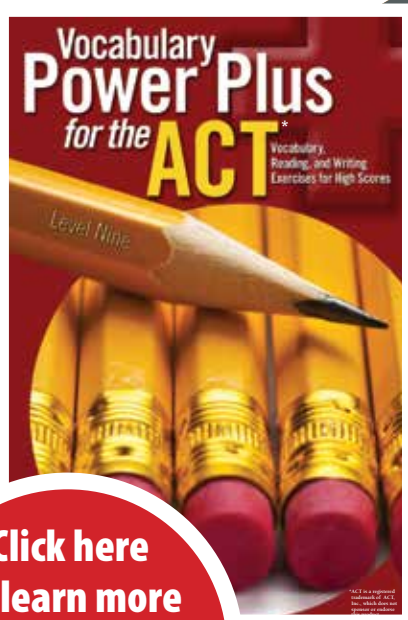


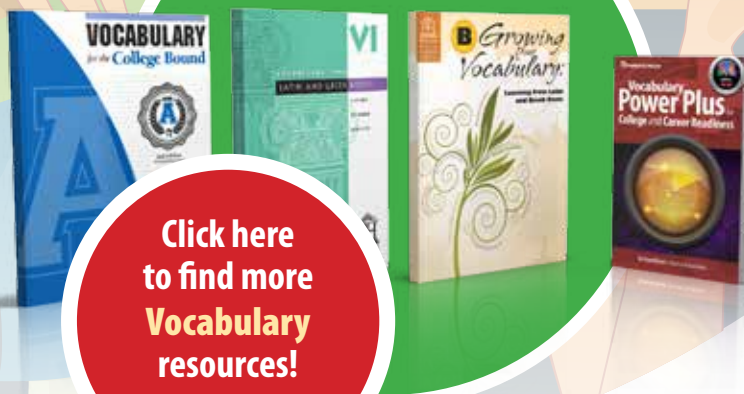


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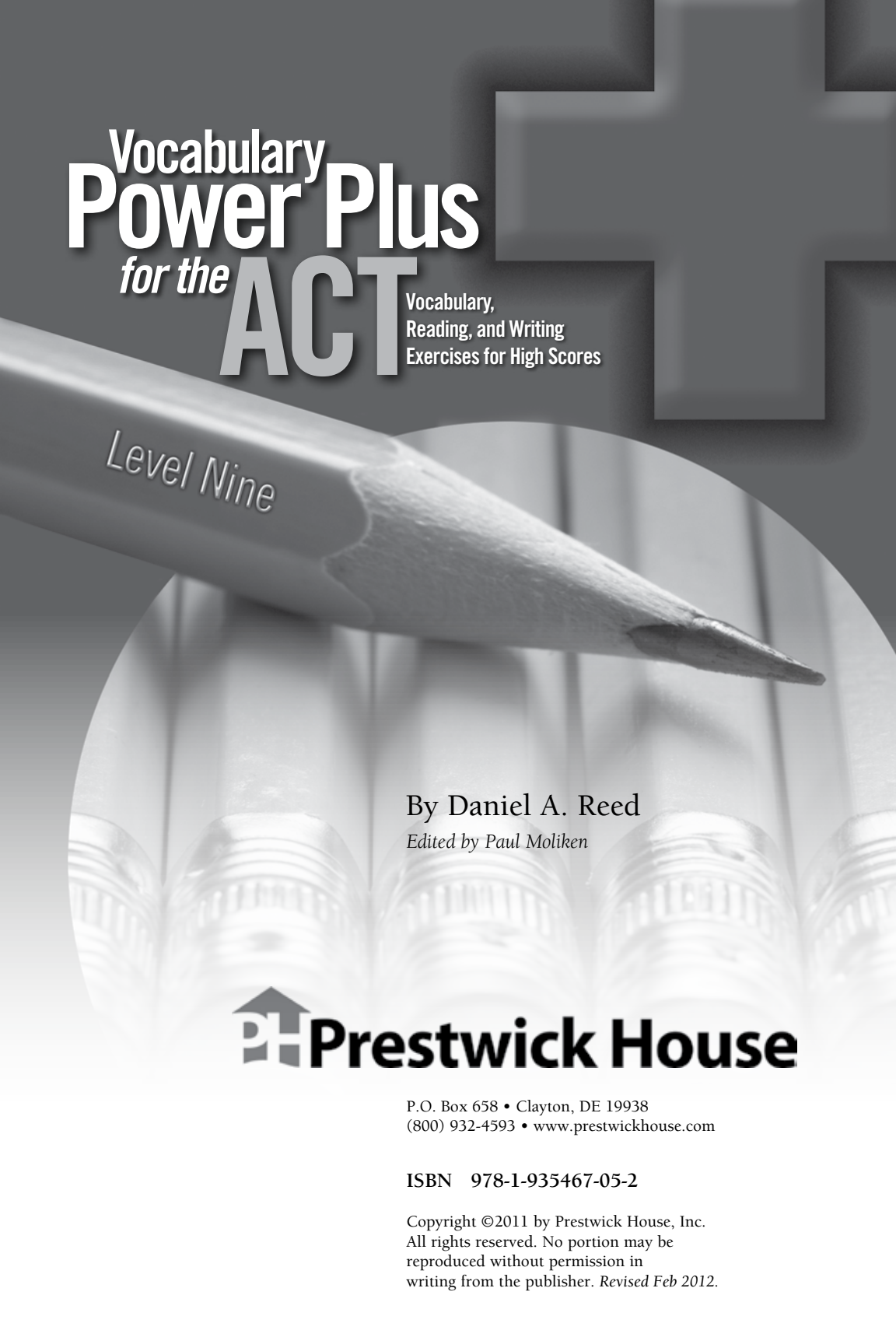
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# Vocabulary **Power Plus** *for the* **ACT**

