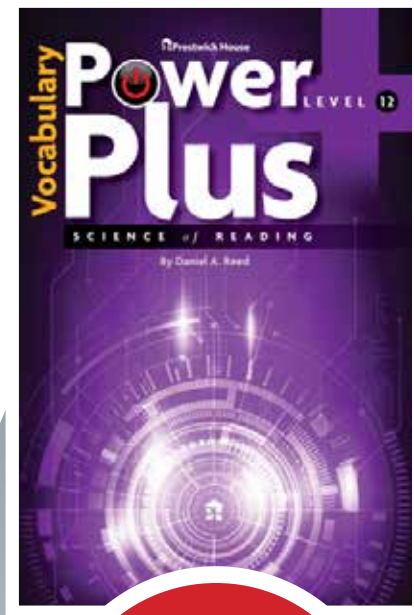




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ISBN: 978-1-62019-379-2

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

Strategies for Completing Activities

L12

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
öö	—	full
u	—	pun
ū	—	you
ü	—	confusion
û	—	purr
ə	—	about, system, supper, circus
oi	—	toy
îr	—	steer

Word List

L1-21

Lesson 1

arable
 camaraderie
 desiccate
 equanimity
 frangible
 interminable
 litany
 lugubrious
 moratorium
 replete
 truncate
 ubiquitous
 vernacular
 wrenching
 zealous

Lesson 2

brigand
 carte blanche
 contemptuous
 cosmopolitan
 donnybrook
 incantation
 interlocutor
 metamorphosis
 nomenclature
 nonchalant
 procrustean
 rife
 sophistry
 stygian
 vestige

Lesson 3

abstemious
 archaic
 arrogate
 atelier
 axiom
 dulcet
 expurgate
 iniquity
 patronizing
 pellucid
 peremptory
 perspicacious
 scapegoat
 talisman
 vacillate

Lesson 4

apocryphal
 catharsis
 crepuscular
 efficacious
 estrange
 internecine
 intrinsic
 inundate
 kudos
 maxim
 putrid
 revere
 risible
 servile
 sybaritic

Lesson 5

anomaly
 compendium
 comprise
 consternation
 coterie
 disconcert
 eidetic
 expiate
 flippancy
 foist
 incongruous
 innocuous
 plethora
 preamble
 vitriolic

Lesson 6

accoutrement
 antediluvian
 contrive
 haughty
 hubris
 imbroglio
 peregrination
 platitude
 prognosticate
 quotidian
 sanctimonious
 scullion
 sectarian
 stringent
 venerate

Word List

L1-21

Lesson 7

anecdote
churlish
coeval
cogent
convoluted
dilatatory
entreat
gibberish
incumbent
inimical
livid
lurid
nexus
promulgate
staid

Lesson 8

aleatory
allay
ameliorate
asperity
exegesis
inveigh
lionize
otiose
pander
profligate
puerile
recalcitrant
renunciation
unimpeachable
vitiare

Lesson 9

benign
blithe
bumpkin
corroborate
culpable
frenetic
hortatory
indecorous
orotund
penultimate
pervasive
provocative
recrimination
soporific
toady

Lesson 10

benign
blithe
bumpkin
corroborate
culpable
frenetic
hortatory
indecorous
orotund
penultimate
pervasive
provocative
recrimination
soporific
toady

Lesson 11

bulwark
canard
cortege
crescendo
demotic
disingenuous
dogged
etymology
impresario
intransigent
malaise
requisite
simian
solecism
wont

Lesson 12

assiduous
bellicose
compunction
condescending
epiphany
panacea
physiognomy
propensity
pulchritude
revel
rhapsodize
sepulcher
umbrage
volute
wizened

Word List


 L1-21

Lesson 13

analgesic
conflagration
discretionary
draconian
florid
flummox
fractious
histrionics
implicate
moribund
noisome
punctilious
turpitude
unpalatable
veritable

Lesson 14

artisan
boondoggle
curmudgeon
fiduciary
inculcate
indiscernible
moiety
opprobrium
phlegmatic
potentate
protégé
reciprocate
repugnant
tenable
virulent

Lesson 15

appellation
autonomy
chthonian
coagulate
extirpate
gustatory
jurisprudence
malevolent
misanthrope
peripatetic
prominent
puissance
scion
supercilious
tutelary

Lesson 16

arcane
bourgeois
exculpate
indefeasible
matriculate
mercurial
nascent
paladin
salubrious
sine qua non
squelch
tangential
trenchant
tyro
vicissitude

Lesson 17

alimentary
ascetic
attenuate
attribute
celerity
congenital
depravity
discourse
encomium
ethereal
megalomania
mutable
primordial
remuneration
tactile

