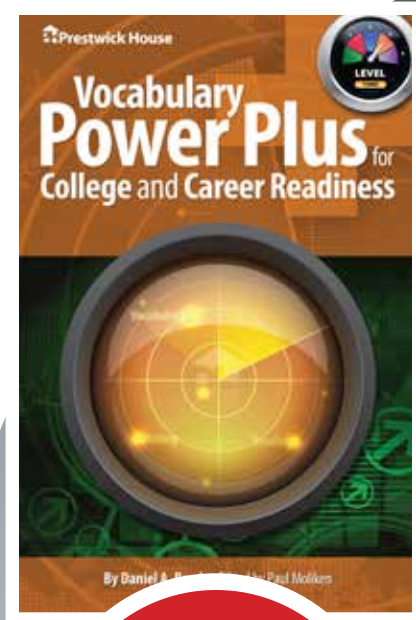




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for College and Career Readiness

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



By Daniel A. Reed  
*Edited by Paul Moliken*

Vocabulary



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

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# Vocabulary Power Plus<sup>for</sup> College and Career Readiness



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## •Introduction•

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**V**OCABULARY 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**

aegeis  
amorphous  
besiege  
boor  
carrion  
enervate  
ephemeral  
erotic  
factious  
fervent  
ignoble  
opulent  
perspicacity  
philanthropy  
rectify

**Lesson 2**

bauble  
bestial  
bland  
diaphanous  
effete  
emendation  
extenuate  
gloat  
impale  
impediment  
impotent  
labyrinth  
maelstrom  
nihilism  
shard

**Lesson 3**

adventitious  
ambiguous  
antithesis  
bona fide  
cataclysm  
chagrin  
deviate  
edify  
fecund  
glower  
importune  
obfuscate  
optimum  
parochial  
pedestrian

**Lesson 4**

baroque  
besmirch  
celibate  
debacle  
demeanor  
facetious  
fortuitous  
hedonism  
imperative  
obloquy  
perfunctory  
quasi-  
recapitulate  
sacrosanct  
sadistic

**Lesson 5**

bowdlerize  
carnal  
deference  
ebullient  
elegy  
fop  
impair  
imprecation  
nebulous  
non sequitur  
panegyric  
pedantic  
quandary  
rakish  
sanguine

**Lesson 6**

affluence  
amoral  
antipathy  
banal  
bedlam  
denouement  
elucidate  
eschew  
imminent  
obdurate  
onerous  
parody  
peruse  
scurrilous  
sedulous

**Exercise I**

**Words in Context**

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

**amorphous    enervate    besiege    ignoble    factious**  
**ephemeral    perspicacity    philanthropy    carrion**

1. Carter had been walking for more than four hours since his truck ran out of fuel. The morning desert sun \_\_\_\_\_ him, bringing him closer to exhaustion. In his weary state, he chastised himself for not having the \_\_\_\_\_ to have brought an extra can of fuel on the trip. In such a barren, isolated place, Carter knew that he couldn't rely on the \_\_\_\_\_ of others for help if his truck broke down. The only living things on the road were biting flies that \_\_\_\_\_ Carter and forced him to swat his face and neck every few seconds. They continued to attack until they detected the foul smell of \_\_\_\_\_ when Carter passed a dead hare on the shoulder of the road. The departure of the flies gave him \_\_\_\_\_ relief as he continued his trudge; the bugs went away, but in the distance, Carter could see, through eyes stinging with sweat, the \_\_\_\_\_ distortions of light along the hot, desert floor.

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

**rectify    factious    ignoble    erotic**  
**amorphous    besiege    perspicacity**

2. Some of the council approved the new zoning restriction, but a few \_\_\_\_\_ members refused to cast votes. None of them actually approved of the \_\_\_\_\_ bookstore next to the little league field, but they wanted to find a better way to legally \_\_\_\_\_ the \_\_\_\_\_ situation.

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

**aegis    philanthropy    boor    fervent**  
**carrion    opulent    ephemeral**

3. Councilman Parker, a wealthy native of the small town, knew that a few council members had a[n] \_\_\_\_\_ desire to remove him from office. Some of them resented his \_\_\_\_\_ lifestyle, and others claimed that Parker was careless because he lived under the \_\_\_\_\_ of his wealth and thus had no fear of being fired. They also called Parker a[n] \_\_\_\_\_ because he had the habit of interrupting conversations and barging into offices without knocking.

