



LESSON 2

STANDARDS 8RC2.1 AND 10RC2.1

8RC2.1 *Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, and instruction manuals).*

10RC2.1 *Analyze the structure and format of functional workplace documents, including the graphics and headers. Explain how authors use these features to achieve their purposes.*

WHAT THESE STANDARDS MEAN

You will be asked to analyze various types of consumer materials (warranties, contracts, instructional manuals, product information, etc.) and workplace documents (employee handbooks, memos, etc.). You will probably encounter these types of documents more often than you realize. You will also be asked to compare and contrast consumer products.

Consumer information and instructions come with the products you buy from a bottle of shampoo to a computer. While you might not need an instructional manual to use your shampoo, you might need one to operate your new computer. When reading an instructional manual, remember to take your time and read each step carefully.

Consumer materials, such as warranties and contracts, inform buyers what to do if the product malfunctions or does not perform to their expectations. A company will replace or repair a damaged product depending on the information in the warranty or contract. Very important information, such as the length and time that these warranties and contracts last, is often stated in the fine print.

Another type of consumer material is product information which come in a variety of forms: brochures, booklets, paper, product packaging.

Workplace documents are also quite common. When you start a new job, most companies ask you to review several workplace documents. These documents given to employees might include employee handbooks, memos, or manuals that outline the steps employees should follow when completing tasks.

The purpose of consumer materials and workplace documents can be to inform, instruct, assist, or explain.

**STEP ONE TEN-MINUTE LESSON****Sample Passage**

Directions: Read the selection. Then answer the questions that follow.














Coffee Shoppe Employee Handbook

Section 7. DAILY TASK

Employees of the Coffee Shoppe are expected to perform certain tasks on a daily basis. The performance of these tasks is required for the successful operation of the business. Most of these essential duties are outlined in Parts A and B in this section of the handbook. However, employees may be asked to complete additional tasks at any time, from emptying trash cans to running the cash register.

Part A The following duties should be performed by first-shift employees each day before the Coffee Shoppe is opened for business:

-  Turn on all lights.
-  Preheat ovens and place prepared foods in ovens to bake. Baking should be done first so fresh baked goods are ready when the doors are opened.
-  Fill bakery cases with muffins (blueberry, cranberry, apple cinnamon, and raisin), bagels (white, wheat, salted, cinnamon raisin, onion, and poppy seed), and assorted doughnuts.
-  Inform kitchen staff if bakery items are running low.
-  Fresh baked goods should be arranged on trays and platters and placed in the bakery case.
-  Remove chairs from tabletops and make sure tables and chairs are spaced evenly throughout the dining area.
-  Make sure drink counters are stocked with straws, napkins, stirrers, packets of sweetener, and one large pitcher of each: cream, whole milk, 2 percent milk, and skim milk.
-  Brew two each of the Coffee Shoppe's Special House Blend Regular and Decaffeinated coffees.
-  Brew one each of the Coffee Shoppe's Vanilla and Hazelnut flavored coffees.
-  Kitchen staff should begin preparing desserts (cupcakes, brownies, cookies, etc.) to be placed in the bakery case in the afternoon.
-  Turn on the OPEN sign and unlock the doors promptly at 8 A.M.











(Continued on next page)

Coffee Shoppe Employee Handbook



Coffee Shoppe Employee Handbook

**Part B** The following duties should be performed by second-shift employees each night before the Coffee Shoppe is closed:

-  All tables should be cleaned and all chairs should be placed upside-down on the tabletops.
-  The floor should be swept and mopped.
-  All garbage cans should be emptied. Bags of garbage should be placed in the dumpster outside.
-  Coolers should be restocked with bottled beverages. Any beverages that have passed their expiration date should be discarded. (Don't forget to rotate the stock. Bring the older bottles to the front, and place the newer bottles in the back.)
-  Kitchen staff should prepare breakfast foods (muffins, bagels, and doughnuts) for the next day. All pans and trays should be covered with plastic, labeled, and placed in the refrigerator.
-  All coffee pots should be emptied and cleaned. **DO NOT USE DISH DETERGENT!** Use the special cleaner located under the sink in the kitchen.
-  Empty all pitchers of milk and cream. Pitchers may be washed in the dishwasher.
-  Place leftover items from the bakery case on trays, cover them with plastic, and place them in the refrigerator in the Employee Lunch Room. These items will be offered to employees free of charge.
-  Turn off the OPEN sign and lock the doors promptly at 10 P.M.
-  Turn off all appliances, ovens, and lights.

Section 8. DRESS CODE

Employees of the Coffee Shoppe are expected to dress appropriately for work. We here at the Coffee Shoppe want to exude a sense of professionalism, pride, and competence in our work and in our presentation.





Sample Questions:

1. Which of the following is NOT a job that should be performed by a second-shift Coffee Shoppe employee?

- A empty all the garbage cans
- B clean all the tables
- C preheat the ovens
- D sweep and mop the floor

(A) (B) (C) (D)

To answer this question, you must first locate the part of the document that discusses the duties of second-shift employees. Then, read the answer choices to see which one is not included in the list. Make sure you read each answer choice carefully.

Answer choice A: The duties of second-shift employees are listed under Part B of the document. The third duty on the list is emptying the garbage cans. This is not the correct answer choice.

Answer choice B: The first item listed as a task for second-shift employees is about cleaning the tables. This answer is incorrect, too. Cleaning tables is something required to do by the second shift employees.

Answer choice C: Preheating the ovens is not a duty listed in Part B. This is probably the correct answer, but read through all answer choices before making your choice.

Answer choice D: The second duty listed for second-shift employees concerns sweeping and mopping the floor. Since this is the responsibility of second-shift employees, this is not the right answer. Answer choice C is the correct choice.



2. Based on information in the document, which statement about brewing coffee at the Coffee Shoppe is accurate?

- A They brew two pots of Special House Blend Regular and one pot of Decaffeinated.
- B They brew two pots of Vanilla and one pot of Special House Blend Regular.
- C They brew one pot of Special House Blend Regular and two pots of Hazelnut.
- D They brew one pot of Hazelnut and two pots of Decaffeinated.

Ⓐ Ⓑ Ⓒ Ⓓ

To answer this question, you may have to go back to the passage and find the section on brewing coffee. Make sure you read each answer choice closely to find the correct answer.

