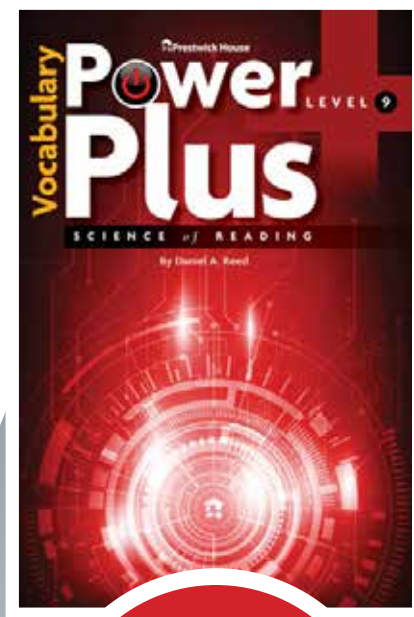




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ISBN: 978-1-62019-377-8

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Table of Contents

Introduction.....	5
Strategies for Completing Activities.....	6
Pronunciation Guide.....	9
Word List.....	10
Lesson One.....	15
Lesson Two.....	29
Lesson Three.....	43
Review Lessons 1–3.....	55
Lesson Four.....	63
Lesson Five.....	77
Lesson Six.....	91
Review Lessons 4–6.....	107
Lesson Seven.....	115
Lesson Eight.....	127

Lesson Nine	143
Review Lessons 7–9	155
Lesson Ten	163
Lesson Eleven.	177
Lesson Twelve	189
Review Lessons 10–12.	203
Lesson Thirteen.	211
Lesson Fourteen	225
Lesson Fifteen	239
Review Lessons 13–15	253
Lesson Sixteen.	261
Lesson Seventeen.	279
Lesson Eighteen	293
Review Lessons 16–18.	307
Lesson Nineteen.	315
Lesson Twenty.	327
Lesson Twenty–One	343
Review Lessons 19–21.	357

An Introduction to the New Edition

VOCABULARY 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

L9

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

alienate
cogitate
elated
epigram
fatalistic
gall
lackadaisical
licentious
numismatist
obtrude
parry
paucity
pensive
ruffian
transpire

Lesson 2

amalgamate
antiquated
beleaguer
broach
caricature
dally
demented
enshroud
felonious
gorge
hone
opiate
prose
renaissance
surcharge

Lesson 3

ambidextrous
animate
belated
berserk
chauvinist
deliberate
delude
edifice
egalitarian
forum
insurrection
knead
maul
ostentatious
thesis

Lesson 4

accentuate
blight
composite
denizen
elude
entice
fallow
fealty
fruition
gambit
gratify
laggard
navigable
obsequy
transcribe

Lesson 5

advocate
bandy
charisma
dastardly
efface
entity
ingrate
intervene
gist
jaded
jeopardize
mesmerize
ogre
status quo
waylay

Lesson 6

begrudge
bibliophile
cadence
commandeer
declaim
enmity
gaffe
glutinous
imbue
indisposed
mandarin
nepotism
quaff
sally
stark

Word List

L1-21

Lesson 7

cadaverous
daunt
despot
dote
egress
exuberance
flux
gird
gothic
hovel
lamine
penury
primeval
substantiate
tenure

Lesson 9

aghast
bilk
choleric
decadence
demise
emit
eradicate
fabricate
ghastly
granary
homily
impede
lampoon
narcissistic
qualm

Lesson 11

carp
emissary
façade
flagrant
fracas
futile
gait
genesis
immaculate
kindred
lacerate
nefarious
patrician
query
queue

Lesson 8

allude
beget
chafe
desist
educe
effrontery
elite
feign
gaunt
glean
guerilla
imbibe
mire
sector
undue

Lesson 10

affiliate
bane
berate
blatant
calumny
dawdle
desolate
fallible
fawn
filch
garble
minion
neophyte
pacify
prevaricate

Lesson 12

anthropomorphic
aplomb
beneficiary
careen
catholic
deluge
eerie
fester
guile
havoc
languish
martial
modicum
pall
rancid