### Exercise III

## Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The roots *fus* and *fun* mean “melt” or “pour out.”

The suffix *-ion* means “the act of.”

The roots *grad* and *gress* mean “step” or “go.”

The suffix *-el* means “little.”

The prefix *con-* means “together.”

The prefixes *di-*, *dif-*, and *dis-* mean “apart.”

The prefix *e-* means “out” or “from.”

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

- |           |             |
|-----------|-------------|
| A. fusion | D. regress  |
| B. funnel | E. progress |
| C. infuse | F. congress |

- If you have an *effusive* personality, then it \_\_\_\_\_ of you.

Motor oil will \_\_\_\_\_ across the gravel if it spills out of the can.

- A step-by-step process is often called a[n] \_\_\_\_\_ process, and a highway crew might use a[n] \_\_\_\_\_ to smooth out a road.
- Egress* literally translates to \_\_\_\_\_, and if someone loses a high-paying job and takes a lower-paying job, his or her career is said to have \_\_\_\_\_.
- List all the words that you can think of that contain the roots *grad* and *gress*.

### Exercise IV

## Inference

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

- Some slang words are *ephemeral* and will probably...
- Brenda felt guilty for stealing the money from the register, so she *rectified* the situation by...
- After winning a lottery jackpot, Ed took his first steps into a life of *philanthropy* by...

### Improving Sentences

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

6. The first baseman forgot to take his glove to the field, and he stops in the middle of the inning to retrieve it.
  - A. and he is stopping in the middle of the inning to retrieve his mitt.
  - B. and he stopped in the middle of the inning to retrieve his mitt.
  - C. and he stops, in the middle of the inning, to retrieve his mitt.
  - D. and he stopped in the middle of the inning, retrieving his mitt.
  - E. and he is stopping in the middle of the inning, retrieving his mitt.
  
7. Clearing the bar at seven feet, a new high jump record was set.
  - A. A new high jump record was set, while the athlete cleared the bar at seven feet.
  - B. While clearing the bar at seven feet, a new high jump record was set.
  - C. The athlete cleared the bar at seven feet and set a new high jump record.
  - D. A new high jump record, by clearing the bar seven feet, was set.
  - E. After clearing the bar at seven feet, a new high jump record was set by the athlete.
  
8. The violinist was acclaimed for her performance by the audience.
  - A. For her performance the violinist was acclaimed by the audience.
  - B. The violinist was acclaimed for her performance, by the audience.
  - C. From the audience, the violinist received acclaim for her performance.
  - D. The audience acclaimed the violinist for her performance.
  - E. The audience acclaimed the performance for the violinist.
  
9. The college student enjoys swimming, and writing, but not to study.
  - A. swimming and to write but not to study.
  - B. swimming, and to write, but not to study.
  - C. swimming and enjoys writing, but does not enjoy studying.
  - D. to swim and to write but not to study.
  - E. swimming and writing, but not studying.
  
10. The musical was exceptional, the cast was only mediocre.
  - A. Though the musical was exceptional, the cast was only mediocre.
  - B. The musical was exceptional, and the cast is only mediocre.
  - C. The musical was exceptional the cast was only mediocre.
  - D. The musical was exceptional, though only the cast was mediocre.
  - E. The musical, which was exceptional, but the cast was only mediocre.



25 After the heavy rain, approximately ten thousand cubic feet of water entered Lake  
Conemaugh each hour, but only six thousand cubic feet escaped over the spillway. In the  
morning, the lake was only two feet from the top of the dam, and it was still rising. Workers  
hurriedly cleaned **impediments** and debris from spillways to let more water escape, but the lake  
30 continued to rise. A team of laborers dug a trench to route water around the dam, but the ditch  
was too shallow to have any great effect. Inch by inch, the water neared the top of the dam, and  
at noon, it began to wash away the earthen structure. By two o'clock, the rushing water had cut  
through the top center of the dam, but most of the lake was still contained. At three o'clock, Lake  
Conemaugh—twenty million tons of water—burst through the center of the dam, carrying with  
it the destructive energy of a thousand tons of TNT.

35 Workers in South Fork sent telegraph warnings to Johnstown when the lake began to spill  
over the dam, but most of the residents dismissed them. People who actually took the warnings  
seriously and left for high ground were ridiculed by those who remained in town.

