

BOOK II



The Redheaded League



Frederick Douglass

VOCABULARY AND COMPOSITION THROUGH PLEASURABLE READING



Treasure Island



Two Years Before the Mast



The Adventures of Tom Sawyer

Harold Levine Norman Levine Robert T. Levine

Vocabulary AND *Composition* *Through* *Pleasurable* *Reading* BOOK II

When ordering this book please specify either R 554 W
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Vocabulary
AND
Composition

*Through
Pleasurable
Reading*

BOOK II

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Vocabulary books by the authors

Vocabulary and Composition Through Pleasurable Reading, Books I–VI

Vocabulary for Enjoyment, Books I–III

Vocabulary for the High School Student, Books A, B

Vocabulary for the High School Student

Vocabulary for the College-Bound Student

The Joy of Vocabulary

To the Student

Where did famous writers like Mark Twain, Robert Louis Stevenson, and Jack London learn their composition skills? To a large extent, from other famous writers—and you can do the same. In this book, you will not only be improving your vocabulary and critical reading skills, but you will also get valuable lessons in the art of writing from sixteen gifted authors, including Mark Twain (page 13), Robert Louis Stevenson (page 96), and Jack London (page 198).

Each unit in this book opens with an appealing passage from a well-known work, such as *The Adventures of Tom Sawyer*, *The Heart Is a Lonely Hunter*, *Treasure Island*, *The Pearl*, and *White Fang*. This opening passage is the inspiration for everything you will learn in the unit, not just about literature, vocabulary, composition, and reading, but also about how to think critically, and how to spell.

That, briefly, is our plan and purpose. Now, turn to page 1 for a sample of how rewarding and enjoyable it can be to use this book.

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Reading Selection 1

The Adventures of Tom Sawyer



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.

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.

25 “Thomas Sawyer, this is the most astounding confession I have
ever listened to. No mere ferule will answer for this offense. 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 wor-
shipful 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 toss of
35 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 patiently
45 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 THE SELECTION

Exercise 1.1: Close Reading

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 selection 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 selection 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
6. Which of the following sounds is not heard in the schoolhouse in the incident reported in the selection? ____
- (A) murmuring
 - (B) giggling
 - (C) whispering
 - (D) coughing
7. Which of the following statements is UNTRUE, according to the passage? ____
- (A) There are no chairs for the students.
 - (B) The girls and boys sit on opposite sides of the classroom.
 - (C) Only the master is addressed as "Sir."
 - (D) The "unknown idol" (line 32) is the yellow-haired girl.
8. Of the following, which is the best title for the selection? ____
- (A) A Harsh Punishment
 - (B) The Power of Love
 - (C) Reading, Writing, and Arithmetic
 - (D) An Astounding Confession

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 selection. Do not put down any answer as correct unless you have found the proof for it in the selection.

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

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

The “electric sympathy of love” (line 14) 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 line 12, 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 selection shows that Tom gives any thought to the *girls*. The selection 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. There is no indication that on this occasion Tom wishes 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 pretended to study but was not really studying.

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 selection 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 selection 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 selection 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.

QUESTION 6: *Why the Correct Answer Is D:*

There is no mention of coughing.

Why the Other Answers Are Wrong:

A. Line 39 proves that there is murmuring in the schoolhouse.

B. Line 30 shows that there is tittering (giggling).

C. Line 35 indicates that there is whispering.

QUESTION 7: *Why the Correct Answer Is C:*

Not only the master, but Tom, too, is addressed as "Sir." See lines 10–11.

Why the Other Answers Are Wrong:

A. Lines 33–34 indicate that the students sit on benches, not chairs.

B. Line 15 shows that the boys and girls sit on opposite sides of the classroom.

D. Lines 12–14 reveal that the yellow-haired girl is Tom's idol.

QUESTION 8: *Why the Correct Answer Is B:*

The best title, as a rule, is the one that sums up more of the passage than any of the other suggested titles. Since *The Power of Love* explains what happens in lines 12–46 (more than three-fourths of the passage), and none of the other choices does nearly as much, we must select B as the best title.

