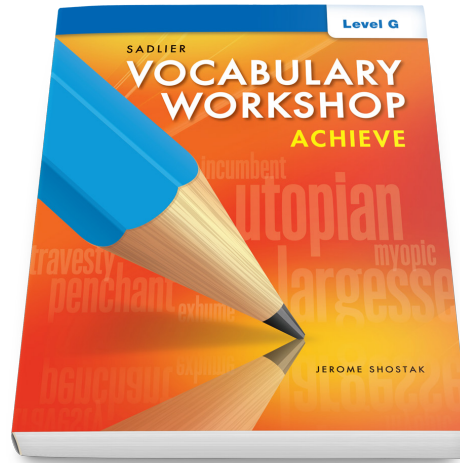


Sadlier

# Vocabulary Workshop® Achieve

Grade 12 / Level G



Aligned to the

## 2016 Alabama Course of Study English Language Arts

### Contents

#### KEY ALIGNED CONTENT

- 2 LANGUAGE STANDARDS: Vocabulary Acquisition and Use

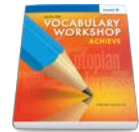
#### ADDITIONAL ALIGNED CONTENT

- 17 READING STANDARDS FOR LITERATURE: Craft and Structure
- 19 READING STANDARDS FOR INFORMATIONAL: Craft and Structure
- 21 WRITING STANDARDS: Text Types and Purposes
- 23 LANGUAGE STANDARDS: Conventions of Standard English



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**GRADE 12 / LEVEL G**

**KEY ALIGNED CONTENT**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- a. 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. [L.11-12.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

DESCRIPTION

**Vocabulary in Context: Overview, p. 7**

Example [Level G, p. 7]

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

“My view of the situation may be far too **rosy**,” I admitted. “On the other hand, yours may be a bit (**optimistic, bleak**).”

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

**Reading Passages:** Unit 1 "Across the Pond" (Letters), pp. 12–13; Unit 2 "Constructing the New York City Subway" (Historical Nonfiction), pp. 24–25; Unit 3 "Third Parties in American Politics" (Encyclopedia Entry), pp. 36–37; Unit 4 "Reforming the Security Council" (Newspaper Editorial), pp. 56–57; Unit 5 "What Is Pop Art?" (Essay), pp. 68–69; Unit 6 "Your Papers, Please" (Debate), pp. 80–81; Unit 7 "John Lennon's Legacy" (Biographical Sketch), pp. 100–101; Unit 8 "A Passage to Power" (Interview), pp. 112–113; Unit 9 "Security Status: It's Complicated" (Persuasive Essay), pp. 124–125; Unit 10 "What Happened to the Franklin Expedition?" (Magazine Article), pp. 144–145; Unit 11 "Apollo 11 Poised for Take-Off" (Press Release), pp. 156–157; Unit 12 "Pyramids: Monuments to Gods and Men" (Compare and Contrast Essay), pp. 168–169; Unit 13 "More Than Just a Pretty Face" (Profile), pp. 188–189; Unit 14 "Artificial Intelligence and Social Robots" (Technical Essay), pp. 200–201; Unit 15 "Private Life in the Public Eye" (Humorous Essay), pp. 212–213

Example [Level G, Unit 4, pp. 56–57]

Since they have the power to veto the proposal, it is **ludicrous** to expect that such a resolution could ever be enacted. Moreover, permanent membership is designed to reflect the realities of global politics. In theory, permanent members consist of the nations that contribute the most **pecuniary** and military support to the U.N. and that have the greatest power to influence world affairs by diplomatic, economic, or other means.

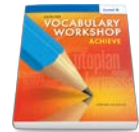
In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

There are three types of context clues emphasized at this level of the program: a **restatement clue**, a **contrast clue**, and an **inference clue**.

Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

At least 15 of the 20 vocabulary words for each unit are introduced within the context of a two-page, multi-paragraph **Reading Passage**.

As emphasized throughout the program, students use context clues to determine the meanings of unfamiliar words in each passage then apply what they learn throughout the unit and the unit review.



**GRADE 12 / LEVEL G**

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**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Definitions:** Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

*Example [Level G, Unit 12 Set A, p. 170]*

3. **hapless** (*adj.*) marked by a persistent absence of good luck  
(hap’ lis) Once again, my younger brother has become the **hapless** victim of a silly practical joke.

**Using Context:** Unit 1 Set A, p. 15, Unit 1 Set B, p. 19; Unit 2 Set A, p. 27, Unit 2 Set B, p. 31; Unit 3 Set A, p. 39, Unit 3 Set B, p. 43; Unit 4 Set A, p. 59, Unit 4 Set B, p. 63; Unit 5 Set A, p. 71, Unit 5 Set B, p. 75; Unit 6 Set A, p. 83, Unit 6 Set B, p. 87; Unit 7 Set A, p. 103, Unit 7 Set B, p. 107; Unit 8 Set A, p. 115, Unit 8 Set B, p. 119; Unit 9 Set A, p. 127, Unit 9 Set B, p. 131; Unit 10 Set A, p. 147, Unit 10 Set B, p. 151; Unit 11 Set A, p. 159, Unit 11 Set B, p. 163; Unit 12 Set A, p. 171, Unit 12 Set B, p. 175; Unit 13 Set A, p. 191, Unit 13 Set B, p. 195; Unit 14 Set A, p. 203, Unit 14 Set B, p. 207; Unit 15 Set A, p. 215, Unit 15 Set B, p. 219

*Example [Level G, Unit 5 Set A, p. 71]*

2. My video will clearly delineate the process of making a simple circuit using a battery, a small bulb, and some wire.

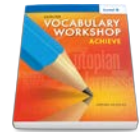
**Choosing the Right Word:** Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p.

