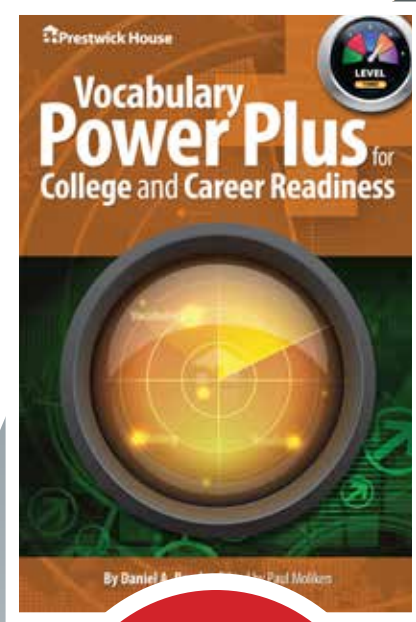




Vocabulary Power Plus
for College and Career Readiness

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Vocabulary Power Plus^{for} College and Career Readiness



•Introduction•

VOCABULARY POWER PLUS FOR COLLEGE AND CAREER READINESS combines classroom-tested vocabulary drills with reading and writing exercises designed to foster the English and language arts skills essential for college and career success, with the added advantage of successfully preparing students for both the Scholastic Assessment Test and the American College Testing assessment.

Although *Vocabulary Power Plus* is a proven resource for college-bound students, it is guaranteed to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Critical Reading exercises include lengthy passages and detailed, evidence-based, two-part questions designed to promote understanding and eliminate multiple-choice guessing. We include SAT- and ACT-style grammar and writing exercises and have placed the vocabulary words in non-alphabetical sequence, distributed by part-of-speech.

Coupled with words-in-context exercises, inferences cultivate comprehensive word discernment by prompting students to create contexts for words, instead of simply memorizing definitions. Related words-in-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 a concrete understanding of the writing process and develop a personal approach to punctual, reactive writing.

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

Word List

Lesson 1

aegeis
amorphous
besiege
boor
carrion
enervate
ephemeral
erotic
factious
fervent
ignoble
opulent
perspicacity
philanthropy
rectify

Lesson 2

bauble
bestial
bland
diaphanous
effete
emendation
extenuate
gloat
impale
impediment
impotent
labyrinth
maelstrom
nihilism
shard

Lesson 3

adventitious
ambiguous
antithesis
bona fide
cataclysm
chagrin
deviate
edify
fecund
glower
importune
obfuscate
optimum
parochial
pedestrian

Lesson 4

baroque
besmirch
celibate
debacle
demeanor
facetious
fortuitous
hedonism
imperative
obloquy
perfunctory
quasi-
recapitulate
sacrosanct
sadistic

Lesson 5

bowdlerize
carnal
deference
ebullient
elegy
fop
impair
imprecation
nebulous
non sequitur
panegyric
pedantic
quandary
rakish
sanguine

Lesson 6

affluence
amoral
antipathy
banal
bedlam
denouement
elucidate
eschew
imminent
obdurate
onerous
parody
peruse
scurrilous
sedulous

Word List

Lesson 7

adroit
affectation
bovine
callow
dichotomy
fatuous
ferret
knell
laconic
macroscopic
patent
peccadillo
quiddity
rationalize
sagacious

Lesson 8

agape
carcinogen
censure
gambol
gibe
grotesque
hackneyed
harbinger
immolate
imperious
martinet
neologism
olfactory
quagmire
recondite

Lesson 9

blanch
chimerical
deride
eclectic
finesse
grandiose
heterogeneous
hybrid
idiosyncrasy
machination
masochist
nubile
pejorative
raiment
sapient

Lesson 10

adulterate
bucolic
caveat
delineate
diadem
emanate
garish
gratuitous
idolatry
immutable
impecunious
impious
onus
redolent
sedition

Lesson 11

cessation
defile
desiccated
elixir
epitome
fetish
fissure
garrulous
juxtapose
kinetic
lachrymose
languid
legerdemain
libertine
scintillate

Lesson 12

ambiance
badinage
bilious
blandishment
debauchery
fastidious
garner
gumption
halcyon
hegira
kismet
malapropism
necromancy
paradigm
regress

Word List

Lesson 13

animosity
brevity
cataract
despicable
empathy
harlequin
hoi polloi
impinge
lascivious
nirvana
obsequious
offal
redundant
salutary
savant

Lesson 14

aggrandize
bombast
deign
elicit
endemic
flaunt
mendacious
obviate
orthography
paleontology
panache
paroxysm
recoil
saturnine
shibboleth

Lesson 15

aesthetic
chaff
egregious
empirical
flaccid
foment
germane
hallow
hermetic
hospice
meretricious
orifice
perdition
querulous
ratiocinate

Lesson 16

affinity
fiscal
flout
impalpable
jocular
malleable
miscreant
palliate
recant
recreant
regale
salacious
salient
sentient
specious

Lesson 17

avuncular
beguile
coalesce
desultory
ennui
ergo
hector
hiatus
insolence
lambent
nonentity
pandemic
pecuniary
rebuke
sibilant

