California Standards Practice

Aligned with California Content Standards

This helpful workbook provides

- Six progress-monitoring tests, including semester tests
- Reteaching lessons for the California Content Standards
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Unit 1 Assessment
Reading/Literature
The following is a rough draft of a student’s report. It may contain errors.

John Muir’s Legacy

1. When I go hiking in Muir Woods near San Francisco, I think about John Muir, a famous person in American history. Like me, John Muir loved the outdoors and enjoyed exploring wild places. He inspired many people, including students my age, to learn more about nature and to protect the environment. Last year, my friend and I worked on a project titled “Speaking Out for Nature: John Muir’s Legacy.” Here are a few significant events from his life that I studied.

2. John Muir was born in Scotland, sometime in the 1830s. When Muir was a young boy, he and his family left their homeland and came to the United States. They settled in Wisconsin, an area filled with spectacular scenery and wildlife. At an early age, Muir became very curious about the world of nature and began observing plants and animals. For example, the sight of fireflies filled him with wonder. He thought the bird songs of robins during springtime were enchanting. The beautiful Wisconsin flowers that grew in the meadows interested him. Throughout his life, Muir would continue his habit of closely watching nature.

3. In the late 1860s, after the Civil War ended, another experience had a major influence on Muir’s view of nature and the course of his life. While working in a carriage shop, he injured his eyes and became blind for a month. This unfortunate accident changed Muir’s outlook forever and made him appreciate the value of his eyesight. When he regained his ability to see, he decided to devote himself to observing nature. Soon afterward, he began an incredibly long journey on foot from the Midwest to the Gulf of Mexico. Next, he sailed to Cuba, crossed over to Panama, and then sailed up the West Coast to San Francisco, the city where I live today. Then Muir began to explore the Sierra Nevada and Yosemite regions of California.

4. Over the next several years, Muir would divide his time between living in a small cabin in Yosemite and traveling across the Mountains of the western United States. Picture a tall, thin man carrying a backpack, hiking alone as he stops to examine gigantic trees and colossal mountains. Muir discovered glaciers in Alaska and wrote a series of articles about the Sierra Mountains. He became well-known for his views on nature and conservation.

5. The events in Muir’s life that I have described laid the foundation for the legacy he left behind. As Muir grew older, the government began to take a closer look at his concerns about conservation. Muir is often called “the father of National Parks” because of the important role he played in helping to establish them. In the 1890s, Muir helped found the Sierra Club, whose goal was to protect the wilderness. Today, the Sierra Club continues to be dedicated to this goal as well as encouraging young people like me to discover, explore, and save the beauty of the wild places that Muir loved so much.
Works Cited


1. Which word below could replace interested in paragraph 2 to provide the most precise word choice?
   A. gripped
   B. fascinated
   C. obsessed
   D. consumed

2. How should the following phrase from paragraph 4 be written to reflect correct conventions of capitalization?
   A. across the mountains of the western united States
   B. across the Mountains of the Western united States
   C. across the mountains of the western United States
   D. across the mountains of the Western United States

3. If the writer wishes to learn more about John Muir’s legacy, which person would be most helpful in guiding his or her research?
   A. the school librarian
   B. a Sierra Club officer
   C. his or her geography teacher
   D. an experienced geography traveler

4. Throughout the student’s report, the focus is on
   A. describing John Muir’s legacy.
   B. explaining how to protect the wilderness.
   C. scolding people who do not appreciate nature.
   D. providing proof that exploring mountains is fun.

5. Which of these works is most likely the student’s source on John Muir’s childhood?
   A. *The Sierra Sun*
   B. *A Nature Lover’s Youth*
   C. *National Parks of the World*
   D. *Mountains of the United States*
Read the following documents and consider how they are similar and different.

Document A

**From Rare Dragonflies of British Columbia**

British Columbia
Ministry of Sustainable Resource Management
Ministry of Water, Land, and Air Protection

1. Even though dragonflies are predominantly a tropical group, and even though they are one of the smaller insect orders, British Columbia is home to 87 species, roughly 40 percent of the Canadian total. Twenty-three species are considered rare or potentially at risk and have been placed on the provincial red and blue lists. In this brochure we look at the nine red-listed species.

**Introducing dragonflies**

2. The insect order Odonata (Greek for “toothed jaws”) contains the groups of insects known as the dragonflies and damselflies; however, we also use the name “dragonflies” to refer to the whole order. The Odonata is a small order of 23 families and about 5000 named species worldwide.

**Where do they live in British Columbia?**

3. Different dragonfly species have different habitat requirements. Some tolerate only a narrow range of conditions, whereas others live in a wide range of ecosystems. Some key habitat types in British Columbia that have distinctive dragonfly faunas are: large, warm lakes; small lakes and ponds with floating vegetation; alkaline (saline) lakes; cattail and bulrush marshes; sedge marshes; warm creeks and rivers (e.g., those that drain lakes); small springs and seeps; temporary ponds; bog and fen ponds; and shallow sedge-moss fens. (Note: Bogs are acidic peatlands low in nutrients and dominated by sphagnum mosses. Fens are richer, less acidic peatlands dominated by sedges, grasses, and nonsphagnum mosses.)

**Why are dragonflies at risk?**

4. The most serious stress on dragonfly populations has been the elimination or alteration of their freshwater habitats. Most destructive has been the draining and filling of marshes. Many of the richest marshes and ponds are associated with flat floodplains, and these wetlands are often sacrificed to road and railway construction, commercial and residential development, and intensive agriculture. For example, only about 15 percent of the Okanagan Valley wetlands remain, and most of what is left has been significantly altered by water flow changes. The channeling and dyking of the Okanagan River for most of its length between Penticton and Osoyoos Lake has eliminated much habitat for a number of Red- and Blue-listed species.
What are the red-listed dragonflies in British Columbia?

River Jewelwing
Vivid Dancer
Familiar Bluet
Plains Forktail
Grappletail
Olive Clubtail
Quebec Emerald
Forcipate Emerald
Kennedy’s Emerald

What can we do?

First, we must discover more about our rare dragonflies, including where exactly they are and what sort of habitats they need. Detailed and focused inventories of species and their habitats are urgently needed. It is critical to study the exact habitat requirements of each species and then to protect, conserve, and, where possible, increase the number of suitable habitats. The habitat requirements of some dragonflies are narrow, and these are obviously the species that are most at risk. Other species are wide-ranging in their needs and will survive in many habitats.

Education is vital. Dragonfly conservation will not be supported if no one appreciates these insects. Thankfully, more and more naturalists are becoming excited about studying dragonflies because of their colourful beauty and fascinating behaviour. New information and publications will encourage this. But even before all the information is available, we must act quickly to protect the natural communities that still remain homes for dragonflies. Small ponds, marshes, springs, and streams in British Columbia’s southern valleys sustain some of the rarest of our species. These habitats are among the first to disappear in the expansion of housing, industrial, and agricultural developments. Even sensitive aquatic habitats in remote areas can be drastically affected by industrial activity. Suitable sites are disappearing faster than new ones are being formed and, until that trend is reversed, there is continuing cause for concern.

What can we do as individuals? We can get involved with local naturalist organizations to learn more about the natural environments in our neighborhoods. We can encourage all levels of government to protect aquatic ecosystems on public land. We can get involved in public processes to develop land use plans and regulations that preserve, rather than destroy, natural diversity. And we can maintain and create natural habitats on our own property and encourage others to do the same.
If a book were to be added as a source for Document A which of the following would be the correct way to cite it?


Which of the following statements from Document A supports the author’s conclusion that education is vital in dragonfly conservation?

A. Dragonfly conservation will not be supported if no one appreciates these insects.

B. We can encourage all levels of government to protect aquatic ecosystems on public land.

C. The habitat requirements of some dragonflies are narrow, and these are obviously the species that are most at risk.

D. Some tolerate only a narrow range of conditions, whereas others live in a wide range of ecosystems.
Which of the following is the best thesis for the passage in Document A?

A  Dragonflies are interesting.
B  There are many types of dragonflies.
C  Certain dragonflies are at risk and should be protected.
D  There are many different animals in the world that need protecting.

Based on information from both documents, which office would likely be the best source of information on blue-listed dragonflies?

A  Government of Canada
B  Naturescape British Columbia
C  Ministry of Water, Land, and Air Protection
D  Ministry of Sustainable Resource Management

Which method of gathering information on rare dragonflies would likely require following technical directions?

A  reading various magazines and books about dragonflies
B  navigating the web site of the BC Conservation Data Centre
C  conducting an interview with an expert
D  studying examples of rare dragonflies at a natural history museum

The following questions are not based on a passage. Read and answer each item.

Which of the following is an incomplete sentence?

A  John and Frida laughed together.
B  King Odysseus had a trusted counselor.
C  Sat because she didn’t want to leave yet.
D  He hasn’t thought of an excuse.

Read this sentence.

The nosy buyer wants to look at the car’s service record.

Which word would best replace the underlined word to make the sentence more precise?

A  inquisitive
B  reckless
C  interested
D  experienced

The word dictate is derived from a Latin root meaning

A  to say or tell.
B  to hang or drape.
C  to draw or pull.
D  to mark or write.
The following is an excerpt from a student’s autobiographical narrative, which contains errors.

Counting Meteors

1 I watched my first meteor shower when I was eleven years old, four years ago, from the porch of our old house on Chester Street. Research on meteors was being done by my big sister Lorraine, and she woke me up very early one morning, before school, before the sun had even risen. She handed me a pair of binoculars and quickly but in a careful way, sat on a small bench beside me. She asked me to help her count meteors as they streaked across the sky. She earned an A on the project, and she said that it was because of my help.

2 Last week, it was my turn to do research on meteors. Lorraine had returned from college for a weekend visit. She reminded me that the meteor shower was happening early Monday morning. I told her all about my project and how I was concerned that I wouldn’t be able to get up so early in the morning to see the meteors, but she reassured me and said not to worry because I’d be able to wake up. I didn’t feel as confident as she did, but somehow she seemed to know that everything would work out.

3 That Sunday night, I was sad that Lorraine had left to go back to her college in Delaware and I was so anxious, I didn’t want to go to sleep because I thought I’d never wake up. Finally, I drifted off and after what seemed like only a few minutes, I was suddenly awake when the alarm clock in my sister’s old room had sprung to life. I was up and dressed in minutes, ready to count as many meteors as I could. Some people find sky watching activities weird, meteor counting is still my favorite adventure.

4 My research earned an A as well, and I told Lorraine about it when I called her that week, thanking her because I know I wouldn’t have been able to do it without her. She played dumb, but I knew the favor she did for me. Now I wake up every morning to her alarm clock and think about counting meteors with my big sister.
14 Read this sentence from the passage.

Some people find sky watching activities weird, meteor counting is still my favorite adventure.

What is the correct way to write this sentence?

A Meteor counting is still my favorite adventure and some people find sky watching activities weird.

B Since some people find sky watching activities weird, meteor counting is still my favorite adventure.

C Meteor counting is still my favorite adventure because some people find sky watching activities weird.

D Although some people find sky watching activities weird, meteor counting is still my favorite adventure.

15 Read this sentence.

Research on meteors was being done by my big sister Lorraine, and she woke me up very early one morning, before school, before the sun had even risen.

How could the sentence best be rewritten?

A My big sister Lorraine was doing research on meteors, and she woke me up very early one morning, before school, before the sun had even risen.

B Before school, before the sun had even risen, research on meteors was being done by my big sister Lorraine, and she woke me up very early one morning.

C Research on meteors was being done by my big sister Lorraine, who woke me up very early one morning, before the sun had even risen before school.

D It was research on meteors being done by my big sister Lorraine when she woke me up very early one morning, before school, before the sun had even risen.
16 Read this sentence from paragraph 1 of the narrative.

She handed me a pair of binoculars and quickly but in a careful way sat on a small bench beside me.

What is the best way to rewrite this sentence using parallel structure?

A She handed me a pair of binoculars and quickly but carefully sat on a small bench beside me.

B She handed me a pair of binoculars and in a quick way but a careful way sat on a small bench beside me.

C She handed me a pair of binoculars and in a quick way but carefully sat on a small bench beside me.

D She quickly but in a careful way handed me a pair of binoculars and sat on a small bench beside me.

17 In paragraph 1, what device does the narrator use to introduce the story?

A an allusion to a well-known event

B a flashback to his youth

C a foreshadowing of the future

D a contrast between the past and present

18 Which feeling is best exemplified by the narrator in paragraph 2?

A idleness

B fear

C insecurity

D confusion
19 Read these sentences from paragraph 2.

Lorraine had returned from college for a weekend visit. She reminded me that the meteor shower was happening early Monday morning.

What is the best way to combine these sentences?

A Lorraine had returned from college for a weekend visit to remind me that the meteor shower was happening early Monday morning.

B Lorraine had returned from college for a weekend visit; when she returned, she reminded me that the meteor shower was happening early Monday morning.

C When Lorraine returned from college for a weekend visit, she reminded me that the meteor shower was happening early Monday morning.

D When Lorraine returned from college for a weekend visit to remind me that the meteor shower was happening early Monday morning.

20 In paragraph 4, the narrator can best be described as

A calm.

B eager.

C confident.

D appreciative.
Morning Song in the Jungle
*From The Second Jungle Book*

*By Rudyard Kipling*

One moment past our bodies cast
No shadow on the plain;
Now clear and black they stride our track,
And we run home again.

In morning-hush, each rock and bush
Stands hard, and high, and raw:
Then give the Call: “Good rest to all
That keep the Jungle Law!”

Now horn and pelt our peoples melt
In covert to abide;
Now, crouched and still, to cave and hill
Our Jungle Barons glide.
Now, stark and plain, Man’s oxen strain,
That draw the new-yoked plough;

Now, stripped and dread, the dawn is red
Above the lit talao.

Ho! Get to lair! The sun’s aflare
Behind the breathing grass:
And creaking through the young bamboo
The warning whispers pass.

By day made strange, the woods we range
With blinking eyes we scan;
While down the skies the wild duck cries:
“The Day—the Day to Man!”

The dew is dried that drenched our hide,
Or washed about our way;
And where we drank, the puddled bank
Is crisping into clay.
The traitor Dark gives up each mark
Of stretched or hooded claw:
Then hear the Call: “Good rest to all
That keep the Jungle Law!”
What pair of lines from the poem helps to create a mood of tension?

A The dew is dried that drenched our hide, / Or washed about our way;

B Now horn and pelt our peoples melt / In covert to abide;

C Then hear the Call: “Good rest to all / That keep the Jungle Law!”

D Ho! Get to lair! The sun’s aflare / Behind the breathing grass:

Read these lines from the poem.

By day made strange, the woods we range
   With blinking eyes we scan;
While down the skies the wild duck cries:
   “The Day—the Day to Man!”

What do these lines reveal about the wild animals who narrate the poem?

A They are out hunting for wild duck to eat.

B They are night dwellers who avoid daylight for fear of people.

C They are wild and free and love roaming through the woods.

D They are out during the day to find unwary people to attack.
Grady’s Big Sister

Olivia had already carried a rope to the upper branch of the old maple tree in the backyard. Grady looked up at her from below.

“Come on up, unless you’re scared. If that’s the case, stay where you are,” she called down with complete sincerity. She didn’t want her younger brother to hurt himself.

Olivia’s words were a direct challenge, even though she hadn’t intended them to be. “No,” Grady yelled back with conviction. “I’m not scared. I’m coming.” Although his knees were trembling slightly, he reached up, grabbed a lower limb, and placed his foot on a knob in the wood.

He heard his breath in his ears, and the leaves brushed his face as he climbed after his older sister. It seemed to him that he was always following her—getting in on whatever she was doing. She never egged him on, never forced him to do anything, never really even teased him. Nonetheless, he always felt compelled to follow her.

He remembered the time she swam out far into the ocean. He had started to follow her, but the water deepened suddenly, and when he peered down into it, the darkness of the water frightened him; it took his breath away. He turned back quickly and swam for shallower water. When he reached the shore, he was happy for the relative firmness of the sand under his feet. When he turned around to see where she was, her head was just a dot, heading farther out.

Grady thought about the time at the ocean as he continued climbing, his heart in his throat, not letting himself look down. He didn’t want to know how high he was.

“Olivia?” he asked, after a time, embarrassed by the shakiness in his voice. There was no answer. “Olivia?” he said louder, trying to disguise his fear.

He allowed himself a glance at the ground; it seemed to swirl up at him. He clutched the bough of the old tree tightly.

“What’s the matter, Grady?” Olivia asked from above.

“Nothing,” he said. “Just taking a break, h-here.” Then he turned around and kept climbing.
23. In the statement “his heart was in his throat,” the narrator means that Grady feels
   A very afraid or anxious.
   B affection for his sister.
   C very proud of what he’s doing.
   D relieved that he can climb the tree.

24. Read this excerpt from the passage.

   “Come on up, unless you’re scared. If that’s the case, stay where you are,” she called down with complete sincerity. She didn’t want her younger brother to hurt himself. He heard his breath in his ears, and the leaves brushed his face as he climbed after his older sister. It seemed to him that he was always following her—getting in on whatever she was doing. She never egged him on, never forced him to do anything, never really even teased him. Nonetheless, he always felt compelled to follow her.

The narrator mentions Olivia’s sincerity to show
   A how unreasonable Grady’s fear is.
   B that Olivia is really challenging Grady.
   C how Olivia is better than Grady.
   D the reason why Grady admires his sister.

25. Read this sentence from the passage.

   When he reached the shore, he was happy for the relative firmness of the sand under his feet.

Contrasted with the image of Grady trying to climb the tree, this sentence shows
   A the conflict between Grady’s need for stability and his desire to keep up with his sister.
   B how Grady’s extreme fear always undermines him when he tries new things.
   C how Grady’s unwavering happiness is often the cause of his successes.
   D why Grady loves going on trips to the beach with his family.
Unit 2 Assessment
Reading/Literature
From Pygmalion

By George Bernard Shaw

CHARACTERS:

Henry Higgins: a linguist

Eliza Doolittle: a poor, uncultured seller of flowers

Colonel Pickering: another linguist

Freddy: a young gentleman

ACT I

SCENE I

As this scene opens, the three characters have escaped a rainstorm by finding shelter in a church doorway. Eliza is crying.

HENRY HIGGINS: [explosively] Woman: cease this detestable boohooing instantly; or else seek the shelter of some other place of worship.

ELIZA DOOLITTLE: [with feeble defiance] I've a right to be here if I like, same as you.

HIGGINS: A woman who utters such depressing and disgusting sounds has no right to be anywhere—no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native language is the language of Shakespeare and Milton and the Bible; and don't sit there crooning like a bilious pigeon.

DOOLITTLE: [quite overwhelmed, and looking up at him in mingled wonder and depreciation without daring to raise her head] Ah-ah-ah-ow-ow-ow-oo!

HIGGINS: [whipping out his book] Heavens! What a sound! [He writes; then holds out the book and reads, reproducing her vowels exactly] Ah-ah-ah-ow-ow-ow-oo!

DOOLITTLE: [tickled by the performance, and laughing in spite of herself] Garn!

HIGGINS: You see this creature with her curbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass that girl off as a duchess at an ambassador’s garden party. I could even get her a place as lady’s maid or shop assistant, which requires better English. That’s the sort of thing I do for commercial millionaires. And on the profits of it I do genuine scientific work in phonetics, and a little as a poet on Miltonic lines.

COLONEL PICKERING: I am myself a student of Indian dialects; and—

HIGGINS: [eagerly] Are you? Do you know Colonel Pickering, the author of Spoken Sanskrit?
PICKERING: I am Colonel Pickering. Who are you?
HIGGINS: Henry Higgins, author of *Higgins’s Universal Alphabet*.
PICKERING: [with enthusiasm] I came from India to meet you.
HIGGINS: I was going to India to meet you.
PICKERING: Where do you live?
HIGGINS: 27A Wimpole Street. Come and see me tomorrow.
PICKERING: I’m at the Carlton. Come with me now and let’s have a jaw over supper.
1 Read this excerpt from the play.

HIGGINS: You see this creature with her curbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass that girl off as a duchess at an ambassador’s garden party. I could even get her a place as lady’s maid or shop assistant, which requires better English.

This excerpt suggests that Higgins is

A a very confident man who believes in Eliza.
B an optimistic man who sees the good in people.
C a snobbish man who thinks that others are inferior to him.
D a concerned man who wants to help Eliza.

2 Which of the following features best indicates that this play is a comedy?

A the fact that it is raining when this scene takes place
B the sound Eliza Doolittle makes when she becomes excited
C the fact that Henry Higgins and Colonel Pickering are both linguists
D the happy ending at the end of the scene

3 Read this excerpt from the play.

PICKERING: I’m at the Carlton. Come with me now and let’s have a jaw over supper.

In this excerpt, a jaw means

A a talk.
B a drink.
C a fight.
D a speech.
4. One indication that this play was not written in recent times is
   A. Colonel Pickering being another linguist.
   B. the possibility of Eliza becoming a lady’s maid.
   C. Eliza’s profession as a seller of flowers.
   D. the references to Shakespeare and Milton.

5. The word *linguist* is derived from a Latin root meaning
   A. train.
   B. length.
   C. tongue.
   D. correct.
From The Monkey’s Paw

By W. W. Jacobs

“There he is,” said Herbert White, as the gate banged loudly and heavy footsteps came toward the door.

The old man rose with hospitable haste, and opening the door, was heard condoling with the new arrival. The new arrival also condoled with himself, so that Mrs. White said, “Tut, tut!” and coughed gently as her husband entered the room, followed by a tall, burly man, beady of eye and rubicund of visage.

“Sergeant-Major Morris,” he said, introducing him.

The sergeant-major shook hands, and taking the proffered seat by the fire, watched contentedly while his host got out whiskey and tumblers and stood a small copper kettle on the fire.

At the third glass his eyes got brighter, and he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of wild scenes and doughty deeds; of wars and plagues and strange peoples.

“Twenty-one years of it,” said Mr. White, nodding at his wife and son. “When he went away he was a slip of a youth in the warehouse. Now look at him.”
6. Read this sentence from paragraph 2.

The old man rose with hospitable haste, and opening the door, was heard condoling with the new arrival.

Which of the following is a participial phrase?
A. The old man rose . . .
B. . . . with hospitable haste . . .
C. . . . opening the door . . .
D. . . . was heard.

7. Read this phrase from the excerpt.

. . . as he squared his broad shoulders in the chair and spoke of wild scenes . . .

In this phrase, squared means
A. settled or even.
B. set back, straightened.
C. conventional or conservative.
D. fair, honest, and direct.

8. Read paragraph 6 from the excerpt.

“Twenty-one years of it,” said Mr. White, nodding at his wife and son. “When he went away he was a slip of a youth in the warehouse. Now look at him.”

What does the speaker use to make his point?
A. an allusion to a past event in his life
B. a contrast between the past and the present
C. a flashback to the man’s long-ago youth
D. a description of the man in front of him
The Basics of Bits and Bytes

Even though it may seem otherwise, a computer can be as dumb as a post. Deep inside its silicon brain, it understands only two things: on and off. Or, if put in another way, computers understand only yes and no; maybe isn’t a part of their vocabulary.

For a computer to understand even the simplest problem, the information must be presented as numbers—either a 0 or a 1. Inside a computer, the digits are bits, and a bit is a binary digit. Computer language is called binary code because it uses just these two digits.

Eight bits in a row make a byte. You probably know the word byte from measurements of computer memory for file sizes. For example, a story file might be 34 kilobytes in size, or you might download a 75-megabyte picture file.

The odd thing is that those names for file or memory sizes do not mean exactly what you might expect. For example, kilo- is the metric prefix meaning “thousand”—a kilometer is 1,000 meters, and a kilogram is 1,000 grams. Likewise, mega- means “million” and giga- mean “billion.” But inside a computer, you need to add the word “around” to the meaning. A kilobyte, which you might expect to be 1,000 bytes, is actually 1,024 bytes, a megabyte, 1,048,576 bytes (not 1,000,000), and a gigabyte, 1,073,741,824 bytes.

This is a result of the way the binary number system works. It doesn’t make any difference in practice, but it’s interesting. Instead of 4 billion bytes, your 4-gig hard drive is actually closer to 4.3 billion bytes in size. To find out how many bits that is, simply multiply by 8. Of course, you’ll need to use your computer because most calculators can’t show that many digits on their screens.
9 Which sentence below illustrates that the writer is engaged by his or her writing topic?
A  Even though it may seem otherwise, a computer can be as dumb as a post.
B  It doesn’t make any difference in practice, but it’s interesting.
C  Deep inside its silicon brain, it understands only two things: on and off.
D  Computer language is called binary code because it uses just these two digits.

10 Which of the following is the best statement of the writer’s thesis?
A  A computer has a limited vocabulary.
B  A computer is not as intelligent as we are.
C  A kilobyte is type of measurement.
D  A computer understands only binary code.

11 If the student wants to gather more research, which person could most likely lend firsthand knowledge of the topic?
A  a school librarian
B  a school principal
C  a computer store owner
D  a computer programmer

12 In the first sentence of paragraph 1, the writer says that a computer “can be as dumb as a post.” Which is the best way to rewrite this sentence for precision of meaning?
A  A computer is no smarter than a post.
B  A computer does not know everything.
C  A computer is actually not very intelligent.
D  A computer is a dumb invention.

13 Based on the passage, we can infer that
A  computers are the key to the future.
B  computer commands consist only of zeroes and ones.
C  the binary number system can be used by other machines.
D  the binary number system is a good tool to use in math class.
Read the following selections and consider how they are similar and different.

Selection A

**Sonnet XVIII**

*By William Shakespeare*

Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer’s lease hath all too short a date:

5

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm’d,
And every fair from fair sometime declines,
By chance, or nature’s changing course untrimm’d:

But thy eternal summer shall not fade,

10

Nor lose possession of that fair thou ow’st,
Nor shall death brag thou wander’st in his shade,
When in eternal lines to time thou grow’st,
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee

Selection B

**Sonnet XIV**

*By Elizabeth Barrett Browning*

If thou must love me, let it be for nought
Except for love’s sake only. Do not say
“I love her for her smile—her look—her way
Of speaking gently,—for a trick of thought

5

That falls in well with mine, and certes brought
A sense of pleasant ease on such a day”—
For these things in themselves, Beloved, may
Be changed, or change for thee,—and love, so wrought,
May be unwrought so. Neither love me for

10

Thine own dear pity’s wiping my cheeks dry,—
A creature might forget to weep, who bore
Thy comfort long, and lose thy love thereby!
But love me for love’s sake, that evermore
Thou may’st love on, through love’s eternity.
14. Which universal theme is addressed in both sonnets?
   A. Beauty may pass but love is eternal.
   B. A summer day is beautiful.
   C. Eternity goes on forever.
   D. Time heals all wounds.

15. In Selection A, William Shakespeare uses imagery of summer to
   A. emphasize how beautiful his beloved is.
   B. explain how summer makes one beautiful.
   C. compare his beloved’s beauty to others’ beauty.
   D. complain that he sees his beloved only in the summer.

16. Read line 5 from Selection A.
   Sometime too hot the eye of heaven shines,

   Shakespeare uses figurative language here to
   A. imagine a desert.
   B. describe the sun.
   C. convey peace.
   D. depict his love’s eye.

17. In Selection B, the speaker seems to believe that
   A. women who speak gently are easily loved.
   B. every day should be pleasant and easy.
   C. all creatures forget to weep at times.
   D. some people love for the wrong reasons.
The following questions are not based on a passage. Read and answer each item.

18 Read this sentence.

I was refered to a counselor who said that enrolling in summer school would help to fulfill the school’s graduation requirements.

Which underlined word in this sentence is spelled incorrectly?
A refered
B counselor
C enrolling
D fulfill

19 Read this sentence.

My favorite activities are: reading, writing, archery, shopping, surfing the web, and blogging.

How should the underlined part of the sentence be written?
A activities are—reading,
B activities are reading
C activities are reading;
D activities are reading,

20 Read the following sentence.

Although I know how good the other school’s basketball team is, absolutely we can, if we practice hard, surely defeat them.

What is the best way to improve the structure of the underlined part of the sentence?
A we can surely defeat them if we practice hard.
B we can defeat them if we practice hard absolutely.
C we can surely defeat them if we practice absolutely.
D we can surely, if we practice, defeat them.

21 Read this sentence.

Novels are written in her bedroom by Sherry.

What is the correct way to rewrite the sentence using the active voice?
A Sherry writes her novels in her bedroom.
B In her bedroom, Sherry’s novels are written.
C In her bedroom, Sherry is a novelist.
D Sherry’s novel-writing is done in her bedroom.
Read the following essays.

Document A

**The Gold Rush**

1. In January of 1848, James Marshall had a work crew camped on the American River at Coloma near Sacramento. The crew was building a saw mill for John Sutter. On the cold, clear morning of January 24, Marshall found a few tiny gold nuggets. Thus began one of the largest human migrations in history as half a million people from around the world descended upon California in search of instant wealth.

2. The first printed notice of the discovery was in the March 15 issue of “The Californian” in San Francisco. Shortly after Marshall’s discovery, General John Bidwell discovered gold in the Feather River and Major Pearson B. Reading found gold in the Trinity River. The Gold Rush was soon in full swing.

3. In 1849, quartz mining began at the Mariposa mine in Mariposa County. Gold deposits were often found inside quartz veins. In 1850, California became a state. Also that year, gold-bearing quartz was found at Gold Hill in Grass Valley. This led to the development of the great underground mines in that district and a major industry that continued for more than 100 years.

4. In 1851, gold was discovered in Greenhorn Creek, Kern County. This discovery led to the rush to the upper Kern River region. By 1852, California’s annual gold production reached a then all-time high of $81 million.

**Works Cited**


The Gold Fever

“I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold.”—James Marshall, 1848

1. At a time when restless Americans were already eager to go west, the discovery of gold in California in 1848 was like gasoline on a fire. Within a year of its discovery, emigrants using the California Trail were flooding into the Sierra Nevada Range by the thousands.

2. John Sutter was a Swiss immigrant who came to California in 1839 with a dream of building an agricultural empire. When he needed lumber in early 1848, he assigned the task to one of his men, James Marshall. Marshall decided to build a sawmill on the South Fork of the American river, about 40 miles from Sutter’s home.

3. Marshall discovered a gold nugget on January 24, 1848, while at the sawmill. He and his men found more gold nearby. Both Marshall and Sutter tried to keep things quiet, but soon word leaked out. Gold fever quickly became an epidemic.

4. Many who already had arrived in California or Oregon immediately gravitated to the western Sierras. But it wasn’t until December of 1848 that President James Polk confirmed the findings to Congress, which meant it was too late to start a trip for easterners. By the spring of 1849, the largest migration (25,000 that year alone) in American history was already taking place.

5. Better-than-average conditions on the plains and in the desert that spring and summer helped soften the blow of the wave of emigrants. But conditions were harsh at best and many livestock were lost along the way. Grass and clean water became scarcer as the trip wore on, and diseases like cholera took their toll.

6. Native Americans in particular suffered from the “Forty-Niners” who streamed across the land. For centuries, Native Americans had lived in the West without outside competition for resources. But now the pioneers’ lust for wealth was threatening to decimate the Native Americans through the consumption of foods, lands, water, and space.

Works Cited


22 Which of the works in the Works Cited section is most likely the source of information about the place where gold was first discovered?
   A  “Congressional Reports on the Gold Rush”
   B  “How the Gold Changed People’s Lives”
   C  “The Sutter Mill”
   D  “The Rush for Gold”

23 Which event happened the year after the Gold Rush began?
   A  Quartz mining began at Mariposa County.
   B  Gold was discovered at Greenhorn Creek.
   C  Native Americans suffered because of the “Forty-Niners.”
   D  Gold was discovered by Marshall and his men.

24 The quotation by James Marshall at the beginning of Document B
   A  establishes how he began working with John Sutter.
   B  introduces us to the man who helped begin the Gold Rush.
   C  explains how people learned about the discovery of gold.
   D  demonstrates that it was in fact gold Marshall found.

25 Based on these two documents, we can infer that
   A  the Gold Rush continues up to today.
   B  James Marshall is a hardworking genius.
   C  Most people were thankful for Marshall and Sutter’s discovery.
   D  the gold discovery changed the history of the United States.
Unit 3/Semester Assessments

Reading/Literature

Writing Applications
I Like a Look of Agony

By Emily Dickinson

1 I like a look of agony,
2 Because I know it’s true;
3 Men do not sham convulsion,
4 Nor simulate a throe.

5 The eyes glaze once, and that is death.
6 Impossible to feign
7 The beads upon the forehead
8 By homely anguish strung.
Hunger

By Emily Dickinson

I had been hungry all the years;
My noon had come, to dine;
I, trembling, drew the table near,
And touched the curious wine.

’Twas this on tables I had seen,
When turning, hungry, lone,
I looked in windows, for the wealth
I could not hope to own.

I did not know the ample bread,
’Twas so unlike the crumb
The birds and I had often shared
In Nature’s dining-room.

The plenty hurt me, ‘t was so new,
Myself felt ill and odd,
As berry of a mountain bush
Transplanted to the road.

Nor was I hungry; so I found
That hunger was a way
Of persons outside windows,
The entering takes away.
1. In line 5 of the first poem, the speaker compares glazed eyes to death in order to
   A. illustrate a paradox.
   B. show her thoughts on agony.
   C. symbolize the shortness of life.
   D. imagine death as the end of sight.

2. In line 7 of the first poem, beads means
   A. rosary.
   B. necklace.
   C. drops of sweat.
   D. projecting lips.

3. In stanza 1 of “Hunger,” Dickinson uses words such as “trembling” and “curious” in order to create a
   A. lonely tone.
   B. impatient tone.
   C. cautious tone.
   D. lively tone.

4. In stanza 4 of “Hunger,” the speaker compares herself to a “berry of a mountain bush / Transplanted to the road” for all of the following reasons except
   A. to describe her vulnerability upon finding herself in an entirely new situation.
   B. to create a memorable image in the reader’s imagination.
   C. to emphasize the difference between being deprived and having plenty.
   D. to illustrate that she is satisfied with what she already possesses or has achieved.
In the last stanza of “Hunger,” Dickinson uses the ironic situation of the hungry person outside the window in order to show how
A people always desire things that they see through a window.
B hunger goes away once the object of desire is within reach.
C people might do many unlawful acts just to satisfy their hunger.
D beggars who are used to poverty can’t get used to newfound wealth.

Both of these poems by Emily Dickinson convey a sense of
A loss.
B fascination.
C anguish.
D fear.
Mister Wakamatsu’s Helpers

I’ll always remember the first time I went to visit our friend Mister Wakamatsu, who lived in the rural part of the country, a place where there are many fields. I remember my visit well because I learned so much from living the simple life. I was just a kid then, watching the fields that were vast and empty as the dim sky. During my next visit seven years later, I was amazed to see that there were still hardly any buildings around and there were almost no lights along the road when it got dark. But my story is about one particular morning during my first visit.

It was a quiet, warm morning; we went to the fields with Mister Wakamatsu because he needed to check if the crops were good for harvesting. We went to one field where Mister Wakamatsu planted potatoes and I was excited because I wanted to help pull them out.

Mister Wakamatsu showed me how and said, “You dig here by the ridge, so you won’t damage the potatoes.” I went down on my knees and started to dig carefully with a spade, but as I dug up some of the soil, something came out like a thing in nightmares.

“Aaaah!” I screamed, when a worm suddenly popped out. It was long and thin and wiggling around the muddy ground. I was about to squash it with my spade when Mister Wakamatsu spotted me and asked, “What are you doing?”

“Mister Wakamatsu, your potatoes have worms around them.”

Mister Wakamatsu smiled and said, “Well, they’d better, or I’ll be really upset!”

I got confused. Why would anyone need worms in potatoes? Mister Wakamatsu must have seen the look on my face and explained it to me.

“Those are earthworms,” he said, “and they’re my little helpers. They’re like little farmers in a way because they make the soil healthy and help all my crops grow healthy. Every crop field needs them, or you wouldn’t be eating any delicious potatoes! In fact, all these small, simple living creatures that you think are disgusting serve an important purpose when you look at the bigger picture.”

We went back in the house after we finished harvesting the potatoes and had a great lunch. There were no worms in it, but I knew now why it tasted so good. I’ll always remember this visit and how I learned so much from the simplest of things.
7. Which phrase from the story helps to create an inviting mood up to here?
   A. quiet, warm morning
   B. a worm suddenly popped out
   C. fields that were vast and empty as the dim sky
   D. all these small, simple living creatures

8. The dialogue in paragraphs 4–8 shows that the narrator views Mister Wakamatsu as
   A. a father.
   B. a peer.
   C. an enemy.
   D. a mentor.

9. In the fourth paragraph of “Mister Wakamatsu’s Helpers,” the speaker’s feelings can best be described as
   A. vengeful.
   B. amused.
   C. disgusted.
   D. uninterested.

10. Read this sentence from “Mister Wakamatsu’s Helpers.”
    We finished harvesting the potatoes and had a great lunch. There were no worms in it, but I knew now why it tasted so good.
    The word great is used mainly to suggest that the lunch was
    A. large.
    B. intense.
    C. important.
    D. wonderful.

11. The first line of the story is echoed in the final line because it
    A. reinforces the theme.
    B. sounds beautiful.
    C. changes the mood.
    D. creates irony.

12. What do paragraphs 5–6 say about Mr. Wakamatsu’s character?
    A. He is easily enraged.
    B. He is a humorous person.
    C. He loves looking for worms.
    D. He is very business minded.
Juan’s teacher asked him to write an informational essay about earthworms. Below is his rough draft. It may contain errors.

Earthworms

1 Earthworms can be found almost anywhere in the world, except for regions with permafrost or permanent ice and regions where the soil is highly acidic. Earthworms may look disgusting, but they have done great things to the soil and plants. They are resilient and well-designed creatures that have been an important part of our planet's ecosystem for so long. These creepy crawlers even help air and water to circulate in the ground. This is very important for the plants to grow healthy and strong.

2 Earthworms go through the soil by contracting and expanding their bodies. They can be short and fat or long and thin. They have bristles on their body called setae, which help them keep a firm hold on the soil. This also serves as a defensive feature against predators such as birds. These creatures do not have any eyes, but their body is sensitive enough to distinguish changes of light around them. They also breathe through their skin. But what is more astonishing is that earthworms have a total of five hearts! That’s because these hearts eliminate excess calcium in their bodies, which they get whenever they eat dirt.

3 Earthworms have proven to be useful not only to us humans, but to nature itself. Not only do they facilitate the good circulation of air and water, they also help generate compost, which keeps the soil and plants healthy. The waste byproducts they excrete, called casts, are rich in nutrients, which is why it is imperative to have lots of earthworms on farms.

4 But don’t think that earthworms are invincible. Chemical fertilizers have harmed these worms and in some places almost eradicated them. These fertilizers contaminate the air and soil and eventually kill the worms. This practice should all in all be avoided.

Bibliography


13 As Juan begins his research, the person who would be most helpful is the
A vice principal.
B homeroom teacher.
C school librarian.
D senior gardener.

14 Read this sentence from paragraph 2 of Juan’s draft.

Earthworms go through the soil by contracting and expanding their bodies.

Which word would best replace the underlined word to make the meaning more precise?
A dig
B get
C dance
D wiggle
15. Which of the following questions is answered by the bibliography?

A. Is James Henry a world-famous scientist?
B. Is the population of worms distributed evenly?
C. Is Hopper House Publishing located in the United States?
D. Is *Farming Magazine* a weekly or a monthly magazine?

16. Which of the works in the bibliography is the *most likely* source for Juan’s knowledge of the number of hearts an earthworm has?

A. *Animal Anatomies*
B. *The Science of Farming*
C. *The Joy of Gardening: Earthworms*
D. “The Distribution of Earthworms Around the Globe”
17 Read the following excerpt from a gardening magazine.

Here are some of the negative effects of certain chemical fertilizers:
— increase acidity that may lower the soil’s beneficial organism population
— destroy nitrogen-fixing bacteria that help the plants to grow
— help the growth of fungus that can be harmful to plants
— increase the risk of plants contracting bacteria-related diseases

According to the information contained in the magazine excerpt and Juan’s report, chemical fertilizers are harmful to earthworms because they

A help the growth of fungus.
B increase the acidity of soil.
C destroy nitrogen-fixing bacteria.
D increase the risk of bacterial diseases.

18 When Juan types his final report, which line spacing should he use for the body of his paper?
A single
B 1.5 lines
C double
D triple
Miguel has a complaint about a product he purchased from Zoomander Electronics. The following is a rough draft of Miguel’s letter of complaint. It contains errors.

Ms. A. B. Hall  
President, Zoomander Electronics  
555 Industry Way  
New York, NY 12345

Dear Ms. Hall:

I called Zoomander on June 29 to find out how to deal with the difficulties I’ve had with the new Zoomander camera phone. After around ten rings, a customer service representative named Christopher came on the line. I explained the trouble I had with my phone, but he did not seem to listen. I had to repeat my explanation again and again because he constantly asked me the same questions. Christopher then asked me to wait for a few minutes, but when he returned he told me that he couldn’t help me. It was a dreadfully frustrating experience for me.

I am very disappointed because I was expecting superior service. Since I still cannot use my phone for business, much of my valuable time has been lost.

I bought a phone of another brand and have decided to return my Zoomander camera phone as soon as possible. I also demand a full refund of my money. I am hopeful that everything will work out in the end. I will be notifying—my family, my colleagues, and my friends regarding this incident.

Sincerely,  
Miguel Magbanua
19 Which statement is not consistent with the overall tone of the letter?

A I also demand a full refund of my money.
B It was a dreadfully frustrating experience for me.
C I am hopeful that everything will work out in the end.
D I am very disappointed because I was expecting superior service.

20 Read this sentence from the third paragraph.

I will be notifying—my family, my colleagues, and my friends regarding this incident.

How should the underlined part of the sentence be written?

A notifying: my family,
B notifying my family
C notifying; my family,
D notifying my family,

21 Which sentence should Miguel write at the beginning of his letter in order to make his purpose most clear?

A I am writing to Zoomander President Ms. A. B. Hall to complain about one employee in the Zoomander customer service department.
B This letter is to complain about the service I recently received from a Zoomander customer service representative regarding a defective product.
C Christopher in Zoomander’s customer service department is a bad employee, and he should be dealt with promptly.
D I’m having trouble with my new Zoomander phone, and I need immediate assistance.
The following questions are not about a passage. Read and answer each question.

22 Read this sentence.

My broken leg is costing me money, giving me stress, and it took away my valuable time.

How should the underlined part of the sentence be written?
A cost me money, give me stress, and took away my valuable time.
B costing me money, giving me stress, or it took away my valuable time.
C costing me money, gave me stress, and it took away my valuable time.
D costing me money, giving me stress, and taking away my valuable time.

23 Read this sentence.

The cold seeped in and crept up my spine when I opened the door of the old mine.

What is the correct way to write the underlined words?
A seeped in and crept up
B sept in and crept up
C seep in and creep up
D Leave as is.
24  Read the following sentence.

I was put on hold by the phone operator for fifteen minutes.

What is the correct way to rewrite the sentence using the active voice?

A  The phone operator put me on hold for fifteen minutes.
B  By the phone operator, I was put on hold for fifteen minutes.
C  For fifteen minutes, the phone operator held me.
D  Leave as is.

25  Read these sentences.

By the time I arrived at the restaurant, all of my friends are eating lunch. I quickly sat down to join them.

What form of the verb should replace the underlined words to maintain consistency of verb tense?

A  ate
B  is eating
C  were eating
D  will have eaten
Writing Application: Narrative Writing

Writing Task: By this point in your life, you have experienced many things. You have probably been to a variety of places and met a variety of people. Think about an experience you have had that taught you an important lesson.

Write a composition in which you narrate a sequence of events from your life that taught you something. In your autobiographical narrative, be sure to include specific details about time and place and to explain the significance of the events to your audience.

CHECKLIST FOR YOUR WRITING

The following checklist will help you do your best work. Make sure you

- read the explanation of the writing task carefully.
- support and develop your ideas with specific details and examples.
- organize your writing with a strong introduction, body, and conclusion.
- use precise language that is best-suited to your audience and purpose.
- vary your sentences to add interest to your writing.
- check for errors in grammar, spelling, punctuation, and sentence structure.
Writing Application: Response to Literature

Writing Task: Read “Liberty” in Unit 1 of your student text. As you read, notice how the author uses foreshadowing in the story. Write an essay in which you explain how the author uses foreshadowing and what effect this use has on the reader and on the mood of the story. Be sure to support your ideas with details and examples from the story. Write for your teacher, who has also read “Liberty.”

CHECKLIST FOR YOUR WRITING

The following checklist will help you do your best work. Make sure you

❑ read the passage and the explanation of the writing task carefully.
❑ include specific details and examples from the passage to show you understand the author’s purpose.
❑ organize your writing with a strong introduction, body, and conclusion.
❑ use precise language that is best-suited to your audience and purpose.
❑ vary your sentences to add interest to your writing.
❑ check for errors in grammar, spelling, punctuation, and sentence structure.
Omar and I are the Clue Duo, the best detectives at Wayside High School. That’s why Maria came to us with her mystery. Maria refused to climb up the Clue Duo tree, our office, so she just shouted up to us from the ground.

“Someone left notes in my locker,” Maria shouted.

“Sounds serious,” I said mysteriously.

“They’re nice notes. You could say I’ve got a secret admirer,” Maria said, blushing.

