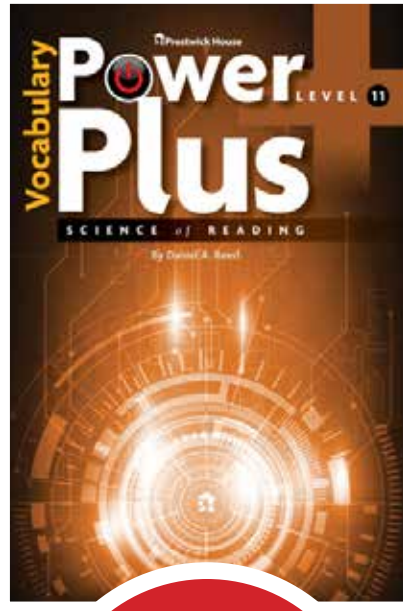




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LEVEL 11

SCIENCE *of* READING



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## An Introduction to the New Edition

**V**OCABULARY POWER PLUS: SCIENCE OF READING is the new edition of our best-selling program that has helped more than 1.5 million students develop their vocabulary and improve their test scores. This edition brings new activities and an increased focus on critical reading practice, while maintaining classroom-tested vocabulary exercises that build essential skills for success in the English classroom and beyond. Why are these skills important? Having an extensive vocabulary will enrich your writing, helping you to better express your ideas. It will also improve critical reading skills, resulting in increased SAT, ACT, and other assessment scores.

The Science of Reading identifies vocabulary as one of the most important skills needed to help students become strong readers. Our updated activities are designed to help you develop strong associations with new vocabulary words so they will feel familiar when you encounter them in the future, ultimately making reading easier and less intimidating.

All vocabulary lessons are reinforced with Words-in-Context and Inferences exercises that prompt you to practice using words in authentic settings, instead of simply memorizing definitions. These activities forge connections among words, ensuring the retention of both knowledge and fluency. Exploring inferences instills active analytical habits, helping you discern the best words to choose in a specific sentence.

Our new Shades of Meaning activity gives you the opportunity to think about the different connotations of a word. It encourages you to evaluate the word and its synonyms, deciding which are stronger choices than others. Similarly, in the Word Windows exercise, you will examine your own associations with a word through examples, visuals, and antonyms. The exercises will help you understand these words and use them with confidence.

The newly expanded Critical Reading practice includes excerpts from classic literature, famous speeches, and nonfiction articles on a variety of topics. Each

passage is followed by detailed, evidence-based questions designed to promote understanding and eliminate multiple-choice guessing. The questions challenge your skills in

- comprehension,
- finding evidence,
- making inferences,
- identifying an author's tone,
- understanding literary and rhetorical devices,
- determining the connotations of unfamiliar words.

We hope you find *Vocabulary Power Plus: Science of Reading* an exceptional resource for expanding your vocabulary and becoming an outstanding reader.

## Strategies for Completing Activities

L11

Using the right words to effectively convey your thoughts is a crucial skill. Shades of Meaning helps develop that skill by providing a list of synonyms for two of the vocabulary words in each lesson.

- Place weaker or milder words to the left of the vocabulary words and stronger or more intense words to the right. There might not be an equal number of words in each column, and that's okay. Try to find additional synonyms on your own to add to the columns.

As an example, consider the words *naughty* and *diabolical*. They have similar meanings but to different degrees. Calling a supervillain bent on destroying the world “naughty” doesn’t quite illustrate how evil he is. Calling a dog chewing on your shoes “diabolical” certainly seems too harsh for a pup. While technically correct by definition, if these words were switched, they would more accurately convey how bad the supervillain and dog are.

This activity is subjective, so we recommend reviewing the answers as a class.

## Word Windows

This activity is based on the Frayer Model, a visual tool used to encourage you to think about words on multiple levels.

The Frayer Model helps you examine a word's meaning through different associations. It gives you the structure to explore not only the word's definition but also antonyms, visualizations, and examples of it in context.

By working with a word in multiple formats and making your own connections to it, you are more likely to use it in speaking and writing.

- In the upper left box, write the **definition** of the word in your own words.
- In the upper right box, **illustrate** the word through any form of artistic expression, so feel free to be creative.
- In the lower left box, provide a familiar, real-world **example** that captures the definition of the word.
- In the lower right box, write a **non-example** of the word. This could be a list of antonyms, something that is clearly not described by the word, or a sentence that portrays the opposite of the word's definition.