Vocabulary,  
Reading, and Writing  
Exercises for High Scores

Level Nine

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*Edited by Paul Moliken*

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## •Introduction•

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**V**OCABULARY *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
ö	— book
u	— pun
ū	— you
û	— purr
ə	— about, system, supper, circus
îr	— steer
ë	— Fr. coeur
oi	— toy

## Word List

### Lesson 1

alienate  
elated  
epigram  
fatalistic  
lackadaisical  
licentious  
numismatist  
obtrude  
paucity  
pensive

### Lesson 2

amalgamate  
antiquated  
beleaguer  
caricature  
dally  
demented  
felonious  
gorge  
hone  
opiate

### Lesson 3

ambidextrous  
animate  
belated  
berserk  
chauvinist  
delude  
edifice  
egalitarian  
knead  
ostentatious

### Lesson 4

blight  
denizen  
elude  
entice  
fallow  
fealty  
gambit  
gratify  
laggard  
obsequy

### Lesson 5

advocate  
bandy  
charisma  
dastardly  
efface  
entity  
gist  
jaded  
mesmerize  
ogre

### Lesson 6

begrudge  
bibliophile  
declaim  
enmity  
gaff  
glutinous  
imbue  
mandarin  
nepotism  
quaff

### Lesson 7

cadaverous  
daunt  
despot  
egress  
felicity  
flux  
gird  
gothic  
hovel  
penury

### Lesson 8

allude  
beget  
chafe  
desist  
educe  
effrontery  
elite  
feign  
glean  
imbibe

### Lesson 9

aghast  
bilk  
choleric  
decadence  
demise  
emit  
eradicate  
fabricate  
ghastly  
granary  
homily  
impede  
lampoon  
narcissistic  
qualm



**Lesson 10**

affiliate  
bane  
berate  
blatant  
calumny  
dawdle  
desolate  
fallible  
fawn  
filch  
garble  
minion  
neophyte  
pacify  
prevaricate

**Lesson 11**

carp  
emissary  
facade  
flagrant  
fracas  
futile  
gait  
genesis  
immaculate  
kindred  
lacerate  
nefarious  
patrician  
query  
queue

