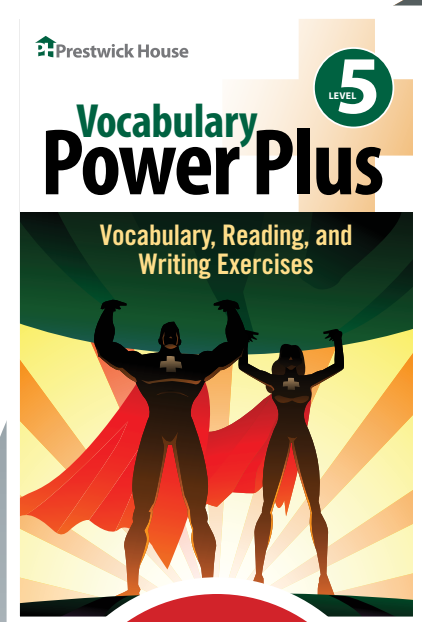




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Introduction

How many words do you know?

100 words?

1,000 words?

10,000 words?

Believe it or not, you will probably know more than 15,000 words by the time you grow up.

Yes, you are that smart. And it's a great thing. Just one little word can express an idea that you might need dozens of other words to describe. For example, explain what *love* or *happiness* is without using those two words. It might take a while, especially if you want people to truly understand the ideas the words represent.

Imagine talking to a group of two- or three-year-old toddlers. They very well may know 1,000 words. If you ask them what they think about something, the answer will be long and, possibly, difficult to understand.

You, older and knowing 5,000 words, have words to describe your idea more clearly. You could answer the same question in seconds instead of minutes. Your answer will probably be much clearer, too. It is even possible that you know a single word that expresses everything the toddlers described.

For the rest of your life, the more words you learn, the better you will be able to communicate. Whether you speak your ideas out loud or write them down on paper, your personal library of words will make your ideas clear and concise. People will understand you, and you will understand other people.

We hope *Vocabulary Power Plus* gives you a great start to building your collection of words. The meanings of words overlap in many ways, so the more words you learn, the better you'll become at learning new ones. The reading passages in this book will help you see how other people use words to express ideas. Some passages will ask you to improve how others use their words.

Have fun, and take pride in building your word library. As your ideas get bigger and bigger, you'll need plenty of words to express them!





Pronunciation Guide

A	add, mat
AH	lot, ox
AR	car, tar
AW	ball, saw
AY	day, play
E, EH	devil, met
EE	eat, evil
ER	berry, error
I, IH	lid, sip
IY	cry, sigh
O, OH	boat, slow
OM	bomb, mom
OO	loop, soup
OR	door, more
OW	crown, ouch
OY	oil, toy
S	miss, snake
U, UH	shut, much
UL	gull, skull
ULL	able, buckle
UR	purple, shirt
ZH	treasure, collision



Word List

Lesson One

abstract
emblem
idol
improper
inferior
linger
resent
seize
sever
tragedy

Lesson Four

acquaint
betray
chronological
dispute
federal
feeble
govern
longitude
mope
vanity

Lesson Seven

amplify
emphasize
extravagant
finance
inspire
majority
nomad
preliminary
radiate
treacherous

Lesson Ten

confide
dejected
dishearten
entrepreneur
frontier
fugitive
inquire
proceed
swift
vast

Lesson Two

artificial
custom
deceive
dominant
fertile
fragrance
magnify
quarrel
rant
vicious

Lesson Five

decay
dissatisfied
distinguished
emigrate
facility
foe
frigid
heirloom
postpone
timid

Lesson Eight

commodity
hectic
intend
invincible
minority
remark
significant
site
superstition
trespass

Lesson Eleven

contrast
equivalent
feat
herbivore
misleading
obtain
rapid
superb
turnpike
vanquish

Lesson Three

clash
contradict
destiny
envy
ignorance
regal
rigid
sensation
substantial
tolerate

Lesson Six

abandon
carnivore
climate
elementary
exterminate
inauguration
mellow
revolt
urban
verdict

Lesson Nine

agitate
archaeology
benefit
conscience
controversial
courteous
descendant
span
temporary
woe

Lesson Twelve

campaign
collision
communicate
consistent
interfere
native
poverty
resolution
scarce
simulate