Answer choice A: This answer choice says that employees should brew two pots of Special House Blend and one pot of Decaffeinated. According to the handbook, employees should brew two pots of Special House Blend Regular and two pots of Decaffeinated. This answer choice is not correct.

Answer choice B: This answer choice says that employees should brew two pots of Vanilla and one pot of Special House Blend. According to the handbook, employees should brew one pot of Vanilla and two pots of Special House Blend Regular. This answer choice is not correct.

Answer choice C: This answer choice says that employees should brew one pot of Special House Blend and two pots of Hazelnut. According to the handbook, employees should brew two pots of Special House Blend Regular and one pot of Hazelnut. This answer choice is not correct.

Answer choice D: This answer choice says that employees should brew one pot of Hazelnut and two pots of Decaffeinated. This answer choice matches the handbook's instructions on brewing coffee. This is the correct answer choice.



3. What is one of the purposes of this workplace document?

- A** to notify customers of the duties of Coffee Shoppe employees
- B** to differentiate between the duties of first-shift employees and second-shift employees.
- C** to instruct Coffee Shoppe employees about workplace emergencies
- D** to show customers that Coffee Shoppe employees are excellent

A B C D

This question asks you to figure out the purpose of this document. First, carefully examine the document and headings to determine the target audience for this handbook. Next, consider what type of information the document contains. Finding out these answers will help you answer question 3 correctly.

Answer choice A: With the information you learned earlier, ask yourself some questions. Would a coffee shop really expect customers to read about its employees? Would the customer really be allowed to use the refrigerator in the Employee Lunch Room? This answer choice is incorrect.

Answer choice B: Consider the headings that are labeled Part A and Part B. Part A lists duties of first-shift employees and Part B lists duties of second-shift employees. These two sections detail the duties of these two work shifts. It seems likely that this is the right answer but read all of the answer choices just to be sure.

Answer choice C: This document does not address any type of workplace emergencies. It only addresses various duties the employees are to execute. This answer choice is incorrect.

Answer choice D: Ask yourself: "Would the Coffee Shoppe want customers to know which of their employees are performing well or which employees are performing poorly?" Think about these questions. This answer choice is probably incorrect. Answer C is the correct answer choice.




STEP TWO SIDEBAR INSTRUCTION

Carefully read and analyze Figures 1 and 2. Then answer the questions that follow. Some questions will ask you to compare and contrast Figure 1 with Figure 2. Use the "Sidebar Instruction" to help you choose the correct answer.

Creating disc labels with ImageGarden Plus

Creating a disc label with ImageGarden Plus is a separate process from recording data, picture files, or putting music onto a disc. Regardless of what ImageGarden version you use, you can create a label before or after you burn files onto the disc.

ImageGarden Plus is compatible with all programs and software for quick and easy labeling of discs that contain picture, audio, and document files.

WARNING	Images not created, edited, or organized in ImageGarden Plus may not be backed up.
	

Before you begin, make sure you have activated this program with the product key code. To burn a disc label in ImageGarden Plus, follow these simple steps:

1. On your desktop toolbar, click on **Start, All Programs, ,** and then **ImageGarden Plus.**
2. Select the **Restore & Backup** tab. Then, click **Backup** on the right side of the dialogue box.
3. Click **Print LuminaryScribe Label.**
4. Insert disc, and click **Ready.** The **Rabid Copyist Labeler** program will automatically open.

NOTE: Make sure when you insert the disc that it is label side down in the disc tray.

5. Click **Label Text** and then enter your text for the various fields.
6. When you finish entering text into a field, hit **TAB** to move on to the next field.
7. Click **OK** when all text has been entered.
 8. Select a label template by clicking **Template** and choosing your desired font and background design.
 9. When you are satisfied with the appearance of your label, click **Print.**
 10. When the label is complete, the disc will eject itself.


ImageGarden Plus



Figure 2

DO NOT DISCARD
ImageGarden Plus Product Key
Please use this Product Key in the Certificate of Authenticity, below, during the activation and rebooting processes.

**® Program: ImageGarden Plus 2005 CH
with RabidCopyist and LuminaryScribe**
Product Key: G876-HC92-JSB326-96TJ
www.chsystems.com
This software product is subject to the terms and conditions described within the End User License Agreement (EULA). By using this software you indicate you have accepted the EULA.


32660967 – 004- 893



1. Based on the information in Figure 1, what would be the BEST description of this document?

- A a contract
- B a warranty
- C an instructional manual
- D a product rebate

(A) (B) (C) (D)

**SIDEBAR INSTRUCTION**

Carefully examine the information in the boxes of Figure 1. What is its purpose? What will it help the consumer do or know? Make sure to read and evaluate all answer choices before making your final decision.

2. In the first paragraph of Figure 1, the author is trying to assure the reader that—

- A this version of ImageGarden will allow you to create a label before and after burning files.
- B no version of ImageGarden will allow you to create a label before and after burning files.
- C any version of ImageGarden will allow you to create a label before and after burning files.
- D all versions of ImageGarden will allow you to create a label during the burning process.

(A) (B) (C) (D)

**SIDEBAR INSTRUCTION**

Reread paragraph 1 in Figure 1. Notice key phrases included in the second sentence in Paragraph 1. These phrases will help you figure out which answer is best.



3. In Figure 1, why are the "NOTE" and "WARNING" sections in boxes?

- A to make them stand out because they are important
- B to make them stand out so they can be ignored
- C to break up the text to make it easier to read
- D to separate these sections from the rest

A B C D



SIDEBAR INSTRUCTION

Glance at Figure 1. Which sections of text stand out from the rest? What do those sections of text explain? Do they explain important information? Answer these three questions and use your answers to help choose the best answer.

4. What is the purpose of the lightning bolt sign graphic in Figure 1?

- A It signifies that the WARNING box is not important.
- B It breaks up the text.
- C It calls attention to the WARNING box.
- D It shows that lightning can harm computers.

A B C D



SIDEBAR INSTRUCTION

Look at Figure 1. What jumps out at you? What catches your eye? What information is directly near those things that catch your eye? Consider these questions and choose the best answer to question 4.



5. Unlike figure 2, the main purpose of the consumer material in Figure 1 is—

- A to explain the functions of ImageGarden Plus.
- B to explain how ImageGarden Plus will look like on the screen.
- C to explain how to back up images not created in ImageGarden Plus.
- D to explain how to use ImageGarden Plus to create CD labels.

