



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level G

Aligned to

Ohio's New Learning Standards for English Language Arts, Grade 11–12

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Vocabulary Workshop, Level G ©2012

Aligned to the

Common Core State Standards for English Language Arts, Grade 11–12**KEY ALIGNED CONTENT****READING: Literature: Craft and Structure**

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Theodore Dreiser], p. 31; Unit 3 [Herman Melville], p. 41; Unit 4 [Thomas Hardy], p. 59; Unit [Charles Dickens], p. 69; Unit 6 [Joseph Conrad], p. 79; Unit 7 [Henry James], p. 97; Unit 8 [William Makepeace Thackeray], p. 107; Unit 9 [George Eliot], p. 117; Unit 10 [E.M. Forster], p. 135; Unit 11 [Anthony Trollope], p. 145; Unit 12 [James Fenimore Cooper], p. 155; Unit 13 [Jane Austen], p. 173; Unit 14 [F. Scott Fitzgerald], p. 183; Unit 15 [Edith Wharton], p. 193</p> <p><i>Example [Level G, Unit 12, p. 155]</i></p> <p>2. Heyward gathered from the manners of the different speakers, that the father and son espoused one side of a disputed question, while the white man maintained the other. (<i>The Last of the Mohicans</i>)</p> <p>If something is espoused, it is</p> <p>a. investigated c. supported b. rejected d. debated</p>	<p>The Vocabulary in Context: Literary Text 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 addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> <p>They also have 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>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level G, p. 9]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that. . . • The author implies that. . . • Evidently the author feels that. . . <p><i>Example [Level G, p. 10]</i></p> <p>Questions About Tone 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> <ul style="list-style-type: none"> • The author’s attitude toward . . . is best described as . . . • Which word best describes the author’s tone? <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>Located in the textbook front matter, Vocabulary and Reading 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: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea 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>Reading Passages—Unit 1 "Across the Pond" [Letters], pp. 12–13; Unit 2 "Constructing the New York City Subway" [Historical Nonfiction], pp. 22–23; Unit 3 "Third Parties in American Politics" [Encyclopedia Entry], pp. 32–33; Unit 4 "Reforming the Security Council" [Newspaper Editorial], pp. 50–51; Unit 5 "What Is Pop Art?" [Essay], pp. 60–61; Unit 6 "Your Papers, Please" [Debate], pp. 70–71; Unit 7 "John Lennon’s Legacy" [Biographical Sketch], pp. 88–89; Unit 8 "A Passage to Power" [Interview],</p>	<p>Each of the 15 Reading Passages 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</p>

READING: Informational Text: Craft and Structure

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>pp. 98–99; Unit 9 "Security Status: It's Complicated" [Persuasive Essay], pp. 108–109; Unit 10 "What Happened to the Franklin Expedition?" [Magazine Article], pp. 126–127; Unit 11 "Apollo 11 Poised for Take-Off" [Press Release], pp. 136–137; Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147; Unit 13 "More Than Just a Pretty Face" [Profile], pp. 164–165; Unit 14 "Artificial Intelligence and Social Robots" [Technical Essay], pp. 174–175; Unit 15 "Private Life in the Public Eye" [Humorous Essay], pp. 184–185</p> <p><i>Example [Level G, Unit 5, p. 61]</i></p> <p>Pop artists dismissed these arguments as so much sophistry. Why should traditional art be hallowed and commercial art be dismissed as vulgar? Was it a declaration of truth or a mere fiat when a critic pronounced one piece art and another trash?</p>	<p>words.</p> <p>In addition, the Reading Passages provide context clues and information referenced in other activities in the Unit and Review, including Choosing the Right Word and the Writing: Words in Action writing prompts.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><i>Example [Level G, Review Units 4–6, pp. 80–81]</i></p> <p>In the classical world, private menageries, or collections of exotic animals, were ubiquitous among overweening rulers who wished to advertise their power and wealth.</p> <p>1. Ubiquitous (line 17) is best defined as</p> <ol style="list-style-type: none"> prohibited pervasive 	<p>The Vocabulary for Comprehension 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>