Word List


 L1-21

Lesson 13

anachronism
defunct
denigrate
effusive
embroil
envisage
gape
holocaust
humane
impertinent
lackey
lament
lethal
lofty
nemesis

Lesson 14

alacrity
benediction
carnage
catalyst
deify
epitaph
foible
frivolous
harp
impel
impetuous
jargon
judicious
lateral
pallid

Lesson 15

adjunct
chicanery
debonair
deplete
equivocal
farcical
feisty
filial
genealogy
gull
impervious
macabre
mitigate
nadir
penchant

Lesson 16

admonish
affliction
aphorism
cache
daub
delete
impermeable
lax
mendicant
obeisance
oscillate
oust
paeon
palpable
smug

Lesson 17

aloof
bias
cavort
desecrate
ensue
fiat
fidelity
fluent
gyrate
hilarity
melee
pariah
pedagogue
personification
rambunctious

Lesson 18

allocate
belabor
conjecture
faux
foray
genocide
gratis
manifesto
materialistic
monolithic
predilection
progeny
quintessential
resign
rudimentary

Word List

L1-21

Lesson 19

amenable
conductive
influx
junta
mollify
patina
perjury
pinnacle
placebo
plaintive
rigorous
sedentary
stricture
subversive
tantamount

Lesson 20

acumen
concurrent
crony
erroneous
impasse
insular
irrevocable
malodorous
nanotechnology
negligible
notarize
precept
pungent
renege
visage

Lesson 21

botch
brinkmanship
confute
dynasty
forte
fortitude
ineffable
kleptomania
meritorious
mezzanine
perennial
purport
recumbent
renown
tribulation

Lesson One

U



The courageous hero **parried** the villain's sword.

The **numismatist** enjoyed collecting quarters from each state.



The **ruffian** stole valuables from the unsuspecting villagers.



LESSON ONE

L1

1. **gall** (gôl) *n.* shameless boldness; nerve
The thief had the *gall* to sue the store owner because the guard dog had bitten him while he robbed the cash register.
syn: insolence; impudence *ant: shyness; modesty*

2. **parry** (par' ē) *v.* to deflect or evade a blow, especially in swordfighting
The castle defender *parried* the invader's battle axe and delivered a fatal lunge with his sword.
syn: repel

3. **cogitate** (ka' jə tāt) *v.* to think deeply
Allen *cogitates* while he mows the hayfield, figuring out how he will keep the farm operating for yet another year.
syn: ponder; ruminate

4. **transpire** (tran spī' ər) *v.* to happen; to take place
Detective Murphy looked at clues from the crime scene and guessed what had *transpired* there on the night of the murder.
syn: occur

5. **ruffian** (ru' fē ən) *n.* a brutal, lawless person
After they shot up the general store and harassed the locals, the *ruffians* were captured by the sheriff and thrown into jail.
syn: thug; bully

6. **licentious** (lī sen' shəs) *adj.* morally unrestrained
Like St. Augustine, some people want to abandon their *licentious* lifestyles, but not immediately.
syn: immoral; lewd *ant: chaste; pure*

7. **numismatist** (nōō miz' mə tist, mis') *n.* a coin collector
My father is a *numismatist* who has hundreds of coins from ancient Rome.

8. **paucity** (pō' si tē) *n.* a scarcity; a lack
The *paucity* of jobs in the small town forced Jack to find work elsewhere.
syn: insufficiency *ant: abundance*

