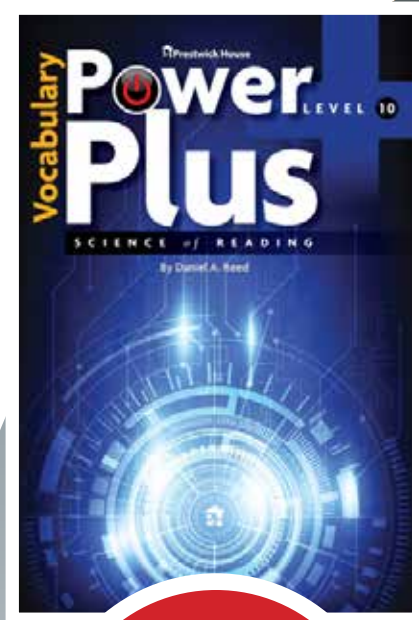




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An Introduction to the New Edition

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: The Science of Reading* an exceptional resource for expanding your vocabulary and becoming an outstanding reader.



Strategies for Completing Activities

L10

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

abet
ardor
ascribe
coerce
divulge
dogmatic
extraneous
gregarious
insipid
jaundiced
meticulous
occlude
proclivity
rote
temerity

Lesson 2

anathema
audit
banter
castigate
disabuse
dither
docile
emaciated
gauche
heresy
ignominy
libation
motley
repine
restive

Lesson 3

avarice
bacchanalian
bastion
conflate
copious
extradite
furtive
irascible
jettison
maudlin
mercenary
mettle
ostracize
solvent
tackle

Lesson 4

appease
argot
augment
bigot
candid
chaos
despondent
expunge
jingoism
negligence
privation
protocol
redress
strident
toilsome

Lesson 5

adamant
clement
cliché
conscript
diffident
disparity
extol
impute
inexorable
opus
ostensible
prate
rancor
retinue
unfettered

Lesson 6

collate
condone
connoisseur
credence
cult
dilettante
enigma
enthrall
fetid
genteel
jaunty
nuance
officious
torpor
venal

Word List

L1-21

Lesson 7

affront
ambivalent
concur
culmination
demagogue
demure
destitute
dilemma
erudite
intern
intrepid
lobby
rend
sardonic
transpose

Lesson 9

collaborate
contrite
emulate
enhance
evoke
expatriate
frowzy
heinous
impeccable
impound
inane
magnanimous
postulate
sere
unctuous

Lesson 11

affable
agrarian
arduous
avid
dolorous
epistle
explicit
formidable
gadfly
gargantuan
grandiloquent
grimace
harangue
humility
sycophant

Lesson 8

abate
abhor
austere
belie
decorum
dole
droll
duplicity
effigy
extrovert
gamut
glib
journeyman
propagate
protean

Lesson 10

acrimony
balk
cajole
dour
expound
exult
feasible
fiasco
fluctuate
harry
incognito
inscrutable
lethargy
métier
omniscient

Lesson 12

altercation
audacity
evince
exhort
expedient
galvanize
hue
hyperbole
implacable
incarcerate
incisive
lexicon
ominous
pertinent
sanction

Word List


 L1-21

Lesson 13

acquit
 adulation
 artful
 barrister
 bawdy
 chastise
 circumvent
 culinary
 deprecate
 frugal
 inert
 jocose
 latent
 myriad
 pernicious

Lesson 14

amicable
 bask
 charlatan
 enraptured
 fickle
 genial
 hoax
 juggernaut
 levity
 marital
 mundane
 naïve
 nocturnal
 novice
 obstreperous

Lesson 15

befuddle
 chutzpah
 complacent
 connive
 crass
 fallacy
 hypercritical
 indiscreet
 laudable
 liege
 noxious
 odium
 pandemonium
 parsimonious
 verbose

Lesson 16

linguistics
 pique
 plebeian
 precocious
 predatory
 prowess
 pugnacious
 purloin
 pusillanimous
 quell
 quixotic
 rabble
 rabid
 raconteur
 vindictive

Lesson 17

abscond
 agnostic
 caustic
 circumspect
 exodus
 penitent
 raillery
 renegade
 repose
 retribution
 scourge
 taciturn
 terse
 uncanny
 vindicate

Lesson 18

discordant
 expedite
 filibuster
 impregnable
 inherent
 invective
 irreverent
 pithy
 pristine
 prodigal
 subdued
 subjugate
 tenuous
 torpid
 xenophobia

Word List

L1-21

Lesson 19

approbation
arbiter
archetype
attrition
burgeon
commensurate
confluence
coup
epicurean
mellifluous
oeuvre
secular
vacuous
vagary
verdant

Lesson 20

accolade
belligerent
demur
derivative
dissident
fixed
insouciant
invidious
limpid
proliferate
ruminare
stipulate
tenet
vigilant
zeitgeist

Lesson 21

albeit
ancillary
asinine
august
autodidact
behest
conduit
dossier
indefatigable
indiscretion
martyr
osmosis
philatelist
picayune
semblance

Lesson One

U



Zoey **divulged** an embarrassing story her friend had told her in confidence.



