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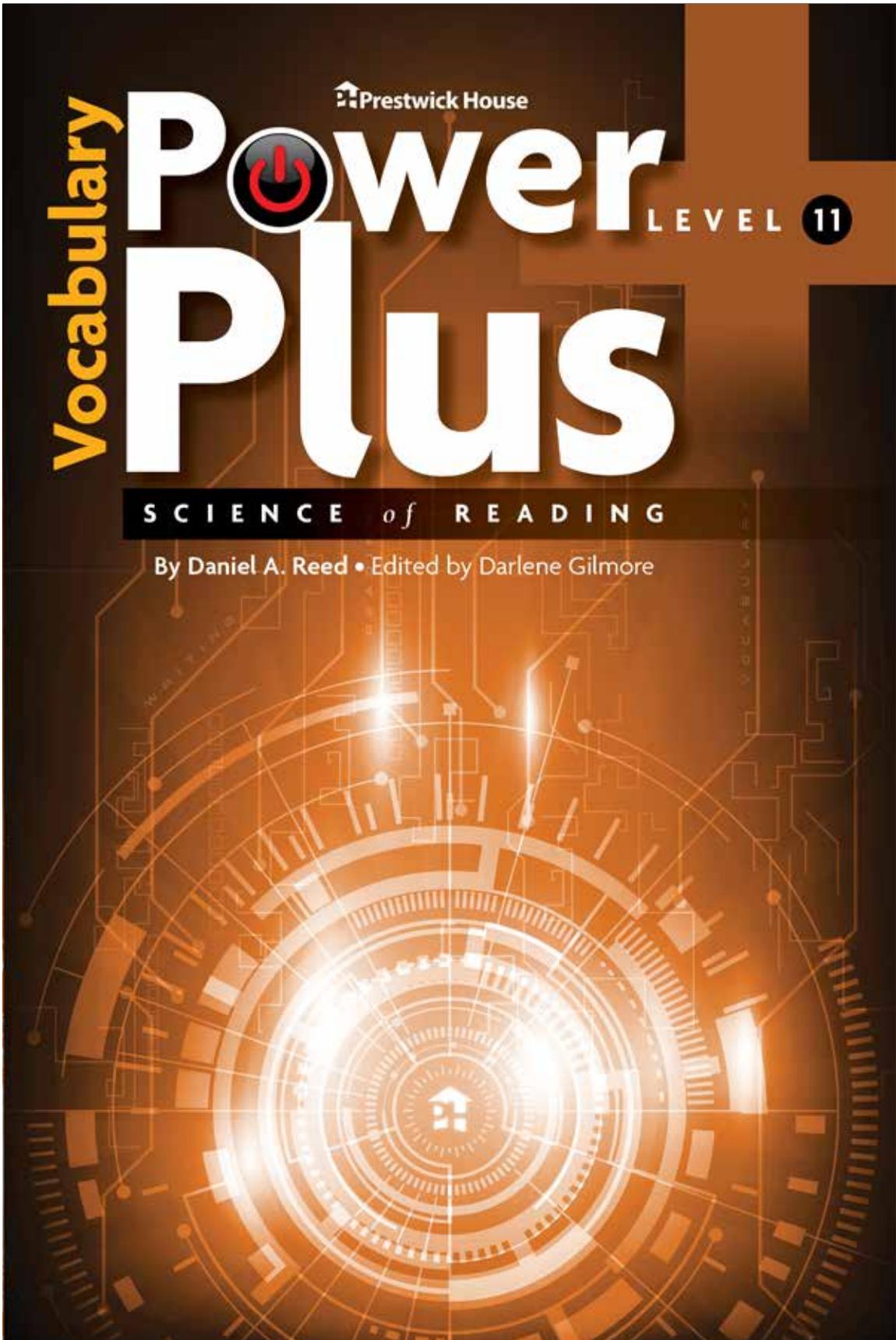
Vocabulary

Power Plus

LEVEL 11

SCIENCE *of* READING

By Daniel A. Reed • Edited by Darlene Gilmore



Dear Teachers,

Thank you for your interest in the new *Science of Reading* edition of *Vocabulary Power Plus*—a program that has helped more than 1.5 million students improve their reading comprehension, writing abilities, and test scores through Direct Vocabulary Instruction.