“Hmmm,” said Omar, sounding important, “we’ll take the case!” He jumped down from the tree. I followed.

“Where’s the evidence?” I asked.

“The what?” Maria looked confused.

“The notes,” Omar explained.

“Oh, here.” Maria started handing us three pieces of notebook paper.

“How and when did you receive these?” I asked, sounding official.

“Umm. They were in my locker three days in a row after lunch,” Maria explained.

“Does anyone know your locker combination?” I asked.

“No. They were probably slipped through the cracks,” Maria explained.

“Ingenious!” Omar declared.

“May we examine the notes?” I asked politely.

“I guess so,” Maria responded, blushing. Omar and I unfolded the notes. One read, “I think you’re cool.” The next read, “I see you in school.” The third read, “Can you solve the mystery?” Something was familiar about the handwriting. I looked at Omar, but he was looking at Maria.

“We’ll . . . ah . . . investigate and get back to you,” I told Maria as the bell rang. We headed inside. As Maria opened her locker, another note fell out. She read it, then handed it to me. It read, “Just look in the tree.”

“Well . . . I think I’ve got an idea,” I said, turning to Maria, but she was already walking down the hill, hand-in-hand with Omar himself.
1. Read this sentence from the passage.

“They were in my locker three days in a row after lunch,” Maria explained.

The underlined words are used to suggest that the three days happened
A. rarely.
B. quickly.
C. alternately.
D. consecutively.

2. What trait of the narrator is most evident in paragraphs 10 through 12?
A. He is methodical.
B. He is curious.
C. He is outgoing.
D. He is adventurous.

3. Which of the following best describes when the story takes place?
A. It takes place at night.
B. It takes place during class.
C. It takes place over the weekend.
D. It takes place during a class break.

4. This selection could effectively be adapted for presentation as a comedy because it has a(n)
A. sad ending.
B. amusing plot.
C. brief dialogue.
D. intriguing mystery.
A Flock of Teams

Cardinalfan: Hey. Are you online?

Ravenfan: Hey, Leroy. What are you doing?

Cardinalfan: Research for a school paper. What about you?

Ravenfan: Same here. Are you looking up how the Ravens are going to cream the Cardinals in the game tomorrow?

Cardinalfan: Hah? You wish. The Cardinals are totally going to win. We’ve won our last three games.

Ravenfan: Yeah, but you lost the four games before that. We have the best record in the league.

Cardinalfan: You only have the best record because the Bears had to miss the game.

Ravenfan: We still have the best record. Come on, even our uniforms are better than the Cardinals’ uniforms!

Cardinalfan: Now I know you’re desperate. You really don’t have anything to back up your claims. You barely won your last game.

Ravenfan: We won by four points. Winning is winning. You’re just jealous. You only won your last game because the referee was biased in your favor.

Cardinalfan: That’s not true. The referee made plenty of calls that went against us.

Ravenfan: He only made three calls against you.

Cardinalfan: Well, I think that’s ample. The Ravens always have the referees on their side.

Ravenfan: Now you’re making me laugh! The referees call plenty of fouls on our players. They’re harder on our players because we have the best record.

Cardinalfan: There you go with the best record claim again! I guess we’re going to have to agree to disagree here. I have to get to work on my paper.

Ravenfan: I hear you, buddy. I have to get working, too. See you at the game tomorrow.
5. The word **cream** in line 4 suggests that the Ravens are going to
A. fight the Cardinals.
B. lose to the Cardinals.
C. defeat the Cardinals.
D. hang out with the Cardinals.

6. The conversation between the two fans creates a tone that is
A. polite.
B. serious.
C. calm.
D. competitive.

7. Read this excerpt from the passage.

Cardinal fan: Well I think that’s **ample**. The Ravens always have the referees on their side.

Which word could **best** replace the underlined word to make the meaning more precise?
A. over
B. plenty
C. lavish
D. slight

8. Throughout the conversation, the focus is on
A. the competing teams.
B. the Ravens.
C. the research papers.
D. Leroy.
The following is a short story written by a student. It may contain errors.

Changing Fashions

1 Caroline had collected a pile of reference books from the library. She was going to make a couple of posters to announce a play. Caroline knew the director, and he had given her this chance to use her drawing skills. The reference books were to make sure she got everything just right.

2 It hadn’t seemed like a complicated task, at least not until she read the note he had given her. “FYI: This play takes place in England in the 1600s. It was when weskits were beginning to be worn by men. So it’s important that your posters show this correctly.” All she had to do now was a figure out how to draw what he had asked for.

3 The problem was that Caroline had no idea what a weskit was; however, she opened a dictionary and looked it up. Reading the definition wasn’t too helpful. It said the word weskit was a short form of waistcoat. It was also another name for vest, which came from veste, a French word meaning “short jacket.”

4 Of course she knew what a vest was. It was a piece of clothing that had no sleeves and no collar. Both men and women wore vests. The word waistcoat was pronounced “weskit” in old times.

5 But wait a minute, Caroline thought. She went back quickly to the definition of waistcoat. She learned that, in the 1600s, a waistcoat was something that only men wore.

6 Caroline’s head was spinning like a top from all the information. But at least now, she knew what the director meant. All she had to do now was find a picture of a weskit, the kind a man would have worn in England in the 1600s.

7 I guess it’s back to the library, Caroline, she told herself. It’s just what I need—a few more books.
9 Read these sentences from paragraph 2 of the story.

This play takes place in England in the 1600s. It was when weskits were beginning to be worn by men.

What is the correct way to rewrite the second sentence using the active voice?
A It was when weskits were beginning to be used.
B It was when men began to wear weskits.
C It was when men were beginning to be dressed in weskits.
D Leave as is.

10 Which of the following sentences does not fit the topic of the paragraph in which it appears?
A The word waistcoat was pronounced “weskit” in old times. (paragraph 4)
B It said the word weskit was a short form of waistcoat. (paragraph 3)
C It was also another name for vest, which came from veste, a French word meaning “short jacket.” (paragraph 3)
D She learned that, in the 1600s, a waistcoat was something that only men wore. (paragraph 5)

11 What does Caroline reveal about herself in paragraph 7 when she thinks, “It’s just what I need—a few more books.”
A She is a poor reader.
B She is worried about her poster.
C She is becoming weary of research.
D She is excited to return to the library.

12 If the story were continued, the next part would be about
A something Caroline discovers at the library.
B the opening night of the play.
C the cast of the play.
D the kind of men who wore weskits.
The following questions are not based on a passage. Read and answer each item.

13. **Read the sentence.**

Darrell bought burgers from the restaurant and gives some to his nephew.

**Which of the following is the best way to rewrite the sentence?**

A. He bought burgers from the restaurant, and some given to Darrell’s nephew.
B. Darrell bought burgers from the restaurant and gave some to his nephew.
C. Darrell bought burgers from the restaurant and his nephew was given some.
D. When Darrell bought the burgers from the restaurant, and some gave his nephew.

14. **Read the sentence.**

The biology teacher is a major hit with his students: his classes are so engaging!

**How should the underlined part of the sentence be written?**

A. students, his classes
B. students! His classes
C. students; his classes
D. students—his classes

15. **Read the sentence.**

Harry and I push and clawed our way to the front of the crowd.

**What is the correct way to write the underlined words?**

A. push and claws
B. pushed and claw
C. pushes and claws
D. pushed and clawed
Read the following selections and consider how they are similar and different.

Selection A

The Tide Rises, the Tide Falls

By Henry Wadsworth Longfellow

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveler hastens toward the town,

And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,

And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveler to the shore,

And the tide rises, the tide falls.
Selection B

A Day

By Emily Dickinson

I'll tell you how the sun rose,
A ribbon at a time.
The steeples swam in amethyst,
The news like squirrels ran.

5 The hills untied their bonnets,
The bobolinks begun.
Then I said softly to myself,
“That must have been the sun!”

But how he set, I know not.

10 There seemed a purple stile
Which little yellow boys and girls
Were climbing all the while
Till when they reached the other side,
A dominie in gray

15 Put gently up the evening bars,
And led the flock away.

NOTE: a dominie is a clergyman.
16. In line 8 of the “The Tide Rises, the Tide Falls,” the poet personifies the waves in order to:
   A. remind the reader that the waves are a character.
   B. describe the sound of the waves.
   C. illustrate that the waves are not big at all.
   D. suggest the texture and appearance of the waves.

17. Which universal theme is addressed in both poems?
   A. Nature moves in cycles.
   B. People fail to appreciate nature.
   C. Society must not lose touch with nature.
   D. There are parts of nature we will never understand.

18. One feature of the first poem that classifies it as literature from the Romantic period is its:
   A. imagery that supports its theme.
   B. natural images that suggest emotions.
   C. romantic words that convey ideas of love.
   D. repetition and rhyme that create a somber tone.

19. In line 6 of “A Day,” what does the phrase “The hills untied their bonnets” refer to?
   A. the sun rising higher and higher in the sky
   B. the hats worn by people taking a morning stroll
   C. the morning light spreading across the countryside
   D. the children waking up at the break of day

20. Which literary device do both Longfellow and Dickinson use?
   A. imagery
   B. dialogue
   C. foreshadowing
   D. repetition
From The Taming of the Shrew

By William Shakespeare

ACT III

SCENE II  Padua. Before BAPTISTA'S house.

[Enter BAPTISTA, GREMIO, TRANIO, KATHERINE, BIANCA, LUCENTIO, and others, attendants]

BAPTISTA  [To TRANIO] Signior Lucentio, this is the 'pointed day
That Katherine and Petruchio should be married,
And yet we hear not of our son-in-law.
What will be said? what mockery will it be,
To want the bridegroom when the priest attends
To speak the ceremonial rites of marriage?
What says Lucentio to this shame of ours?

KATHERINE  No shame but mine. I must, forsooth, be forced
To give my hand opposed against my heart
Unto a mad-brain rudesby full of spleen,
Who woo’d in haste and means to wed at leisure.
I told you, I, he was a frantic fool,
Hiding his bitter jests in blunt behavior;
And, to be noted for a merry man,
He'll woo a thousand, 'point the day of marriage,
Make feasts, invite friends, and proclaim the banes,
Yet never means to wed where he hath woo’d.
Now must the world point at poor Katherine,
And say, 'Lo, there is mad Petruchio’s wife,
If it would please him come and marry her!'

TRANIO  Patience, good Katherine, and Baptista too.
Upon my life, Petruchio means but well,
Whatever fortune stays him from his word.
Though he be blunt, I know him passing wise;
Though he be merry, yet withal he's honest.

KATHERINE  Would Katherine had never seen him though!

[Exit weeping, followed by BIANCA and others]
BAPTISTA  Go, girl, I cannot blame thee now to weep,  
For such an injury would vex a very saint,  
Much more a shrew of thy impatient humour.

[Enter BIONDELLO]

BIONDELLO  Master, master, news, old news, and such news as you never heard of!

BAPTISTA  Is it new and old too? how may that be?

BIONDELLO  Why, is it not news, to hear of Petruchio’s coming?

BAPTISTA  Is he come?

BIONDELLO  Why, no, sir.

BAPTISTA  What then?

BIONDELLO  He is coming.

BAPTISTA  When will he be here?

BIONDELLO  When he stands where I am and sees you there.

TRANIO  But say, what to thine old news?

BIONDELLO  Why, Petruchio is coming in a new hat and an old jerkin; a pair of old breeches thrice turned; a pair of boots that have been candle-cases, one buckled, another laced; an old rusty sword ta’en out of the town-armory, with a broken hilt, and shapeless; with two broken points; his horse hipped with an old mothy saddle and stirrups of no kindred; besides, possessed with the glanders and like to mose in the chine, troubled with the lampass, infected with the fashions, full of wingdalls, sped with spavins, rayed with yellows, past cure of the fives, stark spoiled with the staggers, begnawn with the bots, swayed in the back and shoulder-shotted, near-legged before and with, a half-chequed bit and a head-stall of sheeps leather which, being restrained to keep him from stumbling, hath been often burst and now repaired with knots; one girth six time pieced and a woman’s crupper of velure, which hath two letters for her name fairly set down in studs, and here and there pieced with packthread. . . .
21. Which of the following features indicates that this play is a comedy?

A. the title, “The Taming of the Shrew”
B. the description of Petruchio’s bizarre behavior
C. Baptista’s reaction to the lateness of Petruchio
D. Katherine’s weeping while waiting for Petruchio

22. In this excerpt, Biondello’s monologue serves to

A. introduce the characters to Petruchio.
B. emphasize the importance of dressing well.
C. prepare readers for Petruchio’s entrance.
D. convince Katherine to forgive Petruchio’s behavior.

23. Read these lines spoken by Baptista at the beginning of the scene.

What will be said? what mockery will it be,
To want the bridegroom when the priest attends
To speak the ceremonial rites of marriage?
What says Lucentio to this shame of ours?

Baptista’s words in this excerpt signify that

A. he does not want Petruchio to marry his daughter.
B. he is very concerned about the opinions of others.
C. he believes Petruchio’s lateness to be amusing.
D. Petruchio still loves Katherine despite his behavior.
24. Which literary device is Baptista using when he says, following Katherine’s exit, “For such an injury would vex a very saint”?
   A. hyperbole
   B. metaphor
   C. irony
   D. onomatopoeia

25. Biondello’s replies to Baptista’s questions can best be described as
   A. heated.
   B. somber.
   C. anxious.
   D. playful.
Unit 5 Assessment
Reading/Literature
The planet Jupiter is truly one of the marvels of our solar system. It is by far the largest of our eight planets. In fact, its mass is about two-and-a-half times the mass of all the other planets put together. Comparing Jupiter to our humble Earth is like comparing a basketball to a pea. Jupiter is 318 times more massive than Earth and has a diameter that is eleven times greater.

Scientists believe that Jupiter has no solid rock surface. Instead, it is a gaseous planet, composed mostly of hydrogen and helium. What we can see of Jupiter from Earth is merely the top of gaseous clouds in Jupiter’s upper atmosphere. A distinctive feature of Jupiter’s atmosphere is the “Great Red Spot,” located in the planet’s southern hemisphere. This region is a tremendous storm system big enough to contain three Earths. The storm rotates counterclockwise, completing one revolution every six days.

Jupiter is orbited by sixteen moons, ranging in size from 10 miles to more than 3,000 miles in diameter. The planet is also circled by faint rings composed of microscopic particles. These particles are made from the dust expelled when meteoroids smash into Jupiter’s four small inner moons. The rings were discovered in 1979 by the spaceship Voyager, and their existence took scientists completely by surprise.
Document B

Asteroid

1. In our solar system, eight planets revolve around the Sun, and seven of these planets have natural moons. In addition, the solar system is home to an extremely large number of asteroids.

2. Asteroids are rocks that are composed mostly of the same materials as rocks here on Earth—calcium, iron, and nickel, for example. These space rocks occupy the far reaches of our solar system, but the largest concentration of asteroids can be found between the orbits of Mars and Jupiter. This area has so many asteroids, in fact, that it has been named the Asteroid Belt. The belt is made up of thousands of asteroids, which vary in size from tiny pebbles to behemoths, but few are more than 120 miles in diameter.

3. Scientists believe that the asteroids formed in much the same way as did the planets. As solid material slowly condensed from the early gaseous universe, pieces of this material were drawn together by the force of gravity. With the help of many violent collisions, chunks of this material became larger and larger, eventually growing into the moons and planets of our solar system. Although asteroids in the belt began to form at the same time and in the same way as the planets, they were never able to combine into anything approaching planetary size. This was mostly due to the influence of their colossal neighbor, the planet Jupiter. Jupiter is so large and exerts such a strong gravitational pull on objects near it, that the asteroids in the belt have never been able to overcome Jupiter’s attraction.
1 Read this sentence.

Jupiter is orbited by sixteen moons, ranging in size from 10 miles to over 3,000 miles in diameter.

What is the correct way to rewrite the sentence using the active voice?
A Sixteen moons, ranging in size from 10 miles to over 3,000 miles in diameter, orbit Jupiter.
B Ranging in size from 10 miles to over 3,000 miles in diameter, Jupiter is orbited by sixteen moons.
C Jupiter, ranging in size from 10 miles to over 3,000 miles in diameter, is orbited by sixteen moons.
D Leave as is.

2 Which of the following would be the best source of information regarding recent asteroid observations?
A a student essay on meteors and asteroids
B a feature article on asteroids in the morning paper
C a book chapter titled “Astrology in the Stars”
D an article on asteroids in the latest edition of a science journal

3 Read this sentence from Document B.

Asteroids are rocks that are composed mostly of the same materials as rocks here on Earth—calcium, iron, and nickel, for example.

The word Asteroids comes from the
A Latin word for life.
B Greek god Ares, god of war.
C Roman god Jupiter, ruler of the Roman gods.
D Greek word for star.
The following is a rough draft of a student’s report and may contain errors.

The History of Domesticated Cats

1. Humans and cats have had a long history of living together. In fact, archaeological evidence shows that humans may have begun domesticating cats more than five thousand years ago, beginning in Egypt, where nomadic hunters and gatherers began to settle and farm. As the Egyptians developed permanent farming settlements with large silos of stored grain, rodents became a problem. Mice and rats immediately flocked to the storehouses, foraging for fresh grains to eat. The Egyptians noticed their supplies being depleted and were determined to do something about the problem.

2. The Egyptians began to lure wild cats to the storehouses by feeding them. When the rodent problems continued to increase, Egyptians began to put the cats inside their grain storehouses to defend their winter supplies against the intruding mice and rats. The cats did an excellent job of eliminating the uninvited guests, and they became much valued for their “mousing” skills.

3. Not only were the cats helpful in protecting the harvests of early Egyptian society, the cats also decreased the possibility that humans would come into contact with diseases commonly carried by rodents.

4. Because of their unmatched mousing skills, cats became highly regarded in Egypt. They were so respected, in fact, that a law was passed forbidding their exportation. Eventually, however, the domesticated cat made its way to Greece, probably aboard trading ships, where it was also a useful rodent controller.

5. From these beginnings, domesticated cats spread throughout Europe and Asia. The expansion of the Roman Empire and the missionary movements of Christian and Buddhist monks assisted in the spread of domesticated cats. The monks brought cats with them on their travels. They wanted to be sure that wherever they lodged, rodents wouldn’t trespass in the sleeping quarters. By the sixth century, domesticated cats were widespread in Persia, and by the eleventh century, they had reached China. Finally, by the middle of the fifteenth century, domesticated cats populated every country in Europe. Felines had become a significant presence in many cultures.

6. Cats were used all over Europe to chase away offending animals. In Scotland, the cat was considered a mighty warrior against rats. In Asia, cats were valued as exotic pets and revered religiously as a protection against rodents. Even paintings and statues of cats were believed to be able to ward off mice.

7. Towards the end of the fifteenth century, domesticated cats began to make their way to other continents. Once again, the mode of transport was by ship. Cats spread to the Americas as Spain began using the seas to access unexplored lands.
and, eventually, back to their home continent of Africa. Ironically, domesticated cats had not already spread from Egypt throughout the rest of the African continent. Domesticated cats arrived on the southern tip of Africa only with the help of Spanish traders and colonists.

4 Which of the following is the best statement of the student’s thesis?

A. Humans began domesticating cats over five thousand years ago in Egypt.
B. Domesticated cats went around the world even before they finally reached the southern tip of their home continent.
C. Cats are useful because they decrease the possibility of humans contacting diseases commonly carried by rodents.
D. Cats have become significant to many cultures because they help protect against rodents and other animals.

5 The student wants to add the following sentence to his report.

In Ireland, cats were kept in churches to scare away lurking snakes.

Where should he add this sentence?

A. at the end of paragraph 1
B. in the middle of paragraph 3
C. at the end of paragraph 4
D. in the middle of paragraph 6
6  Read this sentence.

Cats spread to the Americas as Spain began using the seas to access unexplored lands and, eventually, back to their home continent of Africa.

What is the correct way to write this sentence?

A  Eventually, back to their home continent of Africa, cats spread to the Americas as Spain began using the seas to access unexplored lands.

B  Eventually, cats spread to the Americas as Spain began using the seas to access unexplored lands and back to their home continent of Africa.

C  As Spain began using the seas to access unexplored lands, cats spread to the Americas and, eventually, back to their home continent of Africa.

D  Leave as is.

7  Which question, if researched, could provide the best information on the relationship between cats and public health in today’s world?

A  Why do people suffer from allergies?

B  Do cats help people live longer and more productive lives?

C  How long have cats and humans been living together?

D  What human diseases did cats protect against in ancient Egypt?
The following is a rough draft of a student's report and may contain errors.

Don’t Feed the Dolphins

Dolphins are smart, cute creatures that many people would love to have for pets if they could only find a pool that was big enough. But did you know that it’s against the law to feed wild dolphins? It is illegal under the federal Marine Mammal Protection Act.

“I know that people find wild dolphins fascinating, and Phiney in particular. It’s so tempting to want to pet or feed them. But we need to realize that it is harmful and illegal under federal law,” said Taylor Moore, a marine biologist in the Offices of Protected Marine Resources. “The best way to help protect Phiney, and other wild dolphins like him, is to observe the animals at a respectful distance. People should also avoid doing anything that might risk harassing the dolphins. We can’t chase, touch, or swim with the animals.”

While movies and TV shows would tell you otherwise, it can be harmful for both humans and wild dolphins if they are too friendly with each other.

Because of their perpetual smiles, dolphins have a reputation for being friendly. However, wild dolphins are not very different from wild lions. They should be treated with respect and caution, both for the dolphins’ and the humans’ sakes. Interaction with people changes dolphins’ behavior. Being friendly with humans encourages the dolphins to lose their natural wariness, therefore making themselves vulnerable to shark attacks. The act of feeding a wild dolphin might also be fatal to them as they can easily be injured by boat propellers and fishing lines. They can also get sick from eating human food.

Dolphins are also natural hunters. If they learn that begging for food is the easy way out, they might stop hunting, lose their fear of humans, and just wait to be fed. It also disrupts their social groups and threatens their ability to survive in the wild. Mothers would compete with their young for the food that humans offer instead of teaching them to forage and feed themselves.

Finally, dolphins are very dangerous, despite the cute and cuddly “pets” that are seen in movies. Those dolphins are actually trained. The wild dolphins might and will bite when angry or frustrated. People who swim with wild dolphins do disturb them, and dolphin bites have been reported.

Please let the wild ones stay wild.

Bibliography

8. What information could the student add to paragraph 2 to best support the information provided there?

A. what other activities harm dolphins
B. who Phiney is and what happened to him
C. who Taylor Moore is
D. how people can protect and observe the dolphins

9. What is the correct way to list the Web site in the bibliography, per MLA style guidelines?


From The Last Class—A Story of a Little Alsatian
By Alphonse Daudet

1. “Go at once to your seat, my little Frantz; we were going to begin without you.”

2. I stepped over the bench and sat down at once at my desk. Not until then, when I had partly recovered from my fright, did I notice that our teacher had on his handsome blue coat, his plaited ruff, and the black silk embroidered breeches, which he wore only on days of inspection or on distribution of prizes. Moreover, there was something extraordinary, something solemn about the whole class. But what surprised me most was to see at the back of the room, on the benches which were usually empty, some people from the village sitting, as silent as we were: old Hauser with his three-cornered hat, the ex-mayor, the ex-postman, and others besides. They all seemed depressed; and Hauser had brought an old spelling-book with gnawed edges, which he held wide-open on his knee, with his great spectacles askew.

3. While I was wondering at all this, Monsieur Hamel had mounted his platform, and in the same gentle and serious voice with which he had welcomed me, he said to us:

4. “My children, this is the last time that I shall teach you. Orders have come from Berlin to teach nothing but German in the schools of Alsace and Lorraine. The new teacher arrives tomorrow. This is the last class in French, so I beg you to be very attentive.”

5. Those few words overwhelmed me. Ah! the villains! that was what they had posted at the mayor’s office.

6. My last class in French!

7. And I barely knew how to write! So I should never learn! I must stop short where I was! How angry I was with myself because of the time I had wasted, the lessons I had missed, running about after nests, or sliding on the Saar! My books, which only a moment before I thought so tiresome, so heavy to carry—my grammar, my sacred history—seemed to me now like old friends, from whom I should be terribly grieved to part. And it was the same about Monsieur Hamel. The thought that he was going away, that I should never see him again, made me forget the punishments, the blows with the ruler.

8. Poor man! It was in honour of that last lesson that he had put on his fine Sunday clothes; and I understood now why those old fellows from the village were sitting at the end of the room. It seemed to mean that they regretted not having come oftener to the school. It was also a way of thanking our teacher for his forty years of faithful service, and of paying their respects to the fatherland which was vanishing.
I was at that point in my reflections, when I heard my name called. It was my turn to recite. What would I not have given to be able to say from beginning to end that famous rule about participles, in a loud, distinct voice, without a slip! But I got mixed up at the first words, and I stood there swaying against my bench, with a full heart, afraid to raise my head. I heard Monsieur Hamel speaking to me:

“I will not scold you, my little Frantz; you must be punished enough; that is the way it goes; every day we say to ourselves: ‘Pshaw! I have time enough. I will learn to-morrow.’ And then you see what happens. Ah! it has been the great misfortune of our Alsace always to postpone its lessons until to-morrow. Now those people are entitled to say to us: ‘What! you claim to be French, and you can neither speak nor write your language!’ In all this, my poor Frantz, you are not the guiltiest one. We all have our fair share of reproaches to address to ourselves.

“Your parents have not been careful enough to see that you were educated. They preferred to send you to work in the fields or in the factories, in order to have a few more coins. And have I nothing to reproach myself for? Have I not often made you water my garden instead of studying? And when I wanted to go fishing for trout, have I ever hesitated to dismiss you?”

Then, passing from one thing to another, Monsieur Hamel began to talk to us about the French language, saying that it was the most beautiful language in the world, the most clear, the most substantial; that we must always retain it among ourselves, and never forget it, because when a people falls into servitude, “so long as it clings to its language, it is as if it held the key to its prison.” Then he took the grammar and read us our lesson. I was amazed to see how readily I understood. Everything that he said seemed so easy to me, so easy. I believed, too, that I had never listened so closely, and that he, for his part, had never been so patient with his explanations. One would have said that, before going away, the poor man desired to give us all his knowledge, to force it all into our heads at a single blow.

The central conflict in this excerpt can best be described as

A internal—Frantz and his guilt for not being a better student.
B internal—M. Hamel and his feelings against the Germans.
C external—Frantz and his teacher, M. Hamel.
D external—M. Hamel and the older students who joined the class.
11 Read this sentence from the passage.

Until then, when I had partly recovered from my fright, did I notice that our teacher had on his handsome blue coat, his plaited ruff, and the black silk embroidered breeches, which he wore only on days of inspection or of distribution of prizes.

The image of the teacher in “his handsome blue coat” alludes to the fact that there is something
A different about that day in class.
B special about the narrator.
C scary about the story’s tone.
D unbelievable about the story’s setting.

12 In paragraph 7, Frantz thinks of the time when he had gone playing, running about after nest, and sliding on the Saar. This scene can be considered a
A flash forward, because it includes a scene that will happen later.
B flashback, because it includes a scene from before the story began.
C foreshadowing because it hints at a future event.
D metaphor, because it compares Frantz’s memory to something else.

13 In paragraph 9 of the story, the narrator is feeling
A angry.
B proud.
C depressed.
D embarrassed.

14 Read the following excerpt from paragraph 10.

I will not scold you, my little Frantz; you must be punished enough; that is the way it goes; every day we say to ourselves: ‘Pshaw! I have time enough. I will learn to-morrow.’ And then you see what happens.

This excerpt shows that Monsieur Hamel is
A ignorant.
B resigned.
C vague.
D idealistic.
15 If this scene from “The Last Class” were being turned into a play, what part of the story could not be easily adapted?

A the dialogue between M. Hamel and the narrator
B the narrator’s monologues about his regrets
C the narrator’s memories of missing previous lessons
D the descriptions of the setting and characters

16 Which of these synonyms for loyal means having unwavering persistence?

A faithful
B trustworthy
C steadfast
D dedicated

17 Read the sentence.

Literature and poetry flourished during the Elizabethan period.

In this sentence, period means

A any unspecified division or portion of time.
B a punctuation mark used to end a sentence.
C parts of equal length into which a game is divided.
D an interval of time that is meaningful in history.
Read this sentence.

The Sierra Nevada to the east, Cascade Mountains to the north, and the Sonoran Desert to the south and southeast isolate California from the rest of the continent of North America.

What is the correct way to write the underlined words?

A the south and southeast isolates California
B the south and southeast had isolated California
C the south and southeast has isolated California
D Leave as is.
**From Julius Caesar**  
*By William Shakespeare*

**ACT II. SCENE II.**

*Enter DECIUS.*

DECIUS. Caesar, all hail! Good morrow, worthy Caesar!  
I come to fetch you to the Senate House.

CAESAR. And you are come in very happy time  
To bear my greeting to the senators,  
And tell them that I will not come today.  
Cannot, is false; and that I dare not, falser:  
I will not come today. Tell them so, Decius.

CALPURNIA. Say he is sick.

CAESAR. Shall Caesar send a lie?  
Have I in conquest stretch’d mine arm so far,  
To be afeard to tell greybeards the truth?  
Decius, go tell them Caesar will not come.

DECIUS. Most mighty Caesar, let me know some cause,  
Lest I be laugh’d at when I tell them so.

CAESAR. The cause is in my will, I will not come:  
That is enough to satisfy the Senate.  
But, for your private satisfaction,  
Because I love you, I will let you know.  
Calpurnia here, my wife, stays me at home:  
She dreamt tonight she saw my statue,  
Which, like a fountain with an hundred spouts,  
Did run pure blood; and many lusty Romans  
Came smiling and did bathe their hands in it.  
And these does she apply for warnings and portents  
And evils imminent, and on her knee  
Hath begg’d that I will stay at home today.

DECIUS. This dream is all amiss interpreted,  
It was a vision fair and fortunate.  
Your statue spouting blood in many pipes,  
In which so many smiling Romans bathed,  
Signifies that from you great Rome shall suck  
Reviving blood, and that great men shall press  
For tinctures, stains, relics, and cognizance.  
This by Calpurnia’s dream is signified.
CAESAR. And this way have you well expounded it.

DECIUS. I have, when you have heard what I can say;
And know it now, the Senate have concluded
To give this day a crown to mighty Caesar.
If you shall send them word you will not come,
Their minds may change. Besides, it were a mock
Apt to be render’d, for someone to say
“Break up the Senate till another time,
When Caesar’s wife shall meet with better dreams.”
If Caesar hide himself, shall they not whisper
“Lo, Caesar is afraid”?
Pardon me, Caesar, for my dear dear love
To your proceeding bids me tell you this;
And reason to my love is liable.

CAESAR. How foolish do your fears seem now, Calpurnia!
I am ashamed I did yield to them.
Give me my robe, for I will go.

19 Read these lines from the passage.

CAESAR. The cause is in my will: I will not come,
That is enough to satisfy the Senate.

What does this excerpt reveal about Caesar’s character?

A He is a proud man who is accustomed to getting what he wants without question.
B He is easily frustrated and is angry that the Senate is questioning his motives.
C He thinks the Senators are weak-minded fools who will be satisfied with anything.
D He hopes that the Senate will give him the crown even if he doesn’t come.

20 In lines 39–45, how does Decius finally talk Caesar into going to the Capitol?

A He tells Caesar not to heed his wife and not to believe her dreams.
B He explains that Caesar’s wife misread the symbolism in her dreams.
C He warns Caesar by saying that the Senate will laugh at his reliance on his wife.
D He uses Caesar’s pride against him by saying the Senate will think he’s a coward.
21 One indication that this excerpt was *not* written by a modern playwright is
A the theme that power can corrupt, which is irrelevant today.
B the language used in the dialogues, which is Early Modern English.
C the presence of Julius Caesar and the Roman Senate in the plot.
D the fact that the characters believe in the symbolism of dreams.

22 Read lines 36–40. What is the meaning of the phrase “to give this day a crown to mighty Caesar”?
A The day will be a happy one for Caesar.
B The Senate will deal a blow to Caesar.
C The Senate will make Caesar king of Rome.
D The Senate will give money to Caesar.

23 Reread these lines from the passage.
Calpurnia here, my wife, stays me at home:
She dreamt tonight she saw my statue,
Which, like a fountain with an hundred spouts,
Did run pure blood; and many lusty Romans
Came smiling and did bathe their hands in it.

The image invoked in these lines of Caesar’s statue running red with blood creates a mood of
A joy.
B rapture.
C outrage.
D foreboding.
Compare the following poem to the excerpt from *Julius Caesar*.

*From The Tongues of Toil*

*By William Francis Barnard*

Do you hear the call from a hundred lands  
Lords of a dying name?  
We are the men of sinewed hands  
Whom the earth and the seas acclaim.  
We are the hoards that made you lords.  
And gathered your gear and spoil.  
And we speak with a word that should be heard—  
Hark to the tongues of toil!

The power of your hands it falls at last,  
The strength of your rule is o'er,  
Where the might of a million slaves is massed  
To the shouts of a million more.  
We rise, we rise, 'neath the western skies,  
And the dawns of the east afar;  
And our myriads swarm in the southlands warm,  
And under the northern star!

We come, we come, with the force of fate;  
We are not weak, but strong.  
We parley not, and we cannot wait;  
We march with a freeman's song.  
We claim for meed what a life we can need  
That lives as a life should live—  
Not less, not more, From the plenteous store  
Which freeborn labors give!

We shall shape a world as a world should be,  
With room enough for all.  
We will rear a race of the wise and free,  
And not of the great and small.  
And the heart and the mind of humankind  
Shall drink to the dregs of good,  
Forgetting the tears of the darker years,  
And the curse of bondman's blood.
In vain you soften the voice of greed,
   In vain you speak us fair;
   The time is late, and we hark nor heed;
   In gladness still we dare.
Yield, then, yield to the force we wield,
   To the masses of our might;
We are countless strong at the throat of wrong
   The warriors of the right!

Yes, we are the captains of the earth
   And the warders of the sea—
Of a race new born in nobler birth,
   The mighty and the free!

We clasp all hands, to the farthest lands;
   We swear by our mother soil,
To take the meed who have done the deed!
   Hark to the tongues of toil!

24 What literary convention does Shakespeare use that Barnard does not?
A lines with metered rhythm
B dialogue between characters
C elegant rhyme schemes
D vivid dramatic imagery

25 A theme of both of these passages is
A the weakness of the powerful
B anger at injustice.
C regret for crimes committed.
D the glory of triumph.
Unit 6/Semester Assessments
Reading/Literature
Writing Applications
Refer to the following documents to answer the questions that follow.

Document A

**Pinocchio’s Deli**

**Job Performance Report**

Employee’s name: Fiona

Rate the employee in the following areas, using a scale of 1 = never, 2 = sometimes, 3 = frequently, 4 = almost always, 5 = always.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives for shifts on time</td>
<td>4</td>
</tr>
<tr>
<td>Keeps the shop clean</td>
<td>3</td>
</tr>
<tr>
<td>Adequately stocks supplies</td>
<td>3</td>
</tr>
<tr>
<td>Cooperates with coworkers</td>
<td>2</td>
</tr>
<tr>
<td>Provides good customer service</td>
<td>2</td>
</tr>
<tr>
<td>Accurately maintains cash register</td>
<td>2</td>
</tr>
<tr>
<td>Fairly shares duties with coworkers</td>
<td>4</td>
</tr>
<tr>
<td>Works hours as scheduled</td>
<td>3</td>
</tr>
<tr>
<td>Appears well-groomed and professional</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments:**

Fiona usually arrives on time for her shifts neatly dressed in the proper uniform. She works well with employees whom she knows well, but she has a short temper with others. Fiona cooperates but often complains when she is assigned to clean up the deli.

Her frequent requests for days off make her unreliable. Fiona works fewer hours per week than any other employee. In addition, Fiona is always on shift when totals are found to differ by more than $10.

Fiona performs routine maintenance tasks well. Sometimes, however, she does not complete the tasks as often as needed. This is particularly true in the case of floor mopping and trash removal. Likewise, napkin shortages have been a chronic problem.
Fiona’s treatment of customers is also somewhat variable. Her cheerfulness appears to decline as the number of customers increases. She has been observed using a sarcastic tone with customers sometimes. Fiona gives way too much lip. She must learn to be cordial to her customers on a more regular basis.

She needs the most improvement in cash-register procedures and the handling of cash. Errors sometimes occur, resulting in nightly deposits that are either lower or higher than the totals indicated on register reports.

Current salary: $7 per hour
Revised salary (if applicable): 
Supervisor’s signature/date: 

Document B

**STAFF RULES AND REGULATIONS**

**PINOCCHIO’S DELI**

1. Employees must be punctual and be present on all required working days and shifts.
2. Employees must practice good grooming and look professional at all times.
3. Employees must respect customers and attend to their concerns in a courteous and efficient manner.
4. Employees must cooperate with coworkers in order to deliver good service to customers.
5. Employees must protect and maintain the cash register accurately at all times.
6. Employees must keep all areas of the restaurant clean and orderly.
7. Employees must follow all orders from their superiors and the management.
1 Based on the supervisor’s comments, the reader could assume that
A Fiona works well with all employees.
B Fiona usually arrives late for shifts.
C Fiona likes to look neat anywhere she goes.
D the supervisor is dissatisfied with Fiona’s performance.

2 According to her supervisor, which of the staff rules of Pinocchio’s Deli does Fiona need the most improvement in following?
A rule 1
B rule 2
C rule 5
D rule 6

3 Which of the following statements best supports the claim that Fiona needs to improve her interpersonal skills?
A Fiona’s treatment of customers is also somewhat variable.
B She has been observed using a sarcastic tone with customers sometimes.
C Fiona cooperates but often complains when she is assigned to clean up the deli.
D Sometimes, however, she does not complete the tasks as often as needed.

4 Which sentence is not consistent with the overall tone of the evaluation?
A Fiona gives way too much lip.
B Fiona works fewer hours per week than any other employee.
C Her frequent requests for days off make her unreliable.
D In addition, Fiona is always on shift when totals are found to differ by more than $10.
Read this sentence from the passage.

She works well with employees whom she knows well, but she has a short temper with others.

In this sentence, temper refers to Fiona’s
A list of duties.
B conversation skills.
C working hours.
D proneness to anger.

The following items are not based on a passage. Read and answer each question.

6 Which word is derived from the name of the Roman god of war?
A volcanic
B Tuesday
C martial
D furious

7 Read this sentence.

I have witnessed how you become a child when you don’t get what you want.

The word child is used mainly to suggest that the person spoken to is a
A young boy or girl.
B descendant of someone.
C person who behaves immaturely.
D product of particular circumstances.
8. Read this sentence.

Frederick is not the star player, he is the most popular and well-liked member of the team.

What is the correct way to write this sentence?

A. Even though Frederick is not the star player, he is the most popular and well-liked member of the team.
B. Frederick is not the star player so he is the most popular and well-liked member of the team.
C. Either Frederick is not the star player or he is the most popular and well-liked member of the team.
D. Frederick is not the most popular and well-liked member of the team so he is the star player.

9. Read this sentence.

Sheena shrieked and was waving when she saw us at the airport.

What is the correct way to write the underlined words?

A. shrioke and waved
B. was shrieking and waving
C. was shrieking and waved
D. shrieking and waving
From The Garden Party

By Katherine Mansfield

1 Away Laura flew, still holding her piece of bread-and-butter. It’s so delicious to have an excuse for eating out of doors, and besides, she loved having to arrange things; she always felt she could do it so much better than anybody else.

2 Four men in their shirt-sleeves stood grouped together on the garden path. They carried staves covered with rolls of canvas, and they had big tool-bags slung on their backs. They looked impressive. Laura wished now that she had not got the bread-and-butter, but there was nowhere to put it, and she couldn’t possibly throw it away. She blushed and tried to look severe and even a little bit short-sighted as she came up to them.

3 “Good morning,” she said, copying her mother’s voice. But that sounded so fearfully affected that she was ashamed, and stammered like a little girl, “Oh—er—have you come—is it about the marquee?”

4 “That’s right, miss,” said the tallest of the men, a lanky, freckled fellow, and he shifted his tool-bag, knocked back his straw hat and smiled down at her. “That’s about it.”

5 His smile was so easy, so friendly that Laura recovered. What nice eyes he had, small, but such a dark blue! And now she looked at the others, they were smiling too. “Cheer up, we won’t bite,” their smile seemed to say. How very nice workmen were! And what a beautiful morning! She mustn’t mention the morning; she must be business-like. The marquee.

6 “Well, what about the lily-lawn? Would that do?”

7 And she pointed to the lily-lawn with the hand that didn’t hold the bread-and-butter. They turned, they stared in the direction. A little fat chap thrust out his under-lip, and the tall fellow frowned.

8 “I don’t fancy it,” said he. “Not conspicuous enough. You see, with a thing like a marquee,” and he turned to Laura in his easy way, “you want to put it somewhere where it’ll give you a bang slap in the eye, if you follow me.”

9 Laura’s upbringing made her wonder for a moment whether it was quite respectful of a workman to talk to her of bangs slap in the eye. But she did quite follow him.

10 “A corner of the tennis-court,” she suggested. “But the band’s going to be in one corner.”
“H’m, going to have a band, are you?” said another of the workmen. He was pale. He had a haggard look as his dark eyes scanned the tennis-court. What was he thinking?

“Only a very small band,” said Laura gently. Perhaps he wouldn’t mind so much if the band was quite small. But the tall fellow interrupted.

“Look here, miss, that’s the place. Against those trees. Over there. That’ll do fine.”

Against the karakas. Then the karaka-trees would be hidden. And they were so lovely, with their broad, gleaming leaves, and their clusters of yellow fruit. They were like trees you imagined growing on a desert island, proud, solitary, lifting their leaves and fruits to the sun in a kind of silent splendour. Must they be hidden by a marquee?

They must. Already the men had shouldered their staves and were making for the place. Only the tall fellow was left. He bent down, pinched a sprig of lavender, put his thumb and forefinger to his nose and snuffed up the smell. When Laura saw that gesture she forgot all about the karakas in her wonder at him caring for things like that—caring for the smell of lavender. How many men that she knew would have done such a thing? Oh, how extraordinarily nice workmen were, she thought. Why couldn’t she have workmen for her friends rather than the silly boys she danced with and who came to Sunday night supper? She would get on much better with men like these.

It’s all the fault, she decided, as the tall fellow drew something on the back of an envelope, something that was to be looped up or left to hang, of these absurd class distinctions. Well, for her part, she didn’t feel them. Not a bit, not an atom . . . And now there came the chock-chock of wooden hammers. Some one whistled, some one sang out, “Are you right there, matey?” “Matey!” The friendliness of it, the—just to prove how happy she was, just to show the tall fellow how at home she felt, and how she despised stupid conventions, Laura took a big bite of her bread-and-butter as she stared at the little drawing. She felt just like a work-girl.
10. This passage can be defined as a work of literature because it has
   A realistic dialogue.
   B vivid imagery.
   C believable characters.
   D all of the above.

11. The conflict in this selection can best be described as
   A internal: Laura’s feelings on how to interact with the workmen.
   B external: tensions that exist between Laura and her mother.
   C external: tensions that exist between Laura and the workmen.
   D internal: Laura’s feelings on how best to arrange a party.

12. Read this excerpt from paragraph 8.
   “Not conspicuous enough. You see, with a thing like a marquee,” and he turned to Laura in his easy way, “you want to put it somewhere where it’ll give you a bang slap in the eye, if you follow me.”

   To give one a bang slap in the eye means to be
   A very accessible.
   B very noticeable.
   C very easy to follow.
   D quite painful to the eyes.

13. Read this excerpt from paragraph 16.
   Just to prove how happy she was, just to show the tall fellow how at home she felt, and how she despised stupid conventions, Laura took a big bite of her bread-and-butter as she stared at the little drawing. She felt just like a work-girl.

What does this excerpt reveal about Laura’s character?
   A She has a huge appetite.
   B She is artistic and fond of drawings.
   C She has always dreamed of becoming a work-girl.
   D She does not want to act according to her upbringing.
Read the following selections and consider how they are similar and different.

Selection A

From The Dream Room

By Kate Douglas Wiggin

1 “Don’t speak, Stephen, till you hear what I have to say. It takes a good deal of courage for a girl to do as I am doing; but I want to show how sorry I am, and it’s the only way.” She was trembling, and the words came faster and faster. “I’ve been very wrong and foolish, and made you very unhappy, but I have n’t done what you would have hated most. I have n’t been engaged to Claude Merrill; he has n’t so much as asked me. I am here to beg you to forgive me, to eat breakfast with me, to drive me to the minister’s and marry me quickly, quickly, before anything happens to prevent us, and then to bring me home here to live all the days of my life. Oh, Stephen dear, honestly, honestly, you have n’t lost anything in all this long, miserable summer. I’ve suffered, too, and I’m better worth loving than I was. Will you take me back?”

2 Rose had a tremendous power of provoking and holding love, and Stephen of loving. His was too generous a nature for revilings and complaints and reproaches.

3 The shores of his heart were strewn with the wreckage of the troubled summer, but if the tide of love is high enough, it washes such things out of remembrance. He just opened his arms and took Rose to his heart, faults and all, with joy and gratitude; and she was as happy as a child who has escaped the scolding it richly deserves, and who determines, for very thankfulness’ sake, never to be naughty again.

