lesson 6

boon
coax
corrode
eccentric
germinate
magnate
menace
militia
nomadic
penal
polarize
sate
supple
trait
upbraid

Lesson 7

burnish
conquer
context
debut
edition
engaging
hemorrhage
heritage
ligament
modulate
refine
render
savage
scholastic
siege

Lesson 9

abyss
allege
brine
craven
decapitate
deficient
discredit
finale
forego
irrigate
mutiny
onset
paramount
ration
telltale

Lesson 11

ado
ally
decrepit
deport
discard
dissent
emphatic
grueling
inborn
leeway
matrix
partition
rendition
sparse
stigma

Lesson 8

aerial
betroth
cordial
eligible
encroach
enfeeble
fallout
feral
gallant
itinerary
levy
maritime
mirth
pact
reinforce

Lesson 10

annul
carcass
conceited
contender
crevasse
discriminate
economize
gingerly
kiln
pension
plot
prohibit
salvage
vile
traverse

Lesson 12

ample
billow
braggart
conspire
document
err
fatigue
fuse
hesitate
insomnia
lenient
mandate
misdeed
psychosis
vibrant

Lesson 13

befall
contraband
convene
depreciate
embark
hydraulic
ordinance
plea
predominant
procession
seer
sequence
sublime
supernatural
surveyor

Lesson 14

analyst
bustle
converge
curtail
deceit
dialect
distend
hazard
infinite
natal
pitiful
ploy
proficient
prognosis
regime

Lesson 15

addled
attest
avow
brood
dilate
entwine
equitable
jugular
lance
lore
peddle
realty
secede
upheaval
upsell

Lesson 16

abrade
alibi
brandish
convulse
crusade
cull
earnest
empower
exposition
insinuate
precede
purveyor
sheepish
sterling
vagrant

Lesson 17

abolish
abut
censor
confiscate
derrick
epilogue
exhume
lapse
memento
oblivious
offhand
quack
scuttle
squatter
stiletto

Lesson 18

allot
cant
defraud
excerpt
magnitude
objection
obstruct
plummet
proxy
reign
retentive
subtle
velocity
vendor
wield

Lesson 19

append
conform
dilute
drought
embody
facet
frenzy
granular
imperial
manuscript
parley
rapt
saunter
utter
vista

Lesson 20

arsenal
beacon
bureaucrat
burly
entail
evade
fringe
legible
marvel
mock
mortgage
omit
perplex
renovate
vista

Lesson 21

affluent
ambition
barrage
coddle
divest
evaluate
harsh
hindrance
impassive
intercede
manor
possess
retaliate
sloth
stifle

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*

10. **indict** (in dīt') *v.* to accuse of a crime or an offense
The attorney general *indicted* the congressional candidate for spending donations on private schools for her children.
syn: charge; blame *ant:* exonerate
11. **masonry** (mā' sun rē) *n.* stone, brick, or tile held together with mortar
Many of the monuments in Washington, D.C., have names and dates carved into the *masonry* that forms their bases.
12. **narrate** (nār' āt) *v.* to give a detailed account or personal story
Colonel Rutherford *narrated* his adventures in the jungle for the television documentary about treasure hunts.
syn: recount; tell
13. **pillage** (pil' əj) *v.* to steal by force, especially as trophies during war
The piñata exploded with a crashing blow of the stick, and a dozen six-year-olds quickly *pillaged* the candy.
syn: plunder; rob *ant:* donate
14. **prattle** (pra' təl) *n.* meaningless chatter
Annoyed by the constant *prattle* from students in the back of the classroom, the teacher gave them a pop quiz.
syn: drivel; banter
15. **privy** (pri' vē) *adj.* knowing private or secret information
Because of her high security clearance, Sergeant Mack is *privy* to the details of the secret mission.
ant: unaware