READING: Informational Text: Craft and Structure

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>c. coveted</p> <p>d. traditional</p> <p>e. unusual</p> <p><i>Example [Level G, Review Units 10–12, pp 156–157]</i></p> <p>Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the <i>cinematographe</i>. This compact, versatile instrument was tantamount to a camera, film-processing unit, and projector all in one. Because Edison's camera was bulkier and less portable than Lumiere's, the Europeans took an early lead in the development of motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.</p> <p>8. In paragraph 2, it may be inferred that the author believes that the <i>cinematographe</i> was</p> <p>a. expensive</p> <p>b. worthless</p> <p>c. useful</p> <p>d. disappointing</p> <p>e. beautiful</p>	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</p>	<p>Writing: Words in Action—Unit 1, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 20; Unit 2, Prompt #2 [opinion essay], p. 30; Unit 4,</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate</p>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>evidence.</p> <ul style="list-style-type: none"> ▪ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ▪ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ▪ Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ▪ Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Writing Prompt #1 [persuasive essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [persuasive essay], p. 78; Unit 7, Writing Prompts #1 & #2 [opinion essays], p. 96; Unit 8, Writing Prompt #1 [persuasive essay], p. 106; Unit 9, Writing Prompts #1 & #2 [persuasive essay; letter to the editor], p. 116; Unit 10, Writing Prompt #1 [persuasive essay], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive business letter], p. 154; Unit 13, Writing Prompt #1 [persuasive press release], p. 172; Unit 14, Writing Prompts #1 [editorial], p. 182; Unit 15, Writing Prompts #1 [opinion essay], p. 192</p> <p><i>Example [Level G, Unit 12, p.154]</i></p> <p>1. Look back at “Pyramids: Monuments to Gods and Men” (pages 146–147). Suppose that you are helping to raise funds to repair the pyramids in Egypt or Teotihuacan. You want to persuade contributors to make a donation by convincing them that the pyramids have historical and cultural significance, not only to Egypt or Mexico but also to the world. Write a persuasive business letter, using at least two details from the passage and three unit words.</p> <p><i>Example [Level G, Unit 13, p.172]</i></p> <p>1. Look back at “More Than Just a Pretty Face” (pages 164–165). Suppose you have been hired by a publishing company to promote an upcoming biography of Hedy Lamarr. Write a press release to interest people in Lamarr’s life and persuade them to buy the book. Use at least two details from the essay and three unit words.</p>	<p>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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> ▪ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ▪ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ▪ Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ▪ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ▪ Establish and maintain a formal style and objective tone while attending to the 	<p>Writing: Words in Action—Unit 2, Prompt #2 [expository essay], p. 30; Unit 3, Writing Prompts #1 & #2 [explanatory essay; compare-and-contrast essay], p. 40; Unit 4, Writing Prompt #2 [explanatory essay], p. 58; Unit 5, Writing Prompt #1 [expository essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompts #1 & #2 [letter, expository essay], p. 134; Unit 11, Writing Prompt #1 [expository essay], p. 144; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172; Unit 14, Writing Prompts #2 [explanatory essay], p. 182; Unit 15, Writing Prompts #1 [compare-and-contrast essay], p. 192</p> <p><i>Example [Level G, Unit 11, p. 144]</i></p> <p>1. Look back at “Apollo 11 Poised for Take-Off” (pages 136–137). If you were offered the opportunity, would you like to be a passenger on a space flight to the moon? Why or why not? In a short expository essay, explain your opinion, using at least two details from the passage and three unit words.</p> <p><i>Example [Level G, Unit 15, p. 192]</i></p> <p>1. Look back at “Private Life in the Public Eye” (pages 184–185). Think about how the experience of keeping a diary is different from the experience of composing an autobiography. Write a brief essay in which you compare and contrast those two genres and explain which kind of writing you would prefer to do. Use examples from your experience and prior knowledge to support your ideas. Include at least two details from the essay and three unit words.</p>	<p>Writing: Words in Action 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>

