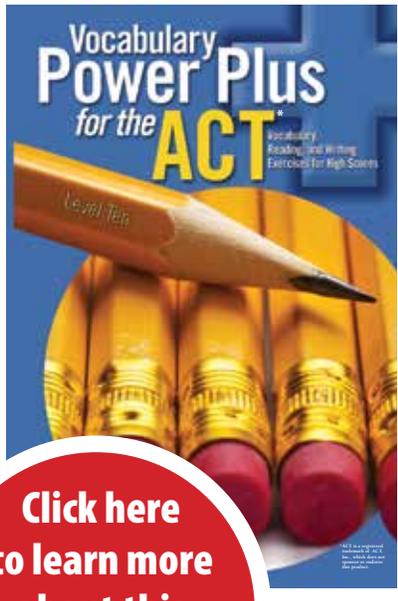




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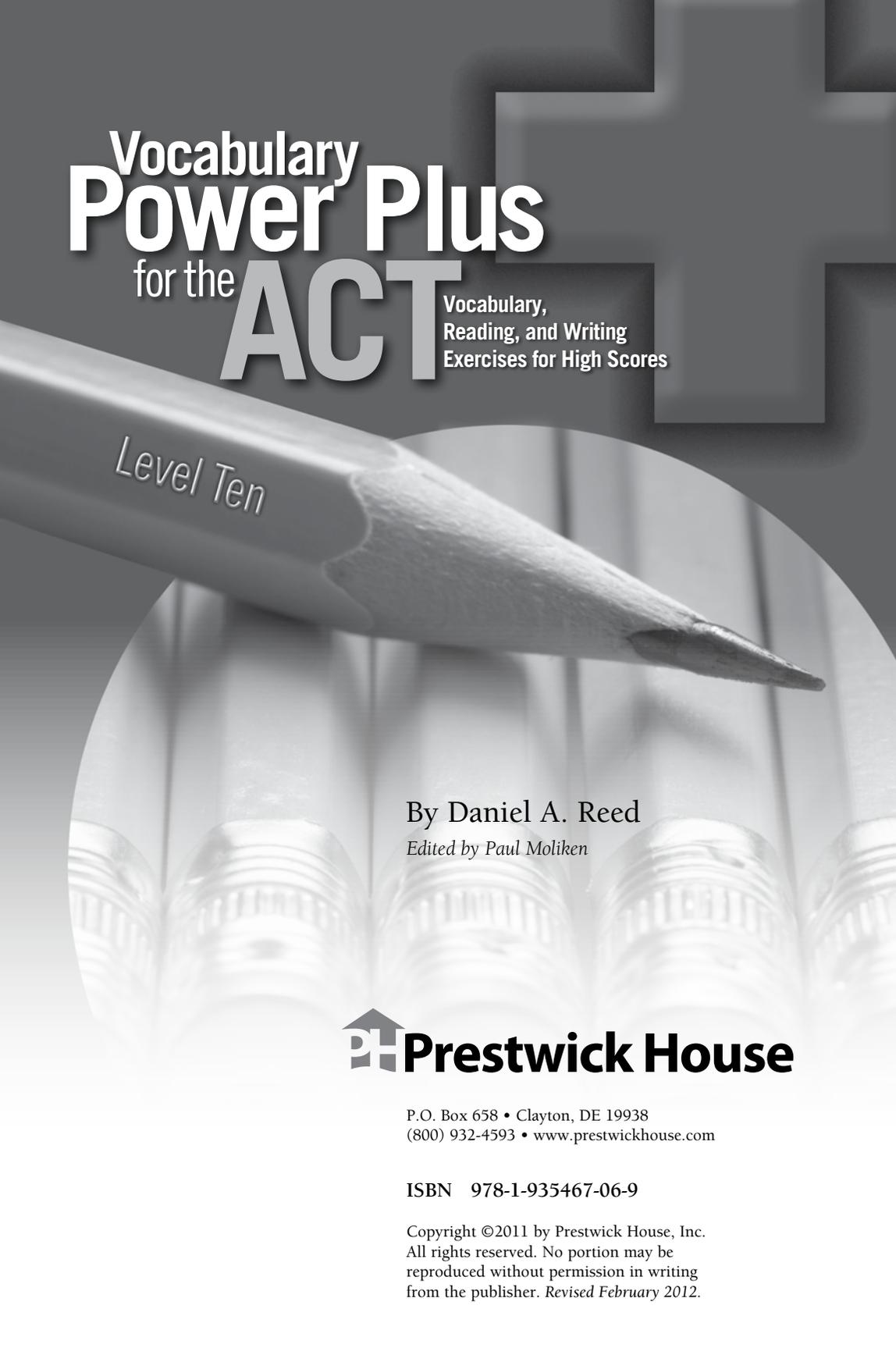
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Vocabulary
Power Plus
for the **ACT**

