Part I: Using Prior Knowledge and Contextual Clues
Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. How can I shop with Mom if I don’t want to talk to her? She might love it—no arguing that way. But then I’d have to wear the clothes she picked out. **Conundrum**—a tree-point vocab word.

2. It’s the blood of **imbeciles**.

3. The squeal of announcements no one hears—it is a **vespiary**, the Hornet haven.

4. I think we need to explore the family **dynamics** at play here.

5. Do they choose to be so **dense**?

6. It is supposed to bore us into **submission** or prepare us for the insane asylum.

7. I think this is part of his punishment for that **bigoted** crap he pulled in class.

8. Choked by weeds, rooted up by dogs, mashed by a soccer ball, or **asphyxiated** by car exhaust.

9. She looks **wistful**.

10. David doesn’t bother to analyze my **reluctance**.