INTRODUCTION

Vocabulary Power Plus Classic combines classroom-tested vocabulary drills with reading and writing exercises designed to prepare students for the revised Scholastic Assessment Test; however, Vocabulary Power Plus Classic is a resource for all students—not just those who are college bound or preparing for the SAT I. This series is intended 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 questions. We use SAT-style grammar and writing exercises and have placed the vocabulary words in a non-alphabetical sequence.

To reflect the changes to the Writing and Critical Reading portions of the SAT I, Prestwick House includes inferential exercises instead of the analogical reasoning sections. Coupled with words-in-context activities, inferences cultivate comprehensive word discernment by prompting students to create contexts for words instead of simply memorizing definitions.

The writing exercises in Vocabulary Power Plus Classic are process-oriented, but they bring students a step closer to SAT success by exposing them to rubrics that simulate those of the SAT essay-writing component. This exposure to an objective scoring process helps students to develop a concrete understanding of writing fundamentals.

We hope that you find the Vocabulary Power Plus Classic series to be an effective tool for teaching new words and an exceptional tool for preparing for the SAT.
Strategies for Completing Activities

Roots, Prefixes, and Suffixes

A knowledge of roots, prefixes, and suffixes can give readers the ability to view unfamiliar words as mere puzzles that require only a few simple steps to solve. For the person interested in the history of words, this knowledge provides the ability to track word origin and evolution. For those who seek to improve vocabulary, this knowledge creates a sure and lifelong method; however, there are two points to remember:

1. Some words have evolved through usage, so present definitions might differ from what you infer through an examination of the roots and prefixes. The word *abstruse*, for example, contains the prefix *ab* (away) and the root *trudere* (to thrust), and literally means *to thrust away*. Today, *abstruse* is used to describe something that is hard to understand.

2. Certain roots do not apply to all words that use the same form. If you know that the root *vin* means “to conquer,” then you would be correct in concluding that the word *invincible* means “incapable of being conquered”; however, if you tried to apply the same root meaning to *vindicate* or *vindicative*, you would be incorrect. When analyzing unfamiliar words, check for other possible roots if your inferred meaning does not fit the context.

Despite these considerations, a knowledge of roots and prefixes is one of the best ways to build a powerful vocabulary.

Critical Reading

Reading questions generally fall into several categories.

1. *Identifying the main idea or the author’s purpose.* Generally, the question will ask, “What is this selection about?”

In some passages, the author’s purpose will be easy to identify because the one or two ideas leap from the text; however, other passages might not be so easily analyzed, especially if they include convoluted sentences. Inverted sentences (subject at the end of the sentence) and elliptical sentences (words missing) will also increase the difficulty of the passages, but all these obstacles can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:
These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling’s treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words and the most intolerable diffusiveness, as though no end of fuss were necessary to make the reader understand the deep meaning of their sentences, whereas it is some quite simple if not actually trivial idea, examples of which may be found in plenty in the popular works of Fichte, and the philosophical manuals of a hundred other miserable dunces.

If we edit out some of the words, the main point of this sentence is obvious.

These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling’s treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words as though necessary to make the reader understand the deep meaning of their sentences.

Some sentences need only a few deletions for clarification, but others require major recasting and additions; they must be read carefully and put into the reader’s own words.

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

After studying it, a reader might recast the sentence as follows:

In conversation, some people desire praise for their abilities to maintain the conversation rather than their abilities to identify what is true or false, as though it were better to sound good than to know what is truth or fiction.

2. Identifying the stated or implied meaning. What is the author stating or suggesting?

The literal meaning of a text does not always correspond with the intended meaning. To understand a passage fully, readers must determine which meaning—if there is more than one—is the intended meaning of the passage. Consider the following sentence:
If his notice was sought, an expression of courtesy and interest gleamed out upon his features; proving that there was light within him and that it was only the outward medium of the intellectual lamp that obstructed the rays in their passage.

Interpreted literally, this Nathaniel Hawthorne metaphor suggests that a light-generating lamp exists inside of the human body. Since this is impossible, the reader must look to the metaphoric meaning of the passage to understand it properly. In the metaphor, Hawthorne refers to the human mind—consciousness—as a lamp that emits light, and other people cannot always see the lamp because the outside “medium”—the human body—sometimes blocks it.

3. Identifying the tone or mood of the selection. What feeling does the text evoke?

To answer these types of questions, readers must look closely at individual words and their connotations; for example, the words stubborn and firm share almost the same definition, but a writer who describes a character as stubborn rather than firm is probably suggesting something negative about the character.