## Roots, Prefixes, and Suffixes

A knowledge of roots, prefixes, and suffixes gives readers the ability to view unfamiliar words in a simpler way that makes learning vocabulary more approachable. Knowing the history of words provides the ability to track word origin and evolution. To master this knowledge, there are two points to remember:

1. Some words have evolved through usage, so present definitions might differ from what you infer through an examination of the roots, prefixes, and suffixes. The word *abstruse*, for example, contains the prefix *ab-* (away) and the root *trudere* (to thrust) and literally means “to thrust away.” Today, *abstruse* is used to describe something that is hard to understand.
2. Certain roots do not apply to all words that use the same form. If you know that the root *vin* means “to conquer,” then you would be correct in concluding that the word *invincible* means “incapable of being conquered.” However, if you tried to apply the same root meaning to *vindicate* or *vindictive*, you would be incorrect. When analyzing unfamiliar words, check for other possible roots if your inferred meaning does not fit the context.



## Critical Reading

When approaching critical reading questions, make sure to read the entire passage first. Sometimes, students will start by looking at the questions, trying to hunt for the answers in the passage. However, this approach leads to skipping important textual context that guides you to the correct answer. Anticipating the type of questions you may encounter also helps you navigate what to look for as you read.

Questions generally fall into several categories:

1. Determining the main idea or the author's purpose: What is this passage about?

In some passages, the author's purpose will be easy to identify because the ideas immediately leap from the text. Other passages might not be so easily analyzed, especially if they include lengthy sentences with unfamiliar words. The following strategies can help:

- Try writing what you think the author is saying in your own words and see if your words match any answer options.
- Rephrase long, detailed sentences into shorter sentences without as much descriptive language to simplify the ideas.

2. Identifying the stated or implied meaning: What is the author stating or suggesting?

The literal meaning of a sentence does not always correspond with the author's intended meaning. You must analyze figurative language, character dialogue, or descriptive wording to find the author's true intentions.

3. Identifying the tone or mood of the selection: What feeling does the text evoke?

To answer these types of questions, look closely at individual words and their connotations. For example, the words *stubborn* and *firm* have almost the same definition, but a writer who describes a character as "stubborn" rather than "firm" probably has a more negative attitude about the character.

4. Decoding unfamiliar vocabulary: What does this word mean in the passage's context?

These questions ask for the definition of a word, or a reasonable synonym replacement, given the context of the passage.

The following strategies can help:

- Before looking at the answer options, try replacing the word with a word you're familiar with that fits the context of the passage.
  - Try replacing the vocabulary word in the passage with the answer options to see which makes the most sense.
5. Finding evidence to support an idea: Which quotation best relays the author's message?

A critical reader should be able to find evidence of the author's themes throughout the text. To best answer these questions, reread the quotations in the answer options within the context of the passage. This will help you see if the quotation is meant to support the author's greater message.

### Pronunciation Guide

a	—	track
ā	—	mate
ä	—	father
â	—	care
e	—	pet
ē	—	be
i	—	bit
ī	—	bite
o	—	job
ō	—	wrote
ô	—	port, fought
ōō	—	proof
ö	—	full
u	—	pun
ū	—	you
ü	—	confusion
û	—	purr
ə	—	about, system, supper, circus
oi	—	toy
îr	—	steer

# Word List

L1-21

## Lesson 1

aegis  
amorphous  
besiege  
boor  
carrion  
enervate  
ephemeral  
erotic  
factious  
fervent  
ignoble  
opulent  
perspicacity  
philanthropy  
rectify

## Lesson 2

bauble  
bestial  
bland  
diaphanous  
effete  
emendation  
extenuate  
gloat  
impale  
impediment  
impotent  
labyrinth  
maelstrom  
nihilism  
shard

## Lesson 3

adventitious  
ambiguous  
antithesis  
bona fide  
cataclysm  
chagrin  
deviate  
edify  
fecund  
glower  
importune  
obfuscate  
optimum  
parochial  
pedestrian

## Lesson 4

baroque  
besmirch  
celibate  
debacle  
demeanor  
facetious  
fortuitous  
hedonism  
imperative  
obloquy  
perfunctory  
quasi-  
recapitulate  
sacrosanct  
sadistic

## Lesson 5

bowlrerize  
carnal  
deference  
ebullient  
elegy  
fop  
impair  
imprecation  
nebulous  
non sequitur  
panegyric  
pedantic  
quandary  
rakish  
sanguine