Why the Other Answers Are Wrong:

A. *A Harsh Punishment* applies only to lines 24–29. The selection deals with much more than harsh punishment.

C. *Reading, Writing, and Arithmetic* cannot be supported as the best title. Reading and arithmetic are not even mentioned. The only reference to writing is the message Tom scrawls on his slate (lines 45–46).

D. *An Astounding Confession* is appropriate only for lines 16–24, a very small portion of the selection.

To sum up, to get the right answer:

1. Don't guess.
2. Find the proof for the right answer *in the selection*.
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

Line	Word	Meaning	Typical Use
44	animosity (<i>n.</i>) ,an-ə-'mäs-ə-tē	ill will; resentment; hostility (<i>ant.</i> good will)	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.</i> sluggishly)	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 (v.) də-ˈmin-ish	become or make smaller in amount, size, or importance; lessen; decrease (ant. increase)	At first my headache was unbearable, but after a while the pain <i>diminished</i> .
5	doze (v.) ˈdōz	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.
18	foolhardy (adj.) ˈfül-,härd-ē	foolishly bold; rash; reckless (ant. wary, cautious)	To go out in sub-zero cold without a coat is <i>foolhardy</i> . Wary drivers check traffic in all directions before changing lanes. Be <i>cautious</i> . The pavement is slippery.
32	idol (n.) ˈid-əl	one that is very greatly or excessively admired; worshiped	The students worshiped the tennis champion; she was their <i>idol</i> .
12	refuge (n.) ˈref-yüj	shelter or protection from danger or trouble	At the height of the storm we took <i>refuge</i> in the vestibule of a building.
30	titter (n.) ˈtit-ər	half-suppressed laugh; nervous laugh; giggle	The face you made when your accuser wasn't looking was responsible for a number of <i>titters</i> .
14	vacant (adj.) ˈvā-kənt	having no occupant; unoccupied; empty	On the bus trip home I had to stand, as there were no <i>vacant</i> seats.

APPLYING WHAT YOU HAVE LEARNED

Exercise 1.2: Sentence Completion

Which of the two choices correctly completes the sentence? Write the *letter* of your answer in the space provided.

- The singer we are going to hear tonight is Barbara's idol. She owns ____ of his records.
A. none
B. every one
- The apartment has been vacant since May 26, when the Browns moved ____.
A. out
B. in

3. Pete dozed in the theater because he _____.
A. was very excited about the movie B. had not had much sleep
4. After his defeat, George ____ to show that he had no animosity.
A. left abruptly B. shook hands with his opponent
5. ____ is foolhardy.
A. Dashing across a superhighway B. Seeking advice from others
6. It started as a titter, and quickly became a ____ laugh.
A. half-suppressed B. hearty
7. ____; you are walking too briskly.
A. Try to catch up with me B. I can't keep up with you
8. The ____ in recent months has greatly diminished our water resources.
A. lack of rain B. abundant rainfall
9. They offered to ____ home, but we were not in need of refuge.
A. take us into their B. come to our
10. The news that Melissa was to receive the math prize was astounding because she had never thought she _____.
A. had a chance to win B. was inferior to any of the other math students

Exercise 1.3: Definitions

Each expression below defines a word taught on pages 6–7. Enter that word in the space provided.

- | | |
|-------|----------------------------------|
| _____ | 1. in a lively manner |
| _____ | 2. person excessively admired |
| _____ | 3. sleep lightly |
| _____ | 4. ill will |
| _____ | 5. having no occupant |
| _____ | 6. foolishly bold |
| _____ | 7. become smaller in amount |
| _____ | 8. nervous laugh |
| _____ | 9. filled with bewildered wonder |
| _____ | 10. shelter from danger |

Exercise 1.4: 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

LEARNING SOME ROOTS AND 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 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.