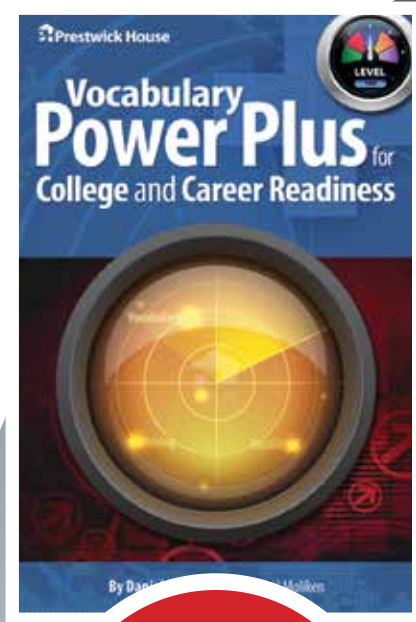




Vocabulary Power Plus
for College and Career Readiness

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



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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

abet
ardor
ascribe
coerce
divulge
dogmatic
extraneous
gregarious
insipid
jaundiced
meticulous
occlude
proclivity
rote
temerity

Lesson 2

anathema
audit
banter
castigate
disabuse
dither
docile
emaciated
gauche
heresy
ignominy
libation
motley
repine
restive

Lesson 3

avarice
bacchanalian
bastion
conflate
copious
extradite
furtive
irascible
jettison
maudlin
mercenary
mettle
ostracize
solvent
tackle

Lesson 4

appease
argot
augment
bigot
candid
chaos
despondent
expunge
jingoism
negligence
privation
protocol
redress
strident
toilsome

Lesson 5

adamant
clement
cliché
conscript
diffident
disparity
extol
impute
inexorable
opus
ostensible
prate
rancor
retinue
unfettered

Lesson 6

collate
condone
connoisseur
credence
cult
dilettante
enigma
enthrall
fetid
genteel
jaunty
nuance
officious
torpor
venal

Exercise I

Words in Context

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

divulge **abet** **temerity** **insipid**
gregarious **coerce** **jaundiced**

1. Jasmine had thought that her irresponsible days of _____ were far behind her until Kayla showed up at her door. After only three days of freedom from the county correctional facility, Kayla had begun her old scheming again. She went to the house to _____ Jasmine into helping her move a truckload of stolen goods to another state—an easy job, she claimed, and virtually no risk. It would even be fun, she claimed.

“Let me get this straight. You’ve been out of jail for three days, and you already want me to _____ you in your scheme to commit a crime? Are you crazy?”

Jasmine still had a[n] _____ attitude toward her sister because Kayla, prior to her first sentence, “borrowed” Jasmine’s car for a robbery and nearly got Jasmine arrested as a result.

“Sorry, Kayla, but I’m quite happy with my _____, uneventful life. Please leave, and don’t come back.”

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

dogmatic **abet** **gregarious** **divulge**
extraneous **coerce** **meticulous**

2. Mr. Knight learned the _____ art of watchmaking during a three-year stay in Switzerland more than forty years ago. Since that time, he has spent countless evenings in his basement workshop assembling the tiny, complex machines. As a[n] _____ grandfather, Mr. Knight often invites his grandchildren to his shop, where they watch with amazement through a large magnifying glass and see a newly assembled pocket watch tick for the first time.

“Watches are such perfect machines; there’s no room for _____ parts or over-engineering. And then, to see such a tiny machine operate under its own power—it amazes me every time.”

When asked about his thoughts on the mass production techniques of modern watches, Knight revealed his _____ belief that Old World skills made watches much more valuable.

10. Though they represented the minority opinion, the protesters argued with such *ardor* that they...
11. After two weeks, Jess was already sick of the *rote* involved in...
12. Lisa decided to *abet* the bank robber by...
13. I've never been *gregarious*, so at parties I tend to...
14. My boss tried to *coerce* me into attending the company picnic by...
15. Someone who has a *proclivity* for gardening might...

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *mal-* means “bad” or “evil.”

The root *bene* means “good.”

The root *dict* means “to speak.”

The root *vol* means “to wish.”

The root *fact* means “making, doing”; *factor* means “one who does.”

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

A. malevolent	D. benevolent
B. malediction	E. benediction
C. malefactor	F. benefactor
2. After a biopsy, tumors are generally labeled _____ or _____.
3. List as many other related words as you can that begin with either *mal-* or *bene*.

Improving Sentences

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

6. Lori said to her mother that she needed to buy some new clothes.
 - A. Lori said to her mother that Lori needed to buy some new clothes.
 - B. Lori said to her mother that her mother needed to buy some new clothes.
 - C. Lori's mom wanted to buy herself some new clothes.
 - D. Lori said that her mother needed to buy some new clothes.
 - E. Lori said to her mother that, "She needs to buy some new clothes."

7. Softened by the boiling water, Ramona mashed the potatoes.
 - A. Ramona, softened by the boiling water, mashed the potatoes.
 - B. Ramona mashed the potatoes that were softened by the boiling water.
 - C. Ramona mashed the softened potatoes by the boiling water.
 - D. The potatoes softened by the boiling water Ramona mashed.
 - E. The potatoes that were softened by the boiling water were mashed by Ramona.

