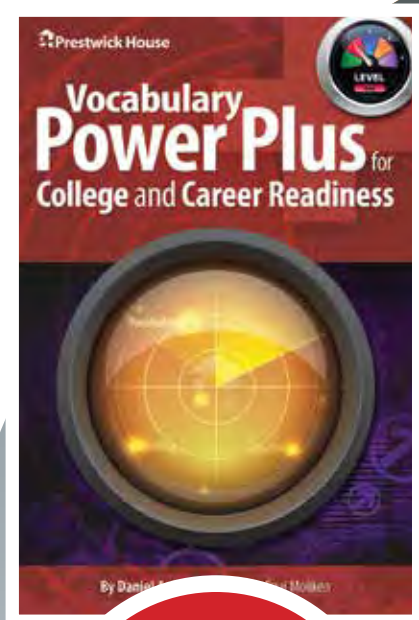




Vocabulary Power Plus
for College and Career Readiness

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Vocabulary **Power Plus** for College and Career Readiness



By Daniel A. Reed
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Vocabulary



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Vocabulary **Power Plus** for College and Career Readiness

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Vocabulary Power Plus^{for} College and Career Readiness



Vocabulary

•Introduction•

VOCABULARY POWER PLUS FOR COLLEGE AND CAREER READINESS combines classroom-tested vocabulary drills with reading and writing exercises designed to foster the English and language arts skills essential for college and career success, with the added advantage of successfully preparing students for both the Scholastic Assessment Test and the American College Testing assessment.

Although *Vocabulary Power Plus* is a proven resource for college-bound students, it is guaranteed to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Critical Reading exercises include lengthy passages and detailed, evidence-based, two-part questions designed to promote understanding and eliminate multiple-choice guessing. We include SAT- and ACT-style grammar and writing exercises and have placed the vocabulary words in non-alphabetical sequence, distributed by part-of-speech.

Coupled with words-in-context exercises, inferences cultivate comprehensive word discernment by prompting students to create contexts for words, instead of simply memorizing definitions. Related words-in-context exercises forge connections among words, ensuring retention for both knowledge and fluency, and nuance exercises instill active inference habits to discern not just adequate words for contexts, but the best words in a specific context.

The writing exercises in *Vocabulary Power Plus* are process-oriented and adaptable to individual classroom lesson plans. Our rubrics combine the fundamentals of the essay-scoring criteria for both the SAT and ACT optional writing portions, with emphasis on organization, development, sentence formation, and word choice. This objective scoring opportunity helps students develop a concrete understanding of the writing process and develop a personal approach to punctual, reactive writing.

We hope that you find the *Vocabulary Power Plus for College and Career Readiness* series to be an effective tool for teaching new words, and an exceptional tool for preparing for assessments.

Word List

Lesson 1

alienate
cogitate
elated
epigram
fatalistic
gall
lackadaisical
licentious
numismatist
obtrude
parry
paucity
pensive
ruffian
transpire

Lesson 2

amalgamate
antiquated
beleaguer
broach
caricature
dally
demented
enshroud
felonious
gorge
hone
opiate
prose
renaissance
surcharge

Lesson 3

ambidextrous
animate
belated
berserk
chauvinist
deliberate
delude
edifice
egalitarian
forum
insurrection
knead
maul
ostentatious
thesis

Lesson 4

accentuate
blight
composite
denizen
elude
entice
fallow
fealty
fruition
gambit
gratify
laggard
navigable
obsequy
transcribe

Lesson 5

advocate
bandy
charisma
dastardly
efface
entity
ingrate
intervene
gist
jaded
jeopardize
mesmerize
ogre
status quo
waylay

Lesson 6

begrudge
bibliophile
cadence
commandeer
declaim
enmity
gaffe
glutinous
imbue
indisposed
mandarin
nepotism
quaff
sally
stark