Vocabulary,
Reading, and Writing
Exercises for High Scores

Level Ten

By Daniel A. Reed

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 **Prestwick House**

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•Introduction•

VOCABULARY POWER PLUS FOR THE ACT combines classroom tested vocabulary drills with reading and writing exercises designed to prepare students for the American College Testing assessment; however, *Vocabulary Power Plus for the ACT* is a resource for all students—not just those who are college bound or preparing for the ACT. This series is intended to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Vocabulary lessons combine words-in-context exercises with inferences to ensure that definitions are understood, instead of merely memorized.

Lengthy critical reading exercises and detailed questions emulate the reading passages of the ACT Reading test. Each passage involves a topic in social studies, natural science, prose fiction, or humanities, and is accompanied by multiple levels of questions.

ACT-style grammar passages and questions provide practice in punctuation, usage, structure, and word choice.

The process-oriented writing exercises in *Vocabulary Power Plus for the ACT* develop speed and thrift in essay writing, qualifiable with the objective writing fundamentals in the simulated ACT essay scoring guide.

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

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 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 *vindictive*, 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 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 of 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,
sentences, which apparently mean
much more than they say
or
they hold 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 for 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 properly understand it. 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* have 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 ACT writing exam allocates only thirty minutes to the composition of a well-organized, fully developed essay. Writing a satisfactory essay in this limited time requires the ability to quickly determine a thesis, organize ideas, and produce adequate examples to support the ideas.

An essay written in thirty minutes might not represent the best process writing—an ACT 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 ACT. 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, a writer 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 may evoke.

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 this 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
- ā — mate
- ä — father
- â — care
- e — pet
- ē — be
- i — bit
- ī — bite
- o — job
- ō — wrote
- ô — port, horse, fought
- ōō — proof
- öŏ — book
- u — pun
- ū — you
- û — purr
- ə — about, system, supper, circus
- îr — steer
- ë — Fr. coeur
- oi — toy

Word List

Lesson 1

abet
coerce
divulge
dogmatic
extraneous
gregarious
insipid
jaundiced
meticulous
temerity

Lesson 2

anathema
banter
castigate
docile
emaciated
gauche
heresy
ignominy
libation
motley

Lesson 3

avarice
bacchanalian
bastion
copious
extradite
furtive
irascible
jettison
mercenary
ostracize

Lesson 4

appease
argot
augment
bigot
candid
chaos
expunge
jingoism
negligence
strident

Lesson 5

adamant
clement
cliché
diffident
disparity
extol
inexorable
opus
ostensible
rancor

Lesson 6

apathy
condone
connoisseur
credence
cult
dilettante
enigma
jaunty
nuance
officious

Lesson 7

ambivalent
concur
culmination
cynical
demagogue
demure
destitute
dilemma
erudite
intrepid

Lesson 8

abate
abhor
austere
decorum
dole
droll
duplicity
effigy
extrovert
gamut

Lesson 9

collaborate
contrite
emulate
enhance
enunciate
evoke
expatriate
frowzy
heinous
impeccable
impound
inane
magnanimous
sere
unctuous

Lesson 10

acrimony
balk
cajole
dour
expound
exult
feasible
fiasco
fluctuate
harry
incognito
inscrutable
lethargy
métier
omniscient

Lesson 11

affable
agrarian
arduous
avid
dolorous
epistle
explicit
formidable
gadfly
gargantuan
grandiloquent
grimace
harangue
humility
sycophant

Lesson 12

altercation
audacity
evinced
exhort
expedient
galvanize
hue
hyperbole
implacable
incarcerate
incisive
lexicon
ominous
pertinent
sanction

Lesson 13

acquit
adulation
barrister
bawdy
chastise
circumvent
clandestine
culinary
deprecate
frugal
inert
jocose
latent
myriad
pernicious

Lesson 14

amicable
bask
charlatan
enraptured
fickle
genial
hoax
juggernaut
levity
marital
mundane
naive
nocturnal
novice
obstreperous

Lesson 15

befuddle
chutzpah
complacent
connive
crass
fallacy
hypercritical
indiscreet
laudable
liege
noxious
odium
pandemonium
parsimonious
verbose

Lesson 16

linguistics
pique
plebeian
precocious
predatory
prowess
pugnacious
purloin
pusillanimous
quell
quixotic
rabble
rabid
raconteur
vindictive