8. The founders of the United States selected the colors of the flag for their symbolism: white for the purity of the new nation's aspirations, red to stand for the blood shed gaining and keeping freedom, and blue for loyalty.
 - A. red, which stands for the blood,
 - B. red that stands for the blood
 - C. red for the blood
 - D. red, the color of blood
 - E. red like the blood

9. After several attempts to call, Doug still couldn't get through the line was always busy.
 - A. get through, the line was
 - B. get through—the line was
 - C. get through although the line was
 - D. get through, and the line was
 - E. get through because the line was

10. Because she was on a diet, Naomi only ate three light meals a day.
 - A. only Naomi ate three light meals a day.
 - B. Naomi ate only three light meals a day.
 - C. Naomi ate three light meals a day only.
 - D. Naomi easily ate three light meals a day.
 - E. only three light meals a day were eaten by Naomi.

The dreams, imaginations, and fears of a child are far more vivid and real than those of a modern adult, and primitive humans were always somewhat like children. They were nearer to the animals also, and could suppose these animals to have motives and reactions like their own. 30 They could imagine animal helpers, animal enemies, animal gods. One needs only to have been an imaginative child oneself to realize again how important, significant, portentous or kind strangely shaped rocks, lumps of wood, exceptional trees, or the like may have appeared to the men of the Old Stone Age, and how dream and fancy would create stories and legends about such things that would become credible as they were told. Some of these stories would be good enough to 35 remember and tell again. The women would tell them to the children and so establish a tradition. To this day most imaginative children invent stories in which some favourite doll or animal or some fantastic being figures as the hero, and primitive storytellers probably did the same—with a much stronger disposition to believe his hero real.

At the same time, primitive humans were not very critical in their associations of cause with effect; they very easily connected an effect with something quite wrong as its cause. “You do so 40 and so,” they said, “and so and so happens.” You give a child a poisonous berry and it dies. You eat the heart of a valiant enemy and you become strong. There we have two bits of cause and effect association, one true one false. We call the system of cause and effect in the mind of a primitive, Fetish; but Fetish is simply primitive science. It differs from modern science in that it is totally 45 unsystematic and uncritical and so more frequently wrong.

In many cases other erroneous ideas were soon **disabused** by experience; but there was a large series of issues of very great importance to primitive humans, where they sought persistently for causes and found explanations that were wrong but not sufficiently wrong nor so obviously wrong as to be detected. It was a matter of great importance to them that game should 50 be abundant or fish plentiful and easily caught, and no doubt they tried and believed in a thousand **motley** charms, incantations and omens to determine these desirable results. Another great concern of his was illness and death. Occasionally infections crept through the land and people died of them. Occasionally people were stricken by illness and died or were enfeebled without any manifest cause. Such **castigation** for unidentified acts of **heresy** must have given the hasty, emotional, primitive mind much feverish exercise. Dreams and fantastic guesses made primitive 55 people blame this, or appeal for help to that person, or beast, or thing.

Quite early in the little human tribe, older, steadier minds who shared the fears and the imaginations, but who were a little more forceful than the others must have asserted themselves, to advise, to prescribe, to command. This they declared unlucky and that imperative, this an 60 omen of good and that an omen of evil. The expert in Fetish, the Medicine Man, was the first priest. He exhorted, he interpreted dreams, he warned, he performed the complicated hocus pocus that brought luck or averted calamity. Primitive religion was not so much what we now call religion as practice and observance, and the early priest dictated what was indeed an arbitrary primitive practical science.

- 1A. According to lines 10-11, people who think systematically
- A. determine the course of human progression.
 - B. think with childlike minds.
 - C. are outnumbered by people driven by emotion.
 - D. composed a large portion of early civilization.
 - E. are the modern equivalent of medicine men.
- 1B. Which one of the following elements is a characteristic of systematic thought, according to paragraph 2?
- A. passion
 - B. imagery
 - C. control
 - D. jealousy
 - E. emotion

Exercise VI

Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. The questions will require you to make decisions regarding the revision of the reading selection.