9. **fatalistic** (fā təl is´ tik) *adj.* believing that all events in life are inevitable and determined by fate
Fatalistic thinkers believe there is nothing they can do to change the course of their lives.
10. **obtrude** (ob trōōd´) *v.* to force oneself into a situation uninvited
 You were concentrating on your work, so I did not wish to *obtrude*.
syn: impose; intrude *ant: extricate*
11. **pensive** (pen´ siv) *adj.* dreamily thoughtful
 Jane was in a *pensive* mood after she finished reading the thought-provoking novel.
syn: reflective; meditative *ant: silly; frivolous*
12. **lackadaisical** (lak ə dāz´ i kəl) *adj.* uninterested; listless
 The *lackadaisical* student sat in the detention hall and stared out the window.
syn: spiritless; apathetic; languid *ant: enthusiastic; inspired*
13. **alienate** (âl ē i nāt) *v.* to turn away feelings or affections
 Your sarcastic remarks might *alienate* your friends and family.
syn: estrange *ant: endear; unite*
14. **elated** (i lā´ tid) *adj.* in high spirits; exultantly proud and joyful
 We were *elated* to learn that our team would move on to finals.
syn: overjoyed *ant: depressed*
15. **epigram** (e´ pi gram) *n.* a witty saying expressing a single thought or observation
 The author placed relevant *epigrams* at the beginning of each chapter.
syn: aphorism; bon mot; quip

EXERCISE ONE

Words in Context

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

alienate **epigram** **fatalistic** **lackadaisical**
licentious **obtrude** **paucity**

1. Byron's _____ notion that he possessed no control over his decisions eventually became his excuse for living a[n] _____ lifestyle. He partied nightly, and his _____ of ambition or goals had _____ him from his relatively successful friends. When they tried to talk to Byron about his future, his only response was a[n] _____ stare.

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

elated **obtrude** **alienate** **numismatist**
parry **pensive** **epigram** **paucity**

2. Jenny, who lives by Ben Franklin's _____, "Early to bed and early to rise, makes a man healthy, wealthy, and wise," arrived at the flea market at six a.m. It took her two hours to find what she was looking for—a pre-Revolutionary-era silver dollar. A[n] _____ elderly woman sat behind the stand in the shade of a canvas tarp, reading a leather-bound novel.
- "I'm sorry to _____," said Jenny, "but what are you asking for this old coin?" The old woman looked up from her book, smiled, and said, "Make me an offer." As an experienced _____, Jenny knew the exact value of the coin. She offered half, and Jenny was _____ when the woman accepted her offer, without even having to _____ endlessly with her on the price.

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

gall **ruffian** **cogitate** **fatalistic**
parry **transpire** **pensive**

3. When a statue of the town's founder was found knocked over, police attributed the vandalism to a group of _____ roaming the neighborhood; however, after Inspector Courson _____ for a few minutes while looking at the crime scene, she was able to disprove the officers' theory as to how the event _____. Only one person in town would have the _____ to damage the statue of the beloved founder, and the inspector knew why.

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		Stronger
_____		_____
_____		_____
_____		_____
_____		_____



Weaker		Stronger
_____		_____
_____		_____
_____		_____
_____		_____

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

Pensive

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. You might *alienate* your friends if you...
2. The traffic jam on the interstate *transpired* after...
3. If you were not invited to the party, then don't *obtrude* by...
4. Few people have enough *gall* to...
5. The *lackadaisical* player was cut from the team because...
6. Someone who suffers a *paucity* of willpower might find it difficult to...
7. Wesley will *cogitate* over the problem until...
8. Bill was *elated* to learn that...
9. The *licentious* soldier was court-martialed for...
10. The sheriff arrested the *ruffians* for...
11. One *epigram* that applies to hard work is...
12. The mayor *parried* the reporter's difficult questions by...
13. It is *fatalistic* to think that you will...
14. A *numismatist* might spend his or her evenings...
15. Myra became *pensive* when Cal told her that she...

EXERCISE FIVE

E5

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *pro-* means “before” or “in front.”

The roots *fab* and *fess* mean “to speak.”

The roots *hab* and *hib* mean “to have” or “to possess.”

- Using *literal* translations as guidance, define the following words without using a dictionary.
 - inhabit
 - inhibition
 - prohibit
 - affable
 - confab
 - fabulist
- A[n] _____ is a tendency to repeat a particular behavior and is often difficult to cease. If you have a painting that you want people to see, you might _____ it in an art gallery.
- At college, a[n] _____ might stand in front of a classroom and speak to students. A short story that often features talking animals and a moral is called a[n] _____.
- List as many words as you can think of that contain the prefix *pro-*.