**DESCRIPTION**

In each unit, there is a **Definitions** section for the 10 new words in Set A and for 10 additional words in Set B. 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.

There are two **Using Context** activities for each unit, covering words in Set A and Set B. It is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.

The **Choosing the Right Word** exercises for sets A and B 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.



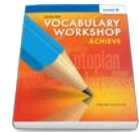
**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION	DESCRIPTION
<p>192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220</p> <p><u>Example [Level G, Unit 11 Set A, p. 160]</u></p> <p>4. The charm of this musical comedy lies in its slam-bang pacing, its sprightly music, and its generally (<b>impecunious, ebullient</b>) good cheer.</p>	
<p><b>Completing the Sentence:</b> Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221</p> <p><u>Example [Level G, Unit 4 Set B, p. 65]</u></p> <p>1. The <u>flotsam</u> that we observed here and there in the harbor bore mute testimony to the destructive power of the storm.</p>	<p>For <b>Completing the Sentence</b> for Set A and Set B, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p>
<p><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><u>Example [Level G, Unit 7 Sets A &amp; B, p. 110]</u></p> <p>10. a well-known <b>despiser of mankind</b> <u>misanthrope</u></p>	<p>Drawing 15 words from both sets in each unit, the <b>Synonyms</b> activity requires students to rely on context clues to help find a unit word to match each given synonym.</p> <p>In each unit review, the <b>Synonyms</b> exercises feature complete sentences that reinforce meanings while providing students with examples of usage and context.</p>
<p><b>Synonyms:</b> Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><u>Example [Level G, Review Units 7–9, p. 140]</u></p> <p>1. In many gothic novels, a <b>morose</b> servant acts as a dark presence in the household. <u>saturnine</u></p>	



**GRADE 12 / LEVEL G**

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**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level G, Unit 12, p. 178]*

3. lived a **charmed** existence

hapless

**Vocabulary in Context:** Unit 1 Sets A & B (Pilgrims), p. 23; Unit 2 Sets A & B (Los Angeles's Streetcars), p. 35; Unit 3 Sets A & B (Electoral College), p. 47; Unit 4 Sets A & B (Postwar Peace Negotiations), p. 67; Unit 5 Sets A & B (Jacob Lawrence), p. 79; Unit 6 Sets A & B (Passports), p. 91; Unit 7 Sets A & B (Liverpool), p. 111; Unit 8 Sets A & B (Ways and Means), p. 123; Unit 9 Sets A & B (Hacking), p. 135; Unit 10 Sets A & B (Alexander von Humboldt), p. 155; Unit 11 Sets A & B (Rosetta), p. 167; Unit 12 Sets A & B (Builders of the Pyramids), p. 179; Unit 13 Sets A & B (Intellectual Property), p. 199; Unit 14 Sets A & B (Robots), p. 211; Unit 15 Sets A & B (Margaret Hoby), p. 223

*Example [Level G, Unit 3, p. 47]*

Is it time to write the final **eulogy** of the electoral college, the system by which Americans elect their Presidents (and vice presidents)?

1. A **eulogy** is a statement of
- |                            |                 |
|----------------------------|-----------------|
| a. intent                  | c. commendation |
| b. false praise, criticism | b. constructive |

**Vocabulary in Context: Informational Text** (online\*): Unit 1 "All That Glitters"; Unit 2 "The Wonder Around Us"; Unit 3 "The Great Green World"; Unit 4 "Tea Time"; Unit 5 "Light Action! Paint!"; Unit 6 "Judicial Heights"; Unit 7 "Hello Dolley!"; Unit 8 "The Grass Might Be Greener"; Unit 9 "At Home in the Woods"; Unit 10 "Squirrel It Away!"; Unit 11 "Merlin the Magician"; Unit 12 "The Lost Generation"; Unit 13 "Portrait of a Lady"; Unit 14 "Meet the Maestro"; Unit 15 "The Scarlett Woman"

**DESCRIPTION**

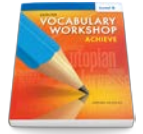
The **Antonyms** activity for each unit requires students to use context clues to help find a unit word to match each given antonym.

Located at the end of each unit, the **Vocabulary in Context** reading selection is related in theme to the **Reading Passage**. It incorporates at least six words, including words not introduced earlier in the **Reading Passage**, thereby ensuring that all unit words are presented in context.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.



