



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level F**

Aligned to the  
English Standards of Learning for  
Virginia Public Schools – January 2010  
**Grade Eleven**

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- Page 16 11.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
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Aligned to the

**English Standards of Learning for Virginia Public Schools – January 2010**

**Grade Eleven**

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student’s appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.

**KEY ALIGNED CONTENT**

**Strand: Reading**

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level F							
Grade Eleven		Feature / Location	Description						
11.3	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.								
(a)	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	<p><b>Vocabulary Strategy: Word Structure</b>—p. 8</p> <p><i>Examples [Level F, p. 8]</i></p> <p><b>Prefixes, suffixes, and roots, or bases,</b> are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A <b>base</b> or <b>root</b> is the main part of a word to which prefixes and suffixes may be added.</p>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	In <b>Vocabulary Strategy: Word Structure</b> , students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the <b>Classical Roots</b> page of the <b>Word Study</b> section.
Prefix	Meaning	Sample Words							
com-, con-	together, with	compatriot, contact							

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	<p>The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="926 402 1367 479"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table> <table border="1" data-bbox="926 505 1367 602"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-tain-, -ten-, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </tbody> </table>	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue	
Greek Root	Meaning	Sample Words												
-gnos	know	diagnostic												
Latin Root	Meaning	Sample Words												
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue												
	<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level F, Unit 7, p. 92]</i></p> <p><b>17. reprove</b> (ri pruv') (v.) to find fault with, scold, rebuke</p> <p>She <b>reproved</b> her staff for having followed orders blindly.</p> <p>SYNONYMS: chastise, upbraid, reproach ANTONYMS: praise, commend, laud, pat on the back</p>	<p>The three-page <b>Definitions</b> section at the beginning of each unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>												
	<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit</p>	<p>The <b>Synonyms</b> activity for each unit requires students to draw on context and structural analysis clues to help find a unit word to match each given synonym.</p>												

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	15, p. 190 <i>Example [Level F, Unit 8, p. 104]</i> 1. their <b>mindless</b> , faithful devotion <u>bovine</u>	By referring back to the presentation of unit words in the <b>Definitions</b> section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.
	<b>Antonyms</b> —Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level F, Unit 8, p. 105]</i> 3. a friendly game of basketball <u>acrimonious</u>	For the <b>Antonyms</b> activity for each unit, students use context and structural analysis clues to help find a unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.  By referring back to the presentation of unit words in the <b>Definitions</b> section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.
	<b>Word Study: Classical Roots</b> —Review Units 1–3 ( <b>cede, cess, ceas</b> ), p. 49; Review Units 4–6 ( <b>grad, gress</b> ), p. 87; Review Units 7–9 ( <b>mor, the</b> ), p. 125; Review Units 10–12 ( <b>equa, equi, ega, iqui</b> ), p. 163; Review Units 13–15 ( <b>quer, ques, quis</b> ), p. 201 <i>Example [Level F, Review Units 4–6, p.87]</i> 5. to turn aside, get off the main topic (“to step away”) She tried not to <u>digress</u> from her speech.	In <b>Word Study: Classical Roots</b> , students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.
(b) Use context, structure, and connotations to	<b>Vocabulary Strategy: Using Context</b> —p. 7	In <b>Vocabulary Strategy: Using Context</b> ,