- 1 A book is now a common object, yet there was a time when the book was a rare and precious possession—a religious relic not available to the common person.
- 2 The earliest collections that we would recognize as “books” were elaborate manuscripts produced in European monasteries. To ensure that ancient knowledge would not be lost, monks made copies of the books they protected.
- 3 The books produced during this period were exquisitely and elaborately illuminated with beautiful lettering called calligraphy, and fantastic images of snakes, demons, and mythological creatures.
- 4 The most important thing about these manuscripts is that they were considered sacred objects. The monks who sat for years working on single chapters of the Bible were not reproducing books. They were making the word of God available to the world.
- 5 Eventually, the production of books moved from the Church to the University, and books began to lose some of their religious emphasis. University students did not have access to the books locked away in monasteries. Also, they needed access to new kinds of non-religious books that were not easily available even in the libraries of monasteries.
- 6 Two new kinds of institutions grew up around the universities to fulfill the demand: stationers and book copiers. These people provided paper and libraries of text books. When a student needed a text for a class, he would go to the stationers and copy it—by hand. The student could also pay a book copier to copy the book for him.
- 7 Then, the whole book-producing industry began to change with the arrival of the printing press. The printing press was not a single invention. It was born when printers **conflated** several technologies that had been known for centuries.
- 8 The other inventions brought together to create a printing press were the machines used for hundreds of years in Europe and Asia to press oil from olives and wine from grapes; block printing had been known in Europe since the return of Marco Polo from Asia.
- 9 The development of print technology created a need to develop new **tackle**. Medieval manuscripts had been copied on vellum pages—a material made largely from calfskin. It was beautiful and durable, but far too expensive for the mass production of books. Likewise, the ink that had been used by the monks and later by university students and book copiers was expensive. Oil-based ink needed to be developed as well as a paper that could be mass-produced inexpensively, yet still be durable enough to print a book that would last.
- 10 Ironically, the first books printed were Bibles and religious texts; so, while the printing press may have made books more available, it did not necessarily affect the subject matter of books.
- 11 However, by the 16th and 17th Centuries, the Roman Catholic Church was losing much of its influence. Latin had been the primary language for the worship of God and for the exchange of intellectual ideas, but this was changing with the Protestant Reformation. More people were learning to read, and they wanted to read things in their own language.
- 12 In addition, world exploration and the European colonization of Africa and the New World made people curious about faraway places. Writers and printers were only too happy to fill this demand for **copious** reading material for the curious middle classes. The modern book was born.
- 13 So the book on the shelf of a typical city library has a long and interesting ancestry that goes at least as far back as the monks in their medieval monasteries. Were it not for such different endeavors as wine-making and world travel, the book as we know it might never have been developed.

- 2A. The overall tone of the first passage can best be described as
- A. sympathetic.
 - B. apathetic.
 - C. ironic.
 - D. condemning.
 - E. hostile.
- 2B. Which phrase from passage 1 best supports your answer to question 2A?
- A. “sad story of human error”
 - B. “all that changed in 1962”
 - C. “21st-century ghost town”
 - D. “Nature is slow to recover”
 - E. “Every prize comes with risk”
3. As used in passage 1, line 22, the word *subsidence* most nearly means
- A. payments.
 - B. relocation.
 - C. condemning.
 - D. replenishment.
 - E. erosion.
- 4A. The author of passage 1 ascribes the blame for the Centralia fire to
- A. former residents of Centralia.
 - B. the state government.
 - C. the mayor.
 - D. the federal government.
 - E. no group in particular.
- 4B. Choose the phrase from passage 1 that best supports your answer to question 4A.
- A. “the number of residents has dwindled”
 - B. “story of human error and inevitable consequences”
 - C. “efforts have continued to remove residents from harm”
 - D. “the allure of natural gas”
 - E. “a seam of coal beneath the landfill...had caught fire”
- 4C. The phrase “repeated and expensive attempts” (line 24, passage 1) implies
- A. everything possible was done to extinguish or contain the fire.
 - B. the fire had cost the residents a great deal of money.
 - C. the government avoided the costs of containing the fire.
 - D. new advances in firefighting technology make a solution imminently probable.
 - E. the cost of extinguishing the fire exceeded the cost of replacing homes.
- 5A. The overall tone of the second passage can best be described as
- A. bitterly ironic.
 - B. thoroughly condemning.
 - C. blandly objective.
 - D. mildly reproachful.
 - E. severely critical.

suffer or rejoice alike. The heart that feels not now is dead; the blood of his children will curse his cowardice, who shrinks back at a time when a little might have saved the whole, and made him happy. I love the man that can smile in trouble, that can gather strength from distress, and grow brave by reflection. 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to "bind me in all cases whatsoever" to his absolute will, am I to suffer it? What signifies it to me, whether he who does it is a king or a common man; my countryman or not my countryman; whether it be done by an individual villain, or an army of them?

Passage 2

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation....

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of absolute Tyranny over these States. To prove this, let facts be submitted to a candid world.

He has refused his Assent to Laws the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures....

He has erected a multitude of New Offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people....

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands....

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity.

We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them,

Exercise IV

Inference

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

1. Kayla wants to *enhance* the appearance of her room, so she should...
2. Dalton's older brother is a fireman, and Dalton used to *emulate* him by...
3. The *expatriate* never visits her native country, and she often talks about...

Exercise V

Writing

Here is a writing prompt similar to the one you will find on the writing portion of an assessment test.

Plan and write an essay based on the following statement:

Some men see things as they are and say "Why?" I dream things that never were and say, "Why not?"

—George Bernard Shaw
Back to Methuselah (1921)

Assignment: Write an essay in which you explain George Bernard Shaw's quotation. What is implied in contrasting the two types of people? Be certain to illustrate and support all of your points with examples and evidence from your own reading, classroom studies, and personal observation and experience.

Thesis: Write a *one-sentence* response to the above assignment. Make certain this single sentence offers a clear statement of your position.

Example: George Bernard Shaw's quotation describes the difference between those people who understand and those who create, and both are necessary in the world.

Organizational Plan: List at least three subtopics you will use to support your main idea. This list is your outline.

1. _____
2. _____
3. _____