Lesson Thirteen

boast
efficient
feud
fury
gradual
justification
perish
preserve
qualify
stationary

Lesson Sixteen

apprehensive
assemble
condemn
confidential
disintegrate
hijack
patriotism
prey
responsible
tenant

Lesson Nineteen

abode
analyze
artifact
endanger
grieve
merge
offensive
symptom
vague
wholesome

Lesson Fourteen

abide
anxiety
infer
inseparable
juvenile
monitor
prevailing
prosperous
representative
salary

Lesson Seventeen

abundant
adolescent
dwell
gauge
hygiene
impractical
irritate
modesty
outlandish
sanitary

Lesson Twenty

acquire
diagram
expel
monarch
omnivore
reprimand
rural
spiritual
sufficient
superior

Lesson Fifteen

abbreviate
blockade
compromise
essential
famine
hardship
hideous
phenomenon
reside
urgent

Lesson Eighteen

ail
depart
enterprise
frank
frequent
manufacture
peculiar
spectacle
sympathy
toll

Lesson Twenty-One

bestow
conserve
excess
hysterical
illusion
moderate
restrain
savor
vacant
wit



Lesson One

abstract

AB-STRAKT

adj. existing only as an idea

Abstract painters use colors, shapes, and lines to show complex ideas.

syn: unreal; theoretical *ant:* actual; real

emblem

EM-BLEM

n. an image used to represent an idea or group

The car company chose a ram as an *emblem* on its trucks to suggest that they are strong, powerful vehicles.

syn: logo; symbol

idol

ID-DUL

n. a person who is excessively admired or worshipped

I would pay a great deal of money to see my musical *idol* perform.

syn: celebrity; superstar

improper

IM-PRAH-PUR

adj. not correct in a given situation

Many people think it is *improper* to use a smartphone at the dinner table.

syn: unsuitable; wrong *ant:* proper; right

inferior

IN-FEER-EE-UR

adj. low in value or rank

The *inferior* teams failed to make it into the championships.

syn: worse *ant:* superior; best

linger

LIN-GUR

v. to stay in a place longer than expected or necessary

At the art museum, visitors *lingered* near the most popular sculptures.

syn: loiter *ant:* leave

resent

REH-ZENT

v. to be annoyed or bitter at

You might *resent* me right now for being honest, but you will thank me one day.

ant: approve; like



seize	v. to take quickly by force
SEEZ	While I was out of the room, Walter <i>seized</i> my favorite chair. <i>syn: grab; capture</i> <i>ant: release</i>
sever	v. to cut or separate a part from the whole
SEH-VER	The table saw <i>severed</i> Ben's finger, but doctors were able to reattach it. <i>syn: divide; split</i> <i>ant: join; unite</i>
tragedy	n. a situation causing great sadness or loss
TRA-JEH-DEE	The hospital fire was a <i>tragedy</i> that made life worse for people who were already suffering. <i>syn: disaster</i> <i>ant: success</i>

Exercise I – Words in Context

Using the list of vocabulary words, supply the correct word to complete each sentence.

1. What a[n] _____ it was that the country was hit by two earthquakes in a single year.
2. The soldier's silver star medal is a[n] _____ of bravery.
3. Miranda went all the way to Canada to hear her _____ speak at a convention.
4. How to be happy is a[n] _____ idea that many people think about.
5. The princess had her workers build a moat so invaders could not _____ her castle.
6. My kitten _____ the connection between the computer and the mouse by chewing through the cord.
7. The entire 5th grade _____ Ms. Newcomb for having all the candy removed from the vending machines.
8. Audrey's old bike was just _____ when compared to her new one.
9. Sticking your chewing gum under a table is certainly a[n] _____ way to get rid of it.
10. The new student _____ by the swings until someone invited him to play ball.



Exercise II – Finish the Sentence

First, choose the ending for each sentence that makes the best sense with the italicized vocabulary word used. Then, write your own ending for each sentence that shows you understand the meaning of the vocabulary word.