4 “You don’t know what you’ve done for me, Stephen,” she whispered, with her face hidden on his shoulder. “I was just a common little prickly rosebush when you came along like a good gardener and ‘grafted in’ something better; the something better was your love, Stephen dear, and it’s made everything different. The silly Rose you were engaged to long ago has disappeared somewhere; I hope you won’t be able to find her under the new leaves.”

5 “She was all I wanted,” said Stephen.

6 “You thought she was,” the girl answered, “because you did n’t see the prickles, but you’d have felt them some time. The old Rose was a selfish thing, not good enough for you; the new Rose is going to be your wife, and Rufus’s sister, and your mother’s daughter, all in one.”
Selection B

Friendship

By Henry David Thoreau

I think awhile of Love, and while I think,
Love is to me a world,
Sole meat and sweetest drink,
And close connecting link
5 Tween heaven and earth.

I only know it is, not how or why,
My greatest happiness;
However hard I try,
Not if I were to die,
10 Can I explain.

I fain would ask my friend how it can be,
But when the time arrives,
Then Love is more lovely
Than anything to me,
15 And so I’m dumb.

For if the truth were known, Love cannot speak,
But only thinks and does;
Though surely out ‘twill leak
Without the help of Greek,
20 Or any tongue.

A man may love the truth and practise it,
Beauty he may admire,
And goodness not omit,
As much as may befit
25 To reverence.

But only when these three together meet,
As they always incline,
And make one soul the seat,
And favorite retreat,
30 Of loveliness;
When under kindred shape, like loves and hates
And a kindred nature,
Proclaim us to be mates,
Exposed to equal fates
Eternally;
And each may other help, and service do,
Drawing Love’s bands more tight,
Service he ne’er shall rue
While one and one make two,
And two are one;
In such case only doth man fully prove
Fully as man can do,
What power there is in Love
His inmost soul to move
Resistlessly.

Two sturdy oaks I mean, which side by side,
Withstand the winter’s storm,
And spite of wind and tide,
Grow up the meadow’s pride,
For both are strong
Above they barely touch, but undermined
Down to their deepest source,
Admiring you shall find
Their roots are intertwined
Insep’rably.
14. The excerpt from “The Dream Room” could effectively be adapted for presentation as a drama because it includes
A. a happy ending.
B. sarcastic remarks.
C. vivid descriptions by the writer.
D. dialogue between the characters.

15. The poem “Friendship” portrays love as an ideal while the story “The Dream Room” portrays love as
A. something perfect.
B. something that changes.
C. something that destroys.
D. something easily forgotten.

16. Both passages convey a sense of
A. disgust.
B. disappointment.
C. joy.
D. ambivalence

17. What does the first paragraph of “The Dream Room” reveal about Rose?
A. She is nervous that she will be rejected.
B. She is generally a reserved, soft-spoken person.
C. She is confident her apology will be accepted.
D. She is an extremely happy individual.

18. In paragraph 4 of “The Dream Room,” when Rose says, “I was just a common little prickly rosebush when you came along like a good gardener and ‘grafted in’ something better,” she means that
A. Stephen was a gardener when they first met.
B. she was a rather plain woman who needed to look better.
C. Stephen loved her despite her imperfections and this made her less selfish.
D. she hurt everyone who ever loved her but Stephen changed this about her.

19. In “Friendship,” Thoreau uses all of the following devices to idealize love except
A. imagery.
B. personification.
C. dialogue.
D. metaphor.
The following is a pamphlet issued by an animal rights group called Friends of Endangered Species.

**How Does Extinction Happen?**

1. Species disappear because of changes to the Earth that are caused either by nature or by the actions of people. Sometimes a terrible natural event, like a volcano erupting, can kill an entire species. Other times, extinction will happen slowly as nature changes our world. For example, after the Ice Ages, when the great glaciers melted and Earth became warmer, many species died because they could not live in a warmer climate. Newer species that could survive a warmer environment took their places.

2. People can also cause the extinction of plants and animals. The main reason that many species are endangered or threatened today is because people have changed the homes or habitats upon which these species depend. A habitat includes not only the other plants and animals in an area, but all of the things needed for the species’ survival—from sunlight and wind to food and shelter. The United States has many habitats, from ocean beaches to mountain tops. Every species requires a certain habitat in order to live. A cactus, for example, needs the sunny, dry desert in order to grow. A polar bear, on the other hand, would not live in a desert, because it could not find enough food and water.

3. Pollution can also affect wildlife and contribute to extinction. The Nashville crayfish is endangered mainly because the creek where it lives has been polluted by people living nearby. Pesticides and other chemicals can poison plants and animals if they are not used correctly. The bald eagle is one bird that was harmed by pesticides. In the past, a pesticide called DDT was used by many farmers. Rains washed the pesticide into the lakes and streams where it poisoned fish. After eating the poisoned fish, the eagles would lay eggs with very thin shells. These eggs were usually crushed before they could hatch. Today, people are not allowed to use DDT, and this has contributed to the bald eagle being moved from endangered status up to threatened status.
4  People can also endanger plants and animals by moving, or introducing, new species into areas where they do not really live. Some of these species do so well in their new habitat that they endanger those species already living there, called the native species. These introduced species are called invasive species. For example, when some fish are introduced into a lake or stream, they may prey upon, or eat the food of the native fish. The native species may then have to find a new source of food or a new home, or face becoming endangered or extinct.

5  Another way that people harm animals and plants is by taking them from the wild. Some people might catch an insect like the Mission Blue Butterfly for a butterfly collection. Others might capture a wild animal for a pet, or pick a flower because it’s pretty. In addition, some people illegally hunt animals for food, skins, or fur. In the past, lots of American crocodiles were killed so that their skins could be made into shoes and other clothing. This crocodile is now an endangered species.

Friends of Endangered Species has decided to place a picture of a flying bald eagle on the cover of their pamphlet. This is most likely because the bald eagle

A  aspires to great heights.
B  is endangered and faces extinction.
C  represents American freedom.
D  is a beautiful bird.

Which paragraph in the passage best supports the claim that a habitat is more than the plants and animals in an area?

A  paragraph 1
B  paragraph 2
C  paragraph 3
D  paragraph 4
22 Read these sentences from paragraph 2.

A cactus, for example, needs the sunny, dry desert in order to grow. A polar bear, on the other hand, would not live in a desert, because it could not find enough food and water.

What is the best way to combine these sentences into a single sentence?

A Although a cactus needs the sunny, dry desert in order to grow, a polar bear would not live in a desert, because it could not find enough food and water.

B A cactus, for example, needs the sunny, dry desert in order to grow, but a polar bear, on the other hand, would not live in a desert, because it could not find enough food and water.

C A cactus needs the sunny, dry desert in order to grow, a polar bear would not live in a desert, because it could not find enough food and water.

D Needing the sunny, dry desert in order to grow, a cactus could not live where a polar bear lives, and unable to find enough food and water in a desert, a polar bear could not live where a cactus lives.

23 Read this sentence from paragraph 4.

People can also endanger plants and animals by moving, or introducing, new species into areas where they do not really live.

Which word can best replace the underlined word to make the meaning more precise?

A truly
B easily
C naturally
D actually

24 According to the passage, the extinction of a species is most likely to happen when

A people change species’ habitats.
B species move to new habitats.
C species live beside other species.
D species modify their own habitats.
25 Read this sentence from paragraph 5.

In the past, lots of American crocodiles were killed so that their skins could be made into shoes and other clothing.

Which word would best replace the underlined word in the sentence to make the meaning more precise?

A leather
B pelts
C scales
D hides
Writing Application: Expository Writing

Writing Task: Many families and businesses depend on using cars. In fact, it is hard to imagine a world without automobiles. However, although automobiles are very useful, they also create significant problems.

Identify one major problem caused by cars. In a well-developed essay for your teacher, explain the problem and propose one specific way to solve it. Be sure to support your ideas with relevant examples and details.

CHECKLIST FOR YOUR WRITING

The following checklist will help you do your best work. Make sure you

- read the explanation of the writing task carefully.
- support and develop your ideas with specific details and examples.
- organize your writing with a strong introduction, body, and conclusion.
- use precise language that is best-suited to your audience and purpose.
- vary your sentences to add interest to your writing.
- check for errors in grammar, spelling, punctuation, and sentence structure.
Writing Application: Persuasive Writing

Writing Task: Your school is considering introducing a dress code. This dress code forbids students to wear sneakers and jeans to school. Girls must wear skirts or dresses, and boys must wear dress pants.

Write a letter to the school board expressing your position either for or against the proposed dress code. Be sure to support your position with well-developed reasons. Address the arguments that may be made against you and show why your argument is stronger.

CHECKLIST FOR YOUR WRITING

The following checklist will help you do your best work. Make sure you

☐ read the explanation of the writing task carefully.
☐ support and develop your ideas with specific details and examples.
☐ organize your writing with a strong introduction, body, and conclusion.
☐ use precise language that is best-suited to your audience and purpose.
☐ vary your sentences to add interest to your writing.
☐ check for errors in grammar, spelling, punctuation, and sentence structure.
Business Writing Option

Writing Task: By the time students enter high school, they begin to consider their future career goals more seriously. Think about a career that interests you. Write a business letter to someone who can provide you with helpful information about that career and ask him or her for an interview. You may use either a real or fictional name in the salutation, or greeting, of your letter. In your letter, be sure to explain your purpose for writing and to include details concerning your request.

CHECKLIST FOR YOUR WRITING

The following checklist will help you do your best work. Make sure you

- read the explanation of the writing task carefully.
- support and develop your ideas with specific details and examples.
- organize your writing with a strong introduction, body, and conclusion.
- use precise language that is best-suited to your audience and purpose.
- vary your sentences to add interest to your writing.
- check for errors in grammar, spelling, punctuation, and sentence structure.
Reteach Lessons
LEARN IT: Word Meanings

The **literal meaning** of a word is the exact meaning that is found in the dictionary. However, you will often encounter words that have meanings other than their literal meanings. You will also encounter words that have several different literal meanings, depending on their context. In both cases you will need to determine which meaning is the appropriate one.

The **figurative meaning** of a word goes beyond its literal meaning to suggest something symbolic or metaphorical. You can identify figurative language in a text because, when you read it literally, the phrase does not seem to make sense. To interpret figurative language, read the surrounding text and look for clues that reveal the true meaning of the phrase. Then ask yourself how this additional, non-literal meaning affects your response to the text.

**EXAMPLE**

Read the following sentence.

He was in the dumps because she refused to go to the dance with him.

In this sentence, *in the dumps* means

A attractive.
B smelly.
C unhappy.
D messy.

**Step 1** Carefully read the sentence. Are there context clues in the sentence that help you understand what *in the dumps* means?

*The detail that* she refused to go to the dance with him tells me that something negative has happened. *In the dumps* might refer to the emotional response of the main character to this disappointing event.

**Step 2** Read each answer choice. Which answer best fits the meaning of *in the dumps* as it is used in the sentence?

*The literal meaning* of in the dumps is “to be in the trash.” Smelly and messy are consistent with this meaning; however, they don’t make sense in the context of the sentence. The sentence suggests that there has been an emotional response to the girl’s refusal to go to the dance with the main character. The only answer that suggests the appropriate emotional response is unhappy; attractive is too positive a word for the context. The figurative meaning of in the dumps must be unhappy. *C is the correct answer.*
Multiple Meanings

A word can have multiple meanings, or many different meanings depending on the context in which it is used. You can determine which meaning of the word is being used by reading the sentence and looking for context clues. Context clues may include the meanings of other words in the sentence, the overall point the author is trying to make, or whether the multiple-meaning word is being used as a noun, verb, or another part of speech.

EXAMPLE

Read this sentence.

I broke my nail when I hit my hand against the door.

The best meaning of nail in this sentence is

A the hard material at the tip of one's finger.
B a sharp piece of metal used for fastening.
C something that is hammered into wood.
D a means of pinning something down.

Step 1 Read the sentence carefully. Does it contain any words that help you understand the meaning of the word nail?

The word nail is being used as a noun in the sentence, but all of the answer choices are nouns as well. My nail and my hand indicate that the nail belongs to the narrator. Broke indicates that it is made of a material that can break fairly easily when hit against an object like a door.

Step 2 Read each answer choice. Which answer gives the best meaning of the word nail as it is used in the sentence?

Only one answer choice both belongs to a person and can be broken fairly easily, and that is the hard material at the tip of one's finger. Choice B, a sharp piece of metal, probably would require more force in order to break. Similarly, choice C, something that is hammered into wood, implies that a nail is an object that can withstand being hit by a hammer, and it therefore would be unlikely to break after being hit against a door. Choice D, a means of pinning something down, does not make sense since it is not something that can belong to the narrator. A is the correct answer.
Word Derivations

The derivation of a word refers to its origins; for example, many English words are derived from Greek, Latin, or French. Others are derived from proper names. The root, or base, of a word offers clues about the word’s meaning. When you come across an unfamiliar word, you can often look at the root to determine the word’s meaning.

EXAMPLE

Read the following sentence.

The practice of hypnotism was made popular by Dr. Anton Mesmer in 18th century Paris.

Which verb is likely to have derived from this historical fact?
A  antagonize
B  mesmerize
C  medicate
D  popularize

Step 1  Read the example sentence carefully. What information does it give you?

The sentence tells us that Dr. Mesmer made using hypnotism popular.

Step 2  Read each answer choice. Which answer relates to the work for which Mesmer became famous and is likely to have been coined in his honor?

Choice A sounds similar to Dr. Mesmer’s first name, Anton, but its meaning—”to provoke hostility”—does not make sense in context. Choice D applies to Mesmer, but do not relate to why he became famous, and can apply to many different people and situations. Choice C applies to Mesmer’s patients, not to Mesmer. Choice B includes the word Mesmer, and means “to spellbind or hypnotize.” Since it both relates to his name and to the work he performed, it makes sense that mesmerize would have derived from the situation given in the example. B is the correct answer.
PRACTICE IT: Word Meanings

Read the passage carefully, and answer the questions that follow.

From The Legend of Sleepy Hollow
By Washington Irving

1 Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers’; he carried his whip perpendicularly in his hand, like a sceptre, and as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horse’s tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.

2 It was, as I have said, a fine autumnal day; the sky was clear and serene, and nature wore that rich and golden livery which we always associate with the idea of abundance. The forests had put on their sober brown and yellow, while some trees of the tenderer kind had been nipped by the frosts into brilliant dyes of orange, purple, and scarlet. …

3 The small birds were taking their farewell banquets. In the fullness of their revelry, they fluttered, chirping and frolicking from bush to bush, and tree to tree, capricious from the very profusion and variety around them. There was the honest cock robin, the favorite game of stripling sportsmen, with its loud querulous note; and the twittering blackbirds flying in sable clouds; and the golden-winged woodpecker with his crimson crest, his broad black gorget, and splendid plumage; and the cedar bird, with its red-tipt wings and yellow-tipt tail and its little monteiro cap of feathers; and the blue jay, that noisy coxcomb, in his gay light blue coat and white underclothes, screaming and chattering, nodding and bobbing and bowing, and pretending to be on good terms with every songster of the grove.

4 As Ichabod jogged slowly on his way, his eye, ever open to every symptom of culinary abundance, ranged with delight over the treasures of jolly autumn. On all sides he beheld vast store of apples; some hanging in oppressive opulence on the trees; some gathered into baskets and barrels for the market; others heaped up in rich piles for the cider-press. Farther on he beheld great fields of Indian corn, with its golden ears peeping from their leafy coverts, and holding out the promise of cakes and hasty-pudding; and the yellow pumpkins lying beneath them, turning up their fair round bellies to the sun, and giving ample prospects of the most luxurious of pies; and anon he passed the fragrant buckwheat fields breathing the odor of the beehive, and as he beheld them, soft anticipations stole over his mind of dainty slapjacks, well buttered, and garnished with honey or treacle, by the delicate little dimpled hand of Katrina Van Tassel.
1 Read this excerpt from paragraph 1.

... the motion of his arms was not unlike the flapping of a pair of wings.

You can tell from the context that flapping of a pair of wings has a
A  single meaning.
B  figurative meaning.
C  literal meaning.
D  derived meaning.

2 Read this excerpt from paragraph 2.

The forests had put on their sober brown and yellow...

You can tell from the context of the sentence that the underlined phrase means that the trees
A  changed color.
B  pretended something.
C  prepared for winter.
D  got dressed.

3 Read this sentence from paragraph 1.

it was altogether such an apparition as is seldom to be met with in broad daylight

What word in this sentence is derived from a Latin root meaning “visible”?
A  daylight
B  apparition
C  altogether
D  seldom

4 Read this sentence from paragraph 4.

On all sides he beheld vast store of apples; some hanging in oppressive opulence on the trees; some gathered into baskets and barrels for the market; others heaped up in rich piles for the cider-press.

What is the meaning of store in this sentence?
A  a place that sells apples
B  a place where items are kept
C  a large pile of fruit
D  a great quantity or number
LEARN IT: Denotation and Connotation

The literal meaning of a word that you would find in the dictionary is its denotative meaning. It is the exact definition, or meaning, of a word.

EXAMPLE

Read the following sentence.

Donkeys are considered to be stubborn animals; it is very difficult to get them to do something they don’t want to do.

Which of the following words is closest to the denotative meaning of stubborn as it is used in the sentence?

A unyielding
B aggravating
C purposeful
D foolish

Step 1
Read the example sentence carefully. How is the word stubborn used in the sentence? What other information does the sentence supply?

In the sentence, stubborn is used to describe donkeys; the sentence also tells us that donkeys resist doing things they don’t want to do.

Step 2
Remember, denotative meanings are literal meanings, which means they do not add anything to the word that would not be found in its dictionary definition. Read each answer choice. Which answer best fits the literal meaning of stubborn without adding anything new to the sentence?

Donkeys are simply described in the passage as not doing things they don’t want to do. The author is not criticizing donkeys, so aggravating and foolish seem incorrect—they add a new layer of negative meaning to the sentence. Similarly, donkeys are not being praised, so purposeful seems incorrect—it adds a new layer of positive meaning to the sentence. Only unyielding describes the donkeys’ actions literally, while keeping the tone of the original sentence neutral. Choice A is correct.
Connotative Meaning

Connotative meaning is the meaning associated with a word beyond its literal meaning. The connotative meaning reflects your emotional response to a word.

EXAMPLE

Read the example sentence.

Don’t just be a resident of Marshall County, be a real citizen! Vote this Tuesday!

Which word in this sentence has the most positive connotation?

A  don’t  
B  vote  
C  resident  
D  citizen

Step 1  Consider what it means to vote. Do these words suggest to you any images or feelings beyond their literal meanings?

Voting suggests that a person has a stake or an investment in the future of his or her community. The sentence suggests that being a citizen means the same thing.

Step 2  Read each answer choice. Which best creates a positive emotional response within the context of the sentence?

Choice A has a negative connotation. Choice B creates a neutral feeling, though the sentence suggests that it is a good thing to do. Choice C is a very neutral-sounding word and does not connote a larger investment in a community, but the phrase “just be a resident” suggests a negative connotation. Choice D suggests someone who is civic-minded; such a person would be likely to vote because he or she has a stake or an investment in the community. Choice D is the correct answer.
Interpreting the Connotative Meaning

A *connotative meaning* evokes a positive, negative, or neutral response. Authors and poets often choose a specific word for the response that word evokes in the reader. As you read, ask yourself certain the words make you feel; this can help you figure out the author’s point of view as well.

**EXAMPLE**

In which sentence does the underlined word have the *most* negative connotation?

A  He **grinned** when the teacher demanded, “Who’s chewing gum?”

B  He **smirked** when the teacher demanded, “Who’s chewing gum?”

C  He **blinks** when the teacher demanded, “Who’s chewing gum?”

D  He **stared** when the teacher demanded, “Who’s chewing gum?”

**Step 1** Read each sentence. Which word is underlined in each sentence?

*Each sentence is about a teacher demanding to know which student is chewing gum. In one sentence, the student grins; in another sentence, the student smirks; in the third sentence, the student blinks; and in the fourth sentence, the student stares.*

**Step 2** Reread the underlined words. Which answer choice casts the student in the most negative light?

*Both blinking and staring are relatively neutral actions; the student does not seem particularly guilty of chewing gum in either answer choice. Grinning has a more positive connotation; the student may indeed be guilty of chewing gum, but his grin suggests the situation is more amusing than aggravating. A smirk is a rude, mocking kind of smile; this is a negative connotation and suggests the student knows he is behaving inappropriately. Choice B is the correct answer.*
PRACTICE IT: Denotation and Connotation

Read the passage and answer the questions that follow.

Phillis Wheatley

1. In the eighteenth century, few American readers recognized women's literary talents, especially the talents of an African American woman writing poetry. In the preface of Phillis Wheatley's book of poetry, published in 1773, eighteen prominent citizens of Boston signed an affirmation of the book's authenticity. Phillis Wheatley was the first African American to win fame as a poet.

2. Phillis Wheatley was born on the western coast of Africa in about 1753. When she was seven or eight years old, she was kidnapped and transported to Boston on a slave ship. John Wheatley, a prosperous Boston tailor, purchased her in 1761 as a servant for his wife, Susannah.

3. Because of Susannah Wheatley's admiration for Phillis's exceptional intelligence, she was never raised as a servant. Instead, she was educated and treated as if she were a family member. Phillis quickly learned to speak English, and Susannah taught her to read and write. Phillis first published a poem in 1767, when she was about thirteen. It appeared in the Newport (Rhode Island) Mercury. Three years later she published a poem honoring Reverend George Whitefield, an evangelical preacher. She became famous in Boston with that poem. In 1773 her only book, Poems on Various Subjects, Religious and Moral, was published in London. The poems reflected the religious and classical background of her New England education.

4. The Christian ideology of the Wheatley family greatly influenced Phillis; religious and moral themes are central to most of her poetry. Her poetry was usually written to praise a person's virtues rather than to examine a social problem. Phillis, however, did recognize the contradiction between the colonists' demands for freedom from Britain and their determination to uphold slavery.

5. Phillis Wheatley was the third woman in the British colonies to publish a book of poems. Because of her book, she achieved international renown. Her piety, intelligence, and literary gifts were a striking example to her English and American audience of the triumph of human capacities over the circumstances of birth. The only hint of injustice found in her poems is the line “Some view our sable race with scornful eye.” It would be many years before a black writer in America would drop the mask of convention and write openly about the African American experience.
1. Read this sentence from the passage.

Because of Susannah Wheatley’s admiration for Phillis’s exceptional intelligence, Phillis was never trained as a servant.

What is the denotative meaning of the word exceptional in this sentence?
A. different
B. objectionable
C. extraordinary
D. artificial

2. Read this sentence from the passage.

In the preface of Phillis Wheatley’s book of poetry, published in 1773, eighteen prominent citizens of Boston signed an affirmation of the book’s authenticity.

In this sentence, prominent connotes
A. respectable.
B. artistic.
C. literate.
D. ordinary.

3. Read the sentence from the passage.

John Wheatley, a prosperous Boston tailor, purchased her in 1761 as a servant for his wife, Susannah.

The connotation of the word purchased in this sentence is
A. positive.
B. neutral.
C. humorous.
D. negative.

4. Read the sentence from the passage.

Phillis, however, did recognize the contradiction between the colonists’ demands for freedom from Britain and their determination to uphold slavery.

The denotative meaning of recognize is
A. to accept as a speaker.
B. to see something again.
C. to acknowledge a reality.
D. to approve of something.
LEARN IT: Words from Mythology

The meanings of some unfamiliar words can be determined by tracing their origins. Many English words, for example, were drawn from **Greek, Roman, or Norse mythology**. Following are some examples.

<table>
<thead>
<tr>
<th>English Word</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>echo</td>
<td>from the <em>Greek</em> myth of Echo, a nymph who was condemned to repeat others' last words forever and had no power to speak first</td>
<td>repetition of a sound caused by reflection of sound waves; to repeat or imitate others' words or opinions</td>
</tr>
<tr>
<td>hypnosis</td>
<td>from Hypnos, the <em>Greek</em> god of sleep</td>
<td>a sleeplike condition</td>
</tr>
<tr>
<td>narcissistic</td>
<td>from the <em>Greek</em> myth of Narcissus, a young man who fell in love with his own reflection</td>
<td>love for one's own body; self-centeredness</td>
</tr>
<tr>
<td>cereal</td>
<td>from Ceres, the <em>Roman</em> goddess of agriculture</td>
<td>relating to grain or plants that produce it; a prepared food made of grain, as in oatmeal or cornflakes</td>
</tr>
<tr>
<td>flora</td>
<td>from Flora, the <em>Roman</em> goddess of flowers</td>
<td>the plants of a particular region or period, listed by species and considered as a whole</td>
</tr>
<tr>
<td>January</td>
<td>from Janus, the <em>Roman</em> god of beginnings</td>
<td>the first month of the year</td>
</tr>
<tr>
<td>berserk</td>
<td>from the <em>Norse</em> myth of berserkers, warriors who fought with frenzied rage in battle</td>
<td>violently or destructively frenzied</td>
</tr>
<tr>
<td>Tuesday, Wednesday, Thursday, Friday</td>
<td>from the <em>Norse</em> gods Thiw, Woden, Thor, and Freya</td>
<td>days of the week</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following sentence.

The man confessed his love from the top of the mountain, and the echo of his voice filled the silence.

Which word in the sentence is derived from the name of a nymph in Greek mythology who was cursed to repeat others’ last words?

A confessed
B echo
C mountain
D heard

Step 1 Read the sentence carefully. Which word from the sentence has a meaning that is connected to a person in Greek mythology?

I know that an echo is a repeated sound. When an echo is heard, the last word of a person is repeated. Echo is the name of a nymph in Greek mythology who was cursed to repeat other people’s last words. The word echo is connected to the name in Greek mythology.

Step 2 Look at the answer choices. Which of these is the word derived from the nymph’s name?

Since confessed is not derived from a name in Greek mythology, the correct answer is not choice A. Mountain and heard also do not come from names in Greek mythology, so choices C and D are also incorrect. Echo is the nymph in Greek mythology who was condemned to repeat others’ words. The correct answer is B.
EXAMPLE

2 Read the following sentence.

People all over the world start their parties on the eve of January 1 to greet the new year.

Which of the following words from the sentence is derived from the name of the Roman god of beginnings?

A people
B eve
C January
D parties

Step 1 Read the sentence carefully. Which word from the sentence has a meaning that is connected to a name of a Roman god?

January is the month that begins the year. I also know that January originated from Janus, the Roman god of beginnings.

Step 2 Look at the answer choices. Which of these is the word derived from the Roman god’s name?

People, eve, and parties are not derived from words in Roman mythology, so choices A, B, and D are incorrect. Choice C is correct because January is derived from the name of the Roman god of beginnings.
Read the passage and answer the questions that follow.

Finding the Next Cure

August 27, 2005

I am so excited about our class experiment this coming Wednesday because it will be all about plants. I’m the type of person who loves learning about the flora of different countries, and I’m also big on vegetables and foods made from grain. If you don’t believe me, you can ask my mother, who sees how many bowls of cereal I can eat every morning.

Last week, my teacher asked us to collect some plants from our backyard. She taught us that plants can be used as an alternative to regular medicine. Some of them are easy cures for common colds or insect bites, and they are also natural and safe to take. The best thing about them is that many of these plants with curative powers can be found right in our own backyards! Of course, I looked forward to poring through our garden for plants that can cure my early morning sniffles. But last weekend when I woke up early to gather the plants for my experiment, I was shocked to find out that the plants and flowers in our garden were all destroyed. The backyard looked as if somebody had gone berserk and torn down every plant. You should have seen my face when I saw my beloved plants strewn all over the backyard!

Later, Dad told me that our neighbor’s mischievous dog, Rex, squeezed himself between the fences and spent the night digging through my garden and chewing on my plants. My first impulse was to go to Mr. Davis and tell him off, but Mr. Davis is such a good neighbor that I stopped myself, knowing that we have always been good friends. Instead, I just told him what happened. To make up for Rex’s behavior, Mr. Davis offered his plants for my class experiment. In the end, I was able to collect the plants that I need. I wonder what illnesses I could cure with the plants I’m bringing to class.

Carla
1. Which of the following words from the passage is derived from the name of a god in Norse mythology?
   A. different
   B. Wednesday
   C. therapeutic
   D. alternative

2. Which of the following words from the passage is derived from the name of the Roman goddess of flowers?
   A. flora
   B. plants
   C. ailments
   D. natural

3. Which of the following words from the passage is derived from the name of the Roman goddess of agriculture?
   A. medicine
   B. backyard
   C. cereal
   D. soil

4. Which of the following words from the passage is drawn from the name of warriors in Norse mythology who fought with frenzied rage?
   A. furiously
   B. climbed
   C. confront
   D. berserk
LEARN IT: Workplace Documents

Functional workplace documents can take many forms. They may include an agenda for a meeting, a memo outlining a new procedure, a press release introducing a new product, a training manual, a report, or an employee performance review. Before you begin reading one of these types of documents, you should ask yourself the following questions:

1. What is the purpose of this document?
2. Who will use this document?
3. Why is it designed in this format or structure?

These questions will help you understand how the document should be used. For example, a survey’s purpose is to capture responses from a large group of people, which can then be analyzed. It contains checkboxes or response lines for this purpose. A form may also have checkboxes and blank lines, but its purpose is to gather specific information about one person or thing, not to analyze data taken from many sources.

Other workplace documents may be in the form of an outline. Agendas, minutes from a meeting, and reports are often structured in this way. Main headings are used to highlight the major ideas or goals of the document. Subheads correspond to steps in the process or tasks that need to be accomplished to achieve the goal.

Documents such as business reports and presentations are likely to contain a combination of text and graphics that present any data relevant to the text. Graphics are used to convey information visually and to support the ideas or goals articulated in a document. Various types of graphics that may be used include diagrams, graphs, floor plans, information boxes, and charts.

Formats vary as well. An instructional manual for a complicated computer program may be in book form and consist of a hundred or more pages. A performance evaluation of an employee may take the form of an eight-page booklet. A meeting memo is a short informational statement that may be only half a page in length.
EXAMPLE

Review the following document.

Cherry Valley High School
Yearbook Planning Committee
Project Status
January 14, 2008

1. Milestones
   A. Identified editors and writers for the new edition
   B. Assigned photographers to each section (Sports, Academics, Theater)

2. Next Steps
   A. Establish budget for printing
   B. Select a company to print and bind the yearbook
   C. Install publishing software on the yearbook office’s computers

3. Projected Deadline
   A. June 2008

4. Next Meeting
   A. February 14, 2008

Which heading indicates the tasks that still need to be completed on the project?
A Milestones
B Next Steps
C Projected Deadline
D Next Meeting

Step 1: Review the text under each heading. What information does each section give you?

The information under the heading Milestones is written in the past tense and sounds like tasks that have already been completed. The information under the heading Next Steps is written in the present tense and sounds like tasks that still need to be completed. The remaining two sections only contain dates.

Step 2: Read each answer choice. Which heading suggests tasks that still need to be completed?

Choice A is the heading for tasks that have already been completed. Choices C and D are headings for important dates, not tasks. Choice B is the heading for tasks that still need to be completed. Choice B is correct.
EXAMPLE

Read this form.

Lab Report #18
Items Checked and OK’d

X  Written hypothesis  X  Safety glasses

  150 mL Beaker  X  Safety gloves

X  1 L Beaker  ___  Bunsen burner

___  (2) Test tubes

Comments ________________________________

Lab Group  14  Teacher Mrs. Phillips

This lab report is meant to
A  provide a task list of what has been done.
B  provide a graph of what has been done.
C  provide a detailed report of what has been done.
D  provide a written summary of what has been done.

Step 1  Look at the lab report carefully. What do the elements show you?

The blanks in front of the tasks are only large enough for an X or a check mark. I know that this is an easy way to indicate that something has been completed without requiring much elaboration.

Step 2  Read each answer choice. Which answer is the best description of the lab report’s purpose?

The lab report does not have a graph, so choice B is incorrect. Choice C suggests a multiple page document rather than this single page checklist, so it is also incorrect. Choice D suggests the presence of text written out in complete sentences. As the form only consists of short phrases, this cannot be correct either. The correct answer is choice A, provide a task list of what has been done.
PRACTICE IT: Workplace Documents

Read the passage and answer the questions that follow.

Computer Software Training Day
Cherry Valley Park District
September 14, 2008
9:00 A.M.–4:00 P.M.
Conference Room C

Morning Session 9:00 A.M.–noon

I. Introduction and Welcome

II. Introduction to Macro Suite ’07  Fred Sally, Macro Corp.
   A. Installation

III. Questions and Answers

IV. Introduction to Word Processing ’07  Kim Fry, Words Are Us
   A. Creating a Document
   B. Saving a Document
   C. Performing a Mail Merge

V. Questions and Answers

Lunch Break noon–1:00 P.M.

Afternoon Session 1:00 P.M.–4:00 P.M.

VI. Morning Session Recap

VII. Introduction to Columns ’07  Peter Town, Bear
    A. Creating a Spreadsheet

VIII. Questions and Answers

IX. Introduction to Presentations ’07  Jen Low, Multimedia, Inc.
    A. Creating a Presentation
    B. Adding Sound to Your Presentation

X. Questions and Answers

XI. Summary
1. If you wanted to learn how to create spreadsheets, which training session would you want to attend?
   A. Introduction to Word Processing ’07
   B. Introduction to Columns ’07
   C. Introduction to Presentations ’07
   D. Introduction to Macro Suite ’07

2. Which trainer works for Macro Corp.?
   A. Fred Sally
   B. Peter Town
   C. Jen Low
   D. Kim Fry

3. This functional document is
   A. an instructional manual.
   B. a business report.
   C. a performance evaluation.
   D. a training program schedule.

4. What format does this document use?
   A. form
   B. outline
   C. memo
   D. graph
LEARN IT: Bibliography of Reference Materials

A bibliography serves as a road map of all the reference materials that were consulted when doing research for a report. The bibliography includes every source used, whether a book, a study, an Internet source, or an interview. Although several different style guides exist for the overall look of a bibliography, there are some general rules that you should know.

1. The sources are listed in alphabetical order by author.

2. Each bibliographic entry is formatted in a consistent manner and usually includes the following information:
   a. the title of the work
   b. the author
   c. the publisher
   d. the city where the work was published
   e. the publication date

An entry for a specific article in a journal or magazine usually includes the volume number; the month, day, and year of publication; and the pages on which the article can be found. Entries for articles located on the Internet should include the Web address.

Below are examples of how to format some common bibliographic entries.

**Book by a Single Author**
Author’s last name, author’s first name. *Title of work*. Place of publication: Publisher, Copyright date.

**Book by More than One Author**
First author’s last name, first author’s first name, and additional author’s full names. *Title of work*. Place of publication: Publisher, Copyright date.

**Encyclopedia Entry**
“Title of entry.” *Title of encyclopedia*. Edition, Copyright date.

**Magazine Article**
Author’s last name, author’s first name. “Title of article.” *Title of magazine*. Date of publication: Page numbers of article.

**Internet Source**
Author’s last name, author’s first name. “Title of item.” Date posted. Address of Web site home page. Date accessed.

**CD-ROM Entry**
Author’s last name, author’s first name. “Title of article.” *Title of CD-ROM*. CD-ROM. Place of publication: Publisher, Copyright date.

**Government Publication**
Country. Government agency. *Title of work*. Place of publication: Publisher, Copyright date.
EXAMPLE

Read this entry in a bibliography.


What do the words “Government Printing Office” refer to in the above bibliographic entry?

A the name of the company that sells safety surveys
B the name of the city where the survey was published
C the name of the publisher of the safety survey
D the name of the agency that created the survey

Step 1 Read the entry carefully. What kind of bibliographic entry is this?

This is an entry for a government publication. I can tell because it begins with the name of a country.

Step 2 Where do the words Government Printing Office appear? What place do they occupy in the standard bibliographic entry for a government document?

The words Government Printing Office appear in the part of the entry that contains the name of the publisher.

Step 3 Read each answer choice. Which answer choice matches where the words Government Printing Office appear in this entry?

A bibliography does not include the name of vendors, so A is incorrect. Government Printing Office is not a city, so B is incorrect. In an entry for a government document, the name of the agency that created the work follows the country. Since Government Printing Office does not follow the country, D is incorrect. C is the correct answer because Government Printing Office is listed in the part of the entry reserved for the publisher.
EXAMPLE

Read the passage below.

Caroline Smith has written a book about the history of ice cream. She has decided to call it *The History of Ice Cream*. Books for Cooks, a publishing company located in Charlottesville, Virginia, has decided to publish the book in 2008.

Which bibliographic entry correctly lists Caroline Smith’s book?


**Step 1** Read the passage carefully. What kind of bibliographic entry is required for Caroline Smith’s book? How is this entry typically formatted?

*This book is written by a single author. In such bibliographic entries, the author is listed first, followed by the title of the work, then the publication information for the work. The passage lists all of this information, so I just need to put each piece in its proper places.*

**Step 2** Read each answer choice. Which answer presents the information about Caroline Smith’s book in the proper format?

*Choice A does not list the author’s last name first, so it is incorrect. Choice B does not list the publication information in the correct order, so it is incorrect. Choice C reverses the book title, publisher name, and city of publication, so it is incorrect. Choice D presents the information about Caroline Smith’s book in the correct format, so D is the correct answer.*
Read the passage and answer the questions that follow.

The Lincoln Funeral Train

1 Shock hung over the nation’s capital. Rumors spread like wildfire. President Abraham Lincoln had been shot in his box at Ford’s Theater by an assassin. That night the city waited to hear more about the President’s condition. At 7:22 on April 15, 1865, shock was replaced with anguish as the crowds outside the White House learned that the President was dead.

2 Four days later, high-ranking government officials filed into the East room of the White House to pay their final respects to their slain leader. Among them was the newly sworn-in President of the United States, Andrew Johnson. Mrs. Lincoln and her young son Tad were so overcome with grief that they remained in confinement. Robert Lincoln was the only family member present at the ceremony.

3 After the ceremony, a funeral carriage carrying Lincoln’s body made its way through the city, where the mourning public crowded tightly together, trying to glimpse the fallen President. Cavalry, marines, infantry, and artillery accompanied the slain President’s body to the Capitol, where he was laid in state in the Rotunda. Throughout the day and into the night of April 20, the public came to pay its respects. The next day a train left Washington, D.C., carrying Lincoln’s body to its final resting place in his hometown of Springfield, Illinois. The train stopped often on its journey to allow mourners to pay their respects to the Great Emancipator.

4 The funeral train stopped at Harrisburg, Pennsylvania, on its way to Philadelphia. Mourners gathered in New York City and the state capital of Albany to view the body. From Albany, Lincoln’s funeral train stopped in Rochester and Buffalo, then traveled on to Cleveland, Ohio. Indianapolis was the next stop for the train on April 30, 1865, followed by a stop in Chicago the next day. Finally on May 3, the train arrived in Springfield, Illinois, and President Abraham Lincoln was laid to rest on May 4 in his hometown.

Bibliography


1 Read this bibliographic entry.


The colon follows “Harrisburg, PA” in order to separate
A the city of publication and the date of publication.
B the title of the book and the name of the publisher.
C the name of the author and the title of the book.
D the city of publication and the name of the publisher

2 Read this bibliographic entry.


In this entry, why is “The Lincoln Funeral Train” in quotation marks?
A It is the name of the author.
B It is the title of a book.
C It is the title of a magazine article.
D It is the topic of the passage.

3 Which magazine article would **most likely** appear in a bibliography for this passage?
   A “A Day Trip to Philadelphia”
   B “Historic Train Journeys”
   C “Our President Andrew Johnson”

4 Which of the following questions is answered in the bibliography?
   A What is the Web site of the Springfield Historical Society?
   B Is *Train History* published monthly or bimonthly?
   C Has Kevin Devers published other books?
   D How many pages is the book *Abraham Lincoln: His Life*?
LEARN IT: Relevant Questions

As you read a text, try to **generate questions** about what you are reading that will help you think more critically about that text. If you find a place in the text that proves difficult to understand, ask yourself, “What do I understand about this subject? What don’t I understand?” In some cases, a passage may not provide enough information to give you a complete picture of the subject. It might be because the author hasn’t provided enough support for his or her hypothesis, or because the author assumes the reader already has a familiarity with the subject. On the other hand, you may find a detail or issue in the text that makes you want to learn more about the subject on your own. In these instances, you will need to do additional research to learn more about the topic. Generating questions will help guide your research as you work to deepen your understanding of the subject.

**EXAMPLE**

Read the following sentences.

Plans call for Paul Philippoteaux’s 1883 cyclorama painting of the **Battle of Gettysburg** to be restored and installed in a climate-controlled area of the new Gettysburg Battlefield Visitors’ Center, where the panorama can be viewed in the manner that was originally intended by the artist. The cyclorama was considered hi-tech for the 1880s.

To learn more about other works by this artist, a student should research which of the following topics?

A. The Battle of Gettysburg  
B. Paul Philippoteaux  
C. Cycloramas of the 1880s  
D. Gettysburg Battlefield Visitors’ Center

**Step 1** Read the passage carefully. What topic would you research if you wanted to learn more about other works by this artist?

*If I want to learn more about other works by the artist, I should focus on learning more about Paul Philippoteaux himself. Research into his biography would probably include information about his other notable paintings.*

**Step 2** Read each answer choice. Which answer mentions a topic that would provide more information about other works by the artist if researched further?

Choice A deals with the subject of this particular painting, rather than other paintings by the same artist. Choice B is the name of the artist who created this particular painting. Further research into his life would likely reveal some of his other works. Choice C discusses the type of painting that is being displayed. However, we do not know for certain whether or not the artist’s other paintings were cycloramas. Choice D discusses the museum in which the cyclorama is to be hung. There is no evidence in the passage that the museum is also displaying other works by this artist, so choice D is not the best answer. The correct answer is choice B.
EXAMPLE

Read the following sentences.

Oscar Wilde was an Irish author who became one of the most well-known playwrights of the nineteenth century. Known as much for his flamboyant lifestyle as his writing, Wilde was a great celebrity in his day. He wrote several celebrated plays such as *Lady Windermere’s Fan* and *The Importance of Being Earnest*, which are known for their humorous examinations of the English gentry’s foibles. In 1890 he published his only novel, *The Picture of Dorian Gray*.

In order to understand the passage better, which of the following questions should be researched?

A. What was Oscar Wilde’s most famous play?
B. When were Wilde’s plays first published?
C. What are the styles and characteristics of Wilde’s plays and novel?
D. What is *The Picture of Dorian Gray* about?

**Step 1** Read the passage carefully. What information is presented in the passage? What is the passage’s main idea? What information might you need for a more complete understanding of that main idea?

The main idea seems to be that Wilde was famous for both his writing and his lifestyle. The passage gives information about celebrated plays and scandals that “made headlines.” In order to better understand the information presented in the passage, I would be interested in finding out more about Wilde’s life and the works for which he is so well-known.

**Step 2** Read each answer choice. Which answer shows a question that would provide more information about the main idea of the passage if it were researched further?

Choice A asks a question that only focuses on which of Oscar Wilde’s plays is the most famous and not on why it is famous. Choice B asks about a small detail regarding the years of publication for Wilde’s plays. Choice C asks about the style and characteristics of Wilde’s work. Researching this question would probably lead to more information about Wilde’s literary style that would help me better understand the information about Wilde presented in this passage. Choice D only asks about the plot of one of Wilde’s works, *The Picture of Dorian Gray*. Answering this question would not tell me anything about Wilde or his literary style. The best answer is choice C.
PRACTICE IT: Generate Relevant Questions

Read the passage and answer the questions that follow.

The Tower of London

1. In the year 1066, William the Conqueror of Normandy landed in England. Within months his invading army of archers and cavalry had vanquished his enemies, and on Christmas Day, 1066, William was crowned King of England. Afraid that the people might revolt, William built a simple fortification to control London and the River Thames. Then, in about 1078, he began construction of the most awe-inspiring and frightening structure his Anglo-Saxon subjects had ever seen. Known as the Great Tower and later as the White Tower, William’s castle was ideally situated on the north bank of the River Thames in London.

2. The original tower was built along the stone walls of an old Roman town. Over the centuries, the castle was repeatedly improved and extended. Other smaller towers, stone walls, armored gates, and even a moat were added. The fortress, considered impenetrable, became the home of England’s kings and queens until it was seized by the parliament in 1643. Today the fortress is known as the Tower of London and is a national museum. It is among the most important historical structures in the world. For many centuries, the tower also served as a royal prison. Not only could it keep invaders out but the towering high walls afforded an excellent means for keeping prisoners securely in. Once imprisoned, many never again saw the light of day. Dank and barren, the tower and its ruthless guards, known as “beefeaters,” became notorious.

3. Today the beefeaters still guard the Tower of London, home to England’s crown jewels. The beefeaters—or, more formally, the yeoman warders—wear colorful uniforms styled after the uniforms worn by soldiers during the rule of Queen Elizabeth in the 1500s. The present-day warders are retired noncommissioned officers of the British army, Royal Air Force, and Royal Marines. In addition to their responsibility to guard the crown jewels, they serve as tour guides to the hundreds of thousands of tourists who visit the Tower of London every year.

4. Each night the yeoman warders perform the oldest surviving military ceremony in the world—the locking of the Tower of London. Known as the Ceremony of the Keys, the rite has taken place every night for over seven hundred years. At precisely seven minutes to ten, the chief yeoman warder emerges from his tower carrying a lantern and the queen’s keys. He proceeds at a “dignified” pace to the Bloody Tower, where he is joined by two sentries. They escort the chief yeoman warder to the outer gate to shut and lock the great oak doors.

