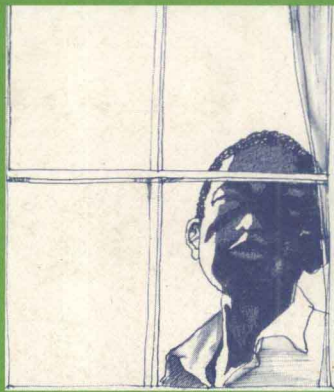


VOCABULARY THROUGH PLEASURABLE READING

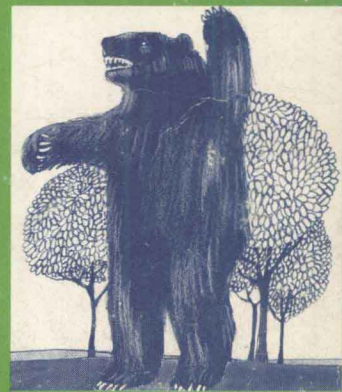
BOOK II



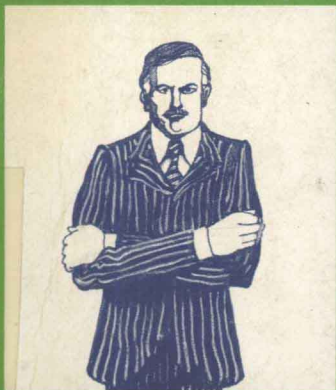
The Adventures of Tom Sawyer



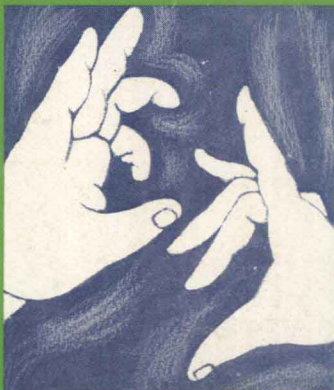
Up From Slavery



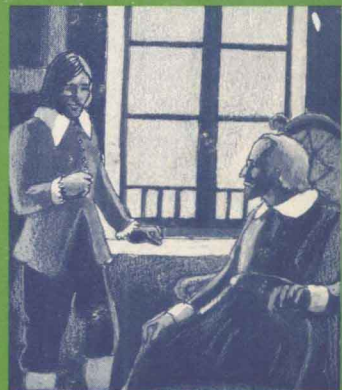
The Yearling



Life With Father



The Heart Is a Lonely Hunter



Robinson Crusoe

HAROLD LEVINE

VOCABULARY THROUGH PLEASURABLE READING BOOK II

By **HAROLD LEVINE**

Author of

English Alive (Grammar)
English Alive (Complete Edition)
English: A Comprehensive Course
Comprehensive English Review Text
Vocabulary for the College-Bound Student
Vocabulary for the High School Student
Vocabulary Through Pleasurable Reading, Books I and II
Vocabulary and Composition Through Pleasurable Reading,
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Dedicated to serving



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ABOUT THIS BOOK

It is not necessary for the student to have studied *Vocabulary Through Pleasurable Reading—Book I* to use this book. Though Book II continues the work of Book I on a somewhat higher level of challenge, it is nevertheless an independent volume. Whenever a topic discussed in Book I is further developed in this book, it will first be reviewed. The student will therefore be able to learn successfully from this volume even if he has not previously used Book I.

This book has a twofold purpose: To broaden the student's vocabulary and to make him a better reader. It is based on the conviction that good literature can provide the student not merely with pleasure, but also with the vocabulary and reading skills that he vitally needs. Accordingly, the heart of each of the sixteen units in this book is an unusually interesting passage from a widely read work, such as *The Adventures of Tom Sawyer*, *Up From Slavery*, *Robinson Crusoe*, *The Pearl*, *An Occurrence at Owl Creek Bridge*, or *Hot Rod*. This carefully chosen passage is the inspiration for all the learning in the unit.

Following each passage is a variety of challenging activities. Their function is to improve the student's vocabulary and reading skill—and, as enrichment, his spelling and usage, too. Here is a description of these activities:

- **UNDERSTANDING WHAT YOU HAVE READ** helps the student to understand and enjoy the passage by asking him questions about what it states and implies. A special section early in the book teaches him how to arrive at the right answers to reading comprehension questions.
- **LEARNING NEW WORDS** arranges the important vocabulary of the passage for easy study and provides a clear illustrative sentence for each word taught.
- **APPLYING WHAT YOU HAVE LEARNED** asks the student to use his new words in a variety of activities that are fun to do, including a common-sense quiz, a synonym-antonym exercise, and a picture quiz.