A B C D



SIDEBAR INSTRUCTION

Read Figure 1. What is the main purpose of the individual sections? Look for the major heading or headings in Figure 1 to help choose the best answer choice. Remember to read all answer choices before making your final decision.

6. Unlike figure 1, the best description of figure 2 is—

- A a warranty.
- B a contract.
- C instructional manual.
- D product information.

A B C D



SIDEBAR INSTRUCTION

Carefully examine the information in Figure 2. How will it help the consumer? Read all answer choices before making your final decision.



7. According to Figure 2, which statement about the ImageGarden Plus Product Key is accurate?

- A It is needed during the activation and rebooting processes.
- B It is found in the Authenticity Document.
- C It should be discarded before the rebooting process.
- D It is found on the document in Figure 1.

A B C D

**SIDEBAR INSTRUCTION**

Locate the top sticker on the consumer material in Figure 2. Study it closely and take note of the exact wording. This will help you choose the answer choice that makes the most sense.

8. Should Figures 1 and 2 come packaged together? Why or why not?

- A Yes, because the product key code from Figure 1 is needed to use the program and in Figure 2 it is needed to explain the program.
- B Yes, because Figure 1 explains how to use the program and Figure 2 explains how to activate it.
- C No, although Figures 1 and 2 concern the same program, they do not need to be featured together.
- D No, the two concern different programs, and therefore, do not need to be packaged together.

A B C D

**SIDEBAR INSTRUCTION**

Review Figures 1 and 2 on detail. Do any common words or phrases connect the two figures with the same program? Are they both needed to activate the program? Choose the answer choice that makes the most sense.



STEP THREE ON YOUR OWN

Carefully read and analyze Figure 1 and Figure 2 to answer the questions that follow.

Figure 1

LIMITED WARRANTY (ONLY FOR U.S.A.)

Panaphonix Consumer Electronics Company,
Division of Breckinridge Electric Corporation of America
Five Panaphonix Court, Arizona 57241

LIMITED WARRANTY COVERAGE
If this product does not work because of a defect in materials or workmanship, Panaphonix Consumer Electronics Company will, for the length of the period indicated in the chart to the right, which begins with the date of the original purchase (“warranty period”), at its option either (a) repair your product with new or refurbished parts, or (b) replace it with a new or refurbished product. This decision to repair or replace belongs to Panaphonix.

You must carry-in or mail-in your product during the warranty period. A purchase receipt or other proof of the original purchase date is required for warranty service.

PARTS AND SERVICE WHICH ARE NOT COVERED BY THIS LIMITED WARRANTY ARE YOUR RESPONSIBILITY.

LIMITED WARRANTY LIMITS AND EXCLUSIONS
This warranty ONLY covers failures due to defects in materials or workmanship and does NOT cover normal wear and tear, cosmetic, temperature, or water damage. This warranty also does NOT cover damages that occurred in shipment, or failures which are caused by products not supplied by the warrantor, or failures which result from accidents, misuse, abuse, neglect, mishandling, alteration, faulty installation, misadjustment of consumer controls, modification, improper maintenance, service by anyone outside a Factory Service Center or Authorized Servicer, power surge, lighting damage or commercial use.

**Panaphonix Audio Products
Limited Warranty**

PRODUCT OR PART NAME	PARTS	LABOR
Audio Products (not including items listed below)	One (1) year	One (1) year
All Audio Racks (cabinets)	Thirty (30) days	Not Applicable
Stand Alone Speakers, Subwoofer, Speakers	Three (3) years	Three (3) years
USB Reader-Writer, Personal Computer Card Adapter (in exchange for defective item)	One (1) year	Not Applicable
Accessories: Headphones, Cartridges, Microphones, Adapters	Ninety (90) days	Three (3) years
Rechargeable Batteries (in exchange for defective item)	Ten (10) days	Not Applicable
MX Memory Cards, Rechargeable Battery Packs (in exchange for defective item)	Ninety (90) days	Not Applicable

Customer Service Directory (ONLY FOR U.S.A.)
For Product Information, Operating Assistance, Literature Request, Dealer Location, and all Customer Service inquires please contact:
1-800-555-PHNX (7469), Monday–Friday 9am–9pm; Saturday–Sunday 9am–7pm, EST.
or send an e-mail: consumervoice@panaphonix.com
For hearing or speech impaired TTY users, TTY: 1-877-555-5921
Website: <http://www.panaphonix.com>
Once there, you can purchase parts, accessories, or locate the nearest Service Center.

CARRY-IN OR MAIL-IN SERVICE

For Carry-In or Mail-In Service call
(800) 555-PHNX 1-800-555-7469
or visit
the Panaphonix Web site:
<http://www.panaphonix.com>

Printed in Malaysia.

Accessory Purchases:
1-800-555-7492 (Customer Orders ONLY)
For hearing or speech impaired TTY users, TTY: 1-877-555-5922
Panaphonix Service Company, 7822 Market Street, Barcelona, Spain 21893
(6 AM to 5 PM Monday-Friday; 6 AM-10:30 AM Saturday)
Accepted: Visa, MasterCard, Discover Card, American Express, check.



Figure 2

EXTENDED WARRANTY (ONLY FOR U.S.A.)

Panaphonix Consumer Electronics Company,
Division of Breckinridge Electric Corporation of America
Five Panaphonix Court, Arizona 57241

Panaphonix Audio Products Extended Warranty

EXTENDED WARRANTY COVERAGE

If this product does not work, Panaphonix consumer Electronics Company will repair or replace the product free of charge for the time period specified below.

Customers purchasing this extended-warranty are entitled to on-site repair or delivery of replacement product.

Product extended-warranty coverage begins on the date of purchase and continues for one year after the expiration of the limited warranty coverage. (Extended-warranty coverage not available on accessories, batteries, or memory cards.)

PARTS AND SERVICE WHICH ARE NOT COVERED BY THIS LIMITED WARRANTY ARE YOUR RESPONSIBILITY.

