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
In this excerpt from *Wait Until Spring, Bandini*, Arturo Bandini (the protagonist) goes to a movie. While watching the movie, Arturo fantasizes that he and his unrequited love, Rosa, are stars on the screen.

*From Wait Until Spring, Bandini*

*By John Fante*

1 Warm and eager under his tight sweaters, he sometimes ran, sometimes walked down Walnut Street, past the railroad tracks to Twelfth, where he cut through the filling station property\(^1\) on the corner, crossed the bridge, ran at a dead sprint through the park because the dark shadows of cottonwood scared him, and in less than ten minutes he was panting under the marquee of the Isis Theatre. As always in front of small town theatres, a crowd of boys his own age loathed about, penniless, meekly waiting the benevolence of the head usher who might, or might not, depending upon his mood, let them in free after the second show of the night was well under way. Often he too had stood out there, but tonight he had a dime, and with a good-natured smile for the hangers-on, he bought a ticket and swaggered inside.

2 He spurned the military usher who wagged a finger at him, and found his own way through the blackness. First he selected a seat in the very last row. Five minutes later he moved down to two rows. A moment later he moved again. Little by little, two or three rows at a time, he edged his way toward the bright screen, until at last he was in the very first row and could go no farther. There he sat, his throat tight, his Adam’s apple protruding as he squinted almost straight into the ceiling as Gloria Borden and Robert Powell performed in “Love On The River.”

3 At once he was under the spell of that celluloid\(^2\) drug. He was positive that his own face bore a striking resemblance to that of Robert Powell, and he was equally sure that the face of Gloria Borden bore an amazing resemblance to his wonderful Rosa: thus he found himself perfectly at home, laughing uproariously at Robert Powell’s witty comments, and shuddering with voluptuous delight whenever Gloria Borden looked passionate. Gradually Robert Powell lost his identity and became Arturo Bandini, and gradually Gloria Borden metamorphosed into Rosa Pinelli.

4 After the big airplane crackup, with Rosa lying on the operating table, and none other than Arturo Bandini performing a precarious operation to save her life, the boy in the front seat broke into a sweat. Poor Rosa! The tears streamed down his face and he wiped his drooling nose with an impatient pull of his sweater sleeve across his face.

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1 *filling station*: a gas station.

2 *celluloid*: is the material from which motion-picture film is made.
But he knew, he had a feeling all along, that young Doctor Arturo Bandini would achieve a medical miracle, and sure enough, it happened! Before he knew it, the handsome doctor was kissing Rosa; it was Springtime and the world was beautiful. Suddenly, without a word of warning, the picture was over, and Arturo Bandini, sniffing and crying, sat in the front row of the Isis Theater, horribly embarrassed and utterly disgusted with his chicken-hearted sentiment. Everybody in the Isis was staring at him. He was sure of it, since he bore so striking a resemblance to Robert Powell.

1. Read the following excerpt from paragraph 3.

He was positive that his own face bore a striking resemblance to that of Robert Powell . . .

What character trait best characterizes Arturo?
A optimistic
B imaginative
C focused
D persistent

2. The conflict in paragraph 5 of the excerpt can best be described as
A external—Arturo’s relationship with Rosa.
B internal—Arturo’s feelings toward the film.
C external—Arturo’s relationship with Robert Powell.
D internal—Arturo’s feelings toward his crying.

3. In paragraphs 3–5, Arturo pretends to be the star of the movie. Which word best describes the tone of these paragraphs?
A joyous
B sarcastic
C romantic
D sorrowful

4. One indication that this was not written in recent times is the reference to
A a dime.
B an usher.
C a theater.
D a bright screen.

5. When Arturo is said to be “under the spell of that celluloid drug,” it means that
A the film makes him sleepy.
B he swaggers with confidence.
C the film makes him forget his identity.
D he cannot stay away from films.
Read the following documents. Consider how they are the same and how they are different.

Document A

**A Blessing**

*By James Wright*

Just off the highway to Rochester, Minnesota,
Twilight bounds softly forth on the grass.
And the eyes of those two Indian ponies
Darken with kindness.

They have come gladly out of the willows
To welcome my friend and me.
We step over the barbed wire into the pasture
Where they have been grazing all day, alone.
They ripple tensely, they can hardly contain their happiness

That we have come.

They bow shyly as wet swans. They love each other.
There is no loneliness like theirs.

At home once more,
They begin munching the young tufts of spring in the darkness.

I would like to hold the slenderer one in my arms,
For she has walked over to me
And nuzzled my left hand.
She is black and white,
Her mane falls wild on her forehead,

And the light breeze moves me to caress her long ear
That is delicate as the skin over a girl’s wrist.
Suddenly I realize
That if I stepped out of my body I would break
Into blossom.
From The Ambitious Guest
By Nathaniel Hawthorne

One September night a family had gathered round their hearth, and piled it high with the driftwood of mountain streams, the dry cones of the pine, and the splintered ruins of great trees that had come crashing down the precipice. Up the chimney roared the fire, and brightened the room with its broad blaze. The faces of the father and mother had a sober gladness; the children laughed; the eldest daughter was the image of Happiness at seventeen; and the aged grandmother, who sat knitting in the warmest place, was the image of Happiness grown old. They had found the “herb, heart’s-ease,” in the bleakest spot of all New England. This family were situated in the Notch of the White Hills, where the wind was sharp throughout the year, and pitilessly cold in the winter,—giving their cottage all its fresh inclemency before it descended on the valley of the Saco. They dwelt in a cold spot and a dangerous one; for a mountain towered above their heads, so steep that the stones would often rumble down its sides and startle them at midnight.

The daughter had just uttered some simple jest that filled them all with mirth, when the wind came through the Notch and seemed to pause before their cottage—rattling the door, with a sound of wailing and lamentation, before it passed into the valley. For a moment it saddened them, though there was nothing unusual in the tones. But the family were glad again when they perceived that the latch was lifted by some traveler, whose footsteps had been unheard amid the dreary blast which heralded his approach, and wailed as he was entering, and went moaning away from the door.

Though they dwelt in such a solitude, these people held daily converse with the world. The romantic pass of the Notch is a great artery, through which the lifeblood of internal commerce is continually throbbing between Maine, on one side, and the Green Mountains and the shores of the St. Lawrence, on the other. The stagecoach always drew up before the door of the cottage—rattling the door, with a sound of wailing and lamentation, before it passed into the valley. For a moment it saddened them, though there was nothing unusual in the tones. But the family were glad again when they perceived that the latch was lifted by some traveler, whose footsteps had been unheard amid the dreary blast which heralded his approach, and wailed as he was entering, and went moaning away from the door.

1 homely: simple.
the outer door and the inner one, the whole family rose up, grandmother, children, and all, as if about to welcome some one who belonged to them, and whose fate was linked with theirs.

4 The door was opened by a young man. His face at first wore the melancholy expression, almost despondency, of one who travels a wild and bleak road, at nightfall and alone, but soon brightened up when he saw the kindly warmth of his reception. He felt his heart spring forward to meet them all, from the old woman, who wiped a chair with her apron, to the little child that held out its arms to him. One glance and smile placed the stranger on a footing of innocent familiarity with the eldest daughter.

5 “Ah, this fire is the right thing!” cried he; “especially when there is such a pleasant circle round it. I am quite benumbed; for the Notch is just like the pipe of a great pair of bellows; it has blown a terrible blast in my face all the way from Bartlett.”

6 “Then you are going toward Vermont?” said the master of the house, as he helped to take a light knapsack off the young man’s shoulders.

7 “Yes; to Burlington, and far enough beyond,” replied he. “I meant to have been at Ethan Crawford’s to-night; but a pedestrian lingers along such a road as this. It is no matter; for, when I saw this good fire, and all your cheerful faces, I felt as if you had kindled it on purpose for me, and were waiting my arrival. So I shall sit down among you, and make myself at home.”

8 The frank-hearted stranger had just drawn his chair to the fire when something like a heavy footstep was heard without, rushing down the steep side of the mountain, as with long and rapid strides, and taking such a leap in passing the cottage as to strike the opposite precipice. The family held their breath, because they knew the sound, and their guest held his by instinct.

9 “The old mountain has thrown a stone at us, for fear we should forget him,” said the landlord, recovering himself. “He sometimes nods his head and threatens to come down; but we are old neighbors, and agree together pretty well upon the whole. Besides, we have a sure place of refuge hard by if he should be coming in good earnest.”
6. The speaker of “A Blessing” would most likely identify with which character in “The Ambitious Guest”?  
A. the eldest daughter  
B. the landlord  
C. the Indian ponies  
D. the young traveler  

7. Both Wright and Hawthorne imply that human beings  
A. can live peacefully beside nature.  
B. are often oblivious to nature’s beauty.  
C. love listening to the sounds of nature.  
D. always find comfort in their surroundings.  

8. Read this excerpt from “A Blessing.”  
And the light breeze moves me to caress her long ear  
That is delicate as the skin over a girl’s wrist.  

What literary device is the poet using here?  
A. irony  
B. simile  
C. hyperbole  
D. oxymoron  

9. Read this excerpt from paragraph 3 of “The Ambitious Guest.”  
Though they dwelt in such a solitude, these people held daily converse with the world.  

This is most likely intended to show that the family  
A. prefers to be left alone.  
B. talks with people from all over the world.  
C. is not on good terms with its neighbors.  
D. socializes with many travelers.  

10. Wright keeps the reader engaged with his poem primarily by using  
A. lines that are consistently short.  
B. vivid descriptions of everyday things.  
C. a wide variety of punctuation.  
D. repetition of key words and phrases.
11 In paragraph 8 of “The Ambitious Guest,” the narrator
A alludes to an event.
B flashes back to a tragedy.
C foreshadows potential danger.
D compares and contrasts events.

12 In paragraph 9 of “The Ambitious Guest,” which tone is most conveyed by the landlord?
A delight
B gratitude
C uncertainty
D calmness

13 Which Latin root means “ward off”?
A defendo
B bellum
C gloria
D civis

14 Read this sentence.
He hopped aboard the Australian whaling ship Lucy Ann, but he just as quickly got off at Tahiti.

In which sentence does hopped have the same meaning as it does in the sentence above?
A The twins hopped up and down on the soft bed.
B The naughty boys each hopped over the sleeping dog.
C Floyd hopped around in pain when the hammer hit his toe.
D Mom hopped on a plane to New York as soon as she heard the news.
15 Which Latin root means “leave behind”?
A timidus
B tertius
C relinquuo
D volvere
The Practical Joke War

I’m the oldest of three sisters, and I take full responsibility for what happened in our house last week. I guess you could say things went a little haywire. What started out as “just for fun” ended up a big old mess. But let me back up . . .

On the Monday after school got out for the summer, it rained. Then it rained on Tuesday, and on Wednesday it rained too. It just rained and rained. Then it rained some more.

“Mom, I’m bored!” my sister Edith complained when it rained again on Thursday. Edith and I spent the past three days moping around, staring out the streaming windows, waiting for a break in the clouds so that we could go out and play soccer with our friends.

“I’m sure you can find something to do,” replied my mother, not looking up from her desk, where she was working. She was exasperated with our lack of initiative, and she’d had just about enough of two cranky daughters on summer vacation.

“Hey, I’ve got an idea,” I said, pulling Edith aside. “Meet me in my room. But don’t tell Juliet.” Juliet, our other sister, never seemed to get bored. Right then she was in the basement practicing piano. We could hear her talented little hands racing up and down the keys.

Well, I had no idea what I was unleashing that rainy summer afternoon when I innocently suggested we play a little practical joke on Juliet. My idea was this: Edith distracts Juliet at the piano by asking for a lesson on how to play “Heart and Soul.” Meanwhile I climb underneath and tie Juliet’s shoelaces to the pedals.

The plan went off without a hitch. When Juliet tried to stand up, she realized she was attached to the piano. Edith and I were laughing so hard we nearly fell over. When Juliet realized what we’d done, she started laughing too.

After that, no holds were barred—it was every sister for herself. Juliet and Edith decorated my face with markers while I was sleeping. I made Edith’s bed with the sheet folded halfway up so that when she got into bed, she couldn’t get her feet all the way down. Then cooking oil was put by Juliet on the outside doorknob so that Edith and I couldn’t get in. The practical jokes followed one upon another, fast and furiously. Shaving cream was squirted at me under a door, and one or another of us usually had a “kick me” sign placed discreetly on our backs.
The trouble came when the three of us decided to play a practical joke on our mom. Just who had the idea first would be difficult to determine. One minute there was no idea, and the next, it was as though the idea had been there all along.

The planning involved immense preparation. Finally it was time to act.

We were all giggling. “Shh! Shh!” I said. “Okay, on the count of three. One—two—three,” I counted quietly. Then the three of us let out high-pitched squeals.

“Mom! Mom!” Juliet shouted through the house, running up to Mom’s office and banging on the door. “Mom!”

“What is it, Juliet?” Mom asked, already out of her seat. “What’s the matter? What’s all that noise?”

“It’s Jessie!” Juliet said. “She was reaching for her soccer ball on the shelf in the basement, and the ball must have been in front of a hole because—because—well, come look!”

We stood by and watched our mother race down the basement steps. The entire basement floor was covered with frogs! Frogs jumping, frogs at rest, frogs peaking out of boxes. Juliet opened the piano bench, and a frog jumped out. There were frogs as far as the eye could see. Frogs, frogs, and more frogs. Plus, everywhere there was a frog, there was also a lot of mud, thick trails of mud. We had spent hours out in the rain collecting the creatures.

“Oh!” our mother gasped, as a frog leaped off an old lampshade and landed at her feet. “Oh! You girls! You girls!” She stood with her hands on her hips, shaking her head. She smiled, but I could tell she didn’t think it was all that funny.

The real problem with the frog joke came afterwards. We hadn’t thought about how we would get the frogs out of the house. We had been too concerned all along with getting them in. Our planning only went to the part where Mom came downstairs. Now the trick was to get all the frogs back outside where they had come from. I’m still not sure we caught them all.

Later, at supper, Mom started talking, very quietly at first.

“Listen, I’m just going to say this once, but I want you to listen closely,” she said. “A little practical joke is one thing, but what you girls did today was disruptive. I’m afraid if you keep this up, someone might get hurt. These jokes have gotten out of hand. It’s just not funny anymore.”
I realized then how right she was. How had our pranks gotten so out of control? I don’t know, but I do know that when the sun finally came out on the following Monday, we did not go out to play soccer. The three of us spent the next three days with Mom, scrubbing the basement clean of the dried mud, cleaning out and repainting the garage, and doing a lot of yard work. That was our punishment for our frog joke, but I have to admit we had a lot of fun helping each other, laughing, and working together as a family.

16 Which is the most important difference between the first practical joke pulled in the story and the last one?

A The first one uses a piano, whereas the last one uses a soccer ball.
B The first one is playful and fun, whereas the last one is disruptive and messy.
C The first one is planned by two sisters, whereas the last one is planned by all three.
D The first one is the result of boredom, whereas the last one is the result of imagination.

17 The narrator of this story is the eldest sister. This helps create a tone that can best be described as

A sarcastic.
B objective.
C humorous.
D sentimental.

18 Read this sentence from the passage.

I guess you could say things went a little haywire.

Which of these words denoting “haywire” best connotes “inconsistent”?

A wild
B nonfunctional
C erratic
D confused
19 Read this sentence from paragraph 7.

The plan went off without a hitch.

In which sentence does hitch have the same meaning as it does in the sentence above?

A. That one hitch ruined the party.
B. My friends can give you a hitch to school.
C. You can hitch with us on the way to the store.
D. The boy gave his pants a hitch and waded in the water.

20 Read this sentence from paragraph 8.

Then cooking oil was put by Juliet on the outside doorknob so that Edith and I couldn’t get in.

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

A. Then Juliet put cooking oil on the outside doorknob so that Edith and I couldn’t get in.
B. Then cooking oil was put on the outside doorknob so that we couldn’t get in.
C. Then Edith and I couldn’t get in when cooking oil was put by Juliet on the outside doorknob.
D. Then cooking oil was applied by Juliet on the outside doorknob so that Edith and I couldn’t get into the house.
The following is a rough draft of a student’s report, which may contain errors.

Tall and Getting Taller

1 The summit of Mount Everest is located in the small Asian nation of Nepal. It has long been considered the highest point on the earth. Exactly how high this is, however, was until recently the subject of some debate. In 1924, Everest was calculated to be 29,028 feet (8,848 meters) high. But after an expedition in May 1999, co-sponsored by National Geographic and Boston’s Museum of Science, Everest’s height was revised. The most recent official height of the mountain is 29,035 feet (8,850 meters). This is really way too high even to a skilled mountaineer!

2 This height was calculated by Bradford Washburn, a famous cartographer. He led a team of scientists, people skilled in climbing mountains, and Sherpas (local people who live in the mountains of Nepal) to determine the true height of Mount Everest. Washburn and many other scientists believed it was possible that the mountain was growing taller. They knew that the earth’s land masses are made up of plates and that the action of plates crashing against each other often raises the land where the plates meet. This causes mountains to form or to change. Therefore, it’s conceivable that the height of Mount Everest will always be increasing.

3 To assess Mount Everest’s height, Washburn’s team used the Global Positioning System (GPS). This utilizes twenty-four satellites that orbit the planet twice each day. A few years ago, GPS receivers weighed fifty pounds, an impossible load to carry while mountain climbing. But new technology has reduced the size of a GPS receiver so much that it fits into the palm of your hand. By placing a number of GPS receivers at various points around Mount Everest, Washburn’s team was able to determine the approximate height of Mount Everest.

4 Getting an accurate reading from the GPS receiver was difficult, however, especially when the expedition team attempted to put a GPS receiver at the summit, or peak, of the mountain. Because snowstorms often cover the summit, high winds sweeping snow into heaping drifts, the expedition team used a special snow-penetrating radar device to make sure they were measuring the actual summit of Mount Everest.

5 Such technology and knowledge proved Washburn’s theory likely: The height of Mount Everest may indeed be increasing.
21. Which of these is the thesis of the passage?
   A. The summit of Mount Everest is located in the small Asian nation of Nepal.
   B. The most recent official height of the mountain is 29,035 feet (8,850 meters).
   C. Washburn’s team was able to determine the approximate height of Mount Everest.
   D. The height of Mount Everest may indeed be increasing.

22. Which sentence in paragraph 1 is not consistent with the overall tone of the report?
   A. It has long been considered the highest point on the earth.
   B. This is really way too high even to a skilled mountaineer!
   C. In 1924 Everest was calculated to be 29,028 feet (8,848 meters) high.
   D. Exactly how high this is, however, was until recently the subject of some debate.

23. Which term in paragraph 3 should the student define to help the reader better understand the flow of ideas?
   A. GPS receiver
   B. Washburn’s team
   C. twenty-four satellites
   D. Mount Everest’s height
24 Read this sentence from paragraph 2 of the report.

He led a team of scientists, people skilled in climbing mountains, and Sherpas (local people who live in the mountains of Nepal) to determine the true height of Mount Everest.

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

A He led a team of scientists, climbers, and Sherpas (local people who live in the mountains of Nepal) to determine the true height of Mount Everest.

B He led a team of scientists, and climbers, and also Sherpas (local people who live in the mountains of Nepal) to determine the true height of Mount Everest.

C He led a team of scientists, a team of climbers, and a team of Sherpas (local people who live in the mountains of Nepal) to determine the true height of Mount Everest.

D He led a team of people working in the field of science, people skilled in climbing mountains, and local people living in the mountains of Nepal who are called Sherpas to determine the true height of Mount Everest.

25 Read this sentence from paragraph 4.

Getting an accurate reading from the GPS receiver was difficult, however, especially when the expedition team attempted to put a GPS receiver at the summit, or peak, of the mountain.

Which word in the sentence is spelled incorrectly?

A especially
B expedition
C accurate
D summit
Unit 2 Assessment
Reading/Literature
The following is a student essay. It contains errors.

California

1  California is the most spectacular spot on the earth! The landscape in the north is dotted by enormous redwoods and fresh-smelling eucalyptus trees, along with vividly colored wildflowers, such as orange poppies, yellow hollyhocks, and purple lavender. San Francisco—filled with sloping hills, brightly painted Victorian houses, and breathtaking views—brims with charm and mystery.

2  In the south, oceanside beach houses line the coast, and navy blue waves crash on the cream-colored sand. People skate, jog, and stroll along the boardwalks. While they do these things, they are gazing out at the Pacific Ocean and occasionally bumping into a movie star. Los Angeles abounds with museums, cafes, and dance clubs that are nestled in the winding hills that rise above the city. The streets are filled with energy. Different public events are being held throughout the year.

3  Can you imagine a lovelier place than California?

1  How does the writer support his or her claim that California is the most spectacular spot on the earth?

   A  The author compares California to other places.
   B  The author explains where California is situated.
   C  The author describes the different vistas in California.
   D  The author praises California’s low crime reputation.

2  Which of these statements is the writer’s thesis?

   A  Vividly colored wildflowers can be found in California’s landscape.
   B  San Francisco in the north and Los Angeles in the south are parts of California.
   C  People can safely stroll or jog along the peaceful boardwalks of California.
   D  California is a lovely place because of its scenic views and bustling streets.
Read this sentence from paragraph 1 of the passage.

The landscape in the north is dotted by enormous redwoods and fresh-smelling eucalyptus trees.

Which of the following is the correct way to rewrite the sentence using the active voice?

A By enormous redwoods and fresh-smelling eucalyptus trees dot the landscape.
B In the north, enormous redwoods and fresh-smelling eucalyptus trees dot the landscape.
C The landscape in the north dots the enormous redwoods and fresh-smelling eucalyptus trees.
D Leave as is.

Which research question most likely contributed to the development of this passage?

A Why is southern California such a beautiful place?
B How is California different from the rest of the United States?
C What is so special about the vistas of California?
D What is the difference between northern and southern California?
5. Read these sentences from the passage.

People skate, jog, and stroll along the boardwalks. While they do these things, they are gazing out at the Pacific Ocean and occasionally bumping into a movie star.

What is the correct way to combine these sentences?

A. People skate, jog, and stroll along the boardwalks, and while they do these things, they are gazing out at the Pacific Ocean, occasionally bumping into a movie star.

B. People skate, jog, and stroll along the boardwalks; gazing out at the Pacific Ocean and occasionally bumping into a movie star.

C. People, gazing out at the Pacific Ocean and occasionally bumping into a movie star, skate, jog, and stroll along the boardwalks.

D. People skate, jog, and stroll along the boardwalks, gazing out at the Pacific Ocean and occasionally bumping into a movie star.

6. Read this sentence from the passage.

The streets are filled with energy.

What word would best replace the underlined words to make their meaning more precise?

A. buzz
B. jump
C. race
D. burn
Henry’s Wonder Store

I pass Henry Schwann every day on my way to school. He’s always out there, standing in front of his house, watching people go by. For a long time we never spoke, just waved. “He’s an old man,” I thought. “What have we got to say to each other? I’m just a high school kid.” Then one day I saw him out there in front of his house, wearing a T-shirt that read “Don’t let anyone ever tell you they’re the Golden Years.” I had to laugh. And the old man in the T-shirt laughed back. Then he started to talk to me.

Henry told me that he was founder and former owner, manager, and lifeblood of the now-defunct Henry’s Wonder Store on Park Street, where the local drugstore stands now. The way he described the place, it sounds like it was well named—Wonder Store. It had everything you needed and more—hats, clothing, hockey sticks, magic tricks, balloons, fountain pens, paint, rakes, drum sets—everything!

One Saturday I was on my way to meet my friends at the basketball court. I wasn’t particularly in a talkative mood. My brother Bill was mad at me. We’d just had a fight over a jacket of mine that he’d worn without my permission. I told Mom on him, and she grounded him for the whole weekend. Bill’s sore point with me was that I shouldn’t have run to Mom—we should have been able to work the problem out between ourselves. Anyway, I was walking to the basketball court, mulling all this over, when I passed Henry. He was out there in his usual place, but today he was all dressed up and wearing a suit. He never wore suits. He told me he was going over to talk with Burt McFadden, who lived just across the street.

“Who’s Burt McFadden?” I asked.

At first he didn’t want to tell me, but I finally got the story out of him. To tell you the truth, I think he wanted to get it off his chest.

Forty years before, Henry told me, Burt McFadden had had a fruit stand next to Henry’s Wonder Store on Park Street. The two men were the best of friends. One or the other of them was always over at the other one’s store, offering advice on what to stock and what not to stock, trading town gossip, and discussing the local news.

One day Henry was in Burt’s fruit store when a man wearing a long trench coat came in. The man flashed his identification badge. He was from the City Health Department.

“We’re investigating reports of unhygienic conditions at some of the shops along Park Street,” the man said. “We had a report about your shop.”
Now as far as Henry had seen, Burt’s shop was always neat as a pin. But the man must have found something, because one week later the health department shut McFadden’s down. “From the day they shut down his shop,” Henry told me now, as we stood in front of his house, “Burt disappeared from my life. He got another job. Now and then, I’d see him and wave, but I think he was too embarrassed to face me.” Henry shook his head sadly. “Maybe I was a little embarrassed too,” he added.

Henry went on to explain that a month after Burt’s shop was shut down, the place came up for rent. Without thinking much about it, Henry seized the opportunity, took over the lease, and expanded the Wonder Store. “After that, whenever I saw Burt, he’d act like he didn’t know me, so eventually I did the same.”

“He was the best friend I ever had. All I would have had to do was talk to him, tell him how sorry I was about what had happened. We might have been able to patch up our friendship. But I never did talk to him. And forty years later, we still haven’t spoken a word,” Henry told me. “Until now. I want to apologize to Burt and see if we could start over again.”

“All these years, I’ve missed Burt,” Henry said to me, smiling sadly. “I’ve missed our friendship. I made a terrible mistake by not patching things up with Burt back then. Whatever you do, if you’ve done something you feel bad about, deal with it sooner rather than later, or it’ll continue to haunt you.”

Henry patted me on the shoulder and turned to cross the street. He stood silently in front of Burt McFadden’s front door. Then, I turned and hurried home to have a long talk with my brother. In the distance, I could hear Henry pounding on Burt McFadden’s front door.
7. A younger narrator is used in the passage to show that Henry is full of
   A. regret and sorrow for a broken friendship.
   B. knowledge about the history of Park Street.
   C. foolish pride even for Henry’s age.
   D. wisdom born of experience.

8. The author uses flashback to provide more details about
   A. Park Street’s interesting stores that have closed down.
   B. Park Street’s history and its significance to the narrator’s family.
   C. the narrator’s situation that is similar to Henry’s past.
   D. Henry’s Wonder Store and its shrewd owner.

9. Henry’s story about his friendship with Burt McFadden contributes strongly to the story’s overall themes of
   A. regret and forgiveness.
   B. anger and bitterness.
   C. nostalgia and contentment.
   D. awe and admiration.

10. Read this sentence from the passage.
    Now and then, I’d see him and wave, but I think he was too embarrassed to face me.

    In which sentence does face have the same meaning as it does in the sentence above?
    A. Satisfied, Darlene looked at her face in the mirror and smiled.
    B. Bravely, Sybil squared her shoulders to face the huge crowd.
    C. Offended, Marlon made a face and sulked in a corner.
    D. Ashamed, the family covered up the scandal to save face.
The bride-to-be was heartbroken. There, at the bottom of the sewer grate, under five feet of stagnant water, sludge, and old soda cans, was the new ring she’d accidentally dropped. While standing at the corner of Thirteenth and Pine Streets in Philadelphia, E. A. “Betsy” Alexander had yanked at the too-tight ring, and it flew up in the air and plop, fell into the sewer. What kind of omen is this? she thought to herself as she stared down at floating cigarette butts. Her wedding was less than two weeks away.

Retrieving the ring could have been a lost cause in many cities. But the Philadelphia Water Department has two heroes in Henry McGill, 53, and Charles Brooks, 46, who spend their days driving around the city in a mustard-colored Ford diesel truck, cleaning out sewers. Whenever anyone phones the switchboard at city hall to report he’s dropped a valuable down a drain, the call immediately goes out for the rescue team of McGill and Brooks. Their specialty: grate fishing.

In the last year alone, the two men have teased out at least two other rings. “You could call us the ring finders of Philadelphia,” says Brooks. “And the marriage savers!”

Plucking out Betsy Alexander’s ring was fairly routine. The partners, in blue uniforms and work boots, lifted the 70-pound cast-iron grate by hand and lowered a 250-pound hydraulic bucket into the sewer. Up came 50 pounds of slop, which they dumped on the road side. Then they methodically combed through it with a rake and shovel until they found something bright and shiny.

Their “clients” are always grateful. Alexander, a composer who lives in Philadelphia’s gentrified Society Hill section, brought each of the men a bouquet of roses and an invitation to her wedding.

But for McGill and Brooks it was all in a day’s work.

11. Which word in the selection is derived from a Latin word meaning “foreboding?”
   A. sludge
   B. omen
   C. sewer
   D. hydraulic

12. The author supports the idea that grate fishing is an important job by
   A. quoting a spokesperson from city hall.
   B. describing the method of grate fishing in Philadelphia.
   C. relating a touching personal story about a bride-to-be.
   D. giving statistics about the number of people helped.

13. The description of the sewer in paragraph 1 is included to emphasize the
   A. difficulty of retrieving valuables in sewers.
   B. foolishness of removing valuables near a sewer.
   C. conditions of Philadelphia sewers and the need for a clean-up.
   D. effects of littering and the problems it causes for citizens.

14. Read the following sentence from the passage.

   There, at the bottom of the sewer grate, under five feet of stagnant water, sludge, and old soda cans, was the new ring she’d accidentally dropped.

   The word stagnant is used mainly to suggest that the water is
   A. stuck.
   B. stale.
   C. inactive.
   D. outdated.
Read the following two selections and think about how they are alike and how they are different.

**Second Inaugural Address**

*By Abraham Lincoln*

*Washington, D.C.*

*March 4, 1865*

1 At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

2 On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

3 One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other.

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1 *first*: Lincoln’s first inaugural address four years earlier.
2 *avert*: avoid.
3 *insurgent*: rebellious.
4 *deprecated*: disapproved of.
It may seem strange that any men should dare to ask a just God’s assistance in wringing their bread from the sweat of other men’s faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has his own purposes. “Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!” If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man’s two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord, are true and righteous altogether.”

4 With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.

5 **malice**: a desire to cause pain or injury.
A Garden
Written After the Civil Wars

By Andrew Marvell

See how the flowers, as at parade,
Under their colours stand display’d:
Each regiment in order grows,
That of the tulip, pink, and rose.

But when the vigilant patrol
Of stars walks round about the pole,
Their leaves, that to the stalks are curl’d,
Seem to their staves the ensigns furl’d.

Then in some flower’s beloved hut
Each bee, as sentinel,\(^1\) is shut,
And sleeps so too; but if once stirr’d,
She runs you through, nor asks the word.

O thou, that dear and happy Isle,\(^2\)
The garden of the world erewhile,
Thou Paradise of the four seas
Which Heaven planted us to please,
But, to exclude the world, did guard
With wat’ry if not flaming sword;
What luckless apple did we taste
To make us mortal and thee waste!\(^3\)

Unhappy! shall we never more
That sweet militia restore,
When gardens only had their towers,
And all the garrisons were flowers;

When roses only arms might bear,
And men did rosy garlands wear?

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\(^1\) sentinel: guard.

\(^2\) Isle: England.

\(^3\) apple . . . waste: a reference to the Fall of Man depicted in the Bible.
Which statement from Lincoln’s speech refers most to the future?

A. At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first.

B. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish.

C. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease.

D. With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in . . . .

Lincoln used the paradox “one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish” to

A. describe how two conflicting nations fought each other.

B. achieve a deeper understanding of the consequences of war.

C. argue that his decision to go to war was justified.

D. objectively present the two sides’ contradicting views.
17 Which statement best captures Lincoln’s thesis in his Second Inaugural Address?

A. We should expect another war if people continue to refuse to accept that slavery is morally wrong.
B. We should always recall that the war was brought to the nation because of the South’s injustices to slaves.
C. We should do our best to rebuild the nation from the devastation brought by an unavoidable war.
D. We should see that war could have been avoided if the South had made better decisions.

18 Based on Lincoln’s speech, which will be the most important issue once the Civil War is over?

A. the continuation of slavery
B. the reconstruction of the Union
C. the production of wealth
D. the separation of church and state
19. Which lines from the poem convey a tone of regret?
   A. Unhappy! shall we never more / That sweet militia restore,
   B. Their leaves, that to the stalks are curl’d, / Seem to their staves the ensigns furl’d.
   C. Then in some flower’s belovèd hut / Each bee, as sentinel, is shut,
   D. See how the flowers, as at parade, / Under their colours stand display’d:

20. The author of the poem uses rhyming lines in order to
   A. produce varied sounds.
   B. create a pause at each line.
   C. express violent emotions.
   D. extend the military metaphor.

21. All of the following words indicate that “A Garden” may have been written in a time of war except
   A. parade
   B. stalks
   C. colours
   D. militia

22. Which universal theme is addressed in both “A Garden” and Lincoln’s Second Inaugural Address?
   A. A country touched by war is never the same again.
   B. It is natural for people to fight for their rights.
   C. Nature is victimized the most in wars.
   D. Wars are the result of injustices in the world.

23. How would the speaker of “A Garden” likely react if he were listening to Lincoln’s speech?
   A. He would call for a continuation of the war.
   B. He would think that Lincoln should use more force in the war.
   C. He would accept Lincoln’s explanations about the cause of war.
   D. He would agree with Lincoln’s call for peace.
From The Cloak
By Nikolai Vasilievich Gogol

In the department of—but it is better not to mention the department. There is nothing more irritable than departments, regiments, courts of justice, and, in a word, every branch of public service. Each individual attached to them nowadays thinks all society insulted in his person. Quite recently a complaint was received from a justice of the peace, in which he plainly demonstrated that all the imperial institutions were going to the dogs, and that the Czar’s sacred name was being taken in vain; and in proof he appended to the complaint a romance in which the justice of the peace is made to appear about once every ten lines, and sometimes in a drunken condition. Therefore, in order to avoid all unpleasantness, it will be better to describe the department in question only as a certain department.

So, in a certain department there was a certain official—not a very high one, it must be allowed—short of stature, somewhat pock-marked, red-haired, and short-sighted, with a bald forehead, wrinkled cheeks, and a complexion of the kind known as sanguine. The St. Petersburg climate was responsible for this. As for his official status, he was what is called a perpetual titular councillor, over which, as is well known, some writers make merry, and crack their jokes, obeying the praiseworthy custom of attacking those who cannot bite back.

His family name was Bashmatchkin. This name is evidently derived from “bashmak” (shoe); but when, at what time, and in what manner, is not known. His father and grandfather, and all the Bashmatchkins, always wore boots, which only had new heels two or three times a year. His name was Akakiy Akakievitch. It may strike the reader as rather singular and far-fetched, but he may rest assured that it was by no means far-fetched, and that the circumstances were such that it would have been impossible to give him any other.

This is how it came about.

Akakiy Akakievitch was born, if my memory fails me not, in the evening of the 23rd of March. His mother, the wife of a Government official and a very fine woman, made all due arrangements for having the child baptised. She was lying on the bed opposite the door; on her right stood the godfather, Ivan Ivanovitch Eroshkin, a most estimable man, who served as presiding officer of the senate, while the godmother, Anna Semenovna Byelobrushkova, the wife of an officer of the quarter, and a woman of rare virtues. They offered the mother her choice of three names, Mokiya, Sossiya, or that the child should be called after the martyr Khozdazat. “No,” said the good woman, “all those names are poor.” In order to please her they opened the calendar to another place; three more names appeared, Triphiliy, Dula, and Varakhasiy. “This is a judgment,” said the old
woman. “What names! I truly never heard the like. Varada or Varukh might have been borne, but not Triphiliy and Varakhasiy!” They turned to another page and found Pavsikakhiy and Vakhtisiy. “Now I see,” said the old woman, “that it is plainly fate. And since such is the case, it will be better to name him after his father. His father’s name was Akakiy, so let his son’s be Akakiy too.” In this manner he became Akakiy Akakievitch.

24 The narrator’s description of the department at the beginning of the story conveys a tone of
A fear.
B frustration.
C yearning.
D grief.

25 The author uses flashback in paragraph 5 in order to
A provide a brief background on how the main character got his name.
B keep track of what was happening to the main character of the story.
C recall an event that had a profound effect on the main character.
D focus on some historical aspects that will help readers understand the story.
Unit 3/Semester Assessments

Reading/Literature

Writing Applications
Read the following two selections and think about how they are alike and how they are different.

**War Is Kind**

*By Stephen Crane*

Do not weep, maiden, for war is kind,
Because your lover threw wild hands toward the sky
And the affrighted steed\(^1\) ran on alone,
Do not weep.

War is kind.

Hoarse, booming drums of the regiment,
Little souls who thirst for fight,
These men were born to drill and die.
The unexplained glory flies above them.

Great is the battle-god, great, and his kingdom—
A field where a thousand corpses lie.

Do not weep, babe, for war is kind.
Because your father tumbles in the yellow trenches,
Raged at his breast, gulped and died,

Do not weep.

War is kind.

Swift blazing flag of the regiment,
Eagle with crest of red and gold,
These men were born to drill and die.

Point for them the virtue of slaughter,
Make plain to them the excellence of killing
And a field where a thousand corpses lie.

Mother whose heart hung humble as a button
On the bright splendid shroud\(^2\) of your son,

Do not weep.

War is kind.

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\(^1\) steed: a horse.

\(^2\) shroud: a cloth used to wrap a dead body for burial.
A Horseman in the Sky

By Ambrose Bierce

One sunny afternoon in the autumn of the year 1861, a soldier lay in a clump of laurel by the side of a road in Western Virginia. He lay at full length, upon his stomach, his feet resting upon the toes, his head upon the left forearm. His extended right hand loosely grasped his rifle. But for the somewhat methodical disposition of his limbs and a slight rhythmic movement of the cartridge-box at the back of his belt, he might have been thought to be dead. He was asleep at his post of duty. But if detected he would be dead shortly afterward, that being the just and legal penalty of his crime . . .

The sleeping sentinel in the clump of laurel was a young Virginian named Carter Druse. He was the son of wealthy parents, an only child, and had known such ease and cultivation and high living as wealth and taste were able to command in the mountain country of Western Virginia. His home was but a few miles from where he now lay. One morning he had risen from the breakfast table and said, quietly and gravely: “Father, a Union regiment has arrived at Grafton. I am going to join it.”

The father lifted his leonine head, looked at the son a moment in silence, and replied: “Go, Carter, and, whatever may occur, do what you conceive to be your duty. Virginia, to which you are a traitor, must get on without you. Should we both live to the end of the war, we will speak further of the matter. Your mother, as the physician has informed you, is in a most critical condition; at the best she cannot be with us longer than a few weeks, but that time is precious. It would be better not to disturb her.”

So Carter Druse, bowing reverently to his father, who returned the salute with a stately courtesy which masked a breaking heart, left the home of his childhood to go soldiering. By conscience and courage, by deeds of devotion and daring, he soon commended himself to his fellows and his officers; and it was to these qualities and to some knowledge of the country that he owed his selection for his present perilous duty at the extreme outpost. Nevertheless, fatigue had been stronger than resolution, and he had fallen asleep. What good or bad angel came in a dream to rouse him from his state of crime who shall say? Without a movement, without a sound, in the profound silence and the languor of the late afternoon, some invisible messenger of fate touched with unsealing finger the eyes of his consciousness—whispered into the ear of his spirit the mysterious awakening word which no human lips ever have spoken, no human memory ever has recalled. He quietly raised his forehead from his arm and looked between the masking stems of the laurels, instinctively closing his right hand about the stock of his rifle.
His first feeling was a keen artistic delight. On a colossal pedestal, the cliff, motionless at the extreme edge of the capping rock and sharply outlined against the sky, was an equestrian statue of impressive dignity. The figure of the man sat the figure of the horse, straight and soldierly, but with the repose of a Grecian god carved in the marble which limits the suggestion of activity. The grey costume harmonised with its aerial background; the metal of accoutrement and caparison was softened and subdued by the shadow; the animal’s skin had no points of high light. A carbine, strikingly foreshortened, lay across the pommel of the saddle, kept in place by the right hand grasping it at the “grip”; the left hand, holding the bridle rein, was invisible. In silhouette against the sky, the profile of the horse was cut with the sharpness of a cameo; it looked across the heights of air to the confronting cliffs beyond. The face of the rider, turned slightly to the left, showed only an outline of temple and beard; he was looking downward to the bottom of the valley. Magnified by its lift against the sky and by the soldier’s testifying sense of the formidableness of a near enemy, the group appeared of heroic, almost colossal, size.

For an instant Druse had a strange, half-defined feeling that he had slept to the end of the war and was looking upon a noble work of art reared upon that commanding eminence to commemorate the deeds of an heroic past of which he had been an inglorious part. The feeling was dispelled by a slight movement of the group; the horse, without moving its feet, had drawn its body slightly backward from the verge; the man remained immobile as before. Broad awake and keenly alive to the significance of the situation, Druse now brought the butt of his rifle against his cheek by cautiously pushing the barrel forward through the bushes, cocked the piece, and, glancing through the sights, covered a vital spot of the horseman’s breast. A touch upon the trigger and all would have been well with Carter Druse. At that instant the horseman turned his head and looked in the direction of his concealed foeman—seemed to look into his very face, into his eyes, into his brave compassionate heart.

Is it, then, so terrible to kill an enemy in war—an enemy who has surprised a secret vital to the safety of oneself and comrades—an enemy more formidable for his knowledge than all his army for its numbers? Carter Druse grew deathly pale; he shook in every limb, turned faint, and saw the statuesque group before him as black figures, rising, falling, moving unsteadily in arcs of circles in a fiery sky. His hand fell away from his weapon, his head slowly dropped until his face rested on the leaves in which he lay. This courageous gentleman and hardy soldier was near swooning from intensity of emotion.
Druse withdrew his eyes from the valley and fixed them again upon the group of man and horse in the sky, and again it was through the sights of his rifle. But this time his aim was at the horse. In his memory, as if they were a divine mandate, rang the words of his father at their parting: “Whatever may occur, do what you conceive to be your duty.” He was calm now. His teeth were firmly but not rigidly closed; his nerves were as tranquil as a sleeping babe’s—not a tremor affected any muscle of his body; his breathing, until suspended in the act of taking aim, was regular and slow. Duty had conquered; the spirit had said to the body: “Peace, be still.” He fired.

At that moment an officer of the Federal force, who, in a spirit of adventure or in quest of knowledge, had left the hidden bivouac in the valley, and, with aimless feet, had made his way to the lower edge of a small open space near the foot of the cliff, was considering what he had to gain by pushing his exploration farther. At a distance of a quarter-mile before him, but apparently at a stone’s-throw, rose from its fringe of pines the gigantic face of rock, towering to so great a height above him that it made him giddy to look up to where its edge cut a sharp, rugged line against the sky. At some distance away to his right it presented a clean, vertical profile against a background of blue sky to a point half of the way down, and of distant hills hardly less blue thence to the tops of the trees at its base. Lifting his eyes to the dizzy altitude of its summit, the officer saw an astonishing sight—a man on horseback riding down into the valley through the air!

Straight upright sat the rider, in military fashion, with a firm seat in the saddle, a strong clutch upon the rein to hold his charger from too impetuous a plunge. From his bare head his long hair streamed upward, waving like a plume. His right hand was concealed in the cloud of the horse’s lifted mane. The animal’s body was as level as if every hoof-stroke encountered the resistant earth. Its motions were those of a wild gallop, but even as the officer looked they ceased, with all the legs thrown sharply forward as in the act of alighting from a leap. But this was a flight!

Filled with amazement and terror by this apparition of a horseman in the sky—half believing himself the chosen scribe of some new Apocalypse, the officer was overcome by the intensity of his emotions; his legs failed him and he fell. Almost at the same instant he heard a crashing sound in the trees—a sound that died without an echo, and all was still.
After firing his shot Private Carter Druse reloaded his rifle and resumed his watch. Ten minutes had hardly passed when a Federal sergeant crept cautiously to him on hands and knees. Druse neither turned his head nor looked at him, but lay without motion or sign of recognition.

“Did you fire?” the sergeant whispered.

“Yes.”

“At what?”

“A horse. It was standing on yonder rock—pretty far out. You see it is no longer there. It went over the cliff.”

The man’s face was white, but he showed no other sign of emotion. Having answered, he turned away his face and said no more. The sergeant did not understand.

“See here, Druse,” he said, after a moment’s silence, “it’s no use making a mystery. I order you to report. Was there anybody on the horse?”

“Yes.”

“Who?”

“My father.”

The sergeant rose to his feet and walked away. “Good God!” he said.

1. Which literary device is being used in Crane’s poem when the persona says, “War is kind”?
   A. irony
   B. simile
   C. allegory
   D. metaphor

2. Which of the following best describes the tone of the fourth stanza of the poem?
   A. resigned
   B. admiring
   C. horrified
   D. cynical
3. The poem addresses the maiden, babe, and Mother to show how
   A. long the war has lasted.
   B. war affects civilians.
   C. many lives were sacrificed during the war.
   D. war spread out across the states.

4. What does the use of flashback accomplish in “A Horseman in the Sky”?
   A. It shows that Druse’s situation is commonplace during the Civil War.
   B. It gives information about the characters and sets up the conflict.
   C. It describes how the father hates the son, since he’s a traitor to the state.
   D. It explains why Druse was asleep under the clump of laurel.

5. What kind of conflict is raging in paragraph 7 of “A Horseman in the Sky”?
   A. character vs. another character
   B. character vs. nature
   C. character vs. society
   D. character vs. self

6. In “A Horseman in the Sky,” why does Carter Druse’s father call him a traitor to Virginia?
   A. His father is against the war.
   B. His father doesn’t want him to leave his sick mother.
   C. His father is on the opposite side in the war.
   D. His father thinks that guns break Virginia laws.

7. Which universal theme is addressed in both “War Is Kind” and “A Horseman in the Sky”?
   A. Sometimes, war is necessary to promote peace.
   B. The horrors of war affect families most of all.
   C. War brings about courage and a sense of duty.
   D. The worst victims of war are innocent children.
8. How would the persona of “War Is Kind” likely react if he or she experienced what Druse experienced in “A Horseman in the Sky”?

A. The persona would grieve and think about how war brings out the worst in human beings.
B. The persona would tell Druse’s mother that she should accept what happened to her husband and child.
C. The persona would console Druse and say that he was duty bound to do what he just did.
D. The persona would blame the father for allowing Druse to join the Union army when the father was a Confederate soldier.

