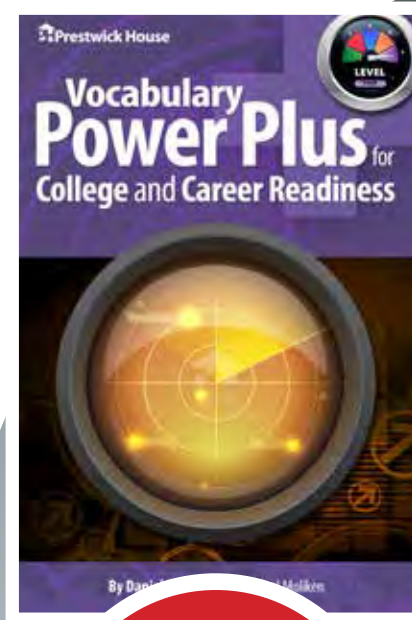




Vocabulary Power Plus
for College and Career Readiness

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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 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 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

arable
camaraderie
desiccate
equanimity
frangible
interminable
litany
lugubrious
moratorium
replete
truncate
ubiquitous
vernacular
wrenching
zealous

Lesson 2

brigand
carte blanche
contemptuous
cosmopolitan
donnybrook
incantation
interlocutor
metamorphosis
nomenclature
nonchalant
procrustean
rife
sophistry
stygian
vestige

Lesson 3

abstemious
archaic
arrogate
atelier
axiom
dulcet
expurgate
iniquity
patronizing
pellucid
peremptory
perspicacious
scapegoat
talisman
vacillate

Lesson 4

apocryphal
catharsis
crepuscular
efficacious
estrangle
internecine
intrinsic
inundate
kudos
maxim
putrid
revere
risible
servile
sybaritic

Lesson 5

anomaly
compendium
comprise
consternation
coterie
disconcert
eidetic
expiate
flippancy
foist
incongruous
innocuous
plethora
preamble
vitriolic

Lesson 6

accoutrement
antediluvian
contrive
haughty
hubris
imbroglio
peregrination
platitude
prognosticate
quotidian
sanctimonious
scullion
sectarian
stringent
venerate

Exercise I

Words in Context

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

litany **truncate** **lugubrious** **camaraderie**
equanimity **interminable** **zealous**

1. Tony brushed the rain off his jacket as he walked through the glass doors to the school. It was a[n] _____ Saturday morning, so Tony was happy that the assessment test was not scheduled for a beautiful spring day. He sat down with his answer booklet, and the test proctor began the standard, twenty-minute _____ of instructions, as though the _____, four-hour test were not long enough without the elaborate instructions. Tony, not at all nervous after having taken the test three times already, listened to the proctor with _____; however, some of the more _____ test-takers anxiously tapped their #2 pencils, eager to begin filling in the hundreds of tiny circles on their answer sheets.

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

frangible **desiccate** **arable** **ubiquitous**
replete **vernacular** **zealous**

2. Abby had taken Spanish in high school, but she had trouble understanding the shopkeeper's _____. The little shop was _____ with the same types of things that tourists often needed, such as film, medicine, and long-distance phone cards; a shelf in front of the counter contained the hundreds of keychains, coffee mugs, old, _____ hard candies, and tee shirts _____ in every souvenir shop. A row of _____ vases and pottery on a shelf behind the counter caught Abby's eye, but she had actually come in to ask about the exotic plants growing in the _____ plot outside, behind the store.

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

litany **truncate** **camaraderie** **wrenching**
moratorium **arable** **desiccate**

3. After the _____ on racing during a storm had been lifted and the track dried, spectators watched the _____ and ease among members of the pit crews as they made adjustments to cars in the minutes before drivers could return to the track. Despite the excitement in the air, the whole scene was depressing for Miles, a former driver who had to watch the race from the stands. The eight titanium pins holding his leg bones together never let him forget the _____ injury that had _____ his once-promising racing career.

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *ortho*– means “straight” or “correct.”

The prefix *hetero*– means “different.”

The prefix *homo*– means “same.”

The roots *dogm* and *dox* mean “belief.”

The root *gen* means “type.”

The suffix *–logy* means “word.”

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

A. dogmatic	D. orthodox
B. heterodox	E. doxology
C. homogenous	F. heterogeneous
- If *para*– means “beyond,” then a *paradox* is something that is _____.
- List as many words as you can think of that begin with the prefix *ortho*–.
- What is *homogenized* milk?
- Give an example of a *dogma*.
- List as many words as you can think of that contain the root *gen*.