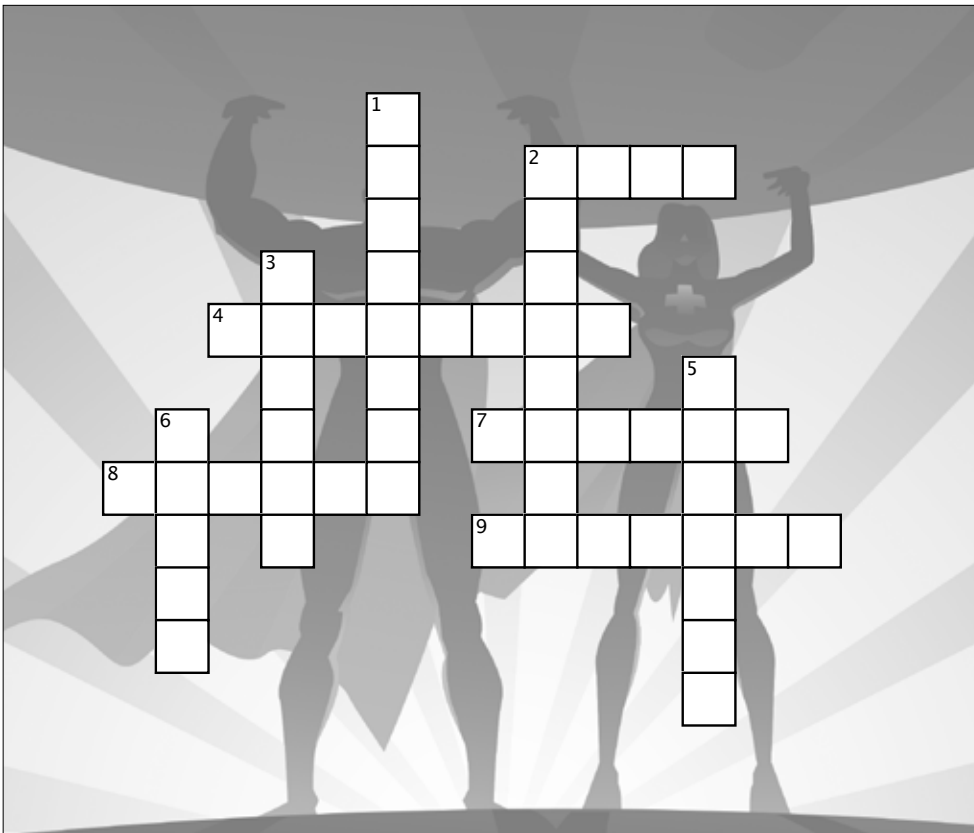
1. In the fantasy novel's *abstract* world,...
 - A. the main character battled criminals.
 - B. animals could talk to humans.
2. Rob's jeans were *improper* clothing for the fancy dinner, so...
 - A. he changed into a suit and tie.
 - B. he washed them first.
3. The microwave was of *inferior* quality, and we...
 - A. traded it in for a better one.
 - B. could not wait to use it.
4. The computer company wanted to design an *emblem* that...
 - A. allowed Internet browsers to load faster.
 - B. made their company look big and dependable.
5. When the sports *idol* insulted the president,...
 - A. her fans turned against her.
 - B. no one really noticed.
6. After the *tragedy* caused by the hurricane, many people...
 - A. went to the beach.
 - B. had to rebuild their houses.
7. Sally's cold *lingered* for weeks, and...
 - A. she felt like it would never go away.
 - B. she took medicine for it.
8. Police *seized* Roger's car because he had...
 - A. reported it missing.
 - B. stolen it.



- 9.** Abby *resented* her brother after he...
- A. helped her with her homework.
 - B. was given the Christmas gift that she wanted.
- 10.** Heidi and Gina decided to *sever* their friendship because they...
- A. spent more time arguing than having fun.
 - B. really enjoyed hanging out with each other.

Exercise III – Crossword Puzzle

Use the clues and the words from this lesson to complete the crossword puzzle.



Across

2. Alyssa's biggest _____ is her mother, not some overpaid movie star.
4. The babysitter said to the toddler, "_____ behavior will make bedtime come earlier."
7. I dislike the cold and hope that summer will _____ for a few more weeks.
8. I will always _____ you for when you embarrassed me in front of my class.
9. The smartest kid I know thought getting one *B* instead of all *A*'s was a[n] _____.