PRODUCT OR PART NAME	PARTS	LABOR
Audio Products (not including items listed below)	One (1) year	One (1) year
All Audio Racks (cabinets)	Thirty (30) days	Not Applicable
Stand Alone Speakers, Subwoofer, Speakers	Three (3) years	Three (3) years
USB Reader-Writer, Personal Computer Card Adapter (in exchange for defective item)	One (1) year	Not Applicable
Accessories: Headphones, Cartridges, Microphones, Adapters	Ninety (90) days	Three (3) years
Rechargeable Batteries (in exchange for defective item)	Ten (10) days	Not Applicable
MX Memory Cards, Rechargeable Battery Packs (in exchange for defective item)	Ninety (90) days	Not Applicable

EXTENDED WARRANTY LIMITS AND EXCLUSIONS

This warranty ONLY covers failures due to defects in materials or workmanship and does NOT cover normal wear and tear, or cosmetic, temperature, or water damage. This warranty also does NOT cover damages which occurred in shipment, or failures which are caused by products not supplied by the warrantor, or failures which result from accidents, misuse, abuse, neglect, mishandling, alteration, faulty installation, misadjustment of consumer controls, modification, improper maintenance, service by anyone outside a Factory Service Center or Authorized Service Center, power surge, lighting damage or commercial use. A purchase receipt or other proof of the original purchase date is required for warranty service.



9. The three boxes included at the end of the document illustrate information that is primarily needed for which purpose?

- A contacting Panaphonix
- B locating a store that sells Panaphonix products
- C determining the length of the warranty for different Panaphonix products
- D finding information on the Panaphonix web site

A B C D

10. The boxes at the bottom of figure 1—

- A are used to show the information in them is useless
- B are used to make them blend in with the product information.
- C are used to separate information to make it easier to read.
- D are used to impress the consumer.

A B C D

11. Which of the following is NOT important in understanding the warranty that comes with this piece of audio equipment?

- A the text in the table
- B the addresses of the Panaphonix locations
- C the text within the "Customer Service Directory"
- D the text that reads: "Printed in Malaysia"

A B C D

12. Which of the following would be covered under the Limited Warranty Coverage but would NOT be covered under the extended warranty?

- A audio products
- B audio racks
- C speakers
- D microphones

A B C D



13. The Extended Warranty is different from the Limited Warranty because it covers—

- A in-house repairs.
- B parts and labor.
- C rechargeable batteries.
- D normal wear and tear.

A B C D

14. The main purpose of this consumer material is—

- A to describe how to install Panaphonix products.
- B to explain the warranty and limitations for Panaphonix products.
- C to provide step-by-step instructions for using Panaphonix products.
- D to tell the consumers how to contact the Panaphonix company.

A B C D

15. Which of the following is excluded by BOTH the Limited Warranty and the Extended Warranty?

- A faulty installation
- B defects in materials
- C memory cards
- D battery packs

A B C D

16. A TTY-user who read this document wants to purchase accessories for a Panaphonix product. Based upon the document, what number should this person dial for help?

- A 1-877-555-5921
- B 1-877-555-5922
- C 1-800-555-7492
- D 1-800-555-7469

A B C D



REVIEW 1

The review asks you to use all of the standards from Lessons 1 and 2. These include standards 10W1.1, 10W1.2, 8RC2.1 and 10RC2.1.

Document 1

MRVEA Employment Requirements & Restrictions

Mauravian River Valley Environmental Association

9

1. Overtime

Overtime work, which must have prior approval, may be required if, in the opinion of the supervisor, delay in accomplishment of the work will either adversely affect park services or will result in financial loss to the District. Employees who are required to work in excess of forty hours per week will be paid at the rate equal to time and one-half their regular rate.

Overtime pay will be earned when an employee's actual work hours in a week exceed forty hours. Vacation time, sick or personal leave, or compensatory time are not considered hours actually worked.

Employees who have completed the regular workday and are called out to work are guaranteed a minimum of two hours additional pay at time and one-half. Supervisory personnel are not eligible for overtime.

2. Punctuality

In an effort to maintain a safe and productive work environment, MRVEA expects employees to be reliable and punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees. Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

3. Absences

An employee who expects to be absent should notify the supervisor as far in advance as possible. An employee is required to report the absence by telephone to the appropriate electronic system designated for their assignment.

An employee who has been absent because of illness and does not plan to return to work the next day must notify the principal or supervisor. If an employee is absent for five consecutive workdays, a doctor's statement is required. If an employee is absent for four or more days due to illness or injury of a family member, the employee must provide a doctor's statement.

4. Dock Days

Dock days are not a reason for absence but rather a result of an uncovered absence. After expending all eligible days (sick leave, personal leave days, etc.), the Payroll Department will determine a dock day. These guidelines are in accordance with Board Policy MRVEA (LOCAL).

New procedures for consequences of excessive uncovered absences that result in dock days are as follows:

1. After two dock days, a conference with supervisor is required.
2. After four dock days, the employee will receive written notice of absences.
3. After six dock days, a conference will be held with a supervisor to determine employment status.

5. Personnel File

Each employee has a file which is maintained in the Personnel office of the District. All information contained in the personnel file of an employee is accessible to the employee or his/her designated representative upon request.



1. This document can BEST be described as—

- A a consumer instructional manual.
- B an employee handbook.
- C an interoffice memo.
- D product information.

2. MRVEA expects employees to be reliable and punctual in reporting for scheduled work to—

- A decrease park foot traffic.
- B increase the need for disciplinary action.
- C secure stability and a better park image.
- D maintain a safe and productive work environment.

3. What is the main difference between absences and dock days?

- A Only supervisors determine the employees' use of dock days.
- B Only dock days are reasons for absences.
- C Only dock days are a result of an uncovered absence.
- D Only dock days require a doctors' statement.

4. Which of the following statements is NOT discussed in this document?

- A Supervisory personnel are not eligible for overtime.
- B Floating holidays are limited to two per year.
- C Overtime work must be approved.
- D Financial loss to the District is an acceptable cause for overtime work.



Quick Snap Digital Camera and Photo Printer

Your days of waiting in line at the photo development counter are over. The Quick Snap Digital Camera and Photo Printer make taking and printing high-quality photographs as easy as 1-2-3!

1. Snap a picture.
2. Snap the camera's memory card* into the Quick Snap Digital Photo Printer.
3. Hit Print and watch as beautiful high-gloss or matte photographs print in less than a minute!

Your Guide to Printing High-Quality Photographs

Giving you more time to capture those great moments is a Quick Snap guarantee!

NEW PHOTO

Product Features

The Quick Snap Digital Camera has many features designed to make your photographs look their best. Hate when photos look blurry? Don't like when friends and family members show up in photographs with red eyes? The Quick Snap Digital Camera can correct many of the most common problems associated with photographs taken by other cameras.