Lesson 18

cumulative
exhilaration
extricate
goad
impunity
lithe
poignant
propriety
pundit
satiare
superfluous
surfeit
trite
venial
vituperative

Word List

L1-21

Lesson 19

abjure
dissipate
extant
fulsome
inchoate
inveterate
propitious
rescind
schism
spurious
stentorian
transient
tremulous
unwieldy
utilitarian

Lesson 20

acme
cerebral
conundrum
deleterious
discerning
echelon
hypocrisy
idyllic
malingering
nondescript
punitive
relegate
serendipity
soluble
waive

Lesson 21

abrogate
analects
anomie
apostasy
cognizant
extrinsic
factotum
febrile
magniloquent
outré
parity
propinquity
prosaic
supine
surreptitious

Lesson One

U



The **lugubrious** abandoned mansion was covered in spiderwebs.



The winner handled her **frangible** glass trophy carefully.



The wait to see a doctor in the emergency room was **interminable**.



LESSON ONE

L

1. **camaraderie** (kā mə rā' də rē, kām rā) *n.* rapport and goodwill
The coach attributed the team's success to the *camaraderie* among the players.
syn: friendship; amity *ant: enmity; hostility*

2. **litany** (li' tə nē) *n.* a long, repetitive, or dull account
The dissatisfied customer read a *litany* of complaints to the company representative.

3. **wrenching** (rench' ing) *adj.* causing mental or physical pain
The *wrenching* photographs of the starving children prompted Mike to send a donation.
syn: distressing; agonizing *ant: pleasant; comforting*

4. **arable** (ar' ə bəl) *adj.* suitable for cultivation of land
Death Valley and the Badlands are both characterized by their lack of *arable* soil.
syn: fertile; fecund *ant: barren; infertile*

5. **desiccate** (des' i kāt) *v.* to dry out; to remove moisture
Janet *desiccates* flowers and then uses them to make wreaths.
syn: dehydrate *ant: moisten; dampen*

6. **vernacular** (vər nak' yə lər) *n.* everyday language
Using slang or *vernacular* in a formal term paper is usually inappropriate.

7. **replete** (ri plēt') *adj.* full; abundant
The anglers were happy to find their stream *replete* with trout.
syn: abounding; rife *ant: lacking; empty*

8. **moratorium** (môr ə tōr' ē əm) *n.* a suspension of activity; an authorized delay
The warring factions declared a *moratorium* on combat during the peace talks.
syn: cessation; postponement *ant: rush; continuation*

9. **ubiquitous** (yōō bik' wi tās) *adj.* occurring or seeming to occur everywhere; omnipresent
The camping trip was horrible; the mosquitoes were *ubiquitous* and hungry.
syn: universal *ant: nonexistent*
10. **frangible** (fran' jə bəl) *adj.* fragile; easy to break
Mom seldom removed the *frangible*, antique dishes from the cabinet.
syn: delicate; breakable *ant: sturdy; strong*
11. **lugubrious** (lə gōō' brē əs) *adj.* mournful; gloomy
The *lugubrious* funeral scene temporarily interrupted the comic tone of the play.
syn: somber; depressing *ant: joyful*
12. **equanimity** (ēk wə nim' i tē) *n.* composure; calmness
Oddly enough, the plaintiff recounted the story of her attack with perfect *equanimity*.
syn: poise; sangfroid *ant: anxiety; agitation*
13. **zealous** (zel' əs) *adj.* fervent; fanatical
The *zealous* gardener planted so many flowers that a number of them did not have the necessary space in which to grow.
syn: passionate; enthusiastic *ant: uninterested; indifferent*
14. **interminable** (in tūr' mə nə bəl) *adj.* tiresome and long; seemingly endless
The last few hours of school before the holiday vacation seemed *interminable*.
syn: tedious *ant: fleeting; limited*
15. **truncate** (trung' kāt) *v.* to shorten
The candidate *truncated* his campaign because of a family illness.
syn: abridge; abbreviate *ant: lengthen; increase*

EXERCISE ONE

Words in Context

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

litany **truncate** **lugubrious** **camaraderie**
equanimity **interminable** **zealous**

1. Tony brushed the rain off his jacket as he walked through the glass doors to the school. It was a[n] _____ Saturday morning, so Tony was happy that the assessment test was not scheduled for a beautiful spring day. He sat down with his answer booklet, and the test proctor began the standard, twenty-minute _____ of instructions, as though the _____, four-hour test were not long enough without the elaborate directions. Tony, not at all nervous after having taken the test three times already, listened to the proctor with _____; however, some of the more _____ test-takers anxiously tapped their No. 2 pencils, eager to begin filling in the hundreds of tiny circles on their answer sheets.