Down

1. I had to tell my teacher, "I just can't picture the _____ ideas you are talking about."
2. The factory collapsed because it was built from _____ materials.
3. The science club designed a[n] _____ with some bubbling gas on it.
5. Penny's parents got divorced and _____ all contact with each other.
6. The team that can _____ the other team's flag and take it back to its base wins.



Exercise IV – Critical Reading

Carefully read the passage and then choose the best answer for each of the questions that follow. The passage contains vocabulary words from the lesson.

Copper is a shiny, reddish material used for wires, pipes, and cooking pans. Most people think of pennies when they think of copper. Few people probably think of the Statue of Liberty. But Lady Liberty is, in fact, made of copper. You wouldn't think so because of her muted green color. However, this national **emblem** wasn't always green. Immigrants saw a golden-red statue on their way to Ellis Island in the late 1800s. So, why, then, is the Statue of Liberty green today?

Lady Liberty was supposed to keep its golden-red coloring. The designer, Frédéric Auguste Bartholdi, didn't think she would change color. Bartholdi decided his copper statue would be of the Roman goddess Libertas, who was one of the **idols** of the American Revolution. Bartholdi, a Frenchman, wanted to honor America's freedom. He chose to create a tribute to liberty for America's hundredth birthday. He proposed the statue as a gift from France to America.

Construction of the statue started in 1876. It was built in bits and pieces. For example, the head was done in 1878. It was shown at a fair that same year. Small pieces were put on display in America and France until Lady Liberty was finished and assembled in 1884. Then, workers took it apart to send it across the ocean to America. It was finally rebuilt in the United States in 1886. The Statue of Liberty still stands on Liberty Island today, though it looks a little different than it did in the 1880s.

Bartholdi chose copper because it is strong but light. It could be molded to form the statue's face and the folds in her robes, too. Seemingly, the only **inferior** quality of copper is the way it turns light green when exposed to water and air. Water and air cause oxidation. A patina, or a layer of green film, then forms. The statue still had a copper color until around 1900. It hadn't been exposed to enough water and air to have a patina yet, but, by 1906, it was covered in a greenish-blue film.

The government thought about painting the statue to get rid of the color, but Americans liked the new greenish-blue hue, so no changes were made. Also, the patina protects the copper. Removing or covering the green color could damage the landmark. The government even found copper with similar patina to use when some of the older copper had to be replaced. They looked for greenish-blue copper because it would be a **tragedy** to ruin the look of the beautiful, long-lasting statue.

Over the past hundred years, the Statue of Liberty has been carefully restored many times. Most repairs have been inside. Lady Liberty's inside was painted and had broken or loose parts replaced for safety reasons. Her exterior still remains green, though. But no matter its color, the Statue of Liberty endures as a literal representation of the **abstract** concept of freedom on which the United States of America is founded.



Exercise IV – Critical Reading Questions

1. Choose the best title for the passage.
 - A. Bartholdi's Major Works
 - B. Lady Liberty: Golden to Green
 - C. Restoring the Statue of Liberty
 - D. Immigration in the 1880s
 - E. Lady Liberty at the World's Fair
2. In line 11, *tribute* most nearly means
 - A. complaint
 - B. present
 - C. product
 - D. sacrifice
 - E. memorial
3. What is the purpose of paragraph 4 (lines 20-25)?
 - A. to describe the design of the statue
 - B. to discuss Bartholdi's life
 - C. to show restoration efforts
 - D. to explain how the statue turned green
 - E. to give the history of the statue
4. The author of this passage would probably agree that
 - A. America should not have accepted the Statue of Liberty as a gift.
 - B. The Statue of Liberty should stay green.
 - C. Lady Liberty should not be restored.
 - D. Bartholdi was not a good designer.
 - E. Building the Statue of Liberty took too long.
5. Choose the statement that provides evidence to support your answer to the previous question.
 - A. "They looked for greenish-blue copper because it would be a tragedy to ruin the look of the beautiful, long-lasting statue." (lines 30-31)
 - B. "Bartholdi decided his copper statue would be of the Roman goddess Libertas, who was one of the idols of the American Revolution." (lines 8-10)
 - C. "Over the past hundred years, the Statue of Liberty has been carefully restored many times." (lines 32-33)
 - D. "Then, workers took it apart to send it across the ocean to America." (lines 16-17)
 - E. "A patina, or a layer of green film, then forms." (line 23)