- The Quick Snap Digital Camera allows you to take pictures in a variety of sizes.
- Special flash settings ensure that photographs taken in any light will be their best and brightest.
- Ten speed settings let you capture everything from a beautiful landscape to the 100-meter dash at the track meet—blur free!
- The Quick Snap Digital Camera Red-Eye Reduction feature allows you to reduce the appearance of red eyes in a photograph immediately after snapping the picture!
- The Quick Snap Easy-Print feature will let you transfer your digital photographs to paper—no computer needed. Simply snap the camera's memory card into the Quick Snap Digital Photo Printer, select the size, color, and texture of the photograph you want, and hit Print.
- Quick Snap High-Quality Photo Ink and Quick Snap Digital Photograph Paper are specially designed and easy to use.**

Try Other Quick Snap Products

If you like the ease of using the Quick Snap Digital Camera, try these other Quick Snap products to make your photography experience complete.

- Quick Snap Extra Zoom Lens
- Quick Snap Editing Software
- Quick Snap Digital Picture Album
- Quick Snap High-Quality Photo Ink
- Quick Snap Digital Photograph Paper
- Quick Snap Expanded Memory Cards

*The Quick Snap Digital Camera comes standard with a 15 MB memory card. Larger memory cards are available and can hold up to a thousand pictures. **These products sold separately.



5 What should you do FIRST before printing a photograph?

- A Press the red-eye reduction button on the printer.
- B Insert the camera's memory card into the printer.
- C Load the specially-designed paper into the printer.
- D Select the speed at which you want the picture to print.

6 The MAIN purpose of this guide is—

- A to highlight the special features of a digital camera.
- B to give detailed instructions on using a digital photo printer.
- C to explain how to choose the correct lighting for digital photographs.
- D to tell camera users where to buy supplies for their digital cameras.

7 Which Quick Snap product would you need to store more digital pictures in your camera?

- A Quick Snap Digital Photo Album
- B Quick Snap Editing Software
- C Quick Snap Expanded Memory Card
- D Quick Snap Digital Photograph Paper

8 A Quick Snap Digital Camera user wants to take a picture of the landscape from a fast-moving train. What feature should she use to make sure her picture is clear?

- A special flash settings
- B ten speed settings
- C red-eye reduction
- D resizing feature



Excerpt from
“The Rocking-Horse Winner”
by D.H. Lawrence



1 There was a woman who was beautiful, who started with all the advantages, yet she had no luck. She married for love, and the love turned to dust. She had bonny children, yet she felt they had been thrust upon her, and she could not love them. They looked at her coldly, as if they were finding fault with her. And hurriedly she felt she must cover up some fault in herself. Yet what it was that she must cover up she never knew. Nevertheless, when her children were present, she always felt the center of her heart go hard. This troubled her, and in her manner she was all the more gentle and anxious for her children, as if she loved them very much. Only she herself knew that at the center of her heart was a hard little place that could not feel love, no, not for anybody. Everybody else said of her: “She is such a good mother. She adores

her children.” Only she herself, and her children themselves, knew it was not so. They read it in each other’s eyes.

2 There were a boy and two little girls. They lived in a pleasant house, with a garden, and they had discreet servants, and felt themselves superior to anyone in the neighborhood.

3 Although they lived in style, they felt always an anxiety in the house. There was never enough money. The mother had a small income, and the father had a small income, but not nearly enough for the social position which they had to keep up. The father went into town to some office. But though he had good prospects, these prospects never materialized. There was always the grinding sense of the shortage of money, though the style was always kept up.



4 At last the mother said: “I will see if *I* can’t make something.” But she did not know where to begin. She racked her brains, and tried this thing and the other, but could not find anything successful. The failure made deep lines come into her face. Her children were growing up, they would have to go to school. There must be more money, there must be more money. The father, who was always very handsome and expensive in his tastes, seemed as if he never *would* be able to do anything worth doing. And the mother, who had a great belief in herself, did not succeed any better, and her tastes were just as expensive.

5 And so the house came to be haunted by the unspoken phrase: *There must be more money! There must be more money!* The children could hear it all the time though nobody said it aloud. They heard it at Christmas, when the expensive and splendid toys filled the nursery. Behind the shining modern rocking horse, behind the smart doll’s house, a voice would start whispering: “There *must* be more money! There *must* be more money!” And the children would stop playing, to listen for a moment. They would look into each other’s eyes, to see if they had all heard. And each one saw in the eyes of the other two that they too had heard. “There *must* be more money!” There *must* be more money!”



9. Read the following sentence from paragraph 1.

She married for love, and the love turned to dust.

What does the author mean when he says that the woman *married for love and the love turned to dust*?

- A The woman’s marriage ended.
- B The woman became old and unattractive.
- C The woman became bored with her family.
- D The woman stopped loving her husband.

10. Read the following sentences from paragraph 3.

The father went into town to some office. But though he had good prospects, these prospects never materialized. There was always the grinding sense of the shortage of money, though the style was always kept up.

What does the word *materialized* mean?

- A annoyed
- B occurred
- C mattered
- D renovated

11. Read the following sentences from paragraph 1.

They looked at her coldly, as if they were finding fault with her. And hurriedly she felt she must cover up some fault in herself.

The connotative meaning of the word *coldly* is—

- A meaningfully.
- B fascinatingly.
- C unaffectionately.
- D fearfully.

12. Read the following sentence about the mother from paragraph 4.

She racked her brains, and tried this thing and the other, but could not find anything successful.

What does the phrase *racked her brains* mean?

- A beat her head
- B thought deeply
- C recorded her ideas
- D did not care



13. The words *troubled*, *anxious*, and *hurriedly* in paragraph 1 suggest a feeling of—

- A loneliness.
- B tension.
- C adventure.
- D excitement.

14. Read the following sentence from paragraph 2.

They lived in a pleasant house, with a garden, and they had discreet servants, and felt themselves superior to anyone in the neighborhood.

What does the author mean by *felt themselves superior to anyone in the neighborhood*?

- A They felt they were beneath their neighbors.
- B They felt they were above their neighbors.
- C They felt they were physically stronger than their neighbors.
- D they felt they were equal to their neighbors.

15. Read the following sentence about the mother from paragraph 4.

The future made deep lines come into her face.

What does this sentence mean?

- A She was stressed.
- B She became hideous.
- C She was puzzled.
- D She was furious.

16. Read the following sentences from paragraph 5

And so the house came to be haunted by the unspoken phrase: There must be more money! There must be more money!