9. In paragraph 11 of “A Horseman in the Sky,” the Federal officer’s horrified reaction to the flying horseman foreshadows his

A. questioning of Druse for information on the terrain.
B. reaction to Druse’s explanations about the man he shot.
C. certainty that the horseman in the sky is an omen for their defeat.
D. understanding of Druse’s predicament and decision.
Wilma Rudolph

1 Wilma Rudolph, a gifted American sprinter, won three gold medals at the 1960 Olympic Games in Rome. Her accomplishment was extraordinary, considering that she had suffered from polio as a child and could not walk properly until age eleven.

2 Rudolph was born in St. Bethlehem, Tennessee, in 1940. When she was four, she developed double pneumonia and scarlet fever—and then polio. She did not fully recover her ability to walk for another seven years.

3 At the 1960 Olympics, she won an astonishing three gold medals in track and field, becoming the first American woman to accomplish this feat. She won the 100-meter and 200-meter dashes and anchored the 400-meter relay team for the United States. Rudolph set world records in both the 100-meter and 200-meter dashes during the course of her career. After retiring from competition, she became involved in sports and educational programs for young people.

4 Wilma Rudolph died in 1994, but many people and young athletes with disabilities still look to her story for inspiration.

10 Which is the best conclusion that can be drawn from the passage?
A Most female athletes are better than male athletes.
B Having polio can make it hard for someone to run fast.
C When Wilma Rudolph retired, she helped young budding athletes.
D It is possible for a person to overcome physical disabilities.

11 Which statement shows that the writer believes that Wilma Rudolph’s achievements will be forever remembered?
A The author tells how Rudolph’s story still serves as an inspiration to young athletes today.
B The author mentions how Wilma Rudolph contracted double pneumonia, scarlet fever, and then polio.
C The author tells how Rudolph won the 100-meter and 200-meter dashes and anchored the 400-meter relay team.
D The author explains that Wilma Rudolph’s feat is extraordinary, considering the fact that she couldn’t walk until age eleven.
12. Read this sentence.
Wilma Rudolph was a great influence on African-American female athletes.

Which of the following would best support this claim?
A statistics of Olympic events Rudolph won compared to other female athletes
B the word of an African-American female athlete who admires Wilma Rudolph
C a feature about some of Wilma Rudolph’s biggest and most notable fans
D pictures of Rudolph signing autographs for young African-American women

14. Read this sentence from the passage.
She won the 100-meter and 200-meter dashes and anchored the 400-meter relay team for the United States.

In which sentence does anchored have the same meaning as it does in the sentence above?
A Because he was a great debater, Miles anchored his school’s solid performance at the regional competition.
B Fearing possible collisions with icebergs, the captain ordered that the ship be anchored at dawn.
C The seamstress made sure that the buttons were anchored to the shirt.
D The fierce lion remained anchored to its prey even when the researchers shot it with a tranquilizer gun.

13. Which of these words denoting “difficult” has the most positive connotation?
A laborious
B impossible
C tiresome
D challenging
The Sick Rose

By William Blake

1. Rose, thou art sick!
2. The invisible worm
3. That flies in the night,
4. In the howling storm,
5. Has found out thy bed
6. Of crimson joy:
7. And his dark secret love

15. What does the phrase “crimson joy” refer to in line 6?
   A. the destruction of happiness
   B. the red beauty of the rose
   C. the thrill of blood and violence
   D. joy that is literally red

16. Lines 7 and 8 are ironic because
   A. they mention a dark secret.
   B. they describe a destroyed life.
   C. they suggest that love is destructive.
   D. they claim that love is a secret.

17. Which of the following best describes the tone of the poem?
   A. exasperated
   B. anguished
   C. dismayed
   D. enraged

18. What is the main effect of the rhyme of “worm” and “storm” in the poem?
   A. It creates an ominous tone that illustrates the worm’s destructiveness.
   B. It shows the violent and unfortunate end of the unknowing rose.
   C. It makes pleasant and interesting sounds that readers can hear.
   D. It emphasizes the freshness of the rose and its innocence.
Samantha recently read a feature article about her favorite band, Haven, and wanted to write to the magazine to express her thanks. Here is a rough draft of Samantha’s letter, which may contain errors.

To Chartbusters Editor Livania Miller:

1. Thank you for featuring my favorite band, Haven, on your cover and giving them a full spread article in your October issue. For months now, I have been waiting for new coverage of this talented band. They haven’t made it to mainstream music yet, but I think your article and review will help them attract new fans. I was very happy that you also had a short profile and picture of each band member. It’s great to discover more about them, especially Link and Jonesy. Jonesy is actually a friend of my older brother. That is why I know that they’re not just a group of college kids who make music in their garage. They all went to the Conservatory of Music to study their expertise. Perhaps you can add this information when you make another review of their latest album.

2. Kids at my school are into rap or alternative rock, but I think they will appreciate Haven’s refreshing sound—a fusion of jazz and rock with a hint of soul—if they learn about it. I can listen to their music all day. My friends don’t understand that about me. This is why I’m really grateful that your magazine wrote about them. Chartbusters is very popular with younger people. Your article will effectively introduce other young people to this great kind of music.

3. I’m starting my subscription of Chartbusters because of your feature on them. I admire your magazine for being the first to feature this ______ band.

Sincerely,

Samantha Martinez
West Covina, CA
19. Which sentence would best conclude the letter?

A. Will you be able to provide your readers with quality articles about the best bands today?
B. I expect to see better articles about my favorite band, Haven.
C. The members of Haven were educated at the Conservatory of Music, so they really know their music.
D. I hope that your recent October issue will not be the last time that Haven will grace your pages.

20. Read this sentence from the passage.

They all went to the Conservatory of Music to study their expertise.

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

A. craft
B. work
C. abilities
D. profession
21. Read this sentence from the passage.

I admire your magazine for being the first to feature this ________ band.

Which word best describes the band as expressed by Samantha’s letter?
A concealed  
B unrecognized  
C mysterious  
D secluded

22. Read these sentences from the passage.

Chartbusters is very popular with younger people. Your article will effectively introduce other young people to this great kind of music.

What is the correct way to combine these sentences?
A Chartbusters, popular with younger people, will effectively introduce other young people to this great kind of music.
B Because your article will effectively introduce this great kind of music, Chartbusters is very popular with younger people.
C Although Chartbusters is very popular with younger people, your article will effectively introduce other young people to this great kind of music.
D Because Chartbusters is very popular with younger people, your article will effectively introduce other young people to this great kind of music.
The following questions are not about a passage. Read and answer each question.

23. Read this sentence.
   He is a very bright student.

   In which sentence does bright have the same meaning as it does in the sentence above?
   A. She had such a bright smile.
   B. Close the windows; it’s too bright.
   C. I have a bright idea that would solve all our problems.
   D. The fireworks lit the sky one bright moment.

24. Which of these words denoting “determined” has a negative connotation?
   A. driven
   B. decisive
   C. persevering
   D. stubborn

25. Which of these words suggests the influence of an outside force or cause?
   A. inspiration
   B. insight
   C. thought
   D. idea
Writing Application: Narrative Writing

Writing Task: By the time students enter high school, they have learned about many important people and their roles in American history and culture. Think about a person you have studied and key events surrounding his or her life.

Write a composition in which you narrate a sequence of events in the life of a well-known person. In your biographical narrative, be sure to include the specific places where the events occurred and to relate 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 “Everyday Use” by Alice Walker in Unit 1 of your student text. As you read this short story, think about the interactions between the characters.

Write an essay in which you explain how literary techniques and elements, including the narrator’s point of view, are used to present the relationships between the different characters. Your audience is your teacher, who has also read “Everyday Use,” so you do not need to retell what happens in the story.

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 main idea of the passage.
- 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.
Unit 4 Assessment
Reading/Literature
Are Friends Delight or Pain?

By Emily Dickinson

1. Are friends delight or pain?
2. Could bounty but remain
3. Riches were good.
4. But if they only stay
5. Bolder to fly away,
6. Riches are sad.

1. Dickinson moves readers through her poem using
   A. alliteration.
   B. short lines.
   C. concrete imagery.
   D. varied punctuation.

2. The line “Riches are sad” is a paradox that
   A. forces the reader to consider the poem’s message.
   B. makes for a pleasurable turn of phrase.
   C. leads the reader toward false conclusions.
   D. repeats a statement made earlier in the poem.

3. Which word from the poem is derived from a Latin root meaning “goodness”? 
   A. fly 
   B. riches 
   C. friends 
   D. bounty
The following questions are not based on a passage. Read and answer each item.

4  Read this sentence.

Akira was tired, sleepy, and needed food.

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

A  Akira needed rest and food.
B  Akira was tired, sleepy, and hungry.
C  Akira was tired and sleepy. She needed food.
D  Akira was tired and sleepy; she needed food.

5  Read this sentence.

Mark Twain is a very popular writer he is most famous for his novel The Adventures of Huckleberry Finn.

What is the best way to write the underlined words?

A  writer: He is most famous
B  writer, he is most famous
C  writer. He is most famous
D  writer; He is most famous

6  Which of these words denoting “hard to understand” would best describe a crossword puzzle?

A  baffling
B  enigmatic
C  mysterious
D  otherworldly

7  Read this sentence.

When the award-winning director entered his high school reunion, he was greeted by loud applause and encouraging cheers from his old classmates.

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

A  noisy
B  piercing
C  boisterous
D  thunderous
Anita’s teacher asked her students to write a persuasive essay about the legal driving age. Below is Anita’s rough draft, which may contain errors.

The Responsibility of Driving

1 Some people say that those who are sixteen years old should be allowed to drive not only 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 both involve skills that are easy to remember once learned. This view may hold a bit of truth. But that is where the similarity between driving a car and riding a bike stops. What must be emphasized here is that driving a car, if approached without caution, could lead to disaster. 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 younger than seventeen years of age should not be allowed to drive is that there is so much risk involved. Unlike when you ride a bike, 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, such as forgetting to signal, or making a slight miscalculation while turning, may cost lives.
8. Which of these is Anita’s thesis?
   A. Learning to drive a car is much harder than learning to ride a bike.
   B. There are similarities between riding a bike and driving a car.
   C. Driving requires more caution and responsibility than riding a bike.
   D. You have passengers when you drive a car but not when you ride a bike.

9. What information should Anita add to paragraph 2 to support the information already provided?
   A. the complex machinery that cars need to function
   B. statistics of car accidents involving underage drivers
   C. the skills that a new driver must demonstrate to get a license
   D. a description of how driving schools teach students to drive

10. Anita wants to add the following sentence to her draft.
    This shows you just how serious driving a car really is and how much age and experience are needed.

   Where should Anita add this sentence?
   A. at the end of paragraph 2
   B. at the end of paragraph 3
   C. at the beginning of paragraph 1
   D. at the beginning of paragraph 2

11. Which sentence in paragraph 1 is not consistent with the overall tone of the composition?
    A. This saying may hold a bit of truth.
    B. But that is where the similarity between driving a car and riding a bike stops.
    C. After all, they say that driving a car is just like riding a bike.
    D. Some kids I know are reckless drivers.
The following is a rough draft of a Clara’s report. It may contain errors.

Mary Shelley

1. Mary Shelley was the well-known English author who wrote the terrifying novel *Frankenstein*.

2. Shelley was born Mary Godwin in London, England, in 1797. When she was sixteen, she met Percy Bysshe Shelley, one of the most influential poets of the Romantic period; his works are still discussed today. They married in 1816. The Shelleys developed a friendship with another famous poet, Lord Byron. This friendship influenced Mary Shelley’s writings, and in 1818 she published *Frankenstein*. Mary Shelley was only nineteen years old.

3. In 1822, Percy Shelley drowned in Italy. To support herself and her children, Mary wrote and published novels. These works included *Valperga*, *The Last Man*, and an autobiographical work, *Ladore*. She also edited poetry written by her late husband.

4. Mary Shelley died in 1851. Of her works, *Frankenstein* stands as her greatest contribution to literature. The story continues to haunt readers today. Films, television shows, and stage productions are still affected by this creative masterpiece.
Clara wants to add the following sentence to her report.

Because of her impressive body of works, Mary Shelley was able to establish herself as a writer without being overshadowed by her late husband’s reputation.

Where should Clara add this sentence?
A  end of paragraph 3
B  end of paragraph 4
C  beginning of paragraph 1
D  beginning of paragraph 2

The information in paragraph 3 of the passage supports the claim that Mary Shelley was
A  a good mother.
B  a prolific writer.
C  Percy Shelley’s widow.
D  a writer of biographies.

Films, television shows, and stage productions are still affected by this creative masterpiece.

Which word would best replace the underlined word to make the meaning more precise?
A  moved
B  stirred
C  inspired
D  motivated
The following is an excerpt from William Shakespeare’s play *Othello*.

ACT IV, SCENE II. A room in the castle.

*Enter OTHELLO and EMILIA.*

OTHELLO
You have seen nothing then?

EMILIA
Nor ever heard—nor ever did suspect.

OTHELLO
Yes, you have seen Cassio and she together.

EMILIA
But then I saw no harm, and then I heard
Each syllable that breath made up between them.

OTHELLO
What? did they never whisper?

EMILIA
Never, my lord.

OTHELLO
Nor send you out o’ the way?

EMILIA
Never.

OTHELLO
To fetch her fan, her gloves, her mask, nor nothing?

EMILIA
Never, my lord.

OTHELLO
That’s strange.
EMILIA
I durst, my lord, to wager she is honest;
Lay down my soul at stake. If you think other,
Remove your thought; it doth abuse your bosom.
If any wretch have put this in your head,
Let heaven requite it with the serpent’s curse!
For if she be not honest, chaste, and true,
There’s no man happy; the purest of their wives
Is foul as slander.

OTHELLO
Bid her come hither; go.

Exit EMILIA. . . .

Enter DESDEMONA with EMILIA.

DESDEMONA
My lord, what is your will?

OTHELLO
Pray you, chuck, come hither.

DESDEMONA
What is your pleasure?

OTHELLO
Let me see your eyes;
Look in my face.

DESDEMONA
What horrible fancy’s this?

OTHELLO
[To EMILIA] Some of your function, mistress;
Leave procreants alone, and shut the door;
Cough, or cry ‘hem,’ if any body come.
Your mystery, your mystery: nay, dispatch.

Exit EMILIA.

DESDEMONA
Upon my knees, what doth your speech import?
I understand a fury in your words.
But not the words.
OTHELLO
Why, what art thou?

DESDEMONA
Your wife, my lord; your true
And loyal wife.

OTHELLO
Come, swear it, damn thyself,
Lest being like one of heaven, the devils themselves
Should fear to seize thee; therefore be double damn’d:
Swear thou art honest.

DESDEMONA
Heaven doth truly know it.

OTHELLO
Heaven truly knows that thou art false as hell.

DESDEMONA
To whom, my lord? With whom? How am I false?

OTHELLO
O Desdemona! Away, away, away!

15 One indication that Othello was not written in modern times is
A the situation that is presented in the play.
B Othello’s refusal to believe his wife.
C the emotions expressed by the characters.
D the way Othello and Desdemona address each other.

16 What drives Othello to interrogate Desdemona?
A his suspicion that his wife is having an affair
B the presence of Emilia in the household
C Desdemona’s late night visitors and parties
D the desire to know his wife better
17. Read these lines of Desdemona’s from the passage.

Upon my knees, what doth your speech import?
I understand a fury in your words.
But not the words.

What character trait does Desdemona exhibit in these lines?
A. mercy
B. respectfulness
C. distrust
D. inquisitiveness

18. Othello is a tragedy. This means that the main character’s jealousy will most likely lead to
A. reconciliation with his wife.
B. a mocking criticism of jealousy.
C. an amusing lesson about marriage.
D. his downfall and that of others.

19. In the first part of the scene, what is Emilia’s primary argument in defense of Desdemona’s innocence?
A. She has served Desdemona for a very long time.
B. She knows that Othello is often unreasonable.
C. She was always present when Desdemona and Cassio talked.
D. She thinks that Cassio is a good and trustworthy man.

20. In this excerpt, Emilia functions as
A. an advocate for Desdemona.
B. an instrument for exposition.
C. a character foil for Othello.
D. a comic diversion from the intense scene.
Read the following two selections. Think about how they are alike and how they are different.

Selection A

From New Chronicles of Rebecca

By Kate Douglas Wiggin

Miss Miranda Sawyer’s old-fashioned garden was the pleasantest spot in Riverboro on a sunny July morning. The rich color of the brick house gleamed and glowed through the shade of the elms and maples. Luxuriant hop-vines clambered up the lightning rods and water spouts, hanging their delicate clusters here and there in graceful profusion. Woodbine transformed the old shed and tool house to things of beauty, and the flower beds themselves were the prettiest and most fragrant in all the countryside. A row of dahlias ran directly around the garden spot,—dahlias scarlet, gold, and variegated. In the very centre was a round plot where the upturned faces of a thousand pansies smiled amid their leaves, and in the four corners were triangular blocks of sweet phlox over which the butterflies fluttered unceasingly. In the spaces between ran a riot of portulaca and nasturtiums, while in the more regular, shell-bordered beds grew spirea and gillyflowers, mignonette, marigolds, and clove pinks.

Back of the barn and encroaching on the edge of the hay field was a grove of sweet clover whose white feathery tips fairly bent under the assaults of the bees, while banks of aromatic mint and thyme drank in the sunshine and sent it out again into the summer air, warm, and deliciously odorous.

The hollyhocks were Miss Sawyer’s pride, and they grew in a stately line beneath the four kitchen windows, their tapering tips set thickly with gay satin circlets of pink or lavender or crimson.

“They grow something like steeples,” thought little Rebecca Randall, who was weeding the bed, “and the flat, round flowers are like rosettes; but steeples wouldn’t be studded with rosettes, so if you were writing about them in a composition you’d have to give up one or the other, and I think I’ll give up the steeples:—

Gay little hollyhock
Lifting your head,
Sweetly rosetted
Out from your bed.
It’s a pity the hollyhock isn’t really little, instead of steepling up to the window top, but I can’t say, ‘Gay TALL hollyhock.’ . . . I might have it ‘Lines to a Hollyhock in May,’ for then it would be small; but oh, no! I forgot; in May it wouldn’t be blooming, and it’s so pretty to say that its head is ‘sweetly rosetted’ . . . I wish the teacher wasn’t away; she would like ‘sweetly rosetted,’ and she would like to hear me recite ‘Roll on, thou deep and dark blue ocean, roll!’ that I learned out of Aunt Jane’s Byron; the rolls come booming out of it just like the waves at the beach. . . . I could make nice compositions now, everything is blooming so, and it’s so warm and sunny and happy outdoors. Miss Dearborn told me to write something in my thought book every single day, and I’ll begin this very night when I go to bed.”

Selection B

From Lancelot and Elaine

By Alfred, Lord Tennyson

Elaine the fair, Elaine the loveable,
Elaine, the lily maid of Astolat,
High in her chamber up a tower to the east
Guarded the sacred shield of Lancelot;
Which first she placed where the morning’s earliest ray
Might strike it, and awake her with the gleam;
Then fearing rust or soilure fashioned for it
A case of silk, and braided thereupon
All the devices blazoned on the shield

In their own tinct, and added, of her wit,
A border fantasy of branch and flower,
And yellow-throated nestling in the nest.
Nor rested thus content, but day by day,
Leaving her household and good father, climbed
That eastern tower, and entering barred her door,
Stript off the case, and read the naked shield,
Now guessed a hidden meaning in his arms,
Now made a pretty history to herself
Of every dint a sword had beaten in it,
And every scratch a lance had made upon it,
Conjecturing when and where: this cut is fresh;
That ten years back; this dealt him at Caerlyle;
That at Caerleon; this at Camelot:
And ah God’s mercy, what a stroke was there!

And here a thrust that might have killed, but God
Broke the strong lance, and rolled his enemy down,
And saved him: so she lived in fantasy.

How came the lily maid by that good shield
Of Lancelot, she that knew not even his name?

He left it with her, when he rode to tilt
For the great diamond in the diamond jousts,
Which Arthur had ordained, and by that name
Had named them, since a diamond was the prize . . .

Now for the central diamond and the last
And largest, Arthur, holding then his court
Hard on the river nigh the place which now
Is this world’s hugest, let proclaim a joust
At Camelot, and when the time drew nigh
Spake (for she had been sick) to Guinevere,

‘Are you so sick, my Queen, you cannot move
To these fair jousts?’ ‘Yea, lord,’ she said, ‘ye know it.’
‘Then will ye miss,’ he answered, ‘the great deeds
Of Lancelot, and his prowess in the lists,
A sight ye love to look on.’ And the Queen

Lifted her eyes, and they dwelt languidly
On Lancelot, where he stood beside the King.
He thinking that he read her meaning there,
‘Stay with me, I am sick; my love is more
Than many diamonds,’ yielded; and a heart

Love-loyal to the least wish of the Queen
(However much he yearned to make complete
The tale of diamonds for his destined boon)
Urged him to speak against the truth, and say,
‘Sir King, mine ancient wound is hardly whole,
And lets me from the saddle;’ and the King
Glanced first at him, then her, and went his way.
21. How would Rebecca likely react if she were to see Elaine’s embroidered shield cover?
   A. She would be inspired to make a shield cover of her own.
   B. She would find a poetic way to describe the flowers stitched around the border.
   C. She would try to make up stories about the battle scenes depicted on the cover.
   D. She would be uninterested in the cover and want to see the actual shield.

22. Read this sentence from New Chronicles of Rebecca.

   The hollyhocks were Miss Sawyer’s pride, and they grew in a stately line beneath the four kitchen windows, their tapering tips set thickly with gay satin circlets of pink or lavender or crimson.

   The word pride suggests that the hollyhocks are Miss Sawyer’s
   A. favorite flowers.
   B. self-esteem.
   C. source of conceit.
   D. prize-winners.

23. Read this excerpt from New Chronicles of Rebecca.

   “I wish the teacher wasn’t away; she would like ‘sweetly rosetted,’ and she would like to hear me recite ‘Roll on, thou deep and dark blue ocean, roll!’ that I learned out of Aunt Jane’s Byron.”

   In this excerpt from the passage, Rebecca reveals that she is
   A. poetic.
   B. obedient.
   C. intelligent.
   D. studious.

24. The flashback that begins on line 28 of “Lancelot and Elaine” serves to
   A. reveal more about Elaine’s character.
   B. explain how the first scene came about.
   C. introduce the conflict of the story.
   D. set the story in the time of King Arthur.
Reread lines 13–27 of “Lancelot and Elaine.” This scene could be adapted as a dramatic monologue because it contains

A a heartfelt account of Elaine’s deepest emotions.
B a satirical exaggeration of battles that really happened.
C vivid stories describing the scenes depicted on the shield.
D Elaine’s childish fantasies of romance and love.
Unit 5 Assessment
Reading/Literature
Read the two documents and answer the questions that follow.

Document A

O. Henry, American Master of Short Fiction

1 William Sydney Porter, better known as O. Henry, was born on September 11, 1862, in the city of Greensboro, North Carolina. As a child, William was very fond of reading. He read novels, classics, and almost every piece of printed material he could get his hands on. His exposure to literature at a very young age paved the way for him to be one of America's most beloved and celebrated short story writers.

2 Porter’s life, however, was not an easy one. His mother died of tuberculosis when he was 3. After his mother’s death, Porter and his father were forced to move to his paternal grandparents’ home. This did not hinder Porter from pursuing his early education. He stayed in school until he was 15 and then took on several jobs. He worked as a pharmacist and as a bank clerk.

3 Though far from his craft, Porter kept himself dedicated to writing. In 1884, he released a humorous weekly called the Rolling Stone. This endeavor in the writing world did not turn out to be a success, so Porter worked for the Houston Post as a columnist and reporter instead. However, the worst wasn’t over for Porter. He was convicted of embezzling money from the bank he was working for and sent to jail in 1898.

4 His years in prison proved beneficial for Porter because he was able to explore writing once again. While in prison, he published some of his stories in magazines. Porter’s writing streak continued until he was released from jail in 1901. He changed his name to O. Henry and moved to New York to begin his writing career.

5 Most of O. Henry’s stories are characterized by unexpected turns in plot. Some of his most memorable stories include “The Gift of the Magi” and the widely anthologized “The Ransom of Red Chief.” In his lifetime, he was able to publish 600 works of fiction. O. Henry passed away on June 15, 1910.

6 To commemorate his contribution to the art of short story writing, an award-giving body was formed in 1919. This award is called the O. Henry Award and is evidence of his contributions to literature. Twenty stories are selected from a year’s crop and compiled into an anthology. The O. Henry Award remains an institution for the development of the short story to this day. It is a testament to the craftsmanship of new writers, who were inspired by one of the greatest masters of short fiction.
Works Cited


Document B

**An Excerpt from O. Henry’s Only Interview**

*New York Times* 4 April 1909

1 “Well, I was born—that is a good point to start at—in Greensborough, N.C”

2 “How old, if it’s not too delicate a question?”

3 “Let me see: I was born in 1867.” The author produced a pencil and figured on a scrap of paper. “That makes me 42, almost 43 years old, but put it down 42. As for my ancestors, some of them were Governors of the State.”

4 “Did you go to college?”

5 “No; that is one handicap that I went into this work of writing without. I went to Texas when I was quite a youngster. Delicacy of health and not of purse was the cause of the trip. I spent two and half years on the ranch of Lee Hall, the famous ranger. He was a friend of my family’s, and I was a guest at his ranch. I was studying the cattle business, with the idea of taking it up. Then it quit raining; the pastures dried up; and I quit the cattle and sheep-raising business. That’s the nearest I ever came to being a cowboy or sheep herder.”
“Then what did you do?” asked the reporter, for O. Henry had lapsed into silence as though his whole story had been told.

“Why, then, I got a job on the Houston Post. I had a daily column, for which I received $15—a week. Within two weeks my salary was jumped $5, and two weeks later it was raised to $25 a week. That impressed me as quite munificent. But the editor said to me one day: ‘My boy, within five years you’ll be earning a hundred dollars a week on a New York newspaper.’

“What preparation did I have for this work? An academy education and books. I did more reading between my thirteenth and nineteenth years than I have done in all the years since. And my taste was much better then. I used to read nothing but classics. Burton’s ‘Anatomy of Melancholy’ and Lane’s ‘Arabian Nights’ were my favorites.

“As a youngster I always had an intense desire to be an artist. It wasn’t until I was twenty-one that I developed the idea that I’d like to write. After about a year on the Houston Post I got an opportunity to exercise both of these artistic yearnings.* Brann had been publishing his Iconoclast at Houston and failed. I bought out the whole plant, name and all for $250, and started a ten-page weekly story paper. Being an editor, I of course resigned from the Post. The stories are mostly humorous. The editor did most of the writing and all the illustrating. Meanwhile Brann had gone to Waco. He wrote and asked if I wouldn’t let him have his Iconoclast title back. I didn’t think much of it and let him have It. My paper was accordingly christened the Rolling Stone. It rolled for about a year and then showed unmistakable signs of getting mossy. Moss and I never were friends, and so I said good-bye to the Rolling Stone.”

“And after the Rolling Stone?” asked the reporter.

“Then a friend of mine who had a little money—wonderful thing that, isn’t it, a friend with a little money—suggested that I join him in a trip to Central America, whither he was going with the intention of going into the fruit business. Well, it takes a long time and costs a lot of money to learn how the little banana grows. We didn’t have quite enough of the latter, and so never did learn the whole secret of banana’s development.

“See any revolutions? No, but I discovered plenty of the finest rum you ever saw. Most of the time I spent in knocking around among the Consuls and the refugees.
“The banana plantation faded into nothing; I drifted back to Texas. In Austin I got a job in a drug store. That was a rotten two weeks. They made me draw soda water, and I gave up.”

“And after the two weeks at the soda fountain, then what?”

“Let me see after the soda water, I think there came the high ball stage. I went to New Orleans and took up literary work in earnest. I sent stories to newspapers, weeklies, and magazines all over the country. Rejections? Lordy, I should say I did have rejections, but I never took them to heart. I just stuck new stamps on the stories and sent them out again. And in their journeying to and fro all the stories finally landed in offices where they found a welcome. I can say that I never wrote anything that, sooner or later, hasn’t been accepted.

“As for rejections, take ‘The Emancipation of Billy,’ as good a story as I ever wrote—it was rejected no less than thirteen times. But, like all the rest, it finally landed.

“It was during these New Orleans days that I adopted my pen name of O. Henry. I said to a friend: I’m going to send out some stuff. I don’t know if it amounts to much, so I want to get a literary alias. Help me pick out a good one.’

He suggested that we get a newspaper and pick a name from the first list of notables that we found in it. In the society columns we found the account of a fashionable ball. ‘Here we have our notables,’ said he. We looked down the list and my eye lighted on the name Henry, ‘That’ll do for a last name,’ said I. ‘Now for a first name. I want something short. None of your three-syllable names for me.’ ‘Why don’t you use a plain initial letter, then?’ asked my friend. ‘Good,’ said I, ‘O is about the easiest letter written, and O it is.’

* This chronological inconsistency between Documents A and B most likely stems from an error in memory, not research, as interview subjects often misremember or scramble details about their own lives.
1. What information could be added to paragraph 2 (Document A) in order to support the claim that O. Henry had a difficult early life?
   A. a narration of O. Henry’s move to his paternal grandparents’ home
   B. a description of the obstacles O. Henry encountered in his youth
   C. additional descriptions of O. Henry’s extended family members
   D. an example showing how much the young O. Henry loved reading

2. Which research question most likely contributed to the development of paragraph 5 (Document A)?
   A. How did O. Henry contribute to American literature?
   B. What happened after O. Henry passed away?
   C. How do people celebrate O. Henry’s talent?
   D. What is the significance of the O. Henry Award?

3. In Document A, which Works Cited entry is most likely the source for the information in paragraph 3 about O. Henry’s writing career?

4. Based on the passage in Document A, what can we infer about O. Henry?
   A. He became very good at the art of short-story writing, and he set a standard for young writers.
   B. Even after several obstacles in life, O. Henry continued to write until he was recognized as a good writer.
   C. O. Henry had a very difficult life from which he gained a lot of material for his writing.
   D. Other jobs kept O. Henry away from his writing, so it took a long time for him to grow as a writer.
5  Read this sentence from Document A.

To commemorate O. Henry’s contribution to the art of short story writing, an award-giving body was formed in 1919.

How could this sentence be rewritten in the active voice?

A  In 1919, an award-giving body was commemorated for O. Henry’s contribution to the art of short story writing.

B  An award-giving body was formed in 1919 to commemorate O. Henry’s contribution to the art of short story writing.

C  In 1919, an award-giving body assembled to commemorate O. Henry’s contribution to the art of short story writing.

D  In 1919, to commemorate O. Henry’s contribution to the art of short story writing, an award-giving body was formed.

6  The O. Henry interview (Document B) is the only document that includes information regarding O. Henry’s

A  roots in North Carolina.

B  account of his pen name’s origins.

C  stint as a Houston Post columnist.

D  childhood love of reading.
Read the following two selections. Think about how they are alike and how they are different.

Selection A

To the Virgins, To Make Much of Time

by Robert Herrick

Gather ye rosebuds while ye may,
Old time is still a-flying:
And this same flower that smiles to-day
To-morrow will be dying.

The glorious lamp of heaven, the sun,
The higher he's a-getting,
The sooner will his race be run,
And nearer he's to setting.

That age is best which is the first,
When youth and blood are warmer;
But being spent, the worse, and worst
Times still succeed the former.

Then be not coy, but use your time,
And while ye may go marry:
For having lost but once your prime
You may for ever tarry.

Selection B

From The Mill on the Floss

By George Eliot

1 Secrets are rarely betrayed or discovered according to any programme our fear has sketched out. Fear is almost always haunted by terrible dramatic scenes, which recur in spite of the best-argued probabilities against them; and during a year that Maggie had had the burthen of concealment on her mind, the possibility of discovery had continually presented itself under the form of a sudden meeting with her father or Tom when she was walking with Philip in the Red Deeps. She was aware that this was not one of the most likely events; but it was the scene that most completely symbolized her inward dread. Those slight indirect suggestions which are dependent on apparently trivial coincidences and incalculable states of mind, are the favorite machinery of Fact, but are not the stuff in which Imagination is apt to work.

2 Certainly one of the persons about whom Maggie’s fears were furthest from troubling themselves was her aunt Pullet, on whom, seeing that she did not live in St. Ogg’s, and was neither sharp-eyed nor sharp-tempered, it would surely have been quite whimsical of them to fix rather than on aunt Glegg.
G R A D E

Unit 5 Test

Reading/Literature

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And yet the channel of fatality—the pathway of the lightning—was no other
than aunt Pullet. She did not live at St. Ogg’s, but the road from Garum Firs
lay by the Red Deeps, at the end opposite that by which Maggie entered.
3

The day after Maggie’s last meeting with Philip, being a Sunday on which
Mr. Pullet was bound to appear in funeral hatband and scarf at St. Ogg’s
church, Mrs. Pullet made this the occasion of dining with sister Glegg, and
taking tea with poor sister Tulliver. Sunday was the one day in the week on
which Tom was at home in the afternoon; and today the brighter spirits he had
been in of late had flowed over in unusually cheerful open chat with his father,
and in the invitation, “Come, Magsie, you come too!” when he strolled out with
his mother in the garden to see the advancing cherry-blossoms. He had been
better pleased with Maggie since she had been less odd and ascetic; he was
even getting rather proud of her; several persons had remarked in his hearing
that his sister was a very fine girl. To-day there was a peculiar brightness in
her face, due in reality to an undercurrent of excitement, which had as much
doubt and pain as pleasure in it; but it might pass for a sign of happiness . . .

4

“There’s that mismade son o’ Lawyer Wakem’s, I saw him at church to-day.
Dear, dear! to think o’ the property he’s like to have; and they say he’s very
queer and lonely, doesn’t like much company. I shouldn’t wonder if he goes out
of his mind; for we never come along the road but he’s a-scrambling out o’ the
trees and brambles at the Red Deeps.”

5

This wide statement, by which Mrs. Pullet represented the fact that she had
twice seen Philip at the spot indicated, produced an effect on Maggie which
was all the stronger because Tom sat opposite her, and she was intensely
anxious to look indifferent. At Philip’s name she had blushed, and the blush
deepened every instant from consciousness, until the mention of the Red
Deeps made her feel as if the whole secret were betrayed, and she dared
not even hold her tea-spoon lest she should show how she trembled. She sat
with her hands clasped under the table, not daring to look round. Happily,
her father was seated on the same side with herself, beyond her uncle
Pullet, and could not see her face without stooping forward. Her mother’s
voice brought the first relief, turning the conversation; for Mrs. Tulliver was
always alarmed when the name of Wakem was mentioned in her husband’s
presence. Gradually Maggie recovered composure enough to look up; her eyes
met Tom’s, but he turned away his head immediately; and she went to bed
that night wondering if he had gathered any suspicion from her confusion.
Perhaps not; perhaps he would think it was only her alarm at her aunt’s
mention of Wakem before her father; that was the interpretation her mother
had put on it. To her father, Wakem was like a disfiguring disease, of which
he was obliged to endure the consciousness, but was exasperated to have the
existence recognized by others; and no amount of sensitiveness in her about
her father could be surprising, Maggie thought.
Unit 5 Test, Reading/Literature

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7. One indication that the poem “To the Virgins, To Make Much of Time” was not written in the present time is its:
   A. diction.
   B. rhyme scheme.
   C. figurative language.
   D. imagery.

8. Which character trait best describes the speaker in the third stanza of the poem “To the Virgins, To Make Much of Time”?
   A. hopeful
   B. arrogant
   C. whimsical
   D. pessimistic

9. In “To the Virgins, To Make Much of Time,” which image does the speaker associate with the present, as opposed to the future?
   A. a new moon
   B. a dying flower
   C. a blooming flower
   D. a setting sun

10. Which literary device is Herrick using in the line “The glorious lamp of heaven, the sun”?
    A. personification
    B. simile
    C. allegory
    D. metaphor

11. Paragraph 2 of “The Mill on the Floss” suggests that Maggie doesn’t fear her aunt Pullet because
    A. aunt Pullet is neither observant nor nearby.
    B. she has already admitted her love affair to her aunt.
    C. Philip and aunt Pullet are very good friends.
    D. Maggie does not often worry about anything.
12 Based on the last paragraph of the “The Mill on the Floss” excerpt, what is the most likely explanation why Maggie keeps her trysts with Philip a secret from her father?

A Maggie’s father and Philip’s family have a feud going on.
B Maggie thinks her secret meetings with Philip are exciting.
C Maggie does not like her father, because he is strict.
D Maggie’s father still thinks she is too young to have a lover.

13 Read this sentence from “The Mill on the Floss.”

He had been better pleased with Maggie since she had been less odd and ascetic; he was even getting rather proud of her; several persons had remarked in his hearing that his sister was a very fine girl.

What makes the preceding sentence ironic?

A the fact that Tom is only there once a week
B the fact that Maggie is meeting her lover secretly
C the fact that Aunt Pullet is with them
D the fact that Tom is Maggie’s brother

14 Both Herrick and Eliot imply that love

A is felt more by women than men.
B hurts families more than lovers.
C should be hidden from others.
D faces considerable obstacles.

15 What advice would the speaker of “To the Virgins, To Make Much of Time” most likely give to Maggie if he learned of her secret love affair?

A Do not let anyone else keep you from enjoying your love right now.
B Continue to keep your love affair secret until your family changes its mind.
C Give up your love affair with Phillip and find someone your family will accept.
D Love is not important enough to justify worrying so much about it.
The following is a rough draft of a Angela’s report. It contains errors.

Writing a Short Story

1. It is not easy to write a short story. Sadly, several misconceptions have been misleading people into thinking that this craft is insignificant. Writers are seen as lazy individuals who do nothing but lounge in their rooms and imagine things. These people do not even know what they are thinking! In order to come up with an effective short story, one must know his or her material, master all the elements of fiction, and be capable of weaving all these elements together. Writing a short story is like writing poetry. Everything must be accurate.

2. Knowing the story’s subject is the first thing a writer must do in order to complete a successful work of fiction. Making up facts and imagining things without considering their plausibility can cause a story to fail. For instance, a science fiction story about aliens would not be believable if the writer did not do enough research on the subject. All parts of the story should be anchored to reality to make it believable and logical.

3. The short story has basic elements, namely plot, character, setting, and conflict. It is not enough to know the definitions of these elements. The writer must know the functions of each of these elements so they can contribute to the story effectively.

4. Plot is composed of the events that make up the story. It consists of exposition, rising action, climax, and denouement. Writers must work very hard in order to make the plot plausible and not too random. It is always best if the characters prompt how the story will play out.

5. Good works of fiction are remembered because of their characters. Characters must be believable and possess very human traits. This is why readers are able to empathize with them. Characters affect the flow of the story and move the plot forward. The best type of character is the “round character.” These characters undergo changes as the story develops.

6. A world that contains all the fictional elements is necessary for a story to survive. A story’s setting has many functions, it helps establish the fictional universe, contributes to the theme and mood, and sometimes functions as a character.

7. A story with no conflict is a waste of time to read. Without a conflict that forces the events of the plot into motion, the story will be stagnant. A good conflict must be believable.
Knowing these elements will be useless if the writer is unable to use them properly in writing. For this reason, it is important for the writer to map or plan his or her work. In the process of writing, he or she must make sure that everything fits together seamlessly; “the work of fiction must not seem manipulated” (Garcia, 24). Also, all the ideas and elements in the story must contribute to an organic whole. This concept is called “organic unity.”

Works Cited


16 Which source listed in the Works Cited section of the report is a periodical?


17 Which sentence in paragraph 1 is *not* consistent with the overall tone of the essay?

A These people do not even know what they are thinking!

B It is not easy to write a short story.

C Writers are seen as lazy individuals who do nothing but lounge in their rooms and imagine things.

D Sadly, several misconceptions have been misleading people into thinking that this craft is insignificant.

18 Angela wants to add the following sentence to her report.

It must be significant enough to force the character to move and solve the problem before the story ends.

Where should Angela add this sentence?

A paragraph 4

B paragraph 5

C paragraph 7

D paragraph 8

19 Read this sentence from the report.

The short story has basic elements, namely plot, character, setting, and conflict.

What is the correct way of writing the underlined part of the sentence?

A elements, namely–plot, character,

B elements, namely: plot, character,

C elements, namely plot character,

D elements, namely, plot, character,
20. Read this sentence from the passage.

Characters affect the flow of the story and move the plot forward.

Which word would best replace the underlined word to make the meaning more precise?
A. propel
B. influence
C. overcome
D. renew

21. Read this sentence from the passage.

A story’s setting has many functions, it helps establish the fictional universe, contributes to the theme and mood, and sometimes functions as a character.

What is the correct punctuation of the underlined part of the sentence?
A. functions it
B. functions—it
C. functions, it
D. functions: it

22. Read this sentence from the passage.

Without a conflict that forces the events of the plot into motion the story will be stagnant.

What is the correct way to write the underlined sentence?
A. motion; the story
B. motion: the story
C. motion the story
D. motion, the story
The following items are not based on a passage. Read and answer each question.

23 Read this sentence.

Ernest Hemingway was one of the greatest fiction writers of his time, his stories were widely read all over the world.

What is the correct way to write the underlined words?
A time: his stories  
B time, his stories  
C time; his stories  
D time—his stories

24 Read this sentence.

Catherine was well-known in school because of her ability to play different musical instruments piano, flute, and violin.

What is the correct punctuation for the underlined part of the sentence?
A instruments. Piano  
B instruments: piano  
C instruments—piano  
D instruments, piano

25 Read this sentence.

The policemen scoured the crime scene for any sign left by the perpetrator.

In which sentence does scoured have the same meaning as it does in the sentence above?
A Alvin scoured the greasy pan with soap and a metallic sponge.  
B Chris scoured the drain with water to clean it.  
C The couple scoured the entire room, looking for the lost ring.  
D The president scoured the countryside of all rebels by the end of her first term.
Unit 6/Semester Assessments
Reading/Literature
Writing Applications
Home Heating and Winter Fire Safety

The high cost of home heating fuels and utilities has caused many Americans to search for alternate sources of home heating. The use of wood burning stoves is growing, and space heaters are selling rapidly or coming out of storage. Fireplaces are burning wood and man-made logs. All these methods of heating may be acceptable. They are, however, a major contributing factor in residential fires.

Many of these fires can be prevented. You can prevent the loss of life and property resulting from heating fires by being able to identify potential hazards and following these safety tips.

Wood Stoves

Wood stoves cause over 4,000 residential fires every year. Carefully follow the manufacturer’s installation and maintenance instructions. Look for solid construction, such as plate steel or cast-iron metal. Check for cracks and inspect legs, hinges, and door seals for smooth joints and seams. Use only seasoned wood for fuel, not green wood, artificial logs, or trash. Inspect and clean your pipes and chimneys annually. Check monthly for damage or obstructions. Be sure to keep combustible objects at least three feet away from your wood stove.

Electric Space Heaters

Buy only heaters with the Underwriter’s Laboratory (UL) safety listing. Check to make sure the heater has a thermostat control mechanism and will switch off automatically if the heater falls over. Heaters are not dryers or tables; don’t dry clothes or store objects on top of your heater. Space heaters need space; keep combustibles at least three feet away from each heater. Always unplug your electric space heater when not in use.

Fireplaces

Fireplaces regularly build up tar in their chimneys. They need to be cleaned out frequently, and chimneys should be inspected for obstructions and cracks to prevent deadly chimney and roof fires. Check to make sure the damper is open before starting any fire. Never burn trash, paper, or green wood in your fireplace. These materials cause heavy tar buildup and are difficult to control. Use a screen heavy enough to stop rolling logs and big enough to cover the entire opening of the fireplace to catch flying sparks. Don’t wear loose-fitting clothes near any open flame. Make sure the fire is
completely out before leaving the house or going to bed. Store cooled ashes in a tightly sealed metal container outside the home.

Finally, having a working smoke alarm dramatically increases your chances of surviving a fire. And remember to practice a home escape plan frequently with your family.

Document B

**HHW Reduction, Reuse, Recycling, and Disposal Options**

Leftover household products that contain toxic ingredients are “household hazardous waste,” or “HHW.” They include products such as paints, cleaners, oils, batteries, and pesticides. Anything that contains potentially hazardous ingredients requires special care when you dispose of it.

Improper disposal of household hazardous wastes can include pouring them down the drain, on the ground, into storm sewers, or putting them out with the trash. Improper disposal of these wastes can pollute the environment and threaten human health. Many communities in the United States offer options for conveniently and safely managing HHW. For more information on which wastes at home are hazardous, refer to the list of common household products.

**List of Common Household Hazardous Waste (HHW) Products**

The following list shows common household items containing potentially hazardous ingredients. You might find these HHW in your garage, basement, or other storage space in your home.

***Cleaning Products***

- Oven cleaners
- Drain cleaners
- Wood and metal cleaners and polishes
- Toilet cleaners
- Tub, tile, shower cleaners
- Bleach (laundry)
- Pool chemicals

***Indoor Pesticides***

- Ant sprays and baits
- Cockroach sprays and baits
- Flea repellents and shampoos
- Bug sprays
- Houseplant insecticides
- Moth repellents
- Mouse and rat poisons and baits
### Automotive Products
- Motor oil
- Fuel additives
- Carburetor and fuel injection cleaners
- Air conditioning refrigerants
- Starter fluids
- Automotive batteries
- Transmission and brake fluid
- Antifreeze

### Lawn and Garden Products
- Herbicides
- Insecticides
- Fungicides/wood preservatives

### Workshop/Painting Supplies
- Adhesives and glues
- Furniture strippers
- Oil or enamel based paint
- Stains and finishes
- Paint thinners and turpentine
- Paint strippers and removers
- Photographic chemicals
- Fixatives and other solvents

### Miscellaneous
- Batteries
- Mercury thermostats or thermometers
- Fluorescent light bulbs
- Driveway sealer

### Other Flammable Products
- Propane tanks and other compressed gas cylinders
- Kerosene
- Home heating oil
- Diesel fuel
- Gas/oil mix
- Lighter fluid
1. According to Document A, what should not be done in order to prevent a fire?

- A store cooled ashes in a tightly sealed metal container
- B burn trash, paper, or green wood in your fireplace
- C keep combustibles at least three feet away from each heater
- D inspect legs, hinges, and door seals of wood stoves

2. Which sentence from Document A best supports the writer’s position that alternate sources of home heating can be dangerous?

- A Don’t wear loose-fitting clothes near any open flame.
- B Wood stoves cause over 4,000 residential fires every year.
- C Fireplaces are burning wood and man-made logs.
- D Inspect and clean your pipes and chimney annually.

3. The main purpose of the lists in Document B is to

- A inform the consumer of the dangers surrounding him or her.
- B dissuade the consumer from buying these harmful products.
- C divide HHW into useful categories for easier identification.
- D encourage the consumer to learn more about HHW.