It took forty-five minutes for Lake Conemaugh to rush through the broken dam, and in  
that time it became a frothing torrent—a forty-foot wall of water that swallowed everything in its  
40 path. The wave, on a downhill course to Johnstown, grew in mass as it picked up trees, rocks,  
and chunks of debris. By four o'clock, the people of Johnstown noticed that the river had become  
strangely rapid, and in the minutes that followed, they heard a strange rumble in the distance.

The wall of water hit Johnstown at 4:07 p.m., moving at almost forty miles per hour. Neither  
wood nor iron slowed it down. It swept away buildings as though they were made of balsa wood.  
45 The heavy debris it carried turned the wave into a jackhammer that easily smashed through any  
manmade obstacle that managed to survive the initial surge. Brick walls shattered into **shards**,  
and steel railroad cars tumbled like children's toys. Not even the most permanent of structures  
proved to be heavy enough to protect people from the water. People who were swept away battled  
to stay afloat and alive; some were crushed by debris, and others, hiding in the attics of their  
50 homes, drowned when the wave dragged their homes from their foundations.

In ten minutes, four square miles of downtown area had been completely obliterated.  
Though the initial wave had passed, a swift current, twenty-feet deep, still flowed through the  
city. Those people lucky enough to have taken cover on solid buildings stood on rooftops and  
nervously watched as the **maelstrom** consumed nearby buildings. Hundreds of people were  
55 missing, and approximately five hundred were trapped in a massive pile of debris that the wave  
had deposited against a bridge. The twisted heap, more than forty-acres in area, contained homes,  
bridges, railroad cars, and machines from Johnstown and four other communities along the Little  
Conemaugh. People crawled from the entanglement and struggled to find high ground, but not  
everyone made it to safety before the debris, soaked with oil from an overturned train car, caught  
60 fire. Eighty people perished in the flames.

Two thousand, two hundred nine people died as a result of the Johnstown Flood. The  
destructive wave removed 99 families, 1,600 homes, and 280 businesses from the face of the  
earth. Unsanitary conditions, cholera, and missing family members made matters worse in the  
days that followed, but luckily, a little good sprouted from the destruction.

65 The disaster galvanized the nation, and nearly four million dollars in relief money poured  
into Johnstown from the United States and eighteen foreign nations. Hundreds of volunteers  
swarmed to the city to provide food, blankets, and temporary shelters for thousands of victims.  
The flood also prompted the first major disaster relief effort for the newly formed American Red  
Cross, which has helped countless millions since.

70 The story of the flood caused a media frenzy at the time, and investigations and lawsuits  
ensued, with most aimed at the club comprised of wealthy barons of industry. Ultimately, the dam  
had changed hands so many times in its 58-year existence that the club was not held responsible  
for the catastrophic failure. Some experts insist that had the discharge system been replaced, the  
damn wouldn't have failed; however, other investigators claim that the rainfall was so heavy that  
75 even the original dam would have failed. South Fork dam was never rebuilt. Regardless of where  
the blame belongs, the story of the Johnstown Flood will be an eternal reminder to give potential  
disasters their due attention before it's too late.