Lesson 17

agnostic
caustic
circumspect
exodus
hurtle
penitent
raillery
renegade
retribution
scourge
taciturn
terse
uncanny
vindicate
zephyr

Lesson 18

discordant
expedite
filibuster
impregnable
inherent
invective
irreverent
pithy
pliable
pristine
prodigal
subjugate
tenuous
torpid
xenophobia

Lesson 19

approbation
arbiter
archetype
attrition
burgeon
commensurate
confluence
coup
epicurean
mellifluous
oeuvre
secular
vacuous
vagary
verdant

Lesson 20

accolade
demur
derivative
dissident
insouciant
invidious
limpid
petulant
proliferate
ruminant
static
stipulate
tenet
vigilant
zeitgeist

Lesson 21

albeit
ancillary
asinine
august
autodidact
behest
conduit
dossier
indefatigable
indiscretion
martyr
osmosis
philatelist
picayune
semblance

Lesson One

- divulge** (di vulj´) *v.* to tell; to reveal (as a secret)
The reporter was fired when she *divulged* information from a classified document.
syn: unveil; disclose *ant: conceal*
- abet** (ə bet´) *v.* to assist or encourage, especially in wrongdoing
Jim refused to *abet* the criminal's escape by hiding him in the basement.
syn: promote; incite *ant: impede; dissuade*
- dogmatic** (dōg mat´ ik) *adj.* arrogant and stubborn about one's beliefs
Because of the professor's *dogmatic* approach, the students were afraid to ask questions.
syn: dictatorial *ant: open-minded*
- insipid** (in sip´ id) *adj.* lacking flavor; dull; not at all stimulating
My mom wanted me to be an accountant, but I found the classes boring and *insipid*.
syn: flat; lifeless *ant: challenging*
- extraneous** (ik strā´ nē əs) *adj.* not essential; not constituting a vital part
The professor felt that the *extraneous* paragraph in the essay detracted from the more important information.
syn: irrelevant; superfluous *ant: essential; critical*
- coerce** (kō ūrs´) *v.* to force by using pressure, intimidation, or threats
Jerry preferred basketball, but his father *coerced* him into playing football.
syn: compel
- jaundiced** (jōn´ dist) *adj.* prejudiced; hostile
Gabe had a *jaundiced* view of Iraq after losing his wife in the Gulf War.
syn: skeptical; cynical *ant: believing; trusting*
- meticulous** (mi tik´ yə ləs) *adj.* extremely, sometimes excessively, careful about small details; precise
With *meticulous* care, he crafted a miniature dollhouse for his daughter.
syn: fastidious *ant: sloppy*

9. **temerity** (tə mer' i tē) *n.* recklessness; a foolish disregard of danger
I couldn't believe that Bret had the *temerity* to bungee jump over a lake full of alligators.
syn: audacity *ant:* prudence
10. **gregarious** (gri gâr' ē əs) *adj.* sociable; fond of the company of others
Just before he was diagnosed with clinical depression, Raji went from being *gregarious* to being antisocial.
syn: genial; friendly *ant:* reclusive

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

- A. 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

- B. 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.

“Oh, yes, the new watches are inexpensive and readily available, which fills the practical need, but they lack the sentiment and the many hours of craftsmanship that should go into a fine piece of jewelry.”

“These watches,” he says as he points to a sparkling display cabinet, “have character.”

Mr. Knight hopes someday to _____ the many secrets of his trade to his youngest grandson, who can then carry on the family tradition for years to come.

Exercise II

Sentence Completion

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

1. Rhea lacks *temerity*, so she definitely would not...
2. I've never been *gregarious*, so at parties I tend to...
3. Mel thinks musicals are *insipid*, so when I asked her to see *Miss Saigon* with me, she...
4. Hikers should avoid packing *extraneous* gear because...
5. A *jaundiced* judge might not be able to...
6. Lisa decided to *abet* the bank robber by...
7. Anna's *meticulous* cleaning habits ensure that her room is always...
8. I made my psychiatrist promise not to *divulge* any...
9. My *dogmatic* English teacher refused to...
10. My boss tried to *coerce* me into attending the company picnic by...

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions below.

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.”

- A. Using literal translations as guidance, define the following words without using a dictionary.
- | | |
|----------------|----------------|
| 1. malevolent | 4. benevolent |
| 2. malediction | 5. benediction |
| 3. malefactor | 6. benefactor |
- B. After a biopsy, tumors are generally labeled _____ or _____.
- C. List as many other related words as you can that begin with either *mal* or *bene*.