**Lesson 12**

anthropomorphic  
aplomb  
beneficiary  
careen  
catholic  
deluge  
eerie  
fester  
guile  
havoc  
languish  
martial  
modicum  
pall  
rancid

**Lesson 13**

anachronism  
defunct  
denigrate  
effusive  
embroil  
envisage  
gape  
haughty  
holocaust  
humane  
impertinent  
lackey  
lament  
lethal  
nemesis

**Lesson 14**

alacrity  
benediction  
carnage  
catalyst  
deify  
epitaph  
foible  
frivolous  
harp  
impel  
impetuous  
jargon  
judicious  
lateral  
pallid

**Lesson 15**

adjunct  
chicanery  
debonair  
deplete  
equivocal  
farcical  
feisty  
filial  
genealogy  
gull  
impervious  
macabre  
mitigate  
nadir  
penchant

**Lesson 16**

admonish  
affliction  
aphorism  
cache  
daub  
delete  
impermeable  
imperturbable  
lax  
mendicant  
obeisance  
oscillate  
oust  
paean  
palpable

**Lesson 17**

aloof  
bias  
cavort  
desecrate  
ensue  
fiat  
fidelity  
fluent  
gyrate  
hilarity  
melee  
pariah  
pedagogue  
personification  
rambunctious

**Lesson 18**

allocate  
belabor  
conjecture  
faux  
foray  
genocide  
gratis  
manifesto  
materialistic  
monolithic  
predilection  
progeny  
quintessential  
rudimentary  
zaftig

**Lesson 19**

amenable  
conducive  
influx  
junta  
mollify  
patina  
perjury  
pinnacle  
placebo  
plaintive  
rigorous  
sedentary  
stricture  
subversive  
tantamount

**Lesson 20**

acumen  
concurrent  
erroneous  
impasse  
irrevocable  
malodorous  
nanotechnology  
negligible  
notarize  
piquant  
precept  
pungent  
renege  
visage  
wunderkind

**Lesson 21**

botch  
brinkmanship  
confute  
dynasty  
forte  
fortitude  
ineffable  
kleptomania  
meritorious  
mezzanine  
perennial  
purport  
recumbent  
renown  
tribulation

**Lesson One**

1. **licentious** (lī sen´ shəs) *adj.* morally unrestrained  
Like St. Augustine, some people want to abandon their *licentious* lifestyles, but not immediately.  
*syn:* immoral; lewd *ant:* chaste; pure
2. **numismatist** (nōō miz´ mə tist) *n.* a coin collector  
My father is a *numismatist* who has hundreds of coins from ancient Rome.
3. **paucity** (pō´ si tē) *n.* a scarcity, lack  
The *paucity* of jobs in the small town forced Jack to find work elsewhere.  
*syn:* insufficiency *ant:* abundance
4. **fatalistic** (fāt əl is´ tik) *adj.* believing that all events in life are inevitable and determined by fate  
*Fatalistic* thinkers believe that there is nothing they can do to change the course of their lives.
5. **obtrude** (əb trōōd´) *v.* to force oneself into a situation uninvited  
You were concentrating intently at the work on your desk, so I did not wish to *obtrude*.  
*syn:* impose; intrude *ant:* extricate
6. **pensive** (pen´ siv) *adj.* dreamily thoughtful  
Jane was in a *pensive* mood after she finished reading the thought-provoking novel.  
*syn:* reflective; meditative *ant:* silly; frivolous
7. **lackadaisical** (lak ə dā´ zi kəl) *adj.* uninterested; listless  
The *lackadaisical* student sat in the detention hall and stared out the window.  
*syn:* spiritless; apathetic; languid *ant:* enthusiastic; inspired
8. **alienate** (ā´ lē yə nāt) *v.* to turn away feelings or affections  
Your sarcastic remarks might *alienate* your friends and family.  
*syn:* estrange; set against *ant:* endear; unite