**GRADE 12 / LEVEL G**

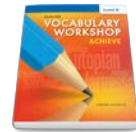
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION	DESCRIPTION
<p><u>Example [Level G, Unit 7]</u></p> <p>As First Lady, Dolley Madison was best known for her <b>convivial</b> Wednesday evening receptions at the White House, where influential politicians and dignitaries met and mingled.</p> <p>3. <b>Convivial</b> is best defined as</p> <p>O a. controversial  O b. genial  O c. fashionable  O d. famous</p>	
<p><b>Vocabulary in Context: Literary Text</b> (online*): Unit 1 Charlotte Brontë ("The Professor" and "Shirley"); Unit 2 Theodore Dreiser ("Sister Carrie" and "Jennie Gerhardt"); Unit 3 Herman Melville ("Moby-Dick"); Unit 4 Thomas Hardy ("Jude the Obscure" and "Tess of the d'Urbervilles"); Unit 5 Charles Dickens ("David Copperfield"); Unit 6 Joseph Conrad ("Victory" and "Nostromo"); Unit 7 Henry James ("The Bostonians" and "Roderick Hudson"); Unit 8 William Makepeace Thackeray ("Vanity Fair" and "The History of Henry Esmond"); Unit 9 George Eliot ("The Mills on the Floss" and "Romola"); Unit 10 E.M. Forster ("Howards End" and "A Room with a View"); Unit 11 Anthony Trollope ("The Eustace Diamonds" and "Barchester Towers"); Unit 12 James Fenimore Cooper ("The Last of the Mohicans" and "The Pioneers"); Unit 13 Jane Austen ("Emma, Sense and Sensibility" and "Pride and Prejudice"); Unit 14 F. Scott Fitzgerald ("The Beautiful and Damned"); Unit 15 Edith Wharton ("The Custom of the Country" and "The House of Mirth")</p> <p><u>Example [Level G, Unit 15]</u></p> <p>5. Everything in her surroundings ministered to feelings of ease and <b>amenity</b>. The windows stood open to the sparkling freshness of the September morning... (<i>The House of Mirth</i>)</p> <p>An <b>amenity</b> is something that is</p> <p>O a. pleasant  O b. energetic  O c. poignant  O d. hopeful</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Zitkala-Sa), pp. 48–49; Review Units 1–3: Part 2 (The Future of Farming), pp. 50–51; Review Units 4–6: Part 1 (Origins of Jazz), pp. 92–93; Review Units 4–6: Part 2 (Philosophical Perspectives), pp. 94–95; Review Units 7–9: Part 1 (Charles Chestnutt, from "The House Behind the Cedars"), pp. 136–137; Review Units 7–9: Part 2 (Kate Chopin, from "A Pair of Silk Stockings"), pp. 138–139; Review Units 10–12: Part 1 (British Views on Representation), pp. 180–181; Review Units 10–12: Part 2 (Changes in Medical Responses to Infectious Diseases), pp. 182–183; Review Units 13–15: Part 1 (Restoration of the Sistine Chapel), pp. 224–225; Review Units 13–15: Part 2 (Redesign of the Louvre), pp. 226–227

*Example [Level G, Review Units 1–3, Part 2, pp. 50–51]*

Giant stacks of trays, each filled with perfect rows of **verdant** lettuce, arugula, kale, spinach, and other leafy plants, rise to the ceiling.

3. As it is used in line 17, “verdant” most nearly means
- O a. green.  
O b. immature.  
O c. abundant.  
O d. healthy.

**Two-Word Completions:** Review Units 1–3, p. 53; Review Units 4–6, p. 97; Review Units 7–9, p. 141; Review Units 10–12, p. 185; Review Units 13–15, p. 229

*Example [Level G, Review Units 1–3, p. 53]*

4. Someone with a \_\_\_\_\_ nature is generally very good at \_\_\_\_\_, while more honest people give off unconscious cues that they are not telling the truth.
- a. ubiquitous . . . strategizing      c. distraught . . . emulating  
b. acquisitive . . . decrying      d. devious . . . dissembling

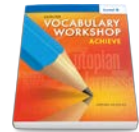
**Two-Word Completions:** (online\*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

**DESCRIPTION**

**Vocabulary for Comprehension, Part 1** provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.

In addition to providing vocabulary-in-context questions featured in Part 1, some **Vocabulary for Comprehension, Part 2** exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.



**GRADE 12 / LEVEL G**

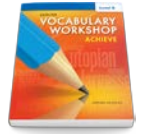
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<p><b>Final Mastery Test:</b> pp. 232–236</p> <p><i>Example [Level G, Final Mastery Test, p. 233]</i></p> <p>26. His artistic choices are so strange and _____ that he runs the risk of being labeled a _____.</p> <p>a. eclectic ... dilettante            c. pejorative ... tyro b. rife ... canard                    d. abstruse ... progeny</p>	
<p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level G, Word Study Units 7–9, p. 142]</i></p> <p>Read each sentence. Use context clues to figure out the meaning of each idiom in <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</p> <p>9. The parade organizers worried that high wind gusts might <b>play havoc with</b> the streamers tied to the flag poles. _g. (ruin) _____</p>	<p>As part of the Word Study lessons in alternating unit reviews, the <b>Choosing the Right Idiom</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p><b>Word Study: Denotation and Connotation:</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level G, Review Units 4–6, p. 98]</i></p> <p><b>positive</b> 2. Sean’s (<b>whimsical, inane</b>) comments made me appreciate his unique wit.</p>	<p>Alternating with the Idioms in the Word Study section that follows each unit review, <b>Word Study: Denotation and Connotation</b> helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.</p> <p>In the <b>Expressing the Connotation</b> exercises, 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><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>cred</i>—to believe), p. 55; Word Study Units 4–6 (<i>gno(s)</i> —to know), p. 99; Word Study Units 7–9 (<i>clam, claim</i>—to cry out, shout, call), p. 143; Word Study Units 10–12 (<i>rog</i>—to ask, beg, call), p. 187; Word Study Units 13–15 (<i>vid, vis</i>—to look, see), p. 231</p> <p><i>Example [Level G, Word Study Units 10–12, p. 187]</i></p> <p>4. an act or expression that detracts from reputation, value, power, etc. (“to call down”)</p> <p>The aid workers deeply resented any <b>derogation</b> of their motives.</p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>





**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- a. 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. [L.11-12.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Choosing the Right Meaning** (online\*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

*Example [Level G, Cumulative Review II]*

Bowing to the unbending realities of political deal making, the freshman legislator abandoned his hard-line stance and pronounced himself ready to **temporize**.