The student fell asleep during the **insipid** lecture about rocks.



The **meticulous** janitor swept every inch of the floor.



LESSON ONE

L1

1. **divulge** (di vulj´) *v.* to tell; to reveal (as a secret)
The reporter was fired when she *divulged* information from a classified document.
syn: unveil; disclose *ant: conceal*
2. **abet** (ə bet´) *v.* to assist or encourage, especially in wrongdoing
Jim refused to *abet* the criminal's escape by hiding him in the basement.
syn: promote; incite *ant: impede; dissuade*
3. **ardor** (ar´ dr) *n.* an intense feeling of devotion or eagerness
The defending troops fought with *ardor* because the enemy would not be taking any prisoners.
syn: zeal *ant: indifference*
4. **dogmatic** (dôg mat´ ik) *adj.* arrogant and stubborn about one's beliefs
Because of the professor's *dogmatic* approach, the students were afraid to ask questions.
syn: dictatorial *ant: open-minded*
5. **insipid** (in sip´ id) *adj.* lacking flavor; dull; not at all stimulating
My mom wanted me to be an accountant, but I found the classes boring and *insipid*.
syn: flat; lifeless *ant: challenging*
6. **proclivity** (prô kli´ və tē) *n.* a natural leaning or tendency
Abigail's *proclivity* for history led her to write a book on the founders of her home town.
syn: propensity; inclination *ant: apathy*
7. **extraneous** (ek strā´ nē əs) *adj.* not essential; not constituting a vital part
The professor felt that the *extraneous* paragraph in the essay detracted from the more important information.
syn: irrelevant; superfluous *ant: essential; critical*
8. **coerce** (kô ûrs´) *v.* to force by using pressure, intimidation, or threats
Jerry preferred basketball, but his father *coerced* him into playing football.
syn: compel

9. **jaundiced** (jôn´ dist) *adj.* prejudiced; hostile
Tom had a *jaundiced* view of cable companies because of their poor customer service.
syn: skeptical; cynical *ant: believing; trusting*
10. **occlude** (ə klōōd´) *v.* to block the passage of
A large mass of clay *occluded* the water pipe, causing a dangerous rise in pressure.
syn: obstruct; impede *ant: advance; assist*
11. **meticulous** (mi tik´ yə ləs) *adj.* extremely, sometimes excessively, careful about small details; precise
With *meticulous* care, he crafted a miniature dollhouse for his daughter.
syn: fastidious *ant: sloppy*
12. **temerity** (tə mēr´ i tē) *n.* recklessness; a foolish disregard of danger
I couldn't believe that Bret had the *temerity* to bungee jump over a lake full of alligators.
syn: audacity *ant: prudence*
13. **rote** (rōt) *n.* a habitual, repetitive routine or procedure
Kristen memorized the piano sonata through *rote*, by practicing the song over and over until she could play it perfectly.
14. **ascribe** (ə skɪɪb´) *v.* to credit as to the cause or the source
The carpenter *ascribed* the rotten floorboards to a leaky roof.
syn: attribute; impute
15. **gregarious** (grɪ ɡâr´ ē əs) *adj.* sociable; fond of the company of others
Just before he was diagnosed with clinical depression, Raji went from being *gregarious* to being antisocial.
syn: genial; friendly *ant: reclusive*

EXERCISE ONE

Words in Context

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

divulge **abet** **temerity** **insipid**
gregarious **coerce** **jaundiced**

1. Jasmine had thought that her irresponsible days of _____ were far behind her until Kayla showed up at her door. After only three days of freedom from the county correctional facility, Kayla had begun her old scheming again. She went to the house to _____ Jasmine into helping her move a truckload of stolen goods to another state—an easy job, she claimed, and virtually no risk. It would even be fun, she claimed.
- “Let me get this straight. You’ve been out of jail for three days, and you already want me to _____ you in your scheme to commit a crime? Are you crazy?”
- Jasmine still had a[n] _____ attitude toward her sister because Kayla, prior to her first sentence, “borrowed” Jasmine’s car for a robbery and nearly got Jasmine arrested as a result.
- “Sorry, Kayla, but I’m quite happy with my _____, uneventful life. Please leave, and don’t come back.”