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determine meanings of words and phrases.	<p><u>Example [Level F, p. 7]</u></p> <p>A <b>contrast clue</b> consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p style="padding-left: 40px;">While many of the debutantes wore gowns of heavy satin or velvet, Beatrice's gown was made of a (<b>gossamer, insular</b>) spun silk.</p> <p>In this sentence, <i>heavy</i> is an antonym of the missing word, <i>gossamer</i>. This is confirmed by the presence of the word <i>While</i>, which indicates that the answer must be the opposite of <i>heavy</i>.</p>	<p>students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include <b>restatement clue</b>, <b>contrast clue</b>, and <b>inference clue</b>.</p>
	<p><b>Reading Passages</b>—Unit 1 "The Camera in Wartime" [Textbook Entry], pp. 12–13; Unit 2 "Why Vote?" [Persuasive Essay], pp. 22–23; Unit 3 "Trapped in a Cave, Foiled by a Circus" [Journal Entries], pp. 32–33; Unit 4 "Ada Byron: Visionary Mathematician" [Biographical Sketch], pp. 50–51; Unit 5 "Lending a Hand to End Poverty" [Newspaper Article], pp. 60–61; Unit 6 "Pre-Columbian America" [Blog Entry], pp. 70–71; Unit 7 "An Overlooked Exploration" [Informational Essay], pp. 88–89; Unit 8 "Mythical Journeys" [Humorous Essay], pp. 98–99; Unit 9 "The Swedish Nightingale" [Narrative Nonfiction], pp. 108–109; Unit 10 "Sinking Nation" [Magazine Article], pp. 126–127; Unit 11 "Oyez! Oyez!: The Evolution of News" [Informational Essay], pp. 136–137; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" [Debate],</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and the Review.</p>

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	<p>pp. 146–147; Unit 13 "Ansel Adams" [Essay], pp. 164–165; Unit 14 "Revolutionary Women" [Historical Nonfiction], pp. 174–175; Unit 15 "New Tribe Discovered in Amazon" [Newspaper Article], pp. 184–185</p> <p><i>Example [Level F, Unit 11, p. 136]</i></p> <p>Town criers with loud voices, expressive gestures, and <b>florid</b> outfits provided news to town <b>denizens</b>. Their cries of "Oyez! Oyez!" (Hear ye! Hear ye!) notified listeners of news to follow.</p>	
	<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level F, Unit 5, p. 62]</i></p> <p>The well-known Latin phrase "<u>      <b>caveat</b>      </u> emptor" means, "Let the buyer beware."</p>	<p>In the <b>Definitions</b> section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each unit.</p>
	<p><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.</p>

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	<p><i>Example [Level F, Unit 8, p. 103]</i></p> <p>7. My Spanish friend finds it hard to understand the (<b>odium, perfidy</b>) attached to bullfighting in most non-Hispanic countries.</p>	
	<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level F, Unit 8, p. 104]</i></p> <p>1. their <b>mindless</b>, faithful devotion <u><b>bovine</b></u></p>	The <b>Synonyms</b> activity for each unit requires students to rely on context clues to help find a unit word to match each given synonym.
	<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level F, Unit 8, p. 105]</i></p> <p>3. a friendly game of basketball <u><b>acrimonious</b></u></p>	The <b>Antonyms</b> activity for each unit requires students to use context clues to help find a unit word to match each given synonym.
	<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp.</p>	For <b>Completing the Sentence</b> , students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

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	181–182; Unit 15, pp. 191–192  <i>Example [Level F, Unit 12, p. 153]</i> 8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his <u>scintillating</u> wit.	
	<b>Vocabulary in Context: Literary Text</b> —Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193  <i>Example [Level F, Unit 12, p. 155]</i> 5. Donatello had not very easily been stirred out of the peculiar sluggishness, which <b>enthalls</b> and bewitches melancholy people. ( <i>The Marble Faun</i> )  If something <b>enthalls</b> people it a. enchants them      c. saddens them b. sickens them      d. angers them	The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.  In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.
	<b>Vocabulary for Comprehension</b> —Review Units 1–3 ["Wrong-Way" Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–	The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests.



