



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level F

Aligned to

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

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Vocabulary Workshop, Level F ©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 F	
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 [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 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 enthalls and bewitches melancholy people.</p> <p style="padding-left: 40px;">If something enthalls people it</p> <p>a. enchants them c. saddens them</p> <p>b. sickens them d. angers them</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

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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 F, 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 F, 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>Reading Passages—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</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>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</p>

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	<p>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 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 florid outfits provided news to town denizens. Their cries of "Oyez! Oyez!" (Hear ye! Hear ye!) notified listeners of news to follow.</p>	<p>help them determine the meaning of unfamiliar 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 ["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 soporific effect.</p> <p>1. The meaning of soporific (line 15) is</p> <ol style="list-style-type: none"> sleep-inducing debilitating 	<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. exceptional</p> <p>d. frustrating</p> <p>e. stimulating</p> <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>a. trade</p> <p>b. religious customs</p> <p>c. geographic location</p> <p>d. the wishes of the King of Spain</p> <p>e. the appearance of the region’s inhabitants</p>	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level F	
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 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 	<p>Writing: Words in Action—Unit 1, Writing Prompts #1 & #2 [persuasive letter; persuasive essay], p. 30; Unit 2, Writing Prompts #1 & #2 [public service announcement; persuasive essay], p. 30; Unit 4, Writing Prompt #2 [persuasive essay], p. 58; Unit 5, Writing Prompts #1 & #2 [letter to the editor; persuasive essay], p. 68; Unit 6, Writing Prompt #2 [expository essay], p. 78; Unit 7, Writing Prompts #1 & #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</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

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level F	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>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.</p> <ul style="list-style-type: none"> ▪ 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>Prompts #1 #2 [persuasive letter; persuasive essay], p. 144; Unit 12, Writing Prompt #1 [argument], p. 154; Unit 13, Writing Prompt #1 [fund-raising letter], p. 172; Unit 14, Writing Prompts #1 & #2 [editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 & #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. Write your argument using at least two details from the passage and three unit words.</p>	
<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 	<p>Writing: Words in Action—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. Write an essay about the effects, both natural and human-caused, of</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>comprehension.</p> <ul style="list-style-type: none"> ▪ 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 norms and conventions of the discipline in which they are writing. ▪ 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). 	<p>climate change (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><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. In a brief essay, describe some ways in which the idea of “mystery” can inspire new discoveries or artistic creation. 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>	
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Writing: Words in Action—Unit 3, Writing Prompt #1 [article on imagined experience], p. 40; Unit 4, Writing Prompt #1 [letter to historical figure], p. 58</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>

WRITING: Text Types and Purposes

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<ul style="list-style-type: none"> ▪ Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ▪ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ▪ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ▪ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p><u>Example [Level F, Unit 3, p. 40]</u></p> <p>1. Look back at “Trapped in a Cave, Foiled by a Circus” (pages 32–33). Imagine that you are a journalist who has been sent to Cave City to cover this event. Write a short article describing the scene and the mood of those around you. Use at least two details from the passage and three unit words.</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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level F	
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 F, 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, 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 F, Unit 5, p. 61]</i></p> <p>His fame as a Nobel laureate and the success of the Grameen Bank have helped blazon the microfinance concept across the developing world. Yunus has issued a strong caveat to world leaders: Poverty, he believes, is a threat to peace.</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, 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–</p>	<p>In the Definitions section that follows each Reading Passage, students see the importance of</p>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>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> The well-known Latin phrase “caveat emptor” means, “Let the buyer beware.”</p>	<p>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 F, Unit 8, p. 103]</i> 7. My Spanish friend finds it hard to understand the (odium, perfidy) attached to bullfighting in most non-Hispanic countries.</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>
	<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 F, Unit 8, p. 104]</i> 1. their mindless, faithful devotion bovine</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</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>

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	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>	
	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 <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.	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.
	Vocabulary in Context: Literary Text —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 enthalls and bewitches melancholy people. If something enthalls people it	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. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

LANGUAGE: Vocabulary Acquisition and Use

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	<p>a. enchants them c. saddens them</p> <p>b. sickens them d. angers them</p>	
	<p>Vocabulary for Comprehension—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 soporific effect.</p> <p>1. The meaning of soporific (line 15) is</p> <ul style="list-style-type: none"> a. sleep-inducing b. debilitating c. exceptional d. frustrating e. stimulating <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> <ul style="list-style-type: none"> a. trade b. religious customs c. geographic location d. the wishes of the King of Spain e. the appearance of the region's inhabitants 	<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>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><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>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>
	<p>Word Study: Adages, Idioms, and Proverbs—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. 118; 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 split hairs with you, but the trip took fifty-five minutes, not an hour.</p> <p>_____</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</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>