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

dogmatic **abet** **gregarious** **divulge**
extraneous **coerce** **meticulous**

2. Mr. Knight learned the _____ art of watchmaking during a three-year stay in Switzerland more than forty years ago. Since that time, he has spent countless evenings in his basement workshop assembling the tiny, complex machines. As a[n] _____ grandfather, Mr. Knight often invites his grandchildren to his shop, where they watch with amazement through a large magnifying glass and see a newly assembled pocket watch tick for the first time.
- “Watches are such perfect machines; there’s no room for _____ parts or over-engineering. And then, to see such a tiny machine operate under its own power—it amazes me every time.”
- When asked about his thoughts on the mass production techniques of modern watches, Knight revealed his _____ belief that Old World skills made watches much more valuable.
- “Oh, yes, the new watches are inexpensive and readily available, which fills the practical need, but they lack the sentiment and the many hours of craftsmanship that should go into a fine piece of jewelry.”
- “These watches,” he says as he points to a sparkling display cabinet, “have character.”
- Mr. Knight hopes someday to _____ the many secrets of his trade to his youngest grandson, who can then carry on the family tradition for years to come.

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

ardor
rote

jaundiced
ascribe

proclivity
occlude

divulge

3. Many spectators _____ Chris's ability to natural talent, but Chris is the first to claim that years of _____ were necessary to develop the skill to strike pennies thrown into the air with his arrows. A sportsman and Olympic hopeful, Chris discovered his _____ for archery at the early age of three. The secret of his success, he claims, is to compete with the same level of _____ at every event, no matter how small the prize, and to never allow previous victories to _____ the vision of your immediate goal.

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

COERCE
bulldoze, bully,
compel, influence,
menace, push

Stronger



Weaker

GREGARIOUS
amiable, cordial,
friendly, outgoing,
pleasant, warm

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

Extraneous

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. Rhea lacks *temerity*, so she definitely would not...
2. Because the tall hedge *occluded* the pretty view from the porch, Clayton decided to...
3. Hikers should avoid packing *extraneous* gear because...
4. History *ascribes* the cause of the American Revolution to...
5. A *jaundiced* judge might not be able to...
6. Anna's *meticulous* cleaning habits ensure that her room is always...
7. I made my psychiatrist promise not to *divulge* any...
8. My *dogmatic* English teacher refused to...
9. Mel thinks musicals are *insipid*, so when I asked her to see *Miss Saigon* with me, she...
10. Though they represented the minority opinion, the protesters argued with such *ardor* that they...
11. After two weeks, Jess was already sick of the *rote* involved in...
12. Lisa decided to *abet* the bank robber by...
13. I've never been *gregarious*, so at parties I tend to...
14. My boss tried to *coerce* me into attending the company picnic by...
15. Someone who has a *proclivity* for gardening might...

EXERCISE FIVE

E5

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *mal-* means “bad” or “evil.”

The root *bene* means “good.”

The root *dict* means “to speak.”

The root *vol* means “to wish.”

The root *fact* means “making, doing”; *factor* means “one who does.”

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

A. malevolent	D. benevolent
B. malediction	E. benediction
C. malefactor	F. benefactor
- After a biopsy, tumors are generally labeled _____ or _____.
- List as many other related words as you can that begin with either *mal-* or *bene*.

EXERCISE SIX

E6

Inference

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

- Since Dad had a handful of *extraneous* parts after assembling Kyle’s bicycle, Kyle might...
- If students complain about a teacher’s *insipid* lectures, the teacher should...
- Martin’s refusal to *divulge* the location of the military base probably means that the base is...

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.

The following passage explores the symptoms, causes, and effects of the sleep disorder narcolepsy.

Narcolepsy is a chronic disorder of the central nervous system. In the media, people with narcolepsy are often portrayed as falling asleep standing up in the middle of a large crowd. This experience actually accounts for a much smaller population of people living with narcolepsy.

- 5 Its symptoms are often more subtle, which makes it difficult to diagnose. Its major symptom, excessive daytime sleepiness (EDS), is present in all patients. Others include uncontrollable sleep attacks, hallucinations, sleep paralysis, and cataplexy, the sudden loss of muscle control. Patients often experience disturbances during nocturnal sleep as well. People living with
- 10 narcolepsy compare the sleepiness they experience to the feeling of trying to stay awake after not sleeping for a few days.

- During a sleep attack, the person suddenly falls asleep anywhere at any time for a period of a few seconds to over an hour. These attacks can be embarrassing, inconvenient, and even dangerous depending on where and
- 15 when they occur. Some people continue their activity while sleeping, yet have no memory of the event once they awake. When patients experience a sleep attack, they immediately enter REM (rapid eye movement) sleep, the stage one enters while dreaming. However, during normal sleep, people typically enter a period of REM after approximately ninety minutes.

- 20 Narcolepsy usually begins during the teenage years as EDS, which often goes undiagnosed until more frequent and severe symptoms develop over time. While the incidence of narcolepsy varies by country, it affects approximately 125,000 to 200,000 Americans. However, only approximately 50,000 people are properly diagnosed.