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	<p>81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><i>Example [Level F, Review Units 4–6, pp. 80–81]</i></p> <p>Students' wintertime confinement, coupled with a lack of physical exertion, had a <b>soporific</b> effect.</p> <p>1. The meaning of <b>soporific</b> (line 15) is</p> <ol style="list-style-type: none"> <li>sleep-inducing</li> <li>debilitating</li> <li>exceptional</li> <li>frustrating</li> <li>stimulating</li> </ol> <p><i>Example [Level F, Review Units 10–12, p. 157]</i></p> <p>10. You can infer from paragraph 4 (lines 45–56) that which of the following played a role in the naming of Florida?</p> <ol style="list-style-type: none"> <li>trade</li> <li>religious customs</li> <li>geographic location</li> <li>the wishes of the King of Spain</li> <li>the appearance of the region's inhabitants</li> </ol>	<p>Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
	<p><b>Two-Word Completions</b>—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158;</p>	<p>In <b>Two-Word Completions</b>, students practice with word-omission (cloze) exercises that appear on college entrance</p>

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	<p>Review Units 13–15, p. 196</p> <p><i>Example [Level F, Review Units 1–3, p. 44]</i></p> <p>1. While the Roman people remained vigorous and aggressive, their empire flourished. Once they began to sink into a sort of physical and spiritual _____, however, the empire became feeble and _____.</p> <p>a. umbrage . . . petulant                      b. lassitude . . . decadent                      c. aplomb . . . jaded                      d. ferment . . . adventitious</p>	<p>exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>
	<p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 121; Review Units 10–12 [Choosing the Right Adage], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><i>Example [Level F, Review Units 13–15, p. 197]</i></p> <p>10. I hate to <b>split hairs</b> with you, but the trip took fifty-five minutes, not an hour.</p> <p>_____</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
	<p><b>Word Study: Expressing the Connotation</b>—Review Units 1–3 [Expressing the Connotation], p. 48; Review Units 4–6 [Expressing the Connotation], p. 86; Review Units 7–9 [Expressing the Connotation], p. 124; Review Units 10–12 [Expressing the</p>	<p>In <b>Word Study: Expressing the Connotation</b>, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive,</p>

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	Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200  <i>Example [Level F, Review Units 4–6, p. 86]</i> <b>negative 8.</b> David is usually polite, so when he spoke to the reporters in such a ( <b>brusque, firm</b> ) manner, people assumed something was wrong.	negative, or neutral).
	<b>Word Study: Classical Roots</b> —Review Units 1–3 ( <b>cede, cess, ceas</b> ), p. 49; Review Units 4–6 ( <b>grad, gress</b> ), p. 87; Review Units 7–9 ( <b>mor, the</b> ), p. 125; Review Units 10–12 ( <b>equa, equi, ega, iqui</b> ), p. 163; Review Units 13–15 ( <b>quer, ques, quis</b> ), p. 201  <i>Example [Level F, Review Units 4–6, p.87]</i> <b>5.</b> to turn aside, get off the main topic (“to step away”)  She tried not to <u><b>digress</b></u> from her speech.	In <b>Word Study: Classical Roots</b> , students use context clues to help choose which word based on the featured root best completes the sentence.
(c) Discriminate between connotative and denotative meanings and interpret the connotation.	<b>Word Study: Denotation and Connotation</b> —Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199  <i>Example [Level F, Review Units 1–3, p. 47]</i> <b>Shades of Meaning</b> 1. assuage + 2. coalition + 3. lurid – 4. sangfroid +	Each <b>Word Study: Denotation and Connotation</b> lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations—positive (+), negative (–), or neutral (0).  In the <b>Shades of Meaning</b> exercises that conclude the lesson, students analyze the positive, negative, or neutral connotation of

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	<p><b>Word Study: Expressing the Connotation/ Challenge: Using Connotation</b>—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level F, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation negative 5.</b> I don't know how you can listen to your brother's constant (<b>talk, driv</b>el) about car engines.</p> <p><i>Example [Level F, Review Units 1–3, p. 48]</i></p> <p><b>Challenge: Using the Connotation 3.</b> I seldom like to dine out with my brother, as his unsophisticated <u>provincial</u> manners are an embarrassment to me.</p> <p><i>Sample response: The use of provincial makes the brother's poor manners seem less obviously glaring.</i></p>	<p>several words.</p> <p>In <b>Word Study: Expressing the Connotation</b>, students read each sentence and consider context clues before selecting one of two vocabulary words that best expresses the target connotation (positive, negative, or neutral).</p> <p>In <b>Challenge: Using Connotation</b>, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.</p>
(d) Identify the meaning of common idioms.	<p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 121; Review Units 10–12 [Choosing the Right Adage], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><i>Example [Level F, Review Units 13–15, p. 197]</i></p> <p><b>10.</b> I hate to <b>split hairs</b> with you, but the trip</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>