The author uses the word *haunted* to suggest—

- A a ghost.
- B an explanation for the families' problems.
- C a hidden reason.
- D an insult.



LESSON 5

STANDARDS 10RL3.1, 10RL3.3, 10RL3.4, 10RL3.5, 10RL3.6, AND 10RL3.10

- 10RL3.1** *Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).*
- 10RL3.3** *Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.*
- 10RL3.4** *Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.*
- 10RL3.5** *Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.*
- 10RL3.6** *Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).*
- 10RL3.10** *Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.*

WHAT THESE STANDARDS MEAN

For these standards, you will be asked about genres of literature. You will be asked to understand the characteristics of each passage read. You might be asked to pick the author's purpose for writing a certain passage.

You might be asked about relationships between characters. This includes internal and external conflicts, influences and motivations. Authors use dialogue, soliloquies, and asides to explain what motivates characters in dramatic literature, fiction, and non-fiction. The words and actions of characters reveal clues about their personalities. Pay close attention to how characters react to each other. Questions might ask you to determine attributes of the characters, the development of characters, or how interactions between characters affect the plot.

Read the passages for detail and interpret the themes. Analyze aspects of the plot while looking for literary devices such as foreshadowing and flashbacks.

**STEP ONE TEN-MINUTE LESSON****Sample Passage**

Read the passage. Then answer the questions that follow.



from
Good Country People

by Flannery O'Connor

1 Besides the neutral expression that she wore when she was alone, Mrs. Freeman had two others, forward and reverse, that she used for all her human dealings. Her forward expression was steady and driving like the advance of a heavy truck. Her eyes never swerved to left or right but turned as the story turned as if they followed a yellow line down the center of it. She seldom used the other expression because it was not often necessary for her to retract a statement, but when she did, her face came to a complete stop, there was an almost imperceptible movement of her black eyes, during which they seemed to be receding, and then the observer would see that Mrs. Freeman,

though she might stand there as real as several grain sacks thrown on top of each other, was no longer there in spirit. As for getting anything across to her when this was the case, Mrs. Hopewell had given it up. She might talk her head off. Mrs. Freeman could never be brought to admit herself wrong on any point. She would stand there and if she could be brought to say anything, it was something like, "Well, I wouldn't of said it was and I wouldn't of said it wasn't," or letting her gaze range over the top kitchen shelf where there was an assortment of dusty bottles, she might remark, "I see you ain't ate many of them figs you put up last summer."



2 They carried on their most important business in the kitchen at breakfast. Every morning Mrs. Hopewell got up at seven o'clock and lit her gas heater and Joy's. Joy was her daughter, a large blonde girl who had an artificial leg. Mrs. Hopewell thought of her as a child though she was thirty-two years old and highly educated. Joy would get up while her mother was eating and lumber into the bathroom and slam the door, and before long, Mrs. Freeman would arrive at the back door. Joy would hear her mother call, "Come on in," and then would talk for a while in low voices that were indistinguishable in the bathroom. By the time Joy came in, they had usually finished the weather report and were on one or the other of Mrs. Freeman's daughters, Glynese or Carramae. Joy called them Glycerin and Caramel. Glynese, a red head, was eighteen and had many admirers; Carramae, a blonde, was only fifteen but already married and pregnant. She could not keep anything in her stomach. Every morning Mrs. Freeman told Mrs. Hopewell how many times she had vomited since the last report.

3 Mrs. Hopewell liked to tell people that Glynese and Carramae were two of the finest girls she knew and that Mrs. Freeman was a *lady* and that she was never ashamed to take her anywhere or introduce her to anybody they might meet. Then she would tell how she happened to hire the Freemans in the first place and how they were a godsend to her and how she had them four years. The reason for

her keeping them so long was that they were not trash. They were good country people. She had telephoned the man whose name they had given as a reference and he had told her that Mr. Freeman was a good farmer but that his wife was the nosiest woman to walk the earth. "She's got to be into everything," the man said. "If she don't get there before the dust settles, you can bet she's dead, that's all. She'll want to know all your business. I can stand him real good," he had said, "but me nor my wife neither could have stood that woman one more minute on this place." That had put Mrs. Hopewell off for a few days.

4 She had hired them in the end because there were no other applicants but she had made up her mind beforehand exactly how she would handle the woman. Since she was the type who had to be into everything, then, Mrs. Hopewell had decided, she would not only let her be into everything, she would *see to it* that she was into everything—she would give her the responsibility of everything, she would put her in charge. Mrs. Hopewell had no bad qualities of her own but she was able to use other people's in such a constructive way that she never felt the lack. She had hired the Freemans and she had kept them for four years.

5 Nothing is perfect. This was one of Mrs. Hopewell's favorite sayings. Another was: that is life! And still another, and most important, was: well, other people have their opinions too. She would make these statements, usually at



the table, in a tone of gentle insistence as if no one held them but her, and the large hulking Joy, whose constant outrage had obliterated every expression from her face, would stare just a little to the side of her, her eyes icy blue, with the look of someone who has achieved blindness by an act of will and means to keep it.

DRAFT



Sample Questions:

1. What characteristic of Mrs. Freeman is emphasized by the following statement from the story?

If she don't get there before the dust settles, you can bet she's dead, that's all.

- A her nosiness
- B her bravery
- C her laziness
- D her helpfulness

(A) (B) (C) (D)

Based on the narrator's statement, this question asks you to analyze Mrs. Freeman's character. Think about what you know about her based on her actions and dialogue from this passage.

Answer choice A: Think about the phrase, "If she don't get there before the dust settles, you can bet she's dead." It is an exaggeration, meant to show how quickly Mrs. Freeman gets into the business of other people and therefore shows her nosiness. This appears to be the best answer choice but read all choices before making your selection.

Answer choice B: Does the author mean that Mrs. Freeman would never ignore a dangerous situation? Though Mrs. Freeman might very well be brave, there is nothing in the passage that suggests that she is brave. Therefore, this choice is not the correct answer.

Answer choice C: There is nothing stated in the excerpt to indicate that Mrs. Freeman is lazy. It appears that she is indeed the opposite because she will get there before the dust settles. This is not the correct answer choice.

Answer choice D: Does the author mean that you can always count on Mrs. Freeman to be the first one at the scene to help? Her former employer states that neither he nor his wife "could have stood that woman one more minute." Helpful employees are usually appreciated by their employers; therefore, this is not the correct answer choice. Answer choice A is the correct answer choice.