In updating *Vocabulary Power Plus*, we wanted to make sure that we were focused on the greatest needs of students today—improving reading skills. The body of research shows clear links between direct vocabulary acquisition and student performance on reading comprehension tasks and reading fluency.

This new edition includes a variety of features added due to requests from teachers and research on student performance including:

- Mnemonic visual cues for select vocabulary words,
- Digital enhancements, including online games and audio pronunciations,
- Shades of Meaning Graphic Organizer activities,
- Frayer Model Graphic Organizer exercises,
- Expanded Reading Comprehension passages including fiction, science, and social studies.

For those of you already using *Vocabulary Power Plus*, don't worry—we understand that any changes to the texts you're using can be a headache, so we worked hard to make sure that the program is backwards compatible, so those who have the old books can still work with mixed classes. The new edition has the same words and definitions and still includes:

- Words in Context,
- Sentence Completion,
- Roots, Prefixes, and Suffixes,
- Inference,
- Unit Reviews.

And all tests, online games, presentations, and supplemental resources remain unchanged. The Teacher's Editions will include any multiple-choice writing and grammar questions, and the writing prompts from the old editions.

I hope you're excited about the changes to *Vocabulary Power Plus*. The new edition will be available for grades 9–12 for orders placed this summer.

Sincerely,



James Scott, Ed.D
Founder, Prestwick House

Attention Reader: Please note that is an Advanced Review Sample. The design, content, and artwork are subject to change, and typographical errors will be corrected during production.



Lesson Three

L3



⏻ Finn got lost after he **deviated** from the path in the forest.



⏻ For her birthday, Andrea **importuned** her parents for a puppy.



⏻ He **glowered** at his sister after she ruined his favorite hoodie.



Visit www.VocabularyPowerPlus.com
for audio pronunciations and more.

LESSON THREE

L3

Word List

1. **adventitious** (əd ven tish' əs) *adj.* accidental; nonessential
The scientists admitted that the breakthrough was an *adventitious* result of the study.
syn: incidental
2. **fecund** (fē' kənd) *adj.* fertile; productive
The *fecund* soil produced a record number of tomatoes this year.
syn: prolific *ant: sterile*
3. **pedestrian** (pə des' trē ən) *adj.* ordinary or dull
The crowd responded to the *pedestrian* speech with yawns.
syn: commonplace; mediocre *ant: imaginative; compelling*
4. **edify** (əd' ə fī) *v.* to improve someone morally
The sermon was meant to *edify* the congregation.
5. **importune** (im pōr tōōn') *v.* to ask persistently; to beg
John *importuned* his father, but could not get the car keys.
syn: appeal; badger
6. **deviate** (dē' vē āt) *v.* to turn aside from a course; to stray
Sometimes it's better to *deviate* from the truth than to hurt someone's feelings.
syn: digress
7. **bona fide** (bō' nə fīd) *adj.* in good faith
We made a *bona fide* offer for the property.
syn: legitimate; genuine *ant: fraudulent; phony*
8. **glower** (glou' ər) *v.* to stare angrily
The boy *glowered* at his mother when she corrected his manners.
syn: frown; scowl *ant: grin*

9. **cataclysm** (kat' ə kliz əm) *n.* a violent change
 The earthquake in Mexico was a *cataclysm* which no one could have foreseen.
syn: disaster; catastrophe *ant: triumph; boon*
10. **obfuscate** (ob' fus kāt) *v.* to confuse; to bewilder
 The realtor tried to *obfuscate* the issue, and it was working because the confused buyer did not know if he was coming or going.
syn: muddle; obscure *ant: clarify; elucidate*
11. **antithesis** (an tith' i sis) *n.* an exact opposite; an opposite extreme
 Love is the *antithesis* of hate.
syn: converse *ant: same*
12. **chagrin** (shə grin') *n.* embarrassment; a complete loss of courage
 Joanne had never felt such *chagrin* as when she fell into the mud puddle in front of her fiancé's family.
13. **parochial** (pə rō' kē əl) *adj.* local; narrow; limited
 Because he had never traveled outside his own town, Jim had a very *parochial* view of life.
syn: provincial; narrow-minded *ant: universal; catholic*
14. **ambiguous** (əm big' yōō əs) *adj.* open to more than one interpretation
 The candidate's *ambiguous* comments tended to confuse the issue even more.
syn: unclear; uncertain; vague *ant: explicit; definite*
15. **optimum** (op' tə məm) *adj.* best; most favorable; ideal
 The pilot was waiting for *optimum* conditions before setting out on the dangerous flight.