1. The word **temporize** most nearly means
- O a. stall
  - O b. filibuster
  - O c. compromise
  - O d. procrastinate

**Final Mastery Test:** pp. 232–236

*Example [Level G, p. 236]*

**Choosing the Right Meaning**

64. I was able to guarantee his **collusion** by demonstrating that his participation would be to his benefit.
- The word **collusion** most nearly means
- a. detritus      b. foible      c. connivance      d. chicanery

DESCRIPTION

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.

The **Final Mastery Test** provides practice in using context to decode and determine the meaning of unfamiliar words presented in the following sections: Two-Word Completions, Supplying Words in Context, and Choosing the Right Meaning.

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). [L.11-12.4b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Student Resources: Word Structure: Greek and Latin Roots** (online\*)

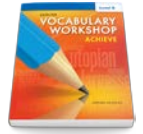
*Example [Level G, Unit 1, Student Resources, Word Structure: Greek and Latin Roots]*

Adjective Suffix	Meaning	Sample Words
- able, -ible	able, capable of	believable, incredible
Greek Root	Meaning	Sample Words
- dem-, -demo-	people	epidemic, democracy

DESCRIPTION

In **Word Structure: Greek and Latin Roots**, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear. The first section in the lesson introduces a variety of prefixes and suffixes. The second section focuses on Greek and Roman roots.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 12 / LEVEL G**

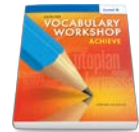
**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). [L.11-12.4b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION			DESCRIPTION
<b>Latin Root</b>	<b>Meaning</b>	<b>Sample Words</b>	
-cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient	
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>cred</i>—to believe), p. 55; Word Study Units 4–6 (<i>gno(s)</i> —to know), p. 99; Word Study Units 7–9 (<i>clam, claim</i>—to cry out, shout, call), p. 143; Word Study Units 10–12 (<i>rog</i>—to ask, beg, call), p. 187; Word Study Units 13–15 (<i>vid, vis</i>—to look, see), p. 231</p> <p><i>Example [Level G, Word Study Units 10–12, p. 187]</i></p> <p>4. an act or expression that detracts from reputation, value, power, etc. (“to call down”)</p> <p>The aid workers deeply resented any <u>derogation</u> of their motives.</p>			<p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.</p>
<p><b>Games and Study Aids: Greek Roots – Matching Challenge and Latin Roots – Matching Challenge</b> (online*)</p>			<p>Two online video games, <b>Greek Roots – Matching Challenge</b> and <b>Latin Roots – Matching Challenge</b>, encourage students to score points as they identify a Greek and Latin root in unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- c. 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, or its etymology, or its standard usage. [L.11-12.4c]
  - d. 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). [L.11-12.4d]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**DESCRIPTION**

**Vocabulary in Context:** p. 7

*Example [Level G, p. 7]*

An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:

“A treat for all ages,” the review read, “this wonderful novel combines the \_\_\_\_\_ of a scholar with the skill and artistry of an expert \_\_\_\_\_.”

- a. ignorance . . . painter
- b. wisdom . . . beginner
- c. wealth . . . surgeon
- d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel*, *artistry*, and *skill* suggests the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

**Definitions:** Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

*Example [Level G, Unit 12 Set A, p. 170]*

3. **hapless** (*adj.*) marked by a persistent absence of good luck  
(hap' lis) Once again, my younger brother has become the **hapless** victim of a silly practical joke.

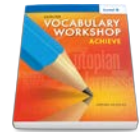
In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

There are three types of context clues emphasized at this level of the program: a **restatement clue**, a **contrast clue**, and an **inference clue**.

The **Definitions** section at the beginning of each unit serves as a master reference of information for each of the unit words. Presented in two 10-word sets, each entry in the numbered study list is presented in alphabetical order in a dictionary-style format.

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.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.



**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- c. 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, or its etymology, or its standard usage. [L.11-12.4c]
  - d. 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). [L.11-12.4d]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level G, Unit 7 Sets A & B, p. 110]*

10. a well-known **despiser of mankind**

    **misanthrope**    

**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level G, Unit 12, p. 178]*

3. lived a **charmed** existence

    **hapless**    

**Word Study: Classical Roots:** Word Study Units 1–3 (*cred*—to believe), p. 55; Word Study Units 4–6 (*gno(s)*—to know), p. 99; Word Study Units 7–9 (*clam, claim*—to cry out, shout, call), p. 143; Word Study Units 10–12 (*rog*—to ask, beg, call), p. 187; Word Study Units 13–15 (*vid, vis*—to look, see), p. 231

*Example [Level G, Word Study Units 10–12, p. 187]*

4. an act or expression that detracts from reputation, value, power, etc. (“to call down”)

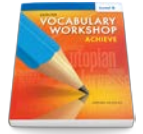
The aid workers deeply resented any     **derogation**     of their motives.

**DESCRIPTION**

For the **Synonyms** activity in each unit, students are directed to use a dictionary if necessary.

For the **Antonyms** activity in each unit, students are directed to use a dictionary as needed.

For **Word Study: Classical Roots**, students are directed to use a print or online dictionary as needed.