## Lesson 6

affluence  
amoral  
antipathy  
banal  
bedlam  
denouement  
elucidate  
eschew  
imminent  
obdurate  
onerous  
parody  
peruse  
scurrilous  
sedulous

# Word List

L1-21

**Lesson 7**

adroit  
affectation  
bovine  
callow  
dichotomy  
fatuous  
ferret  
knell  
laconic  
macroscopic  
patent  
peccadillo  
quiddity  
rationalize  
sagacious

**Lesson 8**

agape  
carcinogen  
censure  
gambol  
gibe  
grotesque  
hackneyed  
harbinger  
immolate  
imperious  
martinet  
neologism  
olfactory  
quagmire  
recondite

**Lesson 9**

blanch  
chimerical  
deride  
eclectic  
finesse  
grandiose  
heterogeneous  
hybrid  
idiosyncrasy  
machination  
masochist  
nubile  
pejorative  
raiment  
sapient

**Lesson 10**

adulterate  
bucolic  
caveat  
delineate  
diadem  
emanate  
garish  
gratuitous  
idolatry  
immutable  
impecunious  
impious  
onus  
redolent  
sedition

**Lesson 11**

cessation  
defile  
desiccated  
elixir  
epitome  
fetish  
fissure  
garrulous  
juxtapose  
kinetic  
lachrymose  
languid  
legerdemain  
libertine  
scintillate

**Lesson 12**

ambiance  
badinage  
bilious  
blandishment  
debauchery  
fastidious  
garner  
gumption  
halcyon  
hegira  
kismet  
malapropism  
necromancy  
paradigm  
regress

# Word List


 L1-21

## Lesson 13

animosity  
brevity  
cataract  
despicable  
empathy  
harlequin  
hoi polloi  
impinge  
lascivious  
nirvana  
obsequious  
offal  
redundant  
salutary  
savant

## Lesson 14

aggrandize  
bombast  
deign  
elicit  
endemic  
flaunt  
mendacious  
obviate  
orthography  
paleontology  
panache  
paroxysm  
recoil  
saturnine  
shibboleth

## Lesson 15

aesthetic  
chaff  
egregious  
empirical  
flaccid  
foment  
germane  
hallow  
hermetic  
hospice  
meretricious  
orifice  
perdition  
querulous  
ratiocinate

## Lesson 16

affinity  
fiscal  
flout  
impalpable  
jocular  
malleable  
miscreant  
palliate  
recant  
recreant  
regale  
salacious  
salient  
sentient  
specious

## Lesson 17

avuncular  
beguile  
coalesce  
desultory  
ennui  
ergo  
hector  
hiatus  
insolence  
lambent  
nonentity  
pandemic  
pecuniary  
rebuke  
sibilant

## Lesson 18

apotheosis  
auspicious  
contiguous  
flagellate  
incendiary  
inimitable  
malfeasance  
platonic  
pontificate  
proletariat  
prurient  
refractory  
sang-froid  
tenacious  
vociferous

# Word List

L1-21

**Lesson 19**

abnegation  
acid  
apex  
credulity  
dross  
fulminate  
gravitas  
hegemony  
insuperable  
jejune  
polyglot  
psychosomatic  
truculent  
verisimilitude  
viscous

**Lesson 20**

acerbic  
androgynous  
augur  
beatitude  
diaspora  
discursive  
disseminate  
extemporaneous  
intractable  
maladroit  
politic  
requiem  
sinecure  
tendentious  
traduce

**Lesson 21**

bon mot  
clandestine  
digress  
furlough  
misogyny  
peon  
plenary  
plutocrat  
potboiler  
redoubtable  
stolid  
succor  
travesty  
vignette  
xeric



## Lesson One

U



The long, boring road trip with my talkative parents **enervated** me.



Jude's **fervent** passion for baking inspired her to enter the contest.



The **opulent** staircase was so grand that it was a work of art in itself.