EXERCISE ONE

E1

Words in Context

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

deviate	chagrin	glower	obfuscate	cataclysm
optimum	antithesis	pedestrian	adventitious	

1. The _____, two-hour lecture only _____ the students. They respected the guest speaker's experience, but every time she _____ from the complex topic, she added ten _____ minutes to the harangue. The speech was the _____ of the brief overview that had been promised. The conditions of the auditorium were not _____ for long lectures; the air conditioner was broken, and the heat and poor lighting forced many of the students to fight drowsiness. One young man nodded off and woke with a start when his head struck his desk; he quickly sat up straight with a look of _____. The speaker _____ at him for a few seconds, but never stopped speaking.

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

bona fide	fecund	parochial	edify
ambiguous	cataclysm	importune	chagrin

2. At the check-out line, Timmy _____ his mother to purchase a new brand of candy bar for him; however, her reaction was a[n] _____ compared to her usual tolerant reactions to Timmy's requests. Everyone stared when Lynn screamed at Timmy and told him to return the candy bar and stop whining because no, he "absolutely does not need it."

Before she snapped in the grocery store, Lynn had concealed her anxiety for a week. The rent check was later than it had ever been, and the landlord had a[n] _____ view in financial matters. Lynn had already bought an extra week by reassuring him of her _____ intention to pay the rent with her first paycheck, but the week had passed, and she still hadn't found a job. The landlord had given her the usual speech about honoring a lease, apparently in an attempt to _____ Lynn. It was the landlord's _____ tone that really bothered her; Lynn couldn't be sure if the landlord would continue being compassionate or if he would send an eviction notice upon finding no rent payment in his mailbox that morning.

Lynn used the last of her cash to pay for the bread and cereal. She took Timmy's hand and left the store hoping to have a[n] _____ day of job hunting.

EXERCISE TWO

E2

Shades of Meaning

For each vocabulary word, choose synonyms from the list that you think are weaker and ones that are stronger than the vocabulary word. You may use as many synonyms as you'd like, and you can add ones of your own, but there must be at least one word for each column.

Weaker

AMBIGUOUS
 cryptic, debatable
 inconclusive, indefinite
 uncertain,
 vague

Stronger

Weaker

CATACLYSM
 calamity, catastrophe
 devastation, disaster
 mishap, upheaval

Stronger

EXERCISE THREE

E3

Word Windows

For the vocabulary word, write the definition in your own words, illustrate it, and provide both examples and non-examples of it.

Define	Illustrate
bona fide	
Example	Non-Example

EXERCISE FOUR

E4

Sentence Completion

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

1. If you do not wait for *optimum* sailing conditions, you might...
2. Try not to *deviate* from the subject while you...
3. The *fecund* nature of the jungle...
4. The uninsured woman *importuned* the hospital to...
5. The *pedestrian* television program was not worth...
6. Todd's parents did not hide their *chagrin* after their son...
7. Sheila, covered in food, *glowered* at the waiter after he...
8. Ralph wanted a *bona fide* New York cheesecake, so he...
9. The *ambiguous* quote caused controversy because...
10. Chrissie is the *antithesis* of Ben, because she is friendly to strangers, while he...
11. One *adventitious* effect that traveling has on young children is...
12. Alice thought that she could *edify* her son, but she knew that she could not when...
13. The car salesman *obfuscated* the dissatisfied customer so much that the customer...
14. A *cataclysm* caused by an asteroid striking the earth would probably...
15. Martin had a *parochial* fear of travel, so it surprised everyone when he...