- 25 In 1999, scientists identified a narcolepsy gene that is responsible for some cases. The mutated gene allows cells in the brain's hypothalamus to receive messages from other cells, which causes improper communication and abnormal sleeping patterns. Although it sometimes runs in families, only between eight to twelve percent of patients know of a relative with the
- 30 condition. Diagnosis can be made instantly if the patient has a history of EDS and cataplexy. Laboratory tests, such as those that monitor brain waves or the onset of REM sleep, can be completed to confirm the diagnosis. A

genetic blood test can also be performed to check for narcolepsy, but its conclusions do not prove the existence of the disorder.

- 35 Although narcolepsy is not a fatal disorder, it is **chronic**. There is no cure, but daily symptoms can be managed. Medications to control cataplexy symptoms can be quite effective in reducing life-altering symptoms. Patients can also learn what triggers their symptoms so they can avoid these situations. Many triggers for narcolepsy include poor nighttime sleep
- 40 habits, a lack of caffeine, remaining sedentary for too long, and eating heavy meals. By maintaining a consistent exercise routine, narcolepsy patients can also boost the energy levels they need to sustain themselves throughout the day. By making friends and family aware of these triggers, patients can avoid social situations that could potentially put them in dangerous
- 45 or compromising situations. By building a support system to help make life feel as normal as possible, people with narcolepsy can live successful, fulfilling lives. ●

- 1. Which of the following symptoms occurs in all narcolepsy patients?**
 - A. hallucinations
 - B. sleep attacks
 - C. cataplexy
 - D. daytime sleepiness
 - E. sleep apnea
- 2. What is the author's tone in this passage?**
 - A. indifferent
 - B. informative
 - C. concerned
 - D. fascinated
 - E. light-hearted
- 3. Which of the following quotations best supports the idea that narcolepsy is unpredictable?**
 - A. "...[patients] immediately enter REM...sleep, the stage one enters while dreaming."
 - B. "Patients often experience disturbances during nocturnal sleep as well."
 - C. "Narcolepsy is a chronic disorder of the central nervous system."
 - D. "People...compare the sleepiness...to...trying to stay awake after not sleeping for a few days."
 - E. "Some people continue their activity while sleeping..."

4. **If the author were to add an extra paragraph to this passage, which topic would fit best?**

- A. an exploration of how narcolepsy is portrayed in the media
- B. an argument for why people with narcolepsy shouldn't drive
- C. a description of a typical day for a person with narcolepsy
- D. a discussion about the impact of other sleep disorders
- E. a call for donations for further narcolepsy research

5. **Which of the following statements is true when it comes to diagnosing narcolepsy?**

- A. Most people experience the first symptoms in their teenage years.
- B. The symptom cataplexy can be spotted through tightening muscles.
- C. There is no evidence to suggest that narcolepsy is hereditary.
- D. Doctors can diagnose narcolepsy only through laboratory tests.
- E. Hallucinations are often the first sign of narcolepsy.

6. **The author provides some statistics about narcolepsy:**

“While the incidence of narcolepsy varies by country, it affects approximately 125,000 to 200,000 Americans. However, only approximately 50,000 people are properly diagnosed.”

What do these statistics suggest about a narcolepsy diagnosis?

- A. Narcolepsy is rarely accepted as an official sleep disorder.
- B. Doctors often ignore symptoms until the symptoms become severe.
- C. Many people refuse to be tested for the disorder.
- D. The disorder can go undetected or be misdiagnosed.
- E. Some people do not seek medical attention for their symptoms.

7. **According to paragraphs 2–3, which of the following statements is true about narcolepsy?**

- A. It appears most frequently in childhood.
- B. It is a similar disorder to sleepwalking.
- C. It can be cured with medication.
- D. It is unaffected by the hypothalamus.
- E. It can interfere with daily life tasks.

8. In paragraph 5, the author states, “Although narcolepsy is not a fatal disorder, it is chronic.” In this context, what does the word *chronic* most likely mean?
- A. nocturnal
 - B. hopeless
 - C. lifelong
 - D. safe
 - E. severe
9. What is the main idea of the last paragraph?
- A. Narcolepsy is a manageable sleep disorder with the right support.
 - B. People with narcolepsy live complicated and difficult lives.
 - C. If not managed correctly, narcolepsy can be debilitating and dangerous.
 - D. People with narcolepsy can live a life exactly like anyone else.
 - E. Narcolepsy requires lifestyle changes that are inconvenient for most people.
10. According to the passage, which method is the least effective for diagnosing narcolepsy?
- A. monitoring brain waves
 - B. monitoring REM sleep
 - C. recording episodes of cataplexy
 - D. taking a genetic blood test
 - E. having a history of EDS