Exercise IV

Inference

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

- A. If students complain about a teacher’s *insipid* lectures, the teacher should...
- B. Since dad had a handful of *extraneous* parts after assembling Kyle’s bicycle, Kyle might...
- C. Martin’s refusal to *divulge* the location of the military base probably means that the base is...

Exercise V

Writing

Here is a writing prompt similar to the one you will find on the essay writing portion of the ACT.

Eliminating the traditional failing letter grade of F has been a much discussed but rarely implemented idea. Citing the potential for psychological harm of students receiving failing grades, some opponents of the F want to replace the letter with an I for “incomplete,” thus allowing students to finish courses well past the former grading deadlines. Opponents claim that eliminating failure, essentially, will fail to prepare students for real life, replete with real failure, or at least the possibility and likelihood of failure.

Take a stand on the letter grade of F and write a letter to the school board. Be sure to support your argument with at least three detailed points.

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

Example: If inflating a letter grade can give students confidence to help them succeed, then it is a great idea.

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 scoring guide for Organization on page 224, score your partner’s essay (while he or she scores yours). Focus on the organizational plan and use of language conventions. If necessary, rewrite your essay to improve the organizational plan and the use of language.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the errors in the following sentences. Choose the answer that fixes the error. If the sentence contains no error, select NO CHANGE.

1. If the alarm had gone off earlier, more people could of escaped before the building collapsed.
 - A. NO CHANGE
 - B. could escape
 - C. could have escaped
 - D. would of escaped
2. The principals of good sportsmanship demand that we cheer the achievements of both teams.
 - F. NO CHANGE
 - G. principals of best sportsmanship
 - H. principles of being good sports
 - J. principles of good sportsmanship
3. Neither Kelley nor Larry are planning to attend the conference in November.
 - A. NO CHANGE
 - B. is planning
 - C. is planned
 - D. are planned
4. The boat sailed under the bridge and was rocking from the waves.
 - F. NO CHANGE
 - G. rocked from the waves
 - H. was rocked by the waves
 - J. rocked the waves
5. There were less people on that cruise than usual because of the weather.
 - A. NO CHANGE
 - B. fewer people
 - C. less persons
 - D. much less people

Improving Sentences

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

6. Lori said to her mother that she needed to buy some new clothes.
 - F. said to her mother that Lori needed to buy some new clothes
 - G. said that her mother needed to buy some new clothes
 - H. said mom wanted to buy herself some new clothes
 - J. said to her mother that, "She needs to buy some new clothes."

7. Softened by the boiling water, Ramona mashed the potatoes.
 - A. Softened by the boiling water Ramona mashed the potatoes.
 - B. Ramona mashed the potatoes; they had been softened by the boiling water.
 - C. Ramona mashed the potatoes that had been softened by the boiling water.
 - D. Ramona mashed the potatoes by the boiling water.

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.
 - F. red that stands for the blood
 - G. red for the blood
 - H. red, the color of blood
 - J. 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 although the line was
 - C. get through, and the line was
 - D. get through because the line was

10. Because she was on a diet every day, Naomi only ate three light meals.
 - F. only Naomi ate three light meals
 - G. Naomi ate only three light meals
 - H. Naomi ate three light meals only
 - J. three light meals were only eaten by Naomi

Lesson Two

1. **heresy** (her' i sē) *n.* the crime of holding a belief that goes against established doctrine
 During the Inquisition, those found guilty of *heresy* were sometimes burned at the stake.
ant: orthodoxy

2. **docile** (dos' əl) *adj.* easy to teach or manage; obedient
 The poodle, usually *docile*, went mad and attacked its owner.
syn: submissive; compliant *ant: unmanageable; willful*

3. **libation** (lī bā' shən) *n.* a drink, especially an alcoholic one
 When we visited the vineyard, we were offered a small *libation* at the end of our tour.
syn: intoxicant

4. **anathema** (ə nath' ə mə) *n.* 1. a hated, repellant person or thing
 1. Cannibalism is *anathema* to almost every society on the planet.
 1. *syn: abhorration; detestation* *ant: beloved*

5. **banter** (ban' tər) *n.* teasing; playful conversation
 At the reunion, Ruth enjoyed listening to the *banter* of her husband and his old college roommate.
syn: joshing; badinage; raillery *ant: vituperation*

6. **castigate** (kas' ti gāt) *v.* to criticize or punish severely
 The parson *castigated* the boy for noisily chewing gum in church.
syn: reprimand; chastise; scold *ant: praise*

7. **gauche** (gōsh) *adj.* lacking social graces; tactless
 Some people use a fork to eat pizza because they think it is *gauche* to use their fingers.
syn: awkward *ant: graceful*