## 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 Sometimes it is nice to marvel at the many products of technology. In a span of fewer than one hundred years, humans have developed antibiotics, space travel, nuclear reactors, digital communications, batteries—oh, wait: we didn't invent batteries. They've been around for quite some time—more than 2,000 years, as a matter of fact.
- 2 In 1936, workers excavating a 2,000-year-old village near Baghdad find a seemingly unexciting clay pot, roughly six inches tall. The **adventitious** discovery of the pot, shaped like a small vase, was casually grouped with other artifacts and placed into storage.
- 3 The clay pot sat untouched for two years, until the day Wilhelm Konig, a German archaeologist, made a close examination of the artifact. To his astonishment, the ancient pot contained a copper cylinder, six inches in length, through which an iron rod hung suspended. An asphalt stopper sealed the cylinder in the pot, and another piece of asphalt beneath the cylinder appeared to serve as an insulator. The iron rod showed signs of corrosion, as though, perhaps, an acidic fluid had been used as an electrolytic solution to establish a current between the copper tube and the iron rod. This was not some **ambiguous** combination of parts; Doctor Konig had just discovered a 2,000-year-old battery.
- 4 The battery sparked the imaginations of archaeologists all over the world. How could a civilization that knew nothing about the existence of electricity create a battery? Batteries are expensive even today. More importantly, why would an ancient civilization need a battery?
- 5 In 1940, well before scientists had finished speculating about the mysterious device, Willard Gray, a scientist at the General Electric High Voltage Laboratory in Massachusetts, decided to conduct an experiment to confirm that the clay pot was indeed a battery. He created a replica of the pot, and, using a copper sulfate solution as an electrolyte, the pot generated one-half volt. The battery was legitimate.
- 6 The attention of archaeologists was returned to determining the purpose of the battery. Theories put forth by the scientists primarily agreed that, based on the findings of silver-plated copper artifacts, the battery was used by the ancients for electroplating, or gilding; however, doubts were instilled about the theory because of the limited potential of the battery.
- 7 During the 1970s, an Egyptologist built another replica of the battery, but to test this replica, he used an electrolyte that would more likely have been available to the ancients: fresh grape juice. The replica battery reportedly generated nearly one volt. The same researcher allegedly used the replica battery to electroplate a statuette with gold, but any evidence to support the experiment has long vanished. Despite the lack of evidence, scientists still agree that the battery was probably used for plating, or gilding, metal.
- 8 The Baghdad Battery now sits in the Baghdad Museum with as many as twelve others like it, all dated to the vicinity of 250 B.C. Perhaps if someone had left one sitting out, the world would not have needed to wait for Alessandro Volta to invent the battery—again—in 1799. Who knows what other inventions lie buried beneath the desert sands?
- 9 Some scientists theorized that the ancients used the batteries for pain relief because the ancient Greeks were aware that the mysterious quality of electric eels was useful in alleviating aching feet. Others theorize that the batteries were the result of ancient Chinese acupuncture techniques because electric acupuncture is practiced in modern China. Theories even include shock-inducing, anti-theft devices that ancients might have placed inside statues.

just playing on their own lawns. In 1978, the President of the United States declared a state of emergency at the Love Canal. In the years that followed, more than 800 families were relocated from the area. Bulldozers razed the homes nearest the canal, leaving a barren, forty-acre clay cap  
55 covering the site to this day.

Since 1978, environmental zealots and cause-of-the-week activists have wrongfully brought **obloquy** upon Hooker Chemical, portraying it as a stereotypical evil corporation that profits by intentionally poisoning its patrons; they need to find a different scapegoat because it is not big industry who fouled up the Love Canal—it was a group of bureaucrats, desperate for cheap  
60 land, who ignored repeated warnings that the property was unsuitable for development and still demanded possession of it. Ignorance at this level is inexcusable, even for bureaucrats whose poor decisions are not punishable by law.

1A. As used in the second paragraph of passage 1, the word *entrepreneur* most nearly means

- A. millionaire.
- B. attorney.
- C. governor.
- D. industrialist.
- E. visionary.

1B. Which phrase from paragraph 2 best supports your answer to question 1A?

- A. “real estate”
- B. “the perfect site”
- C. “Board of Education”
- D. “growing population”
- E. “industrial city”

2A. Choose the best title for passage 1.

- A. Corporate Irresponsibility
- B. Surviving the American Dream
- C. Niagara Falls Down
- D. The Effects of Industrial Waste in Proximity to Residential Neighborhoods
- E. The Results of Inadequate Education Budgets

2B. Choose the phrase from the passage that best supports your choice of the title for question 2A.

- A. “The open field looked like prime real estate...”
- B. “The school board paid little notice to the disclaimer...”
- C. “...the American dream turned into the American nightmare.”
- D. “...Department of Health declared the Love Canal a health hazard...”
- E. “...residents and government agencies filed nearly 1,000 lawsuits...”

3A. According to passage 1, Hooker Chemical donated the Love Canal because

- A. it wanted to give back to the community.
- B. school officials were going to seize the land.
- C. it wanted to rid itself of liability for the dump.
- D. it would have looked bad to sell the dump for a profit.
- E. the company experienced layoffs.

because they were not friends to each other.

40 Brothers—The white people send runners amongst us; they wish to make us enemies that they may sweep over and desolate our hunting grounds, like devastating winds, or rushing waters.

Brothers—Our Great Father, over the great waters, is angry with the white people, our enemies. He will send his brave warriors against them; he will send us rifles, and whatever else we want—he is our friend, and we are his children.