4. According to Document B, an improper disposal of HHW is

- A pouring HHW down the drain.
- B storing HHW in the garage.
- C delivering HHW to a resource center.
- D All of the above

5. Both documents include information regarding

- A instructions on home management.
- B strategies for hazard supervision.
- C potential threats to public safety.
- D All of the above
The following is a rough draft of a student's report. It may contain errors.

Lightning

Where there's smoke, there's fire—and where there's thunder, there's lightning, as Gretel Ehrlich's experience shows. But what about rain? Ehrlich was hit by lightning during what she describes as a "dry storm with only sputtering rain." It's cool to know that there are many kinds of lightning storms.

Thunderstorms develop within high, puffy clouds that can reach more than 75,000 feet in altitude. Within the clouds, air currents move rapidly up and down, producing electric charges. A single flash of lightning may transmit from 100 million to a billion volts of electricity. In comparison, the typical current in a household electrical outlet, which is enough to kill a person, is 110 volts.

Lightning greatly heats up the air along its path—to more than 50,000°F—and causes the air to expand explosively. The hot, expanding air generates shock waves, which becomes sound waves—or thunder. Thus, lightning causes thunder. Because sound travels more slowly than light, you hear thunder a number of seconds after you see the flash of lightning.

Lightning is not always visible, and it's not always accompanied by heavy rain. Invisible lightning occurs when an electric current continues to flow along the path set up by a visible strike. Dry thunderstorms, which bring lightning without rain, are common in arid regions of the western United States. In those areas, low humidity often causes the rain to evaporate before it ever hits the ground. Such conditions may have prevailed when lightning struck Gretel Ehrlich as she was walking her dogs.

Other unusual and interesting forms of lightning exist, such as ball lightning, which consists of a glowing red, yellow, or orange ball seen for a few seconds after ordinary lightning. Grapefruit-sized balls were floating along the ground and in houses, barns, and even airplanes, as people have reported seeing. Other forms, called red sprites, blue jets and green elves, are colored lights flashing in the upper atmosphere above a thunderstorm. Like other aspects of thunderstorms, these lights have proven difficult for scientists to explain.
Which of these is the student’s thesis?
A  Being hit by lightning can be deadly.
B  Lightning can have different forms.
C  Gretel Ehrlich had a unique experience.
D  Lightning is not always visible.

Read this sentence from the passage.

It’s cool to know that there are many kinds of lightning storms.

Which of these is the best way to revise the sentence to match the tone of the passage?
A  The fact that there are many kinds of lightning storms is not well known.
B  I think that it’s amazing to know that there are many kinds of lightning storms.
C  When you ponder on it, the fact that there are different kinds of lightning is indeed fascinating.
D  Leave as is.

Which word in paragraph 2 should the author define to help the reader better understand the flow of ideas?
A  volts
B  flash
C  lightning
D  altitude
Read this sentence from paragraph 5 of the report.

Grapefruit-sized balls were floating along the ground and in houses, barns, and even airplanes, as people have reported seeing.

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

A  Grapefruit-sized balls floating along the ground and in houses, barns, and even airplanes, were seen by people.

B  By people, grapefruit-sized balls floating along the ground and in houses, barns, and even airplanes, were reported.

C  People have reported seeing grapefruit-sized balls floating along the ground and in houses, barns, and even airplanes.

D  As people have reported seeing, grapefruit-sized balls floating along the ground and in houses, barns, and even airplanes.

Read this sentence.

Other forms, called red sprites, blue jets and green elves, are colored lights flashing in the upper atmosphere above a thunderstorm.

Which version of the underlined part of the sentence correctly uses the serial comma?

A  red sprites, blue jets and green elves,

B  red sprites, blue jets, and green elves,

C  red sprites; blue jets; and green elves,

D  red sprites, blue jets, and, green elves,

Which magazine article would most likely appear in a bibliography for this article?

A  “Dry Thunder: A Brief History of Weather in the West”

B  “Key in a Storm: The Lightning Experiments of Ben Franklin”

C  “Red Sprites and Green Elves: Two of My Favorite Imaginary Creatures”

D  “Lightning Without Thunder: The Incredible Story of Gretel Ehrlich”
Read the following two passages. Think about how they are the same and how they are different.

Passage A

**Flapper**

*By D. H. Lawrence*

Love has crept out of her sealéd heart
As a field-bee, black and amber,
Breaks from the winter-cell, to clamber
Up the warm grass where the sunbeams start.

5  Mischief has come in her dawning eyes,
And a glint of coloured iris brings
Such as lies along the folded wings
Of the bee before he flies.

Who, with a ruffling, careful breath,
10  Has opened the wings of the wild young sprite?
Has fluttered her spirit to stumbling flight
In her eyes, as a young bee stumbleth?

Love makes the burden of her voice.
The hum of his heavy, staggering wings
15  Sets quivering with wisdom the common things
That she says, and her words rejoice.

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Passage B

*From A Sisterly Scheme*

*By H. C. Bunner*

1  They were sitting on the hotel veranda, in the evening darkness. No one was near them, except an old lady in a Shaker chair.

2  “There’s Mrs. Melby. She’s pretending to be asleep, but she isn’t. She’s just waiting for us. Now walk me up and down and ask me to marry you so that she can hear it. It’ll be all over the hotel inside of half an hour. Pauline will just rage.”

3  With this pleasant prospect before him, Mr. Morpeth marched Miss Flossy Belton up and down the long veranda. He had passed Mrs. Melby three times before he was able to say, in a choking, husky, uncertain voice:—

4  “Flossy—I—I—I love you!”
Flossy’s voice was not choking nor uncertain. It rang out clear and silvery in a peal of laughter.

“Why, of course you do, Muffets, and I wish you didn’t. That’s what makes you so stupid half the time.”

“But—” said Mr. Morpeth vaguely; “but I—”

“But you’re a silly boy,” returned Miss Flossy; and she added in a swift aside: “You haven’t asked me to marry you!”

“W-W-W-Will you be my wife?” stammered Mr. Morpeth.

“No!” said Miss Flossy, emphatically, “I will not. You are too utterly ridiculous. The idea of it! No, Muffets, you are charming in your present capacity; but you aren’t to be considered seriously.”

They strolled on into the gloom at the end of the great veranda.

“That’s the first time,” he said, with a feeling of having only the ghost of a breath left in his lungs, “that I ever asked a woman to marry me.”

“I should think so,” said Miss Flossy, “from the way you did it. And you were beautifully rejected, weren’t you? Now—look at Mrs. Melby, will you? She’s scudding off to spread the news.”

And before Mr. Morpeth went to bed, he was aware of the fact that every man and woman in the hotel knew that he had “proposed” to Flossy Belton, and had been “beautifully rejected.”

Two sulky men, one sulky woman, and one girl radiant with triumphant happiness started out in two canoes, reached certain fishing grounds known only to the elect, and began to cast for trout. They had indifferent luck. Miss Belton and Mr. Brown caught a dozen trout; Miss Flossy Belton and Mr. Morpeth caught eighteen or nineteen, and the day was wearing to a close. Miss Flossy made the last cast of the day, just as her escort had taken the paddle. A big trout rose—just touched the fly—and disappeared.

“It’s this wretched rod!” cried Miss Flossy; and she rapped it on the gunwale of the canoe so sharply that the beautiful split bamboo broke sharp off in the middle of the second joint. Then she tumbled it overboard, reel and all.

“I was tired of that rod, anyway, Muffets,” she said; “row me home, now; I’ve got to dress for dinner.”
Miss Flossy’s elder sister, in the other boat, saw and heard this exhibition of tyranny; and she was so much moved that she stamped her small foot, and endangered the bottom of the canoe. She resolved that mamma should come back, whether papa had the gout or not.

Mr. Morpeth, wearing a grave expression, was paddling Miss Flossy toward the hotel. He had said nothing whatever, and it was a noticeable silence that Miss Flossy finally broke.

“You’ve done pretty much everything that I wanted you to do, Muffets,” she said; “but you haven’t saved my life yet, and I’m going to give you a chance.”

It is not difficult to overturn a canoe. One twist of Flossy’s supple body did it, and before he knew just what had happened, Morpeth was swimming toward the shore, holding up Flossy Belton with one arm, and fighting for life in the icy water of a Maine lake.

The people were running down, bearing blankets and brandy, as he touched bottom in his last desperate struggle to keep the two of them above water. One yard further, and there would have been no strength left in him.

He struggled up on shore with her, and when he got breath enough, he burst out:

“Why did you do it? It was wicked! It was cruel!”

“There!” she said, as she reclined composedly in his arms, “that will do, Muffets. I don’t want to be scolded.”

A delegation came along, bringing blankets and brandy, and took her from him.

At five o’clock of that afternoon, Mr. Morpeth presented himself at the door of the parlor attached to the apartments of the Belton sisters. Miss Belton, senior, was just coming out of the room. She received his inquiry after her sister’s health with a white face and a quivering lip.

“I should think, Mr. Morpeth,” she began, “that you had gone far enough in playing with the feelings of a m-m-mere child, and that—oh! I have no words to express my contempt for you!”

And in a most unladylike rage Miss Pauline Belton swept down the hotel corridor.

She had left the door open behind her. Morpeth heard a voice, weak, but cheery, addressing him from the far end of the parlor.

“You’ve got her!” it said. “She’s crazy mad. She’ll make up to you to-night—see if she don’t.”
Mr. Morpeth looked up and down the long corridor. It was empty. He pushed the door open, and entered. Flossy was lying on the sofa, pale, but bright-eyed.

“You can get her,” she whispered, as he knelt down beside her.

“Flossy,” he said, “don’t you know that that is an ended? Don’t you know that I love you and you only? Don’t you know that I haven’t thought about any one else since—since—oh, Flossy, don’t you—is it possible that you don’t understand?”

Flossy stretched out two weak arms, and put them around Mr. Morpeth’s neck.

“Why have I had you in training all summer?” said she. “Did you think it was for Pauline?”

12 What literary convention do Lawrence and Bunner both use?
A dialogue
B foreshadowing
C formal language
D simile

13 How would the speaker of “Flapper” most likely react if he experienced what Mr. Morpeth in A Sisterly Scheme experienced?
A He would be happy to discover that Flossy loves him.
B He would be concerned that Flossy is too young to fall in love.
C Bitterness would fill him because he was deceived.
D Overwhelming embarrassment would lead him to deny his true feelings.

14 Both Lawrence and Bunner imply that love
A is often selfish.
B leads to failures.
C develops in time.
D disillusions youth.

15 Read line 13 of “Flapper.”

Love has crept out of her sealéd heart

What literary device is the poet using?
A personification
B repetition
C hyperbole
D irony
16. Bunner’s description of Flossy’s rescue from the icy water in paragraphs 20–26 creates a tone that is best described as

A. joyful.
B. comical.
C. suspenseful.
D. naive.
The following questions are not based on a passage. Read and answer each question.

17 Which Latin root means “not know” or “neglect”?
A queror  
B canto  
C humanus  
D ignoro

18 Read this sentence.
“Bring your family over this weekend” said the host, smiling.

What is the correct way to write the sentence?
A “Bring your family over this weekend:” said the host, smiling.  
B “Bring your family over this weekend,” said the host, smiling.  
C “Bring your family over this weekend;” said the host, smiling.  
D Leave as is.

19 Read this sentence.
Earlier, Monica screams, “Wait!” in a shrill voice, and then rushed toward the door and run after her school bus.

What is the correct way to rewrite this sentence using consistent verb tense?
A Earlier, Monica screamed, “Wait!” in a shrill voice, and then rushed toward the door and ran after her school bus.  
B Earlier, Monica screamed, “Wait!” in a shrill voice, and then rushed toward the door and runs after her school bus.  
C Earlier, Monica is screaming, “Wait!” in a shrill voice, and then rushing toward the door and running after her school bus.  
D Earlier, Monica screams, “Wait!” in a shrill voice, and then rushes toward the door and runs after her school bus.

20 Which of the following is an incomplete sentence?
A I went to the well and washed the sticky mud from my legs.  
B When sandy soil saturated with water turns into mud.  
C It’s been raining since last month, so the backyard is a constant mud hole.  
D He modeled sculptures out of mud and painted them.
From Rip Van Winkle

By Washington Irving

1. On waking, he found himself on the green knoll whence he had first seen the old man of the glen. He rubbed his eyes—it was a bright, sunny morning. The birds were hopping and twittering among the bushes, and the eagle was wheeling aloft and breasting the pure mountain breeze.

2. He looked around for his gun, but in place of the clean, well-oiled fowling piece he found an old firelock lying by him, the barrel encrusted with rust, the lock falling off, and the stock worm-eaten. He now suspected that the grave roysters of the mountain had put a trick upon him, and . . . had robbed him of his gun. Wolf, too, had disappeared, but he might have strayed away after a squirrel or partridge. He whistled after him and shouted his name, but all in vain; the echoes repeated his whistle and shout, but no dog was to be seen.

3. He determined to revisit the scene of the last evening’s gambol, and if he met with any of the party, to demand his dog and gun. As he rose to walk, he found himself stiff in the joints and wanting in his usual activity. ‘These mountain beds do not agree with me,’ thought Rip, ‘and if this frolic should lay me up with a fit of the rheumatism, I shall have a blessed time with Dame Van Winkle.’ With some difficulty he got down into the glen; he found the gully up which he and his companion had ascended the preceding evening, but to his astonishment a mountain stream was now foaming down it, leaping from rock to rock and filling the glen with babbling murmurs. He, however, made shift to scramble up its sides, working his toilsome way through thickets of birch, sassafras, and witch hazel, and sometimes tripped up or entangled by the wild grapevines that twisted their coils or tendrils from tree to tree and spread a kind of network in his path.

4. At length he reached to where the ravine had opened through the cliffs to the amphitheatre, but no traces of such opening remained. The rocks presented a high, impenetrable wall over which the torrent came tumbling in a sheet of feathery foam and fell into a broad, deep basin, black from the shadows of the surrounding forest. Here, then, poor Rip was brought to a stand. He again called and whistled after his dog; he was only answered by the cawing of a flock of idle crows, sporting high in air about a dry tree that overhung a sunny precipice, and who, secure in their elevation, seemed to look down and scoff at the poor man’s perplexities. What was to be done? The morning was passing away, and Rip felt famished for want of his breakfast. He grieved to give up his dog and gun; he dreaded to meet his wife; but it would not do to starve among the mountains. He shook his head, shouldered the rusty firelock, and, with a heart full of trouble and anxiety, turned his steps homeward.
As he approached the village he met a number of people, but none whom he knew, which somewhat surprised him, for he had thought himself acquainted with every one in the country around. Their dress, too, was of a different fashion from that to which he was accustomed. They all stared at him with equal marks of surprise, and whenever they cast their eyes upon him invariably stroked their chins. The constant recurrence of this gesture induced Rip, involuntarily, to do the same, when, to his astonishment, he found his beard had grown a foot long!

He had now entered the skirts of the village. A troop of strange children ran at his heels, hooting after him and pointing at his grey beard. The dogs, too, not one of which he recognized for an old acquaintance, barked at him as he passed. The very village was altered; it was larger and more populous. There were rows of houses which he had never seen before, and those which had been his familiar haunts had disappeared. Strange names were over the doors—strange faces at the windows—everything was strange. His mind now misgave him; he began to doubt whether both he and the world around him were not bewitched. Surely this was his native village, which he had left but the day before. There stood the Catskill Mountains—there ran the silver Hudson at a distance—there was every hill and dale precisely as it had always been. Rip was sorely perplexed. . . .

It was with some difficulty that he found the way to his own house, which he approached with silent awe, expecting every moment to hear the shrill voice of Dame Van Winkle. He found the house gone to decay—the roof fallen in, the windows shattered, and the doors off the hinges. A half-starved dog that looked like Wolf was skulking about it. Rip called him by name, but the cur snarled, showed his teeth, and passed on. This was an unkind cut indeed. ‘My very dog,’ sighed poor Rip, ‘has forgotten me!’
21 Read this sentence from paragraph 3.

He, however, made shift to scramble up its sides, working his toilsome way through thickets of birch, sassafras, and witch hazel, and sometimes tripped up or entangled by the wild grapevines that twisted their coils or tendrils from tree to tree and spread a kind of network in his path.

What is the meaning of the phrase “spread a kind of network in his path”?

A A net-like bunch of wild grapevines blocks his path.

B Wild grapevines unexpectedly start to attack Rip.

C Wild grapevines wrap themselves around Rip’s ankles.

D A net of wild grapevines lulls Rip back to sleep.

22 In paragraph 5, the narrator refers to the villagers’ unusual “dress” in order to

A justify the Rip’s lack of punctuality.

B illustrate the main character’s desire to be fashionable.

C show the length of time of Rip’s enchanted sleep.

D allow readers to identify with Rip’s predicament.

23 Read this sentence from paragraph 6.

Surely this was his native village, which he had left but the day before.

In which sentence does native have the same meaning as it does in the sentence above?

A I set foot upon the island and was greeted by a smiling native.

B I am a native of the state of New York and have lived there all my life.

C Though Helen was born in England, her native language is French.

D We decided we would go native on vacation and wear only local clothing.

24 The conflict in the last paragraph of the passage can best be described as

A external—interactions between Rip and other people.

B internal—Rip’s confused feelings about what is happening to him.

C internal—Rip’s frightened feelings toward Dame Van Winkle.

D external—interactions between Rip and Dame Van Winkle.
The plot of the story through paragraph 7 can *best* be described as

A straightforward
B mysterious
C comical
D tragic
Writing Application: Expository Writing

**Writing Task:** Many teenagers today have jobs that provide extra money and keep them very busy. There are both advantages and disadvantages when teenagers have jobs. Write an essay clearly explaining the advantages and the disadvantages of teenage employment. Be sure to use specific details to develop your ideas.

**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: Citing the relatively high accident rate for young drivers, some states have considered issuing restricted driver’s licenses to drivers under the age of eighteen. Under the new law, a young driver who is found guilty of any moving violation (for example, speeding or running a red light) would be issued a restricted driver’s license. Such a license would allow the license holder to drive only when accompanied by an adult licensed driver. It would also prohibit the license holder from driving after sundown.

Imagine you live in a state that is considering this change to its driver’s license laws. Write a letter to one of your state legislators, expressing your support or your opposition to this law.

CHECKLIST FOR YOUR WRITING

This 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 reasons, 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:** Many organizations sponsor student exchange programs. Where would you like to travel? Choose a foreign country you would like to visit. Then write a business letter in which you ask to participate in a student exchange program. In your letter, introduce yourself, identify the country you would like to visit, and explain your qualifications. For the salutation, or greeting, of your letter, use either a real or a fictional name of someone at a student exchange organization. Make sure you clearly state your purpose for writing and 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: Literal and Figurative Meanings

English words can have **literal** or **figurative meanings**. A **literal meaning** is the straightforward dictionary definition of the word. If a word has multiple literal meanings, a reader should look for hints or clues in the sentence and determine which meaning is appropriate. A **figurative meaning**, on the other hand, departs from the literal definition of a word to create a new meaning that is unique or unexpected. To say, “She was a swan” means that she was graceful, not that she was actually a bird. Writers use figurative language to produce an effect or to describe ideas in an unusual and interesting way. A reader should analyze the context of how the word or phrase is used to understand its meaning.

**EXAMPLE**

1. Read the following sentence.

   The sole of Nathan’s foot was aching after he ran too fast from his house to the school.

   In which sentence does sole have the same meaning as it does in the sentence above?
   
   A Miriam is the sole owner of the city’s largest grocery store.
   
   B The tourists tasted the sole served in a European restaurant.
   
   C Some say that the sole is one of the most abused parts of the human body.
   
   D The golfer puts the sole of his club on the ground before making a stroke.

   **Step 1** Read the passage carefully. What happened to Nathan after he ran too fast?

   Nathan felt pain in the sole of his foot after running too fast.

   **Step 2** Read the answer choices carefully. What are you being asked to do? How is the underlined word used in each sentence?

   I am being asked to look for a sentence that uses the same meaning of the word sole as the one found in the passage. Sole is clearly a word with multiple meanings, so I will examine each answer choice for the meaning that matches the passage. In choice A, I see that sole means “the only one.” The sentence in choice B uses sole as a food or delicacy in a restaurant. The word sole in choice C is used as a body part. In choice D, the word sole is used as a part of a golf club.

   **Step 3** Read the answer choices again. In which answer choice is sole referred to as something that can experience pain?

   Based on the answers, I think choice C refers to sole as something that can suffer from pain because it a body part. Choice A refers to an abstract idea, choice B is a food, and choice D is an inanimate object. Choice C is the answer.
LEARN IT: Word Derivations

The derivation of a word is its origin, or history. Many English words are derived from languages such as Latin, Greek, or French. Understanding the derivation of a word can make its meaning more clear, particularly if the word is composed of several parts. Use a dictionary to find out word derivations.

Here are some examples of common English words and their derivations:

1) athlete—comes from the Greek word athlein (to compete for a prize); it also derives from athlos (a contest) and athlon (a prize).
2) biology—comes from the Greek words bios (life) and logia (study of).
3) javelin—comes from the Middle French word javeline, which is a derivation from the Old French word javelot (a spear).
4) dissect—comes from the Latin words dis (apart) and secare (to cut).
5) structure—comes from the Latin root struere (to pile, build, or assemble).
6) power—comes from Old French pouvoir (to be able); also comes from Latin potis (powerful).

Read this sentence.

The biology teacher has asked the students to dissect a frog to study its structure or parts.

Which word from the sentence is derived from a Latin word meaning “to cut apart”?

A  biology  
B  dissect  
C  frog  
D  structure

Step 1  Read the sentence and question carefully. What is the Latin word that means “to cut”?

I know that the Latin word for “to cut” is secare.

Step 2  Read the answer choices. Which word contains a derivation of secare?

I know that biology comes from Greek origins and that it refers to the study of life. I also know that structure is derived from the Latin root struere, which means “to build or assemble.” I do not recognize any derivations for the word frog, but I do see that part of the word dissect is similar to the Latin word secare. I also notice that the first part of the word dissect is similar to the Latin word dis, which means “apart.” Choice B is the correct answer.
PRACTICE IT: Word Meanings and Derivations

Read the passage and answer the questions that follow.

The Race

1. “On your mark,” the track coach called out. The three girls planted their feet on the starting line. Juanita, who held the school’s sprinting record, shook her hands and wiggled her shoulders. She wanted to stay loose. Marla fixed her eyes on the finish line, her concentration deep. She wore the ring that her grandmother had given her for good luck. Liz, the tallest of the three girls, stretched her arms toward the sky and breathed deeply, nervousness etched on her face. Butterflies swirled in her stomach.

2. “Get set,” the coach shouted, raising her orange flag as all three girls hunched over in the blocks. Liz glanced at her mother in the stands.

3. Each of the girls was a powerful athlete. Juanita had won her last five races. Marla trained as a skier in the winter months, while Liz was the school’s best javelin thrower. They had all worked very hard to prepare for this race.

4. The people in the stands sat silently. Liz’s mother’s eyes widened. The coach suddenly lowered the flag and loudly shouted, “Go!” The three girls burst out of the blocks.
1 Read this sentence from the passage.

“On your mark,” the track coach called out.

In which sentence does track have the same meaning as it does in the sentence above?
A Julia always stayed on the track when she went hiking.
B George saw track marks on the ground that looked like deer prints.
C Melissa keeps track of her monthly expenses.
D Andrew has joined the track team for the annual games.

2 Read these sentences from the passage.

Each of the girls was a powerful athlete. Juanita had won her last five races.

Which word from these sentences is derived from a Latin word meaning “to compete for a prize”?
A powerful
B athlete
C won
D races

3 Read these sentences from the passage.

Marla trained as a skier in the winter months, while Liz was the school’s best javelin thrower.

Which word from these sentences is derived from an Old French word meaning “a spear”?
A skier
B winter
C javelin
D thrower

4 Read these sentences from the passage.

Marla fixed her eyes on the finish line, her concentration deep.

In which sentence does fixed have the same meaning as it does in the sentence above?
A All of her attention was fixed on the stranger.
B The stylist fixed the girl’s hair into a bun.
C Mother fixed a supper for the visitors.
D The repairman fixed my wristwatch yesterday.
LEARN IT: Denotative and Connotative Meanings

Words have two kinds of meanings—denotative and connotative. The **denotative meaning** is the dictionary meaning of a word. The **connotative meaning** is what the word suggests, including the feelings and associations it evokes in different people. For example, the words *home*, *house*, and *residence* all have a denotative meaning that refers to the place where a person lives. However, the connotation of *home* is a cozy and loving place, while *house* and *residence* suggest the actual structure or its surroundings. The words have the same denotation but different connotations.

**EXAMPLE**

1. Read this passage.

Rhona’s favorite scent is jasmine. She prefers its fragrance over any other flower. Her pastime is weeding the rows of jasmine blossoms in her garden. One afternoon she sees a strange jasmine-looking shrub with a repulsive odor in one corner of her garden plot. Rhona picks up a shovel and uproots it. “The stink,” as she calls it, is out of her garden in no time!

Which of these underlined words denoting “smell” has the **most** negative connotation?

A. scent  
B. odor  
C. stink  
D. fragrance

**Step 1**  Read the passage carefully and determine how the underlined words are used. What meaning does each word suggest?

Fragrance and scent are words that describe the pleasant smell of jasmine. Odor is modified by the negative word repulsive to describe the smell of a strange jasmine-looking shrub that Rhona sees. Rhona uses the word stink to name the bad-smelling shrub.

**Step 2**  Read the answer choices carefully. Which answer has a negative meaning?

Choice D, fragrance, has an inherently positive meaning. Choices A and B are neutral and depend on modifiers to determine whether the smell is good or bad. Scent is used to tell about Rhona’s “favorite” jasmine smell, and odor is used to tell about the strange plant’s “repulsive” smell. Stink has an inherently negative meaning that suggests an offensive smell, which makes Rhona get rid of the plant from her garden. The correct answer is choice C.
LEARN IT: Connotative Meanings

Authors employ the connotative meanings of words in their literary works to express their ideas in interesting ways. Because poems are often short and have a limited number of words, authors often use the power of connotation to express ideas and emotions.

EXAMPLE

2 Read this excerpt.

*From Infant Sorrow*

*By William Blake*

My mother groaned, my father wept:
Into the dangerous world I leapt,
Helpless, naked, piping loud,
Like a fiend hid in a cloud.

Which of these words connotes the concept of birth in this poem?

A  wept
B  leapt
C  loud
D  cloud

**Step 1** Read the poem carefully. Explain in your own words what is happening in the poem.

The poem describes the birth of a child. The first line depicts the mother’s pain during childbirth and the father’s anxiety. The second line shows the child’s actual moment of birth when he or she leaps into a “dangerous world.” The third and fourth lines describe the newborn baby as he or she cries for the first time as he or she is wrapped in a cloudlike cloth.

**Step 2** Read the answer choices carefully. Which choice has a word that connotes the moment of birth in the poem?

An infant cries out loud when he or she is born, but the words wept and loud just describe the baby’s crying and do not connote the concept of his or her entry into the world. Choices A and C are therefore not correct. The word cloud describes the white and soft fabric that is usually used to wrap a newborn child, so choice D is also incorrect. Leapt, which literally means “to jump or pass over,” suggests a sudden transition or movement—the manner in which the baby enters the dangerous world. The correct answer is choice B.
LESSON 2  Denotative and Connotative Meanings

PRACTICE IT: Distinguish Word Meanings

Read the passage and answer the questions that follow.

From A Night in the Pines
By Robert Louis Stevenson

1. The trees were not old, but they grew thickly round the glade: there was no outlook, except northeastward upon distant hill-tops, or straight upward to the sky; and the encampment felt secure and private like a room. By the time I had made my arrangements and fed Modestine, the day was already beginning to decline. I buckled myself to the knees into my sack and made a hearty meal; and as soon as the sun went down, I pulled my cap over my eyes and fell asleep.

2. Night is a dead monotonous period under a roof; but in the open world it passes lightly, with its stars and dews and perfumes, and the hours are marked by changes in the face of Nature. What seems a kind of temporal death to people choked between walls and curtains, is only a light and living slumber to the man who sleeps afield. All night long he can hear Nature breathing deeply and freely; even as she takes her rest she turns and smiles; and there is one stirring hour unknown to those who dwell in houses, when a wakeful influence goes abroad over the sleeping hemisphere, and all the out-door world are on their feet. It is then that the cock first crows, not this time to announce the dawn, but like a cheerful watchman speeding the course of night. Cattle awake on the meadows; sheep break their fast on dewy hillsides, and change to a new lair among the ferns; and houseless men, who have lain down with the fowls, open their dim eyes and behold the beauty of the night.
1 Read this sentence from the passage.

Night is a dead monotonous period under a roof; but in the open world it passes lightly, with its stars and dews and perfumes, and the hours are marked by changes in the face of Nature.

Which of these words denoting “monotonous” has a clearly negative connotation?
A unvarying  
B dull  
C unchanging  
D constant

2 Read this sentence from the passage.

What seems a kind of temporal death to people choked between walls and curtains, is only a light and living slumber to the man who sleeps afield.

Which of these words from the sentence connotes the concept of constraint?
A death  
B choked  
C slumber  
D afield

3 Read this excerpt from the passage.

. . . and houseless men, who have lain down with the fowls, open their dim eyes and behold the beauty of the night.

Which of these words denoting “houseless” has a negative connotation?
A wandering  
B vagrant  
C roaming  
D transient

4 Read this sentence from the passage.

It is then that the cock first crows, not this time to announce the dawn, but like a cheerful watchman speeding the course of night.

The author uses the word watchman to describe the cock to suggest
A security and alertness.  
B alarm and fear.  
C disturbance and noise.  
D strictness and haste.
LEARN IT: Consumer Materials

Documents that contain information about commercial products are known as **consumer materials**. These materials can have different purposes. Some are meant to help buyers understand the purpose of the items or services they purchase, while others instruct consumers on how to assemble or use a product. Certain types of materials are purely informational, while others are meant to be persuasive. The table below lists some common types of consumer materials, along with their respective purposes.

<table>
<thead>
<tr>
<th>Consumer Materials</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement</td>
<td>An advertisement is meant to convince a potential consumer to buy a product. It usually highlights the product's best features and has an appealing visual style.</td>
</tr>
<tr>
<td>warranty</td>
<td>A warranty typically provides a guarantee that the manufacturer will repair or replace defective products during a stated period of time following purchase. It also contains other terms and conditions relevant to the purchase of the product.</td>
</tr>
<tr>
<td>product information</td>
<td>Product information provides details that describe the features of a certain product or service.</td>
</tr>
<tr>
<td>technical and instructional manual</td>
<td>Instructions give step-by-step directions for assembling or operating a product.</td>
</tr>
<tr>
<td>contract</td>
<td>Contracts contain an agreement or commitment between buyers and sellers.</td>
</tr>
<tr>
<td>consumer report/study</td>
<td>Reports and studies inform readers about the latest news relating to the safety or reliability of a product.</td>
</tr>
</tbody>
</table>

When **comparing** or **contrasting** multiple consumer materials, look for important **features** and **elements**, such as the document's purpose, style, and appearance. These will give clues about the document's type. You should also keep an eye out for key similarities and differences in the information presented in each type of material.
EXAMPLE

Read the following documents.

Document A

VERMONT: Your Winter Getaway!

Are you looking for an exciting activity this winter season? Here are just a few of the reasons that you and your family should come to Vermont for a fantastic skiing and snowboarding experience:

1. Vermont’s fresh snowfall, mountainous terrain, and crisp air are ideal for winter sports.

2. There are a variety of ski resorts in Vermont that are perfect for a family vacation. Many offer children’s skiing and snowboarding as well.

3. Vermont ski resorts provide winter sports enthusiasts with all the necessary safety gear at a very low price.

Come spend this snowy season in Vermont. Call Mr. Harry Wilson at (302) 555–4352.

Document B

Study Shows Use of Helmet Could Prevent Head Injuries in Skiing and Snowboarding

1. In 1997, there were 17,500 head injuries associated with skiing and snowboarding. The Consumer Product Safety Commission (CPSC) study estimates that 7,700 of these head injuries—including 2,600 head injuries to children—could be prevented or reduced in severity each year by using skiing or snowboarding helmets. The study also shows that helmet use could prevent about 11 skiing- and snowboarding-related deaths annually.

2. According to the National Sporting Goods Association, nearly 10 million people participate in alpine skiing at least once each year. Between 1993 and 1997, the number of people who went snowboarding increased from 1.8 million to 2.5 million.

3. The CPSC study found that while overall hospital emergency room–treated injuries associated with skiing declined substantially between 1993 and 1997, the number of head injuries remained relatively constant. During the same period, snowboarding injuries nearly tripled and the number of head injuries from snowboarding increased fivefold.
1 The way in which the title is presented at the top of the advertisement (Document A) is intended to make the reader
   A associate winter with Vermont.
   B remember where Vermont is located.
   C feel excited about going to Vermont.
   D distinguish Vermont from other states in the U.S.

   **Step 1** Read the title of Document A again. Notice how the words are shown. What effect does this produce?

   The title is written with snowflakes around it. This makes me associate the word Vermont with snow and ice.

   **Step 2** Read the answer choices carefully. Which answer choice most closely captures the way readers would respond to how the title is written?

   Choice A closely captures the impact of the way the title is presented because the snowflakes around the words represent winter and would help readers associate winter and snow with Vermont. The appearance of the text does not make the reader remember where Vermont is located, nor does it distinguish Vermont from other U.S. states. The image is meant to help readers make a connection, not to induce excitement. Choice A is the best answer.

2 While the advertisement (Document A) is written to persuade the consumer, the main purpose of the report (Document B) is to
   A entertain.
   B influence.
   C inform.
   D encourage.

   **Step 1** Read the documents again. How does each present its information?

   Document A presents the information in a way that is meant to convince people to try the skiing and snowboarding services in Vermont. Document B is a report that provides facts about injuries in skiing and snowboarding by presenting statistics.

   **Step 2** Read each answer choice carefully. Which answer choice best captures the purpose of Document B?

   No part of Document B is meant to entertain or amuse the public. The document does mention that studies have shown that helmets could prevent or reduce the severity of many head injuries. However, most of the details in the document are concerned with giving facts about injuries related to skiing and snowboarding, not convincing people to wear helmets. The primary purpose of the document is therefore not to influence or encourage people; it is to inform. The best answer is C.
PRACTICE IT: Consumer Materials

Read the documents and answer the questions that follow.

Document A

The Anthony Collection

1. Do you want to feel like a real soccer star? Skills alone are not enough to reach your ultimate dream. Gear up! Feel good! The Anthony Collection of youth indoor soccer shoes is here to make you feel like a real pro soccer player.

2. Why choose Anthony?

3. * We have a variety of designs and sizes that are ideal for kids.

4. * Aside from being fashionable, our collection is perfectly suited to indoor surfaces and keeps kids from slipping.

5. * Our collection is designed with support and comfort in mind. Kids will love the way their feet feel, and parents won't have to worry about twisted ankles!

6. Come and visit us at any major department store across the United States. You can also see our fun designs at www.anthony.com.
According to the National Safety Council (NSC), there are 110,000 injuries each year to the feet and toes of U.S. workers, representing 19 percent of all disabling work injuries.

The most important protection against these kinds of injuries is to wear the proper footwear for your work environment. In most agricultural occupations, the shoes or boots should provide three major types of protection:

1. The soles and heels should be slip-resistant.
2. The toe of the shoe should resist crushing injuries.
3. The shoe should support the ankle.

The American National Standards Institute (ANSI) sets standards for shoes and boots. Never purchase work shoes that do not meet these standards. A typical ANSI rating could be 1-75 C-25. This means the toe will withstand 75 pounds of impact and 2,500 pounds of compression.

Chevron or cleat-designed soles are definitely the best for slippery situations because of the suction or squeezing action they provide. The softer soles are better for slippery indoor conditions; the harder, more rugged cleat-type sole is preferred for tough outdoor use.

Leather covering the foot and ankle portion of the foot is preferred in most work environments. However, when working in wet environments or around chemicals, oils, greases, or pesticides, boots made of polyvinyl chloride (PVC), a blend of PVC and polyurethane, or neoprene should be used. Rubber is satisfactory for wet conditions, but it is not acceptable for pesticides or petroleum products.

When purchasing work shoes or boots, it is best to purchase them from a reputable dealer who handles quality footwear. A dealer who is informed about your work environment will be able to provide the correct footwear for you. Quality footwear for work is expensive; but it is not nearly as expensive or painful as a broken foot or other injuries from a slip, trip, or fall.
1. The illustrations in Document A are intended to make the reader think of
   A  fashion.
   B  soccer.
   C  kids.
   D  safety.

2. If a customer who purchased an Anthony Collection pair of indoor soccer shoes found that the shoes were defective, he or she should consult the
   A  contract.
   B  product information.
   C  instruction manual.
   D  warranty.

3. The circled numbers in the illustration in Document B represent the
   A  injury-prone areas.
   B  parts of a shoe.
   C  shoe designs.
   D  sole patterns.

4. While the advertisement in Document A is written to persuade the consumer, the purpose of Document B is to
   A  persuade readers to use shoes with cleat-designed soles.
   B  inform readers about wearing and buying protective work shoes.
   C  tell readers a story about some people who chose the wrong work shoes.
   D  provide readers with information about the best shoe dealers in the area.
LEARN IT: Workplace Documents

Workplace documents are papers that are typically found in an office setting, such as memorandums, business letters, résumés, and company manuals. These documents are used to communicate important information to employees, as well as to make sure that an organization’s daily operations run smoothly. Because of the practical nature of workplace documents, they usually follow standard formats and are often broken into sections with headers. Some of these documents may also contain graphics to further illustrate and clarify the information presented.

Memorandum
A frequently used example of a workplace document is the office memorandum, or memo. It circulates information quickly within an office or an organization.

The most usual format of an office memo is called the block format. In this format, none of the paragraphs are indented, and all of them are aligned. The memorandum can also use the modified block format where the header is centered, the paragraphs are indented, and the date and sender’s signature are aligned to the right.

Memos also typically contain header information, as follows:

- the TO line—where the name of the memo’s recipient is written
- the FROM line—where the name of the memo’s sender is written
- the DATE line—where the date when the memo was sent is written
- the RE (Regarding) or SUBJECT line—where the topic or subject of the memo is written

To end a memo that is hard-delivered and not sent through e-mail, the sender may sign the memo over his or her typewritten name.
EXAMPLE

Read the memorandum.

Memorandum

DATE: October 10, 2007
TO: Features Department of Stylistics Magazine
FROM: Mr. Jordan Hale Fielding, Editor-in-Chief
RE: ________________

We would like to congratulate Ms. Marie Elizabeth Bridger on her promotion to Features Editor, effective October 15, 2007.

We, the editors, were impressed with her credentials and with the hard work and dedication that she showed us. We were particularly impressed by her performance while working as a copy editor for the Features section of Stylistics Magazine. We are looking forward to working more closely with her in the near future.

Congratulations, Beth!

Jordan Hale Fielding

Jordan Hale Fielding

Which topic heading below best completes the RE line of the memorandum?

A  Features Section
B  Ms. Bridger’s Promotion
C  Impressive Feedback
D  Your Dedication

Step 1  Read the example memo carefully. What is the topic of the memorandum?

The memorandum congratulates Ms. Bridger, a copy editor, on her promotion to editor of the Features section of the magazine.

Step 2  Look at the answer choices. Recall what the RE line is supposed to contain. Which answer choice should be written on the RE line?

The RE line is supposed to contain the topic of the memo. Choices A and C are too general and may confuse the readers. Your Dedication is too ambiguous and too informal for an office memo, so choice D is also incorrect. Choice B clearly states the topic of the memorandum, Ms. Bridger’s Promotion, which should be added to the RE line. Choice B is the correct answer.
LEARN IT: Business Letter

Business letters are letters that contain business-related, and not personal, content. They are usually sent to or from an organization, and deal with company or trade issues such as applications, sales, and complaints. Like the memorandum, the business letter can be written in either the block or the modified block format. The company logo and information are also usually found at the top of the page. This information is followed by the header, which includes

- the date
- recipient’s title
- recipient’s company address
- recipient’s name
- recipient’s company name
- optionally, the letter topic

Unlike the memo, a business letter has a salutation, or greeting. The body of the letter follows the salutation. The closing and signature follow the body and conclude the letter.

EXAMPLE

2 Read the business letter.

Olympeion Shipping Co.
9548 Apostolos Ave.
10160 Athens, Greece

May 28, 2006

Sebastian Harper
South Seas Lines Co.
25 The Phoenix Building
Sunnyvale, CA 94089

Re: Delayed Order

Mr. Harper:

We have received your correspondence regarding your supplies that were to be shipped to you via the Athena. We regret to inform you that the Athena, which was supposed to set sail for Corfu tomorrow, has been delayed. However, we have moved your supplies into its sister ship, the Parthenos. Please don’t hesitate to give our California office a call at (800) 555-3490. They will be happy to answer any questions that you might have concerning this change and will verify the arrival of your cargo once it reaches port.

Regards,

Nikolas Kattalakis
Nikolas Kattalakis
VP, Olympeion Shipping Co.
Read this header in the letter.

Sebastian Harper
South Seas Lines Co.
25 The Phoenix Building
Sunnyvale, CA 94089

The main purpose of this header is to
A  give the recipient information from the sender.
B  greet and address the recipient of the letter.
C  correctly identify the recipient of the letter.
D  assure the receiver that the business letter is official.

Step 1  Read the business letter carefully. What information does the header include?

The header includes the date and the recipient’s name, title, company name, and company address.

Step 2  Based on the answer above, what is the main purpose of the header in a business letter?

The main purpose of the header is to name the recipient of the letter.

Step 3  Look at the answer choices. Which answer choice states the main purpose of the header in a business letter?

Choice C says that the purpose of the header in a business letter is to correctly identify the recipient of the letter. Choice A, regarding the information to the recipient from the sender, would be in the body of the letter, while choice B refers to the letter’s salutation. The fact that the letter is official, as mentioned in choice D, would be guaranteed by the sender’s signature, not the header. Choice C is the correct answer.
PRACTICE IT: Workplace Documents

Read the following business letter and answer the questions that follow.

Aldekari Officeware
9564 Hunter Way
Los Angeles, CA 90012

May 15, 2007

Mr. Lawrence Grant
854 Kenyon Boulevard
Los Angeles, CA 90012

Dear Mr. Grant:

Thank you for your order for paper, pencils, and ballpoint pens. We are pleased to hear from you again as we always enjoy doing business with you.

In our last correspondence, you inquired about the price of personalized pens for your company. The cost of 100 personalized pens would be $75.00. If you order 200 personalized pens, the cost would be $125. You can choose from six different pen colors: black, blue, red, green, yellow, and violet. They also come in two different color inks: blue and black.

If you are interested, please don’t hesitate to send me an e-mail at ajpaulson@aldekari.com. We will place an order for you immediately.

Thank you very much. We appreciate your business.

Sincerely,

Allan John Paulson
Allan John Paulson
VP, Aldekari Officeware
1. What line could be added to the header of the business letter?
   A. the date  
   B. the letter topic  
   C. the recipient’s company address  
   D. the recipient’s name

2. What kind of format is used in the business letter?
   A. no format  
   B. block format  
   C. modified block  
   D. centered

3. The main purpose of the body of a business letter is to
   A. show when the letter was written.  
   B. greet and address the recipient of the letter.  
   C. express the sender’s purpose for writing.  
   D. state whom the letter is from.

4. What component of a business letter is not found in a memorandum?
   A. the name of the recipient  
   B. the name of the sender  
   C. a salutation  
   D. a subject line
LEARN IT: Synthesize

When there is a topic we want to know more about, sometimes we need to read several documents about it. We put the information from these sources together to form a complete understanding of the topic. This is called synthesis. As we synthesize these pieces of information, we may find it useful to paraphrase what the authors of the sources we read said. To paraphrase is to restate a sentence or an idea in our own words.

Read the two documents below and then answer the question that follows.

Document A

The Pandemic Flu

1 A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily from person to person, causes serious illness, and can sweep across the country and around the world in very short time.

2 It is difficult to predict when the next influenza pandemic will occur or how severe it will be. Wherever and whenever a pandemic starts, everyone around the world is at risk. Countries might try to delay the transfer of the virus by closing borders and cancelling arriving and departing flights. However, this will not ensure that the virus will not infect people.

3 Health professionals and governments around the world are concerned about the avian influenza’s threat to human health. Migratory birds spread avian flu. It is highly potent and can be easily transmitted to animals and humans.

4 Since 2003, a growing number of people afflicted with the avian flu have been reported in Asia, Europe, and Africa. More than half of the people infected have died. Most of these cases are believed to have been caused by exposure to infected poultry. There has been no sustained human-to-human transmission of the disease, but the concern is that it will evolve into a virus capable of human-to-human transmission.
Document B

**Measures to Limit the Spread of Severe Pandemic Flu**

In addition to all of the seasonal and mild to moderate flu methods, utilize

- possible extended school closure, which could range from weeks to up to three months. Presently the Department of Health and Human Services, the Centers for Disease Control and Prevention, the Department of Education, and other agencies are conducting a comprehensive review of school closure. These agencies are studying the feasibility of extended school closure, as well as its effects in preventing a severe pandemic. The results of this study will be shared in the coming months.

- social distancing of children and teens outside the school setting by reducing their social circulation and contacts to the greatest extent possible. This could include canceling extracurricular activities.
EXAMPLE

1 According to the information in Document A, why might Document B recommend the social distancing of children as a means of preventing severe pandemic flu?

A Extracurricular activities have to be cancelled.
B Migratory birds carry the latest pandemic flu.
C The pandemic flu can be transferred from person to person.
D The Department of Health and Human Services recommends it.

Step 1 Read Document B carefully. What does the document say about the social distancing of children?

Social distancing of children can be found in the second bullet of Document B. It says that social distancing is another term for reducing contact among children as much as possible.

Step 2 Read Document A carefully. What does the document say about the pandemic flu? How might this be related to the social distancing of children?

If social distancing means “keeping children apart as much as possible,” then the pandemic flu must be easy to catch from other people. Indeed, the first paragraph of Document A states that a pandemic flu “spreads easily from person to person.”

Step 3 Read the answer choices. Which choice best synthesizes the information you found in Document A with the recommendations in Document B?

The cancelling of extracurricular activities is mentioned in Document B as an effect of social distancing, not a reason to recommend it. Choice A is not the correct answer. The fact that migratory birds carry the latest flu threat seems unrelated to the need to keep children apart from each other, so choice B is not the correct answer. Document B states that the Department of Health and Human Services is investigating the usefulness of closing schools, not that it is recommending social distancing. Choice D is not the correct answer. The relevant information in Document A is that the pandemic flu can be transferred from person to person. Choice C is the correct answer.
LEARN IT: Connecting Ideas

As consumers, we often have to compare the information in different documents to make sense of what we read. Consider the different information you would find in an advertisement for a product and a manual on how to use that product. Both documents contain important information about the product, but neither will contain the exact same information. In order to fully understand the product, you need to connect what you learned from the advertisement with what you are told in the manual.

