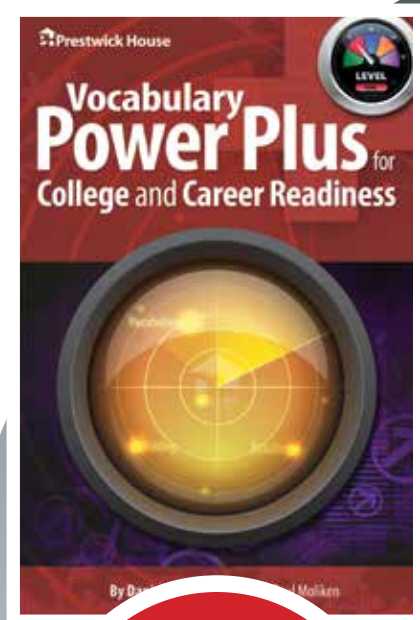




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for College and Career Readiness

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



By Daniel A. Reed  
*Edited by Paul Moliken*

Vocabulary



## Prestwick House

P.O. Box 658 • Clayton, DE 19938  
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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



## •Introduction•

**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 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.

## 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, the 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. *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,  
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 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 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* 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.

*Vocabulary Power Plus for College and Career Readiness* includes evidence-based follow-up questions in every critical reading lesson, as prescribed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, and will be used in the 2016 revision of the SAT. These questions prompt for the contextual evidence that students use to answer the primary questions.

## Writing

The optional writing portions on the two major assessment tests allow approximately 30 minutes for the composition of a well-organized, fully developed essay. Writing a satisfactory essay in this limited time requires facility in determining a thesis, organizing ideas, and producing adequate examples to support the ideas.

These fundamentals are equally important for success on the Smarter Balanced Assessment Consortium ELA Performance Task, which includes a substantial essay writing assignment based on provided source texts.

Such a time-limited essay might lack the perfection and depth that weeks of proofreading and editing provide research papers. Process is undoubtedly of primary importance, but students must consider the time constraints of both reality and those of the assessments they elect to complete. 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 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 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.

*Vocabulary Power Plus for College and Career Readiness* includes two styles of writing prompts. SAT-style writing prompts feature general subjects such as art, history, literature, or politics. ACT-style writing prompts involve subjects specifically relevant to high school students. Both styles of writing prompts require students to assume a point of view and support it with examples and reasoning.

## Pronunciation Guide

a	—	track
ā	—	mate
ä	—	father
â	—	care
e	—	pet
ē	—	be
i	—	bit
ī	—	bite
o	—	job
ō	—	wrote
ô	—	port, fought
ōō	—	proof
u	—	pun
ū	—	you
û	—	purr
ə	—	about, system, supper, circus
oi	—	toy
îr	—	steer



## Word List

### Lesson 1

alienate  
cogitate  
elated  
epigram  
fatalistic  
gall  
lackadaisical  
licentious  
numismatist  
obtrude  
parry  
paucity  
pensive  
ruffian  
transpire

### Lesson 2

amalgamate  
antiquated  
beleaguer  
broach  
caricature  
dally  
demented  
enshroud  
felonious  
gorge  
hone  
opiate  
prose  
renaissance  
surcharge

### Lesson 3

ambidextrous  
animate  
belated  
berserk  
chauvinist  
deliberate  
delude  
edifice  
egalitarian  
forum  
insurrection  
knead  
maul  
ostentatious  
thesis

### Lesson 4

accentuate  
blight  
composite  
denizen  
elude  
entice  
fallow  
fealty  
fruition  
gambit  
gratify  
laggard  
navigable  
obsequy  
transcribe

### Lesson 5

abscond  
advocate  
bandy  
charisma  
dastardly  
efface  
entity  
ingrate  
gist  
jaded  
jeopardize  
mesmerize  
ogre  
status quo  
waylay

### Lesson 6

begrudge  
bibliophile  
cadence  
commandeer  
declaim  
enmity  
gaffe  
glutinous  
imbue  
indisposed  
mandarin  
nepotism  
quaff  
sally  
stark

**Lesson 7**

cadaverous  
daunt  
despot  
dote  
egress  
exuberance  
flux  
gird  
gothic  
hovel  
lamine  
penury  
primeval  
substantiate  
tenure

**Lesson 8**

allude  
beget  
chafe  
desist  
educe  
effrontery  
elite  
feign  
gaunt  
glean  
guerilla  
imbibe  
mire  
sector  
undue

**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  
holocaust  
humane  
impertinent  
lackey  
lament  
lethal  
lofty  
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  
lax  
mendicant  
obeisance  
oscillate  
oust  
paeon  
palpable  
smug

**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  
resign  
rudimentary

**Lesson 19**

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

**Lesson 20**

acumen  
concurrent  
crony  
erroneous  
impasse  
insular  
irrevocable  
malodorous  
nanotechnology  
negligible  
notarize  
precept  
pungent  
renege  
visage