EXERCISE I – Words in Context

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

1. Using _____ methods of labor often results in a revolt against the masters.
2. To be a professional opera singer, you have to practice in a[n] _____ manner every day.
3. An actor with a well-known voice _____ the children’s movie, reading bits of the original storybook in between big scenes.
4. Please _____ from tapping the glass when you visit the aquarium, because it bothers the fish.
5. Michelle wanted to _____ the publisher of a history textbook for including information that was incorrect.
6. There was so much _____ during the school assembly that the principal apologized to the speaker for the immature students who couldn’t control themselves.
7. Rioters broke the window of the store and _____ the merchandise inside while the alarms rang in the night.
8. When a[n] _____ of alien warships fired on the nation’s capital, everyone knew that it was not here for peaceful reasons.
9. The children’s _____ behavior convinced the nanny to find a job with a different family.
10. The very knowledgeable _____ of the aviation museum was himself a former Air Force bomber pilot.
11. It was easy to identify the maker of the invitation because his company’s initials were _____ on the corner in silver.
12. The students who were _____ to Nathan’s surprise party giggled when Nathan complained about everyone forgetting his birthday.

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...

14. The police threatened *forcible* evacuation for anyone who...
15. After conquering the capital city, soldiers *pillaged*...

EXERCISE III – Prefixes and Suffixes

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

The suffix *-ence* means “state of” or “quality of.”

The prefix *en-* means “to put into” or “to turn into.”

The suffix *-ity* means “state of” or “quality 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. (atrocious) The invading forces committed _____ upon the innocent villagers, causing the resistance to fight even harder.
N V ADJ
2. (diligent) The US Marshal had enough _____ to chase the escaped fugitive through the wilderness during a blizzard.
N V ADJ
3. (decipher) If you _____ a message, then you turn it into a secret code that no one else can read.
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.

- 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 “Whoopie! 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

rover. Battery powered, the four-wheeled rover was designed to be driven on the powdery surface and carry gear and samples back to the landing module before being abandoned on the moon. The Apollo 15 crew returned to Earth with 170 pounds of moon samples.

7 In 1972, John Young and Charles Duke parked the lander for three days and drove more than sixteen miles in Apollo 16's rover, collecting 211 pounds of lunar samples during twenty hours of moonwalking. The pair sought moon rocks thought to be volcanic in origin, but testing would show that none had been found. Later in 1972, the final Apollo mission's lander touched down on the moon for another three-day stay. Eugene Cernan and Harrison "Jack" Schmitt spent 22 hours taking geological measurements and collecting over 250 pounds of lunar samples in search of signs of volcanic activity.

8 The moon has no wind or atmosphere, so the footprints that twelve Earthlings have **embossed** in the moon dust will be visible for many generations to come, perhaps even, to a future generation of tourists who match the tracks to the names of the explorers who put them there in those three years so long before. Just as we marvel at the explorers of the past, who survived journeys in spite of primitive equipment and knowledge, so will our descendants as they send manned missions beyond our own solar system.

1. According to the passage, one task shared by all the Apollo missions was
 - A. gathering moon rock.
 - B. taking pictures of the landing vehicle.
 - C. medical experiments.
 - D. exploring craters.
 - E. testing the flight of golf balls.

2. How many astronauts have walked on the moon?
 - A. 8
 - B. 10
 - C. 12
 - D. 14
 - E. 16

3. The tone of paragraph 2 emphasizes the main point of the passage, which is
 - A. that the United States does not provide enough funding to the space program.
 - B. that few people realize how many people walked on the moon after Apollo 11.
 - C. too many people go to the moon, and it costs the United States too much money.
 - D. only the first two Apollo missions were difficult; the rest were much simpler.
 - E. that space exploration is amazing and that the moon is just one place to explore.

4. Which choice best describes one thing that changed with each consecutive Apollo mission?
 - A. the time spent travelling to the moon
 - B. the number of orbits around the moon
 - C. the size of lunar rovers
 - D. the time spent on the surface of the moon
 - E. the number of astronauts in the landing crew

5. Which choice describes something the astronauts did not leave on the moon?
 - A. golf balls
 - B. emergency jet pack
 - C. monitoring equipment
 - D. lunar rovers
 - E. flag