Lesson 18

apotheosis
auspicious
contiguous
flagellate
incendiary
inimitable
malfeasance
platonian
pontificate
proletariat
prurient
refractory
sang-froid
tenacious
vociferous

Word List

Lesson 19

abnegation
acid
apex
credulity
dross
fulminate
gravitas
hegemony
insuperable
jejune
polyglot
psychosomatic
truculent
verisimilitude
viscous

Lesson 20

acerbic
androgynous
augur
beatitude
diaspora
discursive
disseminate
extemporaneous
intractable
maladroit
politically
requiem
sinecure
tendentious
traduce

Lesson 21

bon mot
clandestine
digress
furlough
misogyny
peon
plenary
plutocrat
potboiler
redoubtable
stolid
succor
travesty
vignette
xeric



Lesson One

1. **aegis** (ē' jis) *n.* a shield; protection
The life of the witness is under the *aegis* of the witness protection program.
syn: backing
2. **rectify** (rek' tə fi) *v.* to correct; to make right
JoAnne tried to *rectify* her poor relationship with her son by spending more time with him.
syn: remedy; resolve
3. **enervate** (en' ər vāt) *v.* to weaken
The record temperatures *enervated* the farmhands before noon.
syn: devitalize; exhaust *ant:* energize; strengthen
4. **philanthropy** (fə lan' thrə pē) *n.* the act of donating money or work to those in need
Half of the city was built by the *philanthropy* of wealthy steel barons.
syn: altruism; charity *ant:* selfishness; egoism
5. **boor** (bōr) *n.* a rude or impolite person
The *boor* grabbed handfuls of hors d'oeuvres and walked around while he ate them.
syn: buffoon; clown *ant:* sophisticate
6. **fervent** (fūr' vənt) *adj.* eager; earnest
We made a *fervent* attempt to capture the stallion, but he was too quick for us.
syn: burning; passionate *ant:* apathetic
7. **besiege** (bi sēj') *v.* to overwhelm; to surround and attack
People jumped from the ground and brushed themselves off as ants *besieged* the picnic.
8. **carrion** (kar' ē ən) *n.* decaying flesh
The *carrion* along the desert highway was a feast for the vultures.
9. **ignoble** (ig nō' bəl) *adj.* dishonorable; shameful
Cheating on an exam is an *ignoble* way to get good grades.
syn: despicable; base *ant:* noble; glorious
10. **amorphous** (ə mōr' fəs) *adj.* shapeless, formless; vague
What began as an *amorphous* idea in Steven's dream turned into a revolutionary way to power automobiles.

11. **factious** (fak' shəs) *adj.* causing disagreement
The *factious* sailors refused to sail any farther into the storm.
syn: belligerent; contentious *ant:* cooperative; united
12. **ephemeral** (i fem' ə r ə l) *adj.* lasting only a brief time; short-lived
The gardener experienced *ephemeral* fame the year she grew a half-ton pumpkin.
syn: transient; fleeting *ant:* permanent
13. **perspicacity** (pūr spi kas' i tē) *n.* keenness of judgment
The old hermit still had the *perspicacity* to haggle with the automotive dealer.
syn: perceptiveness *ant:* stupidity; ignorance
14. **erotic** (i rot' ik) *adj.* pertaining to sexual love
The museum staff cancelled the exhibition when they saw the *erotic* sculptures.
15. **opulent** (op' ū lənt) *adj.* rich, luxurious; wealthy
Despite the stock market crash, the wealthy family continued its *opulent* lifestyle.

Exercise I

Words in Context

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

amorphous enervate besiege ignoble factious
ephemeral perspicacity philanthropy carrion

1. Carter had been walking for more than four hours since his truck ran out of fuel. The morning desert sun _____ him, bringing him closer to exhaustion. In his weary state, he chastised himself for not having the _____ to have brought an extra can of fuel on the trip. In such a barren, isolated place, Carter knew that he couldn't rely on the _____ of others for help if his truck broke down. The only living things on the road were biting flies that _____ Carter and forced him to swat his face and neck every few seconds. They continued to attack until they detected the foul smell of _____ when Carter passed a dead hare on the shoulder of the road. The departure of the flies gave him _____ relief as he continued his trudge; the bugs went away, but in the distance, Carter could see, through eyes stinging with sweat, the _____ distortions of light along the hot, desert floor.

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

rectify factious ignoble erotic
amorphous besiege perspicacity

2. Some of the council approved the new zoning restriction, but a few _____ members refused to cast votes. None of them actually approved of the _____ bookstore next to the little league field, but they wanted to find a better way to legally _____ the _____ situation.

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

aegis philanthropy boor fervent
carrion opulent ephemeral

3. Councilman Parker, a wealthy native of the small town, knew that a few council members had a[n] _____ desire to remove him from office. Some of them resented his _____ lifestyle, and others claimed that Parker was careless because he lived under the _____ of his wealth and thus had no fear of being fired. They also called Parker a[n] _____ because he had the habit of interrupting conversations and barging into offices without knocking.