2. Joy's inner conflict can best be described as—

- A desirable.
- B frustration.
- C arrogance.
- D anxiousness.

A B C D

What are Joy's internal struggles? Does she exhibit any outward behavior that may be a clue as to how she inwardly feels?

Answer choice A: This answer does not tell us what her conflict is but that it is desirable. This is not the correct answer choice.

Answer choice B: Is Joy frustrated? Does she get angry with people? Yes, she is an angry woman with "eyes icy blue" that slams doors and hulks. Judging from her actions, she is frustrated. This seems to be the correct answer but read the remaining answers before you make your choice.

Answer choice C: An arrogant person has enormous self-importance and self-esteem. Joy appears to be the opposite. This is not the correct answer choice.

Answer choice D: Is Joy anxious? Does she seem worried? There is nothing in this passage that suggests that Joy is apprehensive. This is not the correct answer choice. Answer choice B is the correct answer.



3. The author’s purpose in writing this story is—

- A to entertain the reader with interesting characters.
- B to teach the reader a moral about nosy people.
- C to explain how to handle difficult relatives.
- D to present factual information about rural life.

(A) (B) (C) (D)

This question asks you to decide the author’s purpose for writing this story. Reread the story until the author’s purpose becomes clear. If you’re not sure, use the process of elimination.

Answer choice A: Does this story describe interesting characters? Yes, this story is meant to entertain readers. This could possibly be the correct answer choice. Be sure to read all of the answer choices before making your selection.

Answer choice B: Does Mrs. Freeman, the nosy character in this story, learn some lesson about why she should change her ways? She likely does not. Does the story have a clear moral? No, it does not. This is not the best answer choice.

Answer choice C: Although this passage does describe some difficult relatives, it does not really offer any suggestions on how to deal with difficult relatives. This is not the best answer choice.

Answer choice D: Though O’Connor’s story might be a good representation of life in the country, it does not present factual information on rural living. This is a fictional story; therefore, this is not the best answer choice. Answer choice A is the correct answer choice.

**STEP TWO SIDEBAR INSTRUCTION**

Read the passage. Then answer the questions that follow.
Use the "Sidebar Instruction" to help you choose the best answer.

My November Guest

by Robert Frost

My Sorrow, when she's here with me,
Thinks these dark days of autumn rain
Are beautiful as days can be;
She loves the bare, the withered tree;
She walks the sodden pasture lane.

Her pleasure will not let me stay.
She talks and I am fain to list:
She's glad the birds are gone away,
She's glad her simple worsted gray
Is silver now with clinging mist.

The desolate, deserted trees,
The faded earth, the heavy sky,
The beauties she so truly sees,
She thinks I have no eye for these,
And vexes me for reason why.

Not yesterday I learned to know
The love of bare November days
Before the coming of the snow,
But it were vain to tell her so,
And they are better for her praise.



1. The narrator’s main purpose in this poem is—

- A to inform readers of Sorrow’s likes and dislikes.
- B to encourage readers to enjoy autumn days.
- C to persuade readers to walk in the forest.
- D to teach readers a moral about optimism.

(A) (B) (C) (D)



SIDEBAR INSTRUCTION

Think about the genre of this poem. What theme is presented? Think about which of these choices best describes the author's purpose of writing this poem.

2. The following universal theme developed in this poem is—

- A the difficulties of rural life.
- B the conflicts of sorrow and beauty.
- C the joys of summer.
- D the importance of friendships.

(A) (B) (C) (D)



SIDEBAR INSTRUCTION

For this question you need to understand the theme, or the central idea of the poem. This is a universal theme. Think about each answer choice and whether it was examined in the poem.

3. The difference between the initial feelings of both Sorrow and the narrator towards November is BEST expressed by which statement?

- A Sorrow thinks November is beautiful and the narrator thinks November is depressing.
- B Sorrow and the narrator both think that November is beautiful.
- C Sorrow wants to leave and the narrator wants to stay.
- D Sorrow and the narrator both want to leave.

(A) (B) (C) (D)



SIDEBAR INSTRUCTION

Read over the poem. Pay special attention to the lines in which the narrator mentions how either he or Sorrow feel about November. Also pay attention to any lines that mention leaving or staying.

**4. The author personifies Sorrow—**

- A to show the complexity of his own sorrow; almost like a separate person.
- B to show that he fights Sorrow as if it were his enemy.
- C to show that he is deeply depressed and acting like a different person.
- D to show that what most people find dreary is actually beautiful.

A B C D

5. Which statement BEST describes the narrator's major conflict?

- A The narrator disagrees with another man.
- B The narrator disagrees with his wife.
- C The narrator expresses his complex inner feelings about the end of autumn.
- D The narrator realizes that he is unhappy.

A B C D

6. Which statement BEST describes the narrator's relationship with Sorrow?

- A Sorrow is with him now.
- B Sorrow was with him yesterday.
- C Sorrow will be with him soon.
- D Sorrow is sometimes with him.

A B C D

**SIDEBAR INSTRUCTION**

Read over the poem and decide which words suggest each feeling. For example, if the narrator “fights” Sorrow, the author might use harsh words.

**SIDEBAR INSTRUCTION**

Poetry differs from other genres with regard to length. Poets make each word significant; therefore, readers need to read slowly and think about each line and word, and reread them several times. After reading, you should begin to better understand what happens in the poem.

**SIDEBAR INSTRUCTION**

When reading the poem, pay attention to verb tense so you can place the author in a specific place in time. Also pay attention to any “time and place” words, such as *when*, *now*, *here*, and *there*.



7. What type of external conflict best describes the narrator's conflict?

- A man vs. man
- B man vs. society
- C man vs. nature
- D man vs. fate

A B C D



SIDEBAR INSTRUCTION

This question asks you to choose which external conflict best describes what the narrator is experiencing. Think about each conflict and decide which one is the most applicable.

8. Which of the following happens first in the poem?

- A The narrator describes Sorrow's perception of November.
- B Sorrow talks, and the narrator listens.
- C Sorrow's coat is covered in a mist.
- D The narrator tells Sorrow he enjoys the November landscape.

A B C D



SIDEBAR INSTRUCTION

Read carefully the first stanza of the poem again. Who is speaking and what is this person saying? Stanza's two and three also enforce what is happening.

**STEP THREE ON YOUR OWN**

Read the passage. Then answer the questions that follow.