**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

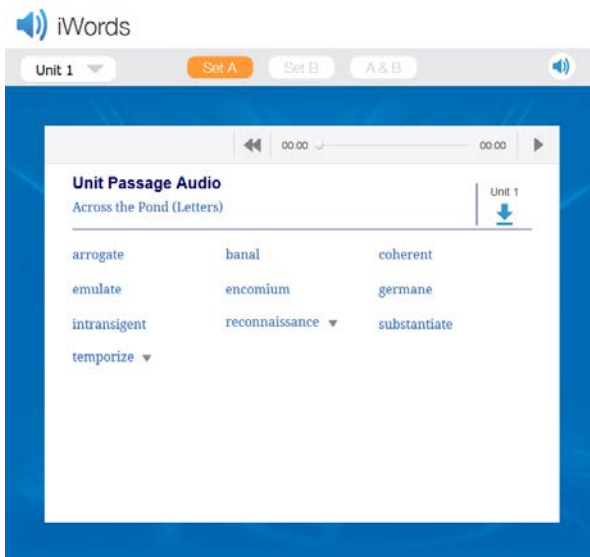
38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. [L.11-12.4c]
  - d. 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). [L.11-12.4d]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**DESCRIPTION**

**Study Aids: iWords Audio Program** (online\*)

*Example [Level G, Unit 1, Games and Study Aids: iWords]*



The online **iWords Audio Program** provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions, part or parts of speech, and examples of usage for every vocabulary word presented at this level.

In addition to hearing the pronunciation of each of the 20 vocabulary words for every unit, students can listen to the entire **Reading Passage** for every unit. The iWords oral models and practice are especially helpful to ELL students.

**Student Resources: Pronunciation Key**—p. 11 & online\*

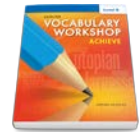
*Example [Level G, Unit 1, Student Resources: Pronunciation Key]*

<b>Vowels</b>	ā lake	e stress	ú loot, new
	a mat	ī knife	û foot, pull
	â care	i sit	e jump, broken
	ā bark, bottle	ō flow	er bird, better
	au doubt	ô all, cord	
	ē beat, wordy	oi oil	

<b>Consonants</b>	ch child, lecture	s cellar	wh what
	g give	sh shun	y yearn
	j gentle, bridge	th thank	z is
	ŋ sing	ʒ those	zh measure

All other consonants are sounded as in the alphabet.

The pronunciation is indicated for every basic word in the program. Symbols used in the **Pronunciation Key** are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s Third New International Dictionary and The Random House Dictionary of the English Language (Unabridged). Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb project is pronounced **prə jekt’**, and the noun form is pronounced **prāj’ ekt**.



**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Word Study: Idioms:** Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230

*Example [Level G, Word Study Units 7–9, p. 142]*

*Read each sentence. Use context clues to figure out the meaning of each idiom in **boldface**. Then write the letter of the definition for the idiom in the sentence.*

9. The parade organizers worried that high wind gusts might **play havoc with** the streamers tied to the flag poles.

g (ruin)

**Enriching Your Vocabulary** (online\*): Cumulative Review I (“Stepping Up to the Plate”); Cumulative Review II (“Abbondanza from Italy”); Cumulative Review III (“Borrowing from Arabic”; Cumulative Review IV (“A Linguistic Rendezvous with the French”)

*Example [Level G, Cumulative Review I]*

*In the column on the left are 8 more words and phrases that come from the world of sports and games. With or without a dictionary, line up each word to its meaning in the column on the right.*

5. par for the course  
what is expected according to an accepted standard, common sense, or previous experience (golf)

**DESCRIPTION**

As part of the **Word Study** lessons in each review, students learn about figures of speech in the form of idioms.

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,” and “a dark horse.”

After introductory instruction, students practice **Choosing the Right Idiom** by matching an idiom used in context with its definition (in the adjacent column).

Located in the online Cumulative Reviews, each **Enriching Your Vocabulary** activity includes a reading passage explaining the origin of colorful expressions or figures of speech. After reading the introduction, students match each phrase with its definition.

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Program Overview: Denotation, Connotation, and Shades of Meaning:** Teacher’s Edition, p. T39 & online\*

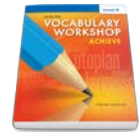
*Example [Level G, Program Overview: Denotation, Connotation, and Shades of Meaning, online\*]*

Word	Denotation
winsome	charming

**DESCRIPTION**

Located in the TE front matter and online, **Overview: Denotation and Connotation** defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.

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**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION	DESCRIPTION
ostentatious	overly showy, pretentious
precept	rule
<b>Word</b>	<b>Connotation</b>
winsome	favorable (positive)
ostentatious	unfavorable (negative, pejorative)
precept	neutral

**Choosing the Right Word:** Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

*Example [Level G, Unit 11 Set A, p. 160]*

4. The charm of this musical comedy lies in its slam-bang pacing, its sprightly music, and its generally (**impecunious**, **ebullient**) good cheer.

**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level G, Unit 7 Sets A & B, p. 110]*

10. a well-known **despiser of mankind**  
\_\_\_\_\_ **misanthrope** \_\_\_\_\_

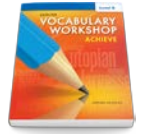
**Synonyms:** Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

*Example [Level G, Review Units 7–9, p. 140]*

1. In many gothic novels, a **morose** servant acts as a dark presence in the household.  
\_\_\_\_\_ **saturnine** \_\_\_\_\_

The **Choosing the Right Word** exercises for sets A and B 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.

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.



**GRADE 12 / LEVEL G**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Word Study: Denotation and Connotation:** Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186  
*Example [Level G, Review Units 4–6, p. 98]*  
**positive** 2. Sean’s (**whimsical, inane**) comments made me appreciate his unique wit.

DESCRIPTION

Alternating with the **Idioms** in the Word Study section that follows each unit review, **Word Study: Denotation and Connotation** helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—with emotional associations that are positive, negative, or neutral.

In the **Expressing the Connotation** exercises, 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).