45 Brothers—Who are the white people that we should fear them? They cannot run fast, and are good marks to shoot at: they are only men; our fathers have killed many of them; we are not squaws, and we will stain the earth red with blood.

Brothers—The Great Spirit is angry with our enemies; he speaks in thunder, and the earth swallows up villages, and drinks up the Mississippi. The great waters will cover their lowlands; their corn cannot grow, and the Great Spirit will sweep those who escape to the hills from the earth with his terrible reach.

50 Brothers—We must be united; we must smoke the same pipe; we must fight each other's battles; and more than all, we must love the Great Spirit. He is for us; he will destroy our enemies and make all his red children happy.

## Passage 2

The great Shawnee orator has portrayed in vivid picture the wrongs inflicted on his and other tribes by the ravages of the paleface. The candor and fervor of his eloquent appeal breathe the conviction of truth and sincerity, and, as kindred tribes, naturally we sympathize with the misfortunes of his people. I do not come before you in any disputation either for or against these charges. It is not my purpose to contradict any of these allegations against the white man, but neither am I here to indulge in any indiscreet denunciation of him which might bring down upon my people unnecessary difficulty and embarrassment....

The distinguished Shawnee sums up his eloquent appeal to us with this direct question: Will you sit idly by, supinely awaiting complete and abject submission, or will you die fighting beside your brethren, the Shawnees, rather than submit to such ignominy?

10 These are plain words and it is well they have been spoken, for they bring the issue squarely before us. Mistake not, this language means war. And war with whom, pray? War with some band of marauders who have committed these depredations against the Shawnees? War with some alien host seeking the destruction of the Choctaws and Chickasaws? Nay, my fellow tribesmen. None of these are the enemy we will be called on to meet. If we take up arms against the Americans we must of necessity meet in deadly combat our daily neighbors and associates in this part of the country near our homes....

Forget not, Choctaws and Chickasaws, that we are bound in peace to the Great White Father at Washington by a sacred treaty and the Great Spirit will punish those who break their word. The Great White Father has never violated that treaty and the Choctaws have never yet been driven to the necessity of taking up the tomahawk against him or his children....

We Choctaws and Chickasaws are a peaceful people, making our subsistence by honest toil; but mistake not, my Shawnee brethren, we are not afraid of war. Neither are we strangers to war, as those who have undertaken to encroach upon our rights in the past may abundantly testify. We are thoroughly familiar with war in all its details and we know full well all its horrible consequences. It is unnecessary for me to remind you, O Choctaws and Chickasaws, veteran braves of many fierce conflicts in the past, that war is an awful thing. If we go into this war against the Americans, we must be prepared to accept its inevitable results. Not only will it foretoken deadly conflict with neighbors and death to warriors, but it will mean suffering for our women, hunger and starvation for our children, grief for our loved ones, and devastation of our homes. Notwithstanding these difficulties, if the cause be just, we should not hesitate to defend our rights to the last man, but before that fatal step is irrevocably taken, it is well that we fully understand and seriously consider the full portent and consequences of the act....

35 Halt, Tecumseh! Listen to me. You have come here, as you have often gone elsewhere, with a purpose to involve peaceful people in unnecessary trouble with their neighbors. Our people have

## 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:

In Henrik Ibsen's *A Doll's House*, Nora, a middle-class wife who struggles to find her identity, is confronted with what "defines" her. Responding to her husband, who has just told her that she is first a wife and then a mother, Nora states, "I don't believe in that anymore. I believe that, before all else, I'm a human being, no less than you—or anyway, I ought to try to become one. I know that the majority thinks you're right, Torvald, and plenty of books agree with you, too. But I can't go on believing what the majority says, or what's written in books."

—an excerpt from *A Doll's House*, 1879

**Assignment:** Consider the ways in which people are expected to think, feel, or act, depending on their identities. Write an essay in which you discuss the ways in which society tries to define people. Consider how the roles imposed by society restrict or aid the lives of individuals. Discuss one or many roles that provide good examples for your thesis. Support your position with examples from literature, history, personal observations, or experiences.

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

*Example: Just as Nora finds herself pigeonholed in the role of wife and mother in Henrik Ibsen's A Doll's House, we are all categorized in some way and then stereotyped based on that category.*

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Draft:** Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

**Review and Revise:** Exchange essays with a classmate. Using the Holistic scoring guide on page 268, score your partner's essay (while he or she scores yours). If necessary, rewrite your essay to correct the problems noted by your partner.