Susan Glaspell's **Trifles** is a play about a murder which brings to light some differences between men and women. Mr. Wright, a farm owner, has been strangled to death. His wife, Minnie, has been taken into custody. The male investigators' wives are able to determine who killed Mr. Wright simply by examining the small details of Mr. and Mrs. Wright's life.

from **TRIFLES**

by Susan Glaspell



MRS. PETERS: (*Glancing around.*) Seems funny to think of a bird here. But she must have had one, or why should she have a cage? I wonder what happened to it.

MRS. HALE: I s'pose maybe the cat got it.

MRS. PETERS: No, she didn't have a cat. She's got that feeling some people have about cats—being afraid of them. My cat got in her room, and she was real upset and asked me to take it out.

MRS. HALE: My sister Bessie was like that. Queer, ain't it?

MRS. PETERS: (*Examining the cage.*) Why, look at this door. It's broke. One hinge is pulled apart.

MRS. HALE: (*Looking, too.*) Looks as if someone must have been rough with it.

MRS. PETERS: Why, yes. (*She brings the cage forward and puts it on the table.*)

MRS. HALE: I wish if they're going to find any evidence they'd be about it. I don't like this place.

MRS. PETERS: But I'm awful glad you came with me, Mrs. Hale. It would be lonesome for me sitting here alone.

MRS. HALE: It would, wouldn't it? (*Dropping her sewing.*) But I tell you what I do wish, Mrs. Peters. I wish I had come over sometimes *she* was here. I— (*Looking around the room.*)—wish I had.

MRS. PETERS: But of course you were awful busy, Mrs. Hale—your house and your children.

MRS. HALE: I could've come. I stayed away because it weren't cheerful—and that's why I ought to have come. I—I've never liked this place. Maybe because it's down in a hollow, and you don't see the road. I dunno what it is, but it's a lonesome place and always was. I wish I had come over to see Minnie Foster* sometimes. I can see now—(*Shakes her head.*)

MRS. PETERS: Well, you mustn't reproach yourself, Mrs. Hale. Somehow we just don't see how it is with other folks until—something comes up.

MRS. HALE: Not having children makes less work—but it makes a quiet house, and Wright out to work all day, and no company when he did come in. Did you know John Wright, Mrs. Peters?



MRS. PETERS: Not to know him; I've seen him in town. They say he was a good man.

MRS. HALE: Yes—good; he didn't drink, and kept his word as well as most, I guess, and paid his debts. But he was a hard man, Mrs. Peters. Just to pass the time of day with him—(*Shivers.*) Like a raw wind that gets to the bone. (*Pauses, her eye falling on the cage.*) I should think she would 'a wanted a bird. But what do you suppose went with it?

MRS. PETERS: I don't know, unless it got sick and died. (*She reaches over and swings the broken door, swings it again, both women watch it.*)

MRS. HALE: You weren't raised round here, were you? (*Mrs. Peters shakes her head.*) You didn't know—her?

MRS. PETERS: Not till they brought her yesterday.

MRS. HALE: She—come to think of it, she was kind of like a bird herself—real sweet and pretty, but kind of timid and—fluttery. How—she—did—change. (*Silence; then as if struck by a happy thought and relieved to get back to everyday things.*) Tell you what, Mrs. Peters, why don't you take the quilt in with you? It might take up her mind.

MRS. PETERS: Why, I think that's a real nice idea, Mrs. Hale. There couldn't possibly be any objection to it, could there? Now, just what would I take? I wonder if her patches are in here—and her things. (*They look in the sewing basket.*)

MRS. HALE: Here's some red. I expect this has got sewing things in it (*Brings out a fancy box.*) What a pretty box. Looks like something somebody would give you. Maybe her scissors are in here. (*Opens box. Suddenly puts her hand to her nose.*) Why— (*Mrs. Peters bends nearer, then turns her face away.*) There's something wrapped up in this piece of silk.

MRS. PETERS: Why, this isn't her scissors.

MRS. HALE: (*lifting the silk.*) Oh, Mrs. Peters—it's— (*Mrs. Peters bends closer.*)

MRS. PETERS: It's the bird.

**Minnie Foster—Mrs. Wright's maiden name.*



9. Which word BEST describes Mrs. Peters?

- A oppressive
- B curious
- C meddling
- D inconsistent

(A) (B) (C) (D)

10. Mrs. Hale can be described as—

- A aggressive and annoying.
- B humorous and entertaining.
- C considerate and thoughtful.
- D impatient and anxious.

(A) (B) (C) (D)

11. Read this statement by Mrs. Hale.

“Not having children makes less work—but it makes a quiet house, and Wright out to work all day, and no company when he did come in.”

What is Mrs. Hale implying about Mrs. Wright's character?

- A She thinks Mrs. Wright should have kept more pets.
- B She thinks that Mrs. Wright did not appreciate Mr. Wright's hard work.
- C She is envious of the peace and quiet Mrs. Wright enjoyed.
- D She suspects that Mrs. Wright was lonely and unfulfilled.

(A) (B) (C) (D)

12. How do you know that this scene is an example of a dialogue?

- A One person does most of the speaking.
- B Two people do all of the speaking.
- C Very few props are needed in the scene.
- D The person being discussed is not present.

(A) (B) (C) (D)

13. Which of the following sentences BEST describes the main idea of this excerpt?

- A Two women discover something startling about someone.
- B Two women discover something about themselves.
- C A woman is caught committing a horrible crime.
- D A deceased woman is being remembered by friends.

(A) (B) (C) (D)

14. What is accomplished by the use of *flashbacks*?

- A Mrs. Hale realizes who killed Mr. Wright.
- B It showed the reader who grew up in this town.
- C It allowed readers to focus on Mrs. Peters.
- D It gave readers more insight into the Wrights' relationship.

(A) (B) (C) (D)



15. How is Mrs. Peters a foil* character in the passage?

- A She contradicts whatever Mrs. Hale says about Mrs. Wright.
- B She explains whatever Mrs. Hale says about Mrs. Wright.
- C She does not know Mrs. Wright and allows Mrs. Hale to talk about her.
- D She reveals the truth to Mrs. Hale and allows her to solve the crime.

A B C D

16. Why do the women eventually look in Mrs. Wright's sewing basket?

- A They are noseys.
- B They want to finish the quilt for Mrs. Wright.
- C They are looking for money.
- D They are looking for more clues about Mr. Wright.

A B C D

*foil- one character that serves as a contrast to another character