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

40. 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. [L.11-12.6]

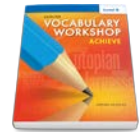
SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Throughout the program**

DESCRIPTION

**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 words and phrases.





**GRADE 12 / LEVEL G**

**ADDITIONAL ALIGNED CONTENT**

**READING STANDARDS FOR LITERATURE**

Craft and Structure

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.) [RL.11-12.4]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Overview: Vocabulary and Reading:** pp. 8–9 & online\*

*Example [Level G, Program Overview for Students]*

**Vocabulary in Context Questions** check your ability to use context to identify a word’s meaning. For example:

- As it is used in paragraph 2, “adherents” most nearly means . . .

Use the word’s context in a passage to select the best answer, particularly when the vocabulary word has more than one meaning. The answer choices may contain two (or more) correct meanings of the word in question. Choose the meaning that best fits the context.

**Questions About Tone** show your understanding of the author’s attitude toward the topic of the passage. To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (distant). These are typical questions:

- The author’s primary purpose in the passage is to . . .
- Which word best describes the author’s tone?

**Vocabulary in Context: Literary Text** (online\*): Unit 1 Charlotte Brontë ("The Professor" and "Shirley"); Unit 2 Theodore Dreiser ("Sister Carrie" and "Jennie Gerhardt"); Unit 3 Herman Melville ("Moby-Dick"); Unit 4 Thomas Hardy ("Jude the Obscure" and "Tess of the d'Urbervilles"); Unit 5 Charles Dickens ("David Copperfield"); Unit 6 Joseph Conrad ("Victory" and "Nostromo"); Unit 7 Henry James ("The Bostonians" and "Roderick Hudson"); Unit 8 William Makepeace Thackeray ("Vanity Fair" and "The History of Henry Esmond"); Unit 9 George Eliot ("The Mills on the Floss" and "Romola"); Unit 10 E.M. Forster ("Howards End" and "A Room with a View"); Unit 11 Anthony Trollope ("The Eustace Diamonds" and "Barchester Towers"); Unit 12 James Fenimore Cooper ("The Last of the Mohicans" and "The Pioneers"); Unit 13 Jane Austen ("Emma, Sense and Sensibility" and "Pride and Prejudice"); Unit 14 F. Scott Fitzgerald ("The Beautiful and Damned"); Unit 15 Edith Wharton ("The Custom of the Country" and "The House of Mirth")

**DESCRIPTION**

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.

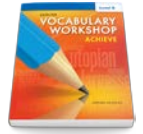
There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

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.

The **Vocabulary in Context: Literary Text** activities 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. Furthermore, they are able to glimpse the artistry of great American writers in their careful choice and use of words in relation to the elements of story.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 12 / LEVEL G**

**READING STANDARDS FOR LITERATURE**

**Craft and Structure**

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.) [RL.11-12.4]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**DESCRIPTION**

Example [Level G, Unit 15]

5. Everything in her surroundings ministered to feelings of ease and **amenity**. The windows stood open to the sparkling freshness of the September morning... (*The House of Mirth*)

An **amenity** is something that is

- a. pleasant
- b. energetic
- c. poignant
- d. hopeful

**Vocabulary for Comprehension:** Review Units 7–9: Part 1 (Charles Chestnutt, from *The House Behind the Cedars*), pp. 136–137; Review Units 7–9: Part 2 (Kate Chopin, from *A Pair of Silk Stockings*), pp. 138–139

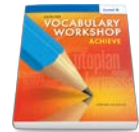
Example [Level G, Review Units 7–9, Part 2, pp. 138–139]

The question of investment was one that occupied her greatly; for a day or two she walked about apparently in a dreamy state, but really absorbed in **unremitting** speculation and calculation.

4. As it is used in line 13, “unremitting” most nearly means
- A) relentless.
  - B) selfless.
  - C) harmless.
  - D) fearless.

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

**Vocabulary for Comprehension Part 1** and **Part 2** for Review Units 7–9 feature literary selections.



**GRADE 12 / LEVEL G**

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Craft and Structure**

13. 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). [RI.11-12.4]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**DESCRIPTION**

**Overview: Vocabulary and Reading:** pp. 8–9

*Example [Level G, p. 9]*

**Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

- It can be most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

The inferences you make and the conclusions you draw must be based on the information in the passage. Using the facts you learn from the passage in addition to the knowledge and reasoning you already have helps you understand what is implied and reach conclusions that are logical.

**Reading Passages:** Unit 1 "Across the Pond" (Letters), pp. 12–13; Unit 2 "Constructing the New York City Subway" (Historical Nonfiction), pp. 24–25; Unit 3 "Third Parties in American Politics" (Encyclopedia Entry), pp. 36–37; Unit 4 "Reforming the Security Council" (Newspaper Editorial), pp. 56–57; Unit 5 "What Is Pop Art?" (Essay), pp. 68–69; Unit 6 "Your Papers, Please" (Debate), pp. 80–81; Unit 7 "John Lennon's Legacy" (Biographical Sketch), pp. 100–101; Unit 8 "A Passage to Power" (Interview), pp. 112–113; Unit 9 "Security Status: It's Complicated" (Persuasive Essay), pp. 124–125; Unit 10 "What Happened to the Franklin Expedition?" (Magazine Article), pp. 144–145; Unit 11 "Apollo 11 Poised for Take-Off" (Press Release), pp. 156–157; Unit 12 "Pyramids: Monuments to Gods and Men" (Compare and Contrast Essay), pp. 168–169; Unit 13 "More Than Just a Pretty Face" (Profile), pp. 188–189; Unit 14 "Artificial Intelligence and Social Robots" (Technical Essay), pp. 200–201; Unit 15 "Private Life in the Public Eye" (Humorous Essay), pp. 212–213

*Example [Level G, Unit 4, pp. 56–56]*

Since they have the power to veto the proposal, it is **ludicrous** to expect that such a resolution could ever be enacted. Moreover, permanent membership is designed to reflect the realities of global politics. In theory, permanent members consist of the nations that contribute the most **pecuniary** and military support to the U.N. and that have the greatest power to influence world affairs by diplomatic, economic, or other means.