Exercise IV

Inference

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

- If you have *arable* ground on your property, then you might consider...
- That is a *ubiquitous* species of tree, so don't be surprised if, during your vacation abroad, you...
- If you are bored, and the weather is *lugubrious*, you might...

7. Ben Franklin was a statesman, politician, printer, author, philosopher, inventor, and Ambassador to France, yet most people studying history in school only think of him as a man standing in a lightning storm with a kite and a key.
- A. yet most people who only study history in school think of him as a man standing in a lightning storm with a kite and a key.
 - B. yet most people in history think of him as a man standing in a lightning storm with a kite and a key.
 - C. yet most people with only a tiny knowledge of high school history think of him as a man standing in a lightning storm with a kite and a key.
 - D. yet most people in school only think of him as a man standing in a lightning storm with a kite and a key.
 - E. yet most students think of him only as a man standing in a storm with a kite and a key.
8. “The reason I choose not to,” said the potential customer to the car salesman, “is because of the fact that you have not given me enough for my trade-in.”
- A. “Is due to the fact that you have not given me enough for my trade-in.”
 - B. “is because of you having not given me enough for my trade-in.”
 - C. “is because you have not given me enough for my trade-in.”
 - D. “is that you have not given me enough for my trade-in.”
 - E. “is because of the fact that you aren’t giving me enough for my trade-in.”
9. There is only one prerequisite for the job; You must have a college degree in Physics.
- A. job: you must have a college degree in physics.
 - B. job, you must have a college degree in physics.
 - C. job you must have a college degree in Physics.
 - D. job; You must have a college degree in physics.
 - E. job, and it is that a college degree in physics is necessary.
10. Ever since he has devoted himself entirely to helping the homeless.
- A. Ever since he has devoted himself entirely to helping the homeless, he has been happy.
 - B. Ever since, he has devoted himself entirely to helping the homeless.
 - C. He has devoted himself entirely to helping the homeless.
 - D. Ever since he has entirely devoted himself to helping the homeless.
 - E. Ever since he has devoted himself, entirely, to helping the homeless.

40 When nature undertakes to provide a house, it fits the occupant. Animals which build by instinct build only what they need, but man's building instinct, if it gets a chance to spread itself at all, is boundless, just as all his instincts are. For it is man's peculiarity that nature has filled him with impulses to do things, and left it to his discretion when to stop. She never tells him when he has finished. And perhaps we ought not to be surprised that in so many cases it happens that he

45 does not know, but just goes ahead as long as the materials last.

If another *man* tries to oppress him, he understands that and is ready to fight to death and sacrifice all he has, rather than submit; but the tyranny of *things* is so subtle, so gradual in its approach, and comes so masked with seeming benefits, that it has him hopelessly bound before he suspects his fetters. He says from day to day, "I will add thus to my house;" "I will have one or

50 two more horses;" "I will make a little greenhouse in my garden;" "I will allow myself the luxury of another hired man;" and so he goes on having things and imagining that he is richer for them. Presently he begins to realize that it is the things that own him. He has piled them up on his shoulders, and there they sit like Sinbad's Old Man and drive him; and it becomes a daily question whether he can keep his trembling legs or not.

55 All of which is not meant to prove that property has no real value, or to rebut Charles Lamb's scornful denial that enough is as good as a feast. It is not meant to apply to the rich, who can have things comfortably, if they are philosophical; but to us poor, who have constant need to remind ourselves that where the verbs *to have* and *to be* cannot both be completely inflected, the verb *to be* is the one that best repays concentration.

- 1A. The tone of the first paragraph of this passage is best described as
- A. hostile.
 - B. supportive.
 - C. forlorn.
 - D. evasive.
 - E. patronizing.
- 1B. Choose the word that best describes the author's feeling toward the minister described in paragraph 1.
- A. condemning
 - B. uncertain
 - C. frustrated
 - D. offended
 - E. sympathetic
- 2A. As used in the first paragraph, *charge* most nearly means
- A. accusation.
 - B. debt.
 - C. ridicule.
 - D. duty.
 - E. shock.
- 2B. Based on the second use of *charge* in line 6, which words from that paragraph best support your answer to question 2A?
- A. amusing, embarrassment
 - B. parishioners, given
 - C. grown, share
 - D. relinquished, sought
 - E. covets, wrong

Exercise VI

English Practice

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 actual mistakes, but will improve the clarity of the writing.