Writing

The new SAT allocates only twenty-five minutes to the composition of a well-organized, fully developed essay. Writing a satisfactory essay in this limited time requires facility in quickly determining a thesis, organizing ideas, and producing adequate examples to support the ideas.

An essay written in twenty minutes might not represent the best process writing—an SAT essay might lack the perfection and depth that weeks of proofreading and editing give to research papers. Process is undoubtedly important, but students must consider the time constraints of the SAT. Completion of the essay is just as important as organization, development, and language use.

The thesis, the organization of ideas, and the support make the framework of a good essay. Before the actual writing begins, writers must create a mental outline by establishing a thesis, or main idea, and one or more specific supporting ideas (the number of ideas will depend on the length and content of the essay). Supporting ideas should not be overcomplicated; they are simply ideas that justify or explain the thesis. The writer must introduce and explain each supporting idea, and the resultant supporting paragraph should answer the why? or who cares? questions that the thesis evokes.
Once the thesis and supporting ideas are identified, writers must determine the order in which the ideas will appear in the essay. A good introduction usually explains the thesis and briefly introduces the supporting ideas. Explanation of the supporting ideas should follow, with each idea in its own paragraph. The final paragraph, the conclusion, usually restates the thesis or summarizes the main ideas of the essay.

Adhering to the mental outline when the writing begins will help the writer organize and develop the essay. Using the Organization and Development scoring guides to evaluate practice essays will help to reinforce the process skills. The Word Choice and Sentence Formation scoring guides will help to strengthen language skills—the vital counterpart to essay organization and development.

Pronunciation Guide

a — track
ä — mate
ä — father
â — care
e — pet
ë — be
i — bit
î — bite
o — job
ô — wrote
ô — port, horse, fought
öö — proof
öö — book
u — pun
ü — you
û — purr
ə — about, system, supper, circus
ûr — steer
ë — Fr. cœur
oi — toy
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
atelier
axiom
dulcet
expurgate
iniquity
patronizing
pellucid
peremptory
perspicacious
scapegoat
talisman
usurp
vacillate

Lesson 4
apocryphal
catharsis
crepuscular
efficacious
estrange
internecine
intrinsic
inundate
kudos
maxim
putrid
revere
risible
servile
sybaritic

Lesson 5
anomaly
compendium
comprise
consternation
coterie
disconcert
eidetic
expiate
flippance
foist
incongruous
innocuous
plethora
preamble
vitriolic

Lesson 6
accoutrement
antediluvian
contrive
haughty
hubris
imbroglio
peregrination
platitude
prognosticate
quotidian
sanctimonious
scullion
sectarian
stringent
venerate
Lesson 7
anecdote
churlish
coeval
cogent
convoluted
dilatory
entreat
gibberish
incumbent
livid
lurid
nexus
promulgate
staid

Lesson 8
aleatory
allay
ameliorate
asperity
exegesis
inveigh
lionize
otiose
pander
profligate
puerile
recalcitrant
renunciation
unimpeachable
vitiate

Lesson 9
benign
blithe
bumpkin
corroborate
culpable
frenetic
hortatory
indecorous
orotund
penultimate
pervasive
provocative
recrimination
soporific
toady

Lesson 10
circuitous
cumlocution
depredate
indolent
largesse
luminous
majordomo
perambulate
perquisite
polemical
probit

tacit
timorous
untenable
veneer

Lesson 11
bulwark
canard
cortege
demotic
dogged
etymology
intrisgent
malaise
requisite
simian
solecism
wont