**Lesson 21**

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



## Lesson One

1. **gall** (gol) *n.* shameless boldness; nerve  
The thief had the *gall* to sue the store owner because the guard dog had bitten him while he robbed the cash register.  
*syn: insolence; impudence* *ant: shyness; modesty*
2. **parry** (pâr' ē) *v.* to deflect or evade a blow, especially in swordfighting  
The castle defender *parried* the invader's battle axe and delivered a fatal lunge with his sword.  
*syn: repel*
3. **cogitate** (ko' jə tāt) *v.* to think deeply  
Allen *cogitates* while he mows the hayfield, figuring out how he will keep the farm operating for yet another year.  
*syn: ponder; ruminate*
4. **transpire** (tran spī' ər) *v.* to happen; to take place  
Detective Murphy looked at clues from the crime scene and guessed what had *transpired* there on the night of the murder.  
*syn: occur*
5. **ruffian** (ru' fē ən) *n.* a brutal, lawless person  
After they shot up the general store and harassed the locals, the *ruffians* were captured by the sheriff and thrown into jail.  
*syn: thug; bully*
6. **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*
7. **numismatist** (nōō miz' mə tist) *n.* a coin collector  
My father is a *numismatist* who has hundreds of coins from ancient Rome.
8. **paucity** (pô' si tē) *n.* a scarcity; a lack  
The *paucity* of jobs in the small town forced Jack to find work elsewhere.  
*syn: insufficiency* *ant: abundance*

9. **fatalistic** (fāt əl is' tik) *adj.* believing that all events in life are inevitable and determined by fate  
*Fatalistic* thinkers believe there is nothing they can do to change the course of their lives.
10. **obtrude** (əb trōd' d') *v.* to force oneself into a situation uninvited  
You were concentrating on your work, so I did not wish to *obtrude*.  
*syn:* impose; intrude *ant:* extricate
11. **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
12. **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
13. **alienate** (ā' lē yə nāt) *v.* to turn away feelings or affections  
Your sarcastic remarks might *alienate* your friends and family.  
*syn:* estrange *ant:* endear; unite
14. **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
15. **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	lackadaisical
licentious	obtrude	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
parry	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-Revolutionary-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, without even having to \_\_\_\_\_ endlessly with her on the price.

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

gall	ruffian	cogitate	fatalistic
parry	transpire	pensive	

3. When a statue of the town's founder was found knocked over, police attributed the vandalism to a group of \_\_\_\_\_ roaming the neighborhood; however, after Inspector Courson \_\_\_\_\_ for a few minutes while looking at the crime scene, she was able to disprove the officers' theory as to how the event \_\_\_\_\_. Only one person in town would have the \_\_\_\_\_ to damage the statue of the beloved founder, and the inspector knew why.



## 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. The traffic jam on the interstate *transpired* after...
3. If you were not invited to the party, then don't *obtrude* by...
4. Few people have enough *gall* to...
5. The *lackadaisical* player was cut from the team because...
6. Someone who suffers a *paucity* of willpower might find it difficult to...
7. Wesley will *cogitate* over the problem until...
8. Bill was *elated* to learn that...
9. The *licentious* soldier was court-martialed for...
10. The sheriff arrested the *ruffians* for...
11. One *epigram* that applies to hard work is...
12. The mayor *parried* the reporter's difficult questions by...
13. It is *fatalistic* to think that you will...
14. A *numismatist* might spend his or her evenings...
15. 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.”

- 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
- A[n] \_\_\_\_\_ is a tendency to repeat a particular behavior and is often difficult to cease. If you have a painting that you want people to see, you might \_\_\_\_\_ it in an art gallery.
- 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] \_\_\_\_\_.
- List as many words as you can think of that contain the prefix *pro-*.

### Exercise IV

## Inference

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

- Wayne always *obtrudes* upon our conversations, so if we want to discuss something privately, we should...
- Two prisoners escaped because the *lackadaisical* guard was...
- 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 writing portion of an assessment test.

Plan and write an essay based on the following statement:

The Victorian poet and critic Matthew Arnold said that “the end and aim of all literature” is “a criticism of life.”

**Assignment:** Do you agree or disagree with Arnold’s view that literature is, for good or for bad, a criticism of life? Write an essay in which you support or refute Arnold’s position. Support your point with evidence from your reading, classroom studies, and experience. Be sure to consider literature in all its forms, including songs, drama, film, television, and poetry.

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

*Example: Matthew Arnold is right about literature’s being a criticism of life because the best literature is that which accurately depicts the good and bad parts of reality.*

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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 scoring guide for Organization on page 251, 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 your use of language.

## Exercise VI

### English Practice

#### Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. Her sister and her are now employed at Beef Barn as cooks.      No error  
(A)      (B)      (C)      (D)      (E)
2. While dad slept the toddlers wrote on the walls with crayons.      No error  
(A)      (B)      (C)      (D)      (E)
3. An important function of helicopters are search and rescue  
capability.      No error  
(A)      (B)      (C)      (D)      (E)
4. The mechanic told Bill and I that the car was not finished.      No error  
(A)      (B)      (C)      (D)      (E)
5. Greg only threw the shot put twenty feet.      No error  
(A)      (B)      (C)      (D)      (E)

#### Improving Sentences

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

6. Jillian could have cared less about the score of the hockey game.  
A. could haven't cared less  
B. couldn't have cared less  
C. could have cared as much  
D. couldn't have cared more  
E. could care less
7. Going to school is preferable than going to work.  
A. not preferable than  
B. preferable  
C. perforated to  
D. preferable to  
E. preferable than

8. Wild and vicious, the veterinarian examined the wounded panther.
- A. The wild and vicious wounded panther was examined by the veterinarian.
  - B. The veterinarian examined the wounded, wild, and vicious panther.
  - C. The vicious veterinarian examined the wild and wounded panther.
  - D. Wild and vicious, the examined panther wounded the veterinarian.
  - E. Wild and vicious, the veterinarian examined the wounded panther.
9. Journalists are stimulated by his or her deadline.
- A. A journalist are
  - B. Journalism is
  - C. Journalists is
  - D. A journalist is
  - E. Journalists are
10. When someone has been drinking, they are more likely to speed.
- A. someone has
  - B. a person has
  - C. a driver has
  - D. someone have
  - E. drivers have