## LESSON ONE

## L

1. **aegis** (ē' jis) *n.* a shield; protection  
The life of the witness is under the *aegis* of the witness protection program.  
*syn: backing*
2. **rectify** (rek' tə fi) *v.* to correct; to make right  
JoAnne tried to *rectify* her poor relationship with her son by spending more time with him.  
*syn: remedy; resolve*
3. **enervate** (en' ər vāt) *v.* to weaken  
The record temperatures *enervated* the farmhands before noon.  
*syn: devitalize; exhaust* *ant: energize; strengthen*
4. **philanthropy** (fə lan' thrə pē) *n.* the act of donating money or work to those in need  
Half of the city was built by the *philanthropy* of wealthy steel barons.  
*syn: altruism; charity* *ant: selfishness; egoism*
5. **boor** (bôr) *n.* a rude or impolite person  
The *boor* grabbed handfuls of hors d'oeuvres and walked around while he ate them.  
*syn: buffoon; clown* *ant: sophisticate*
6. **fervent** (fūr' vənt) *adj.* eager; earnest  
We made a *fervent* attempt to capture the stallion, but he was too quick for us.  
*syn: burning; passionate* *ant: apathetic*
7. **besiege** (bi sēj') *v.* to overwhelm; to surround and attack  
People jumped from the ground and brushed themselves off as ants *besieged* the picnic.
8. **carrion** (kar' ē ən) *n.* decaying flesh  
The *carrion* along the desert highway was a feast for the vultures.

9. **ignoble** (ig nō´ bəl) *adj.* dishonorable; shameful  
 Cheating on an exam is an *ignoble* way to get good grades.  
*syn: despicable; base* *ant: noble; glorious*
10. **amorphous** (ə mōr´ fəs) *adj.* shapeless, formless; vague  
 What began as an *amorphous* idea in Steven’s dream turned into a  
 revolutionary way to power automobiles.
11. **factious** (fak´ shəs) *adj.* causing disagreement  
 The *factious* sailors refused to sail any farther into the storm.  
*syn: belligerent; contentious* *ant: cooperative; united*
12. **ephemeral** (i fem´ ər əl) *adj.* lasting only a brief time; short-lived  
 The gardener experienced *ephemeral* fame the year she grew a half-ton  
 pumpkin.  
*syn: transient; fleeting* *ant: permanent*
13. **perspicacity** (pūr spi kas´ i tē) *n.* keenness of judgment  
 The old hermit still had the *perspicacity* to haggle with the automotive dealer.  
*syn: perceptiveness* *ant: stupidity; ignorance*
14. **erotic** (i rot´ ik) *adj.* pertaining to sexual love  
 The museum staff canceled the exhibition when they saw the *erotic* sculptures.
15. **opulent** (op´ ū lənt) *adj.* rich, luxurious; wealthy  
 Despite the stock market crash, the wealthy family continued its *opulent*  
 lifestyle.

## EXERCISE ONE

**Words in Context**

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

**amorphous    enervate    besiege    ignoble    factious**  
**ephemeral    perspicacity    philanthropy    carrion**

1. Carter had been walking for more than four hours since his truck ran out of fuel. The morning desert sun \_\_\_\_\_ him, bringing him closer to exhaustion. In his weary state, he chastised himself for not having the \_\_\_\_\_ to have brought an extra can of fuel on the trip. In such a barren, isolated place, Carter knew that he couldn't rely on the \_\_\_\_\_ of others for help if his truck broke down. The only living things on the road were biting flies that \_\_\_\_\_ Carter and forced him to swat his face and neck every few seconds. They continued to attack until they detected the foul smell of \_\_\_\_\_ when Carter passed a dead hare on the shoulder of the road. The departure of the flies gave him \_\_\_\_\_ relief as he continued his trudge; the bugs went away, but in the distance, Carter could see, through eyes stinging with sweat, the \_\_\_\_\_ distortions of light along the hot, desert floor.

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

**rectify    factious    ignoble    erotic**  
**amorphous    besiege    perspicacity**

2. Some of the council approved the new zoning restriction, but a few \_\_\_\_\_ members refused to cast votes. None of them actually approved of the \_\_\_\_\_ bookstore next to the little league field, but they wanted to find a better way to legally \_\_\_\_\_ the \_\_\_\_\_ situation.

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

**aegis    philanthropy    boor    fervent**  
**carrion    opulent    ephemeral**

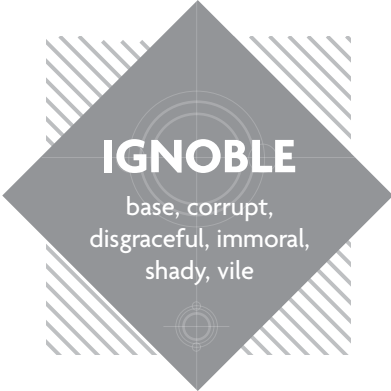
3. Councilman Parker, a wealthy native of the small town, knew that a few council members had a[n] \_\_\_\_\_ desire to remove him from office. Some of them resented his \_\_\_\_\_ lifestyle, and others claimed that Parker was careless because he lived under the \_\_\_\_\_ of his wealth and thus had no fear of being fired. They also called Parker a[n] \_\_\_\_\_ because he had the habit of interrupting conversations and barging into offices without knocking.