Lesson 12
assiduous
bellicose
compunction
condescending
epiphany
panacea
physiognomy
propensity
pulchritude
revel
rhapsodize
sepulcher
umbrage
voluble
wizened
<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>Lesson 15</th>
<th>Lesson 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>analgesic</td>
<td>appellation</td>
<td>alimentary</td>
</tr>
<tr>
<td>conflagration</td>
<td>autonomy</td>
<td>ascetic</td>
</tr>
<tr>
<td>discretionary</td>
<td>chthonian</td>
<td>attenuate</td>
</tr>
<tr>
<td>draconian</td>
<td>coagulate</td>
<td>attribute</td>
</tr>
<tr>
<td>florid</td>
<td>extirpate</td>
<td>celerity</td>
</tr>
<tr>
<td>flummox</td>
<td>gustatory</td>
<td>congenital</td>
</tr>
<tr>
<td>fractious</td>
<td>jurisprudence</td>
<td>depravity</td>
</tr>
<tr>
<td>histrionics</td>
<td>malevolent</td>
<td>discourse</td>
</tr>
<tr>
<td>implicate</td>
<td>misanthrope</td>
<td>encomium</td>
</tr>
<tr>
<td>moribund</td>
<td>peripatetic</td>
<td>ethereal</td>
</tr>
<tr>
<td>noisome</td>
<td>prominent</td>
<td>megalomania</td>
</tr>
<tr>
<td>punctilious</td>
<td>puissance</td>
<td>mutable</td>
</tr>
<tr>
<td>turpitude</td>
<td>scion</td>
<td>primordial</td>
</tr>
<tr>
<td>unpalatable</td>
<td>supercilious</td>
<td>remuneration</td>
</tr>
<tr>
<td>veritable</td>
<td>tutelary</td>
<td>tactile</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 14</th>
<th>Lesson 16</th>
<th>Lesson 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>artisan</td>
<td>arcane</td>
<td>cumulative</td>
</tr>
<tr>
<td>boondoggle</td>
<td>bourgeois</td>
<td>exhilaration</td>
</tr>
<tr>
<td>curmudgeon</td>
<td>exculpate</td>
<td>extricate</td>
</tr>
<tr>
<td>fiduciary</td>
<td>indefeasible</td>
<td>goad</td>
</tr>
<tr>
<td>inculcate</td>
<td>matriculate</td>
<td>impunity</td>
</tr>
<tr>
<td>indiscernible</td>
<td>mercurial</td>
<td>lithe</td>
</tr>
<tr>
<td>moiety</td>
<td>nascent</td>
<td>poignant</td>
</tr>
<tr>
<td>opprobrium</td>
<td>paladin</td>
<td>propriety</td>
</tr>
<tr>
<td>phlegmatic</td>
<td>salubrious</td>
<td>pundit</td>
</tr>
<tr>
<td>potentate</td>
<td>sine qua non</td>
<td>satiate</td>
</tr>
<tr>
<td>protégé</td>
<td>squelch</td>
<td>superfluous</td>
</tr>
<tr>
<td>reciprocate</td>
<td>tangential</td>
<td>surfeit</td>
</tr>
<tr>
<td>repugnant</td>
<td>trenchant</td>
<td>tactile</td>
</tr>
<tr>
<td>tenable</td>
<td>tyro</td>
<td>venial</td>
</tr>
<tr>
<td>virulent</td>
<td>vicissitude</td>
<td>vituperative</td>
</tr>
<tr>
<td>Lesson 19</td>
<td>Lesson 20</td>
<td>Lesson 21</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>abjure</td>
<td>acme</td>
<td>abrogate</td>
</tr>
<tr>
<td>dissipate</td>
<td>cerebral</td>
<td>analects</td>
</tr>
<tr>
<td>extant</td>
<td>conundrum</td>
<td>anomie</td>
</tr>
<tr>
<td>fulsome</td>
<td>deleterious</td>
<td>apostasy</td>
</tr>
<tr>
<td>inchoate</td>
<td>discerning</td>
<td>cognizant</td>
</tr>
<tr>
<td>inveterate</td>
<td>echelon</td>
<td>extrinsic</td>
</tr>
<tr>
<td>propitious</td>
<td>hypocrisy</td>
<td>factotum</td>
</tr>
<tr>
<td>rescind</td>
<td>idyllic</td>
<td>febrile</td>
</tr>
<tr>
<td>schism</td>
<td>malinger</td>
<td>magniloquent</td>
</tr>
<tr>
<td>spurious</td>
<td>nondescript</td>
<td>outré</td>
</tr>
<tr>
<td>stentorian</td>
<td>punitive</td>
<td>parity</td>
</tr>
<tr>
<td>transient</td>
<td>relegate</td>
<td>propinquity</td>
</tr>
<tr>
<td>tremulous</td>
<td>serendipity</td>
<td>prosaic</td>
</tr>
<tr>
<td>unwieldy</td>
<td>soluble</td>
<td>supine</td>
</tr>
<tr>
<td>utilitarian</td>
<td>waive</td>
<td>surreptitious</td>
</tr>
</tbody>
</table>
Lesson One

1. **camaraderie** (kä már rä´ dä rē) n. rapport and goodwill
   The coach attributed the team’s success to the camaraderie among the players.
   syn: friendship; amity  
   ant: enmity; hostility

2. **frangible** (fran´jə bal) adj. fragile; easy to break
   Mom seldom used the frangible, antique dishes in the china cabinet.
   syn: delicate; breakable  
   ant: sturdy; strong

3. **litany** (li´ tə nē) n. any long, repetitive, or dull recital
   The dissatisfied customer read a litany of complaints to the company representative.