- **LEARNING SOME DERIVATIVES** trains the student in forming and using derivatives, so that when he learns the word *submit*, for example, he will also be able to use *submissive*, *submissively*, and *submission*.

- **IMPROVING YOUR SPELLING** teaches an important spelling rule—for example, the rule for forming the plural of nouns ending in *f* or *fe*—and provides drills for mastery.

- **CORRECT USAGE** instructs the student in a principle of usage, such as the agreement of subject and verb.

Once a word or principle has been taught, it recurs in the text. Therefore, as the student progresses, he will also be reviewing. In addition, a *Review* battery follows every four units, testing the vocabulary, derivatives, usage, and spelling taught in those units.

A new word does not become a part of a student's vocabulary until he has used it. Therefore, he must be encouraged to use his new words in his responses in class, in compositions, and in conversations. He must be encouraged, too, to read for pleasure—hopefully, some of the works introduced in this volume—and to consult the dictionary for the meanings of unfamiliar words.

Let us now turn to the first reading selection, a passage from one of America's most famous novels, in our quest to improve **VOCABULARY THROUGH PLEASURABLE READING**.

H. L.

FOR YOUR READING PLEASURE

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GROUP I/Reading Selections 1-4

READING SELECTION 1

On his way to school, Tom Sawyer meets Huckleberry Finn, son of the village drunkard. The respectable boys of the town have been forbidden to associate with Huck, but that makes them enjoy Huck's company all the more. Tom has a long conversation with Huck, and, as a result, he arrives at school late.



from

The Adventures of Tom Sawyer

by Mark Twain

When Tom reached the little isolated frame schoolhouse, he strode in briskly, with the manner of one who had come with all honest speed. He hung his hat on a peg and flung himself into his seat with businesslike alacrity. The master, throned on high in his great splint-bottom arm-chair, was dozing, lulled by the drowsy hum of study. The interruption roused him.

"Thomas Sawyer!"

Tom knew that when his name was pronounced in full, it meant trouble.

"Sir!"

"Come up here. Now, sir, why are you late again, as usual?"

Tom was about to take refuge in a lie, when he saw two long tails of yellow hair hanging down a back that he recognized by the electric sympathy of love; and by that form was *the only vacant place* on the girls' side of the schoolhouse. He instantly said:

"I STOPPED TO TALK WITH HUCKLEBERRY FINN!" The master's pulse stood still, and he stared helplessly. The buzz of study ceased. The pupils wondered if this foolhardy boy had lost his mind. The master said:

"You - you did what?"

"Stopped to talk with Huckleberry Finn."

There was no mistaking the words.

“Thomas Sawyer, this is the most astounding confession I have ever listened to. No mere ferule will answer for this offense.
25 Take off your jacket.”

The master’s arm performed until it was tired and the stock of switches notably diminished. Then the order followed:

“Now, sir, go and sit with the *girls!* And let this be a warning to you.”

30 The titter that rippled around the room appeared to abash the boy, but in reality that result was caused rather more by his worshipful awe of his unknown idol and the dread pleasure that lay in his high good fortune. He sat down upon the end of the pine bench and the girl hitched herself away from him with a
35 toss of her head. Nudges and winks and whispers traversed the room, but Tom sat still, with his arms upon the long, low desk before him, and seemed to study his book.

By and by attention ceased from him, and the accustomed school murmur rose upon the dull air once more. Presently the
40 boy began to steal furtive glances at the girl. She observed it, “made a mouth” at him and gave him the back of her head for the space of a minute. When she cautiously faced around again, a peach lay before her. She thrust it away. Tom gently put it back. She thrust it away again, but with less animosity. Tom
45 patiently returned it to its place. Then she let it remain. Tom scrawled on his slate, “Please take it – I got more.”

Line 4. *alacrity*: liveliness

Line 24. *ferule*: ruler used in punishing children

Line 30. *abash*: embarrass

Line 40. *furtive*: secret

Understanding What You Have Read

In the blank space, write the *letter* of the choice that best completes the statement or answers the question.