9. **elated** (i lā' tid) *adj.* in high spirits; exultantly proud and joyful  
We were *elated* to learn that our team would move on to finals.  
*syn:* overjoyed      *ant:* depressed
10. **epigram** (ep' i gram) *n.* a witty saying expressing a single thought or observation  
The author placed relevant *epigrams* at the beginning of each chapter.  
*syn:* aphorism; bon mot; quip

### Exercise I

#### Words in Context

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

alienate	epigram	fatalistic	licentious
obtrude	lackadaisical	paucity	

1. Byron's \_\_\_\_\_ notion that he possessed no control over his decisions eventually became his excuse for living a[n] \_\_\_\_\_ lifestyle. He partied nightly, and his \_\_\_\_\_ of ambition or goals had \_\_\_\_\_ him from his relatively successful friends. When they tried to talk to Byron about his future, his only response was a[n] \_\_\_\_\_ stare.

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

elated	obtrude	alienate	numismatist
pensive	epigram	paucity	

2. Jenny, who lives by Ben Franklin's \_\_\_\_\_, "Early to bed and early to rise, makes a man healthy, wealthy, and wise," arrived at the flea market at six a.m. It took her two hours to find what she was looking for—a pre-Revolution Era silver dollar. A[n] \_\_\_\_\_ elderly woman sat behind the stand in the shade of a canvas tarp, reading a leather-bound novel.
- "I'm sorry to \_\_\_\_\_," said Jenny, "but what are you asking for this old coin?" The old woman looked up from her book, smiled, and said, "Make me an offer." As an experienced \_\_\_\_\_, Jenny knew the exact value of the coin. She offered half, and Jenny was \_\_\_\_\_ when the woman accepted her offer.

**Exercise II**

***Sentence Completion***

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

1. You might *alienate* your friends if you...
2. A *numismatist* might spend his or her evenings...
3. If you were not invited to the party, then don't *obtrude* by...
4. One *epigram* that applies to hard work is...
5. The *lackadaisical* player was cut from the team because...
6. Someone who suffers a *paucity* of willpower might find it difficult to...
7. It is *fatalistic* to think that you will...
8. Bill was *elated* to learn that...
9. The *licentious* soldier was court-martialed for...
10. Myra became *pensive* when Cal told her that she...

**Exercise III**

**Roots, Prefixes, and Suffixes**

Study the entries and answer the questions that follow.

The prefix *pro* means “before” or “in front.”

The roots *fab* and *fess* mean “to speak.”

The roots *hab* and *hib* mean “to have” or “to possess.”

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

A. inhabit	D. affable
B. inhibition	E. confab
C. prohibit	F. fabulist
2. A[n] \_\_\_\_\_ is a tendency to repeat a particular behavior that you might have, and it is often hard to rid yourself of it. If you have a painting that you want people to see, you might \_\_\_\_\_ it in an art gallery.
3. At college, a[n] \_\_\_\_\_ might stand in front of a classroom and speak to students. A short story that often features talking animals and a moral is called a[n] \_\_\_\_\_.
4. List as many words as you can think of that contain the prefix *pro*.

## Exercise IV

### *Inference*

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

1. Wayne always *obtrudes* upon our conversations, so if we want to discuss something privately, we should...
2. Two prisoners escaped because the *lackadaisical* guard was...
3. Japan is an industrial power, but its *paucity* of natural resources forces the nation to...

## Exercise V

### *Writing*

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

Increases in childhood food allergies have resulted in some schools banning the possession of traditional lunch food, most popularly peanut butter, citing the possible deadly consequences if it were to come into contact with an allergic student and the proper treatment were not provided quickly enough. Because peanut butter is such a long-lived and popular product, the bans are always controversial, generating complaints from angry parents over the changing of school policies for the accommodation of a very small percentage of students. Those who disagree with the bans suggest that the affected students change their own routines to protect themselves from allergens rather than force changes upon the majority.