Exercise I

Words in Context

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

alienate epigram fatalistic lackadaisical
licentious obtrude paucity

1. Byron's _____ notion that he possessed no control over his decisions eventually became his excuse for living a[n] _____ lifestyle. He partied nightly, and his _____ of ambition or goals had _____ him from his relatively successful friends. When they tried to talk to Byron about his future, his only response was a[n] _____ stare.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

elated obtrude alienate numismatist
parry pensive epigram paucity

2. Jenny, who lives by Ben Franklin's _____, "Early to bed and early to rise, makes a man healthy, wealthy, and wise," arrived at the flea market at six a.m. It took her two hours to find what she was looking for—a pre-Revolutionary-era silver dollar. A[n] _____ elderly woman sat behind the stand in the shade of a canvas tarp, reading a leather-bound novel.
- "I'm sorry to _____," said Jenny, "but what are you asking for this old coin?" The old woman looked up from her book, smiled, and said, "Make me an offer." As an experienced _____, Jenny knew the exact value of the coin. She offered half, and Jenny was _____ when the woman accepted her offer, without even having to _____ endlessly with her on the price.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

gall ruffian cogitate fatalistic
parry transpire pensive

3. When a statue of the town's founder was found knocked over, police attributed the vandalism to a group of _____ roaming the neighborhood; however, after Inspector Courson _____ for a few minutes while looking at the crime scene, she was able to disprove the officers' theory as to how the event _____. Only one person in town would have the _____ to damage the statue of the beloved founder, and the inspector knew why.

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *pro-* means “before” or “in front.”

The roots *fab* and *fess* mean “to speak.”

The roots *hab* and *hib* mean “to have” or “to possess.”

- Using *literal* translations as guidance, define the following words without using a dictionary:

A. inhabit	D. affable
B. inhibition	E. confab
C. prohibit	F. fabulist
- A[n] _____ is a tendency to repeat a particular behavior and is often difficult to cease. If you have a painting that you want people to see, you might _____ it in an art gallery.
- At college, a[n] _____ might stand in front of a classroom and speak to students. A short story that often features talking animals and a moral is called a[n] _____.
- List as many words as you can think of that contain the prefix *pro-*.

Exercise IV

Inference

Complete the sentence by inferring information about the italicized word from its context.

- Wayne always *obtrudes* upon our conversations, so if we want to discuss something privately, we should...
- Two prisoners escaped because the *lackadaisical* guard was...
- Japan is an industrial power, but its *paucity* of natural resources forces the nation to...

8. Wild and vicious, the veterinarian examined the wounded panther.
- A. The wild and vicious wounded panther was examined by the veterinarian.
 - B. The veterinarian examined the wounded, wild, and vicious panther.
 - C. The vicious veterinarian examined the wild and wounded panther.
 - D. Wild and vicious, the examined panther wounded the veterinarian.
 - E. The veterinarian examined the wild and vicious panther.
9. Journalists are stimulated by his or her deadline.
- A. A journalist are
 - B. Journalism is
 - C. Journalists is
 - D. A journalist is
 - E. Journalists' are
10. When someone has been drinking, they are more likely to speed.
- A. some one has
 - B. a person has
 - C. a driver has
 - D. someone have
 - E. drivers have

7 Even if we are unable to find any terrestrial planets, astronomers theorize that our next major extrasolar discovery might be that of planetary satellites. If the Jovian planets that have been discovered are anything like Jupiter and Saturn, then there is a probability that they will have satellites—Jupiter has sixty-seven known satellites, and Saturn has at least sixty-two. Some of the satellites in our solar system, such as Saturn’s Titan and Jupiter’s Io, have atmospheres. The satellite atmospheres in our solar system might be inhospitable to life, but what about the satellites of newly discovered giants?

8 Is it possible that a satellite of one of the newly discovered planets, 326 light years away, could have atmospheric conditions like those of our nurturing Earth? Time and technology will tell, but at least we now know, thanks to early extrasolar explorers, where to direct our attention in the human quest for answers.