1. Tom tells the truth when asked to explain why he is late because he _____.
 - A. sees it is no use to lie
 - B. wants to make the girls feel sorry for him
 - C. wishes to entertain the class
 - D. wants to sit next to the yellow-haired girl
2. At no time in the passage does _____.
 - A. the master stop watching the pupils
 - B. Tom study his book
 - C. the class stop paying attention to Tom
 - D. the yellow-haired girl take her eyes off Tom
3. The passage suggests that _____.

- A. Tom has often been punished by the master
 - B. the pupils are absolutely quiet when they study
 - C. except for Tom, the behavior of the class is perfect
 - D. Tom is usually on time
4. Of all present, who LEAST suspects Tom's true purpose in telling the truth? ____
- A. the master
 - B. the pupils on the boys' side
 - C. the yellow-haired girl
 - D. the other girls
5. The yellow-haired girl ____.
- A. pays no attention to Tom
 - B. shows some interest in Tom
 - C. hates Tom
 - D. asks to have her seat changed

Going Over the Answers To get the right answers to questions like the ones you were just asked, follow one simple rule: *never guess!* The proof for every right answer is in the passage. Do not put down any answer as correct unless you have found the proof for it in the passage.

Here are the correct answers to the questions you have just done. Pay attention to the reasoning used in arriving at these answers.

QUESTION 1: *Why the Correct Answer Is D:*

The "electric sympathy of love" attracts Tom to the yellow-haired girl. At the same time he notices that the only seat not taken on the girls' side is next to her. *Instantly*, he forms a plan and puts it into operation: he will *not* lie to escape punishment for being late. He will tell the truth about having been with Huck Finn because that will result in the punishment of being ordered to "go and sit with the girls." Nothing can please Tom more at this moment than the punishment of sitting next to the yellow-haired girl.

Why the Other Answers Are Wrong:

A. According to the passage, Tom is aware that lying can provide him with a *refuge*, or shelter, from punishment. Therefore, to lie might have been of some use to him.

B. Nothing in the passage shows that Tom gives any thought to the *girls*. The passage shows clearly that he is interested only in *one* girl.

C. The passage makes it clear that the reason for Tom's telling the truth is to sit near the yellow-haired girl—not to entertain the class.

QUESTION 2: *Why the Correct Answer Is B:*

Examine every reference to Tom and you will see that at no

time did he study his book. At one point he *seemed* to study his book, which means that he did *not* study.

Why the Other Answers Are Wrong:

- A. The master cannot watch the class while he is *dozing*.
- C. After a while, the class stops paying attention to Tom and returns to the “accustomed school murmur” of studying.
- D. The yellow-haired girl took her eyes off Tom when she “gave him the back of her head for the space of a minute.”

QUESTION 3: *Why the Correct Answer Is A:*

At least four statements in the passage suggest that Tom has often been punished by the master.

- (1) “Tom knew that when his name was pronounced in full, it meant trouble.”
- (2) “Now, sir, why are you late again, as usual?”
- (3) “Tom was about to take refuge in a lie” (probably, refuge from punishment by the master).
- (4) “No mere ferule will answer for this offense.” (This suggests that Tom has been hit with a ferule, or ruler, before for previous offenses.)

Why the Other Answers Are Wrong:

- B. The passage suggests that the pupils are noisy when they study: “the drowsy hum of study” and “the accustomed school murmur.”
- C. The behavior of the class is not perfect. The pupils *titter*, and they exchange *nudges*, *winks*, and *whispers*.
- D. Tom is usually late: “Now, sir, why are you late again, as usual?”

QUESTION 4: *Why the Correct Answer Is A:*

If the master had suspected Tom’s true purpose, he would not have sent Tom to sit next to the yellow-haired girl.

Why the Other Answers Are Wrong:

- B. and D. Tom’s classmates quickly see Tom’s scheme, as shown by their “nudges and winks and whispers” and “the titter that rippled around the room.”
- C. The yellow-haired girl knows Tom is flirting with her because she “hitched herself away from him with a toss of her head . . . ‘made a mouth’ at him and gave him the back of her head.”