EXERCISE SIX

E6

Inference

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

- Wayne always *obtrudes* upon our conversations, so if we want to discuss something privately, we should...
- Two prisoners escaped because the *lackadaisical* guard was...
- Japan is an industrial power, but its *paucity* of natural resources forces the nation to...

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.

Patrick Henry was one of the Founding Fathers of the United States. His speech at the Second Virginia Convention was given in 1775 to members of the Virginia House of Burgesses. In this excerpt, Henry discusses the presence of Britain's army in the colonies, as local governments were still under British rule.

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for **ceremony**.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

15 I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind
20 and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain.

25 Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves
30 before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded, and we have been spurned, with contempt, from the foot of the throne!

35 In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we
40 have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the
45 next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

50 Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over
55 the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the

active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

It is in vain, sir, to extenuate the matter. Gentlemen may cry, “Peace, peace!”—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death! ●

- 1. What is the purpose of Henry’s first paragraph?**
 - A. to acknowledge the audience’s love for the country
 - B. to commend the audience for attending the convention
 - C. to question the strength of the audience’s loyalty
 - D. to defend his position because the audience will not agree
 - E. to admit that he is hesitant to share his opinion
- 2. What does the first paragraph suggest about the men who spoke before Henry?**
 - A. They are disrespectful.
 - B. The majority fully support the war.
 - C. Their opinions may differ from his own.
 - D. Most have not yet formed an opinion.
 - E. No one else has hesitated to give an opinion.
- 3. In paragraph 1, the word *ceremony* likely means**
 - A. production.
 - B. modesty.
 - C. debate.
 - D. formality.
 - E. tradition.

4. In paragraph 2, Henry uses a *metaphor* to make a point. A metaphor is a figure of speech in which two unlike objects or ideas are closely compared with each other. What does this metaphor mean?

"[It] is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts."

- A. to focus on the important subject at hand
 - B. to deny reality until it's too late
 - C. to make decisions with confidence
 - D. to try a different approach to the problem
 - E. to concentrate on the worst-case scenario
5. In paragraph 3, what is Henry implying about the presence of Great Britain's army?
- A. They are recording population numbers for the king.
 - B. They are there to protect the colonists from harm.
 - C. They are training the colonists' armies.
 - D. They are keeping the peace among the colonies.
 - E. They are there to enforce Britain's rule.
6. According to Henry, how have Parliament and the monarchy reacted to the colonists' protests?
- A. They have weighed their decision carefully.
 - B. They have been willing to work toward peace.
 - C. They have created a new government.
 - D. They have rejected all attempts at resolution.
 - E. They have compromised on some of the issues.
7. A *rhetorical question* is one in which the speaker or writer does not expect a reply. It's often used to persuade. In paragraph 8, the purpose of the rhetorical questions is to convince the attendees to
- A. view Henry as more intelligent than they are.
 - B. take a peaceful approach to resolving the problem.
 - C. think about what they are giving up by not acting.
 - D. understand that they do not have any options.
 - E. reinforce they do not have enough strength to fight.

8. **In the same paragraph, what is Henry trying to convince the other members to do?**
- A. remain calm and continue to live peacefully
 - B. respect and cooperate with Parliament
 - C. stop others from making a hasty decision
 - D. join the war for independence from Britain
 - E. conspire with the British army against the king
9. **What is the overall tone of Henry's speech?**
- A. impassioned
 - B. cautionary
 - C. domineering
 - D. instructive
 - E. fearful
10. **Which of the following phrases best supports the tone of the speech?**
- A. "There is no longer any room for hope."
 - B. "...as for me, give me liberty or give me death!"
 - C. "...I hope it will not be thought disrespectful..."
 - D. "...it is now too late to retire from the contest."
 - E. "Our petitions have been slighted..."