WRITING: Text Types and Purposes

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WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 		

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>		
<ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 	<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level G, p. 7]</i></p> <p>A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>“My view of the situation may be far too rosy,” I admitted.</p> <p>“On the other hand, yours may be a bit (optimistic, bleak).”</p> <p>In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rosy</i>.</p>	<p>In Vocabulary Strategy: Using Context, 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 restatement clue, contrast clue, and inference clue.</p>
	<p>Reading Passages—Unit 1, pp. 12–13; Unit 2, pp. 22–23; Unit 3, pp. 32–33; Unit 4, pp. 50–51; Unit 5,</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page,</p>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>pp. 60–61; Unit 6, pp. 70–71; Unit 7, pp. 88–89; Unit 8, pp. 98–99; Unit 9, pp. 108–109; Unit 10, pp. 126–127; Unit 11, pp. 136–137; Unit 12, pp. 146–147; Unit 13, pp. 164–165; Unit 14, pp. 174–175; Unit 15, pp. 184–185</p> <p><i>Example [Level G, Unit 7, p. 88]</i></p> <p>Lennon soon realized his dream of fame, thanks to the success of the Beatles, the band he formed with his songwriting counterpart, Paul McCartney.</p>	<p>multi-paragraph Reading Passage.</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>
	<p>Definitions—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 G, Unit 7, p. 91]</i></p> <p>The girl was caught taking a furtive glance at the test paper of the student sitting next to her.</p>	<p>In the Definitions 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>Choosing the Right Word—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><i>Example [Level G, Unit 8, p. 103]</i></p> <p>7. It is a good deal easier to (raze, allege) an old building than it is to destroy a time-honored social institution.</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p>