Located in the textbook front matter and the Overview section online, **Vocabulary and Reading** explains that vocabulary 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.

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.**

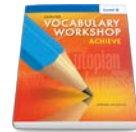
Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique.

They are also given five general strategies to help as they read the passages and answer the questions.

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.

Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.

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.



**GRADE 12 / LEVEL G**

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Craft and Structure**

13. 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). [RI.11-12.4]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Vocabulary in Context:** Unit 1 Sets A & B (Pilgrims), p. 23; Unit 2 Sets A & B (Los Angeles's Streetcars), p. 35; Unit 3 Sets A & B (Electoral College), p. 47; Unit 4 Sets A & B (Postwar Peace Negotiations), p. 67; Unit 5 Sets A & B (Jacob Lawrence), p. 79; Unit 6 Sets A & B (Passports), p. 91; Unit 7 Sets A & B (Liverpool), p. 111; Unit 8 Sets A & B (Ways and Means), p. 123; Unit 9 Sets A & B (Hacking), p. 135; Unit 10 Sets A & B (Alexander von Humboldt), p. 155; Unit 11 Sets A & B (Rosetta), p. 167; Unit 12 Sets A & B (Builders of the Pyramids), p. 179; Unit 13 Sets A & B (Intellectual Property), p. 199; Unit 14 Sets A & B (Robots), p. 211; Unit 15 Sets A & B (Margaret Hoby), p. 223

Example [Level G, Unit 3, p. 47]

Is it time to write the final **eulogy** of the electoral college, the system by which Americans elect their Presidents (and vice presidents)?

1. A **eulogy** is a statement of
 

a. intent	c. commendation
b. false praise, criticism	b. constructive

**Vocabulary in Context: Informational Text** (online\*): Unit 1 "All That Glitters"; Unit 2 "The Wonder Around Us"; Unit 3 "The Great Green World"; Unit 4 "Tea Time"; Unit 5 "Light Action! Paint!"; Unit 6 "Judicial Heights"; Unit 7 "Hello Dolley!"; Unit 8 "The Grass Might Be Greener"; Unit 9 "At Home in the Woods"; Unit 10 "Squirrel It Away!"; Unit 11 "Merlin the Magician"; Unit 12 "The Lost Generation"; Unit 13 "Portrait of a Lady"; Unit 14 "Meet the Maestro"; Unit 15 "The Scarlett Woman"

Example [Level G, Unit 7]

As First Lady, Dolley Madison was best known for her **convivial** Wednesday evening receptions at the White House, where influential politicians and dignitaries met and mingled.

3. **Convivial** is best defined as
  - O a. controversial
  - O b. genial
  - O c. fashionable
  - O d. famous

**DESCRIPTION**

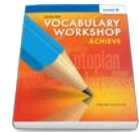
Located at the end of each unit, the **Vocabulary in Context** reading selection is related in theme to the **Reading Passage**. It incorporates at least six words, including words not introduced earlier in the **Reading Passage**, thereby ensuring that all unit words are presented in context.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

Students may reference a pop-out wordlist at any time.



**GRADE 12 / LEVEL G**

**READING STANDARDS FOR INFORMATIONAL TEXT**

Craft and Structure

13. 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). [RI.11-12.4]

SADLIER **VOCABULARY WORKSHOP ACHIEVE LEVEL G** FEATURE & LOCATION

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Zitkala-Sa), pp. 48–49; Review Units 1–3: Part 2 (The Future of Farming), pp. 50–51; Review Units 4–6: Part 1 (Origins of Jazz), pp. 92–93; Review Units 4–6: Part 2 (Philosophical Perspectives), pp. 94–95; Review Units 10–12: Part 1 (British Views on Representation), pp. 180–181; Review Units 10–12: Part 2 (Changes in Medical Responses to Infectious Diseases), pp. 182–183; Review Units 13–15: Part 1 (Restoration of the Sistine Chapel), pp. 224–225; Review Units 13–15: Part 2 (Redesign of the Louvre), pp. 226–227

*Example [Level G, Review Units 1–3, Part 2, pp. 50–51]*

Giant stacks of trays, each filled with perfect rows of **verdant** lettuce, arugula, kale, spinach, and other leafy plants, rise to the ceiling.

3. As it is used in line 17, “verdant” most nearly means
- a. green.
  - b. immature.
  - c. abundant.
  - d. healthy.

DESCRIPTION

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

In **Vocabulary for Comprehension: Part 1**, students are presented with a single nonfiction passage similar to those that appear in the SAT® and ACT® exams. Based on their reading of that passage, students must answer questions assessing reading comprehension and vocabulary skills. These assessment items mirror those found in the SAT® and ACT® exams and require students to refer to the passage, and occasionally to cite text evidence, in order to answer them.

In **Vocabulary for Comprehension: Part 2**, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts, including questions requiring comparative analysis and evaluation. Again, both passages and assessment items are modeled on those that appear in the SAT® and ACT® exams.