EXAMPLE

Read the two following documents and then answer the question that follows.

Document A

Taking perfect pictures is as easy as can be with the Alpha Precision Digital Camera. Just follow these simple instructions.

Basic Settings
To capture an image with basic settings, press the Settings button and select Basic in the Default Settings. Press the Settings button again and click away!

Wide-Angle Shots
To use the wide-angle lens, press the Settings button and select Wide in the Lens Settings. Press the Settings button again and take panoramic shots of beautiful landscapes or group portraits.

12x Zoom
To capture crisp details up close, press the + button located next to the Power button. Zoom out again by pressing the – button located next to the + button.

Brightness and Contrast
Select the appropriate brightness and contrast for your picture. Use the Style Option selector to choose from Portrait, Landscape, Action, Indoor, or Outdoor.

Moods and Hues
You can also take pictures with different dramatic hues. Press the Settings button and select a color from the Hue Settings. Press the Settings button again and take romantic pictures of a sunset or capture the electrifying hues of bright lights at a party. You can also take two-toned portrait pictures by choosing Sepia or Black-and-White from the Hue Settings.
Document B

Do you want to have the edge?

Unlike other cameras, the Alpha Precision Digital Camera gives you the technology to take crisp images in their true colors. Enhance lighting and contrast, zoom in for detail, or create the perfect mood with different hues. You can take pictures like a pro in no time with the Alpha Precision Digital Camera!

Go pro with Alpha!

Special Promo: If you buy an Alpha Precision Digital Camera from March 2–8 at Techno, Gadgets Galore, or other leading technology outlets, you will enjoy a 30% discount.

Document A is the only document that includes information on

A  reducing the red-eye effect.
B  taking a panoramic shot of landscapes.
C  comparing the Alpha Precision to other cameras.
D  the price of the Alpha Precision at Techno and other outlets.

Step 1  Read the two documents carefully. What types of documents are these?

Document B is an advertisement for the Alpha Precision Digital Camera. Document A is part of the camera’s instruction manual.

Step 2  Read each answer choice. Which one can only be found in Document A?

Choice B, taking a panoramic shot of landscapes, can be found in Document A because it is an instruction that is mentioned in the manual. Document B does not mention anything about wide-angle shots. Though choice A may be found in another section of the manual, it is not mentioned in Document A. Choices C and D are mentioned in Document B but not in Document A. Therefore, choice B is the correct answer.
PRACTICE IT: Synthesize

Read the documents and answer the questions that follow.

Document A

Toshiko Akiyoshi

1 “When I received the news of the award over the phone, I was stunned for a second, disbelieving my ears. I am sure than anyone who has received this prestigious award felt quite honored; but for me, it was much, much more special, because of who I am and where I came from. It has been 60 years since I discovered jazz, and made it my life’s work.”

2 These were the words of Toshiko Akiyoshi after learning that she was named 2007 NEA Jazz Master by the National Endowment for the Arts.

3 Over the course of a six-decade career, pianist, bandleader, and composer-arranger Toshiko Akiyoshi has made a unique and vital contribution to the art of big-band jazz. Born in Manchuria, where she began playing the piano at age six, Akiyoshi moved back to Japan with her parents at the end of World War II. Her family, enduring the hardships of the period, could not provide her with an instrument, and so, just to touch a piano, she took her first job as a musician, playing in a dance-hall band. She was not exposed to real jazz until a Japanese record collector introduced her to the work of Teddy Wilson.

4 In 1952, pianist Oscar Peterson discovered Akiyoshi while he was on a Jazz at the Philharmonic tour of Japan and recommended that producer Norman Granz record her. Thanks to this opening, she came to the United States in 1956 to study at the Berklee School of Music in Boston. She moved to New York in 1959.

5 Early in her career, she was convinced that she had no place in jazz. The musical culture from which Akiyoshi came was quite different from that which created the bulk of bebop, swing, and big-band jazz some fifty years ago. But it wasn’t long before the gifted pianist realized that she could, indeed, contribute to jazz history while delicately infusing her music with her own rich Asian heritage. In the mid-1970s, Toshiko Akiyoshi moved to Los Angeles with her husband, saxophonist/flutist Lew Tabackin, and formed the Toshiko Akiyoshi Jazz Orchestra. In 1976, the band placed first in the Down Beat Critics’ Poll, and Akiyoshi’s album Long Yellow Road was named best jazz album of the year by Stereo Review.

6 The band enjoyed a critically successful debut at Carnegie Hall as part of the 1983 Kool Jazz Festival. Akiyoshi has recorded 22 albums to date with the orchestra. Her recording Four Seasons of the Morita Village was awarded the 1996 Swing Journal Silver Award, and her big band albums have received 14 Grammy Award nominations. The band has been voted #1 in Down Beat’s Best Big Band category, and Akiyoshi is the first woman ever to place first in the Best Arranger and Composer category in the Down Beat Readers’ Poll.
Document B

Catch the upcoming performances of the Toshiko Akiyoshi Jazz Orchestra!

April 10    Avery Fisher Hall
April 17    Metropolitan Opera
April 24    Carnegie Hall *with special guest Lew Tabackin*
May 6       New York City Opera *with special guest Howard Shore*

For ticket information, please call 553-555-0765.
1. According to Document A, in which of the venues in Document B has Akiyoshi’s band already performed?
   A. Avery Fisher Hall
   B. Metropolitan Opera
   C. Carnegie Hall
   D. New York City Opera

2. Toshiko Akiyoshi Jazz Orchestra’s special guest on April 24 is
   A. a famous balladeer.
   B. Akiyoshi’s mentor.
   C. Akiyoshi’s husband.
   D. a famous conductor.

3. Document A is the only document that includes any information about
   A. Lew Tabackin.
   B. Toshiko Akiyoshi.
   C. the Toshiko Akiyoshi Jazz Orchestra.
   D. the start of Akiyoshi’s career.

4. Document B is the only document that includes information about
   A. Akiyoshi’s awards.
   B. the 1983 Kool Jazz Festival.
   C. the orchestra’s performance schedule.
   D. Akiyoshi’s jazz recordings.
LEARN IT: Primary and Secondary Sources

Information can be classified as coming from a primary or secondary source. A **primary source** presents information in its original form or reports on a newly discovered concept. To differentiate primary sources from other sources, make sure that the person who created the material was directly involved in an experiment, study, or event. Primary sources include raw statistics, interviews, Internet communications, surveys, speeches, government documents, works of art, and results of experiments in scientific journals.

A **secondary source** is based on information from a primary source. Secondary sources analyze, evaluate, summarize, and elaborate on data or facts presented in primary sources. Examples of secondary sources are theses and dissertations, literature reviews, commentaries, and textbooks.

**EXAMPLE**

Read the excerpt of an article from a medical journal below.

Researchers at the California Pacific Medical Center (CPMC) Research Institute are challenging a widely held belief that fractures resulting from major trauma, such as automobile accidents, are not related to osteoporosis, the common disease that makes bones weak and prone to fracture. Their study, published in the November 28 issue of the Journal of the American Medical Association, was supported by the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS), and the National Institute on Aging (NIA). NIAMS and NIA are components of the National Institutes of Health.

This excerpt can be identified as a secondary source because

A. a research institute is challenging a widely held belief.
B. it was researched at the California Pacific Medical Center.
C. it elaborates on the ideas presented in a study not conducted by the author.
D. it is believed that osteoporosis does not result from fractures caused by accidents.

**Step 1**

What kind of information is considered a secondary source? Are there clues that help you determine that this article is a secondary source?

A secondary source is based on facts presented by a primary source. This article gathered information from a primary source, a study made by the California Pacific Medical Center Research Institute about osteoporosis.

**Step 2**

Which answer supports the fact that the article is a secondary source?

Choices A and D cannot be correct because they state characteristics or information that can also be contained in a primary source. Choice B is also incorrect because the article was not written by the California Pacific Medical Center. Choice C is the correct answer.
LEARN IT: Extending Ideas

Readers contribute meaning to what they read by extending ideas through analysis, evaluation, or elaboration. Simply put, readers use their own experiences and knowledge to interpret what they read.

EXAMPLE

Read the passage below.

1. In October 1994, the Dietary Supplement Health and Education Act (DSHEA) was signed into law by President Clinton. Before this time, dietary supplements were subject to the same requirements as were other foods. This new law, which amended the Federal Food, Drug, and Cosmetic Act, created a new framework for the safety and labeling of dietary supplements.

2. Under DSHEA, a firm is responsible for determining that the dietary supplements it manufactures or distributes are safe. It must also ensure that any representations or claims made about the supplements are substantiated by adequate evidence to show that they are not false or misleading. This means that dietary supplements do not need approval from the Food and Drug Administration before they are marketed.

Based on the passage, which of the following is most likely to happen?

A. The Food and Drug Administration will become obsolete because of this law.
B. Customers will not buy dietary supplements.
C. Dietary supplement manufacturers will conduct more studies on their products.
D. Dietary supplement manufacturers will not produce new products.

Step 1 Read the article carefully. What key information about a firm’s responsibility to prove the safety of its product is mentioned?

A firm is responsible for making sure that its dietary supplements are safe and its claims are not false or misleading. Dietary supplements do not have to get the approval of the FDA, except when a new dietary ingredient is used in the product.

Step 2 Read each answer choice. Which of the choices corresponds to what supplement manufacturers will do now that they are responsible for safety?

Choice A is incorrect because the Food and Drug Administration is responsible for much more than watching over dietary supplement manufacturers. Choice B is incorrect because there is no evidence that suggests that people will only buy products that are FDA approved. Choice D is incorrect, since manufacturers would not be discouraged by no longer having to pass FDA inspections. Choice C is the best answer.
Read the passage and answer the questions that follow.

Environment of the United States

Recent public opinion polls indicate that Americans strongly support clean air, water, and land—our shared environment. It was not always so. In fact, environmental concern is a fairly recent phenomenon in American history, initially expressed by groups of outdoor enthusiasts and preservationists in the past 150 years.

When European settlers first colonized North America, its forests were thick, game was abundant, freshwater teemed with life, and its air was pure and clean. As much as any pioneering spirit, it was this natural bounty that allowed Americans to push westward in the early eighteenth century. They explored and settled the Southwest, built cities in the Ohio Valley and Great Lakes regions, and planted cotton in the South and corn in midwestern prairies. In the latter half of the 1800s, America’s railroad expansion greatly affected frontier settlement patterns and spurred the growth of cities in the West and Midwest.

Forests were logged. Plains and prairies were devoted to grain production and livestock. Nature was commodified. Public demand for beef, corn, and timber grew sharply. Large sewer systems that dumped wastewater into freshwater resources were developed. Industry was consuming clean water and disposing dirty water. Coal was burned, darkening city skies. Solid waste removal became a challenge in urban areas. Fur trapping and sport hunting were depleting wildlife resources. Gradually it became apparent that some of these resources were finite. But it was not until shortages in resources such as water and timber arose that individual Americans and the government decided to conserve and preserve certain commodities.

Americans in towns and cities were literally distanced from nature. Grassroots organizations sprung up to safeguard natural resources and to protect wildlife. Some of the better known efforts continue today. The forerunner to the Audubon Society was begun in 1886 to protect the birds of America. The Sierra Club was founded six years later to study, preserve, and enjoy the Sierra Nevada. Thirty years later the Izaak Walton League was founded to combat water pollution, and the Wilderness Society was created soon after. Public interest in environmental issues rose rapidly following World War II. This increase is often attributed to sharply higher college enrollments and to scientific advancements in ecology, the study of relationships between organisms and their environment. By the end of the 1960s, public interest in environmental protection, spurred by media stories of industrial pollution, wasteful energy consumption, and catastrophic accidents such as oil spills, culminated in the celebration of the first Earth Day in 1970.
1. Paragraph 1 indicates that the article is a secondary source of information because it
   A. mentions groups of outdoor enthusiasts.
   B. summarizes the results of public opinion polls.
   C. claims that Americans support the environment.
   D. says that environmental concern is a recent phenomenon.

2. According to the article, Americans started thinking of conserving commodities when
   A. they experienced a shortage of water and timber.
   B. European settlers colonized America.
   C. they began planting cotton and corn.
   D. organizations campaigned to protect natural resources.

3. Why did public interest in environmental concerns grow sharply after World War II?
   A. Researchers were environment enthusiasts.
   B. The government commissioned universities to campaign for conservation.
   C. College enrollments grew and scientific studies led to more information on the environment.
   D. The government decided to conserve some commodities.

4. Which of the following events in the 1960s contributed to the celebration of Earth Day in 1970?
   A. efforts of the civil rights movement led by Martin Luther King and Stokely Carmichael
   B. growth of protest groups in college campuses nationwide
   C. formation of the Audubon Society to protect the birds of America
   D. media stories of industrial pollution
LEARN IT: Functional Documents

Texts that address a specific practical purpose are known as **functional documents**. These documents provide information or explain how to do something. Functional documents rely on clear language, logical organization, and signal words to prevent possible reader misunderstandings. Each step in a set of instructions is logically connected to the main idea of the passage and is laid out in a sequential order that makes the document more readable.

**EXAMPLE**

Read Document A.

For over two decades, the Wilbur Instant Chopper Food Processor has been one of the most trusted names in food processing. It is known in American households for its reliability, versatility, and convenience. The processor comes with four different tools: slicer, grater, citrus press, and dough blades. It slices fruits and vegetables effortlessly. It has a powerful motor and the capacity to process large amounts of ingredients. Cleaning the Wilbur Instant Chopper Food Processor is easy and convenient because all of its parts are dishwasher safe. It is so versatile that it even comes in five colors, perfect for any kitchen color scheme.

Which sentence from Document A does not help the logical flow of ideas?

A  The processor comes with four different tools: slicer, grater, citrus press, and dough blades.
B  It has a powerful motor and the capacity to process large amounts of ingredients.
C  Cleaning the Wilbur Instant Chopper Food Processor is easy and convenient because all of its parts are dishwasher safe.
D  It is so versatile that it even comes in five colors, perfect for any kitchen color scheme.

**Step 1** Read the passage again. What is the main idea of the passage? Is there any information in the passage that doesn’t relate to this main idea?

*The main idea is that the Wilbur Instant Chopper Food Processor is a reliable, versatile, and convenient kitchen tool. The last sentence in the passage sticks out because it is related to the food processor’s appearance, not its actual usefulness as a kitchen appliance.*

**Step 2** Read the answer choices carefully. Which one is not logically connected to the main idea of the passage and should be removed?

*Choice A is related to the food processor’s versatility. Choices B and C both support the idea that the food processor is convenient. Choice D is not logically connected to the main idea because it describes an aspect of the product that is superficial, not functional. Choice D is the answer.*
EXAMPLE

Read Document B.

<table>
<thead>
<tr>
<th>WARRANTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manufacturers of the Wilbur Instant Chopper Food Processor guarantee the full performance of the product for a period of one year from the date of purchase. If the product does not perform properly due to a manufacturing defect, replacement of the product is available in any major appliance store. However, the manufacturers of the Wilbur Instant Chopper Food Processor are not liable for any damage caused by improper handling, alteration, or unreasonable usage of the product.</td>
</tr>
</tbody>
</table>

2 According to Document B, the Wilbur Instant Chopper Food Processor warranty guarantees a full replacement of the processor for damage caused by

- A unreasonable use.
- B a manufacturing error.
- C improper handling.
- D alteration of the product.

**Step 1** Read Document B. Under what circumstances will the manufacturer replace the product?

*The warranty, which is good for one year from the date of purchase, states that the product will be replaced if it has a manufacturing defect.*

**Step 2** Read the answer choices carefully. Which answer choice matches the coverage stated in the warranty?

*The damage caused by a manufacturing defect or error warrants a product replacement, so choice B is the correct answer. The warranty specifically states that it does not cover damage caused by unreasonable use, improper handling, or alteration of the product.*
PRACTICE IT: Functional Documents

Read the following documents and answer the questions that follow.

Document A

Energy Saving for Showerheads

1 For maximum water efficiency, select a showerhead with a flow rate of less than 2.5 gallons per minute (gpm). There are two basic types of low-flow showerheads: aerating and laminar-flow. Aerating showerheads mix air with water, forming a misty spray. Laminar-flow showerheads form individual streams of water. If you live in a humid climate, you might want to use a laminar-flow showerhead because it won’t create as much steam and moisture as an aerating one.

2 Before 1992, some showerheads had flow rates of 5.5 gpm. Therefore, if you have fixtures that predate 1992, you might want to replace them. Here’s a quick test to determine whether you should replace a showerhead:

3 Turn on the shower at the normal water pressure you use. Place a bucket—marked in gallon increments—under your showerhead.

4 Time how many seconds it takes to fill the bucket to the 1-gallon (3.8 liter) mark. If it takes less than 20 seconds, you could benefit from a low-flow showerhead.

Document B

Installing Your New Rain Power Showerhead

Step 1 Remove your old showerhead by loosening screws.

Step 2 Make sure to clean and dry pipe threads on the arm joint.

Step 3 Cut a strip of Teflon tape and put at least three rotations over the threads of the arm joint clockwise.

Step 4 Fit the showerhead joint over the threads and attach to the arm joint.

Step 5 Tighten the new showerhead by firmly turning screws clockwise.

Step 6 Make sure you have correctly installed the new showerhead before leaving it. Turn on your water connection and see if there are leaks. If you find any, simply tighten the screws until the leaks stop.

Step 7 If you find the Rain Power Showerhead defective, ask for a replacement from any Rain Power distributor.
1. Which of the following would make Document A easier to understand?
   A. a diagram of the water flow differences between aerating and laminar-flow showerheads
   B. a chart showing different sizes of aerating and laminar-flow showerheads
   C. a picture showing a bucket full of water
   D. a comparison diagram of a showerhead made before and after 1992

2. According to Document A, which of the following is not a step in the test to determine whether you should replace your showerhead?
   A. Place a bucket under your showerhead.
   B. Turn on the shower at the normal water pressure you use.
   C. Observe the climate in your area.
   D. Time how many seconds it takes to fill the bucket to the 1-gallon mark.

3. Which of the following is an indication that you could benefit from a low-flow shower head?
   A. If it takes more than 20 seconds to reach the 1-gallon mark
   B. If it takes less than 20 seconds to reach the 1-gallon mark
   C. If it takes exactly 20 seconds to reach the 1-gallon mark
   D. If it takes at least 20 seconds to reach the 1-gallon mark

4. Which of these sentences from Document B does not help the logical flow of ideas?
   A. Remove your old showerhead by loosening screws.
   B. Fit the showerhead joint over the threads and attach to the arm joint.
   C. Tighten the new showerhead by firmly turning screws clockwise.
   D. If you find the Rain Power showerhead defective, ask for a replacement from any Rain Power distributor.
LEARN IT: Author’s Argument

When reading a document in which the author makes an argument or claim, readers should examine the evidence presented in the document to determine whether that claim is valid and credible. Readers should be aware of how the author’s intent influences the tone and structure of the text. They should also watch out for places in the text where the argument lacks sufficient support, makes generalizations, or gives incomplete evidence.

Generalizations and Evidence

Generalizations are broad, sweeping statements or conclusions about a certain topic. Generalizations can be very useful when the author is summing up his or her arguments, but they should be used judiciously throughout the rest of the paper. For a generalization to be valid, it must be supported by evidence, which refers to the details, facts, and explanations that prove or disprove an idea.

EXAMPLE

1 Read the following passage.

The U.S. Fish and Wildlife Service recently delisted the gray wolf in the Western Great Lakes Distinct Population Segment (DPS) because that DPS supports a healthy self-sustaining population of wolves. In the past, human-caused mortality resulted in the near extinction of gray wolves in the United States, causing the species to be listed under the Endangered Species Act (ESA). The U.S. Fish and Wildlife Service has since worked to improve the status of the species to the point that it no longer needs ESA protection. This has meant reducing or removing threats to the survival of the species, resulting in increasing numbers and distribution.

Currently, there is an approved recovery plan for the gray wolf that is in effect in the eastern United States. This plan sets forth population criteria that, when achieved, will guarantee the survival of the gray wolf into the future. In the Western Great Lakes DPS, gray wolf numbers have already exceeded the population criteria identified in the recovery plan. Today’s estimated gray wolf population in Minnesota is about 3,020. Wolves in Michigan and Wisconsin now number 434 and 465, respectively.

In addition to exceeding population criteria set out in the recovery plan, the potential threats to the gray wolf that could follow their delisting have been addressed by Minnesota, Michigan, and Wisconsin state management plans. To prepare for federal delisting, each of those states has developed a wolf management plan with the goal of ensuring future survival of the state’s wolf population. These plans were signed by the head of each state’s Department of Natural Resources after input from wolf experts and extensive public involvement.
What evidence does the author provide to support the idea that the gray wolf is no longer a threatened species in the Western Great Lakes area?

A. The author states that wolf management plans are in effect in three states.
B. The author mentions that wolf experts support the decision to delist the gray wolf.
C. The author provides information about how the gray wolf was nearly driven to extinction because of humans.
D. The author compares recovery plan population criteria and statistics of wolf populations in the area.

**Step 1** Read the passage. Why is the gray wolf no longer in danger of becoming extinct in the Western Great Lakes area?

According to the passage, the gray wolf is no longer endangered in this area because current populations exceed the goals set by the Endangered Species Act recovery plan for the eastern United States.

**Step 2** Read the answer choices. Which answer choice gives the best evidence to support the idea that the gray wolf species is no longer threatened.

Choice A states that the gray wolf will still be protected by the states if it is delisted. It does not explain why the gray wolf was delisted. Although the passage mentions that the decision was supported by wolf experts, Choice B is not sufficient evidence to prove that the gray wolf is no longer a threatened species. Choice C only gives background on why the gray wolf became threatened in the first place. Choice D gives strong evidence on why the gray wolf is no longer considered a threatened species by comparing the criteria for the recovery plan to statistics on current wolf populations.

**Author’s Intent and Its Effects on Tone and Structure**

The **author's intent** determines the **tone** and **structure** of a document. For example, an essay that aims to convince readers of an idea will have a persuasive tone, while a scientific report will have an objective tone. At the same time, the details in the persuasive essay might be arranged in order of importance to support the author’s argument, while the scientific report might structure its ideas in a cause-and-effect pattern. Examining the structure and tone of a document will help you analyze the author’s intent and argument.
EXAMPLE

2 Read the following passage.

Adult green turtles are unique among sea turtles in that they are herbivorous, feeding primarily on sea grasses and algae. This diet is thought to give them greenish colored fat, from which they take their name. A green turtle's carapace (top shell) is smooth and can be shades of black, gray, green, brown, and yellow. Their plastron (bottom shell) is yellowish white.

Adult females migrate from foraging areas to mainland or island nesting beaches and may travel hundreds or thousands of kilometers each way. After emerging from the nest, hatchlings swim to offshore areas, where they are believed to live for several years, feeding close to the surface on a variety of sea plants and animals.

The principal cause of the historical, worldwide decline of the green turtle is the long-term harvest of eggs and adults on nesting beaches, as well as juveniles and adults at feeding grounds. These harvests continue in some areas of the world and compromise efforts to recover this species. Accidental capture in fishing gear, trawls, traps, and pots is another serious ongoing source of green turtle mortality that adversely affects the species' recovery. Green turtles are also threatened, in some areas of the world, by a disease known as fibropapillomatosis.

Which statement shows that the author believes that the green turtle is a threatened species?

A Adult green turtles are unique because they are herbivorous.
B Harvesting green turtle eggs is the principal cause for the decline of this species.
C Adult females migrate from foraging areas to island nesting beaches.
D Their diet is thought to give them their greenish colored fat.

Step 1 Read the passage carefully. According to the author, what has caused the green turtle to become a threatened species?

According to the passage, the long-term harvest of eggs as well as juvenile and adult turtles is the main cause for the decline of the species. Turtle mortality is also affected by the capture of turtles in trawls and tarps, as well as the threat of disease.

Step 2 Read each answer choice. Which answer states a specific reason why the author believes that the green turtle is a threatened species?

The answer that explains why the author thinks that the green turtle is a threatened species is choice B, Harvesting green turtle eggs is the principal cause for the decline of this species.
PRACTICE IT: Author’s Argument

Read the passage and answer the questions that follow.

The Japanese Comics Craze

1. Japan has made comic books popular again. Most American comic books are about superheroes; they are read mainly by children and young adults. But in Japan, comic books are often read by people of all ages.

2. On the commuter trains in Japan, it’s not uncommon to see middle-aged people reading Japanese comic books, called manga. Japanese manga can be about sports, action, romance, history, or science-fiction. There’s even a comic book about golf! Japanese comic books are so popular that 40 percent of all books and magazines sold in Japan are manga.

3. A Japanese designer named Osamu Tezuka started making comic books in Japan after World War II. Comic books were invented in America, and he was influenced by the American style. So he made comic books that looked similar to their American counterparts, but the stories of these comic books were more sophisticated, like novels. Over time, Japanese comic book artists developed their own style, which is often bold, bright, and futuristic.

4. Japanese comics are not just popular in Japan. Many manga have become popular in America as well. Some American comic books, cartoons, and video games have even started to adopt the manga style. It’s fascinating to see how these two cultures have influenced the style of comic books!
1 Which best supports the author's belief that the *manga* is very popular?
   A Japanese comic book artists developed their own style.
   B In Japan, comic books are often read by people of all ages.
   C Forty percent of all books and magazines sold in Japan are *manga*.
   D Japanese *manga* can be about action, romance, history, or science-fiction.

2 What tone does the author establish in the article?
   A critical
   B patronizing
   C admiring
   D sarcastic

3 Which statement from the passage supports the idea that *manga* has a wide range of subjects?
   A It's not uncommon to see middle-aged people reading Japanese comic books, called *manga*.
   B There's even a comic book about golf!
   C The stories of these comic books were more sophisticated, like novels.
   D A Japanese designer named Osamu Tezuka started making comic books in Japan after World War II.

4 The last paragraph of the passage
   A discusses some of the genres that are found in *manga* comics.
   B reveals the influence of *manga* on American comic books, cartoons, and video games.
   C tells more about the life of Osamu Tezuka, who created the first Japanese comic book.
   D predicts what direction *manga* will take in the future.
LEARN IT: Forms of Dramatic Literature

**Dramatic literature** is intended to be performed in a theater. It is written to be seen and heard by an audience, with actors taking on the roles of characters and speaking the written dialogue of the drama. The elements of drama include setting, character, theme, and plot to form a narrative structure that usually centers on the life of a character. Dramatic literature has different forms, each with its own purpose that sets it apart from the others.

**Forms of Dramatic Literature**

A **comedy** is a drama that ends on a happy note. It is often entertaining and humorous, in order to amuse the audience. In comedy, an ordinary character starts out with misfortunes, and humor is achieved by reversing the audience’s expectations—the character ends up successful and happy. The central theme of comedy is triumph despite the odds.

A **tragedy** is a drama that ends on a sad or disastrous note. It is often serious and dramatic in order to present the audience with a possible new understanding of something. In a tragedy, a noble, virtuous character starts out with prosperity, and then a serious personality flaw—combined with an unfortunate decision—causes his or her downfall. The hero is often torn between opposing goals and difficult choices. Serious human actions and issues are the central themes of tragedy.

A **dramatic monologue** is a speech given by a character speaking about himself or herself as if no other person is present. Dramatic monologues are used to reveal a character’s innermost thoughts and emotions, explaining his or her actions and the motives behind them. A dramatic monologue provides insights into a character that may be hidden throughout the course of the storyline.
EXAMPLE

1. Read this excerpt from *The Jewel Merchants: A Comedy in One Act*.

GRACIOSA is seated upon the bench, with a lute. The girl is, to our modern taste, very quaintly dressed in gold-colored satin, with a short tight bodice, cut square and low at the neck, and with long full skirts. When she stands erect, her preposterous “flowing” sleeves, lined with sky blue, reach to the ground. Her blonde hair, of which she has a great deal, is braided, in the intricate early sixteenth fashion, under a jeweled cap and a veil the exact color of this hair.

There is a call. Smiling, GRACIOSA answers this call by striking her lute. She pats straight her hair and gown, and puts aside the instrument. GUIDO appears at the top of the wall. All you can see of the handsome young fellow, in this posture, is that he wears a green skull-cap and a dark blue smock, the slashed sleeves of which are lined with green.

What is the main purpose of the passage?

A. to persuade readers to play the lute
B. to describe Graciosa and Guido to readers
C. to tell readers how to blend colors like Graciosa
D. to entertain readers with a story of style and fashion

**Step 1** Read the passage carefully. What is the central focus of this passage?

The passage focuses on what Graciosa and Guido look like.

**Step 2** Read each answer choice. Which answer describes the main purpose of the passage?

The main purpose is to describe what Graciosa looks like, so the answer is B. Nowhere is it implied that the passage is persuading the readers to play the lute, like choice A says, or explaining how to blend colors like choice C says. Choice D is incorrect, as well, since the passage doesn’t serve to entertain.
EXAMPLE

2 Read this excerpt from *Oedipus the king*.

TEIRESIAS
Alas, alas, what misery to be wise
When wisdom profits nothing! This old lore
I had forgotten; else I were not here.

OEDIPUS
What ails thee? Why this melancholy mood?

TEIRESIAS
Let me go home; prevent me not; ’twere best
That thou shouldst bear thy burden and I mine.

OEDIPUS
For shame! no true-born Theban patriot
Would thus withhold the word of prophecy.

TEIRESIAS
Thy words, O king, are wide of the mark, and I
For fear lest I too trip like thee . . .

OEDIPUS
Oh speak,
Withhold not, I adjure thee, if thou know’st,
Thy knowledge. We are all thy suppliants.

TEIRESIAS
Aye, for ye all are witless, but my voice
Will ne’er reveal my miseries—or thine.

OEDIPUS
What then, thou knowest, and yet willst not speak!
Wouldst thou betray us and destroy the State?

TEIRESIAS
I will not vex myself nor thee. Why ask
Thus idly what from me thou shalt not learn?

OEDIPUS
Monster! thy silence would incense a flint.
Will nothing loose thy tongue? Can nothing melt thee,
Or shake thy dogged taciturnity?

TEIRESIAS
Thou blam’st my mood and seest not thine own
Wherewith thou art mated; no, thou taxest me.
OEDIPUS
And who could stay his choler when he heard
How insolently thou dost flout the State?

TEIRESIAS
Well, it will come what will, though I be mute.

OEDIPUS
Since come it must, thy duty is to tell me.

TEIRESIAS
I have no more to say; storm as thou willst,
And give the rein to all thy pent-up rage.

OEDIPUS
Yea, I am wroth, and will not stint my words,
But speak my whole mind. Thou methinks thou art he,
Who planned the crime, aye, and performed it too,
All save the assassination; and if thou
Hadst not been blind, I had been sworn to boot
That thou alone didst do the bloody deed.

TEIRESIAS
Is it so? Then I charge thee to abide
By thine own proclamation; from this day
Speak not to these or me. Thou art the man,
Thou the accursed polIter of this land.

OEDIPUS
Vile slanderer, thou blurtest forth these taunts,
And think'st forsooth as seer to go scot free.

TEIRESIAS
Yea, I am free, strong in the strength of truth.

OEDIPUS
Who was thy teacher? Not methinks thy art.

TEIRESIAS
Thou, goading me against my will to speak.

OEDIPUS
What speech? Repeat it and resolve my doubt.

TEIRESIAS
Didst miss my sense wouldst thou goad me on?
How does the reader know that the excerpt is a tragedy?

A. The selection is about a king and a prophet.
B. The selection has dramatic dialogue.
C. The selection is about serious human actions and issues.
D. The selection has stanzas and character tags.

Step 1. Read the excerpt carefully. What is happening in this excerpt? What characteristics of a tragedy are evident in this excerpt?

Oedipus the king is forcing Teiresias to reveal the murderer he was looking for. Teiresias refuses, but Oedipus is adamant. In the end, Teiresias says that Oedipus is the murderer. Serious subjects characterize tragedies, and murder is a serious subject.

Step 2. Read the answer choices. Which matches the characteristics that you have figured out in your analysis?

Choices A, B and D are not limited to tragedies; a comedy can also have kings and prophets, drama itself requires dialogue, and stanzas are also called for in other dramatic literature. Choice C touches on the central theme of tragedy, which is serious human actions and issues. Choice C is the correct answer.
From The Silver Box: A Comedy in Three Acts

By John Galsworthy

ACT III

Eight days have passed, and the scene is a London Police Court at one o’clock. A canopied seat of Justice is surmounted by the lion and unicorn. Before the fire a worn-looking MAGISTRATE is warming his coat-tails, and staring at two little girls in faded blue and orange rags, who are placed before the dock. Close to the witness-box is a RELIEVING OFFICER in an overcoat, and a short brown beard. Beside the little girls stands a bald POLICE CONSTABLE. On the front bench are sitting BARTHWICK and ROPER, and behind them JACK. In the railed enclosure are seedy-looking men and women. Some prosperous constables sit or stand about . . .

CLERK. Jane Jones.

MRS. JONES. Yes, Sir.

CLERK. Do you admit stealing a silver cigarette-box valued at five pounds, ten shillings, from the house of John BARTHWICK, M.P., between the hours of 11 P.M. on Easter Monday and 8.45 A.M. on Easter Tuesday last? Yes, or no?

MRS. JONES. [In a logy voice.] No, Sir, I do not, sir.

CLERK. James Jones? Do you admit stealing a silver cigarette-box valued at five pounds, ten shillings, from the house of John BARTHWICK, M.P., between the hours of 11 P.M. on Easter Monday and 8.45 A.M. on Easter Tuesday last. And further making an assault on the police when in the execution of their duty at 3 P.M. on Easter Tuesday? Yes or no?

JONES. [Sullenly.] Yes, but I’ve got a lot to say about it.

MAGISTRATE. [To the CLERK.] Yes—yes. But how comes it that these two people are charged with the same offence? Are they husband and wife?

CLERK. Yes, Sir. You remember you ordered a remand for further evidence as to the story of the male prisoner.

MAGISTRATE. Have they been in custody since?

CLERK. You released the woman on her own recognisances, sir.

MAGISTRATE. Yes, yes, this is the case of the silver box; I remember now. Well? . . .
MRS. JONES. No, your Worship. And, of course, to what my husband says, your Worship, I can't speak of my own knowledge. Of course, I know that he came home very late on the Monday night. It was past one o'clock when he came in, and he was not himself at all.

MAGISTRATE. Had he been drinking?

MRS. JONES. Yes, your Worship.

MAGISTRATE. And was he drunk?

MRS. JONES. Yes, your Worship, he was almost quite drunk.

MAGISTRATE. And did he say anything to you?

MRS. JONES. No, your Worship, only to call me names. And of course in the morning when I got up and went to work he was asleep. And I don't know anything more about it until I came home again. Except that Mr. BARTHWICK—that's my employer, your Worship—told me the box was missing.

MAGISTRATE. Yes, yes.

MRS. JONES. But of course when I was shaking out my husband's coat the cigarette-box fell out and all the cigarettes were scattered on the bed . . .

MRS. JONES. Of course when I saw the box, your Worship, I was dreadfully upset, and I couldn't think why he had done such a thing; when the officer came we were having words about it, because it is ruin to me, your Worship, in my profession, and I have three little children dependent on me.

MAGISTRATE. [Protruding his neck]. Yes—yes—but what did he say to you?

MRS. JONES. I asked him whatever came over him to do such a thing—and he said it was the drink. He said he had had too much to drink, and something came over him. And of course, your Worship, he had had very little to eat all day, and the drink does go to the head when you have not had enough to eat. Your Worship may not know, but it is the truth. And I would like to say that all through his married life, I have never known him to do such a thing before, though we have passed through great hardships and [speaking with soft emphasis] I am quite sure he would not have done it if he had been himself at the time.

MAGISTRATE. Yes, yes. But don't you know that that is no excuse?

MRS. JONES. Yes, your Worship. I know that it is no excuse.

[The MAGISTRATE leans over and parleys with his CLERK.]

JACK. [Leaning over from his seat behind.] I say, Dad—

BARTHWICK. Tsst! [Sheltering his mouth he speaks to ROPER.] Roper, you had better get up now and say that considering the circumstances and the poverty of the prisoners, we have no wish to proceed any further, and if the magistrate would deal with the case as one of disorder only on the part of—

BALD CONSTABLE. HSSShh!
1 What is the author’s purpose in the opening paragraph?
   A to present factual information about a case of theft
   B to describe to readers the setting and characters
   C to inform the reader about the members of a police court
   D to give an explanation of what happens in a court hearing

2 Read this excerpt from *The Silver Box*.

   MRS. JONES. Of course when I saw the box, your Worship, I was dreadfully upset, and I couldn’t think why he had done such a thing; when the officer came we were having words about it, because it is ruin to me, your Worship, in my profession, and I have three little children dependent on me.

   What is the author’s purpose in this speech?
   A It explains the presence of the two children in rags in the court room.
   B It shows the reason why Mrs. Jones would testify against her husband.
   C It gives enough motivation for Barthwick to forgive Mr. Jones’s theft of the silver cigarette box.
   D It gives a background on why the magistrate released Mrs. Jones.

3 How does the reader know that the selection is a comedy?
   A The selection has emotional dialogue.
   B The selection is about the equality of people before the law.
   C The selection starts with misfortunes and ends with an unexpected turn.
   D The selection is about the adventures of a husband and his wife.

4 What is the author’s main purpose in this selection?
   A to persuade readers to watch out for robbers
   B to describe to readers the case of a rich family against a poor couple
   C to inform the readers about a typical courtroom proceeding
   D to entertain readers with a courtroom story
Much of the action in fictional texts results from interaction between different characters. Analyzing interactions may involve examining conflict (internal and external), motivation, relationships, and influence. Interactions prompt characters to respond in various ways and move the plot of the story forward.

<table>
<thead>
<tr>
<th>Aspect of Interaction</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>conflict</td>
<td>Internal conflict is a struggle within a character. A writer typically chooses an internal conflict that is recognizable to readers, whether it’s an inner need, desire, belief, or turmoil. An external conflict is a struggle between two characters. In an external conflict, one character will need to choose a particular course of action.</td>
<td>Internal conflict: A young man’s boss offers him a new job, but this means the young man must relocate and leave his friends behind. External conflict: A man and a woman are eating dinner in a restaurant. The woman tells the man that it would be better if they did not see each other any more. Now the man must respond.</td>
</tr>
<tr>
<td>motivation</td>
<td>Motivation refers to the reasons why characters act in particular ways.</td>
<td>“I never knew why John stopped coming by. My mother told me he was probably too upset after his mother died.”</td>
</tr>
<tr>
<td>relationships</td>
<td>A relationship is a bond connecting two characters. A man and a woman could be father and daughter, husband and wife, brother and sister, or friends.</td>
<td>A young man wishes to ask his girlfriend to marry him, but he is afraid of his mother’s reaction to the news.</td>
</tr>
<tr>
<td>influence</td>
<td>Influence refers to the effect one character has on another character. Influence can be good or bad.</td>
<td>Joan and Shelly were best friends as far back as they could remember, but after Sarah Kimble moved into their neighborhood, Shelly did not want to spend as much time with Joan.</td>
</tr>
</tbody>
</table>
EXAMPLE

1. Read this passage.

All of us boys were out in the woods by the creek. This was where we had always met, and always played, and always had fun. At least we did before Tony Warden moved to town. The first time he came out with us he just looked around at everything, kicked a pebble into the creek, and asked if we really thought this was fun. “Yeah it’s fun,” I told him. He just shook his head and started back to his house. “Go on then,” I said. “No one wanted you out here anyway.” I thought that was the end of it, but then a few days later I stopped by Hank’s house to go out in the woods, and his mama said he wasn’t there; he was over at Tony Warden’s house playing video games. Hank Creasy playing video games at Tony Warden’s house? Hank was the first, but he wasn’t the last. Pretty soon nobody wanted to go out to the woods. Everyone wanted to play video games at Tony Warden’s house.

What is the best way to analyze the interaction between Tony Warden and the other boys in this passage?

A. internal conflict
B. motivation
C. relationship
D. influence

Step 1. Read the passage again. What is happening in it?

A group of boys gets together out in the woods by a creek. After a new boy, Tony Warden, moves to town, they start hanging out at his house playing video games.

Step 2. Read each answer choice carefully. Which answer choice best describes the interaction between Tony Warden and the other boys?

This passage does not describe an internal conflict, so choice A is incorrect. Tony Warden is new to town, so he really hasn’t established a relationship with anyone yet. This eliminates choice C. The narrator seems to regret the changes that have happened since Tony Warden moved to town. He isn’t really concerned with Tony Warden’s motivation for not thinking that playing at the creek is fun, so I can rule out choice B. I think choice D is the best answer because Tony Warden seems to have a lot of influence on the other boys.
Character interactions are one of the main ways writers are able to move the plot forward. In many cases, one character is forced to make a choice because of the actions of, relationship with, or influence of another character. By closely examining interactions between characters, you will better understand the twists and turns of the plot.

2 Read this passage.

1 John sighed deeply. He was at a crossroads, faced with a decision he did not want to make. The house felt hot and uncomfortable—he couldn't think—so he decided to go for a walk. He walked down one street, and then another. The chilly November wind seemed to cut through his coat directly to his skin. But John did not think about the wind. All he could think about was his uncle, his Uncle Roy.

2 Yesterday John had seen Uncle Roy at the bank. His uncle greeted him warmly, and they ended up walking next door to a coffee shop. Before John could say anything, Uncle Roy confided that he was going to move out West. “Perhaps to Arizona,” his uncle said. “They say it’s nice all year there.” “But what about Aunt Sally?” John had asked. He knew his aunt did not want to move anywhere. “That woman,” his uncle said dismissively. “She has no sense of adventure. She wouldn’t want to go.” “She doesn’t know?” John exclaimed. “What difference does it make?” Uncle Roy said, finishing his coffee. “She wouldn’t go. I know her.” He shrugged. “She doesn’t think I’m serious.”

3 John’s dilemma was this: should he keep his uncle’s confidence, or should he alert his aunt that her husband was planning to leave? He couldn’t be sure which decision was the right one to make. He continued walking. Later he found himself standing outside of the florist shop where Aunt Sally worked. She must know, John decided. Taking a deep breath, he opened the door and walked inside.

How does the interaction between John and Uncle Roy in paragraph 2 affect the plot?

A It explains why John goes to the florist to talk to his aunt.
B It illustrates why Uncle Roy wants to move to Arizona.
C It shows why John was at the bank.
D It demonstrates why John doesn’t want his uncle to move.
Step 1 Read the excerpt carefully, focusing on the second paragraph. What is happening in the second paragraph?

The passage describes a young man agonizing over a decision he must make: whether he should tell Aunt Sally that Uncle Roy—her husband—is planning to leave her and move to Arizona. The second paragraph describes John meeting his uncle at a bank and then having coffee with him. At the coffee shop he learns about his uncle’s plan to leave for Arizona. The knowledge forces John to decide whether to tell Aunt Sally about her husband’s plan.

Step 2 Read each answer choice carefully. Which best describes the effect that paragraph 2 has on the plot?

The narrator never states explicitly why John was at the bank, nor does John indicate that he doesn’t want his uncle to move, so answers C and D cannot be correct. Uncle Roy mentions that the weather in Arizona is nice, and Aunt Sally has no sense of adventure, but he really doesn’t say why he wants to move to Arizona. Answer B must be incorrect. The paragraph focuses on John learning of his uncle’s plans, and how this knowledge puts him in a dilemma. After taking a long walk and thinking about it, he decides to tell Aunt Sally what he knows. Choice A is correct.
PRACTICE IT: Character Interactions and Plot

Read the passage and answer the questions that follow.

Polly Walker

1  Polly Walker was a unique individual. Everyone is an individual, I suppose, and everyone is unique in one way or another. But Polly was unique in every way. She was “unique-squared,” which is something she would say. Unique-squared, that’s Polly to a T. It’s strange in a way how people in our lives influence us, even people we don’t know. Polly and I were never close friends, but she has been a strong influence in my life. I like to think I’m a more open-minded person because of Polly, but I’ll leave it to others to make that judgment.

2  Probably I think of Polly as unique-squared because we met in math class. I don’t mind saying that math is not my strong suit. I don’t have a head for numbers like some do. Polly—well, she had a head for numbers. “Show your work, Polly”—that’s what Mrs. Barabach always told her. “I know you can do this in your head, but I need to see your work.” “But there’s no work to show,” Polly would say. “I look at the problem and I see the answer.” She snapped her fingers. “Just like that.” Mrs. Barabach didn’t like that. “Mathematics is not about ‘seeing the answer,’” she sternly lectured. “Mathematics is about ‘showing your work.’”

3  However, Polly never showed her work. After a while, she didn’t see the answer anymore, either. “I don’t know,” she started saying to Mrs. Barabach. She would put her head down on her desk and sleep. One time Mrs. Barabach slapped the edge of Polly’s desk with a ruler. She awoke with a start. “Is it time to leave?” she asked. Some of the kids snickered. They had already decided that Polly was “weird” because she didn’t dress or act the way everyone else did. But I really admired her. I didn’t have her courage—I would never want to dress or look any differently than everyone else. It didn’t take much for me to blush and wish I could go away and hide somewhere. I wish I had stood up for her, but I never did, so I never learned what made Polly so unique. I guess I never will now, because that all took place a long time ago. I guess the worst thing about regret is there’s nothing you can really do about it. If you’re lucky you might forget, but I know I’ll never forget Polly Walker.
1. What is the best way to describe the interaction between the narrator and Polly?
   A. The narrator is curious about the motivation behind Polly’s unique attitude.
   B. The narrator is in conflict with the other kids in the class because they think Polly is odd.
   C. The narrator is in conflict with Polly because she makes the math teacher upset.
   D. The narrator wonders why Polly never seemed to influence the other kids in the class.

2. What is the best way to summarize the plot in this passage?
   A. The narrator remembers an old classmate everyone thought was “weird.”
   B. The narrator remembers an old classmate who could figure out math problems in her head.
   C. The narrator remembers an old classmate who was unique and regrets not being a better friend.
   D. The narrator remembers an old classmate but would rather forget this person and not think about her anymore.

3. How did Polly influence the narrator?
   A. The narrator no longer feels that it is necessary to show work when solving math problems.
   B. The narrator feels more open-minded about people who are different.
   C. The narrator feels regret because the other kids thought Polly was “weird.”
   D. The narrator tries to dress and act like Polly.

4. What is the best way to describe the relationship between Polly and the narrator?
   A. close friends
   B. antagonists
   C. classmates who knew one another briefly
   D. lifelong associates who periodically keep in touch.
LEARN IT: Characters’ Traits

Character traits are a character’s qualities as revealed in the story. The author may explicitly describe the character, saying that the protagonist is brave or kind, or claiming that the villain is menacing. The author may also show these traits through the character's own words or through conversations between other characters.