LANGUAGE: Vocabulary Acquisition and Use

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	<p>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come <u>portends</u></p>	<p>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
	<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u>fatuous</u></p>	<p>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
	<p>Completing the Sentence—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</p> <p><i>Example [Level G, Unit 12, p. 153]</i></p> <p>9. Since extroverts are <u>gregarious</u> by nature, they usually prefer not to live alone.</p>	<p>For Completing the Sentence, 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.</p>
	<p>Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Theodore Dreiser], p. 31; Unit 3 [Herman Melville], p. 41; Unit 4 [Thomas Hardy], p. 59; Unit [Charles Dickens], p. 69; Unit 6 [Joseph Conrad], p. 79; Unit 7 [Henry James], p. 97; Unit 8 [William Makepeace</p>	<p>The Vocabulary in Context: Literary Text 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</p>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>Thackeray], p. 107; Unit 9 [George Eliot], p. 117; Unit 10 [E.M. Forster], p. 135; Unit 11 [Anthony Trollope], p. 145; Unit 12 [James Fenimore Cooper], p. 155; Unit 13 [Jane Austen], p. 173; Unit 14 [F. Scott Fitzgerald], p. 183; Unit 15 [Edith Wharton], p. 193</p> <p><i>Example [Level G, Unit 12, p. 155]</i></p> <p>2. Heyward gathered from the manners of the different speakers, that the father and son espoused one side of a disputed question, while the white man maintained the other. (<i>The Last of the Mohicans</i>)</p> <p>If something is espoused, it is</p> <p>a. investigated c. supported b. rejected d. debated</p>	<p>literature.</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>Vocabulary for Comprehension—Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><i>Example [Level G, Review Units 4–6, pp. 80–81]</i></p> <p>In the classical world, private menageries, or collections of exotic animals, were ubiquitous among overweening rulers who wished to advertise their power and wealth.</p> <p>1. Ubiquitous (line 17) is best defined as</p> <p>a. prohibited b. pervasive c. coveted d. traditional e. unusual</p>	<p>The Vocabulary for Comprehension 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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	<p><u>Example [Level G, Review Units 10–12, pp 156–157]</u></p> <p>Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the <i>cinematographe</i>. This compact, versatile instrument was tantamount to a camera, film-processing unit, and projector all in one. Because Edison’s camera was bulkier and less portable than Lumiere’s, the Europeans took an early lead in the development of motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.</p> <p>8. In paragraph 2, it may be inferred that the author believes that the <i>cinematographe</i> was</p> <ol style="list-style-type: none"> expensive worthless useful disappointing beautiful 	
	<p>Two-Word Completions—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><u>Example [Level G, Review Units 1–3, p. 44]</u></p> <p>1. Someone with a _____ nature is generally very good at _____, while more honest people give off unconscious cues that</p> <ol style="list-style-type: none"> distraught . . . emulating devious . . . dissembling ubiquitous . . . strategizing acquisitive . . . decrying 	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Adage], p. 45; Review Units 4–6 [Choosing the Right Idiom], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Proverb], p. 197</p> <p><i>Example [Level G, Review Units 13–15, p. 197]</i></p> <p>9. The high school senior won a full scholarship to the college of his choice, so he is sitting pretty for the next several years. _____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
	<p>Word Study: Expressing the Connotation—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 Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200</p> <p><i>Example [Level G, Review Units 4–6, p. 86]</i></p> <p>negative 5. The girl is planning to (imitate, travesty) Shakespeare’s sonnet by rewriting it as a limerick.</p>	<p>In Word Study: Expressing the Connotation, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
	<p>Word Study: Classical Roots—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201</p> <p><i>Example [Level G, Review Units 4–6, p.87]</i></p> <p>5. related by family or origin; related in nature, character, quality, or function; a person or thing related to another</p> <p>The Sanskrit word for king—<i>rajah</i>—is a cognate of the Latin <i>rex</i>.</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 	<p>Definitions—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>Word Study: Classical Roots—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201</p> <p><i>Example [Level G, Review Units 10–12, p. 163]</i></p> <p>4. exaggerated self-importance, haughty pride The king was corrupted by power and, over time, exchanged his humility for <u>arrogance</u>.</p>	<p>In Definitions, simple abbreviations give the part of speech with each definition. When a word functions as more than one part of speech, the appropriate abbreviation appears before the corresponding definition.</p> <p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>
<ul style="list-style-type: none"> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Vocabulary Strategy: Using Context (inference clues)—p. 7</p> <p><i>Example [Level G, p. 7]</i></p> <p>An inference clue implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter c. wealth . . . surgeon b. wisdom . . . beginner d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word scholar suggests <i>knowledge</i>; (b) the words novel, <i>artistry</i>, and <i>skill</i> suggest the word <i>storyteller</i>.</p> <p>These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p>	<p>Located in the textbook front matter, Vocabulary Strategy: Using Context provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.</p>

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	<p>Definitions—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 G, Units 7, p. 92]</i></p> <p>20. raiment (n.) clothing, garments (rā' mənt) When the chorus in the Greek tragedy hears that the king has died, they tear their raiment in anguish.</p> <p>SYNONYMS: apparel, attire</p>	<p>The three-page Definitions 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>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come portends</p>	<p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>
	<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions fatuous</p>	<p>For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>

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	<p>Word Study: Writing with Idioms—Review Units 1–3, p. 46; Writing with Adages—Review Units 4–6, p. 84; Writing with Idioms—Review Units 7–9, p. 122; Writing with Proverbs—Review Units 10–12, p. 160; Writing with Idioms—Review Units 13–15, p. 198</p>	Students are directed to use a print or online dictionary as needed.
	<p>Word Study: Classical Roots—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201</p>	Students are directed to use a print or online dictionary as needed.
	<p>Word Study: Denotation and Connotation—Review Units 10–12, p. 161</p>	Students are cautioned to consider shades of meaning when choosing synonyms from a thesaurus.
	<p>Online Components: iWords Audio Program—vocabularyworkshop.com</p>	The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<ul style="list-style-type: none"> ▪ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Adages], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Proverbs], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198</p> <p><i>Example [Level G, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom</p> <p>1. To her older colleagues, the new personal trainer seemed wet behind the ears on her first day.</p> <hr style="width: 10%; margin-left: 0;"/>	<p>As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.”</p>