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

frangible **desiccate** **arable** **ubiquitous**
replete **vernacular** **zealous**

2. Abby had taken Spanish in high school, but she had trouble understanding the shopkeeper's _____. The little shop was _____ with the same types of things that tourists often needed, such as film, medicine, and long-distance phone cards; a shelf in front of the counter contained the hundreds of keychains, coffee mugs, old, _____ hard candies, and tee shirts _____ in every souvenir shop. A row of _____ vases and pottery on a shelf behind the counter caught Abby's eye, but she had actually come in to ask about the exotic plants growing in the _____ plot outside, behind the store.

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

litany **truncate** **camaraderie** **wrenching**
moratorium **arable** **desiccate**

3. After the _____ on racing during a storm had been lifted and the track dried, spectators watched the _____ and ease among members of the pit crews as they made adjustments to cars in the minutes before drivers could return to the track. Despite the excitement in the air, the whole scene was depressing for Miles, a former driver who had to watch the race from the stands. The eight titanium pins holding his leg bones together never let him forget the _____ injury that had _____ his once-promising racing career.

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	 <p>REPLETE bursting, complete, packed, plentiful, stuffed, teeming</p>	Stronger
_____		_____
_____		_____
_____		_____
_____		_____



Weaker	 <p>UBIQUITOUS commonplace, global, prevalent, universal, widespread, worldwide</p>	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

Zealous

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. When Angie complained about having to do chores for her allowance, her dad began his usual *litany* about...
2. The *interminable* wait at the checkout line made Raymond decide...
3. The NCAA imposed a brief *moratorium* on Central University's football games when several athletes...
4. Giles tried to suppress his *wrenching* memories of...
5. When you pack the boxes for the move, put the *frangible* items...
6. Dirk began to question the *camaraderie* of his teammates when one of them...
7. It's difficult to maintain one's *equanimity* when...
8. Bill likes comic poems, but Sylvia prefers *lugubrious* ones that...
9. The pioneers *desiccated* some of the beef so that they...
10. Between innings, one of the *zealous* fans at the game...
11. The actor became frustrated when the *ubiquitous* tabloid reporters...
12. The cooler at the picnic was *replete* with...
13. Anita wanted a home with an *arable* yard where she...
14. Shelly used common *vernacular* to identify the animals, but the zoology professor wanted her to...
15. You will need to *truncate* your award speech if you find out...

EXERCISE FIVE

E5

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *ortho*– means “straight” or “correct.”

The prefix *hetero*– means “different.”

The prefix *homo*– means “same.”

The roots *dogm* and *dox* mean “belief.”

The root *gen* means “type.”

The suffix *–logy* means “word.”

- Using *literal* translations as guidance, define the following words without using a dictionary.
 - dogmatic
 - heterodox
 - homogenous
 - orthodox
 - doxology
 - heterogeneous
- If *para*– means “beyond,” then a *paradox* is something that is _____.
- List as many words as you can think of that begin with the prefix *ortho*–.
- What is *homogenized* milk?
- Give an example of a *dogma*.
- List as many words as you can think of that contain the root *gen*.

EXERCISE SIX

E6

Inference

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

1. If you have *arable* ground on your property, then you might consider...
2. That is a *ubiquitous* species of tree, so don't be surprised if, during your vacation abroad, you...
3. If you are bored, and the weather is *lugubrious*, you might...

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 expansion of the Roman Empire spanned centuries. This passage focuses on the impact of one of its emperors, Hadrian, and the wall he built, which has become a historical landmark in the United Kingdom.

The idiom "drawing a line in the sand" denotes a boundary opponents should not cross. These lines can be **intangible**, verbal warnings easily forgotten, or concrete obstructions visible to all parties. The Great Wall of China, undoubtedly the most famous of these lines, was built to protect citizens from invading Mongols. Another such "line in the sand" stretches across the northern region of England, near the Scottish border.

Roman armies first invaded Britain in 54 BCE, as Julius Caesar sought to secure his empire in Gaul by subduing British Celts, who were supplying his enemies. He succeeded and then left the country at peace. One hundred years later, Emperor Claudius resumed efforts to conquer Britain, and he established a presence in the lowlands. As his enemies moved north and continued to harass Roman troops, Claudius expanded Roman territory, eventually securing land almost as far as present-day Scotland.

In 117 AD, Emperor Hadrian shifted the military's focus to protecting rather than expanding the Empire. Known for avoiding military conflict and building permanent defenses, Hadrian ordered the construction of a

wall in northern Britain running from the Irish Sea on the West to the North Sea on the East. Disorganized tribes in the North Country of Britain had never acclimated to Roman rule and were becoming increasingly vociferous in proclaiming their unhappiness. Hadrian recognized the need to control the influence of those destructive forces, nibbling at the edges of the Empire. Work on the wall began in 122; within six years, Hadrian's line in the sand was established.