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	took fifty-five minutes, not an hour. _____	
(e) Identify literary and classical allusions and figurative language in text.	<p><b>Vocabulary in Context: Literary Text</b>—Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193</p> <p><i>Example [Level F, Unit 12, p. 155]</i></p> <p>5. Donatello had not very easily been stirred out of the peculiar sluggishness, which <b>enthralls</b> and bewitches melancholy people. (<i>The Marble Faun</i>)</p> <p>If something <b>enthralls</b> people it</p> <p>a. enchants them      c. saddens them                      b. sickens them      d. angers them</p> <p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Adages], pp. 159–160;</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages feature allusions to classical literature in the form of excerpts from the works of great British and American writers.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> <p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/ Idiom/ Proverb</b> activity helps students practice using context clues to figure out</p>

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		Review Units 13–15 [Idioms], pp. 197–198 <i>Example [Level F, Review Units 1–3, p. 45]</i> <b>Choosing the Right Idiom</b> 1. Of course I will not tell a soul how much you spent on those jeans. <b>My lips are sealed!</b> _____	the meaning of figurative expressions.
(f)	Extend general and specialized vocabulary through speaking, reading, and writing.	<b>Throughout the program</b>	<b>Throughout the program</b> students build and extend vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaned extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of general and specialized vocabulary.
(g)	Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<b>Vocabulary in Context: Literary Text</b> —Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir	The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.  In addition to providing practice in the sort

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	<p>Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193</p> <p><i>Example [Level F, Unit 12, p. 155]</i></p> <p>5. Donatello had not very easily been stirred out of the peculiar sluggishness, which <b>enthralls</b> and bewitches melancholy people. (<i>The Marble Faun</i>)</p> <p>If something <b>enthralls</b> people it</p> <p>a. enchants them      c. saddens them b. sickens them      d. angers them</p>	<p>of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> <p>The pages also give students the opportunity to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.</p> <p>This examination of the use of language in historical texts helps students better understand and appreciate the evolution of meaning and diversity of language.</p>

**ADDITIONAL ALIGNED CONTENT**

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<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>(h) Explain how an author’s specific word choices, syntax, tone, and voice support the author’s purpose.</p>	<p><b>Vocabulary in Context: Literary Text</b>—Unit 1 [Charles Dickens], p. 21; Unit 2 [Herman Melville], p. 31; Unit 3 [Thomas Jefferson], p. 41; Unit 4 [Nathaniel Hawthorne], p. 59; Unit [James Fenimore Cooper], p. 69; Unit 6 [Edgar Allan Poe], p. 79; Unit 7 [Sinclair Lewis], p. 97; Unit 8 [Henry James], p. 107; Unit 9 [Edith Wharton], p. 117; Unit 10 [Mark Twain], p. 135; Unit 11 [F. Scott Fitzgerald], p. 145; Unit 12 [Nathaniel</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In each excerpt, notable British and American authors model the use of language and syntax to achieve their</p>