Exercise II

Sentence Completion

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

1. Bob decided to *rectify* his crime by...
2. While some critics admired Johnson's *erotic* photography, others felt...
3. Working on the roof *enervated* the contractors, especially when...
4. The *ephemeral* argument was over in...
5. The highway crew removed the *carrion* from the road because...
6. In an act of *philanthropy*, Jennifer went to the nursing home to...
7. During the summit, the *factionous* ambassador caused...
8. The wounded fish was soon *besieged* by...
9. His *fervent* speech convinced...
10. A person can lose his or her job by committing an *ignoble* act, such as...
11. Features in the *opulent* mansion include...
12. Under the *aegis* of the police department, the witness could safely...
13. People called Cory a *boor* because he always...
14. The *amorphous* body of the amoeba had no discernable...
15. If it were not for dad's *perspicacity*, I would have purchased a car that...

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The roots *fus* and *fun* mean “melt” or “pour out.”

The suffix *-ion* means “the act of.”

The roots *grad* and *gress* mean “step” or “go.”

The suffix *-el* means “little.”

The prefix *con-* means “together.”

The prefixes *di-*, *dif-*, and *dis-* mean “apart.”

The prefix *e-* means “out” or “from.”

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

- | | |
|-----------|-------------|
| A. fusion | D. regress |
| B. funnel | E. progress |
| C. infuse | F. congress |

- If you have an *effusive* personality, then it _____ of you.

Motor oil will _____ across the gravel if it spills out of the can.

- A step-by-step process is often called a[n] _____ process, and a highway crew might use a[n] _____ to smooth out a road.
- Egress* literally translates to _____, and if someone loses a high-paying job and takes a lower-paying job, his or her career is said to have _____.
- List all the words that you can think of that contain the roots *grad* and *gress*.

Exercise IV

Inference

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

- Some slang words are *ephemeral* and will probably...
- Brenda felt guilty for stealing the money from the register, so she *rectified* the situation by...
- After winning a lottery jackpot, Ed took his first steps into a life of *philanthropy* by...

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:

Mark Twain once said, "Show me a man who knows what's funny, and I'll show you a man who knows what's not."

Assignment: What does this paradoxical quotation mean? In an essay, explain what Mark Twain is suggesting about humor. Support your thesis with evidence from your own reading, classroom studies, and personal observation and experience.

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

Example: People react to emotional extremes, and to appreciate humor, one must appreciate misery.

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 263, score your partner's essay (while he or she scores yours). Focus on the organizational plan and the 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 grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. The mechanic repairs not only domestic cars, but also he repairs foreign cars.
(A) (B) (C) (D)
No error
(E)
2. The clients requested information on what factors would effect the interest that they would earn on their stocks. No error
(A) (B) (C)
(D) (E)
3. My mother finds it peculiar that while I, and most of my female friends would do just about anything to get a taste of something sweet, my brother and his friends wait for dinner to eat. No error
(A) (B)
(C)
(D) (E)
4. Through language, stereotypes and standards are communicated to those who are required to listen: therefore, schools are a medium through which the population is controlled. No error
(A) (B)
(C)
(D) (E)
5. The government, who attempt to use welfare as a means of helping lower economic classes, is ignoring the inherent problems of the system. 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. The first baseman forgot to take his glove to the field, and he stops in the middle of the inning to retrieve it.
 - A. and he is stopping in the middle of the inning to retrieve his mitt.
 - B. and he stopped in the middle of the inning to retrieve his mitt.
 - C. and he stops, in the middle of the inning, to retrieve his mitt.
 - D. and he stopped in the middle of the inning, retrieving his mitt.
 - E. and he is stopping in the middle of the inning, retrieving his mitt.

7. Clearing the bar at seven feet, a new high jump record was set.
 - A. A new high jump record was set, while the athlete cleared the bar at seven feet.
 - B. While clearing the bar at seven feet, a new high jump record was set.
 - C. The athlete cleared the bar at seven feet and set a new high jump record.
 - D. A new high jump record, by clearing the bar seven feet, was set.
 - E. After clearing the bar at seven feet, a new high jump record was set by the athlete.

8. The violinist was acclaimed for her performance by the audience.
 - A. For her performance the violinist was acclaimed by the audience.
 - B. The violinist was acclaimed for her performance, by the audience.
 - C. From the audience, the violinist received acclaim for her performance.
 - D. The audience acclaimed the violinist for her performance.
 - E. The audience acclaimed the performance for the violinist.

9. The college student enjoys swimming, and writing, but not to study.
 - A. swimming and to write but not to study.
 - B. swimming, and to write, but not to study.
 - C. swimming and enjoys writing, but does not enjoy studying.
 - D. to swim and to write but not to study.
 - E. swimming and writing, but not studying.

10. The musical was exceptional, the cast was only mediocre.
 - A. Though the musical was exceptional, the cast was only mediocre.
 - B. The musical was exceptional, and the cast is only mediocre.
 - C. The musical was exceptional the cast was only mediocre.
 - D. The musical was exceptional, though only the cast was mediocre.
 - E. The musical, which was exceptional, but the cast was only mediocre.