Are peanut bans, or equivalent bans, fair practice for schools, or should allergies or similar maladies be handled at the individual level, as the critics suggest? Should the majority be inconvenienced to protect the few, or should the few be assured that they will be provided a safe environment no matter what the cost to others?

Take a side in the argument and write a letter to your school board in favor of or against food bans. Support your argument with at least three subtopics. Your support can be based on your own experience, reading, observations, or reasoning.

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

*Example: While the practice seems unfair to the majority, bans are necessary when they involve life-and-death situations.*

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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. 

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2. 

---
3. 

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**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 216, 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/or your 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. Her sister and her are now employed at Beef Barn as cooks.  
A. NO CHANGE  
B. Her sister and her is  
C. She and her sister are  
D. She and her sister is
  
2. While dad slept the toddlers wrote on the walls with crayons.  
F. NO CHANGE  
G. While dad slept, the toddlers  
H. While dad slept the toddlers  
J. While dad slept, the toddlers,
  
3. An important function of helicopters are search and rescue capability.  
A. NO CHANGE  
B. were  
C. seem to be  
D. is
  
4. The mechanic told Bill and I that the car was not finished.  
F. NO CHANGE  
G. I, that the car  
H. me that the car  
J. I that the car,
  
5. Greg only threw the shot put twenty feet.  
A. NO CHANGE  
B. Greg threw the shot put only  
C. Only Greg threw the shot put  
D. Greg threw only the shot put

**Improving Sentences**

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

6. Jillian could have cared less about the score of the hockey game.
  - F. could haven't cared less
  - G. couldn't have cared less
  - H. could have cared as much
  - J. could not care
7. Going to school is preferable than going to work.
  - A. preferable
  - B. preferably
  - C. preferable to
  - D. more preferable
8. Wild and vicious, the veterinarian examined the wounded panther.
  - F. The wild and vicious wounded panther was examined by the veterinarian.
  - G. The veterinarian examined the wounded, wild, and vicious panther.
  - H. The wild and vicious veterinarian examined the wounded panther.
  - J. Wild and vicious, the examined panther wounded the veterinarian.
9. Journalists are stimulated by his or her deadline.
  - A. A journalist are
  - B. Journalism is
  - C. Journalists is
  - D. A journalist is
10. When someone has been drinking, they are more likely to speed.
  - F. a person has
  - G. a driver has
  - H. someone have
  - J. drivers have

**Lesson Two**

1. **amalgamate** (ə mal' gə māt) *v.* to combine  
The great leader *amalgamated* many small tribes into his own to make a single, powerful nation.  
*syn: unite; blend; merge; consolidate* *ant: splinter; disunite*
2. **demented** (di men' tid) *adj.* mentally ill; insane  
Mary's *demented* cat attacks anything that makes a noise, including the television.  
*syn: deranged; insane* *ant: sane*
3. **hone** (hōn) *v.* to sharpen  
The butcher used a whetstone to *hone* his knives until they were razor sharp.  
*ant: dull*
4. **beleague** (bi lē' gər) *v.* to besiege by encircling (as with an army); to harass  
The mosquitoes will *beleague* you if you venture near the swamp.  
*syn: surround; annoy* *ant: evade*
5. **gorge** (gōrj) *v.* to eat or swallow greedily  
The beagle *gorged* itself after it chewed through the bag containing the dog food.
6. **antiquated** (an' ti kwā tid) *adj.* no longer used or useful; very old  
The *antiquated* washboard hung on the wall, useful only as a decoration.  
*syn: obsolete; out-of-date; archaic* *ant: modern*
7. **opiate** (ō' pē it) *n.* a narcotic used to cause sleep or bring relief from pain  
The veterinarian used an *opiate* to sedate the wounded animal.  
*ant: stimulant*
8. **caricature** (kar' i kə chūr) *n.* an exaggerated portrayal of one's features  
The *caricature* of the mayor in the political cartoon exaggerated the size of his ears and nose.  
*syn: mockery; cartoon*