- 1A. The primary purpose of this passage is to
- A. offer theories on the formation of planets.
 - B. explain how new planets are detected.
 - C. discuss the impact of new discoveries.
 - D. dispute heliocentric theory.
 - E. inform readers about the discovery of new planets.
- 1B. Which type of support best contributes to the purpose of the passage, as answered in question 1A?
- A. arguments against the usefulness of the discoveries
 - B. comparison between mythology and astrology
 - C. questions throughout the passage
 - D. details about terrestrial planets beyond the solar system
 - E. synopsis of major extrasolar planet discoveries
- 2A. The overall tone of this passage is
- A. descriptive.
 - B. humorous.
 - C. speculative.
 - D. optimistic.
 - E. simplistic.
- 2B. Which detail contributes most to establishing the tone of the passage?
- A. critiques of the reluctance to find new exoplanets
 - B. descriptions of the scientific gains from finding new planets
 - C. speculation about the future of extrasolar discoveries
 - D. the likelihood of satellites orbiting Jovian planets
 - E. the concept of studying star behavior to locate planets
- 3A. Which of the following would be the best substitute for *proximity* in paragraph 2?
- A. size
 - B. aloofness
 - C. remoteness
 - D. gravitational pull
 - E. closeness

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Development on page 252, score your partner's essay (while he or she scores yours). Focus on the development of ideas and the use of language conventions. If necessary, rewrite your essay to incorporate more (or more relevant) support and/or improve your use of language.

Exercise VI

Improving Paragraphs

Read the following passage and then choose the best revision for the underlined portions of the paragraph. The questions will require you to make decisions regarding the revision of the reading selection. Some revisions are not of actual mistakes, but will improve the clarity of the writing.

[1]

We have tried in the proceeding¹ chapters to understand a few of the laws of health and to apply them intelligently to our daily living. It will help us to clinch what we have already mastered, if we supplement our work with a knowledge of simple methods now² of procedure in case of the more common and not as serious accidents and emergencies.

- | | |
|-----------------|--|
| 1. A. NO CHANGE | 2. F. NO CHANGE |
| B. progressing | G. we now supplement our work with a knowledge of simple methods |
| C. succeeding | H. we supplement our work with a knowledge now of simple methods |
| D. preceding | J. we supplement now our work with a knowledge of simple methods |

[2]

Emergencies and accidents are a frequent occurrence. A playmate may cut his leg or foot with a scythe or knife, or fall and have broken³ his arm. A child may accidentally swallow some laudanum, set his own clothing on fire, or push a bean into his nose or ear. a teamster⁴ may be brought in with his ears frostbitten. A small boy may fall into the river and be brought out apparently drowned. One of our own family may suddenly be taken sick with some contagious disease or may be⁵ suffocated by coal gas.

- | | | |
|-----------------|--------------------|-----------------|
| 3. A. NO CHANGE | 4. F. NO CHANGE | 5. A. NO CHANGE |
| B. break | G. ear a teamster | B. might become |
| C. broke | H. ear—a teamster | C. will be |
| D. breaking | J. ear. A teamster | D. might |

- 2A. As used in line 13 of the first passage, *recompense* most nearly means
- A. restitution.
 - B. sacrifice.
 - C. expenditure.
 - D. revenge.
 - E. acceptance.
- 2B. Why, according to lines 9-15, is the *recompense* valuable beyond sentimental reasons?
- A. The Carthaginians will reclaim their land.
 - B. The Romans are wealthy, successful conquerors.
 - C. The soldiers have the opportunity to recover what their fathers lost.
 - D. Hannibal's soldiers have already fought the Romans once.
 - E. Using the reward, Carthage can build a new fleet to escape.
- 3A. According to paragraph 3 of the first passage, why do the Romans deserve to be attacked?
- A. Rome invaded Egypt and Portugal.
 - B. The Romans are "cowards and dastards" who deserve war.
 - C. The Romans took Sicily and Pisa from Carthage.
 - D. Rome is tyrannical and exploitative to the Carthaginians.
 - E. The Carthaginians are freezing in the Alps because the Romans have leveled all the forests around them.
- 3B. Choose the reason that best describes why Hannibal's enemy, according to him, will not be as brave as the Carthaginians.
- A. Only Hannibal knows the true size of the Roman legions the soldiers will battle, and he will not reveal it to his own troops.
 - B. Hannibal's soldiers are fighting invaders in their homeland.
 - C. Soldiers do not fight bravely if they know they have a possible path of retreat.
 - D. Few of the Roman troops are veterans, unlike the seasoned Carthaginian forces.
 - E. The enemy's wealth and luxury has taken away its will to engage in battle.
- 4A. According to paragraph 1 of the second passage, what should motivate Napoleon's soldiers in battle?
- A. the chance to win more territory for their government
 - B. the possibility to demonstrate perseverance in the face of difficulty
 - C. the prospect of individual renown and prosperity
 - D. the timeless virtues of delayed gratification and bravery
 - E. the opportunity to grow successful crops in Italy
- 4B. Napoleon devalues a few things in the first paragraph of his speech. Which choice identifies the action that will provide the soldiers with real rewards, according to Napoleon?
- A. fulfilling one's duty
 - B. enduring a poorly supplied campaign
 - C. seizing the wealth of others
 - D. requesting government compensation
 - E. showing courage surviving the wilderness