5. Although the origins of the Tower of London trace back to a foreign invasion, the tower has come to symbolize the great stability of England and of British culture. Despite its sometimes-violent history, the tower has become an enduring monument and a tribute to human perseverance.
1. Choose the question about the Tower of London that could best be answered by further research.
   A. How many ravens have lived in the Tower of London?
   B. What are the names of the various buildings within the fortress and when were they built?
   C. How does the chief yeoman warder feel about his job of locking the tower’s great doors?
   D. What was the name of the old Roman town where the original tower was built?

2. To learn more about how the Tower of London is being used today, which of the following topics should you research?
   A. England’s national museums
   B. England’s Roman past
   C. England’s prisons
   D. England’s rulers

3. To learn more about the famous people who have lived in the Tower of London, which of the following topics would you research?
   A. England’s crown jewels
   B. England’s kings and queens
   C. England’s military
   D. England’s parliament

4. In order to understand the passage better, which of the following questions should be researched?
   A. Why did William the Conqueror decide to invade England?
   B. How long was the Tower of London used as a prison?
   C. What are some notable references to the Tower of London in English literature?
   D. How has the Tower of London influenced the history of England?
LEARN IT: Synthesize

When you read or research, you may sometimes need to look at more than one document to help you understand what you read. By connecting the main ideas of one document to those of another, you can better understand the topic. When you make connections between works and create ideas out of these connections, you are synthesizing content.

EXAMPLE

1 Read the following documents about Body Mass Index.

Document A

1 Many people struggle with their weight. Being overweight is usually caused by unhealthy food intake or lack of physical activity. One tool used to determine if you are keeping a healthy weight is the Body Mass Index, or BMI. This tool can help you see if you are classified as underweight, healthy weight, overweight, or obese.

2 BMI is a number calculated from weight and height. It indicates the amount of fat in the body. It does not measure body fat directly, but determines fat by checking weight against height. It is used by doctors and nutritionists to guide people to maintain a healthy weight and avoid diseases related to excess weight.

3 The BMI can be used for both young people and adults. For children and teens, age and sex are taken into account. This is because the amount of body fat may easily change during the earlier years and the fat amount may differ between girls and boys.

4 If you are underweight based on your BMI, you need to eat healthy foods to gain weight. If you are at a healthy weight, you have to check whether the bulk of your weight comes from healthy foods. Observe your daily intake. You may be missing some important nutrients that you need to include in your diet. If you are overweight or obese, you can lose weight slowly and steadily by eating fewer calories that have all the nutrients you need.

5 The BMI should not be used as a sole guide to determining health, however. Other factors such as diet, physical activity, family history, and other health-related history should also be taken into account before it can be concluded that, for example, a child is overweight. Overall, healthy eating throughout the day and sufficient physical activity promote health and fitness in any person, regardless of age or sex.
Document B

How is Body Mass Index (BMI) calculated and interpreted for children and teens?
1. Get your accurate height and weight measurements.

2. Calculate the BMI and percentile using the Child and Teen BMI Calculator. You need to enter your birth date, sex, height, and weight. The BMI number is calculated using standard formulas.

3. The BMI Calculator tells you your Body Mass Index. The BMI is given a percentile, which is a number derived from a comparison with the BMI of other people your age and sex.

4. Each percentile belongs in a weight status category. These categories are based on expert committee recommendations.

   Those who belong in the less than fifth percentile category are considered underweight. Those who belong in the fifth percentile up to the eighty-fifth percentile category are considered to have a healthy weight. Those who belong in the eighty-fifth to less than the ninety-fifth percentile category are considered at risk of becoming overweight. Those who belong in the equal to or greater than the ninety-fifth percentile category are considered overweight.

By maintaining a healthy weight and eating the right kind of foods, you may reduce your risk of many chronic diseases such as heart disease, diabetes, osteoporosis, and certain cancers.

Based on both documents, all of these are ways to avoid diseases except
A eating the right kinds of food
B being active through exercise
C maintaining healthy weight
D comparing your weight to others

Step 1 Read the documents. What do they say about avoiding diseases?

Both documents say that maintaining a healthy weight and eating the right kind of foods will help you avoid getting sick. Document A also says that physical activity promotes health.

Step 2 Read each answer choice. Which choice is not a way to avoid diseases?

Based on both documents, Choices A, B, and C are ways to avoid diseases. Choice D is the correct answer.
Connecting Ideas to Other Sources

Main ideas from different sources may help support and strengthen each other. By connecting ideas to other sources, or checking to see whether what you read in one source builds on information in other sources, you will be better able to make sense of what you read.

EXAMPLE

2 Read the following articles.

Document A

**Salmonellosis Associated with Beef Jerky**

1 In 1995, there were two cases of salmonellosis in New Mexico. The two men who were infected experienced diarrhea and abdominal cramps a couple of days after eating beef jerky. The bacteria *Salmonella* was found in the patients. Officials at the New Mexico Environment Department found out that the jerky was processed at a local plant. They also discovered that there were similar cases in the area.

2 One hundred eleven people who purchased from the same local plant and ate the jerky within the same time frame were studied. Of this group, ninety-three had diarrhea, cramps, headache, fever, vomiting, and chills. These symptoms were similar to those experienced by the two reported individuals.

3 The processing plant that manufactured the beef jerky was inspected by state authorities. The plant owner explained that the processing included placing partially frozen beef in a drying room at 140°F for three hours. Then they kept the meat at 115°F for 19 hours. After processing, the jerky was placed in uncovered plastic tubs for sale to the public.

4 Salmonellosis is an infection from a species of bacteria called *Salmonella*. Persons infected develop diarrhea, fever, and abdominal cramps 12 to 72 hours after infection. The illness usually lasts for a week, and most recover without treatment. However, this disease can cause death in some individuals unless treated promptly with antibiotics.
Document B

The Process of Making Jerky

1 Jerky is made from animals such as bear, buffalo, or whales. It is meat that has been made lightweight by drying. A pound of meat or poultry weighs about four ounces after being made into jerky. Because most of the moisture is removed, it is shelf stable—can be stored without refrigeration—making it a handy food for backpackers and others who don’t have access to refrigerators. Foods like jerky are preserved by drying because, without moisture, enzymes cannot efficiently contact or react with the food.

2 The USDA Meat and Poultry recommends that to make jerky, meat should be heated to 160°F and poultry to 165°F before the dehydrating process. This ensures that bacteria will be fully destroyed. After heating, the meat should be dehydrated at 130–140°F. This will prevent spoilage and will remove enough water where microorganisms can grow. If these measures are not taken, eating the jerky may result to illnesses due to *Salmonella*.

What information does Document B provide to explain why people suffered from salmonellosis from eating beef jerky in 1995?

A  the types of animals jerky can be made from  
B  the recommended temperatures in the jerky-making process  
C  an explanation on why drying is a good way to preserve food  
D  the ways food can be preserved other than drying

Step 1  Read the documents. After reading Document B, why do you think some people suffered from salmonellosis after eating beef jerky in 1995?

I think they became ill because the beef jerky was not processed properly. I know this because Document B states that jerky should be heated at 160–165°F and dehydrated at 130–140°F to prevent bacteria growth and spoilage. The processing plant mentioned in Document A only dried the beef at 140°F and kept it at 115°F.

Step 2  Read each answer choice. Which piece of information from Document B explains what happened in Document A?

The recommended temperatures in the process of making jerky in Document B explains why people got sick after eating beef jerky made by a plant in Document A. The plant did not follow the recommended temperatures. Choice B is correct.
PRACTICE IT: Synthesize

Read the documents and consider how they are similar and different. Answer the questions that follow.

Document A

The Damage that Hurricane Katrina Brought

1 Hurricane Katrina was one of the strongest storms to hit the coast of the United States during the last 100 years. With sustained winds of 125 mph, it registered as a strong category 3 hurricane on the Saffir-Simpson scale. Katrina devastated the central Gulf Coast states, Louisiana, Alabama, and Mississippi. People in these states experienced Katrina's impact and many have not yet recovered fully.

2 In August 2005, Hurricane Katrina started as a tropical storm in the Bahamas. It increased in strength as it passed Florida and the Gulf of Mexico. Atmospheric and sea-surface conditions helped intensify the cyclone. After a few days, Katrina reached its peak at a wind speed of 170 mph.

3 Katrina claimed hundreds of lives and leveled homes in the Gulf Coast states. Levees that separated New Orleans, Louisiana, from surrounding lakes failed, leaving some parts of New Orleans under 20 feet of water. These earthen levees could not hold against the hurricane's strong winds, heavy rainfall, and storm surge. Mobile, Alabama, and Gulfport, Mississippi, were underwater, as well.

4 The hurricane also caused extensive power outages. Drinking water was unavailable in New Orleans due to a broken water main that serves the city. Both of New Orleans' airports were flooded and closed on August 30. Bridges of Interstate 10 leading east out of the city were also destroyed. Most of the coastal highways were impassable. Minor roads near the shore were underwater or covered in debris. Businesses, particularly the oil industry, also suffered from Katrina. Oil production in the Gulf of Mexico was significantly reduced. Damages caused by Katrina amounted to over $100 billion.
Recovery Efforts for Victims of Katrina

Hurricane Katrina affected more than 1.5 million people and drove over 800,000 people to live outside of their homes. Over the past few years, government and volunteer organizations have worked together to help rebuild the region. The following are some recovery efforts done in the Gulf Coast states that were most affected by Katrina.

1. Rebuilding the Community—Damaged housing and infrastructure are being rebuilt. Victims are given aid in rebuilding their homes or relocating.

2. Repairing the Infrastructure and Drainage System—Floodwalls and levees are being repaired and protected against erosion.

3. Restoring Transportation, Shipping, Public Buildings, and Ports—Debris is being removed to restore roads, bridges, schools, public buildings, and utilities.

4. Restoring Energy and Water—Electricity and water supply are back to normal in the Gulf Coast States.

5. Rebuilding the Economy—Farmers affected by livestock and crop loss are given aid to rehabilitate farms.

6. Providing Jobs—Citizens are given career opportunities in fields that aid in the rebuilding of the Gulf Coast, such as emergency training.

7. Providing Health Care, Social Services, Food, and Education—A health care and social service system is being established to help victims of Katrina. Water, ice, meals, and medicine were also immediately provided. School facilities are being repaired and instructional materials and equipment replaced.

8. Preparation for Future Calamities—Preventive measures are being taken to ensure disaster preparedness and efficient communications systems if storms and hurricanes hit the country again.
1. According to both documents, Hurricane Katrina resulted in all of these **except**
   - A power outages.
   - B damaged school facilities.
   - C plane crashes.
   - D livestock loss.

2. What information does Document A provide to explain why levees are being repaired?
   - A Levees in New Orleans failed.
   - B Levees had too much debris.
   - C Levees are prone to erosion.
   - D Levees will help restore ports.

3. According to Document B, all of the following are recovery efforts **except**
   - A the creation of jobs.
   - B efforts to improve tourism.
   - C the rebuilding of homes.
   - D disaster preparedness programs.

4. What information does Document B provide to best explain why Katrina had a great impact on the United States?
   - A Katrina led to career opportunities in emergency training.
   - B Katrina resulted in roads requiring major repairs.
   - C Katrina served as a lesson to be better prepared for calamities.
   - D Katrina affected over a million people’s lives.
LEARN IT: Learning Tools

Technical directions are instructions that explain how to do certain tasks, such as setting a clock, installing software, or baking a cake. In the classroom, you may be asked to follow a set of technical directions in order to use certain learning tools. These tools might include equipment such as graphing calculators or Web cameras, as well as computer-based programs, including specialized software or online learning tools.

Understanding Technical Directions

When reading technical directions, start by previewing or skimming the instructions to gain some understanding of what you will need to do, what materials may be needed, and how the learning tool will operate. Once you have a general understanding of the task to be performed, read the directions through more carefully. As you read, try to visualize the objects and the process. Look over any diagrams and read the captions or other text related to the visuals to increase your understanding of the technical directions.

EXAMPLE

1. Read the following assembly directions.

Pole Lamp Setup and Operation

1. Remove all parts from box.
2. Insert tube (B) into base of lamp (A) and screw tube to tighten.
3. Repeat step 2 with lamp pole (C), (D), and (E).
4. Locate the grooves on the top of first lamp shade (G), and then match up the grooves on the decorative cup (F).
5. Turn the shade clockwise in the cup until it is tight.
6. Repeat steps 4 and 5 with lamp shades (H) and (I).
7. Screw 60 watt lightbulb into each decorative cup (F).
8. Plug lamp into polarized outlet, and use the switch on each decorative cup to turn lamp on or off.
9. If there is any extra cord between the pole and base, gently pull the cord out of the opening from the base of the lamp.
Which step seems to be out of order?

A. step 5  
B. step 4  
C. step 9  
D. step 2

**Step 1** Read the assembly directions carefully. Which step does not logically follow the one before it?

The instructions say to put the pole into the base of the lamp, then to attach the lamp shades. After that, you must screw in the appropriate lightbulbs, and then plug the lamp into a socket. The last step is to pull any extra cord that is between the pole and base out of the hole in the base of the lamp. This last step seems out of order, because plugging the device in and switching it on are usually the last steps when assembling an electric appliance.

**Step 2** Read each answer choice. Which answer matches the step that does not seem to fit into a sequential order?

Step 5 follows logically after step 4, because you need to match up the grooves on the lamp shade before you can screw it in. Step 4 follows logically after step 3, because the lamp shades can only be attached to the pole after the pole has been set up. Step 2 follows logically after step 1, because it makes sense that you would start with the base when assembling a floor lamp. Choices A, B, and D are therefore incorrect. Step 9 does not follow logically after Step 8 because it is very dangerous to pull on a cord that is already plugged into a socket. Step 9 should be placed before step 8, not after it. The correct answer is C.
Learning Tools

There are many types of learning tools that can be used in the classroom to enhance learning. Computer and Web-based programs, graphing calculators, scientific instruments, and specialized equipment for life science and technology education courses are some examples of learning tools that can be used in the classroom. Understanding and following technical directions for proper use of these tools is crucial to the learning process.

EXAMPLE

2 Read this passage.

Creating a Word Puzzle

1. Type the name of the Web site into the browser; then hit the Enter key on the computer keyboard.

2. Click on the field for the puzzle name. Decide on a name for your puzzle; then type the name into the box.

3. Move the cursor to the next box. Type in the phrase you want to encrypt.

4. Use the mouse pointer to select the type of characters you want the puzzle to use (Numbers, Letters, or Symbols).

5. Decide if you want to provide the puzzle solver with some hint letters to help him or her begin solving the puzzle.

6. If you want to add some hint letters, type in the letters you want the puzzle to reveal, separated by spaces. Then click on the Complete button.

7. If you don’t want to add hint letters, skip step 6 and simply click the Complete button.

8. Hand the word puzzle to the puzzle solver to decipher!
Which of the following best describes the problem with the directions?

A  Technical jargon is used.
B  There is a step missing.
C  The steps are out of order.
D  The writing is not clear.

**Step 1**  Read the puzzle directions carefully. Are they clear and complete? Is anything out of order? Is anything missing?

_The directions are clear and easy to read. Nothing seems out of order. However, since this puzzle is created on the computer, the puzzle would need to be printed out before you can give it to the puzzle solver. This step is not mentioned in the instructions._

**Step 2**  Read each answer. Which answer best describes any deficiencies in the directions?

Choice A is incorrect because the vocabulary is not overly technical and could be read by a general audience. Choice C is incorrect because the steps are in a clear order with each step logically following the one before it. Choice D is incorrect because the writing is clear and concise. The directions do omit a step and fail to mention that you should print out the puzzle before handing it to the puzzle solver. Choice B is the correct answer.
PRACTICE IT: Technical Directions and Learning Tools

Read the passage and answer the questions that follow.

Creating a Blog

1. Go to a blog Web site on the Internet, such as www.bloggerworld.com.

2. To begin, use the mouse cursor and click on the Start Here button.

3. If you don’t have an account, you will need to create one. If you do have an account, type in your desired username and password, as well as your actual name and e-mail address.

4. Create a title and description for your blog, and type the information into the blank box.

5. Select your desired host site from the list of hosting options.

6. Create an address for your blog, and type it into the blank box.

7. Use the mouse cursor to click on the Accept Terms of Service button, and then click Next.

8. Select a template from the template menu, and use the mouse cursor to click Finish.

9. Type your first blog entry into the blank area.

10. Decide on your formatting. Highlight the text you wish to format; then select the desired formatting option, such as underline, italics, or bold, from the Formatting menu.

11. Use the cursor to click on the Post and Publish button.

12. Wait a few seconds, and then click the View Web Page button. Now you have your first blog post!
1. What information would best be added to the directions to help the reader better understand the task of blogging?
   - A  the definition of a blog
   - B  a blog’s site map
   - C  the name of a famous blogger
   - D  a diagram of a blog

2. How might blogging best be used as a learning tool in the classroom?
   - A  to practice writing
   - B  to solve math problems
   - C  to learn about different world cultures
   - D  to test knowledge of science

3. What step is missing from the directions?
   - A  how to use a blog template
   - B  how to write a blog
   - C  how to create an account
   - D  how to publish a post

4. When creating the blog post, you must be sure to accept the Terms of Service, as described in
   - A  step 4.
   - B  step 7.
   - C  step 9.
   - D  step 11.
LEARN IT: Functional Documents

The purpose of a **functional document** is to inform the reader. Functional documents should include all relevant information and should present the information clearly and concisely. When you read a functional document, you should make sure that the information provided in the document is logical. Sometimes information may be omitted, or the information may not be presented in a logical order. It’s important to read a functional document critically to avoid possible misunderstandings.

**Logical Order**

Many functional documents present information or procedures in a specific order. The information may be in chronological order or order of importance. For example, instructions are presented in a step-by-step format because a specific function needs to be completed before another function can be performed. Each step builds upon the step preceding it. As you read, think about how the steps are related and whether all the steps are in the proper order.

**Questioning**

Determine the purpose of the document and the audience. Start by reading headings to see if they are in a particular order. Then as you read, question what you are reading to make sure it is correct. Some questions you might ask are listed below.

**Checklist**

- Does this step build upon the preceding step?
- Does the step require an action that has not been performed yet?
- Are there references to actions, materials, or procedures that have not been previously mentioned?
- Are there inconsistencies between the document and the actual procedure?
- Has essential information been left out?
- Are unfamiliar terms or procedures defined or explained?
- Are the dates correct?
- Are the materials correctly numbered?
- Are any diagrams or illustrations properly labeled?
EXAMPLE

Read the following passage.

Release Date: January 18, 2008
For Immediate Release
Office of the Press Secretary

The U.S. Department of Homeland Security (DHS) reminds travelers that beginning January 31, 2008, they will be asked to present documents denoting citizenship and identity when entering the United States through land and sea ports of entry. This change primarily affects United States and Canadian citizens, who have previously been permitted entry into the United States by oral declaration alone. Effective January 31, 2008, travelers must verify identity and citizenship by presenting documentation from a specified list of acceptable documents when entering the U.S. U.S. citizens may begin applying in advance for the new U.S. Passport Card on February 1, 2008. This card will be valid for North American land border crossings. The U.S. Passport cards will be available and mailed to applicants in spring 2008.

Based on the information given in this document, a traveler returning to New York from Canada on February 15, 2008 can expect

A to already have received his U.S. Passport card.
B to travel without proof of citizenship.
C to apply for his U.S. Passport card at the border.
D to be asked for acceptable identification.

Step 1 Read the document carefully. What information does it provide? When does this information begin to apply, and to whom?

The document provides information about the process for crossing into the United States from abroad, particularly from Canada. The new process begins to apply after January 31, 2008, to all travelers re-entering the United States.

Step 2 Read each answer. Which answer applies to the traveler in question?

Answer A is incorrect because the document notes that Passport cards will not be sent out until the Spring of 2008. Choice B, to travel without proof of citizenship, could only be correct if the person were traveling prior to January 31, 2008. Since the traveler will cross the border on February 15, 2008, choice B is incorrect. Choice C is not mentioned anywhere within the document, and since the document does say that cards are to be applied for in advance, it is probably an incorrect answer. Choice D is correct, since this procedure will apply to all travelers after January 31, 2008.
PRACTICE IT: Functional Documents

Read the passage and answer the questions that follow.

FRENCH CLUB TRIP FUNDRAISER

The French Club is sponsoring a trip to France next spring.
Our goal is to raise $10,000 for the trip.

ITEMS FOR SALE

Pretzel Kits (mix for 2 pretzels and 2 toppings) $10.00
Brownie Mix (ingredients layered in jar) $5.00
French Club Fudge (16 pieces/box) $7.50

Money should be collected when the order is taken. Checks should be made payable to “Cedar Hill HS French Club.” Order forms are included in the packet. Please provide totals of each item sold on the tally sheet. Orders are due Friday, February 10. No orders will be accepted after that date.

Items will be delivered on March 10.

WIN PRIZES

Sell 1-3 items: Win a ticket for a $500 cash raffle.
Sell 4-8 items: Win a ticket for the raffle and a French Club T-shirt.
Sell 9-12 items: Win a ticket for the raffle, the French Club shirt, and a French Club baseball cap.
Sell more than 12 items: Win the ticket, the hat, the shirt, and a French Club tote bag.

Contact Mme Keller, our parent coordinator, if you have any questions.
1. Where is the best place to add the following information to the flyer?

   Every French Club member is encouraged to sell at least 12 items from the list below to help us reach our goal.

   A. after the words “French Club Trip Fundraiser”
   B. after the sentence “Our goal is to raise $10,000 for the trip”
   C. after the words “French Club Fudge”
   D. after the words “Contact Mme Keller, our parent coordinator, if you have any questions”

2. Why does the flyer list “Items for Sale”?

   A. to help students see the items for sale
   B. to provide students with the information they need to sell the items
   C. to tell students what prizes they can win for selling items
   D. to inform students about the French Club trip

3. Where is the best place to add the following information to the flyer?

   Makes 34 bars

   A. after the words “ingredients layered in jar”
   B. after the words “Items for Sale”
   C. after the words “French Club Fudge”
   D. after the words “Items will be delivered on March 10”

4. Read the sentence from the passage.

   Contact Mme Keller, our parent coordinator, if you have any questions.

   What information would be the most useful addition to this sentence?

   A. Mme Keller’s phone number
   B. Mme Keller’s first name
   C. Mme Keller’s age
   D. Mme Keller’s occupation
LEARN IT: Credibility

As you read a text, critically evaluate it to determine the credibility of an author’s argument. Ask yourself questions about the information as you read. Does the author offer support for his or her claims? Is that support sufficiently detailed and comprehensive? Some of the types of supporting evidence the author might use include scientific studies, statistics, facts, experiment results, opinions, details, examples, or survey data.

Generalizations and Evidence

A credible argument offers evidence for its claims or assertions. The more comprehensive the evidence, the more support there is for the argument. A generalization lacks specific evidence, such as facts or examples, and thus offers little support for the argument’s credibility. The readers cannot determine whether the author’s argument is truly valid or merely an opinion. When reading, watch out for generalizations that are not supported by evidence.

EXAMPLE:

1. Read the following sentence.

Washington, D.C., has the feel of a French city. The capital has an open green space called the Mall that is similar to the open spaces found in French cities. The streets around the Mall are wide like the boulevards of a French city. The city was designed by Frenchman Pierre Charles L’Enfant, who was inspired by Paris and Versailles.

The author supports his or her argument with

A. opinions.
B. examples.
C. studies.
D. statistics.

Step 1: Read the passage carefully. What is the author’s argument? How is it supported?

The author argues that Washington, D.C., is very much like a French city and then gives examples of ways in which Washington, D.C., is similar to a French city.

Step 2: Read each answer choice. Which answer explains how the author has offered support for his or her argument?

Studies and statistics are excellent evidence for an argument; however, the author has not used these types of evidence in this passage, so choices C and D are incorrect. Choice A is also incorrect because opinions are not strong sources of evidence; they are unsupported claims. The author has provided examples in the passage of how Washington, D.C., is similar to a French city. Choice B is therefore the correct answer.
Comprehensiveness of Evidence

The evidence offered in support of an argument should be comprehensive and complete. It should support all of the important points, and must come from sources that are trustworthy. If the source is credible but potentially biased, be sure to note that fact in your writing. Too much bias in your evidence will undermine your argument.

EXAMPLE

Read this passage.

The game *Red Heat* is well worth the money because it offers a host of features that will appeal to its players. This multi-player game encourages opponents to compete against each other on a variety of racing courses. Next-generation graphics make you feel as though you are right there in the driver’s seat on each of the courses. It also features a Wi-Fi connection, so you can play against other people around the world via the Internet. The courses incorporate features from actual raceways on the sprint car circuit. *Red Heat* also offers challenges for a variety of skill levels ranging from beginner to expert. The game has been rated one of the year’s best by three different gaming magazines: *Super-Gamer, Gamers United, and Gamers Digest*. And gamers love it: *Red Heat* is ranked number one in racing game sales for the year, a tribute to its multi-dimensional play capabilities.

The evidence that supports the argument that *Red Heat* is worth purchasing is

A biased.

B insufficient.

C varied.

D vague.

Step 1 Read the sentence carefully. What types of evidence does the author use to support the argument?

The author cites reviews from trustworthy gaming magazines and gives actual sales figures to back up his or her argument. The author also gives examples of features that make the game both unique and enjoyable.

Step 2 Read each answer choice. Which answer best describes the evidence?

Choice A is not correct because even though the author gives opinions about why the game is fun, he or she also cites credible magazine sources, so the evidence is not completely biased. The author also does not limit the evidence to only one source or type, so choice B, insufficient, is not correct. Finally the author offers plenty of examples about the positive features of the game, so choice D, vague, is incorrect as well. Choice C is the best answer because the author uses different kinds of evidence, including examples and trusted sources, to back his claim.
Author’s Intent

When reading a text, try to determine the author’s purpose or intent. Is the author trying to inform you of a problem or persuade you of a need for action? Think about how the author’s intent or purpose determines his or her tone. For example, if the author strongly believes in his or her argument, the tone of the piece will be passionate and persuasive. If the author’s intent is to simply inform readers, the tone will be more neutral.

EXAMPLE

3 Read this passage from Abraham Lincoln’s speech to the Republican State Convention on June 16, 1858.

“A house divided against itself cannot stand.” I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved,—I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all another. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till shall become alike lawful in all the states, old as well as new, North as well as South.

Have we no tendency to the latter condition?

What is the author’s purpose in giving this speech?

A to inform  
B to persuade  
C to entertain  
D to offer an opinion

Step 1 Read the passage carefully. What does the tone reveal about the author’s intent in giving this speech?

Lincoln’s language reveals his strong feelings about the issue of slavery. The speech expresses Lincoln’s opinion that the Union will not fall and ends with an impassioned plea for a strong stance against the further spread of slavery.

Step 2 Read each answer. Which answer best reflects the author’s purpose?

Lincoln’s tone is fairly passionate, so he cannot be simply informing his audience. Moreover, the tone of the speech is serious, not entertaining. Choices A and B are therefore incorrect. The author is giving an opinion, but he is not simply offering it for the consideration of his listeners. Choice D is therefore incorrect as well. The purpose of Lincoln’s speech is to persuade others to support him in the fight against slavery. B is the correct answer.
Intelligent Airbags

1 Although automobile airbags have effectively decreased injuries and deaths from car accidents, they have created some new safety problems. Many cases of injuries caused by airbags have been reported. Most of these injuries have affected children and small adults, because airbags have a greater impact on small bodies. Children and small adults have less mass to counter the tremendous force of inflating airbags. However, systems are being developed to decrease the number of airbag-related injuries.

2 One device used in systems that help prevent injuries is the Force-Sensing Resistor (FSR). This device gathers information about the size and weight of a car’s passenger and sends that information to the airbag system to regulate the force of inflation.

3 FSRs are usually used along with an Occupant Classification (OC), a device that is placed inside a car’s seat. The OC classifies passengers on the basis of how much they weigh and how their weight is spread across the cushion of the seat. In the event of an accident, the airbag uses this information and inflates only enough to protect the passenger, thereby decreasing the possibility of injury.

4 Systems like these are already being installed in several types of cars in Europe, but only a small number of American cars currently carry these systems. However, “intelligent airbags” will soon be required in many American vehicles, thanks to new rules set by the National Highway Traffic Safety Administration.
1 Which statement best identifies the author’s argument about intelligent airbags?
   A Although automobile airbags have effectively decreased injuries and deaths from car accidents, they have created some new safety problems.
   B However, systems are being developed to decrease the number of airbag-related injuries.
   C Most of these injuries have affected children and small adults, because airbags have a greater impact on small bodies.
   D FSRs are usually used along with an Occupant Classification (OC), a device that is placed inside a car’s seat.

2 Read this sentence from the passage.
   Many cases of injuries caused by airbags have been reported.

   The comprehensiveness of the evidence could best be described as
   A general
   B specific
   C effective
   D thorough

3 Which of the following best identifies the author’s purpose in writing the passage?
   A to praise
   B to educate
   C to suggest
   D to warn

4 Which statement offers the best support for the author’s main argument about intelligent airbags?
   A Children and small adults have less mass to counter the tremendous force of inflating airbags.
   B However, “intelligent airbags” will soon be required in many American vehicles, thanks to new rules set by the National Highway Traffic Safety Administration.
   C In the event of an accident, the airbag uses this information and inflates only enough to protect the passenger, thereby decreasing the possibility of injury.
   D Systems like these are already being installed in several types of cars in Europe, but only a small number of American cars currently carry these systems.
LEARN IT: Dramatic Forms

The various forms of dramatic literature include comedy, tragedy, drama, and dramatic monologue. The purpose of each form of dramatic literature is to prompt a specific emotional response from the audience. The events in a tragedy, for example, will trigger a different emotional response in the audience than the events of a comedy.

Drama

A drama is a realistic portrayal of serious events performed before or presented to an audience. Characters are faced with a crisis or conflict that comes to a suspenseful climax and is then resolved. Dialogue and action are both characteristics of a drama, which may be written in either prose or verse form.

EXAMPLE

Read the following excerpt from George Bernard Shaw's Pygmalion.

LIZA: He has a right to if he likes, poor lad. And he does love me.

HIGGINS: [getting off the ottoman] You have no right to encourage him.

LIZA: Every girl has a right to be loved.

HIGGINS: What! By fools like that?

LIZA: Freddy’s not a fool. And if he’s weak and poor and wants me, may be he’d make me happier than my betters that bully me and don’t want me.

HIGGINS: Can he MAKE anything of you? That’s the point.

LIZA: Perhaps I could make something of him. But I never thought of us making anything of one another; and you never think of anything else. I only want to be natural.
Which element of this scene suggests that it is a drama?

A  dialogue and action
B  a happy outcome
C  more than one character
D  a theme about love

**Step 1** Read the example passage carefully. Are there any elements in this scene that suggest a specific genre, or form, of literature?

The passage takes the form of a dialogue between two characters. There is no exposition, but the actions of the characters are noted occasionally. The characters’ language is natural, and the conflict between the two characters is serious and realistic. The discussion is something that could happen in real life.

**Step 2** Read each answer choice. Which answer suggests the dramatic form being acted out in this scene?

The characters are definitely in having a dialogue with each other, and the text notes their actions—as mentioned in choice A. We don’t know what the outcome of the conflict will be, so choice B is not correct. Most forms of literature have multiple characters, so while choice C is true, it is not the best choice. The characters do bring up the idea of love, but this theme is found in other types of literature as well, so choice D is also incorrect. Choice A is the best answer.
Tragedy

A tragedy is a drama in which the characters experience extreme reversals of fortune that result in the downfall of one or more individuals. The characters experience sorrow or catastrophe, and the ending is generally an unhappy one. Often a tragedy may involve a death, abandonment, or some other tragic outcome.

EXAMPLE

Read this excerpt from William Shakespeare’s Hamlet.

[Laertes wounds Hamlet; then in scuffling, they change rapiers, and Hamlet wounds Laertes.] [The Queen falls.]

HAMLET: How does the Queen?

KING: She sounds to see them bleed.

QUEEN: No, no! the drink, the drink! O my dear Hamlet! The drink, the drink! I am poison’d. [Dies.]

HAMLET: O villany! Ho! Let the door be lock’d. Treachery! Seek it out. [Laertes falls.]

LAERTES: It is here, Hamlet.

Hamlet, thou art slain;
No medicine in the world can do thee good.
In thee there is not half an hour of life.
The treacherous instrument is in thy hand,
Unbated and envenom’d. The foul practice
Hath turn’d itself on me. Lo, here I lie,
Never to rise again. Thy mother’s poison’d.
I can no more. The King, the King’s to blame.
Which elements of this scene suggest that it is a tragedy?

A. a marriage between two characters
B. the death of one or more characters
C. a conversation overheard by the audience
D. a comic figure who comments on the scene

**Step 1** Read the passage carefully. Does it contain characteristics that help you identify its genre?

This scene suggests a tragedy because it contains a moment of crisis in which several major characters are killed. The queen dies from a poisoned cup, and it appears that both Hamlet and Laertes will die very shortly due to a poisoned blade. This play will clearly have an unhappy outcome, so it is most likely a tragedy.

**Step 2** Read each answer choice. Which answer best describes a characteristic of tragedy that is played out in this scene?

Choices A, C, and D contain dramatic elements that are not present in this passage. Choice B is correct because in a tragedy, it is common for one or more of the characters to die. The Queen, Hamlet’s mother, has just died in this scene, and Hamlet and his opponent are both mortally wounded.
Comedy

A comedy is a form of dramatic literature in which the characters experience a reversal of fortune that ends on a positive or happy note. In classic comedies, a typical outcome often involves a wedding. The purpose of a comedy is to entertain, amuse, and occasionally enlighten the audience. A comedy has strong elements of humor, frequently in the form of humorous language, absurd situations, or a comic figure such as a fool or clown who comments on the main action.

EXAMPLE

3 Read this excerpt from William Shakespeare’s As You Like It.

HYMEN: Good Duke, receive thy daughter;  
That thou might join her hand with his,  
Whose heart within his bosom is.

ROSALIND: [To Duke] To you I give myself, for I am yours.  
[To Orlando] To you I give myself, for I am yours.

DUKE SENIOR: If there be truth in sight, you are my daughter.

ORLANDO: If there be truth in sight, you are my Rosalind.

ROSALIND: I’ll have no father, if you be not he;  
I’ll have no husband, if you be not he;  
Nor ne’er wed woman, if you be not she.
You can tell from the passage that this is a classic

A comedy.
B tragedy.
C conflict.
D drama.

Step 1 Read the passage carefully. Are there elements in this scene that represent a specific genre or form of dramatic literature?

The dialogue between the characters indicates that this might be a wedding or that a wedding might take place in the near future. For example, "thou might join her hand with his" and "I'll have no husband if you be not he" mean that Rosalind and Orlando are in love and are planning on marrying. In this scene, Rosalind pledges herself to Orlando, who tells her that he loves her. This shows a happy ending.

Step 2 Read each answer choice. Which answer choice corresponds to the elements identified in this scene?

Choice A makes sense because this scene reflects the characteristics of a comedy, which has a happy ending, often in the form of a wedding scene. Choice B is incorrect because this scene indicates a happy outcome, which is not found in a tragedy. Choice C is incorrect because conflict is an element of all types of dramatic literature, not a genre. Choice D is incorrect because this scene does not contain any examples of serious conflict between the characters. The correct answer is choice A.
Dramatic Monologue

A **dramatic monologue** is a speech by a narrator to an invisible audience. It often reveals much about the speaker's character, either through direct expressions of the speaker's emotions or more indirectly via comments the speaker makes about other subjects.

**EXAMPLE**

Read the following excerpt from Robert Browning's poem “My Last Duchess.”

She had
A heart—how shall I say—too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace—all and each
Would draw from her alike the approving speech,
Or blush, at least. She thanked men—good! but thanked
Somehow—I know not how—as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Whod stoop to blame
This sort of trifling?

How are the characteristics of this passage related to its genre?

A  The death of one or more of the characters classifies it as a tragedy.
B  The marriage of two of the characters classifies it as a comedy.
C  A revealing speech by a single character classifies it as a dramatic monologue.
D  The serious dialogue about realistic issues classifies it as a drama.

**Step 1**  Read the passage carefully. What are its most noticeable characteristics?

*The speaker seems to be addressing someone, but we only hear from one character. The speaker makes both direct and indirect statements that reveal his feelings. The speech is natural; the speaker interrupts himself.*

**Step 2**  Read each answer. Which best corresponds with the traits you notice?

*The passage contains a speech by one character, and the speech reveals the character’s feelings both directly and indirectly. Choice C is correct.*
A Marriage Proposal
By Anton Chekhov
Translated by Theodore Hoffman

CHUBUKOV: [Rising.] Well, look who’s here. Ivan Vassilevitch! [Shakes his hand warmly.] What a surprise, old man! How are you!

LOMOV: Oh, not too bad. And you?

CHUBUKOV: Oh, we manage, we manage. Do sit down, please. You know, you’ve been neglecting your neighbors, my dear fellow. It’s been ages. Say, why the formal dress? Tails, gloves, and so forth. Where’s the funeral, my boy? Where are you headed?

LOMOV: Oh, nowhere. I mean here: just to see you, my dear Stepan Stepanovitch.

CHUBUKOV: Then why the full dress, old boy? It’s not New Year’s, and so forth.

LOMOV: Well, you see, it’s like this. I have come here, my dear Stepan Stepanovitch, to bother you with a request. More than once, or twice, or more than that, it has been my privilege to apply to you for assistance in things, and you’ve always, well, responded, I mean, well, you have. Yes. Excuse me. I’m getting all mixed up. May I have a glass of water, my dear Stepan Stepanovitch? [Drinks.]

CHUBUKOV: [Aside] Wants to borrow some money. Not a chance. [Aloud.] What can I do for you my dear friend?

LOMOV: Well, you see, my dear Stepanitch . . . Excuse me, I mean Stepan my Dearovitch . . . No, I mean, I get all confused, as you can see. To make a long story short, you’re the only one who can help me. Of course, I don’t deserve it, and there’s no reason why I should expect you to, and all that.

CHUBUKOV: Stop beating around the bush! Out with it!

LOMOV: In just a minute, I mean, now, right now. The truth is, I have come to ask the hand . . . I mean, your daughter, Natalia Stepanovna, I, I want to marry her!

CHUBUKOV: [Overjoyed.] Great Heavens! Ivan Vassilevitch! Say it again!

LOMOV: I have come humbly to ask for the hand . . .

CHUBUKOV: [Interrupting.] You’re a prince. I’m overwhelmed, delighted, and so forth. Yes, indeed, and all that! [Hugs and kisses LOMOV.]
1. Which of the following features best indicates that this play is a comedy?
   A. the title, *A Marriage Proposal*
   B. the fact that Lomov is wearing a top hat and gloves
   C. Chubukov's quick change of attitude when he learns that Lomov wishes to marry his daughter
   D. the fact that the first scene takes place in the living room of a mansion

2. Which of the following lines best establishes Lomov as a comic character?
   A. I have come here, my dear Stepan Stepanovitch, to bother you with a request.
   B. To make a long story short, you're the only one who can help me.
   C. Well, you see, my dear Stepanitch . . . Excuse me, I mean Stepan My Dearovitch.
   D. Of course, I don't deserve it, and there's no reason why I should expect you to, and all that.

3. Which of the following responses will this play most likely evoke in the audience members?
   A. sorrow
   B. laughter
   C. fear
   D. anger

4. Read the following excerpt from the passage:
   CHUBUKOV: *Aside* Wants to borrow some money. Not a chance. *Aloud.* What can I do for you my dear friend?

   The purpose of the text noted as “aside” in the play is to
   A. entertain the audience.
   B. reveal the character's true thoughts.
   C. portray a realistic event.
   D. anger the audience.
LEARN IT: Theme

Theme refers to the central message contained within a literary work. The theme offers some insight about life. The theme may be either stated directly or implied through the various elements of the work—characterization, situation, dialogue, language, setting. When the theme is implied, the reader must interpret the text to determine the central meaning or theme.

Universal themes are repeated throughout literature. These universal themes include the tragedy of war, the power of love, and the triumph of good over evil.

Themes often span genres, with writers shaping the theme to fit the genre in which they are working. For example, a poet’s presentation of love will be different from a playwright’s presentation of the same theme because of the demands of the literary form in which each is working. The three major genres are poetry, prose, and drama, but there are many forms within each.

Compare Themes Across Genres

When you compare two objects, you analyze the ways in which they are similar. In literature, authors sometimes write about similar themes or have similar presentations of those themes.

EXAMPLE

1 Read the following lines from Edgar Allan Poe’s poem “Annabel Lee”.

   But our love it was stronger by far than the love
       Of those who were older than we—
       Of many far wiser than we—
   And neither the angels in heaven above,
       Nor the demons down under the sea,
   Can ever sever my soul from the soul
       Of the beautiful Annabel Lee
Read the following lines from William Shakespeare’s play “Romeo and Juliet.”

Ah, dear Juliet,
Why art thou yet so fair? Shall I believe
That unsubstantial Death is amorous,
And that the lean abhorred monster keeps
Thee here in dark to be his paramour?
For fear of that I still will stay with thee
And never from this palace of dim night
Depart again. Here, here will I remain
With worms that are thy chambermaids. O, here
Will I set up my everlasting rest
And shake the yoke of inauspicious stars
From this world-wearied flesh. Eyes, look your last!
Arms, take your last embrace! and, lips, O you
The doors of breath, seal with a righteous kiss
A dateless bargain to engrossing death!

Which comparison is not true of both authors’ presentation of a universal theme?
A Both deal with the loss of a loved one.
B Both are about an everlasting love that transcends deaths.
C Both are in verse.
D Both are from a play.

**Step 1** Read the example sentence carefully. How do the two works compare to each other?

_Both Romeo and Juliet and Annabel Lee are written in verse. The authors write about loving a woman who suffers an untimely death. The theme of an everlasting love is developed in both works._

**Step 2** Read each answer choice. Which answer suggests a difference between the two works?

_Answer A discusses how the two works are alike in developing the theme of loss, so it is incorrect. Answer B explains how the theme of everlasting love is developed in both works, so it also is incorrect. Answer C notes that each work is written in verse, so Answer C must be incorrect, as well. Romeo and Juliet is a play and Annabel Lee is a poem. The correct answer is D._
Contrast

When you contrast two objects, you analyze how they differ from each other. In literature, two authors may write about the same theme, but their ideas and the presentation of those ideas may differ.

EXAMPLE

Read this line from Stephen Crane's short story “The Open Boat.”

“If I am going to be drowned—if I am going to be drowned—if I am going to be drowned, why, in the name of the seven mad gods who rule the sea, was I allowed to come thus far and contemplate sand and trees?”

Read these lines from William Shakespeare's play “The Tempest.”

GONZALO: Now would I give a thousand furlongs of sea for an acre of barren ground-long heath, brown furze, any thing. The wills above be done, but I would fain die dry death.

How do the attitudes of the two speakers differ, despite the fact that they are facing the same situation?

A One feels despair while the other is resigned.
B One expresses fear while the other expresses acceptance.
C One expresses anger while the other has hope.
D One feels incredulous while the other feels wonder.

Step 1 Read the lines carefully. How does each character see his struggle against nature?

The first speaker sees the struggle as prolonged and is full of despair. The second speaker sees the struggle as out of his hands and is resigned.

Step 2 Read each answer choice. Which answer is correct?

Answer B is incorrect because the second speaker is not afraid. Answer C is incorrect because neither speaker has hope. Answer D is incorrect because neither speaker feels incredulous or filled with wonder. Answer A is correct because the first speaker is in despair as evidenced by his repeated cry of If I’m going to be drowned. The other speaker accepts that the wills above will be done.
PRACTICE IT: Theme

Read the selections and answer the questions that follow.

The Charge of the Light Brigade
By Alfred, Lord Tennyson

I
Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.

II
‘Forward, the Light Brigade!’
‘Charge for the guns!’ he said:
Into the valley of Death
Rode the six hundred.

‘Forward, the Light Brigade!’
Was there a man dismay’d?
Not tho’ the soldier knew
Some one had blunder’d:
Their not to make reply,
Their not to reason why,
Their but to do and die:
Into the valley of Death
Rode the six hundred.

III
Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley’d and thunder’d;
Storm’d at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

IV
Flash’d all their sabres bare,
Flash’d as they turn’d in air,
Sabring the gunners there,
Charging an army, while
All the world wonder’d:
Plunged in the battery-smoke
Right thro’ the line they broke;
Cossack and Russian
Reel’d from the sabre-stroke
Shatter’d and sunder’d.
Then they rode back, but not
Not the six hundred.

V
Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley’d and thunder’d;
Storm’d at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro’ the jaws of Death,
Back from the mouth of Hell,
Left of six hundred.

VI
When can their glory fade?
O the wild charge they made!
All the world wondered.
Honor the charge they made!
Honor the Light Brigade,
Noble six hundred!
Abraham Lincoln’s Gettysburg Address

1 Four score and seven years ago, our fathers brought forth upon this continent a
new nation: conceived in liberty, and dedicated to the proposition that all men are
created equal.

2 Now we are engaged in a great civil war . . . testing whether that nation, or any
nation so conceived and so dedicated . . . can long endure. We are met on a great
battlefield of that war.

3 We have come to dedicate a portion of that field as a final resting place for those
who here gave their lives that this nation might live. It is altogether fitting and
proper that we should do this.