EXAMPLE

Read the following excerpt from “The Darling” by Anton Chekhov.

Kukin, who roomed in the wing of the same house, was standing in the yard looking up at the sky. He was the manager of the Tivoli, an open-air theatre.

“Again,” he said despairingly. “Rain again. Rain, rain, rain! Every day rain! As though to spite me. I might as well stick my head into a noose and be done with it. It’s ruining me. Heavy losses every day!” He wrung his hands, and continued, addressing Olenka: “What a life, Olga Semyonovna! It’s enough to make a man weep. He works, he does his best, his very best, he tortures himself, he passes sleepless nights, he thinks and thinks and thinks how to do everything just right. And what’s the result? He gives the public the best operetta, the very best pantomime, excellent artists. But do they want it? Have they the least appreciation of it? The public is rude. The public is a great boor. The public wants a circus, a lot of nonsense, a lot of stuff. And there’s the weather. Look! Rain almost every evening. It began to rain on the tenth of May, and it’s kept it up through the whole of June. It’s simply awful. I can’t get any audiences, and don’t I have to pay rent? Don’t I have to pay the actors?”

The next day towards evening the clouds gathered again, and Kukin said with an hysterical laugh: “Oh, I don’t care. Let it do its worst. Let it drown the whole theatre, and me, too. All right, no luck for me in this world or the next. Let the actors bring suit against me and drag me to court. What’s the court? Why not Siberia at hard labour, or even the scaffold? Ha, ha, ha!”

In this excerpt, Kukin can best be described as

A angry and unforgiving.
B miserable and hopeless.
C serious and exacting.
D diligent and ambitious.
Step 1  Read the passage carefully. What is Kukin saying in his dialogue?

He complains about how the weather is awful for his open-air theatre business and how he needs to pay his rent and his actors. He also complains about the rudeness of the public, who do not appreciate the shows he produces in his theatre. At the end, he says the actors can sue him or send him to Siberia for hard labor because he has no luck in the world.

Step 2  Read each answer choice. Which of these describes Kukin based on what he said?

Kukin might be angry about his situation, as suggested in choice A, but he is not unforgiving toward anyone in this excerpt. He may be serious about his job and the shows he produces, as choice C suggests, but the excerpt does not say if he is exacting or demanding of his actors. It seems like he is a diligent man because he says that he gives the public the best operetta, the best pantomime, and excellent artists, but the passage does not show that he is ambitious. In fact, he is about to give up at the end, so D is not the correct choice. Choice B describes Kukin. His words make him seem miserable and hopeless about his situation as a businessman. Therefore, choice B is the correct answer.
LEARN IT: Characters’ Traits

The author may also choose to reveal the character’s traits through actions of the character and his or her reactions to certain situations. Readers have to pay close attention to how characters’ decisions, motivations, and interactions with others show what kinds of people they are.

EXAMPLE

Read the following excerpt from “A Piece of Bread” by Francois Coppee.

<table>
<thead>
<tr>
<th>1</th>
<th>Suddenly he felt hungry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Stooping, he drew from his knapsack, which stood near him leaning against the wall, a piece of ammunition bread, and as he had lost his knife, he bit off a morsel and slowly ate it.</td>
</tr>
<tr>
<td>3</td>
<td>But after a few mouthfuls, he had enough of it; the bread was hard and had a bitter taste. No fresh would be given until the next morning’s distribution, so the commissary officer had willed it. This was certainly a very hard life sometimes. The remembrance of former breakfasts came to him, such as he had called “hygienic,” when, the day after too over-heating a supper, he would seat himself by a window on the ground floor of the Café-Anglais, and be served with a cutlet, or buttered eggs with asparagus tips, and the butler, knowing his tastes, would bring him a fine bottle of old Léoville, lying in its basket, and which he would pour out with the greatest care. The deuce take it! That was a good time, all the same, and he would never become accustomed to this life of wretchedness.</td>
</tr>
<tr>
<td>4</td>
<td>And, in a moment of impatience, the young man threw the rest of his bread into the mud.</td>
</tr>
<tr>
<td>5</td>
<td>At the same moment a soldier of the line came from the tavern, stooped and picked up the bread, drew back a few steps, wiped it with his sleeve and began to devour it eagerly.</td>
</tr>
<tr>
<td>6</td>
<td>Henri de Hardimont was already ashamed of his action, and now with a feeling of pity, watched the poor devil who gave proof of such a good appetite. He was a tall, large young fellow, but badly made; with feverish eyes and a hospital beard, and so thin that his shoulder-blades stood out beneath his well-worn cape.</td>
</tr>
<tr>
<td>7</td>
<td>“You are very hungry?” he said, approaching the soldier.</td>
</tr>
<tr>
<td>8</td>
<td>“As you see,” replied the other with his mouth full.</td>
</tr>
</tbody>
</table>
9 “Excuse me then. For if I had known that you would like the bread, I would not have thrown it away.”

10 “It does not harm it,” replied the soldier, “I am not dainty.”

11 “No matter,” said the gentleman, “it was wrong to do so, and I reproach myself. But I do not wish you to have a bad opinion of me, and as I have some old cognac in my can, let us drink a drop together.”

12 The man had finished eating. The duke and he drank a mouthful of brandy; the acquaintance was made.

13 “What is your name?” asked the soldier of the line.

14 “Hardimont,” replied the duke, omitting his title. “And yours?”

Based on Hardimont’s actions in paragraphs 6–14, he can best be described as

A apologetic and humble.
B generous and proud.
C hungry and thirsty.
D arrogant and outgoing.

Step 1 Read the excerpt carefully. What did Hardimont do in this excerpt?

He threw away the hard bread distributed to soldiers like him because he missed his life of comfort and wealth. But when another soldier picked up the bread he threw away, he was explaining that he would not have thrown it away if he had known the soldier liked it. He then offered him some cognac. He also did not introduce himself with his title as a duke.

Step 2 Read each answer choice. Which of these character traits best describe Hardimont’s actions?

Hardimont is not seen as being particularly proud or generous in the passage, so choice B is incorrect. He was hungry, but there is nothing in the passage that suggests he was thirsty, so choice C is incorrect as well. Hardimont was not arrogant, as shown by his hiding of his title and the fact that he spoke kindly to the hungry soldier, so choice D cannot be the correct answer. Hardimont is apologetic to the soldier for throwing the bread away and scolds himself for doing it in the first place. He wanted to make it up to him by sharing some cognac. Hardimont is also humble because despite his life of comfort, he wanted to be acquainted with the obviously poor fellow, omitting his title when he introduced himself. Choice A is the best answer.
PRACTICE IT: Determine Characters’ Traits

Read the passage and answer the questions that follow.

*From The Archery Contest*  
*From Ivanhoe*  
*By Walter Scott*

1. One by one the archers, stepping forward, delivered their shafts yeomanlike and bravely. Of twenty-four arrows, shot in succession, ten were fixed in the target, and the others ranged so near it, that, considering the distance of the mark, it was accounted good archery. Of the ten shafts which hit the target, two within the inner ring were shot by Hubert, a forester in the service of Malvoisin, who was accordingly pronounced victorious.

2. “Now, Locksley,” said Prince John to the bold yeoman with a bitter smile, “wilt thou try conclusions with Hubert, or wilt thou yield up bow, baldric, and quiver, to the Provost of the sports?”

3. “Sith it be no better,” said Locksley, “I am content to try my fortune; on condition that when I have shot two shafts at yonder mark of Hubert’s he shall be bound to shoot at that which I shall propose.”

4. “That is but fair,” answered Prince John, “and it shall not be refused thee. If thou dost beat this braggart, Hubert, I will fill the bugle with silver-pennies for thee.”

5. “A man can do but his best,” answered Hubert; “but my grandsire drew a good long bow at Hastings, and I trust not to dishonor his memory.”

6. The former target was now removed, and a fresh one of the same size placed in its room. Hubert, who, as victor in the first trial of skill, had the right to shoot first, took his aim with great deliberation, long measuring the distance with his eye, while he held in his hand his bended bow, with the arrow placed on the string. At length he made a step forward, and raising the bow at the full stretch of his left arm, till the centre or grasping-place was nigh level with his face, he drew his bowstring to his ear. The arrow whistled through the air, and lighted within the inner ring of the target, but not exactly in the centre.

7. “You have not allowed for the wind, Hubert,” said his antagonist, bending his bow, “or that had been a better shot.”

8. So saying, and without showing the least anxiety to pause upon his aim, Locksley stept to the appointed station, and shot his arrow as carelessly in appearance as if he had not even looked at the mark. He was speaking almost at the instant that the shaft
left the bowstring, yet it alighted in the target two inches nearer to the white spot which marked the centre than that of Hubert.

9  “By the light of heaven!” said Prince John to Hubert, “an’ thou suffer that runagate knave to overcome thee, thou art worthy of the gallows!”

10  Hubert had but one set speech for all occasions. “An’ your highness were to hang me,” he said, “a man can do but his best. Nevertheless, my grandsire drew a good bow”—

11  “The foul fiend on thy grandsire and all his generation!” interrupted John, “shoot, knave, and shoot thy best, or it shall be the worse for thee!”

12  Thus exhorted, Hubert resumed his place, and not neglecting, he made the necessary allowance for a very light air of wind, which had just arisen, and shot so successfully that his arrow alighted in the very centre of the target.

13  “A Hubert!” shouted the populace, more interested in a known person than in a stranger. “In the clout!—in the clout!—a Hubert for ever!”

14  “Thou canst not mend that shot, Locksley,” said the Prince, with an insulting smile.

15  “I will notch his shaft for him, however,” replied Locksley.

16  And letting fly his arrow with a little more precaution than before, it lighted right upon that of his competitor, which it split to shivers. The people who stood around were so astonished at his wonderful dexterity, that they could not even give vent to their surprise in their usual clamor. “This must be the devil, and no man of flesh and blood,” whispered the yeomen to each other; “such archery was never seen since a bow was first bent in Britain.”
1 What character trait does Hubert reveal about himself in his dialogue in paragraphs 5 and 10?
   A He is confident of his skills.
   B He is proud of his lineage.
   C He is easily frightened.
   D He is the best among all archers.

2 Based on Locksley’s actions in paragraph 8, he can best be described as
   A overconfident.
   B careless.
   C talkative.
   D laid back.

3 How is Prince John best described in this excerpt?
   A He is a fair judge.
   B He is a talented archer himself.
   C He is difficult to please.
   D He is enthusiastic about archery.

4 Based on the last paragraph, we can best describe the yeomen as
   A exacting.
   B superstitious.
   C gullible.
   D meek.
**LEARN IT: Theme**

A **theme** in a piece of literature is a broad idea, message, or lesson the author conveys about human nature, society, or the world in general. Themes in a work of literature may not be directly stated. It is often left to the readers to determine the theme by asking themselves what they are learning from the work about life, other people, and themselves.

**EXAMPLE**

Read the following excerpts from “Constantia and Theodosius” and “The Husband of Aglaes,” and then answer the question that follows.

---

**From Constantia and Theodosius**  
*By Joseph Addison*

1. Constantia was a woman of extraordinary wit and beauty, but very unhappy in a father who, having arrived at great riches by his own industry, took delight in nothing but his money.

2. Theodosius was the younger son of a decayed family, of great parts and learning, improved by a genteel and virtuous education. When he was in the twentieth year of his age he became acquainted with Constantia, who had not then passed her fifteenth. As he lived but a few miles distant from her father’s house, he had frequent opportunities of seeing her; and by the advantages of a good person, and a pleasing conversation, made such an impression on her heart as it was impossible for time to efface.

3. He was himself no less smitten with Constantia. A long acquaintance made them still discover new beauties in each other, and by degrees raised in them that mutual passion which had an influence on their following lives. It unfortunately happened that in the midst of this intercourse of love and friendship between Theodosius and Constantia, there broke out an irreparable quarrel between their parents, the one valuing himself too much upon his birth, the other upon his possessions. The father of Constantia was so incensed at the father of Theodosius, that he contracted an unreasonable aversion toward his son, insomuch that he forbade him his house, and charged his daughter upon her duty never to see him more. In the meantime, to break off all communication between the two lovers, who he knew entertained secret hopes of some favorable opportunity that should bring them together, he found out a young gentleman of a good fortune and an agreeable person, whom he pitched upon as a husband for his daughter.
From The Husband of Aglaes

In Rome some time dwelt a mighty emperor named Philominus, who had one only daughter, who was fair and gracious in the sight of every man, who had the name Aglaes. There was also in the emperor’s palace a gentle knight that loved dearly this lady. It befell after on a day that this knight talked with this lady, and secretly uttered his desire to her. Then she said courteously, “Seeing you have uttered to me the secrets of your heart, I will likewise for your love utter to you the secrets of my heart: and truly I say, that above all other I love you best.” Then said the knight, “I purpose to visit the Holy Land, and therefore give me your troth, that this seven years you shall take no other man, but only for my love to tarry for me so long, and if I come not again by this day seven years, then take what man you like best. And likewise I promise you that within this seven years I will take no wife.” Then said she, “This covenant pleaseth me well.” When this was said, each of them was betrothed to other, and then this knight took his leave of the lady, and went to the Holy Land.
Both excerpts imply that love

A obeys social traditions.
B faces challenges and trials.
C breaks family relationships.
D leads to hate and separation.

Step 1 Read the excerpts carefully. What do they have to say about love? What may we learn from the plots and actions of the characters?

The first passage focuses on the love between Constantia and Theodosius, while the second passage focuses on the love between Aglaes and the knight. The first passage describes the dilemma of Constantia and Theodosius, whose families oppose their relationship. Still, the narrator tells us, they continue to hope their love will win out in the end. The second passage describes the covenant of faithfulness between Aglaes and the knight, who agree to wait seven years before they can be together. Both excerpts focus on the obstacles that stand in the way of love, whether familial hostility or separation caused by time and distance.

Step 2 Read each answer choice. Which answer best states what both passages have to say about love?

Choice A is not true for both selections. Although it may be argued that the covenant between Aglaes and the knight forms a kind of social tradition, in the story of Constantia and Theodosius the two lovers are kept apart by family more than by society; additionally, they do not wish to obey their families. Choice C is also not true for both selections because the story about Aglaes and her knight does not show a clash within a family or between two families. Choice D cannot be the answer because love did not lead the lovers in either selection to hate each other, though both pairs are forced to separate. Choice B is the best answer because the lovers in both passages are confronted by challenges and trials to overcome before they can be together.
LEARN IT: Universal Themes

Although different authors tell different stories, there are **universal themes** that transcend time and place. Just like characters in literature, ordinary people in everyday life face conflicts within themselves and with others. For this reason, many poems and stories deal with situations that are recognizable to the average reader. Universal themes in literature often express conflicts, dreams, fears, hopes, joys, and pains that are experienced by people across cultures and generations.

**EXAMPLE**

Read the following poems and then answer the question that follows.

<table>
<thead>
<tr>
<th>O Youth Whose Hope Is High</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>By Robert Seymour Bridges</em></td>
</tr>
</tbody>
</table>

O youth whose hope is high,  
Who doth to truth aspire,  
Whether thou live or die,  
O look not back nor tire.

5  
Thou that art bold to fly  
Through tempest, flood and fire,  
Nor dost not shrink to try  
Thy heart in torments dire,

10  
If thou canst Death defy,  
If thy Faith is entire,  
Press onward, for thine eye  
Shall see thy heart’s desire.

15  
Beauty and love are nigh,  
And with their deathless quire  
Soon shall thine eager cry  
Be number’d and expire.
Hope in Failure

By George William ("A. E.") Russell

Though now thou hast failed and art fallen, despair not because of defeat,
Though lost for a while be thy heaven and weary of earth be thy feet,
For all will be beauty about thee hereafter through sorrowful years,
And lovely the dews for thy chilling and ruby thy heart-drip of tears.

The eyes that had gazed from afar on a beauty that blinded the eyes
Shall call forth its image for ever, its shadow in alien skies.
The heart that had striven to beat in the heart of the Mighty too soon
Shall still of that beating remember some errant and faltering tune.

For thou hast but fallen to gather the last of the secrets of power;
The beauty that breathes in thy spirit shall shape of thy sorrow a flower,
The pale bud of pity shall open the bloom of its tenderest rays,
The heart of whose shining is bright with the light of the Ancient of Days.
Which universal theme is addressed in both poems?

A  Young people do not understand the need for hope.
B  Hope makes people fearless and overconfident.
C  Hope is lost as young people grow old.
D  A person who has hope will succeed in the end.

Step 1  Read the poems carefully. In your own words, briefly state what each poem is trying to say. What topic is common to both statements?

As its title says, the first poem is about a youth with high hopes. The poem urges the youth to “press onward” to achieve his “heart’s desire,” for “beauty and love are nigh” (which means “near”). The title of the second poem is also very useful in stating the poem’s aim, which is to urge readers to maintain their hopes even when they fail. Both poems, then, are about the importance of maintaining hope.

Step 2  Read the answer choices. Which best restates what both poems have to say about hope?

Only the first poem deals with hope as it concerns a young person; the second poem does not address any particular age group. Therefore, choices A and C cannot be correct. Choice B implies that both poems are critical of hope, when actually both poems praise hope and urge people to maintain it. Therefore, choice B cannot be correct. Both poems express the universal theme that maintaining hope leads to success in the end. That is why both poems urge their readers to maintain their hope, even though they may fail. Choice D is the correct answer.
PRACTICE IT: Universal Themes

Read the passages and answer the questions that follow.

Passage A

From The Story of Patsy
By Kate Douglas Wiggin

1. As the boys at my side prattle together of the “percession” and the “sojers” they saw yesterday, I wish longingly that I could be transported with my tiny hosts to the sunny, quiet country on this clear, lovely morning.

2. I think of my own joyous childhood, spent in the sweet companionship of fishes, brooks, and butterflies, birds, crickets, grasshoppers, whispering trees, and fragrant wild flowers, and the thousand and one playfellows of Nature which the good God has placed within reach of the happy country children. I think of the shining eyes of my little Lucys and Bridgets and Rachels could I turn them loose in a field of golden buttercups and daisies, with sweet wild strawberries hidden at their roots; of the merry glee of my dear boisterous little prophets and patriots, if I could set them catching tadpoles in a clear wayside pool, or hunting hens’ nests in the alder bushes behind the barn, or pulling yellow cow lilies in the pond, or wading for cat-o’-nine-tails, with their ragged little trousers tucked above their knees. And oh! Hardest of all to bear, I think of our poor little invalids, so young to struggle with languor and pain! Just to imagine the joy of my poor, lame boys and my weary, pale, and peevish children, so different from the bright-eyed, apple-cheeked darlings of well-to-do parents,—mere babies, who, from morning till night, seldom or never know what it is to cuddle down warmly into the natural rest of a mother’s loving bosom!
Passage B

The Ecchoing Green
   By William Blake

The Sun does arise,
   And make happy the skies.
The merry bells ring,
   To welcome the Spring.
The sky-lark and thrush,
5   The birds of the bush,
   Sing louder around,
   To the bells’ cheerful sound,
   While our sports shall be seen
   On the Ecchoing Green.

Old John with white hair
   Does laugh away care,
   Sitting under the oak,
   Among the old folk.
They laugh at our play,
10   And soon they all say,
   “Such, such were the joys,
   When we all, girls & boys,
   In our youth time were seen,
   On the Ecchoing Green.”

Till the little ones, weary,
   No more can be merry.
The sun does descend,
   And our sports have an end:
Round the laps of their mothers,
15   Many sisters and brothers,
   Like birds in their nest,
   Are ready for rest:
   And sport no more seen,
   On the darkening Green.
Both Blake and Wiggin imply that childhood
A is tedious and boring in the city.
B conditions a person to be hyperactive.
C should be a fun, joyful part of life.
D gives both good and bad memories.

Which universal theme is addressed in both selections?
A Children can remind old people of their own childhoods.
B People who grow up in the country have better childhoods.
C Adults are envious of children who can play and laugh all day.
D The children of the past are happier than those of the present.

Which excerpt from the passages best expresses their shared theme?
A I think of my own joyous childhood . . .
B Old John with white hair / Does laugh away care . .
C I turn them loose in a field of golden buttercups and daisies . .
D And sport no more seen / On the darkening Green.

Which statement best describes the children in both selections?
A Children stop noticing their surroundings as they grow older.
B Children can find much joy and contentment in nature.
C Children grow up to be just like their parents and grandparents.
D Children do not enjoy being around adults when they play.
LEARN IT: Time and Sequence

Time and sequence refer to the ways writers develop the plot of a story. In order to create dramatic tension, suspense, and curiosity in the reader, writers do not always tell a story in the chronological order in which events happen. There are a number of literary devices writers use to develop time and sequence in literary texts; among them are foreshadowing, flashbacks, and flash forwards.

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Description</th>
<th>Example</th>
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<tbody>
<tr>
<td>foreshadowing</td>
<td><em>Foreshadowing</em> refers to the subtle hints an author might give about plot developments that will come later in the story.</td>
<td>Someone charged with using a knife during a fight is shown earlier in the story cleaning or sharpening the knife.</td>
</tr>
<tr>
<td>flashback</td>
<td>A <em>flashback</em> is a scene that reveals events that have taken place before the present time of the narrative.</td>
<td>The unusual behavior of a character is explained by a flashback showing a traumatic event from earlier in that character's life.</td>
</tr>
<tr>
<td>flash forward</td>
<td>A <em>flash forward</em> is a scene that presents events imagined to take place in the future.</td>
<td>A character pondering an illegal act, such as taking something from a store, imagines a future scene in which he or she has been charged with a crime and is in jail.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read this passage.

The Thief of “Life”

1 Bill Martin collected artwork. Work from artists around the world adorned the walls of his mansion. But there was one piece he coveted more than anything: a 1915 pen-and-ink drawing entitled “Life.” One night after showing me his collection, he suddenly turned on me and declared, “You know, I would do anything to acquire ‘Life.” He pursed his lips thoughtfully. “Anything,” he repeated with emphasis. “Anything at all. I will not be able to rest until that drawing is in my collection.”

2 Several weeks later I heard a news report that “Life” had been stolen. It had been on display at a small European museum. A security guard had been severely injured in the robbery. “Authorities have no leads in this case,” the announcer read. I shut off the TV. I might have a lead, I thought, recalling Martin’s words. Possibly. First I would need to investigate a little on my own. Little did I know that this would become my first case, and Bill Martin would prove to be (as the TV announcers ultimately dubbed him) the thief of “Life.”

Which of the following is an example of foreshadowing?

A Bill Martin declares he would like to acquire a rare drawing for his collection.
B Bill Martin tells the narrator he would do “anything, anything at all” to acquire “Life” for his collection.
C The narrator suspects that Bill Martin stole a rare drawing.
D The narrator begins a career as a detective by investigating a art collector.

Step 1 Read the passage again. What is happening in it?

The narrator is viewing the art collection of a wealthy man named Bill Martin. Martin remarks that he would do “anything, anything at all” to acquire a rare drawing. Later, the narrator learns that this drawing has been stolen from a museum in Europe. He or she decides to investigate Martin.

Step 2 Read each answer. Which choice is an example of foreshadowing?

The narrator beginning a career as a private investigator and suspecting that Bill Martin might be involved in an art theft are not examples of foreshadowing, so choices C and D are incorrect. It is true that Bill Martin declares he would like to acquire the drawing, but the narrator’s suspicions—and the reader’s as well—are heightened by Martin’s declaration that he would do “anything, anything at all” to acquire the drawing. I think choice B is a better answer than choice A, since A is not specific enough to imply that Martin would steal “Life.” Choice B is the correct answer.
LEARN IT: Time and Sequence

Writers use flash forwards and flashbacks to provide the reader with information about the story. In many cases, this information helps readers better understand events taking place in the present time of the story.

2 Read this passage.

Chuck ran as fast as his legs would carry him. Rollo, the Haneys’ greyhound, snapped at his heels. His heart pounded in his chest. Chuck had been afraid of dogs as long as he could remember. He had never liked them. And now he had foolishly climbed into the Haneys’ backyard to retrieve a baseball. He clutched the ball tightly in his hand. Panic rose in his body, making it difficult to breathe. However, he had to keep his panic and fear under control if he hoped to make it to the fence, and freedom.

Why am I like this? Chuck thought to himself. He lay on the ground panting heavily. On the other side of the fence, he could hear Rollo barking furiously. His fear had practically propelled him over the fence. And now he lay on the ground feeling utterly exhausted and frightened. Even though he was safe now, this fear would not go away. A memory wormed its way into awareness. He was small and at his grandparents’ house. Their old house, before they moved to where they live now. He was playing in the back when suddenly a scruffy yellow dog appeared. The dog growled a deep growl that rumbled out of the depths of his body. He could see the dog’s teeth. Chuck turned to run, but the house seemed so far away. He called out for help, and his grandmother walked outside. Her eyes widened and she called for his grandfather. Chuck continued running. He could feel the dog nipping the backs of his legs. He stumbled and fell, and the dog pounced on him. His eyes were closed and he waited for the crunch of the dog’s teeth. But instead he heard his grandfather shout, a dull thump, and then the dog whimpering. Get up, his grandfather said. Get up and run inside! He opened his eyes and saw his grandfather standing in front of him holding a stick. The yellow dog was several feet away, still growling and pacing. Chuck scrambled to his feet and ran inside.

What is the purpose of the flashback in paragraph 2?
A  It illustrates why many people find dogs to be scary.
B  It conveys that the Haneys have a mean dog.
C  It shows why Chuck is so afraid of dogs.
D  It contrasts Chuck’s fear with the bravery shown by his grandfather.
Step 1  Read the passage again, focusing on the second paragraph. Where in the second paragraph is the flashback? How does the flashback help you understand the passage?

The passage describes a boy being chased by a neighbor’s dog. Afterward, when he is safe, he wonders to himself why he has such a great fear of dogs. As he collects himself, he suddenly remembers a scene from his past: a time when he encountered a stray dog at his grandparents’ house. The dog behaved in an unfriendly manner and began chasing him. The stray dog would have caught Chuck, too, had his grandfather not chased the dog away with a stick.

Step 2  Read each answer choice carefully. Which best describes the purpose of the flashback?

There is nothing in the passage about reasons why many people find dogs to be scary, so answer A cannot be correct. Answer B cannot be correct either, because it is not at all clear whether the Haney's dog is mean. Answer D seems incorrect because there is no real contrast drawn between Chuck and his grandfather. The flashback helps readers understand why Chuck would have such a terrified reaction to being chased by the Haney's dog, so choice C is correct.
PRACTICE IT: Time and Sequence

Read the passage and answer the questions that follow.

1 Willie stood in the candy aisle at Pearson's Drug Store. Casually he glanced over his shoulder. Mr. Pearson was back at the pharmacy counter helping someone. Gloria, Mr. Pearson's daughter who worked in the store after school, was at the front register helping a customer. Willie was all alone in the candy aisle. He could fill his pockets with candy and no one would ever know.

2 “Stealing is wrong,” he could hear his grandfather’s voice saying. Willie and his grandfather were riding together in the car, and they had just listened to a story on the radio about a wealthy art collector who had been sent to prison for attempting to steal a rare drawing from a museum. Stealing is wrong, his grandfather repeated. It doesn't matter whether you’re rich or poor. It’s wrong.

3 Willie glanced over his shoulder again. Mr. Pearson was still busy. The customer in the front was gone, but Gloria was paging through a magazine. She probably doesn't even know I’m in the store, Willie thought to himself. But he felt nervous now, and he wasn’t sure if he still wanted to steal candy. No one would know, he told himself. No one would ever find out. “But what if I get caught?” he thought to himself. He could see himself standing in front of his mother, with a police officer standing beside him. “Why would you do something like this?” his mother asked. “Why? I didn't think anyone would ever find out,” he said in a low voice. “Is that how I raised you?” his mother exclaimed, and burst into tears.

4 Willie took a deep breath. He reached down and took a candy bar in his hand, and then a pack of gum. He walked up to the front and set the two items on the counter. Gloria was still reading her magazine. “Is this all?” she asked, still distracted by her magazine. Willie nodded. He paid and pocketed his items, and then left the store. He felt a sense of relief because he had almost done something he would have regretted later.
Lesson 13: Time and Sequence

1. What literary device is the author using in paragraph 2?
   A. flashback
   B. flash forward
   C. foreshadowing
   D. time sequence

2. How does the author’s use of time and sequence help you understand the story?
   A. It explains why Willie wanted to steal candy from the drug store.
   B. It demonstrates that Gloria should be more attentive when working.
   C. It shows how Willie has been influenced by his family over the years.
   D. It shows why Willie decided not to steal anything from the drug store.

3. What literary device is the author using in paragraph 3?
   A. time sequence
   B. flash forward
   C. foreshadowing
   D. flashback

4. Which event in the story only takes place in Willie’s imagination?
   A. Willie decides not to steal candy from the drug store.
   B. Willie’s grandfather tells Willie that stealing is wrong.
   C. Willie explains to his mother why he stole candy from the drug store.
   D. Willie paid for two pieces of candy and left the store.
**LEARN IT: Recognize Literary Devices**

**Literary devices** are special ways that writers use language to enhance meaning and enrich the reader’s experience. These devices add layers of complexity to literary works by suggesting that words mean more than their literal dictionary definitions.

The following are some of the various literary devices and their descriptions.

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<thead>
<tr>
<th>Literary Device</th>
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<tbody>
<tr>
<td>figurative language</td>
<td>A word or expression that departs from its literal definition to describe</td>
<td>Simile: <em>The child dorted away like a drop of mercury.</em></td>
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<tr>
<td>simile</td>
<td>something in a unique and more interesting way. The most common types of</td>
<td>Metaphor: <em>The child was a drop of mercury's darting away.</em></td>
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<tr>
<td>metaphor</td>
<td>figurative language are <em>simile</em> and <em>metaphor</em>. A <em>simile</em> makes a</td>
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<td></td>
<td>comparison between objects or ideas that are essentially different and</td>
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<td></td>
<td>uses the words <em>like</em> or <em>as</em> to make the comparison. A <em>metaphor</em></td>
<td></td>
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<tr>
<td></td>
<td>suggests a similarity between two objects or ideas that are different but</td>
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<td></td>
<td>does not use the words such as <em>like</em> or <em>as.</em></td>
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<tr>
<td>imagery</td>
<td>Appeals to one or more of the reader’s five senses by describing how</td>
<td>The beaming little girl clacked onto the stage in sparkling silver tap</td>
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<td></td>
<td>something looks, smells, feels, sounds, or tastes</td>
<td>shoes.</td>
</tr>
<tr>
<td>allegory</td>
<td>A representation of an abstract idea as a concrete person or object</td>
<td>The medieval play <em>Everyman</em> contains characters named Beauty, Knowledge,</td>
</tr>
<tr>
<td>symbolism</td>
<td></td>
<td>and Death.</td>
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</table>

**Content Standards:** 10RL3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
EXAMPLE

Read this poem.

Upon the road of my life
By Stephen Crane

Upon the road of my life,
Passed me many fair creatures,
Clothed all in white, and radiant.
To one, finally, I made speech:

“Who art thou?”
But she, like the others,
Kept cowled her face,
And answered in haste, anxiously,
“I am good deed, forsooth;
You have often seen me.”
“Not uncowled,” I made reply.
And with rash and strong hand,
Though she resisted,
I drew away the veil
And gazed at the features of vanity.
She, shamefaced, went on;
And after I had mused a time,
I said of myself,
“Fool!”

What literary device is the narrator using in line 3?
A simile
B metaphor
C allegory
D imagery

Step 1 Read line 3 of the poem again. What is happening in it?

Line 3 reads, “Clothed all in white, and radiant.” In this line, the speaker tries to describe the physical appearance of what in line 2 he calls “fair creatures.”

Step 2 Read each answer choice carefully. Which answer choice is a literary device that focuses on description?

Line 3 does not compare two unlike things, nor does it represent or personify an abstract idea, so choices A, B, and C are incorrect. Line 3 helps readers better visualize the fair creatures by giving us details about their appearance. Choice D is the correct answer.
LEARN IT: Understand Literary Devices

When you come across a literary device in a text, ask yourself what the author is trying to say beyond the dictionary definitions of the words. Do the words have connotations that are related to what is happening in the plot? By remaining alert to the nuances of literary devices, you will be much more sensitive to the full meaning of a text.

Read this excerpt from “Onnie” by Thomas Beer.

Mrs. Rawling ordered Sanford to take a bath, and with the clear vision of seven years Sanford noted that no distinct place for this process had been recommended. So he retired to a sun-warmed tub of rain-water behind the stables, and sat comfortably armpit deep therein, whirring a rattle lately worn by a snake, and presented to him by one of the Varian tribe, sons of his father’s foreman. Soaking happily, Sanford admired his mother’s garden, spread up along the slope toward the thick cedar forest, and thought of the mountain strawberries ripening in this hot Pennsylvania June. His infant brother Peter yelled viciously in the big gray-stone house, and the great sawmill snarled half a mile away, while he waited patiently for the soapless water to remove all plantain stains from his brown legs, the cause of this immersion.

A shadow came between him and the sun, and Sanford abandoned the rattles to behold a monstrous female, unknown, white-skinned, moving on majestic feet to his seclusion. He sat deeper in the tub, but she seemed unabashed, and stood with a red hand on each hip, a grin rippling the length of her mouth.

What is the effect of the description of the woman in paragraph 2?

A  It illustrates her hugeness as seen through the eyes of a child.
B  It conveys the meanness of the woman toward the child.
C  It shows how the woman moved swiftly toward the boy.
D  It illustrates the grace and beauty with which she moves.

Step 1  Read the excerpt carefully, focusing on the second paragraph. What is happening in the second paragraph? What words about the woman stand out to you?

The excerpt describes a seven-year-old boy taking a bath in his mother’s garden when a woman appears and smiles at him. The second paragraph describes how the “monstrous” woman moved on “majestic feet” toward the boy. She is described as a shadow that comes between the boy and the sun. However, despite the ominous descriptions, the woman does not seem to be bad because she is grinning. I think she is described as “monstrous” because she appears so big.

Step 2  Read each answer choice carefully. Which best describes the effect that paragraph 2 has on readers?

The paragraph focuses on how large the woman appears to the small child, so choice A is correct.
Daughters of Time, the hypocritic Days,
Muffled and dumb, like barefoot dervishes,
And marching single in an endless file,
Bring diadems and fagots\(^1\) in their hands.

To each they offer gifts, after his will,—
Bread, kingdoms, stars, or sky that holds them all.
I, in my pleachéd\(^2\) garden, watched the pomp,
Forgot my morning wishes, hastily
Took a few herbs and apples, and the Day

Turned and departed silent. I, too late,
Under her solemn fillet saw the scorn.

---

\(^1\) fagots—bundles of sticks or twigs that are used for a torch
\(^2\) pleachéd—bordered with interlaced vines or branches
1. What literary device is the narrator using in line 2?
   A. simile
   B. metaphor
   C. allegory
   D. symbolism

2. What is the main effect of the imagery in line 3?
   A. It shows how people are unaware of the movement of time.
   B. It illustrates how the barefoot dervishes move.
   C. It depicts how time passes at a continuous pace.
   D. It represents the people whose lives are coming to an end.

3. What is the primary emotion the speaker conveys in this poem?
   A. The speaker feels sad that he cannot march with Time's daughters.
   B. The speaker feels certain that life has more to offer than the beauty of nature.
   C. The speaker feels regret for the days he has just watched pass by.
   D. The speaker feels angry that people cannot see what he can see.

4. What is the main effect of the imagery in lines 7–10?
   A. It describes where the speaker is sitting.
   B. It lists the speaker’s ultimate ambitions.
   C. It creates a musical refrain for the poem.
   D. It illustrates how the speaker wasted the day.
LEARN IT: Ambiguities

Ambiguity is the capability of words to have more than one meaning. Ambiguity may be a negative characteristic in a piece of informative or explanatory writing because it creates confusion in meaning. But in literature, ambiguity can be a means of enriching the reading experience because it allows the different meanings of a word to play against each other, or to create uncertainty.

In addition to ambiguities, subtleties might also be found in text. Subtleties are shades in meaning that are hard to detect but important in fully understanding a piece of writing. A subtlety might be expressed through image, tone, diction, or any means of conveying information in a piece of writing.

Contradictions are opposite ideas in a text that are illogical or inconsistent. A writer generally tends to avoid contradictions unless he or she is using them for a specific purpose, such as irony. Irony occurs when someone says one thing while meaning another, or when the opposite of what is thought or expected turns out to be true.

Incongruity is when something is being out of place, not fitting in with the context or circumstances.

EXAMPLE

Aedh Wishes for the Cloths of Heaven
By William Butler Yeats

Had I the heavens’ embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.
Read the following lines from the poem.

I have spread my dreams under your feet;  
Tread softly because you tread on my dreams.

The speaker uses these lines to
A point out that he had spread a cloth under her feet and she can walk on it.
B show that he is sincere and hopeful that she will respect his feelings.
C say how easy it is for him to dream about the woman he loves.
D describe how the woman he loves could be cruel and destroy him.

Step 1 Carefully read the poem. What is the poem about?
The speaker tells his love that he would offer her the skies, but since he is poor he can only offer her his dreams, so he asks that she treat them carefully.

Step 2 Read the two lines in question. What different meanings might these lines have?
The lines say that the speaker offered his dreams to his love. His dreams might represent his uniquely beautiful thoughts or his feelings toward her. He asks her to “tread softly” because he wants the woman to respect him and to be careful in how she responds to what he shares.

Step 3 Read the answer choices. Which answer choice best describes what the speaker wishes to accomplish based on the two lines?
The cloth that the speaker talks about in these lines is not a real cloth, but it is used as a symbol to represent his dreams, so choice A is incorrect. The act of spreading his dreams for the lady to “tread softly” upon does not show whether or not it is easy for the speaker to dream about his love. Choice C is incorrect. The lines also do not imply that the woman is cruel; the lines just implore the woman not to hurt the speaker’s feelings. However, choice B states that the speaker is sincere and hopeful that his love will respect his feelings. Therefore, the correct answer is B.
EXAMPLE

From The Birthmark
By Nathaniel Hawthorne

In this short story, Aylmer, a scientist, is relentlessly looking for a “cure” for his wife’s birthmark, which is a small, hand-shaped, crimson mark on her left cheek. In this excerpt, Aylmer has developed a potion that he is confident will make his wife, Georgiana, perfect by removing the birthmark.

1 The sound of her husband’s footsteps aroused her. He bore a crystal goblet containing a liquor colorless as water, but bright enough to be the draught of immortality. Aylmer was pale; but it seemed rather the consequence of a highly-wrought state of mind and tension of spirit than of fear or doubt.

2 “The concoction of the draught has been perfect,” said he, in answer to Georgiana’s look. “Unless all my science has deceived me, it cannot fail.”

3 “Save on your account, my dearest Aylmer,” observed his wife, “I might wish to put off this birthmark of mortality by relinquishing mortality itself in preference to any other mode. Life is but a sad possession to those who have attained precisely the degree of moral advancement at which I stand. Were I weaker and blinder it might be happiness. Were I stronger, it might be endured hopefully. But, being what I find myself, methinks I am of all mortals the most fit to die.”

4 “You are fit for heaven without tasting death!” replied her husband. “But why do we speak of dying? The draught cannot fail. Behold its effect upon this plant.”

5 On the window seat there stood a geranium diseased with yellow blotches, which had overspread all its leaves. Aylmer poured a small quantity of the liquid upon the soil in which it grew. In a little time, when the roots of the plant had taken up the moisture, the unsightly blotches began to be extinguished in a living verdure.

6 “There needed no proof,” said Georgiana, quietly. “Give me the goblet I joyfully stake all upon your word.”

7 “Drink, then, thou lofty creature!” exclaimed Aylmer, with fervid admiration. “There is no taint of imperfection on thy spirit. Thy sensible frame, too, shall soon be all perfect.”

8 She quaffed the liquid and returned the goblet to his hand.

9 “It is grateful,” said she with a placid smile. “Methinks it is like water from a heavenly fountain; for it contains I know not what of unobtrusive fragrance and deliciousness. It allays a feverish thirst that had parched me for many days. Now, dearest, let me sleep. My earthly senses are closing over my spirit like the leaves around the heart of a rose at sunset.”
She spoke the last words with a gentle reluctance, as if it required almost more energy than she could command to pronounce the faint and lingering syllables. Scarcely had they loitered through her lips ere she was lost in slumber. Aylmer sat by her side, watching her aspect with the emotions proper to a man the whole value of whose existence was involved in the process now to be tested. Mingled with this mood, however, was the philosophic investigation characteristic of the man of science. Not the minutest symptom escaped him. A heightened flush of the cheek, a slight irregularity of breath, a quiver of the eyelid, a hardly perceptible tremor through the frame,—such were the details which, as the moments passed, he wrote down in his folio volume. Intense thought had set its stamp upon every previous page of that volume, but the thoughts of years were all concentrated upon the last.

While thus employed, he failed not to gaze often at the fatal hand, and not without a shudder. Yet once, by a strange and unaccountable impulse he pressed it with his lips. His spirit recoiled, however, in the very act, and Georgiana, out of the midst of her deep sleep, moved uneasily and murmured as if in remonstrance. Again Aylmer resumed his watch. Nor was it without avail. The crimson hand, which at first had been strongly visible upon the marble paleness of Georgiana's cheek, now grew more faintly outlined. She remained not less pale than ever; but the birthmark with every breath that came and went, lost somewhat of its former distinctness. Its presence had been awful; its departure was more awful still. Watch the stain of the rainbow fading out the sky, and you will know how that mysterious symbol passed away.

"By Heaven! it is well-nigh gone!" said Aylmer to himself, in almost irrepressible ecstasy. "I can scarcely trace it now. Success! success! And now it is like the faintest rose color. The lightest flush of blood across her cheek would overcome it. But she is so pale!"

He drew aside the window curtain and suffered the light of natural day to fall into the room and rest upon her cheek. At the same time he heard a gross, hoarse chuckle, which he had long known as his servant Aminadab's expression of delight.

"Ah, clod! ah, earthly mass!" cried Aylmer, laughing in a sort of frenzy, "you have served me well! Matter and spirit—earth and heaven—have both done their part in this! Laugh, thing of the senses! You have earned the right to laugh."

These exclamations broke Georgiana's sleep. She slowly unclosed her eyes and gazed into the mirror which her husband had arranged for that purpose. A faint smile flitted over her lips when she recognized how barely perceptible was now that crimson hand which had once blazed forth with such disastrous brilliancy as to scare away all their happiness. But then her eyes sought Aylmer's face with a trouble and anxiety that he could by no means account for.

"My poor Aylmer!" murmured she.

"Poor? Nay, richest, happiest, most favored!" exclaimed he. "My peerless bride, it is successful! You are perfect!"

"My poor Aylmer," she repeated, with a more than human tenderness, "you have aimed loftily; you have done nobly. Do not repent that with so high and pure a feeling, you have rejected the best the earth could offer. Aylmer, dearest Aylmer, I am dying!"
In this excerpt, the irony is that

A. Aylmer successfully removed his wife's birthmark but, as a direct result, his wife is dying.
B. Aylmer spent a long time to discover the potion but it was a failure.
C. Aylmer's wife was dying but Aylmer was unaware because he was too engrossed with developing the potion.
D. Aylmer's wife knew the potion would not work but she drank it anyway.

Step 1 Read the excerpt carefully. Is there a contradictory statement or an outcome that is the opposite of what is expected to happen?

There are no contradictory statements in the passage. However, the actual outcome of the story contradicts Aylmer's expected outcome.

Step 2 Read the answer choices. Which answer choice states the irony evident in the short story?

The potion successfully removed the birthmark, so choice B is incorrect. In the same way, the excerpt does not indicate Georgiana was dying before she drank the potion. I can conclude from Georgiana's statements “There needed no proof” and “Give me the goblet I joyfully stake all upon your word” that Georgina believes in her husband’s abilities, so choice D is not the correct answer. Answer choice A states that Aylmer succeeded in removing the birthmark, but this success comes at the expense of his wife’s life. This irony is emphasized in the story starting with the description of the potion as “bright enough to be the draught of immortality.” This irony occurred again when the potion worked to save a dying geranium. The reader expects this potion to work on Georgiana without harm, but the potion takes far more than it gives.
PRACTICE IT: Ambiguities

Read the passage and answer the questions that follow.

From Prometheus
By Lord Byron

Note: One of the elder gods, or Titans, Prometheus gave humans the gift of fire and other gifts. Prometheus also deceived Zeus, allowing humans to give the unsuitable parts of their sacrifices to the gods and to keep the good parts for themselves. Because of Prometheus's trickery, Zeus punished Prometheus by binding him to a rock and sending an eagle to eat his liver.

I.

Titan! to whose immortal eyes
The sufferings of mortality,
Seen in their sad reality,
Were not as things that gods despise;
What was thy pity’s recompense?
A silent suffering, and intense;
The rock, the vulture, and the chain,
All that the proud can feel of pain,
The agony they do not show,
The suffocating sense of woe,
Which speaks but in its loneliness,
And then is jealous lest the sky
Should have a listener, nor will sigh
Until its voice is echoless.

II.

Titan! to thee the strife was given
Between the suffering and the will,
Which torture where they cannot kill;
And the inexorable Heaven,
And the deaf tyranny of Fate,
The ruling principle of Hate,
Which for its pleasure doth create
The things it may annihilate,
Refused thee even the boon to die:
The wretched gift Eternity
Was thine—and thou hast borne it well.
All that the Thunderer wrung from thee
Was but the menace which flung back
On him the torments of thy rack;
The fate thou didst so well foresee,
But would not to appease him tell;
And in thy Silence was his Sentence,
And in his Soul a vain repentance,
And evil dread so ill dissembled,
That in his hand the lightnings trembled.
III.

35 Thy Godlike crime was to be kind,
To render with thy precepts less
The sum of human wretchedness,
And strengthen Man with his own mind;
But baffled as thou wert from high,

40 Still in thy patient energy,
In the endurance, and repulse
Of thine impenetrable Spirit,
Which Earth and Heaven could not convulse,
A mighty lesson we inherit:

45 Thou art a symbol and a sign
To Mortals of their fate and force;
Like thee, Man is in part divine,
A troubled stream from a pure source;
And Man in portions can foresee

50 His own funereal destiny;
His wretchedness, and his resistance,
And his sad unallied existence:
To which his Spirit may oppose
Itsself—an equal to all woes—

55 And a firm will, and a deep sense,
Which even in torture can descry
Its own centered recompense,
Triumphant where it dares defy,
And making Death a Victory.
**Ambiguities**

Lesson 15, Ambiguities

1. Read lines 1–5 of the first stanza. The poet uses these lines to show
   A irony in that an immortal being is punished like a human.
   B humor because humans have very sad realities.
   C arrogance in that the Titans are powerful beings.
   D suffering because the Greek gods despised the Titans.