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		<p>Hawthorne], p. 155; Unit 13 [Margaret Fuller Ossoli], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193</p> <p><i>Example [Level F, Unit 12, p. 155]</i></p> <p>5. Donatello had not very easily been stirred out of the peculiar sluggishness, which <b>enthralls</b> and bewitches melancholy people. (<i>The Marble Faun</i>)</p> <p>If something <b>enthralls</b> people it</p> <p>a. enchants them      c. saddens them b. sickens them      d. angers them</p>	<p>purposes.</p>
11.5	The student will read, interpret, analyze, and evaluate nonfiction texts.		
(d)	Draw conclusions and make inferences on explicit and implied information using textual support.	<p><b>Vocabulary and Reading</b>—pp. 9–10</p> <p><i>Example [Level F, p. 9]</i></p> <p><b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that. . .</li> <li>• The author implies that. . .</li> <li>• Evidently the author feels that. . .</li> </ul> <p><i>Example [Level F, p. 10]</i></p> <p><b>Questions About Tone</b> show your understanding of the author’s attitude toward the subject of the passage. Words that describe tone, or attitude, are “feeling” words, such as <i>indifferent, ambivalent, scornful, astonished, respectful</i>. These are typical questions:</p>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: <b>Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</b></p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea</p>
(h)	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.		



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	<ul style="list-style-type: none"> <li>• The author’s attitude toward . . . is best described as . . .</li> <li>• Which word best describes the author’s tone?</li> </ul> <p>To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).</p>	<p>Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author’s Technique.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>
	<p><b>Reading Passages</b>—Unit 1 "The Camera in Wartime" [Textbook Entry], pp. 12–13; Unit 2 "Why Vote?" [Persuasive Essay], pp. 22–23; Unit 3 "Trapped in a Cave, Foiled by a Circus" [Journal Entries], pp. 32–33; Unit 4 "Ada Byron: Visionary Mathematician" [Biographical Sketch], pp. 50–51; Unit 5 "Lending a Hand to End Poverty" [Newspaper Article], pp. 60–61; Unit 6 "Pre-Columbian America" [Blog Entry], pp. 70–71; Unit 7 "An Overlooked Exploration" [Informational Essay], pp. 88–89; Unit 8 "Mythical Journeys" [Humorous Essay], pp. 98–99; Unit 9 "The Swedish Nightingale" [Narrative Nonfiction], pp. 108–109; Unit 10 "Sinking Nation" [Magazine Article], pp. 126–127; Unit 11 "Oyez! Oyez!: The Evolution of News" [Informational Essay], pp. 136–137; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" [Debate], pp. 146–147; Unit 13 "Ansel Adams" [Essay], pp. 164–165; Unit 14 "Revolutionary Women" [Historical Nonfiction], pp. 174–175; Unit 15 "New Tribe Discovered in</p>	<p>Each of the 15 <b>Reading Passages</b> is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.</p> <p>Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.</p> <p>In addition, the <b>Reading Passages</b> provide context clues and information referenced in other activities in the unit and review, including <b>Choosing the Right Word</b> and the <b>Writing: Words in Action</b> writing prompts.</p>

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	<p>Amazon" [Newspaper Article], pp. 184–185</p> <p><i>Example [Level F, Unit 11, p. 136]</i></p> <p>Town criers with loud voices, expressive gestures, and <b>florid</b> outfits provided news to town <b>denizens</b>. Their cries of “Oyez! Oyez!” (Hear ye! Hear ye!) notified listeners of news to follow.</p>	
	<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [“Wrong-Way” Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><i>Example [Level F, Review Units 4–6, pp. 80–81]</i></p> <p>Students’ wintertime confinement, coupled with a lack of physical exertion, had a <b>soporific</b> effect.</p> <p>1. The meaning of <b>soporific</b> (line 15) is</p> <ol style="list-style-type: none"> <li>sleep-inducing</li> <li>debilitating</li> <li>exceptional</li> <li>frustrating</li> <li>stimulating</li> </ol> <p><i>Example [Level F, Review Units 10–12, p. 157]</i></p> <p>10. You can infer from paragraph 4 (lines 45–56) that which of the following played a role in the naming of Florida?</p>	<p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>

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	<ul style="list-style-type: none"> <li>a. trade</li> <li>b. religious customs</li> <li>c. geographic location</li> <li>d. the wishes of the King of Spain</li> <li>e. the appearance of the region's inhabitants</li> </ul>	