4 But, in a larger sense, we cannot dedicate . . . we cannot consecrate . . . we cannot
hallow this ground. The brave men, living and dead, who struggled here have
consecrated it, far above our poor power to add or detract. The world will little
note, nor long remember, what we say here, but it can never forget what they did
here.

5 It is for us the living, rather, to be dedicated here to the unfinished work which
they who fought here have thus far so nobly advanced. It is rather for us to be
here dedicated to the great task remaining before us . . . that from these honored
dead we take increased devotion to that cause for which they gave the last full
measure of devotion . . . that we here highly resolve that these dead shall not have
died in vain . . . that this nation, under God, shall have a new birth of freedom . . .
and that government of the people . . . by the people . . . for the people . . . shall
not perish from this earth.
1. Both works were written to
   A. honor soldiers who made the ultimate sacrifice.
   B. dispel the idea that war is horrible
   C. celebrate a victory.
   D. recognize a period of time.

2. The subject of both works is
   A. freedom.
   B. heroism.
   C. death.
   D. life.

3. Both works develop the theme of
   A. commitment to an ideal
   B. the agony of defeat.
   C. the thrill of victory.
   D. continuing the battle.

4. How does the poem differ from the speech in its presentation of the theme?
   A. It glorifies the soldiers.
   B. It identifies specific soldiers.
   C. It mimics the rhythm of the soldiers' charge.
   D. It makes an appeal to the audience.
LEARN IT: Interactions Between Characters

The plot of a literary text is affected by the interactions between the main characters and the subordinate, or secondary, characters. The plot revolves around a problem or conflict, and the interactions of characters influence how the plot moves toward its climax and resolution.

Relationships Between Characters

When reading a text, determine who the main character is and who the subordinate characters are. You will usually find that the main character is the one whose feelings, thoughts, reactions, and circumstances you know most about. Next, look at the relationships between characters to see how they respond and relate to each other, and how they influence the events in the story. For example, one subordinate character might assist the main character toward his or her goal, while another subordinate character might be in conflict with the main character and present an obstacle or challenge that must be overcome.

EXAMPLE

Read the following passage.

Aaron thought Shelly—his crush since the sixth grade—had invited him to the skating party, and so he couldn't wait until Friday. What he didn't realize was that his friends Carol and Ellie, not Shelly herself, had sent him the invitation.

The plot in this story is influenced by the relationships between the subordinate characters and which main character?

A  Aaron
B  Shelly
C  Carol
D  Ellie

Step 1  Read the example sentence carefully. What is the plot? Who are the characters?

The characters are Aaron, Shelly, Carol, and Ellie. Aaron has a crush on Shelly and thinks she has invited him to a party. He is unaware that Carol and Ellie are the ones who sent him the invitation.

Step 2  Read each answer choice. Which answer corresponds to the influence that is affecting the plot?

Aaron seems to be the main character in the text, because we know the most about his feelings and his situation. Shelly, Carol, and Ellie are all people that he interacts with. The correct answer is A.
Internal and External Conflict

An internal conflict is a struggle that a character experiences within himself or herself. The character's inner turmoil determines his or her behavior, so it can also affect his or her relationships and interactions with other characters. An external conflict is a struggle that a character experiences with a force outside of himself or herself. This conflict could be with society, a force of nature, or another character.

EXAMPLE

Read the following sentence.

Janice was angry with herself because she was too nervous to volunteer for the project and she knew that her teacher wanted her to.

The conflict in this sentence can best be described as an
A external conflict—caused by the teacher's feelings about Janice's actions.
B internal conflict—caused by Janice's feelings about her actions.
C external conflict—caused by interactions between Janice and her teacher.
D internal conflict—caused by Janice's feelings about her teacher.

Step 1 Read the example sentence carefully. Can you determine who Janice is angry with?

Janice is angry at herself because she has failed to do something that she knows her teacher wants her to do. Her own nervousness keeps her from volunteering for the project.

Step 2 Read each answer choice. Which answer corresponds to the conflict that Janice is experiencing?

An external conflict is a struggle that a character has with another person or another force outside of himself or herself. Choices A and C are incorrect because Janice’s problem is internal. Janice knows her teacher wants her to volunteer for the project, but the teacher does not actually put pressure on Janice in the sentence. The struggle about volunteering for the project is taking place only in Janice’s mind. Choice D mentions an internal conflict, but this is incorrect because the focus of Janice’s struggle is on her own inability to volunteer for the project, not her feelings about her teacher. The correct answer is B because Janice is angry with herself.
Motivations and Influences

Characters are often influenced or motivated to interact with another character in a particular manner. An influence is a persuading factor that may motivate, or prompt, a character to act in a certain way. This influence can be a belief, another person, or an event. The influence on the character may be positive or negative.

Although influenced by many different factors, both internal and external, motivation ultimately comes from inside the character. It refers to why he or she chooses to act in a particular manner.

EXAMPLE

Read the following passage.

“Carol, Zachary left with Michelle,” Kevin said, hoping Carol didn’t see Zachary talking to his math teacher after class. “Oh, he told me to wait here for him,” Carol said with exasperation. “This is the third time he’s left without me. I guess I’ll just walk home then.” “I can give you a ride,” Kevin offered. “Thanks, I appreciate that,” said Carol. Kevin smiled at her, thinking how disappointed Zachary would be when he discovered Carol had not waited for him. He and Carol got into his car, and drove off. A couple of minutes later, Zachary came out of the building and looked around. “Have you seen Carol?” he asked her friend, Michelle. “No, I thought she was walking home with you.” “So did I,” said Zachary, disappointedly.

What does this passage reveal about Kevin’s actions?

A He wants to cause trouble between Zachary and Carol.
B He thought Zachary left with Michelle.
C He is being considerate by offering Carol a ride home.
D He likes to be helpful.

Step 1 Read the example sentence carefully. What do you know about Kevin’s actions?

Kevin hasn’t been truthful with Carol. He offers her a ride home under false pretenses. He tells her that Zachary has already left, when in truth he knows that Zachary is still at school, but has been delayed because he is talking to a teacher.

Step 2 Read each answer choice. Which answer best describes why Kevin acted as he did?

Choice A is correct because Kevin’s deceitful words and actions have influenced Carol, convincing her to accept a ride from him instead of keeping her promise to wait for Zachary. He is not simply being considerate or helpful, and he was not being truthful when he said that Zachary left with Michelle. A is the answer.
PRACTICE IT: Interactions Between Characters

Read the passage and answer the questions that follow.

Brown Wolf

By Jack London

1. “I’ll tell you what I’ll do. The dog’s worked hard, and maybe he’s earned a soft berth an’ has got a right to choose. Anyway, we’ll leave it up to him. You people stay right here settin’ down. I’ll say good-by and walk off casual-like. If he wants to stay, he can stay. If he wants to come with me, let ‘m come. I won’t call ‘m to come an’ don’t you call ‘m to come back.”

2. Madge agreed, and added, “And I promise you faithfully that we won’t do anything to influence him.”

3. “Well, then, I might as well be gettin’ along,” Skiff Miller said in the ordinary tones of one departing.

4. At this change in his voice, Wolf lifted his head quickly, and still more quickly got to his feet when the man and woman shook hands. He sprang up on his hind legs, resting his fore paws on her hip and at the same time licking Skiff Miller’s hand. When the latter shook hands with Walt, Wolf repeated his act, resting his weight on Walt and licking both men’s hands.

5. “It ain’t no picnic, I can tell you that,” were the Klondiker’s last words, as he turned and went slowly up the trail.

6. For the distance of twenty feet Wolf watched him go, himself all eagerness and expectancy, as though waiting for the man to turn and retrace his steps. Then, with a quick low whine, Wolf sprang after him, overtook him, caught his hand between his teeth with reluctant tenderness, and strove gently to make him pause.

7. Failing in this, Wolf raced back to where Walt Irvine sat, catching his coat sleeve in his teeth and trying vainly to drag him after the retreating man.

8. He wanted to be in two places at the same time, with the old master and the new, and steadily the distance between them was increasing. He sprang about excitedly, making short nervous leaps and twists, now toward one, now toward the other, in painful indecision, not knowing his own mind, desiring both and unable to choose.

9. Skiff Miller was rounding the curve. In a moment he would be gone from view. Yet he never turned his head, plodding straight onward, slowly and methodically, as though possessed of no interest in what was occurring behind his back.
And in this fashion he went out of view. Wolf waited for him to reappear. He waited a long minute, silently, quietly, without movement. He barked once, and waited.

Then he turned and trotted back to Walt Irvine. He sniffed his hand and dropped down heavily at his feet, watching the trail where it curved emptily from view.

A few minutes later Wolf got upon his feet. Decision and deliberation marked his movements. He did not glance at the man and woman. His eyes were fixed up the trail. He had made up his mind. They knew it.

He broke into a trot, and Madge's lips pursed. The pursed lips relaxed, and she sighed inaudibly.

Wolf's trot broke into a run. Wider and wider were the leaps he made. Not once did he turn his head. He cut sharply across the curve of the trail and was gone.
1 Read these sentences from the passage.

He wanted to be in two places at the same time, with the old master and the new, and steadily the distance between them was increasing. He sprang about excitedly, making short nervous leaps and twists, now toward one, now toward the other, in painful indecision, not knowing his own mind, desiring both and unable to choose.

**The character is being influenced by**

A an internal conflict.
B an external conflict.
C the motivations of the other characters.
D the speeches of the other characters.

2 Read this sentence from the passage.

He broke into a trot, and Madge’s lips pursed.

**In this sentence, Madge is about to**

A influence Brown Wolf.
B motivate Brown Wolf.
C assist Brown Wolf.
D conflict with Brown Wolf.

3 The main character in the passage is

A Brown Wolf.
B Skiff Miller.
C Madge.
D Walt Irvine.

4 In paragraph 11, what motivates Brown Wolf to take the action he does?

A his relationship with his old master
B his relationship with his new master
C his desire to explore the trail
D his mistreatment by his master
LEARN IT: Characters’ Traits

Characters in literature have different personalities that unfold through their actions, motivations, and words. Authors develop characters’ traits directly and indirectly. In **direct characterization**, statements made by the narrator describing a character's appearance, thoughts, feelings, goals, and dreams reveal that character's personality. An **indirect characterization** shows a character's traits either through what he or she says or does or through what other characters say about him or her.

Some literary devices help reveal the traits of a character.

<table>
<thead>
<tr>
<th>Narration</th>
<th>Dialogue</th>
<th>Dramatic Monologue</th>
<th>Soliloquy</th>
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| • Narration is the recounting of events in a story told by a narrator.  
• The narrator could be a participant, like the main character; an observer, or someone indirectly involved in the story; or a nonparticipant, or someone not at all involved in the story.  
• The details of a narration could reveal the character of the narrator if he or she is a participant or an observer. | • Dialogue is conversation between characters in a narrative or drama.  
• Conversations move the events along and add color, action, and realism to works of literature.  
• Dialogue reveals the personality and background of the speakers.  
• Dialogues show character traits through their mood and tone. | • A dramatic monologue is a type of poem wherein a character reveals his or her innermost emotions and thoughts in a speech.  
• A character's history, which gives insight into his or her motivations, can be revealed in a dramatic monologue. | • In dramatic literature, a soliloquy is a speech delivered by a single character while he or she is alone onstage, or oblivious to anyone listening.  
• Like a dramatic monologue, this dramatic device can disclose a character's innermost feelings, state of mind, motives, and intentions.  
• A playwright uses this technique to let the audience enter the character's mind. |
EXAMPLE

1 Read the following sentence.

I was walking down the fresh fruits aisle of Montana Market when I suddenly saw a crisp twenty-dollar bill on the floor. I looked left and right to see who dropped it, but there was no one except a young vendor counting avocados in a corner. Since no one had taken it, I decided that the person who dropped it must have just turned from that aisle. I quickly scanned the nearby aisles, hoping to see the owner. Then I carefully picked up the bill, thinking how the anxious frown of the owner would turn into a smile as I would return the money. I was about to ask aloud who the owner was when I heard a loud gasp from the narrow aisle that I planned to approach. “Rebecca,” my mom blurted out in a panicked voice, “I think I lost a twenty!”

In the passage, the narrator can best be described as

A paranoid.
B honest.
C careless.
D trusting.

Step 1 Read the short story and look for clues. What is the narrator doing? Is the narrator a participant or an observer? What does the passage reveal about the narrator's thoughts and feelings?

The narrator in the passage is a participant. She is walking down an aisle in a market when she sees a twenty-dollar bill on the floor. She looks for the person who dropped the bill and thinks of how worried that person must be. The narrator’s thoughts and actions reveal that she is not tempted to keep the money; she wants to find the owner.

Step 2 Read each answer choice. Focus on the answer choice that best describes the narrator’s character based on the narration.

The narration does not show the narrator’s fear, so choice A is incorrect. The narrator notices the twenty-dollar bill and tries her best to look for the owner, so she is not careless. There is no evidence in the passage that suggests that Rebecca trusts someone, so choice D is incorrect. The details in the narration, such as the way the narrator tries to look for the owner of the money, point out that Rebecca is truthful and would not keep something that is not hers. Choice B is the correct answer.
EXAMPLE

2 Read this excerpt from *The Cockatoo’s Story* by Mrs. George Cupples.

1 “I begin to be ashamed of myself—I really do,” said a white cockatoo, as he sat on his perch one day. Then he gave himself a good shake, and after walking up and down once or twice, he continued, “I think it vexes the boy, and I can see he means to be kind. And, oh dear, dear! I see now I brought the troubles on myself.”

2 “Kind!” screamed a small gray parrot from a perch on the opposite side; “of course he means to be kind. You won’t often meet a kinder; let me tell you that, sir. If I could only get this chain off my foot, I’d come over and give you as good a pecking as ever you got in your life, you sulky, ungrateful bird you! And then Master Herbert stands, day after day, trying to tempt you with the daintiest morsels, and there you sit and sulk, or take it with your face turned from him, when hunger forces you.”

3 “There is no need to be so angry, old lady,” replied the cockatoo. “Didn’t you hear me say, I begin to be ashamed of myself? But if you only knew how I have been used, you would not wonder at my sulks.”

4 “Oh, if you have a foundation for your conduct, then I’ll be happy to retract,” said Mrs. Polly, walking about her perch very fast indeed, and ruffling up her feathers as she walked. “No bird I ever had the pleasure of living beside could say I was unreasonable; so please state your case, state your case—I’m all attention, at-ten-tion;” and she lengthened out the last word with a shrill scream peculiar to parrots.

5 “But it would take ever so long to tell,” said the cockatoo, “and my feelings or my nerves have got the better of me at this moment, and I really couldn’t; only if you heard my history you would think it very wonderful indeed;” and here Mr. Cockatoo lifted up his foot and scratched his eye. . . .

6 “They were here interrupted by the appearance once more of Master Herbert, who brought a most tempting piece of cake in his hand. Going up to the cockatoo, he said, “I suppose I needn’t offer you this, Cockatoo. You are determined not to be friends.” The cockatoo put out his claw for it, and took it gently from Herbert’s hand, who could not fail to see there was a marked difference in the bird’s appearance.”
Read the following excerpt from paragraph 2.

“Kind! . . . Of course he means to be kind. You won’t often meet a kinder; let me tell you that, sir. If I could only get this chain off my foot, I’d come over and give you as good a pecking as ever you got in your life, you sulky, ungrateful bird you!”

This excerpt shows that the parrot is
A annoyed with the cockatoo.
B impressed with Master Herbert.
C longing for freedom.
D frightened of the cockatoo.

Step 1 Read the excerpt carefully. What is it about?

The excerpt shows the conversation between a cockatoo and parrot. The parrot is reprimanding the cockatoo because of his attitude toward Master Herbert. The parrot seems angry with the cockatoo, calling him a “sulky, ungrateful bird.”

Step 2 Read each answer choice. Which answer best describes the character trait of the parrot as shown in her dialogue?

Although the parrot says that their master is kind, the dialogue does not give any indication that the parrot is impressed with Master Herbert, so choice B is incorrect. The parrot wants to be free from her chain to reprimand the cockatoo, not because she wants to fly away. In fact, the parrot seems to be grateful for their master’s kindness, so choice C is incorrect. The parrot seems angry with the cockatoo, not frightened of it, so choice D is incorrect. The correct answer is choice A.
EXAMPLE

3 Read this excerpt from The Cherry Orchard by Anton Chekhov.

Act Two

[In a field. An old, crooked shrine, which has been long abandoned; near it a well and large stones, which apparently are old tombstones, and an old garden seat. The road is seen to GAEV’S estate. On one side rise dark poplars, behind them begins the cherry orchard. In the distance is a row of telegraph poles, and far, far away on the horizon are the indistinct signs of a large town, which can only be seen on the finest and clearest days. It is close on sunset. CHARLOTTA, YASHA, and DUNYASHA are sitting on the seat; EPIKHODOV stands by and plays on a guitar; all seem thoughtful. CHARLOTTA wears a man’s old peaked cap; she has unslung a rifle from her shoulders and is putting to rights the buckle on the strap.]

CHARLOTTA. [Thoughtfully] I haven’t a real passport. I don’t know how old I am, and I think I’m young. When I was a little girl my father and mother used to go round fairs and give very good performances and I used to do the salto mortale and various little things. And when papa and mamma died a German lady took me to her and began to teach me. I liked it. I grew up and became a governess. And where I came from and who I am—perhaps they weren’t married—I don’t know. [Takes a cucumber out of her pocket and eats] I don’t know anything. [Pause] I do want to talk, but I haven’t anybody to talk to . . . I haven’t anybody at all.

EPIKHODOV. [Plays on the guitar and sings]
“What is this noisy earth to me,
What matter friends and foes?”
I do like playing on the mandoline!

DUNYASHA. That’s a guitar, not a mandoline.
[Looks at herself in a little mirror and powders herself.]

EPIKHODOV. For the enamoured madman, this is a mandoline. [Sings]
“Oh that the heart was warmed,
By all the flames of love returned!”

[YASHA sings too.]

CHARLOTTA. These people sing terribly. . . . Foo! Like jackals.
Read this excerpt from the passage.

I haven’t a real passport. I don’t know how old I am, and I think I’m young. When I was a little girl my father and mother used to go round fairs and give very good performances and I used to do the salto mortale and various little things. And when papa and mamma died a German lady took me to her and began to teach me. I liked it. I grew up and became a governess. And where I came from and who I am, I don’t know.

What does this excerpt reveal about Charlotta’s character?

A  She has dreamed of becoming a teacher.
B  She is artistic and a good performer.
C  She is puzzled by her identity.
D  She has always wanted a passport.

Step 1  Read the excerpt carefully. What is happening in this excerpt? What character trait is evident in this excerpt?

Charlotta recalls the time when her parents were still alive. She remembers what happened after their death. However, these memories do not include information about her real identity. The lines “I don’t know how old I am, and I think I’m young” and “where I came from and who I am, I don’t know” show that she does not know who she really is.

Step 2  Read the answer choices. Which of these matches the character trait that you figured out in your analysis?

Choice A is incorrect because the excerpt only says that Charlotta “liked it” when the German lady taught her. There is no suggestion that she hoped to be a teacher. The same is true for Choice B. The excerpt says that she “used to do the salto mortale” but it does not indicate that she is artistic or a good performer. Choice D is also incorrect because the sentence “I haven’t a real passport” does not imply that she wanted a passport. The excerpt reveals that Charlotta is unsure of who she is. It conveys her longing to know her true identity. Choice C is the correct answer.
PRACTICE IT: Characters’ Traits

Read the passage and answer the questions that follow.

From A California Romance
By Bret Harte

CHAPTER II.

1 He awoke with the aroma of the woods still steeping his senses. His first instinct was that of all young animals; he seized a few of the young, tender green leaves of the yerba Buena vine that crept over his mossy pillow and ate them, being rewarded by a half berry-like flavor that seemed to soothe the cravings of his appetite. The languor of sleep being still upon him, he lazily watched the quivering of a sunbeam that was caught in the canopying boughs above. Then he dozed again. Hovering between sleeping and waking, he became conscious of a slight movement among the dead leaves on the bank beside the hollow in which he lay. The movement appeared to be intelligent, and directed toward his revolver, which glittered on the bank. Amused at this evident return of his larcenous friend of the previous day, he lay perfectly still. The movement and rustle continued, but it now seemed long and undulating. Lance's eyes suddenly became set; he was intensely, keenly awake. It was not a snake, but the hand of a human arm, half hidden in the moss, groping for the weapon. In that flash of perception he saw that it was small, bare, and deeply freckled. In an instant he grasped it firmly, and rose to his feet, dragging to his own level as he did so, the struggling figure of a young girl.

2 “Leave me go!” she said, more ashamed than frightened.

3 Lance looked at her. She was scarcely more than fifteen, slight and lithe, with a boyish flatness of breast and back. Her flushed face and bare throat were absolutely peppered with minute brown freckles, like grains of spent gunpowder. Her eyes, which were large and gray, presented the singular spectacle of being also freckled,—at least they were shot through in pupil and cornea with tiny spots like powdered allspice. Her hair was even more remarkable in its tawny, deer-skin color, full of lighter shades, and bleached to the faintest of blondes on the crown of her head, as if by the action of the sun. She had evidently outgrown her dress, which was made for a smaller child, and the too brief skirt disclosed a bare, freckled, and sandy desert of shapely limb, for which the darned stockings were equally too scant. Lance let his grasp slip from her thin wrist to her hand, and then with a good-humored gesture tossed it lightly back to her.

4 She did not retreat, but continued looking at him in a half-surly embarrassment.

5 “I ain't a bit frightened,” she said; “I'm not going to run away,—don't you fear.”
1. We can tell from the narration that Lance is
   A  careless.
   B  hospitable.
   C  alert.
   D  cruel.

2. Read this excerpt from paragraph 1.
   He awoke with the aroma of the woods still steeping his senses. His first instinct was that of all young animals; he seized a few of the young, tender green leaves of the yerba buena vine that crept over his mossy pillow and ate them, being rewarded by a half berry-like flavor that seemed to soothe the cravings of his appetite. The languor of sleep being still upon him, he lazily watched the quivering of a sunbeam that was caught in the canopying boughs above. Then he dozed again.

   What does this excerpt reveal about Lance's character?
   A  He is lazy.
   B  He loves to eat green leaves.
   C  He is comfortable with nature.
   D  He likes animals.

3. Read this excerpt from paragraph 5.
   I ain't a bit frightened,” she said; “I’m not going to run away,—don’t you fear.

   This excerpt shows that the girl is
   A  apprehensive.
   B  brave.
   C  sneaky.
   D  sociable.

4. Read this excerpt from paragraph 4.
   She had evidently outgrown her dress, which was made for a smaller child, and the too brief skirt disclosed a bare, freckled, and sandy desert of shapely limb, for which the darned stockings were equally too scant.

   What does this excerpt tell about the girl?
   A  She comes from the desert.
   B  She is childish.
   C  She comes from a poor family.
   D  She is clueless about fashions.
LEARN IT: Foreshadowing

Narratives normally progress forward in time, or in a **chronological sequence**. However, there are literary devices that interrupt a chronological flow in narration. These are called **foreshadowing** and **flashback**.

**Foreshadowing** is used to give the readers a sense of a future event. The author gives hints to create an expectation among the readers of a possible event that will happen later in the story. Writers use foreshadowing to build suspense by using actions or moods to prepare the readers. Foreshadowing can only be fully understood and realized once the reader arrives at the event foreshadowed earlier in the story.

An example of foreshadowing is the use of images like brewing thunderstorms or shattering glass to prepare the readers for unpleasant or ominous developments in the story. Sometimes an author will use a character, such as a prophet, to predict future events.

**EXAMPLE**

1 Read the following passage.

   1. It was a pleasant morning when Eric set off. He had been unusually restless the night before, but he attributed that to his excitement. The auditions for the lead role of the much talked-about upcoming play in cultured Stone City were only held for a day, and Eric had spent weeks memorizing the lines and actions. He was so sure he had the prince role down pat, and his last thoughts before he went to sleep were about how he would blow everyone away.

   2. The day of the audition came, and Eric woke up early to begin the two-hour bus drive to Stone City. Eric got off the bus and saw his friend Ike who was auditioning for the role of the court jester.

   3. As soon as Eric and Ike sat down on the red velvet auditorium chairs, someone handed them a copy of the script. Eric confidently turned to the page that contained the prince's lines. All the pages with the prince's lines were torn off, and Eric could only look in disbelief. Eric ignored his mounting anxiety and headed to the stage when he heard his name called.
In the last paragraph of the passage, the author uses foreshadowing to hint that
A  Eric will land the role of the prince.
B  Eric will land the role of the court jester.
C  Eric will not pass the audition for the lead.
D  Eric will not continue with the audition for the lead.

Step 1  Read the passage carefully. What images in the last paragraph did the
author use as a foreshadowing technique? What can you expect to happen when
you read the parts where the author used foreshadowing?

The author uses the torn pages that contain the prince's lines to foreshadow an
upcoming event. The torn-off pages with the prince's lines foreshadow that Eric will
not land the role of the prince.

Step 2  Read each answer choice. Which answer best shows what the author is
foreshadowing?

Eric landing the role of the prince is not what the author is foreshadowing, because
the torn pages foreshadow something bad, so choice A is incorrect. There is no
indication that Eric will land the role of the court jester, so choice B is incorrect.
Eric has no plans of giving up on the chance to audition, so choice D is also
incorrect. The author's foreshadowing hints that Eric will not land the role of the
lead. The foreshadowing device makes the readers expect that something bad is
going to happen to Eric. Choice C is the correct answer.
LEARN IT: Flashback

A **flashback** is a literary device that interrupts the chronological flow of the story by presenting an action or event that happened before the start of the story itself. It sometimes occurs as a dream or a recollection of a character in the story, with the purpose of giving an insight into a character or the present state of events.

Flashbacks are either subjective or objective. A **subjective flashback** shows the past thoughts or memories of a character. An **objective flashback** returns to events occurring before the actual story to show their relationship to the present.

A variation of flashback is called **flash forward**. Flash forward interrupts the chronological flow of a story by presenting an event that is imagined to happen later in the story. Where a flashback is concerned with the past, a flash forward is concerned with the future.

**EXAMPLE**

1. Read the following passage.

   1. The park was empty, except for a well-dressed man who was sitting on one of the swings. He was tall, his dark wavy hair ruffled by the biting wind. He looked up at the dark clouds forming overhead; the skies hung low with warnings of rain. The park was an empty wasteland of flying sands and swirling leaves. His eyes misted as his mind filled with memories.

   2. The little boy turned to his right, and then to his left. Satisfied, he ran across the street, swinging his arms with ill-concealed anticipation. On the other side of the street was a park that would have been full of children his age had it not been for the dreary weather that day. However, had it not been for the weather in question, he wouldn't have summoned the courage to venture into the park at all.

   3. Maybe it was his yellowed clothes, or his grimy features, or maybe even because he was barefoot, but the mothers would immediately gather their children like hens gathering their chicks every time they saw him. After the first few times, he never went to the park when the children were there. More than the taunting words of the bigger kids, the cold rejection of the other children hurt him more than he cared to admit.

   4. “Andrew? Is something the matter?”

   5. The man looked up, startled. A woman was standing before him, a look of concern in her round and kind face.

   6. “No. No, nothing’s wrong,” he responded with a smile. “Everything’s actually all right.” He gave his head a shake and stood up. Andrew thought how the park seemed less intimidating after twenty years.
In the passage, the author uses flashback to reveal that
A  the woman was kind.
B  the woman was the boy’s mother.
C  the little boy was Andrew.
D  Andrew had no friends as a child.

Step 1  Read the passage carefully. What is happening in the passage? What images does the author use as a flashback technique?

_In the first paragraph, a man is sitting in the swings and then the passage says that his eyes are misty. He is thinking about something sad, and then the second and third paragraphs show a little boy who is rejected by people in the park because of his grimy clothes. Maybe this is the reason why the man is sad. I think the little boy is Andrew because of the statement, “Andrew thought how the park seemed less intimidating after twenty years.”_

Step 2  Read each answer choice. Which answer best shows what the author reveals in the flashback?

_The woman is described as having a kind face, but the flashback does not indicate whether the woman was present in the flashback, so choice A is incorrect. There is not enough information from the passage to know whether the woman is the little boy’s mother, so choice B is incorrect. The flashback usually gives an insight into the present based on an event from the past, so choice C is incorrect. The author reveals with the flashback that the man Andrew is the little boy who was rejected in the park, and this is the reason why the man is sad. The author also shows this in the last statement, when Andrew remembers being sad about not being able to spend time in the park with friends. Choice D is the correct answer._
Three Years

1 Julia studied Aimee carefully, noting the tension in her shoulders. It had been three years since they last saw each other, and Julia realized with increasing sorrow that the woman standing before her was a stranger now.

2 Where Aimee’s wide, impish smile used to be was now a deep, severe frown. Her long hair hanging in loose waves before was now cropped short, and the mischievous light in her eyes was gone. The harsh morning light revealed everything that had changed. Three years had been a short time for Julia, but it might have been thirty years for Aimee.

3 The fault lay entirely with her, Julia knew. Had she not left, had she not decided to chase her dreams and leave her friend behind, Aimee would still be the fresh-faced, happy girl she knew and loved. She wouldn’t have turned into this—this cold, empty shell standing before her right now.

4 The last time they stood before each other like this was three years ago in Aimee’s house. It all seemed like a faraway dream now.

5 “What is it?”

6 Julia waved the letter in her hand, feeling like a prisoner waving his broken chains in triumph. Her friend grabbed the paper and scanned it excitedly.

7 “You got accepted?”

8 Julia nodded vigorously, and Aimee shrieked with joy. They began to hug each other and jump around in celebration. Julia felt like crying but no tears came out. It was her best friend who was doing the crying for her.

9 “You worked so hard, Julia. You deserve this,” Aimee smiled tearfully. “And I’m such a crybaby getting all worked up like this. I wish I could join you, though.

10 “But you can!” Julia said emphatically. Aimee shook her head sadly, and Julia stopped moving to study her closest friend. “You wanted to go to art school, right? And you’re gifted. No, you’re a genius! You’re perfect for it. What’s stopping you?” Julia asked.

11 Julia noted Aimee’s hesitation. She snorted, “Oh, yeah. Your dad . . .”
12 “Julia, you know how I can’t leave my father now. He needs me,” Aimee said, avoiding Julia’s eyes
13 “I know. I understand, Aimee. But you know that if you ask him to, he’ll let you go.”
14 “What is it?”
15 Aimee’s sharp question brought Julia back to the present. Her eyes sadly regarded the woman before her, whose voice didn’t even ring a bell anymore.
16 “I’m sorry.”
17 Julia imagined Aimee hugging her as she was wont to do before, smiling with tears in her eyes as she confessed that she missed her best friend as much as Julia missed her, laughing with her like three years did not pass at all. But Julia knew that three years were too long.

1 In paragraphs 5–13 of the passage “Three Years,” what literary technique does the author use to make a point?
A a flashback to a memory
B a flash forward to three more years after
C foreshadowing of a future event
D a chronological sequence of narration

2 In paragraph 17, Julia thinks of Aimee’s reaction. This can be considered a
A flashback, because it includes a scene from the past.
B foreshadowing, because it hints of events that are about to happen.
C flash forward, because it shows what Julia imagines to be Aimee’s response to her.
D chronological sequence, because there was no interruption in time and sequence.

3 Which of the following best describes when the story takes place?
A It happens three years ago.
B It happens three years after.
C It takes place one morning.
D It takes place before Julia left.

4 Read the sentence from the passage?
It all seemed like a faraway dream now.

What literary device does this sentence precede?
A flashback
B flash forward
C foreshadowing
D chronological sequence
LEARN IT: Literary Devices

Writers use **literary devices** to take readers into the world of imagination. They use imagery, symbolism, allegory, and figurative language to go beyond the literal, dictionary meanings of words. Through these literary devices, writers create emotional responses in the reader.

**Figurative Language**

*Figurative language* refers to words used differently from their ordinary, literal meanings. *Similes* and *metaphors* are figures of speech that compare seemingly unlike things. A *simile* uses the word *like* or *as*; a metaphor does not. “My love is like a rose” is an example of a simile. “Her hair is pure gold” is an example of a metaphor.

A *hyperbole* is a figure of speech that uses exaggeration to express strong emotion, make a point, or evoke humor. For example, consider the following lines from Ralph Waldo Emerson’s poem “Concord Hymn”: “Here once the embattled farmers stood / And fired the shot heard round the world.” The gunshot literally was not heard around the world; however, the battle of Concord helped spark the American Revolution, which profoundly changed America and influenced other countries throughout the world. Emerson’s use of hyperbole suggests this impact.

*Personification* is a figure of speech in which an animal, an object, a force of nature, or an idea is given human characteristics. This literary device can help readers relate more easily to the world described in a poem, as when they hear the ocean “calling out” or see butterflies “dancing” through the air.
EXAMPLE

1 Read the following sentence.

I’ve been waiting for an eternity to receive my grades.

The writer uses hyperbole in order to

A  make a comparison between two unlike things.
B  give a nonhuman object human qualities.
C  emphasize how long it has taken the grades to come.
D  create a word picture that appeals to the senses.

Step 1  Read the example sentence carefully. Where does the writer use hyperbole? What is hyperbole used for?

Hyperbole is intentional exaggeration. In this sentence the writer exaggerates the duration it has taken to receive his or her grades. Though it has not really taken “an eternity,” it has taken a very long time.

Step 2  Read each answer choice. Which answer suggests why the writer uses hyperbole in this sentence?

The purpose of hyperbole is not to make comparisons between unlike things, give human qualities to nonhuman objects, or create word pictures. The writer of this sentence exaggerates to emphasize how long he or she has been waiting. Choice B is the correct answer.
Imagery

Imagery is the use of descriptive language that appeals to one or more of the five senses: smell, touch, taste, hearing, and sight. By creating emotional responses, imagery can make strong impressions on readers.

**EXAMPLE**

2 Read this sentence.

The blazing sun bore down upon us as we stumbled through the parched fields, picking the last red strawberries of summer from the fading green plants.

The writer uses imagery in order to

A show that strawberry picking is a relaxing activity.
B describe the rewards of strawberry picking.
C emphasize that strawberry picking is hot and tiring work.
D persuade the reader to go outside and pick strawberries.

**Step 1** Read the sentence carefully. What images does the description evoke?

*The description evokes a very hot, blistering day with no cool breeze or rain to bring relief. The fact that the workers are stumbling suggests that they are very tired, and the “parched fields” and “fading green plants” reflect their weariness.*

**Step 2** Read each answer choice. Which answer best explains why the writer has used imagery in this sentence?

*The imagery does not suggest that strawberry picking is relaxing, so choice A is incorrect. The sentence does not focus on any positive outcomes of strawberry picking, so choice B is incorrect. Images of a “blazing sun” and “parched fields” are unlikely to persuade readers to pick strawberries, so choice D is incorrect. The imagery does emphasize that picking strawberries is hot and tiring work. The correct answer is choice C.*
Allegory and Symbolism

An **allegory** is a work in which all or most of the characters, settings, and events stand for ideas, qualities, or figures beyond themselves. The overall purpose of an allegory is to teach a moral lesson. Arthur Miller’s play *The Crucible* uses the Salem Witch trials, in which innocent people accused of witchcraft were imprisoned and killed, as an allegory for the Communist “witch hunt” of the 1950s.

Most allegories use **symbolism** to convey their meaning. A **symbol** refers to any person, animal, place, object, or event that exists on a literal level but also represents something on a figurative level. For example, a heart may symbolize love, or a dove may symbolize peace.

**EXAMPLE**

3 Read these lines from Robert Frost’s poem “The Road Not Taken.”

Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

The two roads in the poem symbolize

A the choices or decisions of life.
B the way one enters and exits the woods.
C the goals we should make for our futures.
D the need to pay attention to where we are going.

**Step 1** Read the lines carefully. What is literally happening in these lines? What point could the author be trying to make?

*The author describes a forest in which there is a fork in the road. One road appears less traveled than the other, and this road the poet takes. He suggests that this choice has been important in his life. The implication seems to be that it is important to go where others have not gone.*

**Step 2** Read each answer choice. Which answer best matches the point the poet seems to be making?

Choice B is incorrect because it is a literal restatement of the lines, and symbols go beyond the literal. Choice C is incorrect because the lines focus on what has already happened, not on what will happen. Choice D is incorrect because the lines do not mention anything about paying attention to where someone is going. The idea that the two roads represent choices and decisions matches the poet’s point. Choice A is correct.
Read the poem and answer the questions that follow.

**After Apple-picking**  
*By Robert Frost*

My long two-pointed ladder’s sticking through a tree  
Toward heaven still,  
And there’s a barrel that I didn’t fill  
Beside it, and there may be two or three

5  
Apples I didn’t pick upon some bough.  
But I am done with apple-picking now.  
Essence of winter sleep is on the night,  
The scent of apples: I am drowsing off.  
I cannot rub the strangeness from my sight

10  
I got from looking through a pane of glass  
I skimmed this morning from the drinking trough  
And held against the world of hoary grass.  
It melted, and I let it fall and break.  
But I was well

15  
Upon my way to sleep before it fell,  
And I could tell  
What form my dreaming was about to take.  
Magnified apples appear and disappear,  
Stem end and blossom end,

20  
And every fleck of russet showing clear.  
My instep arch not only keeps the ache,  
It keeps the pressure of a ladder-round.  
I feel the ladder sway as the boughs bend.  
And I keep hearing from the cellar bin

25  
The rumbling sound  
Of load on load of apples coming in.  
For I have had too much  
Of apple-picking: I am overtired  
Of the great harvest I myself desired.

30  
There were ten thousand thousand fruit to touch,  
Cherish in hand, lift down, and not let fall.  
For all  
That struck the earth,  
No matter if not bruised or spiked with stubble,
In lines 18–20, the speaker’s dream symbolizes
A the apples he will pick.
B the foods that contain apples.
C his exciting goals for the future.
D his weariness from apple-picking.

Read the lines from the poem.

There were ten thousand thousand fruit to touch, / Cherish in hand, lift down, and not let fall.

Which literary device does the poet use here?
A simile
B metaphor
C hyperbole
D personification

Read these lines from the passage.

The woodchuck could say whether it’s like his Long sleep, as I describe its coming on, / Or just some human sleep.

In these lines the poet uses imagery mainly to
A emphasize how tiring apple picking is.
B describe the sweet taste of fresh apples.
C paint a vivid picture of an orchard in autumn.
D create a symbol of apples as newborn life.

Read these lines from the poem.

My instep arch not only keeps the ache, / It keeps the pressure of a ladder-round. / I feel the ladder sway as the boughs bend.
LEARN IT: Ambiguities and Subtleties

When an element of a text—whether a single word or an entire series of events—can be interpreted in more than one way, it is said to be **ambiguous**. The meaning is not clear and straightforward; rather, the reader must make up his or her own mind as to what the writer is trying to say. A writer uses ambiguity intentionally to add layers of meaning to a work and to enrich the reader’s experience of the work.

**Subtleties** are the nuances or undertones found beneath the surface of a work. The reader should pay close attention to a character’s smallest actions and simplest words to determine exactly what he or she means; subtleties in the mood and diction of a piece can also have a profound influence on meaning.

**EXAMPLE**

1. Read the following lines from Robert Frost’s poem “Stopping by Woods on a Snowy Evening.”

   The woods are lovely, dark and deep.
   But I have promises to keep,
   And miles to go before I sleep,
   And miles to go before I sleep.

   In these lines the poet uses ambiguity
   A to confuse the reader with several layers of meaning.
   B to suggest the narrator is torn between staying and going.
   C because he can’t decide how to end the poem.
   D to make clear the narrator’s desire to keep his promises.

   **Step 1** Read the lines from the poem carefully. How are they ambiguous?

   *The speaker does not explicitly state whether he continues his journey or remains in the woods. It is left to the reader to interpret.*

   **Step 2** Read each answer. Which one best matches your reading of the lines?

   *The poet intentionally uses ambiguity, so his purpose is more than just to confuse the reader; nor should we assume he can’t decide how to end the poem. Answers A and C are incorrect. Although the narrator states that he does “have promises to keep,” the poet does not tell us for sure that the narrator wants to keep them—he seems very attracted to the mysterious beauty of the woods. Answer D is incorrect. The purpose of ambiguity is to allow the reader to consider several equally possible interpretations—in this case, that the narrator both wants to stay and wants to go. Answer B is correct.*
LEARN IT: Contradictions and Irony

Writers often use contradictions—or two statements that are inconsistent—in their works. A special kind of contradiction is irony. There are various types of irony.

**Verbal irony** is when a character says the opposite of what he or she really means. An example would be calling a shy person a natural-born leader.

**Dramatic irony** is when the reader knows or realizes something that the character does not. For example, in Shakespeare’s play *Romeo and Juliet*, Romeo is distraught when he finds Juliet in the tomb and thinks she is dead, but the audience knows that she is not really dead—she has been drugged.

**Situational irony** is when an event occurs that is the opposite of what the reader expects. The plot of O. Henry’s short story “The Gift of the Magi” contains much situational irony. To earn the money to buy her husband a chain for his cherished watch, the wife cuts and sells her hair, only to find that he has sold the watch to buy her combs for her hair.

**EXAMPLE**

*Read this line from Edgar Allan Poe’s short story “The Tell-Tale Heart.”*

I was never kinder to the old man than during the whole week before I killed him.

Which answer best describes the literary technique Poe uses in this line?

A situational irony  
B dramatic irony  
C verbal irony  
D ambiguity

**Step 1** Read the example sentence carefully. Is there a kind of contradiction taking place? If so, that would be irony.

The narrator tells us he was kinder to the old man than he had ever been before. Then, the narrator surprises us by saying that he killed the old man. This is a contradiction, or an instance of irony.

**Step 2** What kind of irony is being used? Review your definitions of the different kinds of irony and compare them to what is happening in the sentence.

The narrator is not saying one thing and meaning another—he was kind to the old man for a week and then killed him. This may be unexpected, but it is not verbal irony. Both the narrator and the reader know what is happening so Poe is not using dramatic irony either. The unexpected event is the narrator killing the old man. We do not expect this because the narrator first tells us he was being nice to the man. This is an example of situational irony, choice A.
PRCTICE IT: Ambiguities

Read the passage and answer the questions that follow.

*From The Tell-Tale Heart*

_By Edgar Allan Poe_

1. If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

2. I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye—not even his—could have detected any thing wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha!

3. When I had made an end of these labors, it was four o'clock—still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,—for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

4. I smiled,—for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

5. The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:—It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness—until, at length, I found that the noise was not within my ears.

6. No doubt I now grew very pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was a low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton. I gasped for breath—and yet the officers heard it not. I talked more
quickly—more vehemently; but the noise steadily increased. I arose and argued about trifes, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men—but the noise steadily increased. Oh God! what could I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they knew!—they were making a mockery of my horror!—this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! And now—again!—hark! louder! louder! louder! louder! louder!

7 “Villains!” I shrieked, “dissemble no more! I admit the deed!—tear up the planks! here, here!—It is the beating of his hideous heart!”

1 Read the sentence from paragraph 1.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body.

What literary technique is most apparent in this sentence?

A ambiguity
B verbal irony
C subtlety
D dramatic irony

2 The author uses irony in the final three paragraphs of “The Tell-Tale Heart” to show that the narrator feels

A guilty.
B clever.
C confident.
D perceptive.

3 The title of the story is ambiguous because

A it personifies the old man’s heart as being able to talk.
B it refers to a dead man’s heart as though it were still beating.
C it symbolizes the pangs of conscience a criminal experiences.
D it could refer to the old man’s heart or the narrator’s heart.

4 How does Poe use the literary technique of ambiguity in paragraphs 6 and 7?

A The reader is not sure whether the narrator hears his own heart beating.
B The reader is not sure whether the policemen hear the heart beating.
C The reader is not sure whether the policemen suspect the narrator of the murder.
D All of the above.
LEARN IT: Point of View

Point of view refers to the person or character who is narrating a story. The point of view that the author uses in a work affects how the reader experiences the story and what information he or she learns about the characters. There are several different points of view, including first person and third person. Third-person point of view can also be classified into two sub-types: omniscient and limited.

First-Person Point of View

When one of the characters in a story is also the narrator, the writer is using the first-person point of view. The narrator uses first-person pronouns, such as I and me, to refer to himself or herself. The reader experiences events through the eyes of the narrator and does not know what the other characters in the story are thinking or feeling.

EXAMPLE

1 Read the following lines from Mark Twain’s The Adventures of Huckleberry Finn.

You don’t know about me without you have read a book by the name of The Adventures of Tom Sawyer; but that ain’t no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth.

Twain uses the first-person point of view to establish a tone that is

A casual.
B serious.
C sarcastic.
D joyful.

Step 1 Read the passage carefully. What kind of person does the narrator seem to be? How does the character of the narrator affect the tone of the passage?

The character seems to be a young person who speaks using a lot of slang, which might suggest he has not had much formal education. The character seems to be likable. All the slang combines with the first-person point of view to make it seem like the reader is simply having a conversation with a real-life person.

Step 2 Read each answer. Which one best describes the tone of the passage?

The narrator does not sound particularly serious, so choice B is incorrect. Choice C is also incorrect because the character has not made any sarcastic remarks. Similarly, the passage does not reveal enough about the narrator to tell if he is particularly joyful, so choice D is incorrect as well. The correct answer is choice A because the character’s tone can best be described as casual.
Third-Person Omniscient Point of View

In the **third-person point of view**, the author uses a narrator who is not part of the story to tell the reader about the characters. The narrator uses third-person pronouns, such as *he*, *she*, and *they*, to refer to the characters. There are several different kinds of third-person points of view. Two of the main types are **omniscient** and **limited**.