2. Read the following line from the poem.
   
   A silent suffering, and intense;
   
   What is the poet referring to?
   A Prometheus being punished more if he makes a sound
   B Prometheus not being able to speak because of the intense pain
   C Prometheus feeling nothing while being punished
   D Prometheus greatly suffering but never complaining

3. Read this sentence from the third stanza of the poem.
   
   Thy Godlike crime was to be kind
   
   In this line, the irony is that
   A Prometheus was punished for committing a crime.
   B Prometheus was punished for his kindness.
   C Prometheus committed a crime that was ordered by a god.
   D Prometheus was both a Titan and a criminal.

4. In line 26, to whom is the poet referring when he says “Thunderer”?
   A Prometheus, the hero of the poem
   B the Greek gods who are angry at him
   C Zeus, who punished him
   D the poet, who is describing him
LEARN IT: Narrative Voice and Persona

One of the most important decisions an author makes when writing a text is the choice of narrator. The narrator is the “voice” telling the story. The narrator also adopts a specific persona. The narrator might be a character in the story, for example, or the narrator might be recognizably male or female. Narrators are also evaluated as to whether they are reliable. A reliable narrator is trustworthy, while an unreliable narrator is one who might provide false information. Choices regarding narrative voice and persona have important effects on characterization as well as on the tone, plot, and credibility of the text itself.

The following are some of the various literary elements affected by the narrative voice and persona.

<table>
<thead>
<tr>
<th>Literary Element</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>characterization</td>
<td>Characterization refers to the way in which the narrator tells the reader what a certain character is like by describing such things as appearance, occupation, and personality.</td>
<td>“Jim was a short, squat man with a crew cut and thick, stubby fingers.” If Jim were the narrator, he would probably not describe himself this way.</td>
</tr>
<tr>
<td>tone</td>
<td>Tone conveys feeling and emotion in a text. If a text were devoid of tone, it would be dull.</td>
<td>Note this narrator’s exuberance: “I awoke at dawn to birds singing. I had left the window cracked; the air smelled fresh, with the hint of fresh flowers. I leaped out of bed. There were so many things I wanted to do!”</td>
</tr>
<tr>
<td>plot</td>
<td>Plot refers to the various events that take place in a story.</td>
<td>A young man preparing to leave home for college must suddenly change his plans when his father is in a car accident. The significance of events changes according to whether the son or the father is the narrator.</td>
</tr>
<tr>
<td>credibility</td>
<td>Credibility is the degree to which a literary text seems believable or authentic.</td>
<td>“I have never finished that book because I find the main character to be unbelievable.”</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read this passage.

Tommy stopped in the diner every evening around the same time. He was quiet, and it was weeks before we even learned his name. He was a small man, with thinning brown hair and a wispy mustache. He dressed casually—khakis, a golf shirt, white sneakers or sometimes loafers. No one ever learned where he worked. Mel (that was the cook) thought he must be new in town—why else would he eat in the same place night after night. But it was extremely difficult to learn anything about him. I found myself daydreaming that Tommy was a spy or worked for the CIA. Something like that would explain why he was so secretive.

What is the best way to describe how the narrator characterizes Tommy in this passage?

A. Tommy is a spy who works for the CIA.
B. Tommy is new to town and hasn’t made any friends yet.
C. Tommy is not an attractive man.
D. Tommy is quiet and plain looking, but still intriguing.

Step 1 Read the passage again. What information does the narrator present?

The passage describes a man named Tommy who begins stopping by a diner every evening for dinner. He is quiet and plain looking. The workers in the diner enjoy speculating about what Tommy does for a living. The cook thinks Tommy is new to town, but the narrator wonders if he is a spy or has an undercover job.

Step 2 Read each answer choice carefully. Which answer choice best describes how the narrator characterizes Tommy in this passage?

The cook, not the narrator, wonders if Tommy is new to town, so choice B is incorrect. The narrator characterizes Tommy as “secretive” and imagines he could work as a spy or for the CIA, but this is only a daydream and not how the narrator literally characterizes Tommy. The narrator describes Tommy’s appearance but does not give an opinion about whether he is attractive, so choice C is incorrect. Tommy is described as quiet and plain in appearance. Because the workers in the diner actively wonder what Tommy does for a living, I think choice D is the best answer.
LEARN IT: Narrative Voice, Persona, and Credibility

Besides characterization, the choice of narrative voice and persona affects the tone, plot, and credibility of a literary text. Tone expresses emotion and feeling, plot is the series of events taking place in the story, and credibility refers to the believability of the plot and characters. The narrative voice conveys the appropriate tone and makes the plot and characters credible, or believable to the reader.

EXAMPLE

Read this passage.

It was the saddest day of my life. The absolute saddest. I woke up one morning and went downstairs. My guinea pig, Stonewall, was stretched out in his cage. “Wake up!” I told him. I opened the door to pick him up—gross! He was already cold. As dead as a doornail. I put a frozen waffle in the toaster oven and called for my mom to come down. “Hey, mom!” I yelled. “Look at Stonewall—dead as a doornail!” I heard her footsteps coming up from the basement. “What’s wrong?” she said. Stonewall, I said, pointing at the cage. “Oh, Michael, I’m so sorry,” my mom exclaimed. Like I said, it was the saddest day of my life.

Which of the following best expresses how the narrative voice affects the tone of this passage?

A  The narrative voice undercuts the serious tone of the passage.
B  The narrative voice reinforces the humorous tone of the passage.
C  The narrative voice undercuts the humorous tone of the passage.
D  The narrative voice reinforces the serious tone of the passage.
Step 1  Read the passage again carefully. What is happening? How would you describe the narrative voice?

The passage describes what the narrator calls the saddest day of his life. He comes downstairs one morning and finds that his pet guinea pig has died. He calls for his mother to come see, and she tells him how sorry she is. The narrative voice, however, seems light and bouncy. I don’t think it fits well with the tone of the passage, since the death of a pet is a serious and sad event.

Step 2  Read each answer choice carefully. Which best describes how the narrative voice affects the tone of this passage?

The narrator is telling about the saddest day of his life, so answers B and C cannot be correct. The tone of the passage is serious, as it is dealing with the death of a pet, but the narrative voice does not seem serious. Answer D cannot be correct because the narrative voice does not fit with the serious tone of the passage. I think the best answer is A, because the narrative voice undercuts the serious tone of the passage.
“You’re a terrible liar.” That’s what my so-called best friend, Judy Franklin, told me. “What do you mean?” I asked. “Do you mean I’m no good at lying, or I’m a terrible person who lies?” Judy thought for a moment. “Both,” she exclaimed. “You’re a terrible person who’s better at lying than anyone I’ve ever met.” That’s my best friend talking. You should hear the things people say who are not my best friend.

I didn’t do it. But I don’t expect you to believe me. Don’t worry about it, I’m used to it. No one ever believes me. But, really, this time I’m telling the truth. I didn’t do it. I wasn’t even around when that window was broken. I don’t deny that someone unlocked the window and went inside. Heck, those muddy footprints all over Mrs. Shoemaker’s house are a dead giveaway. But those aren’t my footprints. I don’t wear that kind of sneaker. Not anymore, at least. Sure, all kids wear those kinds of sneakers. But I’m not a kid. Not anymore. And how would anyone know Mrs. Shoemaker kept so much money in her house? You would think she would have heard of a bank before. But maybe that mistrust of banks goes back to her growing up during the Depression.

I’m not trying to hide from my past. I’ve done some things I’m not proud of. However, that’s true for everyone, don’t you think? People thought Mrs. Shoemaker was foolish for hiring me to do odd jobs for her. Amber James can’t be trusted, all of her friends told her. But Mrs. Shoemaker doesn’t care what other people say. I’m the same way. That’s why she and I hit it off so well. But now I understand she’s telling all of her friends they were right. You can’t win if you have a bad reputation. Everyone has already made up their mind about you.
1. What kind of narrator is used in this passage?
   A. reliable
   B. unreliable
   C. omniscient
   D. voice

2. How would you describe the narrative voice?
   A. defensive
   B. matter-of-fact
   C. humorous
   D. sad

3. How would you summarize the plot in this passage?
   A. A woman’s home is burglarized, and the evidence is inconclusive.
   B. A woman is treated unfairly by her best friend.
   C. A woman is unfairly charged with a crime because she has a bad reputation.
   D. A woman widely considered to be untrustworthy has stolen some money from a woman she was working for.

4. Do you think the narrative voice and persona contribute or distract from the story?
   A. contribute, because the story is very realistic
   B. distract, because the narrator does not seem to be taking the charges seriously
   C. contribute, because the reader is curious about whether the narrator actually committed the theft
   D. distract, because the narrator does not seem to be a believable character
LEARN IT: Dramatic Elements

Dramatic literature is meant to be performed on a stage, so each of the elements of a drama, such as dialogue and scene designs, should be read with an imaginative eye. Like all pieces of literature, dramas give insights into life, and the playwright skillfully weaves the various dramatic elements together to communicate these insights to the audience. Here are some of the primary elements of dramatic literature and their definitions.

<table>
<thead>
<tr>
<th>Dramatic Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>A conversation between two or more characters in a play.</td>
</tr>
<tr>
<td>Soliloquy</td>
<td>A lengthy speech by one character that reveals his or her inner thoughts.</td>
</tr>
<tr>
<td>Aside</td>
<td>A speech that is directed to the audience and is unheard by other characters onstage.</td>
</tr>
<tr>
<td>Character Foil</td>
<td>A character who exhibits personality traits that contrast sharply with those of another character. A foil often emphasizes the main character's traits by contrast. The foil might be an antagonist, but not necessarily.</td>
</tr>
<tr>
<td>Scene Design</td>
<td>This describes the backdrop for a play. It may include instructions for lighting and sound, the set, the characters’ costumes, and props. The design creates an environment for the performers and sets the mood and tone of the performance.</td>
</tr>
</tbody>
</table>
EXAMPLE

From Deirdre of the Sorrows
By J. M. Synge

ACT I

Lavarcham’s house on Slieve Fuadh. There is a door to inner room on the left, and a door to open air on the right. Window at back and a frame with a half-finished piece of tapestry. There are also a large press and heavy oak chest near the back wall. The place is neat and clean but bare. Lavarcham, woman of fifty, is working at tapestry frame. Old Woman comes in from left.

OLD WOMAN
She hasn’t come yet, is it, and it falling to the night?

LAVARCHAM
She has not . . . [Concealing her anxiety.] It’s dark with the clouds are coming from the west and south, but it isn’t later than the common.

OLD WOMAN
It’s later, surely, and I hear tell the Sons of Usna, Naisi and his brothers, are above chasing hares for two days or three, and the same awhile since when the moon was full.

LAVARCHAM
—[more anxiously.]—The gods send they don’t set eyes on her—[with a sign of helplessness] yet if they do itself, it wasn’t my wish brought them or could send them away.

OLD WOMAN
—[reprovingly.]—If it wasn’t, you’d do well to keep a check on her, and she turning a woman that was meant to be a queen.

LAVARCHAM
Who’d check her like was meant to have her pleasure only, the way if there were no warnings told about her you’d see troubles coming when an old king is taking her, and she without a thought but for her beauty and to be straying the hills.

OLD WOMAN
The gods help the lot of us. . . . Shouldn’t she be well pleased getting the like of Conchubor, and he middling settled in his years itself? I don’t know what he wanted putting her this wild place to be breaking her in, or putting myself to be roasting her supper and she with no patience for her food at all. [She looks out.]

LAVARCHAM
Is she coming from the glen?

OLD WOMAN
She is not. But whisht—there’s two men leaving the furze—[crying out] it’s Conchubor and Fergus along with him. Conchubor’ll be in a blue stew this night and herself abroad.
1. What dramatic element is most apparent in this scene?
   A. dialogue  
   B. soliloquy  
   C. monologue  
   D. aside

   **Step 1** Read the excerpt from the play. What happens in the excerpt?

   Two women, Lavarcham and the Old Woman, are concerned because the young woman they both serve is out on the hills. This young woman is engaged to a king, and her behavior is supposed to be closely governed. The scene ends with the two women in a frenzy because the young woman’s royal fiancé is approaching.

   **Step 2** Based on the definitions given, which dramatic element is most apparent?

   Since the two characters are speaking to each other, this scene cannot be a soliloquy or a monologue. Moreover, neither of the characters addresses any remarks directly to the audience, so this scene does not contain an aside. Choice A, dialogue, is the correct answer.

2. When and where does the scene take place?
   A. inside Conchubor’s grand palace in the morning  
   B. inside a humble house near the forest at twilight  
   C. outside in the foothills of Slieve Fuadh at noon  
   D. outside in the forests of Slieve Fuadh at night

   **Step 1** Read the excerpt. What does the scene design say about the setting? Are there clues in the dialogue that suggest the setting?

   The scene opens with a description of Lavarcham’s house, which is described as “neat and clean but bare.” Moreover, the Old Woman says, “She hasn’t come yet, is it, and it falling to the night?” The scene, therefore, takes place inside a humbly furnished house just before nightfall.

   **Step 2** Read the answer choices. Which best describes the setting?

   The drama cannot be happening inside a palace because the scene design describes a place that is “neat and clean but bare.” Also, since the scene describes an indoor cottage or house, choices C and D are not possible answers. Choice B is the correct answer.
PRACTICE IT: Dramatic Elements

From The Duchess of Padua

By Oscar Wilde

SCENE
The Market Place of Padua at noon; in the background is the great Cathedral of Padua; the architecture is Romanesque, and wrought in black and white marbles; a flight of marble steps leads up to the Cathedral door; at the foot of the steps are two large stone lions; the houses on each side of the stage have colored awnings from their windows, and are flanked by stone arcades; on the right of the stage is the public fountain, with a triton in green bronze blowing from a conch; around the fountain is a stone seat; the bell of the Cathedral is ringing, and the citizens, men, women and children, are passing into the Cathedral.

[Enter GUIDO FERRANTI and ASCANIO CRISTOFANO.]

ASCANIO
Now by my life, Guido, I will go no farther; for if I walk another step I will have no life left to swear by; this wild-goose errand of yours! [Sits down on the step of the fountain.]

GUIDO
I think it must be here. [Goes up to passer-by and doffs his cap.] Pray, sir, is this the market place, and that the church of Santa Croce? [Citizen bows.] I thank you, sir.

ASCANIO
Well?

GUIDO
Ay! it is here.

ASCANIO
I would it were somewhere else, for I see no wine-shop.

GUIDO
[Taking a letter from his pocket and reading it.] ‘The hour noon; the city, Padua; the place, the market; and the day, Saint Philip’s Day.’

ASCANIO
And what of the man, how shall we know him?

GUIDO
[reading still] ‘I will wear a violet cloak with a silver falcon broidered on the shoulder.’ A brave attire, Ascanio.

ASCANIO
I’d sooner have my leathern jerkin. And you think he will tell you of your father?
GUIDO
Why, yes! It is a month ago now, you remember; I was in the vineyard, just at the corner nearest the road, where the goats used to get in, a man rode up and asked me was my name Guido, and gave me this letter, signed ‘Your Father’s Friend,’ bidding me be here to-day if I would know the secret of my birth, and telling me how to recognise the writer! I had always thought old Pedro was my uncle, but he told me that he was not, but that I had been left a child in his charge by some one he had never since seen.

ASCANIO
And you don’t know who your father is?

GUIDO
No.

ASCANIO
No recollection of him even?

GUIDO
None, Ascanio, none.

ASCANIO
[laughing] Then he could never have boxed your ears so often as my father did mine.
1. What dramatic element *best* describes the excerpt?
   - A. aside
   - B. monologue
   - C. soliloquy
   - D. dialogue

2. Which of the following phrases from the excerpt helps describe the setting of the story?
   - A. “I will wear a violet cloak with a silver falcon”
   - B. “this wild-goose errand of yours”
   - C. “I'd sooner have my leathern jerkin”
   - D. “in the background is the great Cathedral of Padua”

3. How is Guido a character foil to Ascanio?
   - A. Guido’s eagerness contrasts with Ascanio’s somewhat bored attitude.
   - B. Guido is educated and can read, while Ascanio cannot.
   - C. Guido’s quick movements emphasize the fact that Ascanio is slow.
   - D. Guido does not know his father, while Ascanio knows his.

4. Where does the play take place?
   - A. at a castle balcony
   - B. inside the cathedral
   - C. in the marketplace
   - D. at Guido’s father’s house
LEARN IT: Biographical Approach

The **biographical approach** refers to the analysis of works of literature in light of the life experience of the author. Writers often use the raw materials of their biography as a source for their creative imagination to transform into literature. Analyzing the influence of biography in works of literature helps readers better understand the story’s background and social and historical context.

The following are some of the various components of the biographical approach.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>heritage</td>
<td><em>Heritage</em> describes the qualities of someone’s life that belong to him or her by birth.</td>
<td>She has a strong southern heritage. Her family has lived in Virginia for generations.</td>
</tr>
<tr>
<td>traditions</td>
<td><em>Traditions</em> are customs and practices that have been handed down from generation to generation.</td>
<td>Her family emigrated from Germany originally. Every Christmas Eve they have a traditional German meal.</td>
</tr>
<tr>
<td>attitude</td>
<td><em>Attitude</em> refers to someone’s emotional and intellectual outlook on life. Someone’s attitudes are frequently the result of his or her life experiences.</td>
<td>After the war John had a brooding, cynical attitude toward life.</td>
</tr>
<tr>
<td>beliefs</td>
<td><em>Beliefs</em> are a set of ideas that are accepted as true. Individuals sometimes have strong beliefs about religious or moral issues.</td>
<td>His deeply held beliefs in the moral goodness of all people shaped every important decision he made in his life.</td>
</tr>
</tbody>
</table>
Biographical Approach

LESSON 18

EXAMPLE

1 Read the article.

Meet the Author: Patrick O’Brien

Patrick O’Brien worked for many years as a detective in the Boston Police Department. “I had so many stories to tell,” he recalled, “different things that happened while I was on the force.” Two years after his retirement, he published his first novel *The Mayor of Dot Ave*. “Dot Avenue, of course,” he said in a thick Boston accent, “that’s Dorchester Avenue. But everyone in the neighborhood calls it Dot Ave.” O’Brien has since published three more books. Many readers have noted the bleak, despairing tone running through all of O’Brien’s work. “It’s not something I do on purpose,” he said. “There were some things that happened while I was on the force—you see things, the bad side of human life. It’s hard to come through those kinds of experiences and not feel changed in some way.”

What component of the author’s biography influences the tone of his work?

A heritage
B traditions
C attitudes
D beliefs

Step 1 Read the article again. What is it about?

The article is about a novelist named Patrick O’Brien. He worked as a police detective in the Boston Police Department and after retirement began writing books. He has written four novels all of which are characterized by a bleak, despairing tone. O’Brien believes this tone is a result of his experiences on the police force.

Step 2 Read each answer choice carefully. Which answer choice is a component of the author’s biography that influences his work?

O’Brien’s experience as a police detective influences his work, not his family history, so choices A and B are incorrect. Many readers have been struck by the “tone” of his work. O’Brien doesn’t really discuss his beliefs, so I don’t think D is a good answer. I think O’Brien’s attitudes toward life—the feelings of bleakness and despair in his novels—have been shaped by his experiences on the force. Answer C is the correct answer.
When you read literary texts that draw from the biographical elements of the author’s life, think about how the author is using his or her life as raw material. What component or components of the author’s biography influence the text?

Read this excerpt from “Christmas Morning” by Gladys M. Jones.

Although we were not a terribly religious family, Christmas always had a special place for us. My grandfather moved to Chicago from Mississippi in 1913—he had a cousin in Chicago, and this cousin said jobs were plentiful for a man who wasn’t afraid to work. Papa arrived in Chicago in October and lived for a while with his cousin. But Papa didn’t want to take advantage of his cousin’s generosity, so he found a coldwater flat four blocks away. It was the first place he had ever lived by himself.

Papa was always handy, and soon began to earn some extra money making repairs for tenants in the building. Two of those tenants were sisters, Myrtle and Gladys Marsh. The Marsh sisters had made the journey north several years earlier. They were from a little town north of Jackson, Mississippi, and they knew many of the same people as Papa. The two sisters fussed over Papa, and invited him to have dinner with them almost every night. Papa felt uncomfortable at first because, as he said later, he had an immediate attraction to Gladys. But he liked Myrtle a lot too, and didn’t want to hurt her feelings by having to choose. One evening, however, there was another man at dinner. With unabashed joy Myrtle introduced Jim Taylor, who worked in the bank over on Washington Street, and announced that they were engaged to be married. Papa was very happy for her, and for himself also! Six weeks later he and Gladys were engaged, and two months later they were married. The first Christmas they spent together there was no money for presents, so Papa whittled a small dog out a piece of wood and surprised my grandmother with it on Christmas morning. Every year on Christmas morning, my family has a tradition of exchanging small presents that we have made for one another. It has been twenty-eight Christmases since Papa passed away, but every year on Christmas morning I can feel his presence in the room with us as we open our handmade presents.

About the Author: Gladys M. Jones is a novelist, poet, and performance artist. Her story “Christmas Morning” won the prestigious Ellison Cup for Best Story by an Unpublished Author. She has since published six chapbooks of poetry, two novels, one collection of short stories, and a collection of essays. For the past fourteen years she has performed a one-woman show called “Ain’t I a Woman?” a collection of monologues drawing from the many family stories she heard while growing up in the midst of a large, extended family. A native of Chicago, Jones was the Thornton Writer-in-Residence at Blue Ridge College in Afton, Virginia, for the fall 2004 semester. “Christmas Morning” she describes as “the easiest story I ever wrote. I closed my eyes and could hear the voices of my grandfather and grandmother talking to me, telling the story to me, and I simply wrote down what they were saying.”
How does the author’s biography influence the story “Christmas Morning”?

A It shows the effect of her family’s heritage on her life as an adult.
B It describes a family tradition begun by her grandfather.
C It explains the source of her deep religious faith and belief.
D It explains how her attitudes toward life have been formed by living in Chicago.

Step 1 Read the excerpt carefully again. What is happening?

The excerpt tells the story of how the author’s grandfather moved to Chicago in the early twentieth century and met her grandmother. Because they didn’t have any money for presents on their first Christmas, they exchanged small, handmade presents. This began a tradition that the author’s family continues to practice to this day.

Step 2 Read each answer choice carefully. Which best describes the influence of the author’s biography on the story?

The author states at the beginning of the excerpt that her family is not very religious, so choice C is incorrect. The story is about her grandfather and grandmother, not about her, so choices A and D are not good answers. Because the story is about the beginning of a family tradition, I think choice B is the best answer.
PRACTICE IT: Biographical Approach

Read the passage and answer the questions that follow.

From The Last Bad Man
By Steven Harvey

1 “I couldn’t help it,” Forester bitterly exclaimed. “I’m weak. We’re all weak.”

2 Townsend walked over to the man. Unsure of what to do, he finally clapped his hand on the other man’s shoulder. “We are weak,” he said in a low voice. “Human nature is weak. At least when we are by ourselves.” Townsend paused. “But there is strength in numbers. Human nature is strong when we are united together.”

3 “I don’t believe that,” Forester said. “Man is fundamentally alone in the universe. That’s the human condition.”

4 The wail of approaching sirens could be heard now in the distance. “I don’t think we have time right now for an extended philosophical discussion,” Townsend replied. “You’re confused. That’s all I have time to say. But where you’re going, you’ll have a lot of time to read. I’ll send you the books, if you’ll read them. No, don’t read them, study them.” Townsend nodded to the police officers and then stepped away, removing his hand from Forester’s shoulder.

5 As the other man was being led away, Townsend called after him. “Remember, Forester, no man is alone in the universe. Not even you.” Forester looked over his shoulder, but did not respond. “Not even you,” Townsend repeated, this time to himself.

6 Author’s Note: A licensed clinical psychologist, Steven Harvey is a professor of humanities at Bedford College. “I want to change the world,” Dr. Harvey says unabashedly, “I want to change the world, and I want to change it now.” Dr. Harvey describes his desire for change as the inspiration for his second career as a novelist. “I needed a popular outlet for my ideas,” he says. “No one can change the world presenting papers at academic conferences. There are so many bad ideas in the world, so many confused people with confused beliefs. Stories are the way I can change those bad ideas into good ones, turn confused people into good people.”
1. What component of the author’s biography most influences this passage?
   A. heritage
   B. attitude
   C. traditions
   D. beliefs

2. What is the best description of the characters Forester and Townsend?
   A. They are based on figures from the author’s childhood.
   B. They represent two opposing philosophical viewpoints.
   C. They are both autobiographical.
   D. They represent different components of the author’s biography.

3. Which of the following is the best description of the author’s beliefs?
   A. Human beings are fundamentally alone in the world.
   B. Human nature is weak.
   C. Human beings are strong when they are united.
   D. Crime doesn’t pay.

4. Why do you think the author wrote *The Last Bad Man*?
   A. to promote his beliefs to as many people as possible
   B. to explain different practices and traditions to new audiences
   C. to tell stories about his own experience in the world
   D. to make money by writing a best seller
LEARN IT: Aesthetic Approach

When you become familiar with an author's work, you often recognize that author's style. For example, the plots of Edgar Allan Poe's short stories are certainly frightening, but mere plots would not be effective without his unique writing style that creates dark horror and suspense. John Grisham, Stephen King, and Alice Hoffman are all authors who have a recognizable style. Style is how, not what, an author writes. It is the result of diction, or word choice, including a writer's use of figurative language and imagery. When you study style, you are using the aesthetic approach to literature. Consider the author's tone, or attitude toward his or her topic, as well as the mood, or underlying emotion, of the piece. These elements help contribute to the story's themes.

EXAMPLE

1 Read this passage, the first paragraph from the novel *Grapes of Wrath* by John Steinbeck.

To the red country and part of the gray country of Oklahoma, the last rains came gently, and they did not cut the scarred earth. The plows crossed and recrossed the rivulet marks. The last rains lifted the corn quickly and scattered weed colonies and grass along the sides of the roads so that the gray country and the dark red country began to disappear under a green cover. In the last part of May the sky grew pale and the clouds that had hung in high puffs for so long in the spring were dissipated. The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet. The clouds appeared, and went away, and in a while they did not try any more. The weeds grew darker green to protect themselves, and they did not spread any more. The surface of the earth crusted, a thin hard crust, and as the sky became pale, so the earth became pale, pink in the red country and white in the gray country.

Which statement best describes how Steinbeck's writing style contributes to the novel's story and theme?

A This comedy has a lively, joyful pace; the land is rich and nourishing, a perfect place for amusement.

B This thriller will be full of quick, shocking action; something bad is about to happen.

C This romance uses heightened diction; someone glamorous is traveling through the country.

D This serious, possibly sad, drama has a slow pace, in keeping with the gradual dying of the land.
Step 1 Read the paragraph carefully. What do you notice about the writing style?

This description of farmland withering away has a sad feeling. Even though it is May, it doesn’t sound like nature is thriving. The author has used mostly single-syllable words, and many are repeated, such as country, clouds, sky, and earth. The writing sounds plodding. It has a deep, reflective quality.

Step 2 Read each answer choice. Which answer is most in keeping with the writer’s style as you have described it?

Choice A is incorrect; the style is not joyful, and the land is not described as rich—it is dry and withered. Answer choices B and C are also incorrect. This does not sound like the first paragraph of either a thriller or a romance novel. The pace is too slow and somber. Choice D is the best answer. The writing style indicates that the novel will be a serious drama.
LEARN IT: Evaluate Tone

Think of tone as the writer’s attitude. When you listen to people speak, you evaluate their tone of voice. For example, when you listen to a friend talk, her words and the way she speaks them tell you whether she is being serious, humorous, sarcastic, naive, or something else. When you read, although you can’t hear the words spoken aloud, you can still find a recognizable tone. An effective author conveys his or her attitude toward the topic through word choice, imagery, description, and other literary devices.

EXAMPLE

Read this excerpt from the short story “What She Wore” by Edna Ferber.

At eleven o’clock one August morning, Louie came to Chicago from Oskaloosa, Iowa. There was no hay in his hair. The comic papers have long insisted that the country boy, on his first visit to the city, is known by his greased boots and his high-water pants. Don’t you believe them. The small-town boy is as fastidious about the height of his heels and the stripe of his shift and the roll of his hat-brim as are his city brothers. He peruses the slangily worded ads of the “classy clothes” tailors, and when scarlet cravats are worn the small-town boy is not more than two weeks late in acquiring one that glows like a headlight.

Which word best describes the author’s tone in this passage?

A  innocent
B  humorous
C  melancholy
D  passionate

Step 1  Read the passage carefully. What is the topic and what words does the author use to describe it?

To describe a country boy in the city, the author uses big words like fastidious and peruses; she speaks directly to the reader and uses an elaborate simile—glows like a headlight—to describe a fancy article of clothing. I laughed when I read, “There was no hay in his hair.” This passage is funny. Though her words defend Louie, I still think he sounds comical, like she is making fun of him.

Step 2  Read each answer choice carefully. Which answer is most consistent with the author’s attitude toward her topic?

Louie might be innocent, but the author is not. Choice A is incorrect. The tone is not sad or highly excited, so C and D are incorrect. The passage made me laugh. The writer is funny. Choice B, humorous, is correct.
LEARN IT: Evaluate Mood

Think of mood as the ambience or emotional atmosphere of the writing. Different places that you go to have different moods. For example, you would not find the quiet, studious mood of a library in a bowling alley or a matinee movie theater. There will be a tense mood in the air if people argue, a happy mood to celebrate a birthday, and perhaps a loving, intensely joyful mood to welcome a soldier returning from war. Writers set the mood of a story mainly through description and figurative language, but also through the conflicts, dialogue, and personalities of the characters.

EXAMPLE

Read this excerpt from “The Tell-Tale Heart” by Edgar Allan Poe.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Which stylistic device does Poe use to increase the mood of urgency?

A sophisticated diction
B sentence length
C description
D figurative language

Step 1 Read the passage carefully. Where does the speaker sound most urgent? What stylistic device is present in those places?

The speaker sounds crazy. If mood consists of feeling and emotion, the mood of this passage is intense, almost hysterical, agitation. The language is crisp and precise and rational, but somehow the speaker’s voice is breathless, a little chilling. I think it’s because of the short sentences. When I read it out loud, the sentences are all the same length until the very end, when Poe stretches out the conclusion, which is that the speaker intends to murder the old man.

Step 2 Read each answer. Which choice is most consistent with urgency?

Poe uses generally ordinary, straightforward words in this passage; answer choice A is incorrect. There is not much description beyond the single image of the eye; C is incorrect. Other than comparing the eye to that of a vulture, the author uses little figurative language such as metaphors, similes, or analogies; D is incorrect. The short sentences culminating in the long conclusion give this passage its mood of crazed urgency; B is correct.
LEARN IT: Evaluate Theme

Theme is the universal idea or message underlying a story. Theme gives the story its larger meaning, beyond what happens to the characters in the plot. You can identify theme by examining an author’s writing style; tone and mood combine to shape a unique perspective on a topic or an issue. A theme is rarely as simple and general as, for example, courage or love. Rather, the theme is made specific by circumstances, character, and plot, as well as voice, tone, and mood.

EXAMPLE

Read this passage from *The Adventures of Huckleberry Finn* by Mark Twain.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would sivilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn’t stand it no longer I lit out. I got into my old rags and my sugar-hogshead\(^1\) again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

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1. a large barrel.

What best explains Huck’s unique perspective on freedom in this passage?

- A  He doesn’t know what to do with his money.
- B  He would rather live in a sugar-hogshead than a house.
- C  He calls the decency of the Widow Douglas “dismal.”
- D  He has money but still wants to become a robber.
Step 1 Read the passage carefully. What does Huck have to say about freedom, which is one of the themes of the novel? What is unique about his position?

The passage is narrated in the first-person voice of Huckleberry Finn. When Huck talks about his problems, he reveals the underlying themes of the novel. A main focus is that he would rather be uncivilized than follow the rules of society. In other words, he wants to be free of society’s rules. Huck’s position is unique because he doesn’t appreciate the benefits of civilization, like money and the security of having a home. He would rather live in circumstances that most people would find harsh and unpleasant.

Step 2 Read each answer choice carefully. Which answer is most consistent with Huck’s perspective on freedom?

Choice A is incorrect because it applies to the theme of wealth rather than freedom. Choice C might support Huck’s definition of freedom, since he disapproves of the Widow’s civilized decency, but this is not necessarily related to freedom. There is a better answer. Choice D illustrates Huck’s love of adventure, which suggests lawlessness, but this is not necessarily freedom either. Choice B best illustrates Huck’s sense of freedom. He likes to live outdoors and away from society, with no rules to govern his behavior. Choice B is correct.
Read the passage and answer the questions that follow.

*From Little Women*
*By Louisa May Alcott*

1. The girls flew about, trying to make things comfortable, each in her own way. Meg arranged the tea table, Jo brought wood and set chairs, dropping, over-turning, and clattering everything she touched. Beth trotted to and fro between parlor and kitchen, quiet and busy, while Amy gave directions to everyone, as she sat with her hands folded.

2. As they gathered about the table, Mrs. March said, with a particularly happy face, “I’ve got a treat for you after supper.”

3. A quick, bright smile went round like a streak of sunshine. Beth clapped her hands, regardless of the biscuit she held, and Jo tossed up her napkin, crying, “A letter! A letter! Three cheers for Father!”

4. “Yes, a nice long letter. He is well, and thinks he shall get through the cold season better than we feared. He sends all sorts of loving wishes for Christmas, and an especial message to you girls,” said Mrs. March, patting her pocket as if she had got a treasure there.

5. “Hurry and get done! Don’t stop to quirk your little finger and simper over your plate, Amy,” cried Jo, choking on her tea and dropping her bread, butter side down, on the carpet in her haste to get at the treat.

6. Beth ate no more, but crept away to sit in her shadowy corner and brood over the delight to come, till the others were ready.

7. “I think it was so splendid in Father to go as chaplain when he was too old to be drafted, and not strong enough for a soldier,” said Meg warmly.

8. “Don’t I wish I could go as a drummer, a vivan—what’s its name? Or a nurse, so I could be near him and help him,” exclaimed Jo, with a groan.

9. “It must be very disagreeable to sleep in a tent, and eat all sorts of bad-tasting things, and drink out of a tin mug,” sighed Amy.

10. “When will he come home, Marmee?” asked Beth, with a little quiver in her voice.

11. “Not for many months, dear, unless he is sick. He will stay and do his work faithfully as long as he can, and we won’t ask for him back a minute sooner than he can be spared. Now come and hear the letter.”
1. What is the mood of the passage?
   A. angry
   B. suspenseful
   C. cheerful
   D. melancholy

2. Read paragraph 6:
   “Beth ate no more, but crept away to sit in her shadowy corner and brood over the delight to come, till the others were ready.”

   How is the mood of this paragraph different from the mood of the rest of the passage?
   A. It is somber.
   B. It is happier.
   C. It is suspenseful.
   D. It is optimistic.

3. What does the author most establish with the tone of the girls’ dialogue?
   A. the influence of motherly love
   B. the sacrifices of war
   C. a happy family home
   D. each girl’s personality

4. What theme is established by the writing style?
   A. sadness during wartime
   B. the comforts of home
   C. the loneliness of women
   D. jealousy among family
LEARN IT: Historical Approach

Readers can learn about history by reading works written during or about a certain time period. For example, Theodore Dreiser’s novel *Sister Carrie*, published in 1900, provides a portrait of Chicago in the 1890s. When we read books written a long time ago, we learn about the concerns, values, moral issues, and cultural habits of people who lived during those time periods.

EXAMPLE


The work which Jurgis was to do here was very simple, and it took him but a few minutes to learn it. He was provided with a stiff besom, such as is used by street sweepers, and it was his place to follow down the line the man who drew out the smoking entrails from the carcass of the steer; this mass was to be swept into a trap, which was then closed, so that no one might slip into it. As Jurgis came in, the first cattle of the morning were just making their appearance; and so, with scarcely time to look about him, and none to speak to any one, he fell to work. It was a sweltering day in July, and the place ran with steaming hot blood—one waded in it on the floor. The stench was almost overpowering, but to Jurgis it was nothing. His whole soul was dancing with joy—he was at work at last! He was at work and earning money! All day long he was figuring to himself. He was paid the fabulous sum of seventeen and a half cents an hour; and as it proved a rush day and he worked until nearly seven o’clock in the evening, he went home to the family with the tidings that he had earned more than a dollar and a half in a single day!

What issue does Jurgis face that seems most specific to the historical time period?

A. having trouble finding work as an unskilled laborer
B. working in unhealthy conditions
C. receiving unfair wages
D. being hired as an immigrant

**Step 1** Read the paragraph carefully. What description is most striking to you? What issue most seems like a typical concern of the early 1900s?

*I can’t believe Jurgis was so excited to have a job sweeping up animal entrails. He received only a dollar and a half for the day. He certainly seems happy to get it, especially considering how hot and smelly the workplace is.*

**Step 2** Read each answer. Which presents the paragraph’s thesis?

*The answer that seems most specific to the historic time period is B. I don’t think there were good health codes or laws protecting workers back then.*
LEARN IT: Historical Approach

Some authors research an era in order to write about it. Effective writers are responsible for their sources and can be trusted to portray an accurate picture of an earlier time. On the other hand, some writers have become our primary sources of historical eras. For example, in around 700 B.C., the writer we know as Homer began writing about the Trojan War, an event that happened around 1250 B.C., several centuries before he was born. Although he did not live during that time, Homer’s epic work is considered one of the best sources of information about Bronze Age Greece.

EXAMPLE

Read this passage, taken from *The Iliad*, by Homer.

When they had quarrelled thus angrily, they rose, and broke up the assembly at the ships of the Achaeans. The son of Peleus went back to his tents and ships with the son of Menoetius and his company, while Agamemnon drew a vessel into the water and chose a crew of twenty oarsmen. He escorted Chryseis on board and sent moreover a hecatomb for the god. And Ulysses went as captain.

These, then, went on board and sailed their ways over the sea. But the son of Atreus bade the people purify themselves; so they purified themselves and cast their filth into the sea. Then they offered hecatombs of bulls and goats without blemish on the sea-shore, and the smoke with the savour of their sacrifice rose curling up towards heaven.

What aspect of this passage might historians most want to analyze about ancient Greece?

A  shipbuilding and the geography of sailing
B  forming governments and military units
C  spiritual beliefs about purification and sacrifice
D  the agriculture of owning and raising animals

**Step 1** Read the passage carefully. What is the main idea of the passage?

*The Greeks seem to have formed some kind of army. They are about to go on a sailing trip and have made a sacrifice of animals and “purified themselves.”*

**Step 2** Read each answer choice carefully. Which answer is most consistent with the focus of the passage?

*Historians would probably be interested in every aspect of life in ancient Greece. However, the most significant aspect of this particular passage is the act of making a sacrifice. Choices A, B, and D mention aspects of ancient Greece that are not the primary focus of this passage. Choice C is correct.*
PRACTICE IT: Historical Approach

From The Grapes of Wrath
By John Steinbeck

1 As they pulled in, a stout man, red of face and arms, got up from a chair behind the gas pumps and moved toward them. He wore brown corduroys, and suspenders and a polo shirt; and he had a cardboard sun helmet, painted silver, on his head. The sweat beaded on his nose and under his eyes and formed streams in the wrinkles of his neck. He strolled toward the truck, looking truculent and stern.

2 “You folks aim to buy anything? Gasoline or stuff?” he asked.

3 Al was out already, unscrewing the steaming radiator cap with the tips of his fingers, jerking his hand away to escape the spurt when the cap should come loose. “Need some gas, mister.”

4 “Got any money?”

5 “Sure. Think we’re beggin’?”

6 The truculence left the fat man’s face. “Well, that’s all right, folks. He’p yourself to water.” And he hastened to explain. “Road is full a people, come in, use water, dirty up the toilet, an’ then, by God, they’ll steal stuff an’ don’t buy nothin’. Got no money to buy with. Come beggin’ a gallon gas to move on.”

7 Tom dropped angrily to the ground and moved toward the fat man. “We’re payin’ our way,” he said fiercely. “You got no call to give us a goin’-over. We ain’t asked you for nothin’.”

8 “I ain’t,” the fat man said quickly. The sweat began to soak through his short-sleeved polo shirt. “Jus’ he’p yourself to water, and go use the toilet if you want.”

9 Winfield had got the hose. He drank from the end and then turned the stream over his head and face, and emerged dripping. “It ain’t cool,” he said.

10 “I don’ know what the country’s comin’ to,” the fat man continued. His complaint had shifted now and he was no longer talking to or about the Joads. “Fifty-sixty cars a folks go by ever’ day, folks all movin’ west with kids an’ househol’ stuff. Where they goin’? What they gonna do?”

11 “Doin’ the same as us,” said Tom. “Goin’ someplace to live. Tryin’ to get along. That’s all.”

12 “Well, I don’ know what the country’s comin’ to. I jus’ don’ know. Here’s me tryin’ to get along, too. Think any them big new cars stops here? No, sir! They go on to them yella-painted company stations in town. They don’t stop no place like this. Most folks stops here ain’t got nothin’.”
1 Why is the family traveling?
   A They are on vacation.
   B They are looking for work.
   C They are homeless.
   D They are running from the law.

2 What is the gas station attendant’s main conflict?
   A He wants to offer service, but few people have any money.
   B His life is in danger because it is a time of high crime.
   C He has to compete with big corporate monopolies.
   D He does not like the Joads but needs their business.

3 What word best describes the mood of this time period?
   A desperate
   B angry
   C secure
   D peaceful

4 During which historical time period does this passage take place?
   A the Civil War
   B the Great Depression
   C the Gold Rush
   D the Vietnam War
**LEARN IT: Thesis**

The thesis is the central idea or argument of an essay. It is the focus statement that identifies the intent or the main idea of an essay. Because of this, an effective thesis must be clear.

A clear thesis has several characteristics. It asserts facts, takes a position or a stand, expresses one main idea, and, most importantly, is specific. A clear thesis steers clear of general terms and concepts; it establishes the topic of the essay in a precise, understandable manner.

**EXAMPLE**

1. **Read the passage.**

   Medical researchers over the years have stressed that there is a direct connection between violent behavior in children and exposure to media violence. Children are vulnerable to the effects of media violence occurring in cartoons, news, and prime-time shows. Violence is glorified, and the impressionable children imitate what they see and hear. As learning in children—even in adults—often occurs through imitation, violence is what they learn.

Which of the following is the passage’s thesis?

A. Children are the most vulnerable to the effects of media violence.
B. Violent behavior in children is related to exposure to media violence.
C. Children and adults learn through imitation.
D. Media make violence attractive to children.

**Step 1** Read the paragraph carefully. What is the central idea of the paragraph?

The central idea is that exposure to media violence has a direct effect on violent behavior in children.

**Step 2** Read each answer choice. Which answer most accurately tells the paragraph’s thesis?

The answer that most accurately tells the thesis of the paragraph is B. Choices A, C, and D are merely supporting ideas in the paragraph. They may be important details, but they are not the unifying idea of the paragraph. Choice B is the best answer.
LEARN IT: Focus

An effective piece of writing has two qualities—**clarity** and **consistency**. To maintain a consistent focus, organize related ideas together for smoother reading and easier understanding. Unrelated ideas send the piece of writing in several directions and confuse the audience. A maintained focus guides the reader through the written piece and conveys the purpose of the piece clearly and effectively.

**EXAMPLE**

2 Read this article.

Swimming requires more than just a bathing suit. Most swimming for exercise is done in pools; some swimmers, however, enjoy more challenging swims in oceans or lakes. There are plenty of recreation areas where swimmers find opportunities to take part in their favorite exercise.

Like running, swimming provides aerobic exercise and relieves stress. Swimming is less demanding on the joints and bones than running is. A weakling like me enjoys swimming more than other sports. The water provides a cushioned resistance to the swimmer’s stroke. As a result, some people prefer the forgiving water to the hard impact of the road.

Which sentence in paragraph 2 is *not* consistent with the overall tone of the passage?

A. As a result, some people prefer the forgiving water to the hard impact of the road.
B. Like running, swimming provides aerobic exercise and relieves stress.
C. A weakling like me enjoys swimming more than other sports.
D. The water provides a cushioned resistance to the swimmer’s stroke.

**Step 1** Read paragraph 2 carefully. What is the main idea of the passage?

*The passage talks about the advantages of swimming over running and other sports.*

**Step 2** Read each answer choice carefully. Which answer is not consistent with the focus and tone of the report?

*Choice C is not consistent with the focus and tone of the report as it is a personal statement of the writer. Unlike choices A, B, and D, choice C does not have the objective tone of the report and does not serve to inform about the main idea of the passage. Choices A, B, and D are all consistent because they list facts about swimming instead of opinions. Choice C is the best answer.*
PRACTICE IT: Thesis and Focus

Read the passage and answer the questions that follow.

Actors, Producers, and Directors

1. In May 2006, actors, producers, and directors held about 163,000 jobs, primarily in motion picture and video, performing arts, and broadcast industries. Because many others were between jobs, the total number of actors, producers, and directors available for work was higher. Employment in the theater, and other performing arts companies, is cyclical—higher in the fall and spring seasons—and concentrated in New York and other major cities with large commercial houses for musicals and touring productions. Also, many cities support established professional regional theaters that operate on a seasonal or year-round basis. About 28 percent of actors, producers, and directors were self-employed. The ones I talked to were incredibly enthusiastic about the rewards of self-employment.

2. Actors, producers, and directors may find work in summer festivals, on cruise lines, and in theme parks. Many smaller, nonprofit professional companies, such as repertory companies, dinner theaters, and theaters affiliated with drama schools, acting conservatories, and universities, provide employment opportunities for local amateur talent and professional entertainers. Auditions typically are held in New York for many productions across the country and for shows that go on the road.

3. Employment in motion pictures and in films for television is centered in New York and Los Angeles. However, small studios exist throughout the country. Many films are shot on location and may employ local professional and nonprofessional actors. In television, opportunities are concentrated in the network centers of New York and Los Angeles, but cable television services and local television stations around the country also employ many actors, producers, and directors.

4. Evening and weekend work is a regular part of a stage actor’s life. On weekends, more than one performance may be held per day. Actors and directors working on movies or television programs, especially those who shoot on location, may work in the early morning or late evening hours to film night scenes or tape scenes inside public facilities outside of normal business hours.
1 Which best states the thesis of the report?
   A  Work for actors, directors, and producers is seasonal.
   B  Work for actors, directors, and producers is based in two cities.
   C  Work for actors, directors, and producers is irregular.
   D  Work for actors, directors, and producers is exciting.

2 Which would be the best topic sentence for paragraph 2?
   A  There are many opportunities to find work in the theater outside of major cities.
   B  Many cruise lines hire performers to entertain the passengers in between stops.
   C  Usually only the most popular plays and musicals tour from city to city.
   D  An amateur performer is someone who does not get paid for his or her work.