QUESTION 5: *Why the Correct Answer Is B:*

The yellow-haired girl shows interest in Tom. She watches Tom and observes that he is stealing glances at her. She gives him the back of her head, but only for “the space of a minute.” She apparently will accept Tom’s gift of a peach.

Why the Other Answers Are Wrong:

- A. The passage shows that except for the space of a minute, when she gives Tom the back of her head, the yellow-haired girl

pays complete attention to Tom.

C. It is a mistake to think that the yellow-haired girl *hates* Tom when she hitches herself away from him, or “makes a mouth,” or gives him the back of her head, or at first refuses the peach. She does these things to flirt with Tom. She obviously *likes* him.

D. The yellow-haired girl does *not* ask to have her seat changed.

To sum up, to get the right answer,

1. Don't guess.

2. Find the proof for the right answer *in the passage*.

3. Check out the other answers to see why they are wrong. This will give you added proof that you have chosen the right answer.

Learning New Words

<i>Line</i>	<i>Word</i>	<i>Meaning</i>	<i>Typical Use</i>
44	animosity (<i>n.</i>) ,an-ə-'mäs- ə-tē	ill will; resentment; hostility (<i>ant. good will</i>)	The old enemies have become friends. There is no longer any <i>animosity</i> between them.
23	astounding (<i>adj.</i>) ə-'staünd-in	filled with bewildered wonder; astonishing; amazing; surprising	When Bud, who had never pitched before, struck out the first three batters, we couldn't believe our eyes. It was an <i>astounding</i> performance.
2	briskly (<i>adv.</i>) 'brisk-lē	in a <i>brisk</i> (lively) manner; quickly; energetically (<i>ant. sluggishly</i>)	The students who are slowest in coming to class usually leave <i>briskly</i> at the bell. The mountain stream flows <i>sluggishly</i> until the rainy season, when it becomes a raging torrent.
27	diminish (<i>v.</i>) də-'min-ish	become or make smaller in amount, size, or importance; lessen; decrease (<i>ant. increase</i>)	At first my headache was unbearable, but after a while the pain <i>diminished</i> .
5	doze (<i>v.</i>) 'dōz	sleep lightly; be half asleep; nap	A slight noise will awake me if I am <i>dozing</i> , but not if I am sound asleep.

III. Synonyms and Antonyms

Fill the blanks in column A with the required synonyms or antonyms, selecting them from column B.

Column A

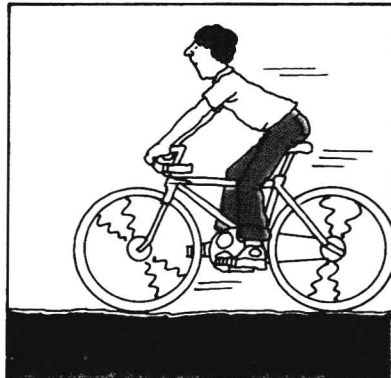
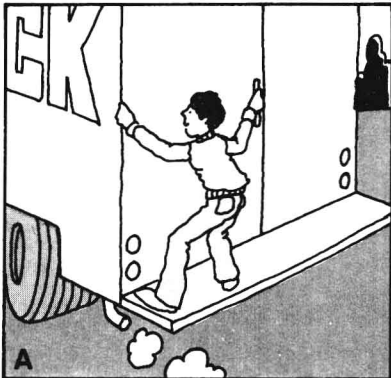
Column B

- | | | |
|-------|---|------------|
| _____ | 1. synonym for <i>unoccupied</i> | foolhardy |
| _____ | 2. synonym for <i>surprising</i> | animosity |
| _____ | 3. antonym for <i>wary</i> | titter |
| _____ | 4. synonym for <i>shelter</i> | astounding |
| _____ | 5. synonym for <i>nap</i> | idol |
| _____ | 6. antonym for <i>good will</i> | doze |
| _____ | 7. antonym for <i>increase</i> | briskly |
| _____ | 8. antonym for <i>sluggishly</i> | vacant |
| _____ | 9. synonym for <i>giggle</i> | diminish |
| _____ | 10. synonym for <i>worshiped person</i> | refuge |