When an author uses the **third-person omniscient point of view**, the narrator is all knowing, and the reader experiences the story through the eyes of more than one of the story’s characters. Because of this, the narrator and the reader know the thoughts and feelings of multiple characters.

**EXAMPLE**

**2** Read the following lines from Leo Tolstoy’s *Anna Karenina*.

He was absolutely convinced that nothing could be done to prolong his brother’s life or to relieve his suffering. But a sense of his regarding all aid as out of the question was felt by the sick man, and exasperated him. And this made it still more painful for Levin. To be in the sick-room was agony to him, not to be there still worse. And he was continually, on various pretexts, going out of the room, and coming in again, because he was unable to remain alone.

But Kitty thought, and felt, and acted quite differently. On seeing the sick man, she pitied him. And pity in her womanly heart did not arouse at all that feeling of horror and loathing that it aroused in her husband, but a desire to act, to find out all the details of his state, and to remedy them.

In this passage, the **third-person omniscient point of view** allows the reader to

- A experience three different attitudes toward illness.
- B learn about the relationship between Kitty and Levin.
- C understand what treatments are used to help an ill person.
- D feel relief that not everyone in the story is ill.

**Step 1** Read the passage carefully. What do we learn about each character’s thoughts and feelings?

*We know that Levin is extremely upset about his brother’s illness and tries to avoid being alone with him. He also thinks that absolutely nothing can be done to relieve his brother’s suffering. We are told by the narrator that the sick man himself finds Levin’s attitude infuriating, although he is probably not able to express it. Levin’s wife, Kitty, believes she can help the sick man by making him comfortable and trying to discover remedies for his suffering.*
Third-Person Limited Point of View

The third-person limited point of view is just that—limited. The narrator focuses on one character in the story, so the reader only knows what that particular character is thinking and feeling. The reader is unable to “get into the heads” of the other characters.

EXAMPLE

3 Read the following lines from Jack London’s *The Call of the Wild*.

For a long time after his rescue, Buck did not like Thornton to get out of his sight. From the moment he left the tent to when he entered it again, Buck would follow at his heels. His transient masters since he had come into the Northland had bred in him a fear that no master could be permanent. He was afraid that Thornton would pass out of his life as Perrault and François and the Scotch half-breed had passed out. Even in the night, in his dreams, he was haunted by this fear. At such times he would shake off sleep and creep through the chill to the flap of the tent, where he would stand and listen to the sound of his master’s breathing.

While reading this passage, the reader shares Buck’s anxiety because

A  Perrault and François are coming back to get him.
B  Thornton is planning to give Buck to a new master.
C  we don’t know if Thornton will leave Buck.
D  Buck has trouble hearing Thornton breathing.
Step 1  Read the passage carefully. What does the author tell us about Buck?

Buck has had a number of masters that have left him. This makes him worried that his new master, Thornton, will leave him, too. At night he listens anxiously outside Thornton’s tent to make sure his master is still there.

Step 2  Read each answer choice. Which answer best fits with what we learn about Buck? How is this consistent with the third-person limited point of view?

The passage does not say that Buck’s old masters are coming back for him or that Thornton is planning to give Buck away, so choices A and B cannot be correct. The passage doesn’t say that Buck has trouble hearing Thornton breathing, so choice D is also incorrect. The point of view is limited to Buck’s perspective, so I don’t know anything about anyone besides Buck in this passage. This means that, like Buck, I don’t know if Thornton will prove a loyal master. Choice C is the correct answer.
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 business-like 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 offence. 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.”

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.
1. The tone of this passage could best be described as
   A. sad.
   B. stern.
   C. angry.
   D. amused.

2. In paragraph 6, why does Tom decide to tell the truth?
   A. He wants to sit with the girls.
   B. He always tells the truth.
   C. He has no other choice.
   D. He knows it’s the right thing to do.

3. Which point of view does the author mainly use in this passage?
   A. first person
   B. second person
   C. third person limited
   D. third person omniscient

4. Read the sentence from the passage.

   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.

   What do we learn about how Tom is feeling in this sentence?
   A. Tom is embarrassed.
   B. Tom is excited.
   C. Tom is angry.
   D. Tom is apprehensive.
LEARN IT: Dialogue and Character Foils

Dramatic literature is meant to be performed and not read, so the author harnesses the power of **dialogue**, **soliloquies**, **asides**, **character foils**, and **scene designs** to express his or her message. Through these elements, the author brings to life the drama's characters and conveys its theme.

The author uses **dialogue**, or the conversations between actors in a play, to make the characters come alive. To understand how dialogue creates rounded characters, you must think about what the characters say about themselves, what they think about others, and how others see them. Mood can also be enhanced through the dialogue, and sometimes the theme is expressed in one of the utterances of the characters.

**Character foils** are roles in a play that contrast with the main character in order to further set off the main character. Character foils often face the same situation as the main character, but they react to the situation in a different way. This helps to emphasize the actions of the main character.

**EXAMPLE**

*From The Importance of Being Earnest*

*By Oscar Wilde*

**Act 1**

Morning-room in Algernon's flat in Half-Moon Street. The room is luxuriously and artistically furnished. The sound of a piano is heard in the adjoining room.

[LANE is arranging afternoon tea on the table, and after the music has ceased, ALGERNON enters.]

ALGERNON. Did you hear what I was playing, Lane?

LANE. I didn't think it polite to listen, sir.

ALGERNON. I'm sorry for that, for your sake. I don't play accurately—any one can play accurately—but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life.

LANE. Yes, sir.

ALGERNON. And, speaking of the science of Life, have you got the cucumber sandwiches cut for Lady Bracknell?

LANE. Yes, sir. [Hands them on a salver.]
ALGERNON. [Inspects them, takes two, and sits down on the sofa.] Oh! . . . by the way, Lane, I see from your book that on Thursday night, when Lord Shoreman and Mr. Worthing were dining with me, eight bottles of champagne are entered as having been consumed.

LANE. Yes, sir; eight bottles and a pint.

ALGERNON. Why is it that at a bachelor’s establishment the servants invariably drink the champagne? I ask merely for information.

LANE. I attribute it to the superior quality of the wine, sir. I have often observed that in married households the champagne is rarely of a first-rate brand.

ALGERNON. Good heavens! Is marriage so demoralising as that?

LANE. I believe it IS a very pleasant state, sir. I have had very little experience of it myself up to the present. I have only been married once. That was in consequence of a misunderstanding between myself and a young person.

ALGERNON. [Languidly.] I don’t know that I am much interested in your family life, Lane.

LANE. No, sir; it is not a very interesting subject. I never think of it myself.

ALGERNON. Very natural, I am sure. That will do, Lane, thank you.

LANE. Thank you, sir. [LANE goes out.]

ALGERNON. Lane’s views on marriage seem somewhat lax. Really, if the lower orders don’t set us a good example, what on earth is the use of them? They seem, as a class, to have absolutely no sense of moral responsibility.

[Enter LANE.]

LANE. Mr. Ernest Worthing.

[Enter JACK.]

JACK. Eh? Shropshire? Yes, of course. Hallo! Why all these cups? Why cucumber sandwiches? Why such reckless extravagance in one so young? Who is coming to tea?

ALGERNON. Oh! merely Aunt Augusta and Gwendolen.

JACK. How perfectly delightful!

ALGERNON. Yes, that is all very well; but I am afraid Aunt Augusta won’t quite approve of your being here.
JACK. May I ask why?

ALGERNON. My dear fellow, the way you flirt with Gwendolen is perfectly disgraceful. It is almost as bad as the way Gwendolen flirts with you.

JACK. I am in love with Gwendolen. I have come up to town expressly to propose to her.

ALGERNON. I thought you had come up for pleasure? . . . I call that business.

JACK. How utterly unromantic you are!

ALGERNON. I really don’t see anything romantic in proposing. It is very romantic to be in love. But there is nothing romantic about a definite proposal. Why, one may be accepted. One usually is, I believe. Then the excitement is all over. The very essence of romance is uncertainty. If ever I get married, I’ll certainly try to forget the fact.

JACK. I have no doubt about that, dear Algy. The Divorce Court was specially invented for people whose memories are so curiously constituted.

ALGERNON. Oh! there is no use speculating on that subject. Divorces are made in Heaven—[Jack puts out his hand to take a sandwich. Algernon at once interferes.]

Please don’t touch the cucumber sandwiches. They are ordered specially for Aunt Augusta. [Takes one and eats it.]

JACK. Well, you have been eating them all the time.

ALGERNON. That is quite a different matter. She is my aunt. [Takes plate from below.] Have some bread and butter. The bread and butter is for Gwendolen. Gwendolen is devoted to bread and butter.

JACK. [Advancing to table and helping himself.] And very good bread and butter it is too.

ALGERNON. Well, my dear fellow, you need not eat as if you were going to eat it all. You behave as if you were married to her already. You are not married to her already, and I don’t think you ever will be.
Read the following lines from the passage.

JACK. I am in love with Gwendolen. I have come up to town expressly to propose to her.

ALGERNON. I thought you had come up for pleasure? . . . I call that business.

JACK. How utterly unromantic you are!

ALGERNON. I really don’t see anything romantic in proposing. It is very romantic to be in love. But there is nothing romantic about a definite proposal. Why, one may be accepted. One usually is, I believe. Then the excitement is all over. The very essence of romance is uncertainty. If ever I get married, I’ll certainly try to forget the fact.

What does this dialogue reveal about Algernon’s character?

A  He is hospitable to his visitors.
B  He is cynical about marriage.
C  He is old-fashioned and prudish.
D  He is rich and aristocratic.

Step 1  Read this humorous passage carefully. What is happening in the passage? Concentrate on the conversations between Algernon and Jack. Analyze what Algernon says about himself and Jack’s thoughts about Algernon. Then relate your ideas to the dialogue in the question. What are they talking about and what are Algernon’s thoughts and feelings about that subject?

Algernon is expecting his aunt and cousin to visit, and he talks with his servant about marriage. He thinks it is “demoralising” that married couples have inferior champagne, and he loses interest in his servant’s limited experiences with married life. His friend Jack arrives. They talk about Jack’s feelings for Algernon’s cousin Gwendolen and then discuss love in general. Algernon says that he regards marriage as a “business” and that a marriage proposal is not romantic.

Step 2  Read each answer. Which one best describes Algernon’s character?

Algernon seems to be hospitable, but this is not included in the dialogue mentioned in the question, so choice A is incorrect. Algernon may have disapproved of Jack and Gwendolen’s flirtations, but the particular conversation in the question does not show that he is old-fashioned or prudish. He says that love is romantic, so choice C is not the correct answer. Choice D is incorrect because the dialogue does not illustrate that Algernon is rich and aristocratic, but it mentions Algernon’s thoughts on marriage. Choice B is the correct answer because it discusses Algernon’s amusing skepticism about marriage. He thinks a marriage proposal is a “business” and takes the excitement out of romance or love.
In this excerpt, Algernon serves as Jack’s foil because he sets off Jack’s
A ill manners.
B frugal attitude.
C romantic nature.
D humble beginnings.

Step 1 Read the passage carefully. Think about both men’s characteristics as
revealed in the conversation. Contrast both characters. What of Jack’s character is
set off by Algernon?

Based on the dialogue, Jack seems to be in love with Gwendolen and Algernon
seems to disapprove of Jack’s plan to propose to Gwendolen. His attitude sets off
Jack’s plan to propose to his love.

Step 2 Read each answer choice. Which answer best describes what
characteristic of Jack’s is set off by Algernon?

Jack does not come off as ill-mannered, because, although he helps himself to the
sandwiches, we know that Algernon and Jack are friends, so choice A is incorrect.
Although Jack comments about Algernon’s “reckless extravagance,” there is not
enough evidence from the text to show that Jack is frugal, so choice B is incorrect,
as well. The excerpt does not mention Jack’s background, so choice D is incorrect.
Choice C is the correct answer because Algernon scoffs at Jack’s plans to propose
to Gwendolen, which sets off Jack’s romantic nature. It is even more pronounced
when Jack says, “How utterly unromantic you are!”

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LEARN IT: Scene Designs

Dramatic literature is performed onstage. Because of this, the author gives suggestions on how the stage will look in order to create mood and atmosphere. A comedy might call for a scene design that is cheerful to set the mood for hilarious scenes, while a tragedy might be set in a dark scene to emphasize the conflict. Scene designs may also be symbolic and contribute to the author’s theme.

EXAMPLE

3 Read the following excerpt from J. M. Barrie’s The Admirable Crichton.

ACT I

AT LOAM HOUSE, MAYFAIR

It is one of several reception-rooms in Loam House, not the most magnificent but quite the softest; and of a warm afternoon all that those who are anybody crave for is the softest. The larger rooms are magnificent and bare, carpetless, so that it is an accomplishment to keep one’s feet on them; they are sometimes lent for charitable purposes; they are also all in use on the night of a dinner-party, when you may find yourself alone in one, having taken a wrong turning; or alone, save for two others who are within hailing distance.

This room, however, is comparatively small and very soft. There are so many cushions in it that you wonder why, if you are an outsider and don’t know that, it needs six cushions to make one fair head comfy. The couches themselves are cushions as large as beds, and there is an art of sinking into them and of waiting to be helped out of them. There are several famous paintings on the walls, of which you may say ‘Jolly thing that,’ without losing caste as knowing too much; and in cases there are glorious miniatures, but the daughters of the house cannot tell you of whom; ‘there is a catalogue somewhere.’ There are a thousand or so of roses in basins, several library novels, and a row of weekly illustrated newspapers lying against each other like fallen soldiers. If any one disturbs this row Crichton seems to know of it from afar and appears noiselessly and replaces the wanderer. One thing unexpected in such a room is a great array of tea things. Ernest spots them with a twinkle, and has his epigram at once unsheathed. He dallies, however, before delivering the thrust.

ERNEST. I perceive, from the tea cups, Crichton, that the great function is to take place here.

CRICHTON (with a respectful sigh). Yes, sir.

ERNEST (chuckling heartlessly). The servants’ hall coming up to have tea in the drawing-room! (With terrible sarcasm.) No wonder you look happy, Crichton.
CRICHTON (under the knife). No, sir.

ERNEST. Do you know, Crichton, I think that with an effort you might look even happier. (CRICHTON smiles wanly.) You don’t approve of his lordship’s compelling his servants to be his equals—once a month?

CRICHTON. It is not for me, sir, to disapprove of his lordship’s radical views.

ERNEST. Certainly not. And, after all, it is only once a month that he is affable to you.

CRICHTON. On all other days of the month, sir, his lordship’s treatment of us is everything that could be desired.

ERNEST. (This is the epigram.) Tea cups! Life, Crichton, is like a cup of tea; the more heartily we drink, the sooner we reach the dregs.

CRICHTON (obediently). Thank you, sir.

You can tell that this play is a comedy because the scene design
A shows images of newspapers like “fallen soldiers.”
B involves a luxurious room filled with paintings.
C suggests a festive atmosphere for a tea party.
D describes a bare and carpetless reception room.

Step 1 Read the excerpt carefully. Where is the setting of the play? What kind of atmosphere does one expect from a comedy, and how is this suggested in the scene design?

Comedies involve comic or funny scenes, so the play should be set in a light atmosphere. The reception room described in the excerpt is warm and inviting. It seems to be ready for a tea party, and it also contains tinges of humor in its description, such as how even the room’s owner doesn’t know about who made the paintings and miniatures.

Step 2 Read each answer choice. Which answer best shows how the scene design shows that the play is a comedy?

Images of a fallen soldier or a luxurious room do not create a cheerful and light atmosphere that might be expected of a comedy, so choices A and B are incorrect. The bare and carpetless room described in the excerpt is used to set off the inviting characteristic of the particular reception room where the play is set, so choice D is incorrect. Choice C is correct because the festive atmosphere of a tea party is enough to set off the hilarious scenes that are expected of a comedy.
LEARN IT: Soliloquies and Asides

A **soliloquy** is a speech given by a character in a play while alone on stage. Soliloquies reveal the character’s thoughts and feelings. They give the audience a chance to understand what the character’s motives and real intentions are. On the other hand, an **aside** is an utterance by a character that is heard only by the audience and not the other characters on stage.

4 **Read this excerpt from Anton Chekhov’s “Swan Song.”**

SVIETLOVIDOFF. [With a candle in his hand, comes out of a dressing-room and laughs] Well, well, this is funny! Here’s a good joke! I fell asleep in my dressing-room when the play was over, and there I was calmly snoring after everybody else had left the theatre. Ah! I'm a foolish old man, a poor old dodderer! I have been drinking again, and so I fell asleep in there, sitting up. That was clever! Good for you, old boy! [Calls] Yegorka! Petrushka! Where the devil are you? Petrushka! The scoundrels must be asleep, and an earthquake wouldn't wake them now! Yegorka! [Picks up the stool, sits down, and puts the candle on the floor] Not a sound! Only echos answer me. I gave Yegorka and Petrushka each a tip to-day, and now they have disappeared without leaving a trace behind them. The rascals have gone off and have probably locked up the theatre.

**Svielovidoff’s soliloquy serves to show that**

A he is a homeless person.
B he is a stage director.
C he is a father with two children.
D he is a stage actor.

**Step 1** Read the soliloquy carefully. What does it reveal to you about Svielovidoff’s character?

*In the soliloquy, Svielovidoff is saying that he fell asleep in his dressing room after a play. He is looking for Yegorka and Petrushka, perhaps his assistants, because Svielovidoff says that he gave them a tip.*

**Step 2** Read each answer choice. Which answer best fits with what we learn about Svielovidoff in the soliloquy?

*The soliloquy does not reveal that Svielovidoff does not have a home, only that he fell asleep in his dressing room, so choice A is an incorrect answer. A stage director does not have a dressing room, so choice B is incorrect as well. There is no indication that Yegorka and Petrushka are Svielovidoff’s children, so choice C is incorrect. The best answer is choice D because Svielovidoff mentions a theater and a dressing room, which indicate that he is a stage actor.*
From Two Gentlemen of Verona
By William Shakespeare

ACT 1

SCENE I. Verona. An open place

[Enter VALENTINE and PROTEUS.]

VALENTINE.
Cease to persuade, my loving Proteus:
Home-keeping youth have ever homely wits.
Were't not affection chains thy tender days
To the sweet glances of thy honour'd love,
I rather would entreat thy company
To see the wonders of the world abroad,
Than, living dully sluggardiz'd at home,
Wear out thy youth with shapeless idleness.
But since thou lov'st, love still, and thrive therein,
Even as I would, when I to love begin.

PROTEUS.
Wilt thou be gone? Sweet Valentine, adieu!
Think on thy Proteus, when thou haply seest
Some rare noteworthy object in thy travel:
Wish me partaker in thy happiness
When thou dost meet good hap; and in thy danger,
If ever danger do environ thee,
Commend thy grievance to my holy prayers,
For I will be thy headsman, Valentine.

VALENTINE.
And on a love-book pray for my success?

PROTEUS.
Upon some book I love I’ll pray for thee.

VALENTINE.
That's on some shallow story of deep love,
young Leander cross'd the Hellespont.
PROTEUS.
That's a deep story of a deeper love;
For he was more than over shoes in love.

VALENTINE.
‘Tis true; for you are over boots in love,
And yet you never swum the Hellespont.

PROTEUS.
Over the boots? Nay, give me not the boots.

VALENTINE.
No, I will not, for it boots thee not.

PROTEUS.
What?

VALENTINE.
To be in love, where scorn is bought with groans;
Coy looks with heart-sore sighs; one fading moment's mirth
With twenty watchful, weary, tedious nights:
If haply won, perhaps a hapless gain;
If lost, why then a grievous labour won:
However, but a folly bought with wit,
Or else a wit by folly vanquished.

PROTEUS.
So, by your circumstance, you call me fool.

VALENTINE.
So, by your circumstance, I fear you'll prove.

PROTEUS.
‘Tis love you cavil at: I am not Love.

VALENTINE.
Love is your master, for he masters you;
And he that is so yoked by a fool,
Methinks, should not be chronicled for wise.

PROTEUS.
Yet writers say, as in the sweetest bud
The eating canker dwells, so eating love
Inhabits in the finest wits of all.

VALENTINE.
And writers say, as the most forward bud
Is eaten by the canker ere it blow,
Even so by love the young and tender wit
Is turned to folly; blasting in the bud,
Losing his verdure even in the prime,
And all the fair effects of future hopes.
But wherefore waste I time to counsel the
That art a votary to fond desire?
Once more adieu! my father at the road
Expects my coming, there to see me shipp’d.

PROTEUS.
And thither will I bring thee, Valentine.

VALENTINE.
Sweet Proteus, no; now let us take our leave.
To Milan let me hear from thee by letters
Of thy success in love, and what news else
Betideth here in absence of thy friend;
And I likewise will visit thee with mine.

PROTEUS.
All happiness bechance to thee in Milan!

VALENTINE.
As much to you at home! and so farewell!

[Exit.]

PROTEUS.
He after honour hunts, I after love;
He leaves his friends to dignify them more:
I leave myself, my friends, and all for love.
Thou, Julia, thou hast metamorphos’d me;—
Made me neglect my studies, lose my time,
War with good counsel, set the world at nought;
Made wit with musing weak, heart sick with thought.
1. In this excerpt, Valentine serves as Proteus's foil to emphasize Proteus's
   A. foolishness not to leave Verona.
   B. choice to stay home for love.
   C. failure to be educated.
   D. prayerful nature.

2. What does the dialogue reveal about the relationship between Valentine and Proteus?
   A. Valentine is the master and Proteus the servant.
   B. Valentine and Proteus are best friends.
   C. Valentine and Proteus are rivals.
   D. Valentine is the son and Proteus his father.

3. Why is the scene set in an open place?
   A. to emphasize Proteus's lack of sensibility
   B. to show how in love Proteus is with his lover
   C. to better show the parting of Valentine and Proteus
   D. to create a mood of adventure and possibilities

4. Read these lines by Proteus.
   He after honour hunts, I after love;
   He leaves his friends to dignify them more:
   I leave myself, my friends, and all for love
   Thou, Julia, thou hast metamorphos'd me;—
   Made me neglect my studies, lose my time,
   War with good counsel, set the world at nought;
   Made wit with musing weak, heart sick with thought.

   In this excerpt, Proteus's soliloquy serves to
   A. introduce the main character, Julia.
   B. explain the reason why Proteus does not leave Verona.
   C. express Proteus's regret that he stayed behind.
   D. show the changes in Proteus's character.
LEARN IT: Aesthetic Approach

The aesthetic qualities of literature are the artistic dimensions of literature that the writer uses to give meaning or sense to a text or composition. These qualities may include diction and figurative language.

Diction is the writer's choice of words. Certain words that a writer uses are full of emotional meanings. These meanings contain clues about the tone or how the writer feels about a certain topic.

Figurative language goes beyond the literal meaning of words to present ideas in fresh, new ways. The most common types of figurative language are similes and metaphors. A simile makes a comparison between objects or ideas that are essentially different and uses the word like or as. A metaphor suggests a similarity between two objects or ideas but does not use words such as like or as.

For example:

Simile: My friend's car moves at a slow pace, like a tortoise walking on sand.

Metaphor: The Internet is the modern library.

A reader who uses the aesthetic approach to literary criticism understands how the author uses diction or figurative language to affect tone, mood, and even the theme of a literary work. Theme is the author's insight about life as revealed in a literary piece. Each element in a literary piece, including diction and figurative language, works toward emphasizing the theme.
EXAMPLE

1. Read the following excerpt from Edward Page Mitchell’s “The Tachypomp.”

Abscissa Surd was as perfectly symmetrical as Giotto’s circle, and as pure, withal, as the mathematics her father taught. It was just when spring was coming to extract the roots of frozen-up vegetation that I fell in love with the corollary. That herself was not indifferent I soon had reason to regard as a self-evident truth.

Mitchell uses figurative language here to

A. describe the narrator’s physical characteristics.
B. stress the narrator’s confusion about a girl.
C. convey the narrator’s interest in gardening.
D. emphasize the narrator’s admiration for a girl.

Step 1. Read the excerpt carefully. What theme or insight does Mitchell reveal here through the use of figurative language?

Mitchell tries to reveal that the narrator is falling in love with a woman named Abscissa Surd by using similes. The narrator uses mathematical language to refer to his feelings toward a girl.

Step 2. Read each answer choice. Which answer choice best captures this theme?

The use of figurative language neither creates a description of the narrator’s physical traits nor stresses his confusion. The simile also does not convey the narrator’s interest in gardening. Choices A, B, and C are incorrect. The use of figurative language helps the author emphasize the narrator’s admiration for a girl. The narrator compares the girl to “Giotto’s circle” and “mathematics.” So choice D is the correct answer.
LEARN IT: Diction, Figurative Language, and Tone

Diction and figurative language also affect the tone of a literary piece. **Tone** is the overall attitude of the author or speaker toward his or her topic. A tone can be bitter, rejoicing, regretful, ironic, grave, or detached. Through careful selection of words, the author or speaker can convey a particular tone in a literary piece.

For example, the phrase *a silence so thick you could cut it with a knife* does not literally mean silence is something thick that you can cut. Instead, it creates a strong image in the reader’s mind and conveys a serious tone.

**EXAMPLE**

2 Read the following lines from Henry Wadsworth Longfellow’s poem “The Children’s Hour.”

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

Which word from the excerpt helps create an excited tone?

A sudden  
B stairway  
C doors  
D enter

**Step 1** Read the excerpt carefully. What image do the lines create in your mind?

An image of some people unexpectedly entering a place that is described as a “castle” is formed in my mind.

**Step 2** Read each answer choice. Which answer choice best suggests excitement?

The words stairway and doors do not indicate excitement, because these are mere parts of the castle as mentioned in the excerpt. Choices B and C are incorrect. The word enter is not used in an excited way, so choice D is also incorrect. The word sudden indicates a fast-moving act, which suggests excitement, so choice A is the correct answer.
LEARN IT: Diction, Figurative Language and Mood

**Mood** is the feeling or atmosphere the writer or speaker conveys to readers. It can be happy, gloomy, angry, or suspenseful. A writer uses specific words or phrases to create a desired mood.

**EXAMPLE**

3 Read the following lines from Paul Laurence Dunbar’s poem “The Debt”

This is the debt I pay
Just for one riotous day,
Years of regret and grief,
Sorrow without relief.

Which word best describes the mood of these lines?

A  annoyed  
B  scary  
C  miserable  
D  angry

**Step 1** Read the excerpt carefully. What words or phrases does the speaker use to convey a certain mood or feeling?

*The speaker of the poem uses gloomy words such as regret, grief, sorrow, and without relief to convey a mood of misery. Through these words, the speaker is expressing his or her sorrow.*

**Step 2** Read each answer choice. Which answer choice best describes the mood of the poem?

*The words and phrases that the speaker uses cannot be described as annoyed because there are no words in the poem that show impatience or frustration. The mood is not scary, because there are no frightening descriptions. There is also no indication that the speaker is mad about something. Choices A, B, and D are incorrect. The diction of the speaker is miserable because the words regret, grief, sorrow, and without relief indicate a feeling of emotional suffering or distress. The correct answer is choice C.*
PRACTICE IT: Aesthetic Approach

Read the passage and answer the questions that follow.

*From Miracles*
*By Walt Whitman*

1. To me, every hour of the light and dark is a miracle,
   Every cubic inch of space is a miracle,
   Every square yard of the surface of the earth is spread with the same,
   Every foot of the interior swarms with the same;

5. Every spear of grass—the frames, limbs, organs, of men and women, and all that concerns them,
   All these to me are unspeakably perfect miracles.

To me the sea is a continual miracle;
The fishes that swim—the rocks—the motion of the waves—the ships,

10. with men in them,
   What stranger miracles are there?
1. Whitman uses figurative language here to
   A. emphasize his appreciation of life.
   B. recall a period in his life.
   C. describe the tangible things around him.
   D. ask for some miracles.

2. Which word from the poem helps create an tone of awe?
   A. dark
   B. space
   C. unspeakably
   D. miracle

3. Which word *best* describes the mood of these lines?
   A. upset
   B. joyous
   C. gloomy
   D. furious

4. The following lines help create the tone of the poem except
   A. To me, every hour of the light and dark is a miracle,
   B. Every cubic inch of space is a miracle,
   C. Every foot of the interior swarms with the same;
   D. All these to me are unspeakably perfect miracles.
LEARN IT: Historical Approach

A work of literature focuses on themes that were relevant at the time it was written. Usually, it is also presented in a genre that was commonly used in that era; personal narratives, essays, poems, or sermons may be the usual literary forms of a particular historical period.

Often, when works of literature are analyzed, their form and theme are studied against the major issues that affected the people in that period. The following is a summary of some American literary periods. Look at the characteristics that differentiate each era.

<table>
<thead>
<tr>
<th>Literary Period</th>
<th>Historical Background</th>
<th>Characteristics and Issues</th>
<th>Literary Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Period (1620–1776)</td>
<td>Puritans saw themselves as understanding and executing the will of God.</td>
<td>Literature is instructive and reinforces authority of the Bible and church in the Colonial period</td>
<td>sermons, personal narratives, and religious poetry</td>
</tr>
<tr>
<td>Revolutionary Period (1776–1820)</td>
<td>America won the Revolutionary War against Britain.</td>
<td>Issues are national pride, patriotism, independence from Britain, and the mission to help the nation.</td>
<td>political pamphlets and persuasive writing</td>
</tr>
<tr>
<td>Romantic Period (1820–1860) and Transcendentalism (1830–1880)</td>
<td>Americans debated slavery and fought the Civil War. The Industrial Revolution led to questioning of old ways.</td>
<td>Nature is used to inspire, to express emotion, and to express universal truth. Transcendentalism celebrates individual self-discovery.</td>
<td>poetry, essays, and short stories</td>
</tr>
<tr>
<td>Realism (1860–1914)</td>
<td>The United States became a major industrial world power.</td>
<td>Stories feature powerless characters alienated from society.</td>
<td>novels, poetry, and short stories</td>
</tr>
<tr>
<td>Modernism (1914–1945)</td>
<td>Two world wars, technological change, and the Great Depression.</td>
<td>Themes center on the pursuit of personal and professional success.</td>
<td>novels, plays, and poetry; use of interior monologue</td>
</tr>
<tr>
<td>Postwar Period, (1945–1990)</td>
<td>Tradition lacked meaning, and the country adopted a mass-media culture.</td>
<td>Self-expression and originality is evident in works; women writers begin to challenge their roles in society.</td>
<td>fictional and nonfictional narratives and poetry</td>
</tr>
<tr>
<td>Contemporary Period (1990–present)</td>
<td>U.S. dominance in world affairs; increased immigration from all parts of the world.</td>
<td>Rising genres are fantasy blended with realism, books for modern women, and works about American culture written by non-American writers</td>
<td>autobiographical essays, memoirs, and novels</td>
</tr>
</tbody>
</table>
EXAMPLE:

1 Read the following excerpt from Thomas Paine’s The American Crisis.

1 Having, in the preceding part, made my remarks on the several matters which the speech contains, I shall now make my remarks on what it does not contain.

2 There is not a syllable in its respecting alliances. Either the injustice of Britain is too glaring, or her condition too desperate, or both, for any neighboring power to come to her support. In the beginning of the contest, when she had only America to contend with, she hired assistance from Hesse, and other smaller states of Germany, and for nearly three years did America, young, raw, undisciplined and unprovided, stand against the power of Britain, aided by twenty thousand foreign troops, and made a complete conquest of one entire army. The remembrance of those things ought to inspire us with confidence and greatness of mind, and carry us through every remaining difficulty with content and cheerfulness. What are the little sufferings of the present day, compared with the hardships that are past? There was a time, when we had neither house nor home in safety; when every hour was the hour of alarm and danger; when the mind, tortured with anxiety, knew no repose, and every thing, but hope and fortitude, was bidding us farewell.

3 It is of use to look back upon these things; to call to mind the times of trouble and the scenes of complicated anguish that are past and gone. Then every expense was cheap, compared with the dread of conquest and the misery of submission. We did not stand debating upon trifles, or contending about the necessary and unavoidable charges of defence. Every one bore his lot of suffering, and looked forward to happier days, and scenes of rest.

4 Perhaps one of the greatest dangers which any country can be exposed to, arises from a kind of trifling which sometimes steals upon the mind, when it supposes the danger past; and this unsafe situation marks at this time the peculiar crisis of America. What would she once have given to have known that her condition at this day should be what it now is? And yet we do not seem to place a proper value upon it, nor vigorously pursue the necessary measures to secure it.

5 We know that we cannot be defended, nor yet defend ourselves, without trouble and expense. We have no right to expect it; neither ought we to look for it. We are a people, who, in our situation, differ from all the world. We form one common floor of public good, and, whatever is our charge, it is paid for our own interest and upon our own account.
One feature of the excerpt that classifies it as literature from the Revolutionary Period is its
A mention of European countries, such as Germany and Britain.
B pride in what America has gone through and done for itself.
C use of words that are related to war like *alliances* and *army*.
D repetition of the word *we* in the last paragraph for emphasis.

**Step 1** Read the excerpt carefully. What is it all about? What are the characteristics of the literature from the Revolutionary Period?

_The excerpt is about how America was able to defend itself from different dangers, and its struggle and triumph. Literature from the Revolutionary Period is usually about national pride._

**Step 2** Read each answer choice. Which answer classifies the excerpt as literature from the Revolutionary Period?

_The mention of European countries does not classify any literary form or period, so choice A is incorrect. Choice C is incorrect, as well, because the use of words related to war does not automatically classify a work of literature as being from the Revolutionary Period. The repetition of a word for emphasis can be done in any literary period, so choice D is incorrect as well. The excerpt focuses on how great and inspiring America is for being triumphant over its own struggles. The correct answer is choice B._
EXAMPLE

2 Read Henry Wadsworth Longfellow’s “Woods in Winter.”

When winter winds are piercing chill,
And through the hawthorn blows the gale,
With solemn feet I tread the hill,
That overbrows the lonely vale.

O'er the bare upland, and away
Through the long reach of desert woods,
The embracing sunbeams chastely play,
And gladden these deep solitudes.

Where, twisted round the barren oak,
The summer vine in beauty clung,
And summer winds the stillness broke,
The crystal icicle is hung.

Where, from their frozen urns, mute springs
Pour out the river's gradual tide,
Shrilly the skater's iron rings,
And voices fill the woodland side.

Alas! how changed from the fair scene,
When birds sang out their mellow lay,
And winds were soft, and woods were green,
And the song ceased not with the day!

But still wild music is abroad,
Pale, desert woods! within your crowd;
And gathering winds, in hoarse accord,
Amid the vocal reeds pipe loud.

Chill airs and wintry winds! my ear
Has grown familiar with your song;
I hear it in the opening year,
I listen, and it cheers me long.
One feature of the poem that classifies it as literature from the Romantic Period is its

A  use of exclamation points to express emotion.
B  use of personification.
C  rhyming pattern.
D  use of nature to express emotion.

**Step 1** Read the poem carefully. What characterizes a work of literature from the Romantic Period? Is this characteristic present in the poem by Longfellow?

*Literature from the Romantic Period is characterized by the use of nature as inspiration and as a means to express emotion. Longfellow is expressing how his spirits were lifted like the changing seasons.*

**Step 2** Read each answer choice. Which of these makes the poem a work of literature from the Romantic Period?

*The use of exclamation points is not found only in Romantic literature, so choice A is incorrect. The use of personification does not automatically classify a poem as a work of literature from the Romantic Period, so choice B is also incorrect. Rhyming patterns can be used in any literary period, so choice C is incorrect as well. Nature is used to express emotion in this poem, which is a characteristic of Romantic literature. Choice D is the correct answer.*
PRACTICE IT: Historical Approach

Read the passage and answer the questions that follow.

*From At Fault*

*By Kate Chopin*

1. When Melicent first met Grégoire, his peculiarities of speech, so unfamiliar to her, seemed to remove him at once from the possibility of her consideration. She was not then awake to certain fine psychological differences distinguishing man from man; precluding the possibility of naming and classifying him in the moral as one might in the animal kingdom. But short-comings of language, which finally seemed not to detract from a definite inheritance of good breeding, touched his personality as a physical deformation might, adding to it certainly no charm, yet from its pathological aspect not without a species of fascination, for a certain order of misregulated mind.

2. She bore with him, and then she liked him. Finally, whilst indulging in a little introspection; making a diagnosis of various symptoms, indicative by no means of a deep-seated malady, she decided that she was in love with Grégoire. But the admission embraced the understanding with herself, that nothing could come of it. She accepted it as a phase of that relentless fate which in pessimistic moments she was inclined to believe pursued her.

3. It could not be thought of, that she should marry a man whose eccentricity of speech would certainly not adapt itself to the requirements of polite society.

4. He had kissed her one day. Whatever there was about the kiss—possibly an over exuberance—it was not to her liking, and she forbade that he ever repeat it, under pain of losing her affection. Indeed, on the few occasions when Melicent had been engaged, kissing had been excluded as superfluous to the relationship, except in the case of the young lieutenant out at Fort Leavenworth who read Tennyson to her, as an angel might be supposed to read, and who in moments of rapturous self-forgetfulness, was permitted to kiss her under the ear: a proceeding not positively distasteful to Melicent, except in so much as it tickled her.

5. Grégoire’s hair was soft, not so dark as her own, and possessed an inclination to curl about her slender fingers.

6. “Grégoire,” she said, “you told me once that the Santien boys were a hard lot; what did you mean by that?”

7. “Oh no,” he answered, laughing good-humoredly up into her eyes, “you did’n year me right. W’at I said was that we had a hard name in the country. I don’ see w’y eitha, excep’ we all’ays done putty much like we wanted. But my! a man can live like a saint yere at Place-du-Bois, they ain’t no temptations o’ no kine.”
“There's little merit in your right doing, if you have no temptations to withstand,” delivering the time worn aphorism with the air and tone of a pretty sage, giving utterance to an inspired truth.

Melicent felt that she did not fully know Grégoire; that he had always been more or less under restraint with her, and she was troubled by something other than curiosity to get at the truth concerning him . . .

Meanwhile she would not allow her doubts to interfere with the kindness which she lavished on him, seeing that he loved her to desperation. Was he not at this very moment looking up into her eyes, and talking of his misery and her cruelty? turning his face downward in her lap—as she knew to cry—for had she not already seen him lie on the ground in an agony of tears, when she had told him he should never kiss her again?

And so they lingered in the woods, these two curious lovers, till the shadows grew so deep about old McFarlane's grave that they passed it by with hurried step and averted glance.
1 One feature of the excerpt that classifies it as literature from the period of Realism is the
   A use of the third-person point of view.
   B way the characters are named.
   C main character’s doubt about the man she loves.
   D emphasis on religion.

2 One indication that this was not written in the Revolutionary Period is that it does not deal with
   A independence or national pride.
   B people who are impoverished.
   C the question of right or wrong.
   D nature as a way to express emotion.

3 Which of the following ideas from the excerpt best indicates that it was written during the period of Realism?
   A that Melicent was courted by a young lieutenant who reads Tennyson
   B that lovers visit graves together and talk
   C that women do not allow kissing in relationships
   D that Grégoire’s peculiar way of talking is equated to lack of good breeding

4 Based on the excerpt, what is one of the social issues of the period of Realism?
   A Men need to speak well to attract women.
   B A person’s manner of speech indicates social status.
   C Love drives one to sacrifice his or her expectations.
   D Doubt comes with deep love.
LEARN IT: Thesis

The thesis is the main point or argument that an author is making in a piece of writing. The rest of the text then provides details that support the author’s main point. To determine a thesis in your own writing, start by thinking about the topic that you would like to write about. Then, decide on your purpose, or your reason for writing about this particular topic. Are you explaining something to readers, or are you trying to persuade them of a certain idea? Are you telling a story about an event, or are you describing an object? Once you are sure of your topic and purpose, think about what your main point will be. This main point will be your thesis. The thesis statement should be clear and concise and should lay out an argument about your topic that will be supported by the rest of the paper.

EXAMPLE

1 Read the following introduction to a student essay.

Monticello is well known as Thomas Jefferson's home, and as a true architectural gem. Visitors to Monticello are always impressed by the house and its ingenious design. However, it's not the only house that Jefferson designed and built. He also built Poplar Forest as his country estate, a place where he could retreat from the pressures of public life. Like Monticello, Poplar Forest reveals much about Thomas Jefferson, the architect.

Which of the following is the best statement of the thesis?

A Monticello is well known as Thomas Jefferson's home and as a true architectural gem.
B Visitors to Monticello are always impressed by the house and its ingenious design.
C He also built Poplar Forest as his country estate, a place where he could retreat from the pressures of public life.
D Like Monticello, Poplar Forest reveals much about Thomas Jefferson, the architect.

Step 1 Read the example passage carefully. What is the main point?

The main point seems to be that Jefferson was an excellent architect. Monticello is a well-known example of his work, as is Poplar Forest, a lesser-known country estate that Jefferson also designed and built.

Step 2 Read each answer choice. Which answer best matches the main argument of the passage?

Choices A and B are incorrect because they are concerned only with the estate of Monticello. Monticello is one example of Jefferson’s ability as an architect, but according to the passage, it is not the only example. Choice C discusses Poplar Forest and why Jefferson loved it, but does not mention Jefferson’s abilities as an architect. Only choice D provides the main point or thesis of the passage by explaining that both houses reveal Jefferson’s skill as an architect.
Conclusion

The purpose of a conclusion is to tie together all the elements that were discussed in a piece of writing and to give that piece a memorable ending. The conclusion refers back to the thesis but should not repeat the thesis word for word. While the thesis statement introduces the text’s argument, the conclusion is meant to sum it up.

EXAMPLE

Read the following conclusion to the student essay from Example 1.

After a visit to Poplar Forest, one can understand why Jefferson was so pleased with his design. His country retreat shows the mature fulfillment of his promise as an architect. Today, the estate is being restored to the beauty of its original condition. Now visitors can see for themselves how some of Monticello’s design elements were incorporated or expanded upon at Poplar Forest.

Which of the following sentences refers back to the thesis statement in Example 1?

A After a visit to Poplar Forest, one can understand why Jefferson was so pleased with his design.
B His country retreat shows the mature fulfillment of his promise as an architect.
C Today the estate is being restored to the beauty of its original condition.
D Now visitors can see for themselves how some of Monticello’s design elements were incorporated into or expanded upon at Poplar Forest.

Step 1  Read the passage carefully. What is the main point of the passage? How does it reflect the thesis of Example 1?

The main point of this passage is that Poplar Forest is a beautiful, impressive piece of architecture that shows Jefferson’s skill as a mature architect. This relates back to the thesis statement in Example 1, which is about how Poplar Forest, like Monticello, reveals much about Jefferson’s architectural abilities.

Step 2  Read each answer choice. Which answer best refers back to the thesis?

Choice A describes the beauty of Poplar Forest but doesn’t comment on Jefferson’s skills as an architect. Choices C and D are about how modern visitors can see the restored Poplar Forest estate. Choice D does mention how Monticello’s designs were incorporated into Poplar Forest, but on the whole, these sentences focus on the current developments affecting the estate, not on Jefferson’s architectural abilities. These are good ending sentences, but they do not reflect the original thesis. Choice B is about how Poplar Forest shows the mature fulfillment of Jefferson’s promise as an architect. This statement refers back to the original thesis that Poplar Forest, like Monticello, shows much about Jefferson as an architect. C is the correct answer.
The Value of Internships

1. An internship is a wonderful way to learn more about a career or job. You get to see what a particular job or career entails while making contacts in that field. Internships are valuable opportunities that should not be overlooked.

2. Internships can offer many benefits. Many schools offer credits for internships that count toward degree or graduation requirements. The internship may be assigned the same number of credits as a regular class. You can learn more about a particular job while still earning course credits.

3. Some companies have established regular internship programs. These internships are often set up to introduce the intern to the different areas within the company. The interns spend a certain amount of time in each department learning the specific functions of those jobs. An intern might spend a week apiece in departments such as accounting, sales, marketing, and research and development, to get an overview of how these departments function as separate units and as part of the whole company.

4. Some internships are very competitive with many students vying for the same spot. Some of the most competitive internships are in popular fields like magazine publishing, sports marketing, and broadcasting.

5. Internships are truly a worthwhile investment because they offer students real-world experience. In fact, many interns are eventually offered jobs at the companies where they interned. If the intern has done a good job and an opening comes up, the company may offer the intern that position. Even if the company does not offer the intern an actual job, employees at the company may serve as references or give the student job leads and contacts. As you begin to think about your future career, an internship should definitely be part of your planning and preparation.
1 Which of the following is the best statement of the thesis?
   A Internships are valuable opportunities that should not be overlooked.
   B You get to see what a particular job or career entails while making contacts in that field.
   C Some companies have established regular internship programs.
   D You can learn more about a particular job while still earning course credits.

2 Throughout the essay, the focus is on
   A explaining the value of an internship.
   B describing what an internship is like.
   C telling how to find an internship.
   D describing how to get college credit for an internship.

3 Which of the following sentences refers back to the thesis statement?
   A Internships are truly a worthwhile investment because they offer students real-world experience.
   B In fact, many interns are eventually offered jobs at the companies where they interned.
   C If the intern has done a good job and an opening comes up, the company may offer the intern that position.
   D Even if the company does not offer the intern an actual job, employees at the company may serve as references or give the student job leads and contacts.