LANGUAGE: Vocabulary Acquisition and Use

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	<p><i>Example [Level G, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Idiom</p> <p>2. The parade organizers worried that high wind gusts might play havoc with the streamers tied to the flag poles. _____</p> <p><i>Example [Level G, Review Units 7–9, p. 122]</i></p> <p>Writing with Idioms</p> <p>4. scratch the surface</p> <p>_____</p> <p><i>Example [Level G, Review Units 10–12, p. 160]</i></p> <p>Writing with Proverbs</p> <p>2. Strike while the iron is hot.</p> <p>_____</p>	<p>An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”</p> <p>A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”</p> <p>After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>
<ul style="list-style-type: none"> Analyze nuances in the meaning of words with similar denotations. 	<p>Definitions—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>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come portends</p>	<p>The Definitions section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms – words with similar denotations – and antonyms.</p> <p>In the Synonyms activity in each Unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the Word Study: Denotation and Connotation lessons provided in the Review at the end of every three Units.</p>

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	<p>Word Study: Denotation and Connotation—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</p> <p><i>Example [Level G, Review Units 4–6, p. 85]</i></p> <p>Shades of Meaning 1. disarray – 2. incumbent 0 3. equity + 4. grouse –</p>	<p>Each Word Study: Denotation and Connotation 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). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, Shades of Meaning.</p>
	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—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 G, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation negative 4. The ineffective advertisement relied on (common, banal) descriptive phrases and images.</p> <p><i>Example [Level G, Review Units 1–3, p. 48]</i></p> <p>Challenge: Using the Connotation 2. The film review emphasized the dramatic histrionic manner in which the lead actor delivered his lines in the final scene.</p> <p>Sample response: The negative connotation of <u>histrionic</u> reveals that the reviewer was critical of the actor’s melodramatic performance.</p>	<p>In Word Study: Expressing the Connotation, 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 Challenge: Using Connotation, 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>
<p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<p>Throughout the program</p>	<p>Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and</p>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		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 academic and domain-specific vocabulary.

ADDITIONAL ALIGNED CONTENT**READING: Informational Text: Key Ideas and Details**

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>Vocabulary for Comprehension—Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><i>Example [Level G, Review Units 10–12, pp 156–157]</i></p> <p>Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the <i>cinematographe</i>. This compact, versatile instrument was tantamount to a camera, film-processing unit, and projector all in one. Because Edison’s camera was bulkier and less portable than Lumiere’s, the Europeans took an early lead in the development of</p>	<p>The Vocabulary for Comprehension 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> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>

READING: Informational Text: Key Ideas and Details

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READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	<p>motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.</p> <p>8. In paragraph 2, it may be inferred that the author believes that the <i>cinematographe</i> was</p> <ul style="list-style-type: none"> a. expensive b. worthless c. useful d. disappointing e. beautiful 	

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Vocabulary for Comprehension—Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><i>Example [Level G, Review Units 10–12, p. 157]</i></p> <p>10. In paragraph 3 (lines 38–53), the writer most likely includes so many examples in order to</p> <ul style="list-style-type: none"> a. fundraiser for wildlife conservation b. science writer c. expert in animal behavior d. interested amateur e. science teacher 	<p>The Vocabulary for Comprehension 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> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ▪ Observe hyphenation conventions. ▪ Spell correctly. 	<p>Definitions—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 G, 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 Definitions 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>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come <u>portends</u></p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.</p>
	<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u>fatuous</u></p>	<p>For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.</p>
	<p>Completing the Sentence—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58;</p>	<p>For Completing the Sentence, students write the Unit word that best completes each sentence in</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level G	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	<p>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</p> <p><i>Example [Level G, Unit 12, p. 153]</i></p> <p>9. Since extroverts are <u>gregarious</u> by nature, they usually prefer not to live alone.</p>	<p>the exercise, referring back to the Definitions section as needed for the correct spelling.</p>