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LEVEL 5

Vocabulary Power Plus

Vocabulary, Reading, and Writing Exercises

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LEVEL 5

Vocabulary, Reading, and Writing Exercises

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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!

Word List

Lesson One
abstract
emblem
idol
improper
inferior
linger
resent
seize
sever
tragedy

Lesson Two
artificial
custom
deceive
dominant
fertile
fragrance
magnify
quarrel
rant
vicious

Lesson Three
clash
contradict
destiny
envy
ignorance
regal
rigid
sensation
substantial
tolerate

Lesson Four
acquaint
betray
chronological
dispute
federal
feeble
govern
longitude
mope
vanity

Lesson Five
decay
dissatisfied
distinguished
emigrate
facility
foe
frigid
heirloom
postpone
timid

Lesson Six
abandon
carnivore
climate
elementary
exterminate
inauguration
mellow
revolt
urban
verdict

Lesson Seven
amplify
emphasize
extravagant
finance
inspire
majority
nomad
preliminary
radiate
treacherous

Lesson Eight
commodity
hectic
intend
invincible
minority
remark
significant
site
superstition
trespass

Lesson Nine
agitate
archaeology
benefit
conscience
controversial
courteous
descendant
span
temporary
woe

Lesson Ten
confide
dejected
dishearten
entrepreneur
frontier
fugitive
inquire
proceed
swift
vast

Lesson Eleven
contrast
equivalent
feat
herbivore
misleading
obtain
rapid
superb
turnpike
vanquish

Lesson Twelve
campaign
collision
communicate
consistent
interfere
native
poverty
resolution
scarce
simulate

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
IY-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 *seized* my favorite chair.
syn: grab; capture *ant: release*

sever *v.* to cut or separate a part from the whole
SEH-VER The table saw *severed* Ben's finger, but doctors were able to reattach it.
syn: divide; split *ant: join; unite*

tragedy *n.* a situation causing great sadness or loss
TRA-JEH-DEE The hospital fire was a *tragedy* that made life worse for people who were already suffering.
syn: disaster *ant: success*

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.

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.