4 The author creates a memorable ending by
   A describing what a typical internship is like.
   B inviting readers to plan their own internships.
   C recounting an amusing story about an intern’s success in finding a job.
   D explaining that internships are not for everyone.
LEARN IT: Precise Language

Pay close attention to the words you choose to use in your writing. Good writing uses strong, focused words to create a picture in the mind of the reader. Imagine that you are choosing a verb to express how a runner performed in a race. You could write *he ran*. But think carefully about other words that describe the manner in which he ran. Consider the images the following sentences create in your mind:

He sprinted. He dashed. He darted. He jogged.

You can see that each word substituted for *ran* forms a different image of the manner in which the runner ran. These are examples of precise language.

Another way you can create precise writing is to use specific words in place of general words. Select a specific word that provides details—that is, a word that tells the reader who, what, or where. Consider the sentence *They are going to the store*. *Store* is general because the reader does not know what type of store they are going to. Is it a grocery store, a bakery, or a department store? Be specific when you write.

You should also be on the lookout for clichés and words that are either too sophisticated or too slangy for their context. Clichés are words and expressions that have been so overused they no longer affect the reader—*It’s raining cats and dogs* is an example. Replace clichés with fresher, more interesting words and phrases. Sophisticated words might be appropriate in a term paper, but they sound out of place in casual conversation; in contrast, slang words that are appropriate in casual conversation are inappropriate in formal writing. Furthermore, slang words go out of style quickly and are sometimes understood only by a particular group of people. If you are striving for clear writing that is accessible to all readers, it’s usually best to avoid using slang words in your work.

Finally, keep in mind that precise writing is concise writing. Don’t use three words if one will do.
EXAMPLE

1 Read the following sentence.

When the undefeated team lost the state championship by one point in overtime, the players were unhappy.

Which word would you substitute for the underlined word to make the meaning of the sentence most precise?

A devastated

B sad

C resigned

D disappointed

Step 1 Read the sentence carefully. What does it mean?

The team had won every game and made it to the state championships, which the players probably expected to win as well. They were tied with the other team, so the game went into overtime, in which the previously undefeated team lost by one point.

Step 2 Read each answer choice. Which answer would best describe the mood of the team after coming so close to winning the championship?

Sad and disappointed both have very similar meanings to unhappy—none of those words would make the meaning of the sentence much more precise. On the other hand, answer C, resigned, means something very different than unhappy—players who are resigned to losing aren’t affected by it. The best answer is A. After coming so close to capping an undefeated season with a championship, the players would most likely be more than unhappy—they would be devastated by the loss.
LEARN IT: Sensory Details and Modifiers

Strong writing uses strong details that appeal to the five senses: taste, touch, sound, sight, smell. These **sensory details** help the reader create a vivid mental image of what is being described. Writers help the reader create these vivid images by using **concrete language**, words that present specific sensory details. In contrast, **abstract language** refers to things and ideas we cannot experience through our senses. Consider how a writer might describe the season of summer. *Summer* is an abstract word, since we cannot sense the general idea of a whole season. Therefore, the writer should give concrete details about things that are experienced in the summer, such as the hot temperature and the smell of freshly mowed grass.

**Modifiers** are words or phrases that describe other words in a sentence. They add details. To be effective, modifiers should be placed as close as possible to the word they are describing; otherwise the meaning might be unclear. The modifier should also be a good match with the word or phrase it is modifying—that is, it should not present a contradictory or jarring image to the reader. Consider the sentence *She snuggled under the warm and scratchy blanket.* The modifiers in this sentence are at odds with each other.

**EXAMPLE**

2 Read the following sentence.

*When Kevin walked inside the house, he noticed dinner was ready.*

Which is the **best** way to rewrite the underlined part of the sentence to include only appropriate sensory details?

A smelled the delicious aroma of roast beef and heard his family laughing merrily.

B smelled the delicious aroma of roast beef and heard his family laughing angrily.

C smelled the burnt aroma of moist steak and heard his family laughing merrily.

D smelled the delicious aroma of moist steak and laughing merrily heard his family.

**Step 1** Read the answer choices carefully. Make a list of the sensory details.

*Answer choice A describes delicious roast beef and a laughing family. Answer choice B describes delicious roast beef and an angry, laughing family. Answer choice C describes burnt moist steak and a laughing family. Answer choice D describes moist steak and someone laughing.*

**Step 2** Review each list of details. Which details stand out as contradictory to other details in the sentence? Which answer choice contains only appropriate details that are consistent with each other?

* B presents the contradictory image of angry laughing, so it cannot be correct.

* C describes steak that is both burnt and moist, so it cannot be correct. D includes only appropriate details; however, it is unclear who is laughing. A presents only appropriate images. A is correct.*
LEARN IT: Action Verbs and Active Voice

**Action verbs** tell the reader that an action is being performed by someone or something. An example would be *He cooked pasta for dinner.* The action verb is *cooked.*

Action verbs may be written in one of two voices: **active** and **passive.** In **active voice,** the subject is performing the action. In the **passive voice,** the subject is being acted upon. You can recognize the passive voice because it combines the action verb with some form of the helping verb *to be.* The action verb may also be followed by a modifier that begins with a preposition such as *by.* Consider the following example:

**Active voice:** *Kevin cooked dinner.*

**Passive voice:** *Dinner was cooked by Kevin.*

Note how the active voice produces a shorter, more direct sentence. For this reason, it is usually preferred to the passive voice, which is unnecessarily wordy.

**EXAMPLE:**

**3 Read the following sentence.**

The software was created by software engineers in California.

**What is the correct way to write the sentence using the active voice?**

A  Software engineers in California created the software.

B  Software was created in California by software engineers.

C  By engineers, the software was created in California.

D  Leave as is.

**Step 1** Read the sentence and identify the action verb. What is the subject of the sentence? What is performing the action?

*The action verb is created.* Software engineers are the ones performing the action—**they are creating the software.** However, the subject of this sentence is not software engineers; it is the software. **This sentence must be in the passive voice.**

**Step 2** Read each answer choice. In which sentence does the subject perform the action?

*The subject of sentence B is software,* but *software is not performing the action of created.* **B is in the passive voice,** so it is an incorrect answer. The subject of sentence C is also software; the prepositional phrase by engineers has simply been moved to the beginning of the sentence. **C is in the passive voice,** so it is an incorrect answer. We have already seen how D is incorrect because the sentence is in the passive voice. **The correct answer is A,** in which the subject, software engineers, performs the action, created.
The following is the rough draft of a student's report on St. Lucia. It may contain errors. Read it and answer the questions that follow.

**St. Lucia's Natural Attractions**

1. The Caribbean island of St. Lucia has some unusual natural attractions that are not to be missed. The island is home to exotic plants, sulfur springs, a waterfall, and even a drive-in volcano.

2. The Diamond Botanical Gardens showcase St. Lucia's exotic flowers and plants. As you make your way through the lush gardens, you'll see nutmeg trees, banana trees, coconut palms, and cashew trees. Bird of paradise, wax ginger, and bougainvillea are just a few of the exotic flowers on display. Gorgeous blooming flowers and lush green plants are next to the pathways leading to a natural gorge.

3. Nestled in this picturesque setting are a waterfall and sulfur springs. Waters from underground sulfur springs bubble to the surface and run downhill to create the magnificent Diamond Waterfall. As the waters cascade over the mineral-encrusted rocks, the Diamond Waterfall becomes a kaleidoscope of color, changing color throughout the day from yellow to black to green to gray to purple.

4. St. Lucia also has Mount Soufriere, a drive-in volcano. You can drive within a few hundred feet of the volcano's twenty-four hissing sulfur pools. If you're adventurous, you can take a guided tour. As you are led by a guide around the sulfur pools and rock fault, he explains how this lunar landscape came to be.

5. For a small island, St. Lucia is filled with natural wonders.
1. Read the sentence from paragraph 2.

Gorgeous blooming flowers and lush green plants are next to the pathways leading to a natural gorge.

Which word would best replace the underlined words to make the meaning most precise?
A. accompany
B. decorate
C. border
D. attend

2. Read the sentence from paragraph 4.

“As you are led by a guide around the sulfur pools and rock fault, he explains how this lunar landscape came to be.

What is the best way to rewrite the sentence in active voice?
A. As a guide leads you around the sulfur pools and rock fault, he explains how this lunar landscape came to be.
B. He explains how this lunar landscape came to be when you are led by him around the sulfur pools and rock fault.
C. Around the sulfur pools and rock fault, he leads you while he explains how this lunar landscape came to be.
D. As you are led by a guide around the sulfur pools and rock fault, you are explained to by the guide how the lunar landscape came to be.

3. Read the sentence from paragraph 4.

You can drive within a few hundred feet of the volcano’s twenty-four hissing sulfur pools.

Which is the most appropriate modifier to use to describe the volcano?
A. screaming
B. overflowing
C. steaming
D. soothing

4. Read the sentence from paragraph 5.

For a small island, St. Lucia is filled with natural wonders.

The underlined part of the sentence could be called
A. an appropriate modifier.
B. too slangy.
C. a cliché.
D. overly sophisticated.
LEARN IT: Research

Choose a problem you would like to solve. Then state that problem as clearly as possible in the form of a research question. The research question should be clear and concise, tightly focused rather than broad. A research question posed about poison dart frogs found in the Amazon is more focused than a research question about frogs and their habitats.

The research question should take into account the time and space limitations assigned by your teacher. You want the question focused enough to answer within the page and time constraints that you have. If the question is too tightly focused, you might not have enough information for a fifteen-page paper. Conversely, if you have a question that is too broad, you may not have enough space to cover all aspects of it.

Suitable research methods depend on the nature of the research question. A research question for an American history class will involve different research methods than a research question for a health class. For example, to answer a question about the effect of inhalants on the human body, you will probably interview doctors, counselors, and representatives from health organizations. To answer a question about New York City during the Gilded Age, however, you will probably read diaries and letters from the period. Each research question will require a different set of sources in which to look for your answer.
Primary and Secondary Sources

Sources are either primary or secondary. A **primary source** is an original source containing firsthand accounts of an event or an experience. Examples of primary sources include diaries, letters, photographs, articles of clothing, ledger and account books, inventories of items, wills, and legal documents.

A **secondary source** is a document created from primary sources about an event or experience. Secondary sources include books, magazine articles, and textbooks. These types of sources may analyze, interpret, or simply summarize the information from the primary sources. An example would be a biography of John Adams that uses primary sources—such as letters he wrote—to discuss and interpret his life and work.

**EXAMPLE**

1. **Read the following passage.**

   The Girl Scouts of the USA marked a milestone on June 9, 2007. The Ninety-fifth Anniversary Sing-Along took place at the Washington Monument on the Mall in Washington, D.C. More than 150,000 Girl Scouts and leaders from around the country participated in the event. The sing-along is held every five years. Musical artists from a variety of backgrounds, such as opera, folk, country, and pop, serve as leaders for the sing-along.

   **Which of the following is a secondary source related to the event discussed?**
   
   A. an interview with a participant  
   B. a book about the sing-along  
   C. a program for the event  
   D. a recording of the sing-along

   **Step 1** Read the example passage carefully. What do you know about primary and secondary sources?

   A primary source is firsthand information. A secondary source is about a primary source.

   **Step 2** Read each answer choice. Which answer best fits the description of a secondary source?

   Answer A is incorrect because an interview with a participant is a firsthand account. Answer C is incorrect because an event program is produced at the time of the event and is a primary source. Answer D is incorrect because a recording of the music is a primary document that preserves the music that was actually performed that day. The correct answer is B. A book about the sing-along would rely upon all of the primary sources to analyze and interpret what occurred at the sing-along.
LEARN IT: Research

There are various research methods you can use. These include using traditional library resources, conducting electronic media research, and interviewing knowledgeable individuals. **Library resources** include books, journals, encyclopedias, and other reference materials. The librarian is also an important resource who can direct you to sources of information you might not otherwise know about. **Electronic media** consist of Web sites and online databases used to research information. Many libraries provide access to these online databases either at the library or from the library’s Web site. Conducting **personal interviews** is another important research method that shouldn’t be overlooked. Representatives from organizations or companies, as well as individuals with knowledge of a particular event or subject, are wonderful sources of information.

When conducting research, remember to make note of the title, author, and publication information to credit your source in the bibliography.

**EXAMPLE**

**2** Read the following research passage.

Richard has received an assignment to research and write a ten-page paper about a current event in science. He needs to discuss the recent event and if necessary find background information about the event. He has chosen to focus on a scientific discovery that has occurred in the past week.

Which research method would be most effective in finding a current topic to research and write about?

A looking in a journal  
B looking in a science textbook  
C looking in an electronic database  
D looking in an encyclopedia

**Step 1** Read the passage carefully. What types of materials provide current information?

Many journals are published four times a year, so the topics in the most recent issue of a journal might be limited in scope. Textbooks do not have the most current events that have occurred in science, since it takes at least a year or more to create and publish a textbook. An encyclopedia is a compendium of information, but it is not published frequently enough to contain up-to-the-minute information. **Electronic databases** list topics covered in recently published magazines and newspapers and offer access to a greater number of topics and relevant resources.

**Step 2** Read each answer choice. Which answer best describes an effective method of researching an event or discovery that has occurred recently?

*Answer C is the correct answer. By using an electronic database, you will find a listing of topics that have recently been discussed in newspapers and magazines.*
PRACTICE IT: Research Questions and Methods

The following is a student research report. It may contain errors. Read it and answer the questions that follow.

Celebrating Carnival

1 Carnival is a feast for the senses with its colorful costumes, elaborate floats, music competitions, and food and drink. Originally celebrated throughout the Caribbean on the Tuesday before Lent, Carnival was a period of merrymaking before islanders began six weeks of Lenten fasting. Catholics gave up eating meat during Lent, so “Fat Tuesday” or “Mardi Gras” was a farewell to meat or “carne-vale.” Masquerade balls, music, and fun marked the occasion.

2 Carnival is still celebrated throughout the region, but some islands have chosen to hold carnivals after Easter or even during the summer months. No matter when Carnival is held, it’s an event not to be missed.

3 Much preparation and planning goes into Carnival. A theme is selected each year and the music, floats, and costumes must all relate to that theme. Carnival features concerts, balls, parades, and calypso music competitions. Calypso music has come to be associated with Carnival, and the best calypso musicians vie with each other to be crowned King of Calypso.

4 Carnival originated on the Caribbean island of Trinidad, so it is no surprise that the biggest Carnival is held on this island. The French who settled Trinidad introduced Carnival to the island in the 1700s. Today, the island still celebrates Carnival with elaborate masquerade balls and a street parade featuring costumed musicians and dancers.
Which research question most likely generated this passage?

A. What is Caribbean Carnival?
B. What is calypso music?
C. How do people celebrate before Lent?
D. What famous celebration does Trinidad host?

Primary resources used to research this question might include

A. books.
B. journals.
C. encyclopedias.
D. photographs.

What research question might you develop from paragraph 2?

A. What is calypso music?
B. What islands hold Carnival after Lent or during the summer?
C. Where did Carnival originate?
D. What are the Carnival themes chosen in past years?

When selecting a research question, you should

A. turn a topic into a question.
B. look for a broad topic.
C. look for a topic you can research online.
D. consider whether it has been researched before.
LEARN IT: Supporting Evidence

Once you’ve decided on the main idea of your work, you need to develop that idea using different kinds of supporting evidence. The following chart includes several types of evidence that you might use to strengthen or elaborate on your main idea.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>What It Does</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
<td>Gives an explanation that defends the author’s opinion or position</td>
<td>In a persuasive essay supporting a certain candidate for mayor, the author could offer reasons that the particular candidate is the best choice.</td>
</tr>
<tr>
<td>Example</td>
<td>Gives a specific instance of the idea being discussed</td>
<td>A report on the damages caused by earthquakes might cite the example of the Great San Francisco Earthquake in 1906.</td>
</tr>
<tr>
<td>Incident</td>
<td>Similar to an example, cites a specific event or occurrence to illustrate the idea being discussed</td>
<td>An essay about the president’s love of baseball might contain a brief story about seeing the president when he made an appearance at the Little League World Series.</td>
</tr>
<tr>
<td>Scenario</td>
<td>Gives a hypothetical situation or sequence of events that illustrate the idea being discussed</td>
<td>An essay on how to recover computer files might contain a scenario illustrating what users should do if their computer system crashes.</td>
</tr>
<tr>
<td>Commonly Held Belief</td>
<td>States a belief that is held by enough people for it to become widely accepted as true</td>
<td>One commonly held belief, that is a fact, is that if you look into the sun directly for too long, it will cause damage to your eyes.</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Predicts an outcome, often relating to a scientific problem, that will be tested to determine its validity</td>
<td>Lab reports generally contain hypotheses of what the expected result of an experiment will be. Once the experiment is complete, the hypothesis is proven to be correct or incorrect.</td>
</tr>
<tr>
<td>Definition</td>
<td>Gives the meanings of certain words or phrases</td>
<td>A report on the judicial system might define specific terminology such as <em>habeeas corpus</em>.</td>
</tr>
<tr>
<td>Quotation/Expert Opinion</td>
<td>States the opinion of an expert knowledgeable about a situation</td>
<td>A report on American politics might contain a quotation from a member of Congress on a current political issue.</td>
</tr>
<tr>
<td>Fact</td>
<td>Gives true, verifiable information</td>
<td>An essay on the Civil War might include the fact that the war ended on April 9, 1865.</td>
</tr>
<tr>
<td>Statistic</td>
<td>Cites quantitative data that has been collected in studies</td>
<td>A report on consumer habits might cite a study with data showing the average amount spent by shoppers on holiday gifts.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following passage.

In the 1950s, many Americans had emergency contingency plans in the event of Soviet nuclear attacks. They kept stores of supplies and rations, often in basements or bomb shelters. The cold war is long over, and with it the threat of a nuclear winter, but it is still important for families to plan for disasters that may occur. For example, if a snowstorm were to close down roads for a week, or if the power were to suddenly go out, would you and your family be able to survive? The prepared family should have, at the bare minimum, a solid supply of water, nonperishable food, candles, matches, flashlights, and blankets to last them through the crisis.

Which of the following types of evidence does the author use to support the main idea of the passage?

A hypothesis
B incident
C commonly held belief
D scenario

Step 1 Read the example passage carefully. What is the main idea? What do you know about the different types of supporting evidence listed?

The main idea of the passage is that it is important for families to be prepared for potential disasters by keeping a basic store of emergency supplies. In terms of the types of evidence presented, I know that an incident is a description of an actual event or occurrence that illustrates an idea. On the other hand, a scenario depicts a hypothetical situation and presents a sequence of events or actions that could be performed to respond to that situation. A hypothesis is a prediction of a possible outcome that can be tested, while a commonly held belief is an idea that most people accept as true.

Step 2 Read each answer choice. Which answer choice best describes the supporting evidence that is used in the passage?

There is no hypothesis or prediction that is proven or disproven by the text, so choice A cannot be correct. The passage does not cite any commonly held beliefs, or list a specific event that actually occurred to illustrate its point, so choices B and C are not correct either. Choice D is correct because the passage gives hypothetical scenarios of possible emergencies that would require advance preparation. The best answer is D.
EXAMPLE

Read the following passage.

The Amazon rainforest, located in South America, contains the most diverse concentrations of animal and plant populations found anywhere on earth. It is estimated that as many as two-thirds of the known plant and animal species in the world, in addition to many species that have yet to be discovered, can be found in the Amazon rainforest. However, the many organisms that inhabit the rainforest are currently being threatened by the effects of deforestation, in which trees are cut down so that the land can be used for other purposes such as farming and urban development. Studies show that since the late 1980s, between 4,200 and 11,600 square miles of the Amazon rainforest have been deforested every year.

The passage contains all of the following types of supporting evidence except

A  an opinion
B  a definition
C  statistics
D  facts

Step 1 Read the passage carefully. What is the main idea?

The main idea of the passage is that the Amazon rainforest contains more types of plant and animal species than anywhere else in the world, but these organisms are being threatened by the effects of deforestation.

Step 2 Read each answer choice. Which type of supporting evidence is not used in the passage?

Choice A makes sense because the passage does not contain any opinions. Every statement can be proven or researched. Choice B cannot be correct because the passage does contain a definition of the word deforestation. Choices C and D are also incorrect because the passage contains several facts and statistics. The best answer is A.
PRACTICE IT: Supporting Evidence

The following is a rough draft of a student report and may contain errors. Read it and answer the questions that follow.

A Winter Break

1. Summer has long been the traditional time for businesses to slow down and for workers to take a relaxing vacation. While summer is still the most popular time of the year for people to take a week-long break from work, more and more people are enjoying short weekend breaks during winter. The hospitality industry has noticed this trend and is doing all it can to entice visitors to come and stay with them.

2. Hotels are adding amenities that not only attract visitors, but also encourage them to spend their entire stay on-site. One of the more popular attractions is the indoor water park. These parks feature water tubes, wave pools, water mushrooms, tipping buckets, and interactive water playgrounds.

3. Many hotels also have added on-site spas and fitness rooms. These spas offer all the latest treatments from hot stone therapy to seaweed wraps. Guests can choose to spend a whole day at the spa, or they can select individual treatments. Some spas have created their own signature treatments to attract guests. On-site health clubs or fitness rooms are equipped with state-of-the-art machines, and offer classes and personal trainer services.

4. In addition to the recreational activities offered, many hotels have popular chain restaurants with fun themes and décor to encourage visitors to dine on-site. Visitors may choose to eat at these places because they are inexpensive and convenient, but provide hotel-quality service to patrons.

5. While some people are not willing to forego their weeklong vacation in summer, many are willing to opt for a short winter break. Not surprisingly, the hospitality industry is doing all it can to make this winter getaway an event that guests will want to repeat.
1. Which of the following types of supporting evidence helps develop the main idea in paragraph 2?
   A. an example
   B. a definition
   C. an incident
   D. a quotation

2. What supporting evidence would best help strengthen the main idea of the passage?
   A. a definition
   B. a statistic
   C. a hypothesis
   D. a scenario

3. Read this sentence from the passage.
   Summer has long been the traditional time for businesses to slow down and for workers to take a relaxing vacation.

   What type of supporting evidence does this sentence represent?
   A. an incident
   B. a scenario
   C. a commonly held belief
   D. an opinion

4. What supporting evidence should be included in paragraph 3?
   A. an example of a signature spa treatment
   B. a commonly held belief about spas
   C. a scenario about what to do when going to a spa
   D. a hypothesis about why spas are popular
LEARN IT: Multiple Sources

When you write about a topic, start by looking at sources found in the library or online. These reference materials give different kinds of information on various topics. However, the volume of information that you gather from libraries or online will need to be organized to be usable. You should synthesize information to make sense of it. To **synthesize** is to connect ideas from several sources to form an understanding of the topic. To connect information from multiple sources, look for the main topics of the sources and determine how they support or strengthen each other. You can synthesize your ideas into a **thesis**, which will state the topic of your paper and your position on it.

**Complexities and Discrepancies in Multiple Sources**

It is not enough to identify the main ideas of different passages and connect them to each other. Different sources do not always exactly support or strengthen each other’s points. To make sense of contradictory information, you can identify complexities and discrepancies. You can ask yourself whether each source builds on information from other sources or contrasts and contradicts the information.

**Different Perspectives in Multiple Sources**

Different types of reference materials have different writers and, therefore, may present different kinds of information even on the same topic. Writers’ **perspectives**, or views on a certain subject, may also vary. A writer’s perspective can include his or her **argument**, meaning the evidence, reasoning, and examples the writer provides in support of his or her main idea or theme. As readers follow the author’s argument, the author’s intent or purpose for writing is often revealed as well.

An important research skill involves evaluating the evidence for any signs of **bias** or **stereotyping**. A biased argument is one-sided and does not include other perspectives. Stereotyping is the use of inaccurate overgeneralizations. If you are unclear about an author’s point of view or the arguments the author uses to support that point of view, a good place to look is the conclusion. The conclusion will usually include a summary of the main argument.
EXAMPLE

Read the following documents. Think about how they are alike and different.

**DOCUMENT A**

**The Responsibility of Driving**

1 Some people say that those who are sixteen years old should be allowed to drive—and not just to school and back home, but anywhere! After all, they say that driving a car is just like riding a bike. Perhaps what they really mean is that once you learn to ride a bike, you never forget, and the same is true for learning to drive a car. But that is where the similarity between driving a car and riding a bike ends. A driver must have a great level of maturity and experience before he or she can start driving a car anywhere. Some kids I know are reckless drivers.

2 One must consider that driving a car is very complicated; certainly it is more difficult than riding a bike. When you reach a certain age, you must take a course taught by an experienced instructor and pass a written exam as well as a road test. To operate a motor vehicle, you must have a driver’s license, something that you do not need to ride a bicycle.

3 Another reason why I believe that teenagers below seventeen years of age should not be allowed to drive is that there is so much risk involved. When you drive a car, you become responsible for the lives of your passengers as well as the lives of passersby. One small mistake in your driving may cost lives.

4 According to the fact sheet on teen drivers released by the U.S. Department of Health and Human Services, “motor vehicle crashes are the leading cause of death for U.S. teens.” It reported that, in 2004, 4,767 teens between 16 and 19 years old died of injuries due to motor vehicle crashes.

5 I support the suggestion made by some researchers on stricter driver’s licensing policies. The government fact sheet acknowledged research findings that showed that such licensing programs significantly reduced “fatal and injury crashes” of teen drivers. Teens, together with their parents and schools, must work with the government in practicing responsible driving.

**WORKS CITED**


Driving Deaths Increase Among Teens

January 4, 2007—Motor vehicle crashes are still the chief cause of death for teenagers in the United States. National statistics show an increase in teen driving deaths from last year. It was reported that in 2006, 3,490 teen drivers were killed in car crashes. These teens were between 15 and 20 years of age. The National Highway Traffic Safety Administration (NHTSA) said that there are higher crash rates for 16-year-olds than drivers of other ages. This age group also has a greater risk of dying in motor vehicle crashes, they added.
1 Which of the following would be the best source of information regarding recent teen driving accidents?

A  a student essay on common outdoor accidents
B  a novel chapter titled “Adolescent Adventures and Misadventures”
C  an article on teen driving in the latest edition of a journal about government policies
D  a news article on a driving-related accident involving a teenager

Step 1 Read Document A carefully. What does it say about teen driving accidents? What information would support its main idea?

“The Responsibility of Driving” says that teenagers below seventeen years old “should not be allowed to drive” because driving is “very complicated” and involves “so much risk.” It also gives facts on teenage deaths due to driving accidents. Specific information on such accidents, like recent statistics, would support the report’s main idea.

Step 2 Read each answer choice. Which of these sources would provide the best information to synthesize with Document A?

A student essay on accidents would be similar to the student’s report, but it may not necessarily specify teenagers or driving. The novel chapter is not factual or may not even mention driving. A news article will only have information on a particular accident and might not relate information about other teen driving accidents. Choices A, B, and D are incorrect. The latest edition of a journal about government policies would have the latest, most accurate, and most complete information about teen driving accidents. The correct answer is choice C.
After completing his research (Document A), the student noticed a discrepancy between it and one of his sources (Document B). Which piece of information below shows the discrepancy?

A  the ways in which driving is complex and dangerous for teens  
B  the statistics on teen deaths due to driving accidents  
C  the age at which youths are most vulnerable to driving accidents  
D  the reduction of fatalities and injuries caused by teen driving

Step 1  Read Documents A and B carefully. What does they say about teen driving accidents? What information would support the main ideas?

Document A is a student’s report entitled “The Responsibility of Driving.” The writer shares his view about why teens below seventeen years of age must not be permitted to drive. Document B is a newspaper article claiming that “driving deaths increase among teens.” It presents a 2006 statistic on teenage deaths due to motor vehicle crashes. It shows that there were more teen driving deaths in 2006 than in 2005.

Step 2  Read each answer choice. Which information is from Document B? What makes it inconsistent with the student’s report?

Choices A and D are found only in Document A, so they are incorrect. Choice C is mentioned in both documents, but there is no discrepancy in how the idea is stated, so Choice C is incorrect as well. Document A mentions “in 2004, 4,767 teens between 16 to 19 years old died of injuries due to motor vehicle crashes.” Document B states that “in 2006, 3,490 teen drivers” between 15 and 20 years old “were killed in car crashes.” There are differences in the years, the number of deaths and the age range of the victims. Choice B is correct.
DOCUMEN T A

Lara Gonzalez
English
Mr. Smith
09 January 2006

Dolphin Dangers

1 Feeding wild dolphins decreases their ability to continue to exist in the wild. Young dolphins will not survive if their mothers battle with them for food handed out by humans, and it does not teach them to search for their own food.

2 It is certainly hazardous to feed even trained dolphins, because dolphins are hunters, not beggars. However, when people offer them food, they take the easy way out and learn to beg for a living, lose their fear of humans, and do perilous things.

3 Dolphins are not water toys or pets—the “Flipper myth” of a friendly wild dolphin has given us this erroneous idea. Flipper was a trained dolphin who did not bite the hand that fed him. However, truly wild dolphins will bite when they are angry, frustrated, or terrified. When people try to swim with wild dolphins, the dolphins are disturbed, and can get pushy and dangerous when they don’t get the handout they expect.

4 Numerous cases of bites have been reported, and people have been pulled under the water. A woman who fed a pair of wild dolphins and then jumped in the water to swim with them was bitten. “I literally ripped my left leg out of its mouth,” she said during her week’s stay in the hospital. Dolphins, wild or tamed, pose a really serious danger to humans.

Works Cited


Wildlife Agency Warns Public About Feeding Wild Dolphins

It has been reported that a dolphin known as Dolphin 56 has been begging boaters for food. The agency is worried that people might not know that it is not wise to offer dolphins food.

“We understand that people find it tempting to feed wild dolphins, but people need to know that feeding wild dolphins is harmful and illegal,” said Trevor Spradlin, a marine mammal biologist.

Because Dolphin 56 has learned to take food from boaters and fishermen, his natural behavior has changed. He is no longer afraid of people. Even though he has learned how to ask for food, he can be observed catching fish just like other wild dolphins. Dolphin 56 can hunt for food on his own.

Spradlin said that people have been feeding dolphins spoiled fish, which is very dangerous to the dolphins. The agency has also found out that dolphins have been fed food like beer, hot dogs, sandwiches, and candy bars. “These items are absolutely harmful to their health,” he explained.

People see dolphins as friendly animals, but in truth, they are very dangerous animals. People need to leave dolphins to their natural habitat and let them stay wild. Spradlin said that one of the best ways to help wild dolphins is to observe them at a distance of at least 50 yards and not to feed them. People should also avoid chasing, touching, or swimming with the dolphins.
1. What makes the writer’s perspective in Document A different from that of the writer in Document B?
   A. Document A discusses how Dolphin 56 begs for food.
   B. Document A argues the dangers of feeding even trained dolphins.
   C. Document B explains why wild dolphins could hurt people who get near them.
   D. Document B implies that people should only feed wild dolphins with fresh fish.

2. Which of the following would be the best source of information regarding dolphin bites?
   A. a student report on someone bitten by a dolphin
   B. a novel chapter titled “Monstrous Dolphins”
   C. a feature article in a magazine on one species of wild dolphin
   D. an article in a science digest on threats from dolphins

3. After completing her research (Document A), Lara noticed a discrepancy between her research and one of her sources (Document B). The documents disagree about
   A. the harm to dolphins from being fed
   B. the danger to humans from feeding wild dolphins
   C. the ways in which people should treat wild dolphins
   D. the ability of hand-fed dolphins to hunt for food

4. Which of the works in the Works Cited is most likely the source of information for the woman bitten by a dolphin?
   A. “Dangerous Dolphins”
   B. Understanding Dolphins
   C. Animal Behaviors
   D. Friendly Flippers
LEARN IT: Documentation in Text

You should take care when acknowledging the sources of information you will include in a research paper. There are style manuals that teach how to cite sources: the *Modern Language Association (MLA) Handbook* and the *Chicago Manual of Style*.

The *MLA Handbook* is the most widely used style guide. It provides guidelines on how to document sources of research, especially in English and humanities.

**In-Text Citation**

Parenthetical citation is used for the MLA style of referring to the source in the body of the text. If you use a quotation or paraphrase an idea from a source, you should cite the author’s last name followed by a space and the page number where the information is found. Enclose the citation in parentheses and place it right before the period that ends the sentence.

**For example:**

Tropical cyclones are formed when large areas of the ocean become heated and the air pressure over that area drops; this in turn causes thunderstorms and strong surface winds (Cullen 14).

The citation should correspond with an entry in the Works Cited page.

**For example:**


If the information comes from multiple sources, the citations are separated by a semicolon.

**For example:**

They are formed when large areas of the ocean become heated, and the air pressure over that area drops (Cullen 14; Hunter 7).
EXAMPLE

1 What is the correct way to write an in-text citation for Monica Carlisle’s work about continental drift?

A Today, scientists believe that 200 million years ago the Earth’s continents were joined together to form one gigantic supercontinent, called Pangaea. (Carlisle 26)

B Today, scientists believe that 200 million years ago the Earth’s continents were joined together to form one gigantic supercontinent, called Pangaea (Carlisle 26).

C Today, scientists believe that 200 million years ago the Earth’s continents were joined together to form one gigantic supercontinent, called Pangaea “Carlisle 26”.

D Today, scientists believe that 200 million years ago the Earth’s continents were joined together to form one gigantic supercontinent, called Pangaea [Carlisle 26].

Step 1 What is the format for an in-text citation according to the *MLA Handbook*?

According to the *MLA Handbook*, an in-text citation is placed inside parentheses after the quoted or paraphrased information that was taken from a source. A space follows the source’s author’s name followed by the page number from where the quoted or paraphrased information was taken. This citation appears before the period.

Step 2 Read each answer choice. Which answer follows the MLA format for in-text citation?

Choice A is incorrect because the parenthetical citation is placed after the period. In choice C, the citation is placed in quotation marks. In choice D, brackets are used instead of parentheses. Choice B is correct because the citation is placed in parentheses before the period.
LEARN IT: Documentation in Notes

The *Chicago Manual of Style* is a guide developed by the University of Chicago Press and was first published in 1906. Like the *MLA Handbook*, it is widely used in publishing.

**Footnotes and Endnotes**

Sometimes, you need to use footnotes or endnotes to document sources. Place a superscript number after the cited text and a corresponding footnote at the bottom of the page. Endnotes are similar to footnotes, except that they are placed at the end of the chapter or work.

When using the *Chicago Manual of Style*, the footnote or endnote should include the author, the title of the work, the city of publication, the publisher, the date, and the page number from where the information was taken. The title of the work is italicized. The city of publication, the publisher, and the date of publication are placed in parentheses. A colon separates the city of publication from the publisher, and a comma separates the publisher from the date of publication. The information in parentheses is followed by a comma, before the page number.

**For example:**

Text:

Climbing Carrantuohill, Ireland’s highest mountain, is no easy task. Many false trails have lured climbers to their sad end.¹

Footnote:


If you use a source that you have already cited, include only the author’s last name, the title, and the page or pages where the information is found. The title of the work cited is italicized. If the work is an article, enclose its title in quotation marks instead.

**For example:**


*Ibid.* (which comes from the Latin word *ibidem*, meaning “in the same place”) is used when two consecutive notes refer to the same source. *Ibid.* alone is written if the page number is the same. If it is a different page, then *Ibid.* is followed by the page number.

**For example:**


7. Ibid., 29.
EXAMPLE

2 What is the correct way to write a footnote citation for Christine Allen’s work on icebergs?


Step 1 What is the format for footnote citation according to the Chicago Manual of Style?

According to the Chicago Manual of Style, a footnote includes the author, the title of the work, the city of publication, the publisher, the date, and the page number from where the information was taken. The title of the work is italicized. The city of publication, the publisher and the date of publication are placed in parentheses. A colon separates the city of publication from the publisher, and a comma separates the publisher from the date of publication. The information in parentheses is followed by a comma, before the page number.

Step 2 Read each answer choice. Which answer follows the Chicago Manual of Style format for footnotes?

Choice A is incorrect because the city of publication and the publisher should be separated by a colon, not a comma, and the closing parenthesis is supposed to be followed by a comma, not a semicolon. Choice B is incorrect because the title of the work is not italicized. Choice C is incorrect, as well, because it uses brackets instead of parentheses. Choice D is the correct answer because it follows the format of the Chicago Manual of Style for footnotes.
LEARN IT: Documentation in Bibliographies

According to the MLA style, a Works Cited page should be found at the end of a research paper. The entries in the Works Cited page must correspond to the works cited in the main text.

Books
The citation for books is written in the following format:

Author's last name, Author's first name. Title of Book. Place of Publication: Publisher, Year of Publication.

For example:

Article in a Magazine
The basic format for citing an article in a magazine is as follows:

Author(s). “Title of Article.” Title of Periodical Day Month Year: pages.

For example:

Article in a Newspaper
A newspaper article is cited the same way as a magazine article, but the pagination in a newspaper is different. Sometimes, there is more than one edition available for a particular date. If this happens, the edition is mentioned after the date (e.g., 28 May 2000, late ed.).

For example:

If the article is from a local newspaper, the city name is included in brackets after the name of the newspaper.

For example:
Web Site

The basic format for citing a Web site is as follows:

**Name of Site.** Date of posting/revision. Name of institution/organization affiliated with the site (information is sometimes found in copyright statements). Date the site is accessed <electronic address>.

For example:


EXAMPLE

3 Which source listed in the Works Cited section is a newspaper?


**Step 1** What is the format for a newspaper article citation based on MLA style?

*The basic format for citing an article in a newspaper is as follows: Author(s). “Title of Article.” Title of Periodical Day Month Year: pages. If there is more than one edition available for a newspaper on a particular date, then the edition is mentioned after the date.*

**Step 2** Read each answer choice. Which answer choice follows the format for citing a newspaper article?

*Choice A follows the format for citing a Web site. The titles of the works in choices B and D are not enclosed in quotation marks and follow the format for citing books. Choice C follows the MLA format for citing newspaper articles. Therefore, choice C is correct.*
Global Wind Patterns

1. The region of Earth receiving the sun's direct rays is the equator. Here, air is heated and rises, leaving low-pressure areas behind. Moving to about thirty degrees north and south of the equator, the warm air from the equator begins to cool and sink. Between thirty degrees latitude and the equator, most of the cooling sinking air moves back to the equator. The rest of the air flows toward the poles. The air movements toward the equator are called trade winds—warm, steady breezes that blow almost continuously. The Coriolis effect makes the trade winds appear to be curving to the west, whether they are traveling to the equator from the south or north.

2. The trade winds coming from the south and the north meet near the equator. These converging trade winds produce general upward winds as they are heated, so there are no steady surface winds. This area of calm is called the doldrums.

3. Between thirty and sixty degrees latitude, the winds that move toward the poles appear to curve to the east. Because winds are named from the direction in which they originate, these winds are called prevailing westerlies. Prevailing westerlies in the Northern Hemisphere are responsible for many of the weather movements across the United States and Canada.

4. At about sixty degrees latitude in both hemispheres, the prevailing westerlies join with polar easterlies to reduce upward motion. The polar easterlies form when the atmosphere over the poles cools. This cool air then sinks and spreads over the surface. As the air flows away from the poles, it is turned to the west by the Coriolis effect. Again, because these winds begin in the east, they are called easterlies.

Works Cited


1. According to MLA style, what is the correct way to write an in-text citation for Doug Farrell’s work about trade winds?

A. The trade winds coming from the south and the north meet near the equator (Farrell 15).
B. The trade winds coming from the south and the north meet near the equator (Doug 15).
C. The trade winds coming from the south and the north meet near the equator; (Farrell 15)
D. The trade winds coming from the south and the north meet near the equator—Farrell 15.

2. Based on the Works Cited section, which author writes for a Web site?

A. Farrell
B. Grayson
C. Jones
D. Henry

3. According to the Chicago Manual of Style, what is the correct way to write a footnote citation on Brian Grayson’s work on the Coriolis effect?


4. Which source listed in the Works Cited section is an article from a periodical?

A. Trade Winds
B. The Coriolis Event
C. Global Winds
D. When the Wind Blows
LEARN IT: Organization, Word Choice, and Tone

Once you’ve finished writing a paper, you still have one last step to complete. You’ll want to look over your paper with a critical eye to find any problems with the organization, word choice, and tone. Remember that your writing is judged on both the quality of your ideas and the quality of your writing, so you’ll want to make your writing as strong as your ideas.

Read over your essay a few more times with an eye toward improving what you’ve already written. Think about the essay’s purpose. Is it to persuade, to explain, or to describe? As you read through your essay, mark any places that do not fit the purpose.

Next, think about your audience. Does your essay suit the audience? Have you used ideas or words that need to be explained to the audience? For example, if you are writing an essay on a complex subject or a scientific discovery, you might have to explain concepts or define terms.

After you have finished writing, use the following checklist to determine what revisions might be needed.

Ask yourself these questions about the intended purpose:
- Is my topic stated clearly?
- Is the main idea of the essay clear to the reader?
- Is there enough supporting evidence?

Ask yourself these questions about the precision of your word choice:
- Does each word match my intended meaning?
- Should a more precise word be used?

Ask yourself these questions about the organization of the piece:
- Does the organization make sense?
- Does any sentence or paragraph seem out of order?
- Do the sentences and paragraphs follow a logical order?

Ask yourself these questions about the tone of the piece:
- Does each sentence match my intended meaning?
- Is my writing clear and concise?
- Does the language suit my intended audience?
- Does the essay suit my purpose for writing?

Ask yourself these questions about the piece overall:
- Does the thesis statement fit the essay?
- Is there any supporting information that should be added?
- Is there any supporting information that should be eliminated?
- Does the conclusion tie the essay together by referring back to the thesis?
- Is there any way to make the conclusion more interesting?
EXAMPLE

1 Read the following passage.

(1) Keep your poinsettia in a sunny spot after Christmas and it should bloom until May. (2) At the beginning of June, cut the plant back to about two or three inches above the soil line; this will encourage new sprouts to bloom. (3) In early May, move your poinsettia outdoors to a sunny spot. (4) Two months later, in August, prune another two to three inches from the top of the plant. (5) By Thanksgiving you should see new bracts begin to form, and by Christmas your poinsettia will be blooming once again.

What is the best way to revise this paragraph?

A  Use more precise words.
B  Change the order of the sentences.
C  Focus the piece to meet your purpose.
D  Use a more appropriate tone in the piece.

Step 1  Read the example passage carefully. Does the paragraph meet the guidelines for tone, purpose, organization, and word precision?

The passage is a how-to piece about how to encourage a poinsettia to bloom again. It satisfies the intended purpose. The tone is informative and appropriate for the audience. The words are precise, and their meaning is exactly what the author intended. However, the organization of the piece does not fit a logical order.

Step 2  Read each answer choice. Which answer best describes the action to take in order to fix any problems in the passage?

Answer A is incorrect because the author’s word choices are precise. Answer C is incorrect because the author has crafted the piece as a how-to piece, and it fits its purpose. Answer D is incorrect because the tone of the piece is informative and not condescending toward the intended audience. The sentences are not in a logical order. Sentence 3 should be placed immediately after sentence 1. The correct answer is B.
Determining Your Audience

As a writer, you must make sure that what you write is appropriate for the intended audience. You do this by paying close attention to the words and tone you use. If you are writing about computer programming, you would not expect a general audience to be familiar with the terminology, acronyms, and processes that an audience of expert programmers would understand.

EXAMPLE

Read the following passage.

You can add distinction to a room by adding a chair rail, crown molding, and a baseboard. Keep in mind that scale and proportion are the key to any room, especially when using moldings. The baseboard and cornice should be of sufficient height and thickness to balance the wall and each other, making the composition work together.

The audience for this passage is most likely

A  people of all ages and experiences.
B  people interested in interior decorating.
C  students studying carpentry.
D  students studying art.

Step 1  Read the passage carefully. What do you know about the subject matter?

The passage discusses how to use moldings in a room to create character and visual appeal.

Step 2  Read each answer choice. Which answer best describes the type of people who would be interested in reading this passage?

Answer A is incorrect because most young children would not be interested in reading this passage. Answer C is incorrect because the passage does not explain how to install moldings or fashion moldings from wood. Answer D is incorrect because this passage does not discuss painting, sculpture, or other types of art in technical terms. The correct answer is B. Homeowners or people interested in decorating their homes would be interested in this passage.
PRACTICE IT: Organization, Word Choice, and Tone

The following is a student essay. It may contain errors. Read it and answer the questions that follow.

Gettysburg’s Cyclorama

1. What was hi-tech for the 1880s is a fascinating artifact in 2008. Cycloramas were state-of-the-art in the 1880s, and people stood in line to view them. Today cycloramas are little known because so few have survived. One that has survived is now being preserved and restored by the National Park Service and will be on display at Gettysburg National Park.

2. A cyclorama is a panoramic oil painting measuring three stories high. Its purpose was to make you feel as though you were a part of the scene depicted in the painting. Battle scenes were a favorite subject of these paintings. When properly hung on the wall, the painting surrounded a diorama in the center of the room for a three-dimensional effect.

3. One cyclorama still in existence is Paul Philippoteaux’s 1883 cyclorama painting of Pickett’s Charge during the Battle of Gettysburg. The cyclorama originally measured 377 feet by 42 feet, but time has not been kind to the painting. By the time the park began restoring the painting in 2003, it measured 359 feet by 27 feet. The elements had taken their toll on the painting.