**Strand: Writing**

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level F	
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11.6 The student will write in a variety of forms, with an emphasis on persuasion.	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompts #1 &amp; #2 [persuasive letter; persuasive essay], p. 30; Unit 2, Writing Prompts #1 &amp; #2 [public service announcement; persuasive essay], p. 30; Unit 4, Writing Prompt #2 [persuasive essay], p. 58; Unit 5, Writing Prompts #1 &amp; #2 [letter to the editor; persuasive essay], p. 68; Unit 6, Writing Prompt #2 [expository essay], p. 78; Unit 7, Writing Prompts #1 &amp; #2 [editorial; persuasive essay], p. 96; Unit 8, Writing Prompt #1 [letter to patrons], p. 106; Unit 9, Writing Prompt #1 [persuasive press release], p. 116; Unit 9, Writing Prompt #2 [speech in support of music education], p. 116; Unit 10, Writing Prompt #1 [persuasive letter], p. 134; Unit 11, Writing Prompts #1 #2 [persuasive letter; persuasive essay], p. 144; Unit 12, Writing Prompt #1 [argument], p. 154; Unit 13,</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

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	<p>Writing Prompt #1 [fund-raising letter], p. 172; Unit 14, Writing Prompts #1 &amp; #2 [editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [persuasive essay], p. 192</p> <p><i>Example [Level F, Unit 15, p.192]</i></p> <p>1. Look back at “New Tribe Discovered in Amazon” (pages 184–185). Suppose you were hired to persuade Brazilian officials and others that we should not interfere with the way of life of indigenous peoples in the Amazon. <b>Write your argument using at least two details from the passage and three unit words.</b></p>	
<p>11.6 The student will write in a variety of forms, with an emphasis on persuasion.</p>	<p><b>Writing: Words in Action</b>—Unit 3, Writing Prompt #2 [compare-and-contrast essay], p. 40; Unit 6, Writing Prompt #1 [compare-and-contrast blog], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompt #2 [expository essay], p. 134; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172</p> <p><i>Example [Level F, Unit 10, p. 134]</i></p> <p>2. Think about what you have learned about climate change, in particular how climate change has begun to affect the way people live. <b>Write an essay about the effects, both natural and human-caused, of climate change</b> (pages 126–127). Support your essay with specific details, your observations and studies, and the reading. Write at least three paragraphs, and use three or more words from this unit.</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

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		<p><i>Example [Level F, Unit 12, p. 154]</i></p> <p>1. The term <i>mystery</i> is used to describe both a genre of fiction writing and elements of existence that are not fully understood. The search for answers to life’s “mysteries” has led to countless achievements in science, mathematics, and the arts. <b>In a brief essay, describe some ways in which the idea of “mystery” can inspire new discoveries or artistic creation.</b> First, define your understanding of what a “mystery” is. Support your essay with specific details, your observations and studies, and the reading (pages 146–147). Write at least three paragraphs, and use three or more words from this unit.</p>	
11.7	The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level F, Unit 1, p. 14]</i></p> <p>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</p>	<p>Each unit begins with a three-page <b>Definitions</b> section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p.</p>	<p>For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the <b>Definitions</b> section as needed for the</p>

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	114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190  <i>Example [Level F, Unit 8, p. 104]</i> 1. their <b>mindless</b> , faithful devotion <u>  <b>bovine</b>  </u>	correct spelling of each unit word.
	<b>Antonyms</b> —Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191  <i>Example [Level F, Unit 8, p. 105]</i> 3. a friendly game of basketball <u>  <b>acrimonious</b>  </u>	For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each unit word.
	<b>Completing the Sentence</b> —Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192  <i>Example [Level F, Unit 12, p. 153]</i> 8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his <u>  <b>scintillating</b>  </u> wit.	For <b>Completing the Sentence</b> , students write the unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.