3 Which statement from paragraph 1 is not consistent with the overall tone of the passage?
   A  In May 2006, actors, producers, and directors held about 163,000 jobs.
   B  Employment in the theater, and other performing arts companies, is cyclical.
   C  Many cities support established professional regional theaters.
   D  The ones I talked to were incredibly enthusiastic about the rewards of self-employment.

4 Which of these would make the best concluding sentence to the report?
   A  For all its challenges, work in the stage and film industries is worth it in the long run.
   B  The uncertainty of movie, television, and stage work makes them very different from most routine jobs.
   C  The demands of acting, directing, or producing are what make them such glamorous jobs.
   D  The attraction of working as an actor, director, or producer is the rewards for success.
LEARN IT: Precise Language

Precise and concise writing means removing unnecessary words and choosing just the exact ones to convey meaning. Concrete nouns, action verbs, sensory details, and appropriate modifiers help the readers visualize the message of a text.

**Action verbs** are used to express action, not being. For example:

| Action verb: Kresta skipped across the room. |
| Being verb: Kresta is in the room. |

**Sensory details** are rich, vivid descriptions that appeal to the five senses: sight, smell, taste, touch, and hearing. For example:

Saied goes fishing early in the morning when the sky is deep blue and the cool wind blows through his long hair.

Sensory details make this sentence more interesting than simply saying, *Saied goes fishing.*

To make your writing clearer, you can use **modifiers**—adjectives and adverbs. Modifiers, if used and placed appropriately in the sentence, liven up a dull sentence. Take, for example, the sentence *Martha rode her bike.* This simple sentence can be made livelier by adding modifiers.

| Anxious to see her mother, Martha rode her shiny blue bike along the tree-lined street. |

The modifiers in this sentence are underlined. The sentence now helps readers picture how Martha rode her bike.
EXAMPLE

1 Read the following draft of a student’s report.

Do you know that the toothbrush we use today was invented in 1938, when Dupont de Nemours introduced nylon bristles? The first brush made out of these new bristles was called Doctor West’s Miracle Toothbrush. Ancient civilizations used different forms of brushes for brushing their teeth. As early as 3000 B.C., people used a “chew stick” made out of the frayed end of a twig. Bristle toothbrushes like the kind we use today were invented in 1498 in China.

Which sentence would you add to this report to incorporate the best use of sensory details?

A Stiff, coarse hairs taken from the back of a boar’s neck and attached to handles made of bone or bamboo served as toothbrushes before nylon brushes.
B Before nylon bristles, boar’s hair was used for making brushes.
C Natural materials were used for making brushes before nylon.
D Before Doctor West’s Miracle Toothbrush, animal hairs were used to make toothbrushes.

Step 1 Read the passage carefully. What kind of information should be added to incorporate sensory details?

The passage presents a short history of the toothbrush. The first paragraph introduces the origin of the nylon bristles we use today. The second paragraph provides information on the early forms of toothbrushes. The last sentence in this paragraph is about the bristle toothbrush.

Step 2 Which answer choice contains the best sensory details, giving the reader a clear picture of what is being written about?

Choices B, C, and D, while contributing extra pieces of information to the passage, do not give full or specific sensory descriptions of boar’s hair toothbrushes. Choice A, however, gives a lengthy description of boar’s hair toothbrushes. Choice A is the correct answer.
LEARN IT: Using the Active Voice

In a sentence using the **active voice**, the subject does the action expressed by the verb. In a sentence using the **passive voice**, the subject receives the action expressed by the verb. Sentences in passive voice are not grammatically incorrect, but they are often awkward, wordy, or vague. It is best to use active voice to tighten up one's writing. Aside from being direct, a sentence written in the active voice uses fewer words than a passive sentence.

To change a sentence from passive to active voice

1) ask yourself, who or what is performing the action in the sentence?
2) make the subject of the sentence the “be-er” or “do-er” of the action.

*Your favorite song was heard by me over the radio this morning.*

*PASSIVE*

*I heard your favorite song over the radio this morning.*

*ACTIVE*

The first sentence presents the subject as the receiver of the action as seen in the phrase *by me*. Notice that this version is complicated and wordy. In the revised sentence, the subject “I” performs the action “heard” on the object “song.”

*I am adding illustrations to my report, so I am busy.*

*PASSIVE*

*I am adding illustrations to my report, so I am busy.*

*ACTIVE*

The first sentence does not mention the person who is adding the illustrations. The second sentence clearly expresses a subject doing an action.

Note: Sometimes passive voice is the best way to express an action when the subject of the sentence cannot perform the action himself, herself, or itself.

*The victim was struck down early in the morning.*

*PASSIVE*

*The stars can be seen from the observatory.*

*ACTIVE*
EXAMPLE

2 Read the sentence below.

When the lights went out, the candle was passed by Ernestine to Joe so he could light it with a match.

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

A  When the lights went out, Joe could light the candle with a match by Ernestine.
B  When the lights went out, Ernestine passed the candle to Joe so he could light it with a match.
C  When the lights went out, Joe passed the candle to Ernestine so he could light it with a match.
D  When the lights went out, the candle by Ernestine was passed to Joe so he could light it with a match.

Step 1 Read the sentence carefully. Locate the main clause’s verb and ask yourself, who is performing the action?

The main clause is the candle was passed by Ernestine to Joe. The verb is was passed, and Ernestine is the person who is doing the action. The candle is the direct object.

Step 2 Read each answer choice. Which option correctly indicates that Ernestine is the agent and the verb is passed?

Joe is not the subject who is performing the action, so choices A and C are incorrect. Choice D is still in the passive voice because the direct object candle is still the subject of the sentence. Choice B shows the subject Ernestine performing the action, so B is in the active voice.
PRACTICE IT: Using Precise Language

The following is a rough draft of a student's report on dogs. It may contain errors. Read it and answer the questions that follow.

Loyal Pets

1. Have you ever wondered why pet dogs are so loyal to their owners? It's true that dogs depend on people to feed them, take care of them, and give them affection, but dogs may be loyal for reasons that are not so obvious. One explanation may be that dogs are related to wolves, which are social animals. Wolves live together in packs and depend on each other for survival. Wolves tend to be friendly and playful with members of their own pack. They hunt together, take care of their young together, and protect each other from animals.

2. Dogs have been our pets for much longer than any other animal, as they were one of the first animals to be domesticated by many cultures. The pups of wild dogs were probably what were originally tamed by people. Working together, people and dogs made efficient hunting teams. People were intelligent enough to make traps and weapons, but dogs were faster runners and had a better sense of smell. Their cooperation improved the well-being of both species. Working together, people and dogs could catch more food to eat. Both dogs and wolves are efficient in learning tricks, but dogs are more cooperative.

3. Socially, people and dogs have much in common. Dogs were “man’s best friend” long before people started planting in farms and raising other animals. Many ethnobiologists, who study the relationships between plants, animals, and humans, believe that people may have even learned some of their social skills, such as being loyal, from dogs. People are also social creatures that originally lived together in small tribes. Maybe people and dogs get along so well with each other because of these similarities!
1 Read this sentence from paragraph 1.

They hunt together, take care of their young together, and protect each other from __________.

Which word best replaces the underlined word to make the meaning more precise?

A dogs
B people
C strangers
D enemies

2 Read this sentence from paragraph 2.

The pups of wild dogs were probably what were originally tamed by __________.

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

A By people, the pups of wild dogs were probably tamed originally.
B Probably the pups of wild dogs were originally tamed by people.
C Originally, people probably tamed the pups of wild dogs.
D Leave as is.

3 Read this sentence from paragraph 3.

Dogs were “man’s best friend” long before people started planting in farms and raising other animals.

Which word best replaces the underlined phrase to make the meaning more precise?

A agriculture
B gardening
C botany
D farming

4 The student wants to add a sentence to the end of the report. Which version of the sentence is the most descriptive and precise?

A Today, humans continue to bond as families and friends, working and playing together, like wolves or dogs living in packs.
B Today, humans and dogs are still similar because they live in groups.
C Human beings are like dogs because they live in packs.
D Human beings are like dogs if you think about it.
LEARN IT: Supporting Evidence

One purpose of writing is to express an opinion. However, good writers don’t simply state their opinions. In order to be effective, they must develop their main ideas. Writers provide evidence to support and develop their ideas. They use facts and statistics, they provide examples, they conduct research, and they define terms. When writers effectively develop their ideas, they convince readers to see their point of view.

EXAMPLE

1 Read this passage.

Main Idea: Due to fast food restaurants, childhood obesity has become a major problem.

Supporting Evidence: Every day, I hear fellow students complain about being overweight. I see a lot of young people struggling with weight. Even my two younger cousins are well above the average weight for their age group. I read that the percentage of overweight children in the United States has doubled since 1970. The study said that almost 20 percent of children between the ages of six and nineteen are overweight.

What does this author need to do to fully support the topic sentence?

A  Develop the examples of peers who are overweight.
B  Link fast food restaurants to obesity.
C  State the percentage of overweight children.
D  Explain why obesity is a major problem.

Step 1 Read the paragraph carefully. What kind of evidence has the author used to support the topic sentence? What type of supporting evidence would improve the paragraph?

The author cites examples from personal observation, researched information from a study, and statistics to prove the increase in children who are overweight. However, the topic sentence also mentions fast food restaurants. The author does not cite any information that supports the claim that fast food restaurants are to blame for the rise in obesity.

Step 2 Read each answer choice. Which answer states the kind of evidence the author needs to include to support the topic sentence?

Answer choice A is incorrect; the author doesn’t have to develop the examples. C is incorrect; the author has already included statistics. Choice D is incorrect because, although the author does not prove it, most people accept that obesity is a problem. What is missing from the paragraph is evidence that fast food restaurants have increased obesity. Choice B is the correct answer.
LEARN IT: Supporting Scenarios

Providing illustrative scenarios will help you explain your main ideas more fully. Describing believable scenarios will help you persuade the readers to see your point of view.

EXAMPLE

2 Read this article.

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>Students will benefit if the school library extends its hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenarios:</td>
<td>Extended hours will allow students more time to use library resources and to practice and perfect study skills. Extended hours will prevent overcrowding during peak hours. Librarians will be able to do their job better because they won't be overworked and underpaid. Students who have to stay late after school will have a safe place to wait.</td>
</tr>
</tbody>
</table>

Of the four scenarios provided, which one is weakest and why?

A. Giving students more time is weak because students always procrastinate.
B. Preventing overcrowding is weak because most libraries are pretty big.
C. Protecting the librarians’ jobs is weak because students don’t care about that.
D. Providing a safe place to wait is weak because libraries should not be expected to provide that service.

Step 1 Read the passage carefully. How effectively do the scenarios the author describes support the main idea?

Providing four different scenarios, or reasons, why the library should stay open longer helps me to consider the idea. I almost agree with the idea. I am at least persuaded to care about it. The scenarios all relate to different consequences if library hours are shortened. They all seem like pretty good points to me.

Step 2 Read each answer choice carefully. Which answer best points out a possible weakness or flaw in one of the scenarios?

After reading the answer choices, I realize that it’s important to think ideas through and not just accept the author’s word for it. Choices A, B, and C do not point to weaknesses in the scenarios because not all students procrastinate, libraries are not all big, and students do care about the librarians. Answer choice D points out a weakness in the scenario. It is not the job of the library to provide a place for students to hang out if they have nowhere else to go. Answer choice D is the best answer.
LEARN IT: Hypotheses

You can develop a main idea by stating a hypothesis, a theory about what might happen or how an idea might be beneficial. Many thinkers and scientists have developed new ideas by following hypotheses.

EXAMPLE

1. Read this article.

Main Idea: People watch too much television.

Hypothesis as Support: If people make a conscious effort to watch less television every day, they might find their lives changing in amazing ways. If people watch even one hour less TV than normal, they can accomplish all kinds of things. They can read books, finish projects, learn a craft, or get more exercise. The habit could have radical results. People might get to know their neighbors better or participate in community activities. Perhaps if people see the benefits, they might never turn the TV on again.

What is the basis of the hypothesis explored in the passage?

A. increasing accomplishments
B. changing people’s lives
C. watching less television
D. forming communities

Step 1. Read the passage carefully. What is the author’s hypothesis?

The author explores the idea of what would happen if people watched less television. The author does not say why we should watch less television, but just what might be the benefits of watching less TV, and what people could do instead.

Step 2. Read each answer choice carefully. What answer states the hypothesis?

Answer choices A, B, and D all state the possible benefits of watching less television. The hypothesis explores the idea of what might come from watching less television. Answer choice C is correct.
LEARN IT: Definitions

It is very important to define your terms. Not everyone defines ideas in the same way. It is important to define words that readers may not understand. You can do that in a sentence or two. It is also important to define concepts so that readers understand your point of view. For example, you might need a full paragraph to define courage, envy, hunger, or flirtation. If you ask twenty people to define responsible driving habits, you may discover twenty different ideas.

EXAMPLE

Read this passage.

Main Idea: When I get a job, it will be work I enjoy doing.

Definition: My grandfather defines work as unpleasant activities that people are forced to do to earn money. He worked hard to provide for his family, but he never found his work fulfilling. Grandpa complains bitterly about his thirty-five year job with the railroad company.

I define work as interesting effort that leads to exciting results. Work can be hard but it is rewarding because I only do work that interests me. I know I may have to start out working entry-level jobs, but I am determined to always do work that I enjoy.

How does the author define the seemingly simple concept of work?

A He cites the dictionary definition of work.
B He explains that the common idea of work can mean many things.
C He compares his definition of work to an opposite definition.
D He provides convincing evidence that work should always be rewarding.

Step 1 Read the passage carefully. How does the author use definition to support his main point?

His main point is that he wants to do work he enjoys. To support his point, he defines his concept of work, which is different from his grandfather’s.

Step 2 Read each answer choice carefully. Which best explains how the author supports his point by defining a term?

Answer choice A is incorrect. He does not need to cite a dictionary definition—people know what the word itself means, but people have different attitudes toward the concept. Answer choice B is incorrect because it is too vague. The author’s purpose is not to simply show that work means many things. Answer choice D is incorrect; he does not intend to convince people that work should be rewarding. He wants to clearly state his idea of work. Answer choice C is correct. The author explains his definition of work by comparing it to his grandfather’s.
PRACTICE IT: Supporting Evidence

Read the passage and answer the questions that follow.

Our School Custodians

1. Recently, the school custodians received complaints about dust in the corners of the chemistry lab. This happened during a week when high winds knocked over a tree and garbage cans outside. Rain turned the hallways into mudways. The four janitors employed by this school worked overtime to put everything back in order. They are a small staff with a lot of work. Needless to say, the complaints seemed like an attack.

2. Some students think janitor work is menial, or lowly. They think it must be demeaning, work no one would want to do. That's not true. Cleaning can be rewarding. One janitor, Fred, told me he likes to stay active. He would not like to sit at a desk. He also likes his coworkers. He likes working at the school. The job also has good pay with good benefits.

3. Our janitors care about our school and take pride in their work. The janitors’ work is physical and grueling. They strip and wax floors, and they move heavy furniture. Did I mention the bathrooms? They uncomplainingly clean up messes they are too discreet to describe. After that, they order supplies, set up for concerts and plays, and handle large-scale cleaning of areas like the gym and cafeteria.

4. I’ve seen students toss junk food bags and even plates of food into trash cans meant only for paper and pencil shavings. It’s not fair to turn around and complain about a full trash can. If we didn’t have good janitors, campus would be a mess and possibly a health hazard. We are the reason janitors have to work so hard. “It’s good job security,” Fred says.

5. Next time you use a sparkling bathroom or walk down a gleaming hallway, consider thanking the custodians. Our janitors need our recognition and support. If students took as much pride in a clean campus as the janitors do, the campus would be spotless.
1. How does the author support the idea in paragraph 1, that the complaints seem like an attack?
   A. by describing examples
   B. by defining terms
   C. by stating a hypothesis
   D. by providing statistics

2. What attitude does the author want to support in this passage?
   A. Janitors should work overtime.
   B. Janitorial work should be valued.
   C. Students are messy.
   D. Students should not complain to janitors.

3. What word does the author define?
   A. custodians
   B. complaints
   C. menial
   D. discreet

4. Which sentence from the passage best expresses its main idea?
   A. “Recently, the school custodians received complaints about dust in the corners of the chemistry lab.”
   B. “Some students think janitor work is menial, or lowly.”
   C. “The janitors’ work is physical and grueling.”
   D. “Our janitors need our recognition and support.”
LEARN IT: Multiple Sources

When you write a research report, you **synthesize information**, meaning you combine information from a variety of reliable sources on a topic. Different sources will provide different points of view, different perspectives, and even sometimes conflicting information.

**EXAMPLE**

1. Read both passages.

   **Passage #1** is from a biography of William Taft, who served as twenty-seventh president of the United States from 1909–1913. The biography was written for the official White House Web site: http://www.whitehouse.gov/history/presidents/wt27.html.

   Distinguished jurist, effective administrator, but poor politician, William Howard Taft spent four uncomfortable years in the White House. Large, jovial, conscientious, he was caught in the intense battles between Progressives and conservatives, and got scant credit for the achievements of his administration.

   **Passage #2** is from a book published in 1913 called *The Wreck: An Historical and a Critical Study of the Administrations of Theodore Roosevelt and of William Howard Taft* by Henry Clay Hansbrough (1848–1933), a senator from Nebraska.

   As has been said, it was Mr. Taft’s misfortune to have surrounded himself with men having little or no experience in the field of politics, and strangely enough he rejected the advice and proffered aid of those who had made party management in the largest sense a lifelong study. It was as if he had gone to sea in a leaky ship with a crew of landlubbers who would be in great luck indeed if they succeeded in running the vessel on a rock. In any event the consequence was disaster to the party, and the surprise is that Mr. Taft even got the nomination.

Which choice states the **best** comparison between the two passages?

A. The White House biography is official, but *The Wreck* is biased.

B. The White House biography is positive, but *The Wreck* is more factual.

C. The White House biography and *The Wreck* make opposing claims about Taft.

D. Both sources make the same point, but *The Wreck* states it more negatively.

**Step 1** Read both passages carefully. How are they alike and different?

*Both passages seem to agree on the point that Taft was not a good politician. However, the White House biography offers a more positive picture of Taft.*

**Step 2** Read each answer. Which answer compares the two passages?

*Answer choices A and B are incorrect because I don’t know whether *The Wreck* is either biased or more factual. Choice C is incorrect because both passages make the same point about Taft. The best answer is choice D.*
LEARN IT: Evaluating Sources

When synthesizing two or more sources, it is important to evaluate the reliability of each source. Your source information must be accurate and credible. You should consider the expertise of its author and the good reputation of its publisher. You should also think about when the sources were written and why. All these factors determine the perspective of the information.

EXAMPLE

Refer to both passages in the previous Learn It.

What point is least important to take into account when comparing the passages?

- A. the biographies of their authors
- B. the year the sources were published
- C. the credibility of the sources
- D. the reputation of their authors

**Step 1** Read both passages carefully. Based on the information you have, how do you evaluate the reliability of the sources?

The White House source can probably be trusted, since it is an official Web site representing the U.S. government. However, the information on the Web site might not be as in-depth as other sources. Also, there is no author listed. The book The Wreck certainly seems a little biased; Hanbrough has strong opinions about Taft’s presidency, but he might have good points. I see that he wrote the book during the last year of Taft’s presidency. He has a current perspective on the era but does not have the advantage of historical perspective.

**Step 2** Read each answer choice. Which answer contains the least important thing to consider about the passages?

Answer choices B, C, and D are all important to take into account when evaluating sources. Answer choice A, the biography of the authors, is less important. While it may have some bearing on the source, it’s not as important as the other three points. Answer choice A is correct.
PRACTICE IT: Multiple Sources

Read the passages and answer the questions that follow.

**Passage #1** was found in an article about the Oval Office on the official White House Web site: http://www.whitehouse.gov/history/life/ovaloffice.html.

1 On an early October morning in 1909, President William Howard Taft became the first president to walk into the Oval Office. Greeting the twenty-seventh president of the United States were silk velvet curtains and a checkerboard floor made of mahajua wood from the Philippines. Caribou hide tacked with brass studs covered the chairs in the room. President Taft chose the olive green color scheme.

2 . . . What President Taft could not imagine in 1909 when he built the Oval Office was that the office itself would become a symbol of the presidency. Over the years Americans developed a sentimental attachment to the Oval Office through memorable images, such as John Kennedy, Jr., peering through the front panel of his father’s desk or President Nixon talking on the phone with astronauts after a successful voyage. Television broadcasts, such as President Reagan’s speech following the *Challenger* explosion, would leave lasting impressions in the minds of Americans of both the office and its occupant.

**Passage #2** Encyclopedia Excerpt

1 For President Taft, the oval office symbolized the modern-day president. Taft created the Oval Office in the center of the West Wing to be more involved with the day-to-day operation of his presidency than his recent predecessors.

2 In 1929, the West Wing caught fire, and the original Oval Office was gutted. Hoover rebuilt the room to Taft’s design. Franklin Roosevelt expanded the West Wing in 1933. He moved the Oval Office to the southeast corner in place of the laundry-drying yard. The new location had better light and provided easier travel back and forth to the Presidential Residence.

3 Since 1934, the modern Oval Office has changed little except in its furnishings. Every president since then has commissioned a new rug and drapes except for Eisenhower and Carter. Most recently, Bill Clinton chose a navy blue rug with gold drapes, and George W. Bush chose softer colors, a pale gold rug and antique gold drapes. Eisenhower damaged the floor with his golf spikes. Kennedy’s new decor was being installed the day he was assassinated. Presidents have hosted dignitaries, important meetings, and even a few pop celebrities in the Oval Office; Nixon hosted Bob Hope and Elvis Presley, and recently, George W. Bush hosted Bono.
1. What information does passage 2 add to passage 1?
   A. when the Oval Office was built
   B. who drafted the architectural designs of the Oval Office
   C. why Taft designed the Oval Office
   D. where Taft got the idea for the Oval Office

2. For what type of research would these two sources be most useful?
   A. to show how the Oval Office has changed
   B. to describe the policies of each president
   C. to write a biography of George W. Bush
   D. to write a history of the White House

3. Read this sentence from passage 1:
   “[Greeting the President was] a checkerboard floor made of mahajua wood from the Philippines.”

   Why might the information not be included in a synthesis?
   A. It is highly detailed and is not mentioned in the other passage.
   B. No one can see the floor.
   C. The article is not about the Philippines.
   D. Taft had poor taste in designing.

4. What would make the best title for a report using these two sources?
   A. Taft’s Vision
   B. Presidential Taste in Oval Office Décor
   C. Why President Taft Built the Oval Office
   D. A History of the Oval Office
LEARN IT: Revise for Organization

When you _revise_ your work, you review and rewrite it in order to improve it. When revising, you have to examine the logical pattern of your ideas. One idea should smoothly lead the reader to the next. Every piece of writing has to be organized in a way that makes sense.

EXAMPLE

Read the following student draft.

### Miguel de Cervantes Saavedra

1. Many people know about the ordinary man from the country who believed that he was a knight-errant—Don Quixote of la Mancha. However, very few people know about the man who created him, a Spanish author named Miguel de Cervantes Saavedra. This author's life is as exciting as Don Quixote's story, if not more so.

2. Cervantes was born in 1547 in a town near Madrid. His family traveled around Spain for most of his young life because his father was a surgeon who tried to keep his practice. He studied under the humanist Juan Lopez de Hoyos in the 1560s. Hoyos published Cervantes's first poems.

3. As a lad, Cervantes went to Rome to work at a house of an Italian nobleman, after which he joined the army. He fought at the Battle of Lepanto in 1571, during which his left hand was wounded. After recovering from his injury, he went back to Spain but was captured by Algerian pirates on the way. He experienced five long years of slavery before he was freed by Trinitarian friars who paid for his ransom. At this point, he went back to Madrid. Cervantes used this experience to introduce themes of freedom and captivity in his later works.

4. In 1584, Cervantes married Catalina de Salazar, a woman twenty-two years his junior. Around this time, he published a pastoral romance novel _La Galatea_. He became a government official in 1588, serving the Invincible Armada, the Spanish fleet that tried to invade England. He was imprisoned in Seville in 1597 when he ran into some financial problems with the government. During his time in prison, he wrote _Don Quixote de la Mancha_. The first part of this novel was published in 1605; the second part came out a decade later. _Don Quixote_ was received with success that was so overwhelming that it was translated into English and French and went through a number of editions.

5. Cervantes later published a collection of short stories, a poem entitled _Journey from Parnassus_, and a number of his plays. A few days before his death in April 1616, Cervantes persevered to finish writing a romance called _The Travails of Persiles and Sigismunda_. This last work is considered one of his best.
1 The student wants to add the following sentence to the essay.

Don Quixote de la Mancha cemented Cervantes's name in the Spanish and international literary scene.

Where should the student add this sentence?
A at the end of paragraph 2
B at the beginning of paragraph 3
C at the end of paragraph 4
D in the middle of paragraph 5

Step 1 Read the sentence carefully. What is it about?

It is about Cervantes’s novel Don Quixote de la Mancha and how it made him a widely known author.

Step 2 Read each answer choice. What are these paragraphs about?

Paragraph 2 is about Cervantes’s early life. Paragraph 3 tells of Cervantes’s work in Rome, his participation in the Battle of Lepanto, and his captivity at Algiers. Paragraph 4 recounts his marriage, his post at the government, and his imprisonment, during which he wrote Don Quixote de la Mancha. The novel was published a few years later and was successful. Paragraph 5 tells of Cervantes’s later works.

Step 3 Which of these answer choices would be the best place to add the sentence above?

The end of paragraph 2 is not the right place to add the sentence because it is about a time when Cervantes’s literary career had not yet taken off. The sentence also cannot be added at the beginning of paragraph 3 because that paragraph is about a time when Cervantes was not writing because many things were happening to him. The sentence also could not be added to the middle of paragraph 5 because that paragraph is about Cervantes’s later works.

Since the sentence that needs to be added is about the novel Don Quixote de la Mancha and how it made Cervantes a famous author, it should be added at the end of paragraph 4. This paragraph tells when the novel was written and that it was received with overwhelming success. C is the correct answer.
LEARN IT: Revise for Word Choice

In your revision, look out for words that are too vague or do not accurately convey your intended meaning. Replace these with precise terms that are not ambiguous.

Daniel thought about his decision to choose Stanford University.

The verb *thought* can be revised so that it more precisely means *weighed in one’s mind*.

Daniel pondered his decision to choose Stanford University.

The verb *pondered* is a precise word to show how seriously Daniel is thinking of his decision.

EXAMPLE

Read the following passage.

Planting trees in your backyard gives many benefits. Besides making your backyard beautiful, trees can help keep fresh air, provide shelter from the harmful heat of the sun, and make your surroundings cooler, especially during summer. Planting trees can also be a way for you to help the environment beyond merely keeping fresh air. This is because trees can be a habitat for birds and other tree-dwelling creatures.

2 Which is the best substitute for the underlined word in the paragraph?

A producing
B maintaining
C cultivating
D providing

**Step 1** Read the passage carefully. Concentrate on the sentence that has an underlined word. What is the sentence trying to say? Is there a more precise word to replace the word?

*The sentence is about the benefits that result from planting trees. The underlined word is saying that trees help keep fresh air, but keeping is not a precise word.*

**Step 2** Read each answer choice. Which of these words is a more precise term to replace *keeping*?

*The verb *maintaining* is the precise term that should be substituted for the verb *keeping*. To maintain is to continuously keep something in a certain condition, which is what trees do. Trees keep the air fresh. Producing and providing do not have meanings that imply continuousness. Cultivating is a verb that cannot be used to replace keeping because cultivating means “improving growth.” Trees do not “grow” fresh air; they maintain it. Therefore, B is the correct answer.*
LEARN IT: Revise for Tone

**Tone** is an author’s attitude toward his or her subject matter. Authors must make sure that all of their sentences are consistent with the overall tone of the work.

**EXAMPLE**

Read the following student draft.

(1) A person who snores is always a source of someone’s jokes or annoyance. (2) However, snoring is not humorous and must not be regarded as merely a disturbance.

(3) Snoring is produced when the soft palate and the uvula vibrate when one breathes in while sleeping. (4) Primary snoring, characterized only by loud breathing sounds and dryness of mouth upon waking, is not dangerous. (5) Breathing is just partly obstructed. (6) However, there is a type of snoring called obstructive sleep apnea that you should talk about with a doctor. (7) Apnea means cessation of breathing, which makes it a serious disorder. (8) Those who have sleep apnea experience complete obstruction of breathing for 10 seconds or longer.

(9) You may have heard a family member suddenly become quiet after a few minutes of snoring. (10) But after a very short while, he or she jolts you with an even louder snort, as if fighting for breath. (11) If this happens to your dad, you should be scared.

(12) If you know someone who snores, you must advise that person to consult a sleep specialist in order to determine if it is primary snoring or sleep apnea. (13) The doctor might suggest a weight-loss program, forbid alcohol, or recommend tips for sleeping. (14) Some suggest a surgery that involves removing excess tissue.

**Which of these is the best way to revise sentence 11 to match the tone of the passage?**

A. This happens to my dad all the time; it scares me.
B. If this happens to a family member, one should be alarmed.
C. We have a problem when this happens.
D. If this happens to one of your family members, it is a cause for concern.

**Step 1** Read the passage carefully. What is its overall tone?

*The overall tone of the passage is serious but not too formal.*

**Step 2** Read sentence 11. What is the tone of this sentence?

*Sentence 11 is too informal to fit the overall tone of the passage.*

**Step 3** Read each answer choice. Which of these is the best revision?

*Choice D sounds serious, warning the reader in a way that is not too formal. Therefore, D is the correct answer.*
Revise Writing

PRACTICE IT: Revise for Organization, Word Choice, and Tone

Read the passage and answer the questions that follow.

Green Tea

(1) Tea is a beverage that spans many centuries and is enjoyed all over the world, especially in Asian countries such as India, China, and Japan. (2) It comes from the plant *Camellia sinensis*.

(3) Green tea, in particular, is a popular beverage known for its health benefits. (4) Compared to black and oolong tea, it has the highest concentration of antioxidants called *polyphenols*. (5) Antioxidants help neutralize compounds in the body that destroy cells and cause cancer. (6) Many medical institutions have done studies that conclude that green tea extracts prevent cancer by eliminating cancerous cells. (7) These studies show that those who consume green tea are less likely to develop cancer than those who do not.

(8) Other research studies reveal that green tea also lowers cholesterol and lessens the risk of heart disease. (9) Polyphenols help prevent the body from absorbing cholesterol. (10) Green tea also regulates one’s blood sugar, preventing diabetes or slowing its progression.

(11) Green tea is also said to combat toxins that come from alcohol consumption, studies claim. (12) This leads researchers to believe that it is good for the liver, as well. (13) It is also used as a diuretic, which helps get rid of urine in the body.

(14) Known as a fat-burning herb, green tea promotes digestion and boosts metabolism. (15) I know many pharmaceutical companies that are so enterprising that they manufactured weight-loss pills out of green tea for people who watch their weight.

(16) Green tea’s caffeine content also helps promote mental alertness. (17) However, it is only beneficial when taken in moderate amounts. (18) Too much intake may lead to insomnia, stomach problems, diarrhea, high blood pressure, palpitations, and dizziness. (19) Herbs have a negative reaction to other herbs and medicines. (20) To ensure that green tea is beneficial rather than harmful, take only 2 to 3 cups or around 400 mg per day.
1. Read this sentence.
   Like any herbs, green tea should be taken with precaution.

   Where should this sentence be added?
   A  after sentence 3
   B  before sentence 8
   C  after sentence 16
   D  before sentence 19

2. Which of the following improves the structure of sentence 11?
   A  Studies claim that green tea also combats toxins that come from alcohol consumption.
   B  Green tea fights alcohol consumption toxins, as seen in study results.
   C  Toxins from drinking alcohol are destroyed by green tea, studies say.
   D  Toxins from drinking alcohol are eliminated by drinking green tea, studies claim.

3. Read this sentence from the essay.
   Many medical institutions have done studies that conclude that green tea extracts prevent cancer by eliminating cancerous cells.

   Which is the best substitute for the underlined word in the sentence?
   A  made
   B  researched
   C  conducted
   D  prepared

4. Which of these is the best way to revise sentence 15 to match the tone of the passage?
   A  We all know about those weight-loss pills that have green tea content.
   B  Pharmaceutical companies have included it as an ingredient in dietary supplements that aid in weight loss.
   C  This is why medicine manufacturers make green tea pills for people who follow a diet.
   D  People who watch their weight are thankful for companies that produce dietary supplements with green tea extracts.
LEARN IT: Clauses

A **clause** is a group of words containing a subject and a verb. An **independent clause**, or **main clause**, expresses a complete thought and can stand alone as a sentence. A **dependent clause**, or **subordinate clause**, cannot stand by itself and must be combined with an independent clause to make sense.

Sentences made up of a single independent clause can be joined to make new sentences. Two independent clauses can be combined, or one clause can be made a dependent clause and joined with an independent clause. The following are some common ways of combining sentences.

<table>
<thead>
<tr>
<th>Method of Combining</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination</td>
<td>Independent clauses are joined using a comma and one of the coordinating conjunctions: <em>and, but, or, nor, for, yet, and so.</em></td>
<td>Alicia wants to buy her mother a pair of earrings. She cannot afford it. Alicia wants to buy her mother a pair of earrings, <em>but</em> she cannot afford it.</td>
</tr>
<tr>
<td>Subordination</td>
<td>One sentence can be changed to a dependent clause by introducing it with a subordinating conjunction, such as <em>because, while, or although, and combining it with the other sentence.</em></td>
<td>George remains the top student in his class. He wants to make his parents proud. George remains the top student in his class <em>because</em> he wants to make his parents proud.</td>
</tr>
<tr>
<td>Semicolon</td>
<td>The two sentences are simply combined using a semicolon. No other alteration is needed.</td>
<td>Jane enjoys dancing so much. The crowd loves her graceful moves. Jane enjoys dancing so much; the crowd loves her graceful moves.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read these sentences.

The outbreak has alarmed health officials. They will try to contain it.

What is the correct way to combine the sentences?

A  The outbreak has alarmed health officials because they will try to contain it.
B  The outbreak has alarmed health officials, but they will try to contain it.
C  They will try to contain it, or the outbreak has alarmed health officials.
D  They will try to contain it; the outbreak has alarmed health officials.

Step 1 Read the sentences again. What is the relationship between the two sentences?

The first sentence says that an outbreak has alarmed health officials. The second sentence contains a contrasting idea stating that even though the health officials are alarmed, they will try to contain the outbreak.

Step 2 Read each answer choice carefully. Which combination of the two clauses makes the most sense?

Choice A cannot be correct because its first sentence is not the result of the second. Choice B makes sense because the two opposing ideas are combined using the conjunction but. Choice C makes it sound as though the outbreak and the officials’ responses to it are mutually exclusive, when in fact the two ideas are occurring at the same time. Choice D uses a semicolon, but this combination makes the relationship between the two independent clauses ambiguous and difficult to understand. Choice B is the best answer.
**LEARN IT: Phrases**

A **phrase**, unlike a clause, is a group of related words in a sentence that lacks a subject, a verb, or both, and does not express a complete thought. The following are the most common kinds of phrases.

<table>
<thead>
<tr>
<th>Kind of Phrase</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerund phrase</td>
<td>It includes a gerund (a verb form that ends in -\textit{ing}) and its modifiers, objects, or complements. It functions as a noun.</td>
<td>The couple likes traveling to different places.</td>
</tr>
<tr>
<td>Infinitive phrase</td>
<td>It consists of an infinitive and its modifiers, objects, or complements. It can function as a noun, adjective, or adverb.</td>
<td>Noun: \textit{To wait} is what she hates the most.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjective: His idea \textit{to wake up earlier every day} did not work out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb: \textit{To make your work easier}, plan everything you need to accomplish for the day before going to the office.</td>
</tr>
<tr>
<td>Participial phrase</td>
<td>It consists of a present or past participle and its modifiers, objects, or complements. It functions as an adjective.</td>
<td>Inspired by her friends, Elise wrote a poem about them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I watched the lion \textit{pacing in his cage}.</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read this sentence.

Zoe loved going to the park because she liked to watch the ducks swimming in the pond, followed by their ducklings.

Which of the following is an infinitive phrase?

A going to the park
B followed by their ducklings
C swimming in the pond
D to watch the ducks

Step 1 Read the sentence. What kinds of phrases can you identify? How do they function in the sentence?

There are several phrases in the sentence. Going to the park is a gerund phrase that acts as a noun showing what Zoe loves to do. To watch the ducks is an infinitive phrase that also acts as a noun describing what Zoe likes to do. Swimming in the pond and followed by their ducklings are phrases that describe the ducks. Both are participial phrases.

Step 2 Look at the answer choices. Which one shows an infinitive phrase?

Choice A contains a gerund phrase, while choices B and C are participial phrases. Only choice D, to watch the ducks, is an example of an infinitive phrase. D is the correct answer.
LEARN IT: Punctuation Marks

Punctuation marks are symbols used to clarify meaning in what we read and write. A colon is commonly used to introduce a series of items, often after expressions such as the following or as follows. Commas are used to separate the items in a series or to link together several related thoughts that cannot stand alone. A semicolon is often used to join independent clauses that are closely related but are not joined by a coordinating conjunction.

Other common punctuation marks include the ellipsis and the hyphen. Use an ellipsis to mark omissions from quoted materials. Use a hyphen with compound numbers (e.g., twenty-one, ninety-nine), certain prefixes (e.g., ex-, self-, all-, great-), and certain suffixes (e.g., -elect and -free). You should also hyphenate any prefix that comes before a proper noun, as well as compound adjectives when they precede the noun they modify.

EXAMPLE

3 Read the following sentence.

Our town has beautiful; clean, and well-preserved beaches that attract thousands of vacationers every year.

What is the correct way to write the sentence?

A Our town has beautiful; clean; and well-preserved beaches that attract thousands of vacationers every year.

B Our town has beautiful, clean, and well-preserved beaches...that attract thousands of vacationers every year.

C Our town has beautiful, clean, and well-preserved beaches that attract thousands of vacationers every year.

D Leave as is.
Step 1  Read the sentence and study the punctuation marks that are used. Is there a punctuation mark that doesn't function as it should? What could replace that punctuation mark?

The punctuation marks that I see are a semicolon, a comma, and a period. The period is used correctly because it ends the sentence. The comma is also placed correctly because it separates items in a series. The semicolon is not used correctly in this sentence because it separates an item in a series. It should be replaced with a comma.

Step 2  Look at the answer choices. Which answer choice uses all punctuation marks correctly?

The use of semicolons in choices A and D is not appropriate because a semicolon is not used to separate items in a series. Choice B uses an ellipsis incorrectly, as there are no words omitted from the sentence. Choice C correctly uses commas to separate the items in the series. The correct answer is choice C.
PRACTICE IT: Clauses, Phrases, and Punctuation

Read the passage and answer the questions that follow.

The City Library

(1) The City Library has remained open and continues to serve the reading public. (2) The city has experienced several floods and other calamities recently.

(3) The library has the following: a reading area; a newspaper corner; a photocopying area; a computer room; a circulation section; a reference section; a children’s books area; and the chief librarian’s office.

(4) Various groups and individuals have donated . . . books, equipment, and money to improve the library’s quality of service for the convenience of the public.

(5) Many of the city’s residents have noticed that the library has remained unchanged over the past thirty years. (6) They believe that the library still plays an important role in maintaining a well-informed reading public. (7) It preserves the physical materials of history and safeguards the collective memory of the community.
What is the correct way to combine sentences 1 and 2?

A The City Library has remained open and continues to serve the reading public; the city has experienced several floods and other calamities recently.
B The City Library has remained open and continues to serve the reading public, despite several recent floods and other calamities that the city has experienced.
C The City Library has remained open and continues to serve the reading public, and the city has experienced several floods and other calamities recently.
D Leave as is.

What is the correct way to write sentence 3 to demonstrate correct punctuation?

A The library has the following: a reading area, a newspaper corner, a photocopying area, a computer room, a circulation section, a reference section, a children's books area, and the chief librarian's office.
B The library has the following...a reading area; a newspaper corner; a photocopying area; a computer room; a circulation section; a reference section; a children's books area and the chief librarian's office.
C The library has the following—reading area; newspaper corner; photocopying area; computer room; circulation section; reference section; children's books area and chief librarian's office.
D Leave as is.

What is the correct way to combine sentences 6 and 7?

A They believe that the library still plays an important role in maintaining a well-informed reading public but preserves the physical materials of history and safeguards the collective memory of the community.
B They believe that the library still plays an important role in maintaining a well-informed reading public or preserves the physical materials of history and safeguards the collective memory of the community.
C They believe that the library still plays an important role in maintaining a well-informed reading public because it preserves the physical materials of history and safeguards the collective memory of the community.
D They believe that the library still plays an important role in maintaining a well-informed reading public although it preserves the physical materials of history and safeguards the collective memory of the community.

What is the correct way to write the underlined part of sentence 4?

A donated books—equipment, and money
B donated books, equipment, and money
C donated...books: equipment, and money
D Leave as is.
LEARN IT: Sentence Construction

A sentence is a word or group of words that forms an idea, a statement, a question, or dialogue that expresses a complete thought. Writers who know the principles of grammar are able to identify errors in sentence structure.

A sentence in its simplest form can consist of a single word, as in “Stop!” Each sentence has at least one clause—a group of words with a subject and a predicate. The subject tells who or what the sentence is about, and the predicate tells what the subject does. A sentence usually has a verb that shows action. For example:

Antonietta bakes cookies for her friends every weekend.

Subject + Predicate = SENTENCE

An independent clause can stand alone within a sentence. (A camel’s hump stores fat.)
A dependent clause cannot stand alone within a sentence. (Since a camel’s hump stores fat)

There are different types of sentences:

- A simple sentence has one independent clause. (Bill does the laundry.)
- A compound sentence has two or more independent clauses that are joined using coordinating conjunctions, such as and. (Bill does the laundry, and Lee washes the dishes.)
- A complex sentence has at least one independent clause and one or more dependent clauses that are joined by subordinating conjunctions, such as while. (You can study while you work.)
- A compound-complex sentence has two independent clauses and one or more dependent clauses that gain their meaning from the independent clause. (Though my favorite uncle is busy with his pet shop, he never fails to take me to the carnival every Sunday, and I love him for that.)

A word or phrase that is not the subject or predicate but adds to the meaning of the sentence is called a modifier. Modifiers such as adjectives, adverbs, and prepositional phrases should not take the place of specific nouns and verbs. Good writers use only vivid and specific modifiers, thus avoiding unnecessary words that cloud the meaning of a text. Two common types of grammar errors to avoid are misplaced modifiers and dangling modifiers. These are phrases that are improperly located in relation to the words they modify.
• **Misplaced modifiers** are descriptive phrases that make a sentence unclear, inaccurate, or illogical because they are not placed near the words they modify.

A cup of coffee sat on the table that Helga wanted to drink.

   In this example, the modifier *that Helga wanted to drink* is misplaced because it seems to modify the table and not the cup of coffee. The sentence should be revised to read, *A cup of coffee that Helga wanted to drink sat on the table.*

• **Dangling modifiers** are descriptive phrases that do not seem to modify any of the words in the sentence. The modifiers dangle because they are not logically connected to the main part of the sentence.

Giggling with delight, the soft bunny slippers tickled my feet.

   In this example, the modifier *giggling with delight* does not seem to modify any of the words in the main clause. One can correct sentences with dangling modifiers by adding a word or group of words that should be modified by the dangling modifiers, or by completely deleting the dangling modifiers from the sentence. The sentence could be revised to read, *I giggled with delight as the soft bunny slippers tickled my feet.*

**EXAMPLE**

1. **Read the sentence below.**

Croaking their scratchy throats out, the children would see dozens of the short, chubby frogs sitting by the banks of the pond.

**What is the best way to rewrite the sentence to improve the placement of modifiers?**

A  The children would see dozens of the short, croaking their scratchy throats out, chubby frogs sitting by the banks of the pond.

B  Croaking their scratchy throats out, the children would see, sitting by the banks of the pond, dozens of the short, chubby frogs.

C  The children would see dozens of the short, chubby frogs sitting by the banks of the pond, croaking their scratchy throats out.

D  Dozens of the short, chubby frogs sitting by the banks of the pond, croaking their scratchy throats out, the children would see.
Step 1  Read the sentence and locate the dangling modifier. Which phrase is placed beside a part of the sentence it doesn’t describe?

The dangling modifier is Croaking their scratchy throats out, and it seems to modify children, which does not make sense. I think the sentence means the children are watching the frogs sitting and croaking by the banks of the pond. The modifier refers to the frogs.

Step 2  Read the answer choices. Which sentence correctly places the modifier next to the part of the sentence it is describing?

In Choice A, the dangling modifier is still next to the wrong part of the sentence, and it is an awkward sentence. In Choice B, the other parts of the sentence were interchanged, but the modifier has not moved. Choice C has the modifier next to the frogs, which were “sitting by the banks of the pond” and “croaking their scratchy throats out.” Choice D has the modifier and the part of the sentence it is describing next to each other, but the other parts of the sentence are not in the right places. Choice C is the best answer.
LEARN IT: Parallel Structure

A sentence with a parallel structure has verbs and modifiers in a similar grammatical form, joined by coordinating conjunctions, such as and or or. The same grammatical form or pattern of words in a parallel structure makes the writing clear and balanced.

Christopher wants to play soccer and to join the art club. (parallel)
Christopher wants to play soccer and joining the art club. (not parallel)

Notice that the first sentence is easier to understand because both the verbs play and join are in the infinitive form. The gerund joining in the second sentence should not be paired with the infinitive to play.

Parallelism occurs at the word, phrase, or clause level.

- **Words and Phrases**—Their forms should not be mixed.
  - Infinitive phrases: I like to hike, to ski, and to surf.
  - Gerunds: I like hiking, skiing, and surfing.
  - Adverbs: I type accurately, quickly, and carefully.
  - Verbs: I bathed the dog, mowed the lawn, and fetched Jo.

- **Clauses**—A sentence that begins with clauses must continue using clauses.
  - Same pattern: I told my sister that she should eat lots of vegetables, that she should do her assignments, and that she should not stay up late.
  - Same active voice: I thought that I could skip the movie marathon, that I could go home to play with my baby brother, and that my mom could drive us to the park.

Parallel structures require the use of accurate modifiers and similar forms of articles, prepositions, and correlative expressions.

- **Parallel Articles:** I saw an eagle, an owl, an albatross, and an oriole.
- **Parallel Prepositions:** Bambi both contributes to and learns from this job.
- **Parallel Correlative Expressions:** This is not a place for teenagers, but for babies.
EXAMPLE

2 Read this sentence.

We used to pretend the frogs were to smile and singing lullabies to all the baby tadpoles swimming in the pond.