- 4A. As a child, the author of the first passage imagined the river to have a “weary, dumb appeal.” What does she look upon in the same way as an adult?
- A. the mill town
 - B. the people’s walking to and from work
 - C. the smoke’s rolling into the town
 - D. the grocer’s shop
 - E. the canary
- 4B. In passage 1, why is the author’s youthful perception of the river ultimately incorrect?
- A. The river cannot recover from its condition, while people can.
 - B. The river is not as polluted as she thought it was.
 - C. The river is not a river, but a manmade canal that carries waste from the mill.
 - D. The river sustains the most damage from the mill, rendering it unable to carry burdens.
 - E. The river has hope because it merely passes through the miserable town.
- 5A. As it is used in passage 1, lines 19 and 28, *idle* most nearly means
- A. stopped.
 - B. young.
 - C. bored.
 - D. flowing.
 - E. meaningless.
- 5B. The best support for the answer to question 5A is
- A. *idle*’s relation to the word *fancy*.
 - B. the author’s use of *idle* to discredit her notion.
 - C. the fact that the author uses *idle* twice.
 - D. the author’s use of *idle* as a child.
 - E. the author’s use of *idle* to describe a stagnant river.
- 6A. Dickens, the author of the second passage, probably uses the simile in lines 2-3 to
- A. convey his dislike of savages.
 - B. imply that savages are employed as plant workers.
 - C. describe the way in which the smoke drifts.
 - D. contradict the industrial setting with primitive imagery.
 - E. suggest that Coketown is a colony of England.
- 6B. Which types of details from passage 2 best support your answer to question 6A?
- A. serpents of smoke, elephant
 - B. unnatural red, vast piles
 - C. madness, large streets
 - D. machinery, tall chimneys
 - E. black canal, piston

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. I could watch the lake all day long playing computer solitaire is my only distraction.
- A. While I could watch the lake all day long and playing computer solitaire is my only distraction.
 - B. All day long playing computer solitaire is my only distraction when I could be watching the lake.
 - C. Playing computer solitaire all day long, watching the lake is my only distraction.
 - D. My only distraction playing computer solitaire all day long is watching the lake.
 - E. I could watch the lake all day long. Playing computer solitaire is my only distraction.
7. Lisa was a girl who had to be in trouble before she would turn the other cheek.
- A. get into a boat.
 - B. learn to float on her back.
 - C. back down.
 - D. make a stitch in time.
 - E. take a turn for the worse.
8. The dog was released by Stephanie and the guests were startled by the cheese platter when that was knocked on the floor by it.
- A. Stephanie released the dog and it startled the guests when the cheese platter was knocked onto the floor.
 - B. When Stephanie released the dog, it knocked the guests onto the floor with the cheese platter.
 - C. The dog startled the guests when, released, it knocked the cheese platter onto the floor.
 - D. Stephanie released the dog, and it startled the guests when it knocked the cheese platter onto the floor.
 - E. Stephanie released the dog and the guests were startled when it knocked the cheese platter onto the floor.
9. Some teenagers were suspended for failing grades this year on Monday.
- A. This year some teenagers were suspended for failing grades on Monday.
 - B. On Monday, some teenagers were suspended for having failing grades this year.
 - C. For failing grades Monday, some teenagers were suspended this year.
 - D. For having grades that failed this year, some teenagers were suspended on Monday.
 - E. Suspended for failing grades this year on Monday were some teenagers.
10. Henry bought a new computer that has a large memory and having a DVD burner.
- A. and a DVD burner.
 - B. that has a DVD burner.
 - C. for the DVD burner.
 - D. and it has a DVD burner.
 - E. with a DVD burner.