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	<p>[Expressing the Connotation], p. 200</p> <p><i>Example [Level F, Review Units 4–6, p. 86]</i></p> <p>negative 8. David is usually polite, so when he spoke to the reporters in such a (brusque, firm) manner, people assumed something was wrong.</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 F, Review Units 4–6, p.87]</i></p> <p>5. to turn aside, get off the main topic (“to step away”)</p> <p>She tried not to <u>digress</u> from her speech.</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>
<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>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>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 F, Review Units 4–6, p. 87]</i></p> <p>8. an exit; a going out (“walking out”)</p> <p>We could not find a mean of <u>egress</u> .</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>

LANGUAGE: Vocabulary Acquisition and Use

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<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 F, 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>
	<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 F, Units 7, p. 92]</i></p> <p>17. reprove (ri pruv') (v.) to find fault with, scold, rebuke</p> <p>She reproved 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 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>

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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 F, Unit 8, p. 104]</i></p> <p>1. their mindless, faithful devotion <u>bovine</u></p>	For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.
	<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 F, Unit 8, p. 105]</i></p> <p>3. a friendly game of basketball <u>acrimonious</u></p>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.
	<p>Word Study: Writing with Idioms—Review Units 1–3, p. 46; Writing with Proverbs—Review Units 4–6, p. 84; Writing with Idioms—Review Units 7–9, p. 122; Writing with Adages—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

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		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 [Proverbs], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Adages], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198</p> <p><i>Example [Level F, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom 1. Of course I will not tell a soul how much you spent on those jeans. My lips are sealed! _____</p> <p><i>Example [Level F, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Idiom 2. I wish Dad would just cut to the chase and tell me if I can borrow the car or not. _____</p> <p><i>Example [Level F, Review Units 7–9, p. 122]</i></p> <p>Writing with Idioms 4. blow a fuse _____</p> <p><i>Example [Level F, Review Units 10–12, p. 160]</i></p> <p>Writing with Adages 6. Laughter is the best medicine. _____</p>	<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> <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>

LANGUAGE: Vocabulary Acquisition and Use

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<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>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>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 F, Unit 8, p. 104]</i></p> <p>1. their mindless, faithful devotion <u> bovine </u></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>
	<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 F, Review Units 1–3, p. 47]</i></p> <p>Shades of Meaning</p> <p>1. assuage + 2. coalition + 3. lurid – 4. sangfroid +</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>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</p>

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	<p><i>Example [Level F, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation negative 5. I don't know how you can listen to your brother's constant (talk, <u>drivel</u>) about car engines.</p> <p><i>Example [Level F, Review Units 1–3, p. 48]</i></p> <p>Challenge: Using the Connotation 3. I seldom like to dine out with my brother, as his unsophisticated <u>provincial</u> manners are an embarrassment to me.</p> <p>Sample response: <u>The use of provincial makes the brother's poor manners seem less obviously glaring.</u></p>	<p>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 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.</p>

ADDITIONAL ALIGNED CONTENT

READING: Informational Text: Key Ideas and Details

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READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p>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> <p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Vocabulary for Comprehension—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> Students' wintertime confinement, coupled with a lack of physical exertion, had a soporific effect.</p> <p>1. The meaning of soporific (line 15) is</p> <ol style="list-style-type: none"> sleep-inducing debilitating exceptional frustrating stimulating <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"> trade religious customs geographic location the wishes of the King of Spain the appearance of the region's inhabitants 	<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: Craft and Structure

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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 [“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 7–9, p. 119]</i></p> <p>12. In the passage, the author’s perspective is that of a(n)</p> <ol style="list-style-type: none"> fundraiser for wildlife conservation science writer expert in animal behavior interested amateur science teacher <p><i>Example [Level F, Review Units 13–15, p. 195]</i></p> <p>1. The primary purpose of the first paragraph (lines 1–11) is to</p> <ol style="list-style-type: none"> draw attention to the writer’s expertise highlight the distortions introduced by spin doctors ridicule old-style campaigns refute the notion that campaigns are overly scripted and predictable compare and contrast campaigns before and after the birth of the modern media 	<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 F	
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 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 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 F, Unit 8, p. 104]</i></p> <p>1. their mindless, faithful devotion <u> bovine </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 F, Unit 8, p. 105]</i></p> <p>3. a friendly game of basketball <u> acrimonious </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; 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</p>	<p>For Completing the Sentence, students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions</p>

LANGUAGE: Conventions of Standard English

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LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	<p>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 F, Unit 12, p. 153]</i></p> <p>8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his <u>scintillating</u> wit.</p>	<p>section as needed for the correct spelling.</p>