4. Philippoteaux based his painting on battlefield sketches, panoramic photography, and interviews with veterans of the battle. The cyclorama depicts the peak moments of Pickett’s Charge, the Union stand against the Confederates at Cemetery Ridge on July 3, 1863, the final day of the Battle of Gettysburg.

5. The restored painting will be on display in a new climate-controlled area in the new visitor’s center at Gettysburg National Park.
1. Which paragraph contains a cliché?
   A. paragraph 1
   B. paragraph 2
   C. paragraph 3
   D. paragraph 4

2. Read the sentence from the passage.
   When properly hung on the wall, the painting surrounded a diorama in the center of the room.

   Which word below would best replace the underlined word in the sentence to create the most precise meaning of the sentence?
   A. embraced
   B. circled
   C. ringed
   D. enclosed

3. The tone of this passage is
   A. informative
   B. scholarly
   C. technical
   D. sarcastic

4. Read the sentence below.
   When you looked up you’d see the sky, and when you looked down the painting would meld into the diorama.

   Which paragraph should this sentence be added to?
   A. paragraph 1
   B. paragraph 2
   C. paragraph 3
   D. paragraph 4
**LEARN IT: Clauses**

A **main clause** contains a subject and a verb and can stand on its own as a complete sentence. The meaning is clear, and the clause does not depend on any other element in the sentence for its meaning. It is a complete thought.

Two main clauses are connected in one of the following ways:

1. with a semicolon
2. with a semicolon and a connecting word
3. with a comma and a connecting word, such as *and, but, or, nor, for, so, and yet*

A **subordinate clause** cannot stand alone; it is dependent upon other elements of the sentence for its meaning to be clear. *When I have time* is an example of a subordinate clause in the following sentence.

   When I have time, I like to cook gourmet meals.

**EXAMPLE**

1. **Read the following sentence.**

   Alice’s love for theatre was all-consuming; she acted even when not onstage.

   You can tell from the sentence that it has
   
   A  one main clause.
   B  two main clauses.
   C  one subordinate clause.
   D  two subordinate clauses.

   **Step 1** Read the sentence carefully. What do you know about clauses?

   *I know that two main clauses are often joined by a semicolon. I know that a main clause can stand alone because it has both a subject and a verb. A subordinate clause needs a main clause to make sense.*

   **Step 2** Read each answer choice. Which answer best describes the clauses found in the sentence?

   *Answer D is incorrect because both clauses have subjects and verbs. Answer C is incorrect because there are two clauses and a subordinate clause cannot stand alone. Answer A is incorrect because the sentence has more than one main clause. The correct answer is B. The sentence has two main clauses because each clause has a subject and a verb that can stand alone.*
LEARN IT: Phrases

A **phrase** is a group of words that forms a single grammatical unit within a clause or sentence. There are different types of phrases. Three of these are **gerund phrases**, **participial phrases**, and **infinitive phrases**.

A **gerund** ends in \(-ing\) and acts as a noun. A gerund can be a subject, direct object, or object of a preposition. *Studying* is an example of a gerund in the sentence *My least favorite activity is studying*.

A **gerund phrase** consists of a gerund, the modifiers, and the object. An example of a gerund phrase in the following sentence is *my offering you this job*.

> I hope you appreciate my offering you this job.

The gerund phrase in this sentence acts as the direct object.

A **participle** is a verbal ending in \(-ing\) or \(-ed\). The participle always functions as an adjective in a sentence.

There are two types of participles:

- present participles, which end in \(-ing\)
- past participles, which end in \(-ed\), \(-en\), \(-d\), \(-t\), or \(-n\) (thanked, beaten, saved, wept, seen)

A **participial phrase** consists of the participle, the modifier, and the object. As with any modifier, the participial phrase must be placed as close as possible to the noun or pronoun it is modifying. The participial phrase in the following sentence is *walking in the park*.

> Kevin noticed the twins walking in the park.

The participial phrase in this sentence is modifying *twins*.

An **infinitive** contains the word *to* and a verb (e.g., *to run*). An infinitive can act as a noun, adjective, or adverb in a sentence.

An **infinitive phrase** is a group of words that includes the infinitive, the modifier, and a pronoun or noun. The infinitive phrase in the following sentence is *to keep before practice*.

> I have an appointment to keep before practice.

The infinitive phrase in this sentence is acting as an adjective.
EXAMPLE

2 Read the sentence.

He was too young to see the movie.

You can tell from the sentence that the infinitive phrase in the sentence is

A  too young.
B  the movie.
C  to see the movie.
D  he was.

**Step 1** Read the sentence carefully. What do you know about infinitive phrases?

_I know that an infinitive is formed with the word to and a verb. An infinitive phrase can function as a noun, adjective, or adverb._

**Step 2** Read each answer choice. Which answer identifies the infinitive phrase?

_Answers A, B, and D are incorrect because they are not infinitive phrases. Answer C is the correct answer. The infinitive is to see, and the infinitive phrase to see the movie functions as an adverb in the sentence._
LEARN IT: Punctuation

The **semicolon** is used to connect two main clauses that are not linked by a connecting word like **and, but, or, nor, so, and yet.**

The semicolon is also used to set off items in a series that have other marks of punctuation. For example, a series of dates that use commas to set off elements would be separated by a semicolon.

Write down these dates on your calendar: February 14, 2007; August 14, 2007; and December 14, 2007.

As you can see from the sentence above, the **colon** is used to introduce a series of items. It is also used to introduce a long quotation from a literary work or to introduce a statement that further explains the first introductory clause.

An **ellipsis** is a series of three periods with spaces between the periods. An ellipsis indicates that words or sentences have been omitted from a quotation. Ellipses are often used within a long quotation. Ellipses come before or after any punctuation in the quotation, depending on where the omission takes place. When an ellipsis is used at the end of a sentence, it is followed the period, so there will be four periods instead of three.

**Hyphens** are used to connect two or more words that represent a single idea and are being used to modify or describe another noun. Examples of this are a **medium-sized city** or a **thirty-five-foot pole**.
EXAMPLE

3 Read the sentence.

The jazz performance was a tremendous success, thanks to our sponsors HSH Corporation, Mr. and Mrs. H. L. Bishop, Carol Alba, and Franklin Paper.

What is the correct punctuation for the underlined part of the sentence?

A  a semicolon
B  ellipsis
C  a hyphen
D  a colon

Step 1 Read the sentence carefully. What is the purpose of the sentence?

The sentence is introducing a list or series of sponsors.

Step 2 Read each answer choice. Which answer identifies the type of punctuation that would be used with a list?

An ellipsis would not be used here because no words have been omitted, so Answer B is incorrect. Answer C is also incorrect because no words are being connected. A semicolon can be used with a series of items. However, a semicolon is used with a series of items that are already punctuated. This means that answer A is incorrect. A colon is used to introduce a series of items. The correct answer is D.
PRACTICE IT: Clauses, Phrases, and Punctuation

Read the passage and answer the questions that follow.

_From_ The Magnificent Ambersons
_By Booth Tarkington_

1. Fanny Minafer, who rouged a little, was like fruit which in some climates dries with the bloom on. Her features had remained prettily childlike; so had her figure, and there were times when strangers, seeing her across the street, took her to be about twenty; there were other times when at the same distance they took her to be about sixty, instead of forty, as she was. She had old days and young days; old hours and young hours; old minutes and young minutes; for the change might be that quick. An alteration in her expression, or a difference in the attitude of her head, would cause astonishing indentations to appear—and behold, Fanny was an old lady! But she had been never more childlike than she was tonight as she flew over the floor in the capable arms of the queer-looking duck; for this person was her partner.

2. The queer-looking duck had been a real dancer in his day, it appeared; and evidently his day was not yet over. In spite of the headlong, gay rapidity with which he bore Miss Fanny about the big room, he danced authoritatively . . . all the while laughing and talking with his partner. What was most remarkable to George, and a little irritating, this stranger in the Amberson Mansion had no vestige of the air of deference proper to a stranger in such a place: he seemed thoroughly at home. He seemed offensively so, indeed, when, passing the entrance to the gallery stairway, he disengaged his hand from Miss Fanny’s for an instant, and not pausing in the dance, waved a laughing salutation more than cordial, then capered lightly out of sight.
1. A participial phrase in a sentence always functions as
   A. an adjective.
   B. a noun.
   C. an adverb.
   D. a verb.

2. Read the sentence from the passage.
   In spite of the headlong, gay rapidity
   with which he bore Miss Fanny
   about the big room, he danced
   authoritatively ... all the while
   laughing and talking with his partner.

   The ellipsis in the underlined part of
   the sentence
   A. is used to show an omission.
   B. should be replaced with a period.
   C. should be replaced with a
      semicolon.
   D. should be replaced with a colon.

3. Read the sentence from the passage.
   The queer-looking duck had been a
   real dancer in his day, it appeared;
   and evidently his day was not yet
   over.

   The underlined part of the sentence is
   A. a main clause.
   B. a subordinate clause
   C. an infinitive phrase
   D. a gerund phrase.

4. Read the sentence from the passage.
   What was most remarkable to
   George, and a little irritating, this
   stranger in the Amberson Mansion
   had no vestige of the air of deference
   proper to a stranger in such a place:
   he seemed thoroughly at home.

   The colon is used in this sentence
   because
   A. it introduces a long quotation.
   B. it introduces a series of events.
   C. it introduces a list of names.
   D. it introduces an explanatory
      clause.
LEARN IT: Sentence Construction

Parallel structure refers to any pair or series of coordinated elements in a sentence that are all structured in the same way. Parallel structure gives a rhythm to the series that makes it more readable and helps the ideas in the sentence flow more coherently. When revising your work, look for any places where parallel structure should be applied. A lack of parallelism in a series of coordinated items tends to trip up readers and distract them from the message of the sentence.

EXAMPLE

Read the following sentence.

Benjamin Franklin was a multitalented individual. During his lifetime, he was a diplomat, a scientist, a writer, and he also printed newspapers.

Which is the correct way to rewrite the underlined sentence using parallel structure?

A. During his lifetime, he was a diplomat, a scientist, a writer, and a printer.
B. During his lifetime, he printed newspapers and was a diplomat, a scientist, and a writer.
C. He printed newspapers during his lifetime and was a diplomat, a scientist, and a writer.
D. He also printed newspapers and was a diplomat, a scientist, and a writer.

Step 1 Read the example sentences carefully. Do you see a series with several coordinated items? Which element in the series is different from the others and should be modified?

The sentences are about Benjamin Franklin’s occupations. There is a series that lists several of his professions. The list contains a series of three nouns and then adds the independent clause he also printed newspapers. This phrase does not match the form of the other occupations listed in the series and should be changed.

Step 2 Read each answer choice. Which answer choice identifies the best way to make all elements parallel?

Choice A is the correct answer because all of the occupations in the series are listed as simple nouns, making the structure of the sentence parallel. Choices B, C, and D do not change the independent clause to make it parallel to the other parts of the series; instead, the clause is simply moved to other locations in the sentence.
LEARN IT: Subordination and Modifiers

When revising your work, you can combine sentences to make them more interesting or coherent. One way to do this is by using subordination, in which you take the less important of the two sentences and attach it to the primary sentence as a subordinate or dependent clause.

It is important to remember, though, that when you are revising sentences with multiple clauses, you must be very careful with modifiers. A modifier is used to describe other elements in a sentence, such as the subject, verb, object, or indirect object. Modifiers can include adjectives, adverbs, phrases, clauses, or appositives. When a modifier is not in the proper position in a sentence, it is known as a misplaced modifier. A misplaced modifier can unintentionally change the meaning of a sentence. To remedy this problem, modifiers should be placed as closely as possible to the elements they modify.

EXAMPLE

2 Read the following sentence.

She moved to Arizona and then to Pennsylvania where her husband grew up, after she got married.

Which is the best way to rewrite the sentence to improve the placement of the modifiers?

A She moved after she got married to Arizona, where her husband grew up and then to Pennsylvania.

B She moved to Arizona and then to Pennsylvania, after she got married and where her husband grew up.

C After she got married, she moved to Arizona and then to Pennsylvania, where her husband grew up.

D She moved to Arizona, where her husband grew up, and then to Pennsylvania after she got married.

Step 1 Read the sentence carefully. What is the meaning of the sentence?

She moved to Arizona and then to Pennsylvania after she got married. Her husband grew up in Pennsylvania.

Step 2 Read each answer choice. Which answer best matches the meaning of the sentence?

Choice B is incorrect because where her husband grew up is dangling at the end of the sentence and it is not clear what it is modifying. Choices A and D are both incorrect because they imply that her husband grew up in Arizona, which changes the meaning of the original sentence. The correct answer is C because the modifiers are clearly placed to show exactly what they are modifying.
**LEARN IT: Consistency of Verb Tense**

A verb is used to describe an action. The tense of the verb tells readers when the action or event occurred or will occur. An event may be happening today, it may have happened in the past, or it may be going to happen in the future. The chart below shows the most common verb tenses and gives an example of each.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past tense</strong></td>
<td>She talked to him.</td>
</tr>
<tr>
<td>describes an action</td>
<td></td>
</tr>
<tr>
<td>that happened in the</td>
<td></td>
</tr>
<tr>
<td>past.</td>
<td></td>
</tr>
<tr>
<td><strong>Present tense</strong></td>
<td>She talks to him.</td>
</tr>
<tr>
<td>describes an action</td>
<td></td>
</tr>
<tr>
<td>that is happening now.</td>
<td></td>
</tr>
<tr>
<td><strong>Future tense</strong></td>
<td>She will talk to him.</td>
</tr>
<tr>
<td>describes an action or</td>
<td></td>
</tr>
<tr>
<td>event that will happen.</td>
<td></td>
</tr>
<tr>
<td><strong>Past perfect tense</strong></td>
<td>She had talked to him.</td>
</tr>
<tr>
<td>describes an action</td>
<td></td>
</tr>
<tr>
<td>that had already been</td>
<td></td>
</tr>
<tr>
<td>completed in the past</td>
<td></td>
</tr>
<tr>
<td>before another action</td>
<td></td>
</tr>
<tr>
<td>occurred.</td>
<td></td>
</tr>
<tr>
<td><strong>Present perfect tense</strong></td>
<td>She has talked to him.</td>
</tr>
<tr>
<td>tells us that an</td>
<td></td>
</tr>
<tr>
<td>action was completed</td>
<td></td>
</tr>
<tr>
<td>at a definite point</td>
<td></td>
</tr>
<tr>
<td>in the past.</td>
<td></td>
</tr>
<tr>
<td><strong>Future perfect tense</strong></td>
<td>She will have talked to him.</td>
</tr>
<tr>
<td>describes an event</td>
<td></td>
</tr>
<tr>
<td>that will have</td>
<td></td>
</tr>
<tr>
<td>occurred before</td>
<td></td>
</tr>
<tr>
<td>another future</td>
<td></td>
</tr>
<tr>
<td>action will happen.</td>
<td></td>
</tr>
</tbody>
</table>

When writing, it is important to make sure that verb tenses are consistent. If you are writing in the present tense, be careful that you do not shift to a different tense unless you have a specific reason for doing so. Tense shifts should be very clear and should not leave readers wondering when the sentence’s action is taking place.
EXAMPLE

3 Read the following sentence.

The chef is making a sauce for the steak. He slices the onions and mushrooms, \textit{sautéed} them with butter in the pan, and then pours the sauce over the steak.

Which form of the verb should replace the underlined word to maintain consistency of verb tense?

A had sautéed  
B will sauté  
C has sautéed  
D sautés

**Step 1** Read the passage carefully. When is the action taking place?

*The chef is making the sauce now, in the present. Therefore, all the verbs in the sentence should be in the present tense. The verbs slice and pour are already in the present tense. All three verbs should be in the present tense to be consistent.*

**Step 2** Read each answer choice. Which answer identifies the correct tense of the verb \textit{sauté} that should be used in the sentence?

Had sautéed is the past perfect tense of the verb, so choice A is incorrect. Will sauté is the future tense of the verb, and has sautéed is the perfect present tense of the verb, so choices B and C are also incorrect. Choice D is the correct answer because the present tense of the verb is sautés.
A class was assigned to write a letter to the city council asking them to consider a new youth program. This is a rough draft of a student’s letter. It contains errors. Read it and answer the questions that follow.

November 8, 2007

Dear City Council:

I am writing to you with a suggestion for offering youth programs for teenagers. The City Council Recreation Department regularly sponsors bridge club meetings, luncheons, bus trips, and lectures for adults. The recreation department also offers craft classes and sports activities for children up to grade 5. However, there are no classes or activities currently being offered for teens.

I am proposing that the City Council consider offering a monthly program for teens. Mrs. Jones mentioned this idea at the last council meeting and had agreed to organize and oversee the development of the programs if the council authorizes them. The programs would be held at the community center. Some ideas that have been suggested include dances, ethnic dinners, video game tournaments, dance competitions, craft classes for teens, a movie night, ping pong tournaments, and getting together to play volleyball. The teens would do fund-raising to pay for some of the activities by having a car wash or yard sale. There would also be a charge for some of the programs.

There have been some complaints about teens hanging out in the park from residents. By offering activities for teens, the city would be providing them with a safe place to hang out and do things together.

I hope you will consider this suggestion to offer activities for teens. A group of young people from the community will attend next month’s meeting to present the proposal for the teen programs. I hope we can count on your support.

Sincerely,

Shelly Miller

Shelly Miller
**1** Read the sentence from the passage.

There have been some complaints about teens hanging out in the park from residents.

What is the best way to rewrite the sentence to improve the placement of the modifiers?

A  Teens have complained about residents hanging out in the park.

B  There have been some complaints from residents about teens hanging out in the park.

C  From residents there have been some complaints about teens hanging out in the park.

D  There have been some complaints from teens about residents hanging out in the park.

**2** Read the sentence from the passage.

The teens would do fund-raising to pay for some of the activities by having a car wash or yard sale.

What is the best way to rewrite the sentence to improve the placement of the modifiers?

A  The teens would do fundraising by having a car wash or yard sale to pay for some of the activities.

B  The teens by having a car wash or yard sale would do fundraising to pay for some of the activities.

C  To pay for some of the activities, the teens would do fundraising by having a car wash or yard sale.

D  Leave as is.

**3** Read the sentence from the passage.

Mrs. Jones mentioned this idea at the last council meeting and had agreed to organize and oversee the development of the programs if the council authorizes them.

Which form of the verb should replace the underlined words to maintain consistency of verb tense?

A  agreed

B  will agree

C  will have agreed

D  Leave as is.

**4** Read the sentence from the passage.

Some ideas that have been suggested include dances, ethnic dinners, video game tournaments, dance competitions, craft classes for teens, a movie night, ping pong tournaments, and getting together to play volleyball.

What is the correct way to rewrite the underlined part of the sentence using parallel structure?

A  include dances, ethnic dinners, video game tournaments, dance competitions, craft classes for teens, a movie night, ping pong tournaments, and volleyball.

B  include dances, ethnic dinners, video game tournaments, dance competitions, craft classes, movie nights, ping pong tournaments, and volleyball games.

C  include dances, ethnic dinners, video game tournaments, dance competitions, craft classes, a movie night, a ping pong tournament, and volleyball.

D  Leave as is.
LEARN IT: Usage and Grammar

To be clearly understood, writers must choose the correct words and not make errors in usage. Using words carelessly or incorrectly may deliver the wrong message to an audience.

Certain English words sound quite similar. The following chart contains words often confused.

<table>
<thead>
<tr>
<th>Confused Words</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept</td>
<td>to receive something that is offered</td>
<td>I accept this honor on behalf of my friend.</td>
</tr>
<tr>
<td>except</td>
<td>to take out or leave out; other than</td>
<td>Please carry all the books except the math book.</td>
</tr>
<tr>
<td>affect</td>
<td>to influence, to move, to act on</td>
<td>His music will affect all who heard it.</td>
</tr>
<tr>
<td>effect</td>
<td>result or consequence</td>
<td>The effect was immediate and surprising.</td>
</tr>
<tr>
<td>all ready</td>
<td>completely ready</td>
<td>They were all ready to leave.</td>
</tr>
<tr>
<td>already</td>
<td>by this time, by now</td>
<td>My cousin left already.</td>
</tr>
<tr>
<td>beside</td>
<td>at the side of</td>
<td>My mother sat beside my sister.</td>
</tr>
<tr>
<td>besides</td>
<td>in addition to</td>
<td>Besides ham, my big brother also had chicken and beef.</td>
</tr>
<tr>
<td>bring</td>
<td>to carry an object toward the speaker or listener</td>
<td>Can you please bring me the papers?</td>
</tr>
<tr>
<td>take</td>
<td>to carry an object away from the speaker</td>
<td>Take the trash to the compost pit.</td>
</tr>
<tr>
<td>complement</td>
<td>something that completes; to complete</td>
<td>The red flower was a nice complement to her immaculate white gown.</td>
</tr>
<tr>
<td>compliment</td>
<td>praise; to give praise</td>
<td>She was given a wonderful compliment about her performance.</td>
</tr>
<tr>
<td>its</td>
<td>possessive pronoun</td>
<td>Its golden bell rang cheerfully in the night.</td>
</tr>
<tr>
<td>it’s</td>
<td>contraction of it is</td>
<td>It’s a good day to fish.</td>
</tr>
<tr>
<td>lay</td>
<td>to put something down</td>
<td>I lay the books on the shelf.</td>
</tr>
<tr>
<td>lie</td>
<td>to recline</td>
<td>My head hurts, so I will lie down for a moment.</td>
</tr>
<tr>
<td>lose</td>
<td>to misplace; not win</td>
<td>Don’t you dare lose my watch!</td>
</tr>
<tr>
<td>loose</td>
<td>not tight</td>
<td>I think the screw in the machine became loose.</td>
</tr>
<tr>
<td>Precede</td>
<td>to go before</td>
<td>A game between the two teams <em>preceded</em> the award ceremony.</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Proceed</td>
<td>to go on, to go forward, to continue</td>
<td>You may now <em>proceed</em> with taking your test.</td>
</tr>
<tr>
<td>There</td>
<td>pertains to location</td>
<td>It was just <em>there</em> when I left this morning.</td>
</tr>
<tr>
<td>Their</td>
<td>possessive pronoun</td>
<td><em>Their</em> hard work paid off.</td>
</tr>
<tr>
<td>They’re</td>
<td>contraction of <em>they are</em></td>
<td><em>They’re</em> teasing the poor dog again.</td>
</tr>
</tbody>
</table>
Grammar

Grammar is the system of rules that describe the structure and features of the English language. A writer should wield proper control of grammar for his or her writing to be effective.

One important grammatical rule is parallelism. When compound verbs or verbals express an action that is happening at the same time or has the same tense, the compound verbs or verbals must be parallel, or in the same form. If they are not parallel, the sentence is awkward.

EXAMPLE

1 Read the following sentence.

Alana whine and wept before her teacher yesterday, all to no avail.

What is the correct way to write the underlined words?

A whine and weep
B whines and weeps
C whined and weep
D whined and wept

Step 1 Read the sentence carefully. What part of speech are the underlined words? What makes the words incorrect?

The underlined words are verbs; the first verb, whine, is in the present tense, while the second verb, wept, is in the past tense. The two verbs seem to be occurring at the same time, so there is a parallelism error in this sentence.

Step 2 Read each answer choice. Which answer shows the correct way to write the underlined words?

Choices A and B have both words in the present tense; however, yesterday indicates that the time is not the present, making both choices incorrect. Choice C lacks parallelism; the first word is in the past tense, while the second word is in the present tense. Choice D has both words in the past tense, which agrees with the time indicated in the sentence. Choice D is the correct answer.
LEARNT IT: Sentence and Paragraph Structure

Sentence Structure

A sentence is a word or unit of words that expresses a complete thought. A sentence contains a subject, what the sentence is about, and a predicate, which tells something about the subject.

A phrase is a collection of words that has no subject or predicate and that does not contain a complete thought. A phrase is different from a clause, which contains a subject and a predicate and sometimes expresses a complete thought. Clauses are the building blocks of sentences.

There are two kinds of clauses—**independent** and **dependent**. An independent clause can stand alone and is already considered a sentence. It has a subject and a predicate and forms a complete thought. A dependent clause, on the other hand, cannot stand alone. It has a subject and a predicate but is often introduced by a subordinating conjunction such as although, because, since, when, where, or while. These conjunctions make the clause dependent; its thought is not complete. In the following example sentences, independent clauses are underlined.

Clauses can form different kinds of **sentence structures**:

1. **Simple**—the most basic sentence structure; consists of one independent clause
   
   The little pink sock is my cat’s favorite toy.

2. **Compound**—consists of two or more independent clauses that are often joined by coordinating conjunctions like for, and, nor, but, or, and yet; compound sentences can also be joined by a semicolon (;)
   
   We went to the market this morning, and my sister bargained for a pound of pork.

3. **Complex**—consists of one independent clause and one or more dependent clauses
   
   Although he begged as hard as he could, the nurse would not listen to his pleas.

4. **Compound-Complex**—consists of more than one independent clause and at least one dependent clause
   
   Since he missed the bus, Andy had to walk the long mile to school, and his friend had to wait for him longer than expected.
Paragraph Structure

A paragraph is a group of sentences containing one developed idea. A basic paragraph structure contains the following parts:

**Topic Sentence**—contains the central idea of the paragraph; usually begins the paragraph

*My cat Bogart is the most talented pet out there. He can do back flips and splits. He can also solve math equations while reading the morning newspaper!*

**Supporting Sentences**—support the idea found in the topic sentence

*Instant noodles are the best thing that ever happened to breakfast. They are easy to prepare. I don’t even need ten minutes to wait for something to eat. They come in different flavors guaranteed to satisfy my morning cravings.*

**Concluding Sentence**—summarizes the information presented, reiterates the central idea of the paragraph, or both

*The town I live in is famous for its attractions. My town frequently attracts birdwatchers of every kind, eager to spot rare species of birds in our well-known Avis Sanctuary. Adventurous folks enjoy the huge waves and white sands of our Sunset Beach, while the more art-inclined crowd never fails to be swept away by the exquisite creativity of homegrown talents as shown by our Art Museum. Indeed, my town has a lot to be proud of.*

Though a topic sentence is usually found at the beginning of the paragraph, it can also be placed anywhere else. A paragraph also does not necessarily require a concluding sentence.
EXAMPLE

2 Read the following sentence.

Since an accident in an amusement park was in the news, too scared to ride the giant roller coaster has become Francis.

What is the best way to improve the structure of the underlined part of the sentence?

A Francis has become too scared to ride the giant rollercoaster.
B Francis too scared to ride the giant rollercoaster has become.
C to ride the giant rollercoaster has Francis become too scared.
D to ride too scared has Francis become the giant rollercoaster.

Step 1 Read the sentence carefully. What is the structure of the first clause? How about the underlined words in the sentence?

The first clause is a dependent clause, as indicated by the subordinating conjunction since. The second clause, the underlined words in the sentence, is an independent clause and expresses a complete thought.

Step 2 Read each answer choice. Which answer best improves the structure of the underlined part of the sentence?

The subject of the underlined clause is Francis, and since a subject usually begins the sentence, choices C and D are incorrect. Choice B, though properly beginning with the subject, does not make sense. Choice A is the correct answer, because it properly rearranges the underlined independent clause.
The following is Ellen’s short-story draft. It may contain errors. Read it and answer the questions that follow.

**A Strange and Hot Afternoon**

1. It seemed that everyone forget what today was all about.

2. Kate sighed with exasperation as she wiped the sweat off her brow. It was terribly hot today, but then again, it was summer. And had anyone cared at all like she assumed they did, they would have realized that today was the 1st of August and that it was her . . .

3. She stopped her frustrated train of thought long enough to look in the direction a noise was coming from. Kate had gotten home 20 minutes ago and had not seen anyone, so any noise she shouldn’t be hearing at all. It couldn’t be burglars now, she thought—it’s still too early for them to go stealing, or maybe burglars operated 24 hours a day?

4. Kate was fearless, though, and irritation caused her to head in the direction of the noise. It seemed to be coming from the basement. She grabbed her father’s steel baseball bat with both her hands before turning to the door leading below. Mustering all her courage, she turned the knob.

5. The basement was covered in darkness, and it took quite some time before her sight adjusted enough to locate the switch. Kate had an eccentric feeling that she was being watched. She switched on the light, and . . .

6. “SURPRISE!!! HAPPY BIRTHDAY, KATE!”
1. Read paragraph 1.

It seemed that everyone forget what today was all about.

What is the correct way to write the underlined words?
A. seems that everyone forget
B. seems that everyone forgets
C. seemed that everyone forgot
D. seemed that everyone forgots

2. Read the following sentence from paragraph 3.

Kate had gotten home 20 minutes ago and had not seen anyone at all, so any noise she shouldn't be hearing at all.

What is the best way to improve the structure of the underlined part of the sentence?
A. so any noise at all she shouldn't be hearing.
B. so any noise shouldn't be she hearing at all.
C. so she shouldn't any noise at all be hearing.
D. so she shouldn't have heard any noise at all.

3. Read the following sentence from paragraph 5.

Kate had an eccentric feeling that she was being watched.

Which word can best replace the underlined word?
A. strange
B. freakish
C. baffling
D. normal

4. Read the following sentence from paragraph 5.

The basement was covered in darkness, and it took quite some time before her sight adjusted enough to locate the switch.

What is the structure of the sentence?
A. simple
B. compound
C. complex
D. compound-complex
LEARN IT: Spelling

The best spelling rule is this classic: When in doubt about the spelling of a word, look it up in a dictionary.

Keep in mind that some words sound the same but have different spellings and, of course, meanings. Accept and except are one example of this. Affect and effect are another example. The building with a dome is a capitol, but the city where the capitol is located is a capital.

Some spelling strategies also include dropping the e before adding a suffix. Another strategy is to change the y to i before adding a suffix. An example would be changing the y in study to an i and then adding -ed to create the word studied. Another rule is to double the consonant before adding a suffix. An example would be adding an m to the word cram and then adding the suffix -ing to create the word cramming.

Remember the saying “i before e except after c” to decide whether the spelling of a word should be ie or ei. Examples are the word receive, which has ei following the c, and believe, which has an ie. Of course there are always exceptions—that’s why it’s always a good strategy to look up any word you’re unsure how to spell.
EXAMPLE

1 Read the following sentence.

The anonymous donors were alumni of the school and knew about the capital campaign to raise money for a new gymnasium.

Which of these underlined words is spelled incorrectly?
A gymnasium
B capital
C alumni
D anonymous

Step 1 Read the example sentence carefully. Which words do you know are spelled correctly?

Capital is spelled correctly. Gymnasium is spelled correctly as well. I’m not sure when to use alumni and when to use alumnus, so I looked it up in the dictionary. I found out that alumni is used when referring to a group of male and female graduates; alumnus refers to a male graduate and alumna to a female graduate.

Step 2 Read each answer choice. Which answer choice is not correctly spelled?

Answer D is incorrectly spelled. Anonymous is the correct spelling. All the other answer choices are correctly spelled words.
LEARN IT: Punctuation

Understanding how to punctuate a sentence properly is an important part of good writing.

An **exclamation point** is used to signal surprise or excitement.

A **question mark** is used at the end of a direct question. An example is the following sentence: The opening of the movie—have you heard?—will be next Friday.

A **period** is used to signal the end of a declarative sentence.

**Quotation marks** are used with other punctuation. When used with a period or comma, the period belongs inside the quotation marks. If an exclamation point or question is part of the original sentence being quoted, it belongs inside the quotation marks. If the exclamation point or question is not part of the original sentence being quoted, it belongs outside the quotation marks. An example of this rule is the following sentence:

> How thrilled I was when I heard the words “You’ve won”!

Quotation marks are always in a pair except when there is a quotation inside a quotation. In this situation you would use a single quotation mark.

A **semicolon** or **colon** belongs outside the quotation marks because they do not belong to the original sentence being quoted.

As a general rule, a **comma** is placed at the location in the sentence where the reader would normally pause when reading the sentence aloud. The following chart explains when to use a comma and then provides an example for each usage.
<table>
<thead>
<tr>
<th>Use of Comma</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>to set off an introductory subordinate clause from a main clause.</td>
<td>Before I can watch television, I need to finish my math homework.</td>
</tr>
<tr>
<td>to separate two independent clauses that are joined by a coordinating conjunction <em>(and, but, or, nor, for, so, yet)</em>.</td>
<td>We wanted to go to the movies tonight, but the movie was sold out.</td>
</tr>
<tr>
<td>to set off introductory material in a sentence.</td>
<td>At the end of the street, turn right into the driveway.</td>
</tr>
<tr>
<td>to separate items in a series.</td>
<td>We had eggs, bacon, and toast for breakfast.</td>
</tr>
<tr>
<td>to set off words or phrases that are an aside, or not an essential part of the sentence.</td>
<td>Kelly Tate, my next-door neighbor, baked that prizewinning apple pie.</td>
</tr>
<tr>
<td>to set off a direct quotation.</td>
<td>She said, “Let’s go to the park.”</td>
</tr>
<tr>
<td>to set off a name in a direct address.</td>
<td>Kathy, how are you?</td>
</tr>
<tr>
<td>in the opening of a letter.</td>
<td>Dear Jane,</td>
</tr>
<tr>
<td>in the closing of a letter.</td>
<td>Sincerely,</td>
</tr>
<tr>
<td>in addresses.</td>
<td>1405 Wood Street, Burbank, CA</td>
</tr>
<tr>
<td>in numbers.</td>
<td>5,600</td>
</tr>
<tr>
<td>in dates.</td>
<td>January 6, 2008</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read the following sentence.

Caroline began her career as a writer at the San Francisco Examiner where she got her first job after graduation.

Which is the best way to write the underlined words?
A at the San Francisco Examiner; where she got her first job
B at the San Francisco Examiner, where she got her first job
C at the San Francisco Examiner. Where she got her first job
D Leave as is.

Step 1 Read the sentence carefully. What is the main idea of the sentence?

The main idea is that Caroline began her career as a writer at the San Francisco Examiner.

Step 2 Read each answer choice. Which answer best matches the meaning of the sentence?

Answer A is incorrect because a semicolon should connect two independent clauses, each of which has a subject and a verb and can stand alone as a complete independent sentence. Answer C is incorrect because where she got her first job is not a complete sentence. Answer D is incorrect because the proper punctuation is missing from the sentence. In this sentence, the subordinate clause where she got her first job should be separated from the main clause by a comma. The correct answer is B.
LEARN IT: Capitalization

Knowing when to capitalize a word can sometimes be confusing. We know that the first word of every sentence is capitalized. Proper nouns are also capitalized. Some examples of proper nouns are the names of towns, cities, people, colleges, high schools, and holidays.

Titles can be confusing, however, because not every word in a title is capitalized. The rule is to capitalize only the principal words, such as the nouns, pronouns, adjectives, adverbs, and verbs, in the title. Secondary words, such as articles, conjunctions, and prepositions, are not capitalized. This applies to titles of books, poems, plays, radio programs, television shows, paintings, musical compositions, documents, and reports. For example, in the title of the movie *Fiddler on the Roof*, the only words that are capitalized are the nouns.

Titles of rank or respect that precede a proper name are also capitalized. An example is President Lincoln.

EXAMPLE

3 Read the following sentence.

The Beatles song “I am the Walrus” is one of my favorite songs from the *Magical Mystery Tour* album.

Which underlined words are not capitalized properly?

A  The Beatles
B  I am the Walrus
C  Magical Mystery Tour
D  All are correct.

Step 1 Read the passage carefully. What are the rules for capitalizing musical works?

The first word and other proper nouns in a musical work should be capitalized. All principal words should also be capitalized.

Step 2 Read each answer choice. Which answer contains a title that does not follow all of the rules for capitalizing?

The titles in answer choices A and C are correctly capitalized, so neither of those is the correct answer. Answer choice D is incorrect because one of the titles is incorrectly capitalized. Answer choice B contains an incorrectly capitalized title. All of the principal words in a title, including verbs such as am, should be capitalized. The correct answer is B.
PRACTICE IT: Spelling, Punctuation, and Capitalization

This is a draft of an invitation to an event. It contains errors. Read it and answer the questions that follow.

November 8, 2007

Dear Nina,

This May marks the 100th anniversary of Wakefield high school. We are inviting you to join your fellow alumni from the Class of 2004 in celebrating this milestone.

Please join us on Saturday May 14 2008 at 7:30 P.M. for dinner and dancing at the Cedars Country Club. Music will be provided by The Cliffs a band consisting of Wakefield alumni musicians.

Each class will also be hosting other events during the day. The festivities begin at 10:00 on Saturday with an alumni parade, followed by a luncheon in the park. The high school will be open for tours in the afternoon. Other activities include a hike in the park, a flag football game, and a drama club performance of Li’l Abner.

We hope you will join us in celebrating the 100th anniversary of your alma mater.

Sincerely,

Kathy Johnson
Kathy Johnson
Superintendent, Wakefield School District
1. Read the sentence from the passage.
   
   We hope you will join us in celebrating the 100th anniversary of your alma mater.

   Which of these underlined words is spelled incorrectly?
   
   A. celebrating  
   B. anniversary  
   C. alma mater  
   D. none of them

2. Read the sentences from the passage.
   
   This May marks the 100th anniversary of Wakefield high school. We are inviting you to join your fellow alumni from the Class of 2004 in celebrating this milestone.

   Which underlined words are not capitalized properly?
   
   A. Class of 2004  
   B. May  
   C. Wakefield high school  
   D. none of the above

3. Read the sentence from the passage.
   
   Music will be provided by The Cliffs, a band consisting of Wakefield alumni musicians.

   What is the best way to rewrite the underlined words?
   
   A. by The Cliffs, a band consisting of Wakefield alumni musicians!  
   B. by The Cliffs, a band consisting of Wakefield alumni musicians.  
   C. by The Cliffs: a band consisting of Wakefield alumni musicians.  
   D. Leave as is.

4. Read the sentence from the passage.
   
   We are inviting you to join your fellow alumni from the Class of 2004 in celebrating this milestone.

   What is the correct way to punctuate this sentence?
   
   A. We are inviting you to join your fellow alumni, from the Class of 2004, in celebrating this milestone.  
   B. We are inviting you to join your fellow alumni from the Class of 2004, in celebrating this milestone.  
   C. We are inviting you, to join your fellow alumni from the Class of 2004 in celebrating this milestone.  
   D. Leave as is.
LEARN IT: Manuscript Requirements

The *MLA Handbook for Writers of Research Papers* shows how to properly format a research paper. There are a few things a student should remember when writing parts of a research paper.

Title Page

The title page is the first page of your research paper. It should be formatted and presentable. The student’s name, the teacher’s name, the course or subject, and the date when the student submits the paper should appear in the upper left-hand corner of the first page. These pieces of information are double spaced, and together, they are called the essay heading.

The title of the research paper follows after two spaces and is centered. It is not underlined or placed in quotation marks. It should not be written in all capital letters. Only the first letter of the first, last, and important words of the title should be capitalized. Quotation marks, underlining, or italics are only used when the student’s title refers to other works. There should not be any periods in the title.

**For example:**

An Analysis of Jane Austen’s *Pride and Prejudice*

There are two more spaces between the title and the first line of the actual text.

Pagination

The pages of a research paper should be numbered consecutively, including the first page, in the upper right-hand corner of each page, one-half inch from the top. The student’s last name is typed before the page number. There should not be an abbreviation *p.* to indicate the page number.

**For example:**

Kendrick 1
Pattinson 4

Spacing and Margins

The text of the research paper is double spaced. There is one space after each period ending a sentence unless the teacher gives other instructions. Leave one-inch margins all around the text of your paper (left, right, top, and bottom sides). The first lines of paragraphs are indented half an inch from the left margin. This is five spaces or the tab key pressed once.
EXAMPLE

Which of the following should not appear on the title page of a student’s report when he turns it in?

A  title of the research paper  
B  the student’s name  
C  the Works Cited  
D  the date of submission

Step 1 Which pieces of information should be included on the title page of a research paper?

The student’s name, the teacher’s name, the course or subject, and the date when the student submits the paper should appear in the upper left-hand corner of the title page.

Step 2 Read each answer choice. Which answer choice should not appear on the title page?

Choices A, B, and D are pieces of information that should appear on the title page of a research paper. Choice C is information that should be on a separate page and not on the title page. Choice C is the correct answer.
LEARN IT: Citations

If any information in a research paper was taken from a book, a magazine article, or a Web site, the author of the research paper should credit the author of the source of information to avoid plagiarism. Here are some ways to make sure that original works are attributed to their authors.

Direct Quotation
Direct quotations are the words spoken or written by another person that a student adds to his or her paper. These quotes match the text from an original document word for word, and should be attributed to the original author or speaker. Direct quotations should be used sparingly and with care. They are enclosed in quotation marks to indicate that they are the words of someone other than the writer of the research paper. An in-text citation follows the closing quotation marks and precedes the period. This is the author’s name followed by a space and the page number where the information can be found. The in-text citation is enclosed in parentheses.

For example:

“The Sacred Scarab of the ancient Egyptians is a dung beetle of the Mediterranean countries. This insect has figured importantly in their art and religion for thousands of years” (Grant 103).

Paraphrasing
Paraphrasing is putting words or ideas from original material into your own words. Paraphrased sentences should still contain the important information from the source. A paraphrase may be of the same length as the original; it may also be longer, if necessary. Even though a sentence is already paraphrased, it must still be attributed to the original author using an in-text citation.

For example:

Original Text
At the time of the Persian Wars the two most powerful states were Athens and Sparta. These states were the ones offering the greatest resistance to Xerxes and leading a small coalition of other city states in resisting the invasion. The Athenians were the primary source of Greek naval power; the Spartans of their land forces.


Paraphrased Text
Sparta and Athens were the two most powerful Greek states that led the resistance to Xerxes during the Persian Wars. The Athenians took care of the naval forces, while the Spartans handled the land forces (Kouti 25).
EXAMPLE

2 Read the text below.

The Hydra is a constellation named after a mythological creature that has the body of a snake and numerous heads.

Which is the correct way to use a direct quotation for the text?

A “The Hydra is a constellation named after a mythological creature that has the body of a snake and numerous heads.”

B “The Hydra is a constellation named after a mythological creature that has the body of a snake and numerous heads” (Hale 18).

C “The Hydra is a constellation named after a mythological creature that has the body of a snake and numerous heads (Hale 18).”

D “The Hydra is a constellation named after a mythological creature that has the body of a snake and numerous heads, Hale 18.”

Step 1 What is the proper way to write a direct quotation?

Direct quotations are enclosed in quotation marks to indicate that they are the words of someone other than the writer of the research paper. An in-text citation follows the direct quotation and comes before the period.

Step 2 Read each answer choice. Which direct quotation is written in the correct format?

Choice A is incorrect because the quotation does not attribute the quotation to a source. The in-text citation in choice C is placed inside the quotation marks, which makes it incorrect. Choice D is incorrect because the in-text citation is not placed inside parentheses and is separated from the actual quotation by a comma. Choice B is written in the correct format for direct quotations. The citation comes after the quoted material and before the period. Choice B is the correct answer.
Comet Causes the Extinction of Wooly Mammoths

1. New scientific findings suggest that a large comet may have exploded over North America 12,900 years ago. This explains riddles that scientists have wrestled with for decades, including an abrupt cooling of much of the planet and the extinction of large mammals.

2. The discovery was made by scientists from the University of California at Santa Barbara and their colleagues. Victoria Kenyon, a paleoceanographer at the university, said that the discovery may explain some of the highly debated controversies of recent decades.

3. The period in question is called the Younger Dryas. It is an interval of abrupt cooling that lasted for about 1,000 years. It occurred at the beginning of an interglacial warm period. Evidence for the temperature change is recorded in marine sediments and ice cores.

4. According to the scientists, the comet must have been about four kilometers across before breaking. It either exploded in the atmosphere or had fragments hit the Laurentide ice sheet in northeastern North America.

5. There would have been wildfires across the continent from the fiery impact, killing off vegetation. This vegetation was the food supply of many of the larger mammals like the woolly mammoths. This would have caused them to go extinct.

6. The Clovis people of North America hunted the mammoths as a major source of their food. They too would have been affected by the impact. Their culture eventually died out.

Works Cited


1. When Edward types his final report, which line spacing should he use for the body of his paper?
   A. single
   B. one and a half
   C. double
   D. triple

2. Read the text below, which is a direct quote from Kenyon’s journal article.
   the discovery may explain some of the highly debated controversies of recent decades.

   Which is the correct way to use a direct quotation from a source?
   A. “the discovery may explain some of the highly debated controversies of recent decades” Kenyon 21.
   B. “the discovery may explain some of the highly debated controversies of recent decades; Kenyon, 21.”
   C. “the discovery may explain some of the highly debated controversies of recent decades” (Kenyon 21).
   D. the discovery may explain some of the highly debated controversies of recent decades; Kenyon 21.

3. Which of the following should appear on a separate page at the end of Edward’s report when he turns it in?
   A. the title of the report.
   B. the Works Cited
   C. direct quotations
   D. in-text citations

4. Read the paraphrased text below.
   The Clovis people of North America hunted the mammoths as a major source of their food.

   Which is the correct way to cite a paraphrased text?
   A. The Clovis people of North America hunted the mammoths as a major source of their food (Jefferson 12).
   B. “The Clovis people of North America hunted the mammoths as a major source of their food” (Jefferson 12).
   C. The Clovis people of North America hunted the mammoths as a major source of their food.
   D. The Clovis people of North America hunted the mammoths as a major source of their food. (Jefferson; 12)