EXERCISE TWO

E2

### Shades of Meaning

For each selected vocabulary word, write four or more synonyms in the columns next to the word. On the left side, write words that have a weaker connotation, and on the right side, write words with a stronger connotation. Example synonyms are provided, but you may use your own.

Weaker		<b>Stronger</b>
_____		_____
_____		_____
_____		_____
_____		_____



Weaker		<b>Stronger</b>
_____		_____
_____		_____
_____		_____
_____		_____

## EXERCISE THREE

E3

**Word Windows**

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

Define

Illustrate

**Amorphous**

Example

Non-Example

## EXERCISE FOUR

E4

**Sentence Completion**

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

1. Bob decided to *rectify* his crime by...
2. While some critics admired Johnson's *erotic* photography, others felt...
3. Working on the roof *enervated* the contractors, especially when...
4. The *ephemeral* argument was over in...
5. The highway crew removed the *carrion* from the road because...
6. In an act of *philanthropy*, Jennifer went to the nursing home to...
7. During the summit, the *factious* ambassador caused...
8. The wounded fish was soon *besieged* by...
9. His *fervent* speech convinced...
10. A person can lose his or her job by committing an *ignoble* act, such as...
11. Features in the *opulent* mansion include...
12. Under the *aegis* of the police department, the witness could safely...
13. People called Cory a *boor* because he always...
14. The *amorphous* body of the amoeba had no discernable...
15. If it were not for dad's *perspicacity*, I would have purchased a car that...

## EXERCISE FIVE

E5

**Roots, Prefixes, and Suffixes**

Study the entries and answer the questions that follow.

The roots *fus* and *fun* mean “melt” or “pour out.”

The suffix *-ion* means “the act of.”

The roots *grad* and *gress* mean “step” or “go.”

The suffix *-el* means “little.”

The prefix *con-* means “together.”

The prefixes *di-*, *dif-*, and *dis-* mean “apart.”

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

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

A. fusion	D. regress
B. funnel	E. progress
C. infuse	F. congress

- If you have an *effusive* personality, then it \_\_\_\_\_ of you.

Motor oil will \_\_\_\_\_ across the gravel if it spills out of the can.

- A step-by-step process is often called a[n] \_\_\_\_\_ process, and a highway crew might use a[n] \_\_\_\_\_ to smooth out a road.
- Egress* literally translates to \_\_\_\_\_, and if someone loses a high-paying job and takes a lower-paying job, his or her career is said to have \_\_\_\_\_.
- List all the words that you can think of that contain the roots *grad* and *gress*.

## EXERCISE SIX

E6

**Inference**

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

1. Some slang words are *ephemeral* and will probably...
2. Brenda felt guilty for stealing the money from the register, so she *rectified* the situation by...
3. After winning a lottery jackpot, Ed took his first steps into a life of *philanthropy* by...

## EXERCISE SEVEN

E7

**Critical Reading**

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

American playwright Arthur Miller had a significant impact on society's view of the American Dream. The following is an article about that aspect of his work.

Arthur Miller, one of the most important and influential playwrights of the mid-to-late twentieth century, continually tackled themes and issues central to the American **psyche** and the American Dream. He put a spotlight directly on the ethical puzzles posed by the post-World War II era of industrialization, political upheaval, and changing cultural mores. Like his contemporary Tennessee Williams, Miller strove to reveal the dark side of the ambitious, sprawling, and often ruthless American society he observed. He achieved this vision through characters that his audiences had thought they knew well; but they didn't know them quite as Miller portrayed them.

Miller grew up in New York City, and as a child, he experienced both extremes of the economic divide. His father, an illiterate immigrant from Poland, became a wealthy proprietor of a large women's clothing store, until the family's prosperity ended with the stock market crash of 1929. The Millers lost virtually everything and moved from Manhattan to Gravesend, Brooklyn. As a teenager, Miller delivered bread to help his family and worked at various other low-wage jobs to pay for his college tuition. This



downward mobility exposed Miller at a young age to a negative side of the American Dream—its economic system—and this understanding would  
20 guide both his plays and his politics in years to come. In fact, when he was in his thirties, Miller joined the Communist Party, although he later resigned from it.