**WRITING STANDARDS**

Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]

SADLIER **VOCABULARY WORKSHOP ACHIEVE LEVEL G** FEATURE & LOCATION

**Writing: Words in Action:** Unit 1 Sets A & B (Persuasive Essay), p. 22; Unit 3 Sets A & B (Persuasive Essay), p. 46; Unit 4 Sets A & B (Persuasive Essay), p. 66; Unit 5 Sets A & B (Argumentative Essay), p. 78; Unit 6 Sets A & B (Persuasive Essay), p. 90; Unit 7 Sets A & B (Persuasive Essay), p. 110; Unit 9 Sets A & B (Persuasive Essay), p. 134; Unit 11 Sets A & B (Persuasive Essay), p. 166; Unit 12 Sets A & B (Persuasive Essay), p. 178; Unit 13 Sets A & B (Persuasive Essay), p. 198; Unit 14 Sets A & B (Editorial), p. 210

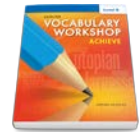
*Example [Level G, Unit 1, p. 22]*

Suppose you are Cora’s friend and a fellow member of the National American Women’s Suffrage Association. Write an

— continued —

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.



**GRADE 12 / LEVEL G**

**WRITING STANDARDS**

Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

essay persuading men in the Western states that women should have the right to vote. Use at least two details from the passage and three or more words from the Unit.

**Timed Essays** (online\*): Units 1–15

*Example [Level G, Unit 5]*

**Statement:**

A college education forms the foundation of the opportunity society that will keep this country strong and growing in the 21<sup>st</sup> century.

Barack Obama, *New York Times*

**Assignment:**

Does a college education indeed form that important function? Plan and write an essay in which you develop your thoughts in response to Obama’s viewpoint. To begin, write a *thesis statement*. Then take notes and use them to write a clear, firm, full statement of your views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from your reading, studies, experiences, or observations.

Use the following pointers to guide you. You have **25 minutes** total.

DESCRIPTION

The **Timed Essay** for each unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:

1. Writing Your Thesis Statement (1-2 minutes)
2. Prewriting (3-4 minutes)
3. Writing Your Draft (17-18 minutes)
4. Editing and Revising Your Draft (2-3 minutes)

The **Timed Essay** page includes a pop-out list of unit words for easy reference.

**WRITING STANDARDS**

Text Types and Purposes

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Writing: Words in Action:** Unit 2 Sets A & B (Analytical Essay), p. 34; Unit 8 Sets A & B (Expository Essay), p. 122; Unit 15 Sets A & B (Compare and Contrast Essay), p. 222

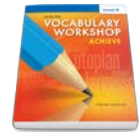
*Example [Level G, Unit 1, p. 22]*

Write an essay about the completion of the subway and analyze the impact—both positive and negative—on individuals and businesses in New York City at the turn of the century. Use at least two details from the passage and three or more words from this Unit to support your view.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

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**GRADE 12 / LEVEL G**

**WRITING STANDARDS**

Text Types and Purposes

21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

**Writing: Words in Action:** Unit 10 Sets A & B (Letter), p. 154

*Example [Level G, Unit 10, p. 154]*

Suppose that it is 1845 and you are a member of Franklin’s crew. You want to write a letter to your family members explaining the goal of the expedition and letting them know how you feel as you depart England. Use at least two details from the passage and three or more words from this Unit.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

**LANGUAGE**

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- b. Spell correctly. [L.11-12.2b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

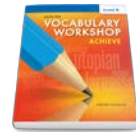
**Definitions:** Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

*Example [Level G, Unit 1, p. 14]*

*Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following.*

DESCRIPTION

The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed 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.



**GRADE 12 / LEVEL G**

**LANGUAGE**

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- b. Spell correctly. [L.11-12.2b]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION**

**Completing the Sentence:** Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

*Example [Level G, Unit 4 Set B, p. 65]*

1. The flotsam that we observed here and there in the harbor bore mute testimony to the destructive power of the storm.

**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level G, Unit 7 Sets A & B, p. 110]*

10. a well-known **despiser of mankind**  
misanthrope

**Synonyms:** Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

*Example [Level G, Review Units 7–9, p. 140]*

1. In many gothic novels, a **morose** servant acts as a dark presence in the household.  
saturnine

**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

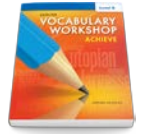
**DESCRIPTION**

For **Completing the Sentence**, students write the unit word that best completes each sentence in the exercise, referring back to the **Definitions** sections as needed for the correct spelling.

For the **Synonyms** activities that follow sets A and B—also in the review at the end of every three units, students write the appropriate synonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.

To complete the **Antonyms** activity for sets A and B, students write the appropriate antonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.





**GRADE 12 / LEVEL G**

**LANGUAGE**

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- b. Spell correctly. [L.11-12.2b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL G FEATURE & LOCATION

DESCRIPTION

Example [Level G, Unit 12, p. 178]

3. lived a **charmed** existence  
    hapless

**Word Study: Classical Roots:** Word Study Units 1–3 (*cred*—to believe), p. 55; Word Study Units 4–6 (*gno(s)* —to know), p. 99; Word Study Units 7–9 (*clam, claim*—to cry out, shout, call), p. 143; Word Study Units 10–12 (*rog*—to ask, beg, call), p. 187; Word Study Units 13–15 (*vid, vis*—to look, see), p. 231

Example [Level G, Word Study Units 10–12, p. 187]

4. an act or expression that detracts from reputation, value, power, etc. (“to call down”)  
    The aid workers deeply resented any derogation of their motives.

After studying the featured classical base or affix in **Word Study: Classical Roots**, students consider the list of choices then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.