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *merge* means “to plunge” or “to immerse.”

The root *integr* means “whole,” “intact,” or “perfect.”

The root *lat* means “to carry” or “to bear.”

The suffixes *-ence* and *-ance* mean “the quality of [base word]-ing.”

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

The prefix *co-* means “together” or “with.”

The prefix *trans-* means “across” or “through.”

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

A. submerge	D. integral
B. emergence	E. relate
C. merge	F. collated
- The literal meaning of *translate* is _____.
A person who is carried upward in spirit is said to be _____.
If someone tells you a story, you can carry it to another person and _____ it to him.
- A person with perfect character might be said to have _____.
You _____ something by bringing things together as a whole. If you separate the things from the whole, or if you break them up, then you _____ them.
- List at least five words that contain the suffixes *-ance* or *-ence*.

EXERCISE SIX

E6

Inference

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

1. Seek a *fecund* area in which to plant the tomatoes and corn if you want to...
2. People fell asleep during the *pedestrian* film because it was...
3. The kids went to camp to enjoy the outdoors, but the experience also had the *adventitious* effect of teaching them how to...

EXERCISE SEVEN

E7

Critical Reading

Below is a reading passage followed by several multiple-choice questions. Carefully read the passage and choose the best answer for each of the questions.

In the fight for equal rights for women, Elizabeth Cady Stanton took the stage in front of Congress on February 18, 1892, to deliver her speech "The Solitude of Self." The following is an excerpt from that speech.

The isolation of every human soul and the necessity of self-dependence must give each individual the right to choose his own surroundings.

The strongest reason for giving woman all the opportunities for higher education, for the full development of her faculties, forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear, is the solitude and personal responsibility of her own individual life. The strongest reason why we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself. No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they

15 must make the voyage of life alone, and for safety in an emergency they must
know something of the laws of navigation. To guide our own craft, we must
be captain, pilot, engineer; with chart and compass to stand at the wheel; to
watch the wind and waves and know when to take in the sail, and to read the
signs in the firmament over all. It matters not whether the solitary voyager
20 is man or woman. Nature having endowed them equally, leaves them to
their own skill and judgment in the hour of danger, and, if not equal to the
occasion, alike they **perish**.

To appreciate the importance of fitting every human soul for
independent action, think for a moment of the immeasurable solitude of
25 self. We come into the world alone, unlike all who have gone before us; we
leave it alone under circumstances peculiar to ourselves. No mortal ever has
been, no mortal ever will be like the soul just launched on the sea of life.
There can never again be just such a combination of prenatal influences;
never again such environments as make up the infancy, youth, and manhood
30 of this one. Nature never repeats herself, and the possibilities of one human
soul will never be found in another. No one has ever found two blades of
ribbon grass alike, and no one will ever find two human beings alike. Seeing,
then, what must be the infinite diversity in human character, we can in a
measure appreciate the loss to a nation when any large class of the people is
35 uneducated and unrepresented in the government. We ask for the complete
development of every individual, first, for his own benefit and happiness. In
fitting out an army we give each soldier his own knapsack, arms, powder, his
blanket, cup, knife, fork and spoon. We provide alike for all their individual
necessities, then each man bears his own burden.

40 Again we ask complete individual development for the general good;
for the consensus of the competent on the whole round of human interest;
on all questions of national life, and here each man must bear his share of
the general burden. It is sad to see how soon friendless children are left to
bear their own burdens before they can analyze their feelings; before they
45 can even tell their joys and sorrows, they are thrown on their own resources.
The great lesson that nature seems to teach us at all ages is self-dependence,
self-protection, self-support. What a touching instance of a child's solitude;
of that hunger of the heart for love and recognition, in the case of the little
girl who helped to dress a Christmas tree for the children of the family in
50 which she served. On finding there was no present for herself she slipped
away in the darkness and spent the night in an open field sitting on a stone,
and when found in the morning was weeping as if her heart would break.
No mortal will ever know the thoughts that passed through the mind of that
friendless child in the long hours of that cold night, with only the silent stars
55 to keep her company. The mention of her case in the daily papers moved

many generous hearts to send her presents, but in the hours of her keenest sufferings she was thrown wholly on herself for consolation.