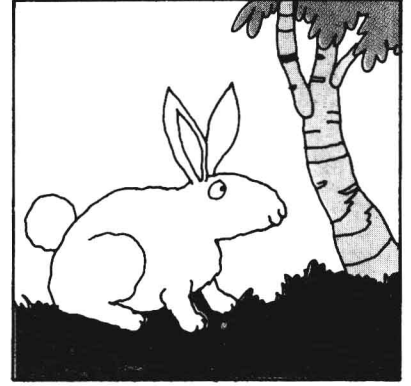
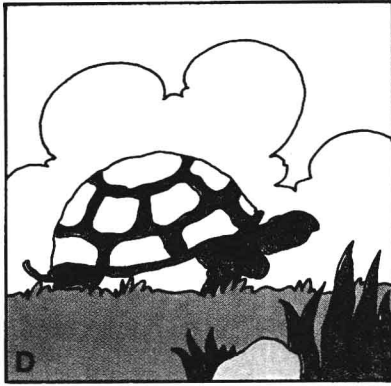
IV. Picture Quiz

In the blank space, write the *letter* of the picture that best fits the meaning of the sentence.

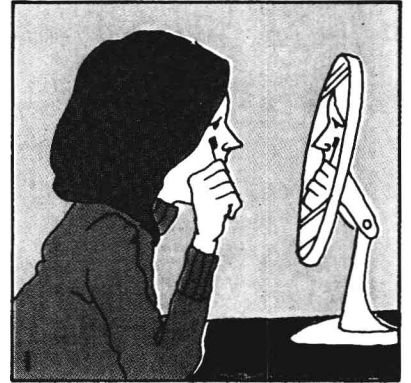
1. _____ is not foolhardy.



2. ____ usually moves at a brisk pace.



3. ____ seems to be dozing.



Learning Some Derivatives

Suppose you have just learned that the adjective *vacant* means “unoccupied.” Now, if you were to see the noun *vacancy* in a sign outside an apartment building, you could easily tell that it means an “unoccupied apartment.” Also, if you were to come across the verb *vacate* (the residents were ordered to *vacate* the building), you would know that it means to “go away from,” or “leave unoccupied.”

A word like *vacancy* or *vacate* is called a *derivative* because it is derived (formed) from another word—the word *vacant*.

A word like *vacant* from which other words are derived is called a *root*.

Each word in bold type below is a *root*. The words below it are its *derivatives*.

brisk (<i>adj.</i>)	Because of the heat the refreshment stand did a <i>brisk</i> business.
briskly (<i>adv.</i>)	Cold soda sold <i>briskly</i> .
briskness (<i>n.</i>)	The owner was obviously pleased with the <i>briskness</i> of soda sales.
doze (<i>v.</i>)	If you <i>doze</i> at your desk, it may be that you have not had enough sleep.
doze (<i>n.</i>)	A brief <i>doze</i> can be very refreshing.
dozer (<i>n.</i>)	Our conversation did not seem to disturb the <i>dozer</i> at the other end of the park bench.
foolhardy (<i>adj.</i>)	Since Tom is a poor swimmer, it was <i>foolhardy</i> for him to try to swim to the raft.
foolhardiness (<i>n.</i>)	As a result of his <i>foolhardiness</i> , Tom might have drowned.
idol (<i>n.</i>)	Which sports star, actor, or singer is your <i>idol</i> ?
idolize (<i>v.</i>)	Which sports star, actor, or singer do you <i>idolize</i> ?
refuge (<i>n.</i>)	People made homeless by the hurricane were given <i>refuge</i> in public buildings.
refugee (<i>n.</i>)	<i>Refugees</i> from the hurricane were given shelter in public buildings.
titter (<i>v.</i>)	Charley's comic expression made me <i>titter</i> .
titter (<i>n.</i>)	When Charley made a face, I could not suppress a <i>titter</i> .
vacate (<i>v.</i>)	Please notify us if some guests should <i>vacate</i> their rooms.
vacant (<i>adj.</i>)	Please notify us as soon as a room becomes <i>vacant</i> .
vacancy (<i>n.</i>)	Please notify us when there is a <i>vacancy</i> .

Fill each blank below with the word listed previously that best fits the meaning of the sentence.

1. The ringing of the telephone awakened me from my _____.
2. A "no _____" sign outside the motel indicated that every room was taken.
3. Working with remarkable _____, the movers unloaded the van in much less time than I had thought it would take.