- [1] (1) The world as we know it would not exist today if it were not for gigantic aircraft capable of carrying hundreds of tons of people,¹ supplies, and equipment. (2) The credit for inspiring such aircraft must go to a versatile Texan by the name of Howard Hughes—the inventor of the first massive “flying boat” that most now remember as the “Spruce Goose.”
1. A. NO CHANGE
B. hundred's of tons of people
C. hundreds of ton's of people
D. hundreds' of tons of people
- [2] (3) Howard Hughes was what most would describe as a Renaissance man. (4) He was an actor, a director, a theater owner, a pilot, and a **perspicacious** engineer. (5) Though he never finished high school, Hughes attended classes at California Institute of Technology, thanks to a considerable donation by his father. (6) Hughes's father was wealthy. (7) Hughes's father died when Hughes was only eighteen years old. (8) A judge awarded Hughes legal adulthood just after his nineteenth birthday, that allowed² the young man to take control of his father's estate from his uncle. (9) Part of the estate included Hughes Tool Company, and Hughes, taking advantage of the booming aircraft technology industry of the early twentieth century, formed the Hughes Aircraft Company division in 1932. (10) With his company and the designing help of famous shipbuilder Henry Kaiser, they³ agreed to a contract with the government to build three “flying boats.” (11) Hughes never finished building three, but he did successfully complete one.
2. F. NO CHANGE
G. birthday which allowed
H. birthday that allowed
J. birthday,
3. A. NO CHANGE
B. Kaiser and Hughes
C. Hughes
D. the pair
4. Which sentence can be deleted from paragraph 2 without changing the intent of the paragraph?
F. sentence 3
G. sentence 4
H. sentence 6
J. sentence 7

Exercise II

Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. The antique watch had little material value, but it had enormous *intrinsic* worth because...
2. The *sybaritic* main cabin of the gigantic yacht has all the pleasures of...
3. The *servile* intern withheld any complaints when the cable television magnate told him to...
4. Flies are not considered *crepuscular* because...
5. A hobby or physical activity in the evening can be a genuine *catharsis* for people who...
6. Most urban legends are *apocryphal* tales simply meant to...
7. Except for one *risible* scene during the opening credits, the movie...
8. The company needed an *efficacious* advertising campaign in order to...
9. The inspirational posters in the guidance counselor's office listed *maxims* about...
10. The relatives all believed they were entitled to a huge inheritance, and *internecine* fighting almost occurred when...
11. When the wind blows just the right way, the *putrid* stench of...
12. Customers *inundated* the department store with orders when...
13. Barb enjoyed *kudos* from her coworkers after she...
14. Jody *estranged* herself from her family when she...
15. Sergeant Butters didn't *revere* the general well enough to volunteer for...

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The roots *nat* and *nasc* mean “to be born.”

The root *viv* means “to live.”

The root *mort* means “to die.”

The prefix *con-* means “together.”

The prefix *pre-* means “before.”

The suffix *-fy* means “to make.”

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

A. mortify	D. nascent
B. convivial	E. vivify
C. prenatal	F. vivid
- A person born in a country is _____ to that country.
- The root *sect* means “to cut apart”; *visisection*, therefore, literally means _____.
- What does a *mortician* do for a living?
- List as many words as you can think of that contain the root *viv*.

Exercise IV

Inference

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

- Someone might *inveigh* against your plan if...
- Your motives must be *unimpeachable* if you plan to attempt something that...
- A *recalcitrant* child might refuse to...

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:

“But, Rome, ’tis thine alone, with awful sway,
To rule mankind, and make the world obey,
Disposing peace and war by thy own majestic way;
To tame the proud, the fetter’d slave to free:
These are imperial arts, and worthy thee.”

–Virgil (70–19 B.C.), *Aeneid*: Chapter VI

Assignment: In the above quotation, Aeneas, the hero of Virgil’s epic poem *Aeneid*, addresses the duties of newly founded Rome: to impose order, peace, and war as necessary; to free those people enslaved during the conquest to create Rome; and to “tame the proud.” In an essay, explain the meaning of the phrase, “To tame the proud.” To whom is Virgil alluding, and how would you feel if the President of the United States used the same language today? Support your opinion using evidence from reading, studies, current events, and your observation or experience.

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

Example: Aeneas, like all great rulers, suggests that “the proud,” or enemies of Rome, must be controlled if the new nation is to survive.

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 of your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the Holistic scoring guide on page 276, score your partner’s essay (while he or she scores yours). If necessary, rewrite your essay to correct the problems indicated by the essay’s score.