In youth our most bitter disappointments, our brightest hopes and ambitions are known only to ourselves; even our friendship and love we
60 never fully share with another; there is something of every passion in every situation we conceal. Even so in our triumphs and our defeats. The successful candidate for the Presidency and his opponent each have a solitude peculiarly his own, and good form forbids either to speak of his pleasure or regret. The solitude of the king on his throne and the prisoner in
65 his cell differs in character and degree, but it is solitude nevertheless. ●

1. Which of the following statements is the best summary of the first sentence of the speech?

- A. People should be allowed to live where they would like.
- B. People should be more self-reliant than they already are.
- C. All people should be able to have what they need to thrive.
- D. Society expects people to be cooperative, but they prefer isolation.
- E. Self-reliance gives people the motivation to take charge of their lives.

2. What does Stanton state is the “strongest reason” (lines 3–8) for giving women more opportunities?

- A. They deserve to earn more than men do.
- B. They need to take accountability for their actions.
- C. They require success to help their families.
- D. They must be able to be self-reliant.
- E. They seek more adventure than the life of a housewife.

3. What is the effect of Stanton listing specific ways in which women can achieve freedom in society? (lines 8–16)

- A. It emphasizes that women face hardships they need help to overcome.
- B. It suggests that women have what they need to succeed.
- C. It shows how dependent women are on men in this society.
- D. It highlights how many rights women of this time did not have yet.
- E. It demonstrates how many societal responsibilities women don't account for.

4. In paragraph 2 (lines 13–19), Stanton compares women to a captain on a ship. What does this metaphor suggest that women can do?

- A. take accountability for their actions
- B. navigate difficult situations
- C. take charge of their own life
- D. maintain control of their household
- E. be effective leaders in society

5. In paragraph 2 (lines 20–22), Stanton states:

“Nature having endowed them equally, leaves them to their own skill and judgment in the hour of danger, and, if not equal to the occasion, alike they perish.”

What does the word *perish* imply in this context?

- A. to starve
- B. to decay
- C. to die
- D. to collapse
- E. to fail

6. In paragraph 3 (lines 31–35), Stanton compares human beings to blades of grass. What idea does this comparison convey?

- A. the fragility of the human experience
- B. that growth is vital for people
- C. that people need nourishment
- D. the individuality of all beings
- E. that people are too different to agree on women's rights

7. Which of the following quotations best supports Stanton's idea that equal rights will make society stronger?

- A. “...appreciate the loss to a nation when any large class of the people is uneducated and unrepresented...”
- B. “...no mortal ever will be like the soul just launched on the sea of life.”
- C. “To appreciate the importance of fitting every human soul for independent action...”
- D. “Nature never repeats herself, and the possibilities of one human soul will never be found in another.”
- E. “We come into the world alone, unlike all who have gone before us...”

8. In paragraph 4, Stanton alludes to the story of a little girl who helped a family she served decorate their Christmas tree. What does this story illustrate about her larger message?

- A. In society, people avoid being charitable to those less fortunate.
- B. A woman must be self-sufficient, as she cannot depend on society.
- C. People never appreciate how hard women work for others.
- D. Because women are often neglected, they give up on their dreams.
- E. Women deal with greater hardships because they are ignored.

9. In paragraph 5, which of the following statements best summarizes Stanton's point about hiding emotions?

- A. Even from a young age, we hide our true emotions from others.
- B. When we hide our emotions, we cannot be true to ourselves.
- C. Isolation draws out unhealthy tendencies to hide our emotions.
- D. People hide their emotions when they are feeling oppressed in society.
- E. Hiding emotions from others heightens the isolation we feel.

10. What theme does Stanton illustrate in the last sentence of her speech?

“The solitude of the king on his throne and the prisoner in his cell differs in character and degree, but it is solitude nevertheless.”

- A. People need to be respected to be happy in solitude.
- B. People need solitude to understand what they truly need.
- C. Everyone must face hardships alone, regardless of status.
- D. Everyone is isolated from society but should be allowed to thrive.
- E. Everyone faces isolation and should use it to find inner strength.