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

A the frogs were smiling and singing lullabies to all the baby tadpoles swimming in the pond.
B the frogs were to smile to sing lullabies to all the baby tadpoles to swim in the pond.
C the frogs smiled and singing lullabies to all the baby tadpoles swimming in the pond.
D the frogs were smiling and to sing lullabies to all the baby tadpoles swimming in the pond.

Step 1 Read the sentence carefully. Why is the sentence structure not parallel?

The sentence pairs the infinitive verb to smile with the participle singing. It will be parallel if an infinitive verb is paired with another infinitive verb or a participle with another participle.

Step 2 Read all the possible choices. Which answer choice has a parallel structure?

Only choice A pairs the two participles smiling and singing and is parallel with another participle, swimming. Making all verbs infinitive in choice B does not make the sentence parallel and changes the meaning of the sentence. Choices C and D are not parallel because they use dissimilar verb forms or tenses. Choice A is the correct answer.
PRACTICE IT: Sentence Construction and Usage

The following is a rough draft of a student’s report. It may contain errors. Read it and answer the questions that follow.

In the Country

1. Some people think that living in the country is boring. They say there’s nothing out here but grass and sticks and bugs. We do have our fair share of those, but the secret my family and our neighbors share is knowing how to entertain ourselves. Besides, grass and sticks and bugs are what make the country the country, and people who don’t understand that are blind to the natural wonder and life that exists in the country. The area I grew up in and still call home is the most terrific place in the whole world, even though most of the world’s never even heard of it.

2. No matter where you are, though, a place isn’t truly wonderful unless there are friends to share it with. Which is really nothing fancier than a bunch of fellas hanging around together, when I was a boy, we had what we called a crew. And somehow, even though there were five of us, we had just three names among us—Darren (that’s me), Justin, and Pablo. What I’m saying is, we had two Justins and two Pablos in our crew, which I guess is why people started calling us the Poor Boys, as if we didn’t have enough money to buy separated names. Anyway, the nickname stuck, and we grew to be quite fond of it because it made us feel like desperados—like we had nothing to lose.

3. We Poor Boys spent every summer day in the woods. That’s where the beauty was.

4. The closest path into the woods began behind the baseball field. The path quickly opened up into a clearing we called the Campfire—a great big circular pit, nearly twenty feet across and six or so feet deep. It was surrounded by huge rocks that had been brought there before anyone out here can remember.

5. The sides of the rocks that faced the pit were black as night, and the place always smelled of burning wood even when there wasn’t a fire going. And while we weren’t allowed to build a fire without our folks there, we were spending a lot of time to sit around that pit and thinking of all the people who had gathered there since the time it had been constructed. Sometimes we’d think about it so hard and talk about it so much that we’d swear we could hear ancient Native American tribes celebrating their festivals and roasting great big feasts.

6. If you left the Campfire and got back onto the trail, you could walk a little farther into the woods to find the Bear Caves—a set of six caves that went right into the side of a good-sized mountain, smack in the middle of nowhere. And while none of us had ever seen a live bear there, we never got far enough inside the caves to check. You could look into the caves from the outside and see nothing but the darkest dark. Once in a while, Justin would take a couple of steps with a flashlight into one of the caves. But the dark, cold, and the silence, combined with an idea of stumbling upon a hungry bear, kept us from going in any farther.
1 Read this sentence from paragraph 2.

Which is really nothing fancier than a bunch of fellas hanging around together, when I was a boy, we had what we called a crew.

What is the best way to write the sentence to improve the placement of modifiers?

A When I was a boy, which is really nothing fancier than a bunch of fellas hanging around together, we had what we called a crew.

B We had what we called a crew, when I was a boy, which is really nothing fancier than a bunch of fellas hanging around together.

C Which is really nothing fancier than a bunch of fellas hanging around together, we had what we called a crew, when I was a boy.

D When I was a boy, we had what we called a crew, which is really nothing fancier than a bunch of fellas hanging around together.

2 Read this sentence from paragraph 5.

And while we weren't allowed to build a fire without our folks there, we were spending a lot of time to sit around that pit and thinking of all the people who had gathered there since the time it had been constructed.

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

A And while we weren't allowed to build a fire without our folks there, we spent a lot of time sitting around that pit and thinking of all the people who had gathered there since the time it had been constructed.

B And while we weren't allowed to build a fire without our folks there, we were to spend a lot of time to sit around that pit and to think of all the people who had gathered there since the time it had been constructed.

C And while we weren't allowed to build a fire without our folks there, we spend a lot of time sitting around that pit and thought of all the people who had gathered there since the time it had been constructed.

D Leave as is.
3. Read this sentence from paragraph 6.

But the dark, cold, and the silence, combined with an idea of stumbling upon a hungry bear, kept us from going in any farther.

How could the underlined part of this sentence best be rewritten to have a parallel structure?

A. the dark, cold, and the silence, combined with the idea
B. the dark, the cold, and the silence, combined with the idea
C. dark, cold, and the silence, combined with an idea
D. a dark, a cold, and a silence, combined with an idea

4. Read this sentence from paragraph 6.

Once in a while, Justin would take a couple of steps with a flashlight into one of the caves.

What is the best way to rewrite the sentence to correct the misplaced modifier?

A. Once in a while, Justin, with a flashlight, would take a couple of steps into one of the caves.
B. Justin once in a while, would take a couple of steps with a flashlight into one of the caves.
C. Once in a while, Justin would take a couple of steps into one of the caves with a flashlight.
D. With a flashlight once in a while, into one of the caves, Justin would take a couple of steps.
LEARN IT: Grammar

Writing effectively requires knowledge of basic grammatical rules. **Grammar** is the study of the relationship between words in a sentence. These words perform different functions and are known as the eight **parts of speech**. These eight parts are **noun**, **pronoun**, **adjective**, **verb**, **adverb**, **preposition**, **conjunction**, and **interjection**. Determining the correct placement or use of each part of speech in a sentence helps writers clearly communicate.

The following are the eight parts of speech and their functions.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
</table>
| noun           | names a person, a place, a thing, or an idea | persons: *doctor*, *Luis Johnson*  
places: *bookstore*, *New York City*  
things: *radio*, *Golden Gate Bridge*  
ideas: *invention*, *freedom* |
| pronoun        | a substitute word for a noun | *She* carries her bag.  
*He* walks to the store. |
| adjective      | modifies or describes a noun or pronoun | *My mother* loves *black* shoes. |
| verb           | expresses an action or a state of being | *She* eats vegetarian food.  
*They* are both very tired. |
| adverb         | modifies a verb, an adjective, or another adverb, and expresses under what conditions something happens | *He quickly* runs across the parking lot.  
The flame is *intensely* hot. |
| preposition    | expresses a relationship between other words and locates a noun in space and time | *Douglas* went *to the clinic*.  
*Linda* stayed *inside* the bus. |
| conjunction    | connects words or groups of words | *He bought shoes* and *slippers*.  
*She* likes the beach, *but* she is afraid to swim. |
| interjection   | expresses emotions and has no grammatical relation to the words in the sentence | *ouch*  
*hey*  
*wow* |
EXAMPLE

1 Read the following paragraph.

Bats resemble rodents in many ways. They are not rodents. In fact, there is recent evidence that bats may be more closely related to primates than to rodents.

What is the correct way to combine the underlined sentences?

A. Bats resemble rodents in many ways, and they are not rodents.
B. Bats resemble rodents in many ways, but they are not rodents.
C. Bats resemble rodents in many ways because they are not rodents.
D. Bats resemble rodents in many ways, therefore, they are not rodents.

Step 1 Read the underlined part of the paragraph again. How could the language be streamlined?

The underlined part of the paragraph contains sentences that are related to one another but lack a conjunction.

Step 2 Read each answer choice carefully. Which answer choice has the correct conjunction that combines the two related ideas?

Since the underlined sentences tell people that bats are not rodents although they are similar in many ways, I think choice B is the answer. B uses the conjunction but, which indicates contradiction. The conjunctions in choices A and C do not indicate a contradiction between the two sentences. The second underlined sentence is not a conclusion of the first sentence, so choice D is incorrect.
LEARN IT: Phrases and Clauses

A phrase is a group of related words that does not have a subject or a predicate. Phrases often perform the functions of nouns, adjectives, or adverbs.

There are four types of phrases:

1. **Prepositional phrases**—these are phrases that start with a preposition, such as *on*, *in*, or *to*, and include a noun or a pronoun called the object of the preposition.

   - She went to the library.
   - The weather is usually warm in the mornings.
   - Marina wore a gown with blue beads.

2. **Participial phrases**—these are verbal phrases that start with a past or present participle and act as adjectives.

   - The man holding the newspaper is George’s father.
   - Jessica’s voice, soaring through the room, was as clear as a bell.

3. **Gerund phrases**—these are phrases that begin with gerunds, or verbs ending with *–ing* and acting as nouns.

   - Swimming outdoors is Matthew’s favorite activity.
   - My favorite thing ever was parasailing across that lake.

4. **Infinitive phrases**—these begin with a verb preceded by *to*. Infinitive phrases function as nouns, adjectives, or adverbs.

   - What I never forget whenever I go to the supermarket is to pass by the chocolates.
   - My father likes to play basketball in the afternoons.

A clause is a group of words containing both a subject and a verb.

A main clause, also known as an **independent clause**, has a complete meaning and can stand on its own. It is also known as a simple sentence.

   - Carla prefers watching documentaries over action films.

A subordinate clause, or a dependent clause, cannot stand on its own and would need to be attached to an independent clause to make sense. It starts with a subordinating conjunction, such as *because*, *although*, or *while*. The use of a subordinating conjunction makes one clause dependent on the other.

   - Although you wouldn’t be able to tell, Marco was not feeling well for the entire play.
EXAMPLE

2 Read the following paragraph.

(1) My mother collects crystals to decorate the house with. (2) Because she says she likes the different colors as well as their irregular shapes. (3) She keeps them on the tabletops and mantels, and she has a huge collection of them in her home office that, she says, inspires her to work. (4) Her favorite crystal is amethyst.

Which of the following sentences from the passage is an incomplete sentence?

A  sentence 1
B  sentence 2
C  sentence 3
D  sentence 4

Step 1 Read the paragraph carefully. Which parts of the paragraph are dependent clauses, or clauses that do not have a complete meaning on their own?

Because she says she likes the different colors as well as their irregular shapes is a subordinate clause because it doesn’t have a complete meaning on its own. It also starts with the subordinate conjunction because, which signals a dependent clause.

Step 2 Is it a complete sentence? Why or why not?

It is an incomplete sentence because it cannot stand on its own. The word because makes it dependent on an independent clause to make grammatical sense.

Step 3 Look at the answer choices. Which one of the answer choices is correct?

The incomplete sentence is sentence 2, Because she says she likes the different colors as well as their irregular shapes. The corresponding answer choice to sentence 2 is B. Therefore, B is the correct answer.
LEARN IT: Sentence Structure

A **simple sentence** is a single main clause.

Examples of simple sentences:

- She runs.
- She runs very fast.
- She runs very fast to catch up with the bus.

A **compound sentence** consists of two or more main clauses joined by a coordinating conjunction. Two or more simple sentences make up one compound sentence.

Examples of coordinating conjunctions:

<table>
<thead>
<tr>
<th>and</th>
<th>but</th>
<th>for</th>
<th>nor</th>
<th>or</th>
<th>so</th>
<th>yet</th>
</tr>
</thead>
</table>

Examples of compound sentences:

- The book was easy to read, but I didn’t like the story.

A **complex sentence** contains one main clause and at least one subordinate clause.

Examples of complex sentences:

- Although help was hard to come by, they organized a fund-raiser.
- While the kids were sleeping, Sarah tried to catch up on her reading.

A **compound-complex sentence** has two or more main clauses and one or more subordinate clauses. The main clauses are joined together by coordinating conjunctions, such as *and* or *but*, while the dependent clauses begin with subordinating conjunctions.

Examples of subordinating conjunctions:

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>as</th>
<th>because</th>
<th>before</th>
</tr>
</thead>
<tbody>
<tr>
<td>if</td>
<td>since</td>
<td>unless</td>
<td>until</td>
<td>while</td>
</tr>
</tbody>
</table>

Examples of compound-complex sentences:

- Whenever we talk about shopping, Erin says that she prefers to do it online, but Katherine would rather go to the mall.
- I feel as if I will not learn how to drive unless my dad teaches me and lets me borrow his car.
EXAMPLE

3 Read the following paragraph.

(1) The Buchanan kids didn't mind doing odd jobs for Mr. Henson down the street. (2) He was a kind and generous man, and he reminded them of their grandfather. (3) He would serve them freshly baked brownies. (4) They listened to his stories about his travels. (5) Matthew, the eldest, helped out as a stock boy in Mr. Henson’s grocery store, while Miranda, the second child, took care of the garden. (6) The youngest, Ellie, was in charge of walking Mr. Henson’s dog, Sydney.

Which word would best connect sentences 3 and 4?

A although
B to
C because
D while

Step 1 Read sentences 3 and 4. What ideas do the sentences have? How are they related?

Sentence 3 describes what Mr. Henson would do for the kids, while sentence 4 describes how Mr. Henson entertained the kids. I know that both these actions happened at the same time.

Step 2 Read each answer choice carefully. Which would best connect the ideas expressed in sentences 3 and 4?

While expresses two simultaneous actions. The word although would make the two sentences contradict each other. To does not fit with sentence 4. And because would say that sentence 4 is the cause of sentence 3, which is not the idea expressed.

Step 3 Which answer choice is the correct answer?

Answer choice D is the best answer.
The following passage is a student draft and may contain errors. Read it and answer the questions that follow.

What Is a Wetland?

(1) Wetlands are often wet. (2) A wetland might not be wet year-round. (3) In fact, some of the most important wetlands are only seasonally wet. (4) Wetlands are the link between the land and the water. (5) They are transition zones where the flow of water, the cycling of nutrients, and the energy of the sun meet to produce a unique ecosystem characterized by hydrology, soils, and vegetation—making these areas very important features of a watershed. (6) Using a watershed-based approach to wetland protection ensures that the whole system, including land, air, and water resources, is protected.

(7) Wetlands found in the United States fall into four general categories—marshes, swamps, bogs, and fens. (8) Marshes are wetlands dominated by soft-stemmed vegetation. Swamps have mostly woody plants. (9) Bogs are freshwater wetlands, often formed in old glacial lakes, characterized by spongy peat deposits, evergreen trees and shrubs, and a floor covered by a thick carpet of sphagnum moss. (10) Fens are freshwater peat-forming wetlands covered mostly by grasses, sedges, reeds, and wildflowers.

(11) Wetlands are often called “nurseries of life.” (12) They provide habitats for thousands of species of aquatic and terrestrial plants and animals.

(13) Migrating birds use wetlands. (14) To rest and feed during their cross-continental journeys and as nesting sites when they are at home. (15) As a result, wetland loss has a serious impact on these species. (16) Habitat degradation since the 1970s has been a leading cause of species extinction.
1 What is the correct way to combine sentences 1 and 2?
   A  Wetlands are often wet, and a wetland might not be wet year-round.
   B  Wetlands are often wet, although a wetland might not be wet year-round.
   C  Wetlands are often wet, or a wetland might not be wet year-round.
   D  Leave as is.

2 What is the correct way to combine sentences 11 and 12?
   A  Wetlands are often called “nurseries of life” because they provide habitats for thousands of species of aquatic and terrestrial plants and animals.
   B  Wetlands are often called “nurseries of life,” but they provide habitats for thousands of species of aquatic and terrestrial plants and animals.
   C  Wetlands are often called “nurseries of life,” or they provide habitat for thousands of species of aquatic and terrestrial plants and animals.
   D  Leave as is.

3 Which of the following sentences is an incomplete sentence?
   A  sentence 5
   B  sentence 6
   C  sentence 10
   D  sentence 14

4 What is the best way to rewrite sentence 8?
   A  Marshes are wetlands dominated by soft-stemmed vegetation, while swamps have mostly woody plants.
   B  Marshes are wetlands dominated by soft-stemmed vegetation, because swamps have mostly woody plants.
   C  Marshes are wetlands dominated by soft-stemmed vegetation, so swamps have mostly woody plants.
   D  Marshes are wetlands dominated by soft-stemmed vegetation, because swamps have mostly woody plants.
LEARN IT: Writing Biographical Narratives

A biographical narrative is an account of an important event or a turning point in a person’s life. It can also include more than one event; however, it focuses on one major part in the life of the subject. An autobiographical narrative is authored by the subject of the narrative.

Everyone can have a biographical narrative, not just famous people. Even you can write your own autobiographical narrative by constructing your thoughts in an organized way.

Introduction

A biographical narrative starts with an interesting opening statement. You can use a quotation that grabs the attention of the reader or a strong opinion.

In the introduction, you should include any information the reader needs to know to understand the rest of your narrative. You can also partly explain why the experience you are about to narrate is significant; this foreshadows what you are about to share. However, take care not to take away from the body of the narrative by giving too much information in the introduction.

Body

A biographical narrative is usually written in the order in which the events happened. These events are composed of actions taken by the people involved in the story, along with dialogue. Actions and dialogue help make the characters and the story more alive and dramatic. However, it is important not to make up events in order to make your story more compelling.

Interspersed within these events are vivid descriptions of the people in the story, sensory descriptions that allow the readers to imagine the scene, and internal conversations that reveal a character’s thoughts and feelings about the events that are unfolding.

Conclusion

You might choose to write a conclusion in which you reflect on the experience and its significance. This is your opportunity to tell the reader the lessons that could be learned from the experience.
EXAMPLE

1 Read the following excerpt from the autobiographical narrative by the late Sarah Bernhardt, a famous French stage actress.

An event, very simple in itself, was destined to disturb the silence of our secluded life and to attach me more than ever to my convent, where I wanted to remain for ever.

The Archbishop of Paris, Monseigneur Sibour, was paying a round of visits to some of the communities, and ours was among the chosen ones. The news was told us by Mother St. Alexis, the “doyenne”, the most aged member of the community, who was so tall, so thin, and so old that I never looked upon her as a human being or as a living being. It always seemed to me as though she were stuffed, and as though she moved by machinery. She frightened me, and I never consented to go near her until after her death.

We were all assembled in the large room which we used on Thursdays. Mother St. Alexis, supported by two lay sisters, stood on the little platform, and in a voice that sounded far, far off announced to us the approaching visit of Monseigneur. He was to come on St. Catherine’s Day, just a fortnight after the speech of the Reverend Mother.

Our peaceful convent was from thenceforth like a bee-hive into which a hornet had entered. Our lesson hours were curtailed, so that we might have time to make festoons of roses and lilies. The wide, tall arm-chair of carved wood was uncushioned, so that it might be varnished and polished. We made lamp-shades covered with crystalline. The grass was pulled up in the courtyard—and I cannot tell what was not done in honour of this visitor.

Two days after the announcement made by Mother St. Alexis, the programme of the “fête” was communicated to us by Mother St. Sophie. The youngest of the nuns was to read a few words of welcome to Monseigneur. This was the delightful Sister Séraphine. After that Marie Buguet was to play a pianoforte solo by Henri Herz. Marie de Lacour was to sing a song by Louise Puget, and then a little play in three scenes was to be given, entitled “Tobit Recovering his Eyesight.” It had been written by Mother St. Thérèse. I have now before me the little manuscript, all yellow with age and torn, and I can only just make out the sense of it and a few of the phrases. Scene I. Tobias’s farewell to his blind father. He vows to bring back to him the ten talents lent to Gabael, one of his relatives.
Scene II. Tobias, asleep on the banks of the Tigris, is being watched over by the Angel Raphael. Struggle with a monster fish which had attacked Tobias whilst he slept. When the fish is killed the angel advises Tobias to take its heart, its liver, and its gall, and to preserve these religiously. Scene III. Tobias’s return to his blind father. The angel tells him to rub the old man’s eyes with the entrails of the fish. The father’s eyesight is restored, and when Tobit begs the Angel Raphael to accept some reward, the latter makes himself known, and, in a song to the glory of God, vanishes to heaven.

The little play was read to us by Mother St. Thérèse, one Thursday, in the large assembly room. We were all in tears at the end, and Mother St. Thérèse was obliged to make a great effort in order to avoid committing, if only for a second, the sin of pride.

I wondered anxiously what part I should take in this religious comedy, for, considering that I was now treated as a little personage, I had no doubt that some “role” would be given to me. The very thought of it made me tremble beforehand. I began to get quite nervous; my hands became quite cold, my heart beat furiously, and my temples throbbed. I did not approach, but remained sulkily seated on my stool when Mother St. Thérèse said in her calm voice:

“Young ladies, please pay attention, and listen to your names and the different parts:

_Tobit_ EUGÉNIE CHARME
_Tobias_ AMÉLIE PLUCHE
_Gabael_ RENÉE D’ARVILLE
_The Angel Raphael_ LOUISE BUGUET
_Tobias’s mother_ EULALIE LACROIX
_Tobias’s sister_ VIRGINIE DEPAUL.”

I had been listening, although pretending not to, and I was stupefied, amazed, and furious. Mother St. Thérèse then added. “Here are your manuscripts, young ladies,” and a manuscript of the little play was handed to each pupil chosen to take part in it.

Louise Buguet was my favourite playmate, and I went up to her and asked her to let me see her manuscript, which I read over enthusiastically.

“You’ll make me rehearse, when I know my part, won’t you?” she asked, and I answered, “Yes, certainly.”
“Oh, how frightened I shall be!” she said.

She had been chosen for the angel, I suppose, because she was as pale and sweet as a moonbeam. She had a soft, timid voice, and sometimes we used to make her cry, as she was so pretty then. The tears used to flow limpid and pearl-like from her grey, questioning eyes.

She began at once to learn her part, and I was like a shepherd’s dog going from one to another among the chosen ones. It had really nothing to do with me, but I wanted to be “in it.” The Mother Superior passed by, and as we all curtseyed to her she patted my cheek.

“We thought of you, little girl,” she said, “but you are so timid when you are asked anything.”

“Oh, that’s when it is history or arithmetic,” I said. “This is not the same thing, and I should not have been afraid.”
WRITING PRACTICE: Biographical Narratives

Read the prompt below and then write a response on a separate sheet of paper.

Writing Situation: Your class is creating a literary magazine. You are one of the students assigned to contribute to the biographical narrative section.

Directions for Writing: Think of an interesting event or turning point in a person’s life where he or she came to a special realization or learned an important lesson. Then write a biographical narrative about the events that happened, arranging your thoughts into three major parts: the introduction, the body, and the conclusion.

Helpful Hint

Be sure to make the story vivid by using sensory descriptions of the characters and dialogue that is truthful and natural.
POST-PROMPT EVALUATION SHEET

After finishing the Writing Practice, exchange your work with a partner. Read your partner’s narrative and evaluate it using this sheet. Rate each item from 1 to 4, 4 being the highest.

Did your partner

☐ address all parts of the writing task?
☐ state a clear and meaningful thesis?
☐ maintain consistency of tone?
☐ include all necessary details?
☐ leave out the unimportant details?
☐ organize the details in a logical manner?
☐ use precise language?
☐ demonstrate an awareness of the audience?
☐ use correct grammar, punctuation, spelling, and capitalization?
LEARN IT: Responses to Literature

A response to literature is a two-step process that involves first reading and understanding a piece of literature and then analyzing its textual features such as plot, character development, or diction.

An effective response to literature
- demonstrates an understanding of the significant ideas of the literary piece being discussed
- forms and offers an evaluation, impression, perception, or reaction based on a close examination of the text
- is organized clearly and coherently
- supports important ideas and interpretations with accurate citations, examples, quotes, or references from the text

Recording Personal Reactions and Thoughts
The first step in responding to literature is to read through a literary work. Once you are sure that you understand what you have read, reread the text and record all of your thoughts and reactions. These annotations and brainstorming notes will help you remember your initial responses to a text, which will serve as a helpful jumping off point once you actually begin drafting.
EXAMPLE

Analyze the following annotations and brainstorming notes made by a student about a dramatic monologue.

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

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

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

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,

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

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.

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,
Went surely to the cider-apple heap
As of no worth.
One can see what will trouble
This sleep of mine, whatever sleep it is.
Were he not gone,
The woodchuck could say whether it's like his
Long sleep, as I describe its coming on,
Or just some human sleep.

figurative = everything that is worked hard for ends the same?
Brainstorming Notes

an ordinary thing like a ladder’s two points is mentioned, “towards heaven still”—could be that the speaker is saying he’s still reaching up, figuratively speaking

essence of winter sleep = winter is called “little death” in some cultures (everything is covered in white [white – color of death] and nature seems to be “gone” or “dead”)—perhaps a shadowy reminder of impending death with old age; hibernation

scent of apples—sleep inducing? (maybe intoxicating at some level, the way wine and ambition affect people? enough to make a person want to lie down and enjoy the fruits, maybe)

looking through a pane of glass (ice?)—seeing but not touching, like toys on display in store stands behind glass panes (?); looking at his reflection?; maybe glass pane is a symbol of dreams? (this would make sense if the glass was actually ice, as it would present a distorted picture when looked through, like dreams)

melted in his hand, allowing to fall and break = maybe his dreams shattered?; maybe the hindrance (of the ice-glass) is gone and now he can reach for what he wants?

well upon my way to sleep = maturing? coming of age? maybe growing older and wiser?

apples are a symbol of goals? ambitions? chance?

the apples come and go like opportunities

going down = letting go of opportunities he still wishes to grab (?) even when he can still hear “loads and loads” that promise a bountiful harvest

overtired of the great harvest desired—maybe he had dreamed a lot when he was a young man, and as he grows older, he continues to harvest until he’s old and tired of the action itself

cider-apple heap = all the apples go to the same place = all opportunities missed or taken, all that the speaker had said and done, will end up the same way?

something he will ponder until his sleep

whatever sleep is = is he talking about ordinary sleep? or the long, endless sleep (death)?

he compares the sleep he describes to the long sleep of the woodchuck = hibernation = a promise/chance of a reawakening after winter?
LEARN IT: Responses to Literature

Outlining

An outline is a list of topics, including main and supporting ideas, that are grouped by subject and importance and are laid out in a hierarchical manner. Outlines can be either brief or detailed. Outlining provides a sketchy summary of the text and its key ideas, which in turn helps to provide the writer with the needed materials for the next step, in which he or she will draft a response to the literary work.

Drafting

After annotating, brainstorming, and outlining comes drafting. Continuous note-taking and rereading stimulates thinking and helps the writer formulate a tentative thesis on the text. Writers can then glance over their initial notes to identify key points that can be used to support the thesis, including brief quotations and references from the text.

Remember, drafting does not just end with the first draft. It is a process of writing and rewriting until the final draft is finished and no more revisions are needed.

EXAMPLE

Analyze the following outline and draft made by a student based on Frost’s “After Apple-picking.”

Paper Title: Life Is a Barrel of Apples

Thesis: In “After Apple-picking,” Robert Frost reveals the thoughts of an apple picker at the twilight of his life, comparing apple picking to life itself and the apples to the dreams and opportunities the speaker has either taken or allowed to pass him by.

I. Introduction
   A. The theme of life

II. The Extraordinary in the Ordinary
   A. The barrel as the symbol of life
   B. The apple as a symbol of opportunities both seized and missed
   C. The coming winter as the symbol of mortality
   D. The glass pane as a symbol of dreams
   E. The woodchuck as a symbol of hope

III. Conclusion
   A. The speaker accepts the inevitability of life
   B. The speaker hopes for the surprises of life
Life Is a Barrel of Apples

Life as we know it is ever changing; a day comes that brings nothing but happiness, and in the span of a few moments, it becomes tragic or even hopeless. Life is unpredictable that way—nothing is permanent in this world except change. However, there is one thing about life that remains true at all times: it goes on. Robert Frost’s poem entitled “After Apple-picking” is a dramatic monologue that strongly attests to this theme.

At the very beginning of the poem, the speaker, our apple picker, is high up on a ladder gathering apples to fill his barrel. This is ordinary enough; he is an apple picker, and he picks apples. There is, however, an odd emphasis to the word still in the second line, “Toward heaven still.” It speaks of a certain degree of stubbornness, a refusal to back down and descend the ladder. The apple picker is a fighter, though he is also shown as someone who is wise enough to know when he must concede the fight.

In the third line, he speaks of the barrel that he didn’t fill, and “two or three / Apples I didn’t pick upon some bough.” This is a strange statement from an ordinary apple picker, whose job is to gather all the apples and fill the barrels to overflowing if he can. It soon becomes apparent that the speaker is not merely discussing apple picking anymore—his words have taken on an entirely new dimension, a hint that the words to come are to be taken figuratively as well as literally.

The barrel is the speaker’s life; it is filled with apples—or opportunities—that he has already gathered in his journey through life, and it could be filled further with the apples on the trees that hint of opportunities to come. He has been unable to gather all the apples he wants, and there is a tone of weary regret over the opportunities he has missed.

The speaker can feel that the “essence of winter sleep is on the night,” and the fact that he is “drowsing off” reminds readers of the cycles of the season and the cycles of life itself. Everything has its appointed time, and the apple picker is at the stage of his life where he is preparing to take his final sleep.

The scent of the apples then confuses the speaker for a moment so that he can’t differentiate between his reality and his dreams. Pondering too deeply can cause that, and the speaker shares the strangeness that he feels from “looking through a pane of glass” and remembering childhood dreams. The melting glass hints of the compromises the speaker has had to make in his life. The speaker then allows the glass to fall and break forever, and he is “well / Upon [his] way to sleep before it fell.” He has grown, he has matured, and he has learned that not every dream is bound to come true; thus, he lets go of the glass forever.

The apples, which “appear and disappear, / Stem end and blossom end, / And every fleck of russet showing clear,” represent the opportunities the speaker has either seized or allowed to pass him by, and in this moment the speaker can clearly see that the decisions he has made affected who he has become. After this epiphany, he appears to wake up, both literally and figuratively, and he descends from the ladder. Still, he can hear the sounds of “load on load of apples coming in,” and he knows that there are many more opportunities to come.
However, he has “had too much / Of apple-picking” and is “overtired / Of the great harvest [he himself] desired.” When he was younger, he may have desired many things, but the wisdom that comes with age puts everything in a proper perspective; the harvest is abundant, but he knows he won’t be able to gather all the apples, and insisting on doing so will only wear him out. Moreover, he knows that he won’t be successful in gathering them all, anyway.

The speaker then goes on to say that “there were ten thousand thousand fruit to touch / Cherish in hand, lift down, and not let fall.” The repetition of the word *thousand* suggests the numerous desires the speaker still possesses. There are still many things the speaker wants to achieve and experience. However, he knows that all things “went surely to the cider-apple heap.” This shows an acceptance that everyone and everything will ultimately come to the same end.

And so the speaker chooses to sleep, even though he is uncertain of the kind of sleep he will experience. He mentions a woodchuck, and he expresses a silent hope that his sleep will be like the hibernation of an animal—a long sleep that promises to end with the coming of spring. The apple picker may be on the last leg of his journey, but he still hopes for that spring and a chance to gather apples once more.

The apple picker has grown wise from his journey. He sees that life has infinite opportunities for a person, but he acknowledges his humanity and his limitations. He has regrets over missed opportunities, and perhaps there are actions or decisions he would give anything to undo. Still, he looks forward to a new day, possibly a new life, and a chance to gather apples again. “After Apple-picking” is about more than life; it is about living—and hoping.
WRITING PRACTICE: Responses to Literature

Read the writing prompt below and then write a response on a separate sheet of paper.

Writing Prompt: Write an analysis of the speaker based on this dramatic monologue from *Macbeth* by William Shakespeare.

MACBETH.
Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee:—
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going;
And such an instrument I was to use.
Mine eyes are made the fools o' the other senses,
Or else worth all the rest: I see thee still;
And on thy blade and dudgeon gouts of blood,
Which was not so before.—There's no such thing:
It is the bloody business which informs
Thus to mine eyes.—Now o'er the one half-world
Nature seems dead, and wicked dreams abuse
The curtain'd sleep; now witchcraft celebrates
Pale Hecate's offerings; and wither'd murder,
Alarum'd by his sentinel, the wolf,
Whose howl's his watch, thus with his stealthy pace,
With Tarquin's ravishing strides, towards his design
Moves like a ghost.—Thou sure and firm-set earth,
Hear not my steps, which way they walk, for fear
Thy very stones prate of my whereabout,
And take the present horror from the time,
Which now suits with it.—Whiles I threat, he lives;
Words to the heat of deeds too cold breath gives.

[A bell rings.]

I go, and it is done; the bell invites me.
Hear it not, Duncan, for it is a knell
That summons thee to heaven or to hell.
Helpful Hint

A response to literature can combine the strategies of description, exposition, narration, and persuasion. Follow the methods (annotating, brainstorming, outlining, and drafting) of writing a response to make your thesis about the speaker clearer and more easily understood.
Post-Prompt Evaluation Sheet

After finishing the Writing Practice, exchange your work with a partner. Read your partner’s essay and evaluate it using this sheet. Rate each item from 1 to 4, 4 being the highest. Did your partner

- clearly address all parts of the writing task?
- provide a meaningful thesis?
- demonstrate a clear understanding of the character?
- organize the essay well?
- thoughtfully support the thesis and main ideas with specific details and examples?
- authoritatively defend a position with precise and relevant evidence?
- utilize a variety of sentence types?
- use precise, descriptive language?
- make few, if any, errors in the conventions of the English language?
LEARN IT: Expository Writing

Expository writing is a type of writing that we encounter every day in nonfiction books and magazine and newspaper articles. The main purpose of expository writing is to inform, describe, or explain. It requires the use of clear organization and precise language so readers can clearly understand the content. Facts, statistical information, and examples are the best information to use in an expository composition. A few examples of academic expository writing are expositions, persuasive arguments, and research reports.

Expository writing prompts are writing exercises that ask you to write expository compositions about a specific topic. The important thing to remember when writing expository compositions is to be concise, factual, and objective. Your primary goal is to clearly express a well-supported argument to your reader.

Readers generally choose to read about topics that interest them. For this reason the introduction should grab the reader’s attention and hold it. Remember that the introduction will begin with a thesis statement, which is a concise, clear, and compelling statement of your (the author’s) intention. A thesis statement might be broad or narrow depending on the length and subject of your paper.

The body of the composition is generally composed of three or more paragraphs. Each paragraph should have a topic sentence or main idea that supports the thesis statement, which is then followed by evidence and supporting details. All sentences must work to support the main idea of the paragraph and the overarching idea of the paper. Transitional words, phrases, or sentences should be fluid and logical so the reader can easily follow the flow of ideas.

The concluding paragraph restates the thesis statement and is a summary of the composition. Generally, no new ideas are introduced in the concluding paragraph.
EXAMPLE

Writing Prompt: Write an expository composition about where you went on vacation.

Sample Student Essay

Jewel of the Aegean

The most incredible place that I have ever visited may be a place that you have never heard of. Mykonos is part of the Cyclades, a group of beautiful islands dotting the Aegean Sea. My family traveled to the southeast of Greece last year in search of sandy beaches. I, however, was much more interested in Mykonos’s ancient history.

The Paraportiani Church is one of the most famous architectural structures in Greece. It dates back to the mid-fifteenth century A.D. My father told me its name means “door” because it was actually the secondary door to a medieval castle. Paraportiani is a stunning architectural complex with glowing white walls and domed roofs.

Another ancient site is Mykonos’s windmills. These white windmills with thatched roofs were once used for grinding grain. Today, though, they attract tourists and are symbols of the agricultural history of the island. These windmills stand in stark white contrast against the clear blue sea.

Little Venice is another historic site that I was able to visit. It hangs right over the waters of the Aegean Sea. Like the other historic sites, it also displays white stucco walls. I heard stories passed down from the locals about how pirates used to raid this town.

Mykonos is a beautiful and historical place to visit. While my family soaked up the sun and sea, I walked beside history and explored the past of this very special island.
WRITING PRACTICE: Expository Writing

Read the writing task below and then write an expository composition in response to the prompt.

Directions for Writing: Write an essay on the place or places where you grew up. If you grew up in one place, how did your neighborhood or community change over the years? If you lived in many places, what are the differences between these neighborhoods or communities? Consider for these essay topics the physical characteristics of where you live or have lived. Think also about the people that you know or have known, and how they affected you.

Helpful Hint

Remember that expository writing can inform, explain, and analyze a particular topic. Start the essay with an attention-grabbing introduction and follow through with an interesting composition. Be clear and concise.
Post-Prompt Evaluation Sheet

After finishing the Writing Practice, exchange your work with a partner. Read your partner’s essay and evaluate it using this sheet. Rate each item from 1 to 4, 4 being the highest.

Did your partner

- [ ] address all parts of the writing task?
- [ ] provide a meaningful thesis?
- [ ] organize the essay well?
- [ ] support the thesis and main ideas with specific details and examples?
- [ ] defend a position with precise and relevant evidence?
- [ ] address the reader’s expectations?
- [ ] demonstrate a clear sense of audience?
- [ ] utilize a variety of sentence types?
- [ ] use descriptive language?
- [ ] make few, if any, errors?
LEARN IT: Persuasive Compositions

Persuasion is convincing people to accept your point of view or defending your stand on an issue. Persuasive writing prompts are writing exercises that ask you to write persuasive compositions about a particular issue or topic. Often, persuasive writing follows the Five-Paragraph Model.

Introduction
• Capture the reader’s attention and interest.
• Provide background information.
• Make a thesis statement that states the main point of the composition.

Body (Paragraph 1)
• Topic sentence
• Evidence
• Supporting details

Body (Paragraph 2)
• Topic sentence
• Evidence
• Supporting details

Body (Paragraph 3)
• Topic sentence
• Evidence
• Supporting details
• Anticipate the concerns or biases of the reader.
• Offer a counterargument.

Conclusion
• Restate the importance of the topic.
• Restate the thesis.
• Formulate an appeal or call to action.
EXAMPLE

Read the following student essay on fast food.

Slow Down on Fast Food

If you think there is no harm in your favorite take-out pizza or drive-through burgers, think again. Fast food is convenient for people who are in a rush, but anything you do too often or too much can be bad for you, especially if it's gulping calorie-laden fast food. Many fast-food chains are offering large servings for cheap prices, which attracts people to such meals. However, eating fast food has serious health consequences.

What do you get after eating a burger and french fries? Studies show that a burger contains more than 500 calories, half of which come from fat. Around 10 grams of this fat is saturated fat, which is harmful to the heart. Meanwhile, the fries contain more than 200 calories and 10 grams of fat, 1.5 grams of which is saturated. If you include the soda, that is another 150 or more calories. What if you ate this meal more than once a day? You may spend only a few dollars, but it is your health that truly pays.

A 2001 article in Monitor on Psychology Online of the American Psychological Association reports that America has a “toxic food environment” filled with fast-food restaurants and burger advertisements. The article quotes Kelly Brownell, Ph.D., a psychology professor at Yale University, who acknowledged that obesity among Americans is being promoted by their “passive acceptance of unhealthy food.” Obesity is known to cause life-threatening illnesses like cardiovascular disease and diabetes, and increases the risk of cancer, osteoarthritis, and liver disease.

American children are at risk because they learn this unhealthy diet in school or at home. Teachers and parents should work together to make a healthier environment for today's youth by taking a stand and promoting a healthy diet. Experts like Brownell propose more physical activities and less fast food for children. Schools could do their share by including healthy meals in their cafeterias. The government must also subsidize fruits and vegetables to make them more affordable.

Fast food can be extremely dangerous to your health and should not be eaten too often. If everyone works together, we can eat less food that is bad for us and help our children to learn healthier eating habits as well.
WRITING PRACTICE: Persuasive Compositions

Read the writing task below and then write a persuasive composition in response to the prompt.

**Directions for Writing:** Write a persuasive essay on whether television has positive or negative influences on young people.

**Helpful Hint**
Remember that persuasive writing can express an opinion, convince readers, and clarify your position on a particular topic. Begin the essay with an interesting introduction that states your thesis, then present a body that contains your arguments and their supporting details, and then end with a clear and strong conclusion that restates your thesis.
Post-Prompt Evaluation Sheet

After finishing the Writing Practice, exchange your work with a partner. Read your partner’s essay and evaluate it using this sheet. Rate each item from 1 to 4, 4 being the highest. Did your partner

- clearly address all parts of the writing task?
- provide a meaningful thesis?
- organize the essay well?
- thoughtfully support the thesis and main ideas with specific details and examples?
- authoritatively defend a position with precise and relevant evidence?
- convincingly address the reader’s concerns, biases, or expectations?
- demonstrate a clear sense of audience?
- utilize a variety of sentence types?
- use precise, descriptive language?
- make few, if any, errors in the conventions of the English language?
LEARN IT: Business Letters

**Business letters** are formal letters that we use to achieve specific business or professional purposes. Most everyone has seen, read, or written a business letter. They are not only used in offices; business letters help us communicate with schools, doctors, government agencies, and various professional establishments.

**Purpose**
Some letters are sent from businesses to their customers or potential customers. You may have noticed a number of letters in your mail that market a product, confirm an order you have placed, or thank you for a purchase you have made.

Other letters are sent from customers to various companies or professionals. In these types of letters, you may inquire about a product or service offer, clarify transactions, register complaints, or acknowledge receipt of an order. One of the most common types of business letters that people write to companies is the job application letter.

**Format**
A business letter usually follows a block format, wherein each part of the letter begins at the left margin, without indents. An effective and well-organized business letter contains six parts:

1. **Heading**: contains the address of the sender and the date of the letter
2. **Inside address**: consists of the recipient’s name and address
3. **Salutation**: greets or acknowledges the recipient of the letter; followed by a colon
4. **Body**: states the purpose of the letter or what the writer wants to achieve; usually composed of three paragraphs:
   a. **Introduction**: identifies the sender and briefly states his or her purpose
   b. **Body**: explains the sender’s purpose or request in detail
   c. **Conclusion**: thanks the recipient and includes the sender’s contact information
5. **Complimentary close**: a polite close to the letter; followed by a comma
6. **Signature**: the sender’s signature followed by his or her printed name
Read the following business letter written by a job applicant to restaurant owner.

Blake Taylor  
14 Pinecrest Ct.  
Chicago, Illinois 60611  
April 24, 2007

Mr. Carl Edwards  
Travelers’ Cafe  
25 Turlington Road  
Chicago, Illinois 60611

Dear Mr. Edwards:

Good day. My name is Blake Taylor, and I am writing to apply for the part-time kitchen crew position advertised in the *Chicago Daily* last Sunday, April 20.

I believe that I am the right person for the job. I have the discipline to follow the rules and regulations of any institution or organization I belong to. I am a fast learner, and I always finish the tasks I start. I am punctual, neat, and organized, qualities that my teachers at East Collins High School can attest to. If you would give me the opportunity to interview for the position, I can explain more about my skills and previous work experiences.

I am enclosing my resume and certificates of employment from two of my past employers. I can be reached anytime via my cell phone, 672-555-5578. Please do contact me at your most convenient time. Thank you for your time and consideration. I look forward to speaking with you.

Sincerely,

Blake Taylor  
Blake Taylor
LEARN IT: Business Letter Writing Prompts

Business letter writing prompts are writing exercises that direct you to compose a business letter for a particular purpose.

A business letter is written for a specific person. When you write one, keep in mind who the recipient is and what kind of language and tone you should use when communicating to that person. Business letters are serious but should not sound as formal as a contract or other technical document. They are cordial, positive, and get right to the point. This is especially important when stating your purpose in your introductory paragraph.

Your middle paragraph or paragraphs provide all the explanations and important information that support or justify your purpose. Make sure there are no irrelevant details to confuse or distract the recipient. If your purpose is to gather information, make sure that you pose clear and specific questions. It might even help for you to use special formatting, such as bullets, lists, or distinct typefaces, to make your point clearer.

The concluding paragraph wraps up the letter and gives the recipient any necessary details or contact information for follow-ups.

Make sure that you use correct grammar, spelling, capitalization, and punctuation in your business letters. Remember that business letters represent you as a person and as a professional; a business letter that is free of errors tells the recipient that you are a capable individual.

Now, look at the sample business letter writing prompt and sample letter to help you understand the concepts you have just learned.
Read the business letter that was written in response to the writing prompt below.

**Writing Prompt:** Your school is planning to stage a production of *The Phantom of the Opera*. As one of the students assisting the director, you need to write a letter to the manager of a theater in your area requesting information on the capacities of the facility.

Janine Grey  
36 Cypress Lane  
Los Angeles, California, 90018

December 16, 2007

Ms. Ruth Wilson  
Manager  
Benson Theater  
22 White Valley Road  
Los Angeles, California 90018

Dear Ms. Wilson:

Good day. My name is Janine Grey, and I am writing to inquire about the production capacities of the Benson Theater.

Our literature class at Garner High School is going to stage a production of *The Phantom of the Opera* at the end of the school year. We plan to invite around 400 students, parents, and residents in the area to witness this production. Benson Theater is a reputable show venue that has housed many known productions. This is why we are interested in staging our show at your venue. However, we first need to find out a few details that are necessary to our planning, specifically:

- What is the exact seating capacity of your venue?  
- How many restrooms are available?  
- What are your rules and regulations for show producers and audiences?  
- What kind of technical aid is available to show producers?  
- What stage modifications are we allowed to make?  
- How do we go about the reservation process?  
- What requirements or information do we need to submit?

We hope that you could answer our questions at your soonest convenient time. Your answers will help us decide whether Benson Theater is the right fit for our production. I can be reached anytime via my cell phone, 654-555-3214. I would also love to drop by to discuss our plans further. Thank you for your time. I look forward to speaking with you.

Sincerely,

Janine Grey

Janine Grey  
Project Coordinator
WRITING PRACTICE: Business Letters

Read the prompt below and then write a response on a separate sheet of paper.

**Writing Situation:** You are interested in a particular career, such as game design or culinary arts, and are considering applying to a certain school after you graduate.

**Directions for Writing:** Write a letter to an admissions officer at the school, explaining your interests and asking for information about how to prepare, what training the school provides, and what the career outlook is like for its graduates.

**Helpful Hint**

Be sure to remember your letter’s audience. Include only those details necessary to help the recipient of your letter better understand your purpose and answer your questions.
Post-Prompt Evaluation Sheet

After finishing the Writing Practice, exchange your work with a partner. Go over your partner’s work and evaluate it using this sheet. Rate each item from 1 to 4, with 4 being the highest.

Did your partner

☐ address all parts of the writing task?
☐ state a clear and meaningful purpose?
☐ maintain consistency of tone?
☐ include all necessary details?
☐ leave out the unimportant details?
☐ organize the details in a logical manner?
☐ use precise language?
☐ utilize a variety of sentence types?
☐ demonstrate an awareness of the audience?
☐ use correct grammar, punctuation, spelling, and capitalization?