His most famous work, *Death of a Salesman*, is a modern tragedy centered on an aging salesman named Willy Loman. Confronted with a  
25 fading future, financial setback, and disappointment in his sons and himself, he begins to **succumb** to the pressures. Unable to reconcile his dreams with the harsh reality of living in reduced circumstances, he commits suicide so that his family can inherit \$20,000 in insurance money. In *Salesman*,  
30 Miller used the model of Greek tragedy. But he centered the play not on a king or exalted figure, but on a humble figure modern society perceived as disposable. It stands as a potent indictment of the American business ethic and a poignant elegy to those disenfranchised by the American Dream.

Miller himself stated, “The American Dream is the largely unacknowledged screen in front of which all American writing plays itself out.  
35 Whoever is writing in the United States is using the American Dream as an ironical pole of his story.” ●

1. **Which of the following best describes Arthur Miller’s writing?**
  - A. questioning of consumerism
  - B. condemning of World War II
  - C. sympathetic toward the poor
  - D. critical of American society
  - E. praising the average American
2. **When the author refers to “the American psyche” (line 3), the word *psyche* most closely means**
  - A. moral values.
  - B. foreseeing the future.
  - C. the mentality of a group.
  - D. the human spirit.
  - E. the ability to think rationally.

3. **Miller wrote his characters in a way “his audience had thought they knew well; but they didn’t know them quite as Miller portrayed them.”**

**What does this sentence suggest about Miller’s characters?**

- A. They represent society’s desire to be consumers.
  - B. They reflect the reader’s struggles in society.
  - C. They mock readers’ aspirations and goals.
  - D. They make readers feel unsettled because they are too relatable.
  - E. They harbor the dark thoughts of the common man.
4. **Which phrase from paragraph 2 best supports the idea that Miller endured hardship in his childhood?**
- A. “became a wealthy proprietor”
  - B. “delivered bread to help his family”
  - C. “His father, an illiterate immigrant”
  - D. “lost virtually everything and moved”
  - E. “experienced both extremes of the economic divide”
5. **What is the purpose of paragraph 2?**
- A. It reveals why Miller was disillusioned with American society.
  - B. It provides context for Miller’s inspiration to become a writer.
  - C. It helps the reader empathize with the subject of the passage.
  - D. It emphasizes the impact the Great Depression had on Americans.
  - E. It stresses Miller’s ability to persevere despite hardship.
6. **What was the main cause of the Miller family’s financial setbacks?**
- A. his desire to join the Communist Party
  - B. the stock market crash
  - C. his father’s illiteracy
  - D. moving to Gravesend, Brooklyn
  - E. paying for his college tuition
7. **In paragraph 3, the author describes the plot of *Death of a Salesman*, saying that Willy Loman “begins to succumb to the pressures.” What does *succumb* mean in this context?**
- A. giving in to strong desires
  - B. to bend to an overwhelming force
  - C. to fight against
  - D. to contract an illness or disease
  - E. becoming exhausted or fatigued

8. The passage states that *Death of a Salesman* was written like a Greek tragedy, but the character differs because

- A. he is not described in great detail.
- B. he does not go on a great quest.
- C. he is a relatable, common character.
- D. he is not a supernatural being.
- E. he has a simple storyline.

9. The passage ends with a quotation from Miller:

“The American Dream is the largely unacknowledged screen in front of which all American writing plays itself out. Whoever is writing in the United States is using the American Dream as an ironical pole of his story.”

**What does this quotation suggest about Miller’s opinion of the American Dream in literature?**

- A. Authors consider the American Dream achievable because they have already achieved it.
- B. Authors who write about the American Dream do not understand the pitfalls of it.
- C. Authors feature the American Dream to encourage people to pursue it.
- D. Authors write about the American Dream because it makes for an uplifting ending.
- E. Authors idealize the American Dream despite knowing how unattainable it can be.

10. Which of the following best describes the purpose of the passage?

- A. to critique Miller’s perspective on the American Dream
- B. to compare Miller’s politics to his written work
- C. to illustrate how Miller’s life inspired his major themes
- D. to teach readers about Arthur Miller’s life
- E. to explore how Miller differs from other authors of his time