Spanning an impressive 73 miles, Hadrian's Wall, when completed, stood 15 feet high and spread 8 to 10 feet wide. For those protected by the wall, it marked the end of the civilized world. Beyond the barricade lay death, destruction, and unknown cultures. However, the wall was not designed as an **impermeable** barrier. Seventeen gates spaced along the wall permitted limited interaction between Roman subjects and the barbarians outside it. In addition to offering protection, the wall allowed Roman officials to control all trade with northern tribes, taxing any goods passing through its gates. The completion of Hadrian's vision to simultaneously protect and connect this dangerous portion of the Roman Empire must have been quite satisfying to him.

While lacking the architectural flourishes and grandeur of the Great Wall, Hadrian's Wall stands as a testament both to Roman achievement in Britain and to its limits. A visual symbol of Rome's might, the wall has survived far longer than Roman rule in Britain, which ended around 400 AD. ●

1. **In paragraph 1, the author states that “lines can be intangible, verbal warnings easily forgotten, or concrete obstructions visible to all parties.”**

In this context, what is the best synonym for the word *intangible*?

- A. intellectual
 - B. unclear
 - C. non-physical
 - D. airy
 - E. ghostly
2. **What is the purpose of the second paragraph?**
- A. It identifies two Roman emperors who held more influence than Hadrian did.
 - B. It explains the impact of the Roman Empire's expansion on local tribes.
 - C. It demonstrates why Julius Caesar is considered the greatest Roman emperor.
 - D. It provides context for why the Roman Empire needed to conquer other tribes.
 - E. It outlines the history of Roman expansion before Hadrian's rule.

3. **Which quotation supports the idea that the Roman Empire was an unstoppable force?**
- A. "...secure his empire in Gaul by subduing British Celts, who were supplying his enemies."
 - B. "...expanded Roman territory, eventually securing land almost as far as present-day Scotland."
 - C. "He succeeded and then left the country at peace."
 - D. "...his enemies moved north and continued to harass Roman troops..."
 - E. "One hundred years later, Emperor Claudius resumed efforts to conquer Britain..."
4. **How did Hadrian differ from the emperors who came before him?**
- A. He saw the advantages of focusing on coastal territories.
 - B. He wanted to move his troops back to Rome.
 - C. He hoped to conquer more of northern Europe.
 - D. He focused on protecting the territory they had.
 - E. He brutalized local tribes to keep the Empire strong.
5. **The author writes that the rebellious tribes in Britain were "nibbling at the edges of the Empire." What does this imagery suggest about the tribes?**
- A. They struggled to fight back against the Empire.
 - B. Their cultural influence started to affect the citizens of Rome.
 - C. They were barely a threat to the power of the Empire.
 - D. Their dissatisfaction threatened to slowly diminish the Empire.
 - E. They used too many of the Empire's resources.
6. **In paragraph 4, the author writes:**
- "For those protected by the wall, it marked the end of the civilized world. Beyond the barricade lay death, destruction, and unknown cultures."
- What is the effect of this exaggeration?**
- A. It highlights the issues the Romans faced daily.
 - B. It suggests that anywhere outside of the wall was unlivable.
 - C. It emphasizes the fear associated with outsiders of the Empire.
 - D. It shows how the Romans were cowardly without protection.
 - E. It stresses the importance of Roman expansion throughout Europe.

7. In lines 27–28, the author states that the wall “was not designed as an impermeable barrier.” In this context, *impermeable* most nearly means
- A. impassable.
 - B. unending.
 - C. impressive.
 - D. mysterious.
 - E. permanent.
8. How did Hadrian’s Wall affect trade for the Roman Empire?
- A. It enhanced the Empire’s ability to expand and conquer.
 - B. It created a greater need to protect the land they held.
 - C. It helped relations between the British tribes and the Romans.
 - D. It promoted stronger economic relationships with other countries.
 - E. It boosted the respect of the Roman people for Hadrian.
9. What does the passage imply about Hadrian’s Wall?
- A. It argues that the wall was not necessary for the Empire’s expansion.
 - B. It separated the British tribes from their homeland and families.
 - C. It shows that protecting the Empire was never a priority.
 - D. It made Hadrian look like one of the weakest emperors.
 - E. It succeeded in protecting the Empire and improving its economy.
10. Based on the passage, which of the following is a true statement about Hadrian’s Wall?
- A. It outlined the entirety of the Roman Empire.
 - B. It connected an otherwise hostile area of the Empire.
 - C. It was the most impressive engineering feat of its time.
 - D. It did not have the protective abilities that Hadrian had expected.
 - E. It was modeled after China’s Great Wall.