4. **moratorium** (mor ə tōr´ē ə m) n. a suspension of activity; an authorized delay
   The warring factions declared a moratorium on combat during the peace talks.
   syn: postponement; cessation  
   ant: rush; continuation

5. **zealous** (zel´əs) adj. fervent; fanatical
   The zealous gardener planted so many flowers that a number of them did not have the necessary space in which to grow.
   syn: passionate; enthusiastic  
   ant: uninterested; indifferent

6. **desiccate** (des´ i kāt) v. to dry out; to remove moisture
   Janet desiccates flowers and then uses them to make wreaths.
   syn: dehydrate  
   ant: moisten; dampen

7. **wrenching** (rench´ing) adj. causing mental or physical pain
   The wrenching photographs of the starving children prompted Mike to send a donation.
   syn: distressing; agonizing  
   ant: pleasant; comforting

8. **replete** (ri plēt´) adj. full; abundant
   The anglers were happy to find their stream replete with trout.
   syn: abounding; rife  
   ant: lacking; empty
9. **interminable** (in tûr´ mə nə bəl) *adj.* tiresome and long; seemingly endless
   The last few hours of school before the holiday vacation seemed *interminable*.
   *syn: tedious*  
   *ant: fleeting; limited*

10. **arable** (ar´ a bəl) *adj.* suitable for cultivation of land
    Death Valley and the Badlands are both characterized by their lack of *arable* soil.
    *syn: fecund; fertile*  
    *ant: barren; infertile*

11. **lugubrious** (löō gō´ brē əs) *adj.* mournful; gloomy
    The *lugubrious* funeral scene temporarily interrupted the comic tone of the play.
    *syn: somber; depressing*  
    *ant: joyful*

12. **truncate** (trung´ kät) *v.* to shorten
    The candidate *truncated* his campaign because of a family illness.
    *syn: abridge; abbreviate*  
    *ant: lengthen; increase*

13. **ubiquitous** (yōō bik´ wi təs) *adj.* occurring or seeming to occur everywhere; omnipresent
    The camping trip was horrible; the mosquitoes were *ubiquitous* and hungry.
    *syn: universal*  
    *ant: nonexistent*

14. **vernacular** (vôr nak´ yə ˈ lôr) *n.* everyday language
    Using slang or *vernacular* in a formal term paper is usually inappropriate.

15. **equanimity** (ēk wə nim´ i tē) *n.* composure; calmness
    Oddly enough, the plaintiff recounted the story of her attack with perfect *equanimity*.
    *syn: sangfroid; poise*  
    *ant: anxiety; agitation*
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 wouldn’t cause him to forfeit 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   wrenching   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 things that tourists often needed, such as film, medicine, and long-distance phone cards; a shelf in front of the counter contained the keychains, coffee mugs, 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.

<table>
<thead>
<tr>
<th>litany</th>
<th>truncate</th>
<th>camaraderie</th>
<th>wrenching</th>
</tr>
</thead>
<tbody>
<tr>
<td>moratorium</td>
<td>arable</td>
<td>desiccate</td>
<td></td>
</tr>
</tbody>
</table>

3. The sporadic rain caused a[n] __________ in the stock car race until workers could __________ the concrete track using large blowers pulled by tractors. While the track dried, spectators watched the _________ among members of the pit crews as they scrambled to make frantic 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 II—Sentence Completion

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

1. When Angie complained about having to do chores for her allowance, her dad began his usual litany about…

2. It’s difficult to maintain one’s equanimity when…

3. The cooler at the picnic was replete with…

4. Dirk began to question the camaraderie of his teammates when one of them…

5. The actor became frustrated when the ubiquitous tabloid reporters…

6. Anita wanted a home with an arable yard where she could…

7. The interminable wait at the checkout line made Raymond decide…

8. When you pack the boxes for the move, put the frangible items…

9. Between innings, one of the zealous fans at the game…

10. Bill likes comic poems, but Sylvia prefers lugubrious ones that…
11. The NCAA imposed a brief *moratorium* on football games when several athletes…

12. Shelly used common *vernacular* to identify the animals, but the zoology professor wanted her to…

13. You will need to *truncate* your award speech if you find out…

14. Giles tried to suppress his *wrenching* memories of…

15. The pioneers *desiccated* some of the fish so that they…

**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.”

1. 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

2. If *para* means “beyond,” then a *paradox* is something that is __________.

3. List as many words as you can think of that begin with the prefix *ortho*.

4. What is *homogenized* milk?

5. Give an example of a *dogma*.

6. List as many words as you can think of that contain the root *gen*. 